THE AUSTRALIAN WATER PARTNERSHIP

AWP GEDSI Training Workshop Summary

23 & 30 September 2020

Acknowledgements
The Australian Water Partnership is supported by the Australian Government and managed by eWater Ltd.

Copyright © 2020 eWater Ltd (12 Nov, v03)

UC Innovation Centre (Bldg 22), University Drive South
Canberra ACT 2617 AUSTRALIA
T: +61 2 6206 8320
E: contact@waterpartnership.org.au
waterpartnership.org.au

Table of Contents

Overview 1
1 Part 1 2
1.1 Welcome and introductions 2
1.2 Pre-workshop survey results 3
1.3 Guest speaker: Ipul Powaseu 5
1.4 AWP context 8
1.5 Disability inclusive development 9
1.6 Wrap up 13
1.7 Part 1 Final Q&A 14
2 Part 2 19
2.1 Welcome and introductions 19
2.2 Quiz results 19
2.3 Guest speaker: Cucu Saidah 20
2.4 Inclusive approaches to water resources management and AWP resources 20
2.5 Wrap up 22
3 Key Resources 26

Figures

Figure 1. AWP activities participants are involved with 3
Figure 2. Experience of participants in applying GEDSI 3
Figure 3. Confidence of participants in addressing gender equality (pre-workshop) 4
Figure 4. Confidence of participants in addressing disability inclusion (pre-workshop) 4
Figure 5. What participants found interesting or new (1 of 2) 13
Figure 6. What participants found interesting or new (2 of 2) 13
Figure 7. Participant word association for disability inclusive approaches 14
Figure 8. Confidence of participants in addressing gender equality (post-workshop) 22
Figure 9. Confidence of participants in addressing disability inclusion (post-workshop) 23
Figure 10. Key words on how the workshop has improved participant GEDSI capabilities 23
Figure 11. Gender equality elements the workshop most successfully achieved 24
Figure 12. Disability inclusion elements the workshop most successfully achieved 24
Figure 13. Additional challenges the workshop has addressed 25
Figure 14. Key words describing how AWP could better support partners 25

Overview

The AWP GEDSI Training Workshop for partners was held virtually through Zoom with up to 31 people in attendance on both days. The workshop key messages are summarised in sections 1 and 2 of this document with links to more information and resources provided throughout and in section 3. Where questions have been posed by participants during the training, these have been included with answers in the relevant sections as well as in section 1.8.

Aims/Objectives

- Participants are able to explain why gender equality, disability and social inclusion (GEDSI) is relevant to water management projects internationally and to the AWP.
- Participants have been introduced to key concepts related to GEDSI.
- Participants have applied their knowledge to real-life scenarios and have taken suggested steps in improving GEDSI outcomes.
- Participants are aware of the resources and tools that can support their efforts to improve the GEDSI outcomes of their work.

Trainers & Facilitators:

- Jen Blyth, Advisor, CBM Global Inclusion Advisory Group.
- Melita Grant, AWP Expert Review Panel Member (GESI Specialist), and Research Principal, Institute for Sustainable Futures, UTS.
- Veitania Lepani, GEDSI & Program Officer, AWP.
- Shannon Li, Communications Manager, AWP.

Guest Speakers:

- Ipul Powaseu – on disability and gender and her lived experience from the Papua New Guinean context.
- Cucu Saidah – on disability, flood risk management and the effects of COVID-19 from the Indonesian context.
- Bob McMullan, Chair, AWP Advisory Committee

Summary:

- Workshop agenda – including workshop objectives and trainer bios
- Part 1 – 23 September 2020, 10am – 12.30pm (AEST CBR/SYD time)
    - Part 1 PPT slides
    - Part 1 video recording
- Part 2 – 30 September 2020, 1.30pm – 4.00pm (AEST CBR/SYD time)
    - Part 2 PPT slides
    - Part 2 video recording

Note: Closed Caption subtitles are provided on the video recordings for greater accessibility. These can be turned on by clicking on the (CC) icon in the YouTube media controls. Due to technical issues on the day, live video of Jen Blyth signing was unable to be captured for part 1 so these sections of the recording have been replaced by a still image with Jen's permission.

1 Part 1

The first part of the GEDSI Training Workshop included five main sessions:

1. Welcome and introductions
2. Guest speaker: Ipul Powaseu
3. AWP context
4. Disability inclusive development
5. Wrap up

Below is a summary of the key messages from Part 1 of the training, including questions and comments for each session.

1.1 Welcome and introductions

AWP GEDSI and Program Officer, Veitania Lepani, introduced the workshop with an acknowledgement of country:

"I'd first like to acknowledge the Ngunnawal people who are the traditional custodians of this land that I am speaking to you from today. I also acknowledge the traditional custodians of the land on which each of you are joining from today, and extend this respect to all Aboriginal and Torres Strait Islander peoples in attendance today.

Aboriginal and Torres Strait Islander Peoples' traditional ecological knowledge and stories are passed down from generation to generation and continue to this day, supporting a symbiotic relationship with land and water. This knowledge and connection to Country is essential to managing rivers in Australia, and increasingly drawn upon to support decision-making about water sharing and management."

A video message from the AWP Advisory Committee Chair, Bob McMullan AM, was played which highlighted why it is important to consider GEDSI in AWP work.

Key messages:

- Assistance to people with disabilities in developing countries has been a centrepiece of Australia's aid program for ten years and Australia is recognised as a world leader in this area.
- People with disabilities in developing countries are some of the poorest people in the world, and they don't need to be.
- Australia has focused a lot of resources on trying to assist people with disabilities. There is one principle to remember when you look at how to apply principles to assist people with disabilities to your AWP work. All Disabled Persons Organisations have the one message: nothing about us without us.
- You are all encouraged to apply the same level of commitment and enthusiasm and intelligent application of resources to assisting people with disabilities that you have to gender equity over recent years.

1.2 Pre-workshop survey results

Melita Grant went through the results of a pre-workshop survey that participants completed to gauge the range of participants' involvement in AWP activities and their experience in GEDSI work.

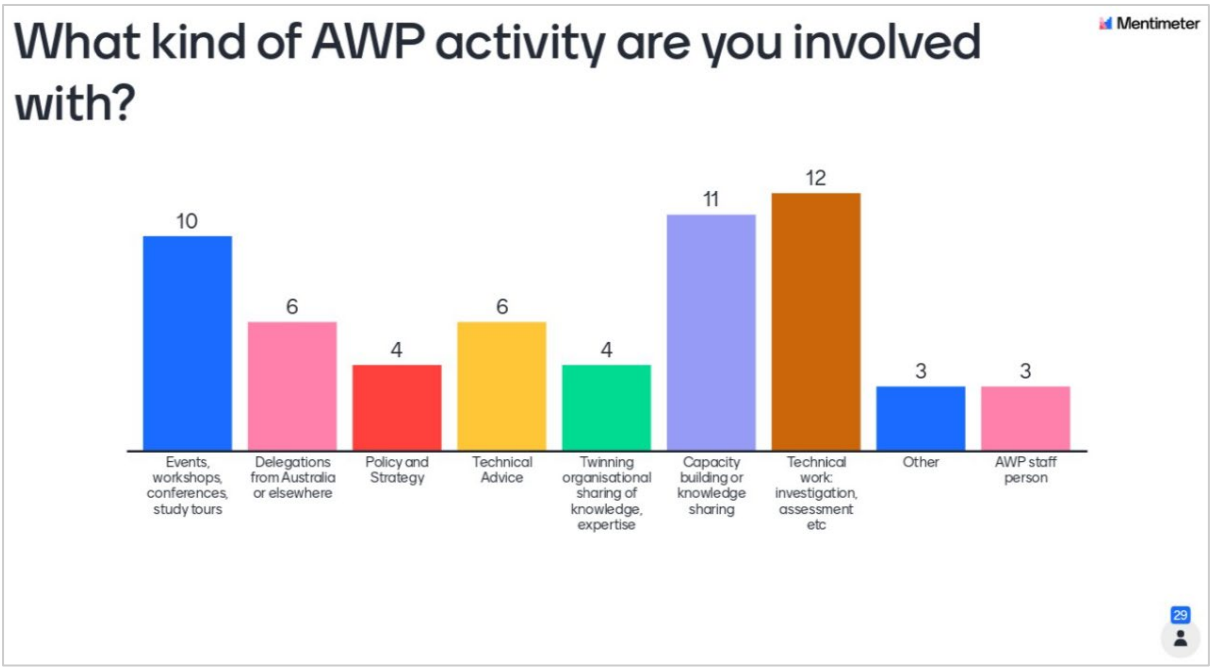

Figure 1. AWP activities participants are involved with

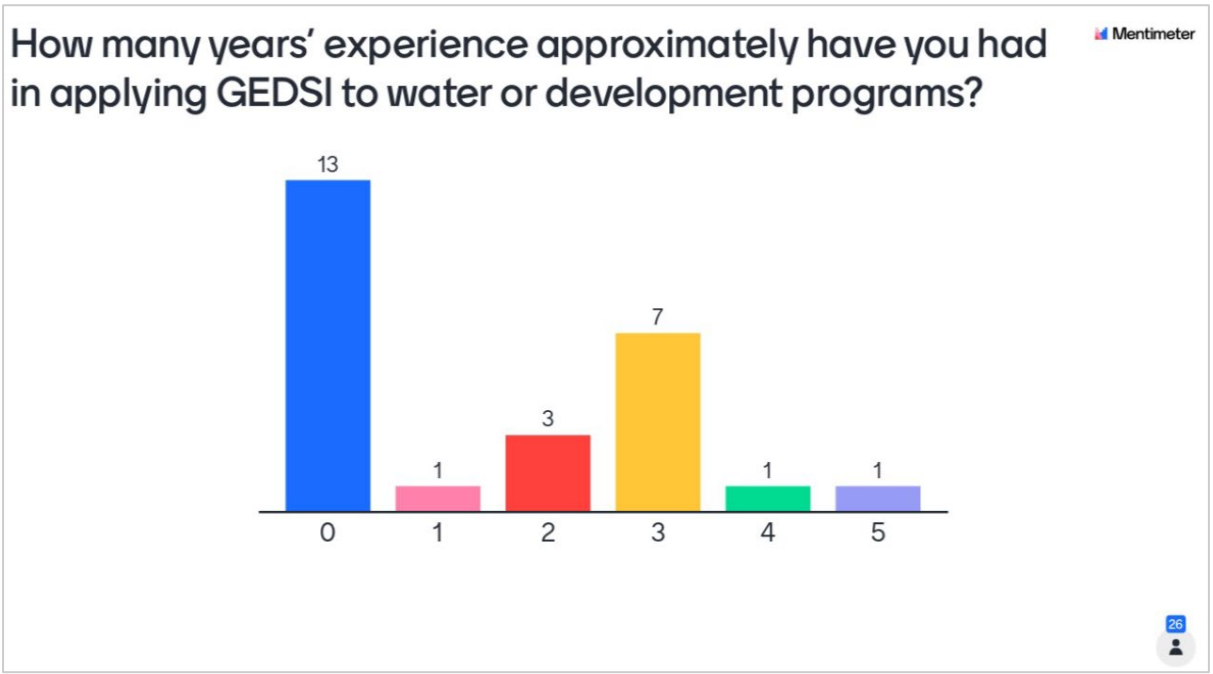

Figure 2. Experience of participants in applying GEDSI

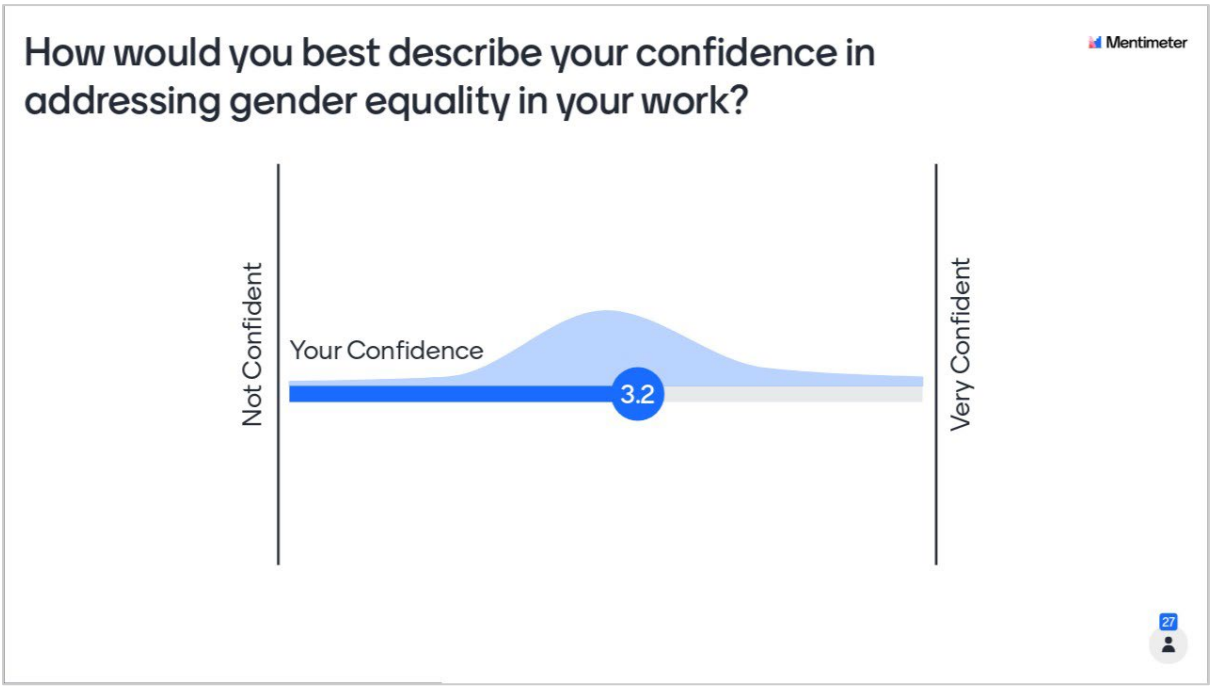

Figure 3. Confidence of participants in addressing gender equality (pre-workshop)

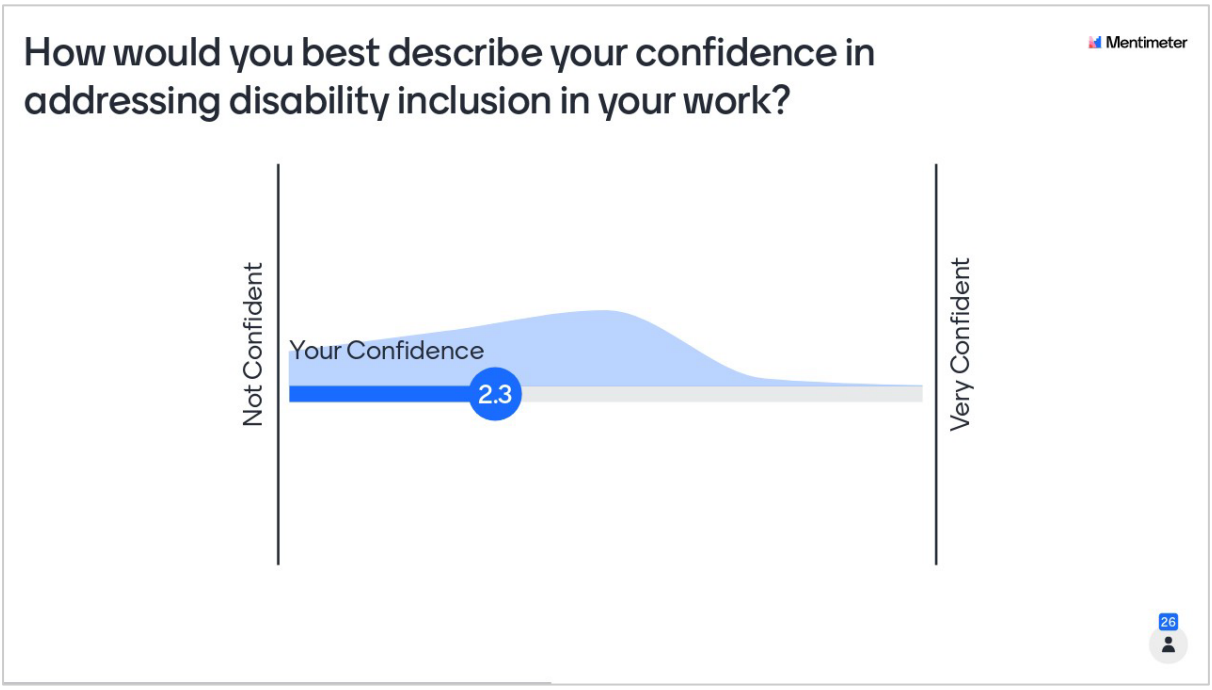

Figure 4. Confidence of participants in addressing disability inclusion (pre-workshop)

1.3 Guest speaker: Ipul Powaseu

Ipul Powaseu has over 20 years' experience in the field of agricultural and socio-economic research in Papua New Guinea and briefly on the Secretariat of the Pacific Community in Fiji. She has contributed to regional and global discussions on disability and gender issues and played an instrumental role in advocating for the Government of PNG ratifying the Convention on the Rights of Persons with Disabilities (2013). Ipul was the inaugural President of the PNG Assembly of Disabled Persons in PNG (2009–2018). She has held positions on the Pacific Disability Forum as Co-Chair (2012–2013) and a Board Member of the Pacific Disability Forum.

Ipul talked about challenges that women face, especially those with disabilities, and reflected on coming to terms with her own experience and difficulties.

"This morning I would like to firstly thank the organiser of this workshop, especially Jen Blyth, Inclusion Advisor at CBM Australia, for the invitation to participate in this workshop. I am currently a PhD candidate at Deakin University about to submit my thesis which is, in a sense, critically analysing social policies in PNG on disability.

And here is where I want to start my presentation with my story of the journey which I often refer to as the 'road less travelled'.

I am, by profession, a scientific researcher, having graduated with a BSc degree and Masters in Business in the area of communication management. I spent over 20 years in agricultural research having worked at the PNG Coffee Research Institute as well at the PNG National Agricultural Research Institute.

While I am a person with a disability I was not regarded or did not identify myself as one, and I was faring well in my career. However, in 2006, I was confronted with the reality of my identity when I was invited to attend a workshop for women with disabilities. I heard of the difficulties and challenges women with disabilities faced in accessing public service spaces and the discrimination they were encountered with. For instance, lack of access to market places, getting access to effective health services and being denied of that because they are disabled and told to wait while others who are "normal" are served first, as well as the inaccessible transport system that limits a mother in a wheelchair to go to the urban centre to do shopping for her children.

You see, for people with disabilities, human rights does not only mean inalienable rights, it's more than that. Quinn and Arstein-Kerslake states that the Convention on the Rights of Persons with Disabilities (CRPD) outlines what it means to be a person with a disability; and secondly as a consequence of the above, how the CRPD pushes the boundaries of established human rights doctrine.

Let me explain further: what does it mean for a person with disability to be a human being. Quinn and Arstein-Kerslake noted that for persons with disabilities to be regarded as a human being, it pivots on a three-dimensional view of reality. Firstly, the active involvement of civil society groups during the negotiations, and this can be situated in different contexts. What this means, is the insistence on the capacity of all persons with disabilities to forge their own destinies, a frank acknowledgement of shared personhood and of the myriads of supports—formal and informal—that we as persons with disabilities rely on to help us forge our own pathways and the critical importance of participation and the ethic of belonging that it instils.

Secondly as a consequence of the above, the CRPD pushes the boundaries of human rights doctrines and looks distinctly at the issue of human identity and how the interaction of these identities compounds the experience of discrimination (for example, being a women with disabilities from an indigenous community). Identity is forged largely by human interaction—the very thing denied of by many people with disabilities.

And so, when you talk about human rights, what does this mean for people with disabilities. I brought this to the fore of my discussion here to prick our consciences when we talk about people with disabilities.

So let me bring you back to my story, I left my profession in 2010 and ventured on a journey to understand better why people with disabilities are often left out in mainstream development programs and interventions—and this formed the core of my PhD thesis. I wanted to know what the barriers to social inclusion are as well as to find out the facilitators to social inclusion.

I looked at the participation and interaction of people with disabilities at the different socio-ecological spheres of interactions: Individual level, relationship level, community and the societal level. And this is what I find:"

At the Individual level

- Individual health and different level of functioning due to the diverse types of disabilities
- Self-confidence (not many are well educated and therefore lack the confidence to be assertive to take up their space in mainstream activities)
- Personal safety and securities (women and girls with disabilities face multiple discrimination)
- Social and practical skills (being a women and girl with disabilities) you do not have the power of choice to make decisions on your own and therefore you have devalued roles in society
- Access to support networks
- Material opportunities.

At the relationship levels

- Stigma and discrimination
- Expectations of capabilities
- Overprotection and being sheltered
- Unfriendly environments
- Family resources.

Community Level

- Environmental and institutional infrastructures
- Accessibility and transportation (e.g.)
- Technological support (assistive technologies)
- Perception of costs or productivity (often times, projects are concern that it is costly if we include people with disabilities because of these added costs).

Societal level

- Perception of disabilities (mental models that foster exclusionary attitudes and practices)
- Structural and socio-economic drivers (accessibility and capacity/capabilities)
- Media portrayal of disabilities
- Policy and legislations both at the organisational level as well as the political level
- So what can we do to demystify this perception of people with disabilities as the other and therefore often we leave them behind because of the factors that I have outlined above.

"As development practitioners—whether in the private sector, as academicians, or practitioners in the field—we have a part to play to reverse this portrayal of people with disabilities and recognise them as human beings and with rights to equal participation as any other human beings."

Guiding Principles towards Disability Inclusion

Non-discrimination and equality: Persons with disabilities obtain meaningful access to water services and benefits on an equal basis with other persons. Projects do not exclude or discriminate against persons with disabilities in providing access to resources and project benefits. Because disability is a cross-cutting issue, persons with disabilities should also be considered among the beneficiary groups of all water projects.

Accessibility: The principles of accessibility and universal design are addressed in all outputs and deliverables, including the built and virtual environments and service delivery. This is in recognition that people with disabilities are not a homogenous group, they have different types of impairments as well as come from different socio-cultural levels.

Inclusion and participation: Meaningful participation of people with disability is essential for genuine empowerment and change in the community. Meaningful participation ensures that people with disabilities participate and benefit from development efforts and leads to broader benefits for families and communities.

- Ensure people with disabilities and Disabled Persons' Organisations (DPOs) are actively included in consultations.
- Create space for DPO leaders who have been successful in their own advocacy to share this with broader mainstream advocacy initiatives.
- Incorporate the needs of people with disabilities into broader advocacy programs.
- Ensure people with disabilities play an active role in broader advocacy activities.

Partnership and collaboration: Disability-inclusive development is facilitated through strong partnerships with governments, bilateral and multilateral agencies and civil society, in particular DPOs.

Twin Track Approach: The twin track approach is required to ensure that development efforts are both inclusive of and benefits people with disabilities, and involves implementing two concurrent initiatives:

- **Disability mainstreaming** is ensuring that the organisation and its programs include a disability perspective and are fully accessible to and inclusive of people with disability; and
- **Disability-specific initiatives** are activities specifically targeted at people with disability in order to increase their empowerment and participation (e.g. support for DPOs, supporting individuals to access specific medical/rehabilitation interventions to manage injuries/and or impairments, provision of adaptive devices, etc).

"I have outlined broadly some of the factors that impedes effective inclusion of people with disabilities in mainstream development interventions and how we can use the disability inclusive guiding principles to bring people with disability into the picture."

Q: Can you point to some successful disability inclusion interventions?

Ipul was a Program Officer on a road accessibility project with University of Melbourne and CBM. Ipul discussed with the project partners that they should recruit a Disabled Peoples' Organisation and people with disabilities who knew the context as researchers and core partners to create awareness with policymakers and implementers of the project. This changed the way they approached the road

accessibility and looked at the challenges (e.g. open drains make it difficult for people with disabilities to cross the roads).

Research paper: https://msd.unimelb.edu.au/research/projects/completed/travelling-together

Q: How do you balance diverse needs for a targeted approach within budget? We found the challenge of creating a welcoming space for different needs very expensive. It is difficult to meet the value for money criteria.

You have to budget for disabilities. Researchers found that retrofitting can be more expensive than including from the start. It is a challenge, but it shouldn't be too large an overhead to at least make sure your communications are accessible, and deliberately include people to attend planning meetings.

1.4 AWP context

Veitania Lepani talked about AWP commitments to GEDSI, its inclusion in AWP activities, and the criteria for assessing submissions.

Key messages:

- Gender Equality, Disability and Social Inclusion are cross-cutting issues for water resources management, and one of AWP's key strategic directions is for the program to build awareness of, commitment to, and implement principles of GEDSI throughout our work.
- The AWP GEDSI Policy was recently revised with a stronger focus on disability inclusion. The policy commits to integrating GEDSI into operations, activities and communications, including supporting partners on understanding principles of GEDSI and improving outcomes.
- AWP's commitment to GEDSI also aligns with the Australian Government's development policy *Partnerships for Recovery: Australia's COVID-19 Development Response*.
- AWP is focusing more on supporting partners for the proposal design phase of activities with technical support to think critically about GEDSI components, through webinars, trainings, and guidance resources.
- Engage GEDSI specialists within the AWP Expert Review Panel (ERP) to review submissions of proposals and technical reports to provide assessments on how GEDSI considerations are incorporated into proposals. The assessments are based upon a set of criteria that address GEDSI.
- Aim to facilitate an exchange between the ERP and partners when proposals are assessed so partners are able to address any comments, and to strengthen the GEDSI components.
- Partners are encouraged to utilise the AWP Guidance for Partners document for addressing GEDSI in proposals, which sets out the criteria that the submissions are assessed against and provides some practical suggestions on how to meet these by activity types.
- Activity types include events; policy and strategy; twinning; capacity building; coordination; and technical work.
- When assessing a submission, the AWP and ERP considers the following criteria:
    - **Criteria 1 – Has a GEDSI analysis and risk assessment been undertaken?** Critical as it informs how and to what extent the activity considers GEDSI, e.g. number of women, people with disabilities or marginalised groups are affected by the development challenges the activity seeks to address, understanding the barriers, how to engage with gender experts and DPOs.

- **Criteria 2 – To what extent has the GEDSI analysis and risk assessment influenced the development of the submission?** Information and knowledge obtained through the GEDSI analysis should feed into the development of the submission and influence its design and approach to implementation. When assessing submissions, the ERP will look out for this.
- **Criteria 3 – Does the submission outline an appropriate monitoring and evaluation system?** When developing a proposed activity partners should consider, for example, which targets and indicators for GEDSI should be included in the proposed activity's monitoring, evaluation and learning frameworks; how disaggregated data will be gathered; and how GEDSI-related data and information will be used to assess progress, improve performance and outcomes, and be reported on.
- **Criteria 4 – Have sufficient resources been allocated for addressing and achieving GEDSI outcomes?** Sufficient and proportionate resources need to be allocated towards addressing GEDSI and achieving GEDSI outcomes. These resources may be financial, involve time, or additional technical support and expertise. Partners should ensure that their submission lists any GEDSI-related tasks or needs that have been identified and provides details regarding their implementation and associated budget and schedule implications.

Q: It is a challenge to respond to briefs in technical and gender context with page limit.

Good feedback, this could depend on the activity size which guides the level of detail required in a proposal – AWP management will investigate ways to streamline this.

Q: If the project brief does not provide background information of GEDSI issues, how do you undertake a risk assessment?

From the perspective of an AWP Expert Review Panel member, Melita explained that there is an expectation of partners and consortia to have done some background reading and research to demonstrate they have looked into the issues in the context they are working in. This can be done through desktop research, but also through on-the-ground partnerships and connections they already bring. Or to advise if partners intend to bring this knowledge by building a team that is made up of organisations that have that expertise. Through building initial partnerships in response to a proposal, that will show in your tender submission. A full risk assessment must be informed by a carefully thought through and grounded GEDSI assessment.

By consulting the AWP Guidance for Partners document, you can look at which tips and tricks are applicable or show you have applied the ones that are most realistic. This will help in your application and for the ERP to know that you have engaged with that guidance. The tips and tricks are nuanced for the different activity types.

1.5 Disability inclusive development

Jen presented on disability inclusive development, with an introduction into disability inclusion, and applying this to projects.

Key messages:

- People with disabilities are human and are a part of the diverse range of humans.
- Setting the scene with policies – 2017 Foreign Policy White Paper, DFAT Development for All Strategy (2015–2020), Partnerships for Recovery: Australia's COVID-19 Development

Response, 2020 Agenda/Sustainable Development Goals, UN Convention on the Rights of Persons with Disabilities.

- Goal 6/Target 6.1 – by 2030, achieve universal and equitable access to safe and affordable drinking water for all – 'for all' being key.
- "Build it and they will come", but you also need to build it in a way that they can come. Consider this for inclusive development – making changes to how we implement projects and deliver services.
- People with disabilities should have the autonomy of their own decision-making rather than others making it for them.
- Think of the cycle: exclusion → segregation → integration → inclusion.
- Convention on the Rights of Persons with Disabilities says people with disabilities deserve to have human rights as everyone else. This includes 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 social situations on an equal basis with others.
- 1 out of 7 people have disabilities (15% of the population or 1 billion).
- 80% of people living with disabilities live in developing countries – 20% of these are the poorest of the poor (when the families of these people are included, that equates to 25%).
- There is a poverty and disability cycle – watch CBM's End the Cycle video.
- Impairment + barriers = disability.
- Four broad categories that the CRPD recognises: physical, sensory, psychological, intellectual.
- Diversity of impairments combined with diverse barriers means that people with disability are not equally disadvantaged.
- Women and girls with disability often face 'multiple' or 'compound' discrimination. It is important to include both men and women – even if all other factors were the same, their experiences are different due to gender.
- Active participation of people with disability alone can challenge and change attitudes – if you think a person with a disability can't do something, then you won't do anything to make sure they can.
- Disability can often be attributed to religious or superstitious reasons, but there is a need to understand that disability is normal and part of humanity and its diversity.
- Provide appropriate communication devices and use appropriate language when talking about disability – this applies to policies, websites, communication materials, etc. CBM has resources on this.
- Reducing barriers reduces disability and the impact.
- People who are born with disabilities have different experiences to those that acquire disabilities.

Disability inclusion in projects:

- CBM pushes for working with Disabled People's Organisations (DPOs).
- Minimum 50% board and staff must have a disability (members are those in the community and their families).

- A good DPO will have these people as leaders in the organisation.
- They represent the voice and demands of their members.
- DPOs can be local, provincial, national, or international. Some examples include the Pacific Disability Forum (provincial), PNG Assembly of Disabled Persons (national), and the International Disability Alliance (international).
- Even after inviting a DPO they may decline to work with you – they might not have capacity (under resourced and over demanded); maybe their strategic goals don't align with your project; or perhaps these relationships have become too extractive, i.e. not enough mutual benefit or reciprocation for both parties.
- You need to pay for their time, expertise, and knowledge as you would with any other consultant.
- Some examples of how DPOs participate in development projects include helping link projects with local networks of people with disabilities; participating in planning, training, or awareness sessions; or contributing to project design and context analysis.
- Twin-track approach was reinforced. This is having disability-specific activities as well as mainstreaming activities with the ultimate goal of equal opportunities for people with disabilities.
- Make a project disability inclusive – ensure active participation of people with disabilities, identify and reduce barries to ensure equal outcomes, have the resources and plan in place to make it happen.
- Ensure active participation of people with disabilities:
    - Actively reach out to people with disabilities and work with DPOs
    - Support people with disabilities' capacity in leadership and decision-making roles
    - Adapt project activities and processes so that people with disabilities can participate
    - Consider the diversity of disability, including those who are marginalised
    - For example, a project team organised an event, made sure it was accessible, ticked all the boxes, but people with disabilities didn't participate. This could be linked to the attitude of the community, and perhaps they didn't feel comfortable. This highlights the need to deliberately ask those minorities for their input. In this case, it may be necessary to have a separate meeting.
- Identify and reduce barriers to ensure equal outcomes:
    - Understand what the barriers are for people with disabilities in your operating context
    - Take steps to reduce attitudinal, physical, communication, and institutional barriers
    - Include people with disabilities in mainstream activities
    - Consider additional actions to meet specific needs
    - You cannot assume that people with the same type of disability have the same requirements or preferences, e.g. a person who is hard of hearing may or may not want an interpreter with them.
- Have the resources and plans in place to make it happen:
    - Develop a disability inclusion plan and allocate budget to implement inclusion
    - Raise awareness and build capacity among staff

    - Allocate staff responsibility for disability inclusion
    - Partner with DPOs and other disability organisations
    - Monitor and evaluate disability inclusion and collect disaggregated data.
- Remember that disability inclusive development is both a process and an outcome.

Q: What is your advice and experiences with including people with invisible disabilities? How do you deliberately include people that you don't know have a disability? I feel that this might sometimes be a bit sensitive to ask openly.

People with invisible disabilities are often more left behind (psychosocial, etc). A strategy is to be intentional and deliberate in your purpose when you are writing policies and documents to say you are disability friendly and welcoming people with disabilities. Use inclusive language to make sure people know you are serious. Word of mouth is also very powerful. These people will know you are a safe organisation but it begins with being a safe person first.

Q: Thoughts on proactive inclusiveness in the current COVID-19 world, where we possibly need to rely more upon key contacts in country being aligned with our GEDSI commitments?

You need to adapt to how people prefer their communication now remotely (different platforms). CBM has resources for key contacts. Melita included that as researcher as part of a university, we are bound by strict practices. It requires extra training and conversations (via Zoom) and setting up processes together so in-country partners are across them (via WhatsApp). You are not always physically in country anyway, so the original trust of partners is fundamental. If you ensure your partners really understand why GEDSI is important, they should comply with it. Ipul advised that the Pacific has a regional body that works closely with CBM Australia. DPOs are now working in close collaboration with disability services and governments in the region, so you can approach them if you don't know where the DPOs are. You can also contact CBM directly or through AWP and DFAT.

1.6 Wrap up

This session invited participants to say what they learnt was interesting or new through an online Mentimeter survey.

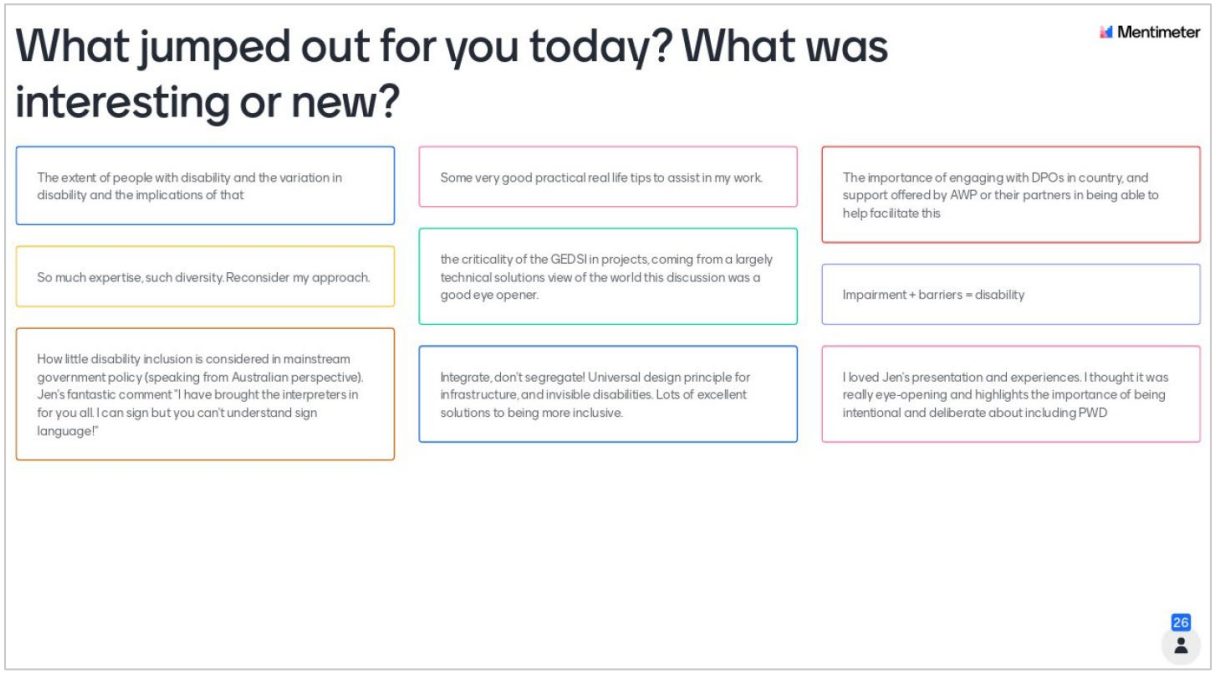

Figure 5. What participants found interesting or new (1 of 2)

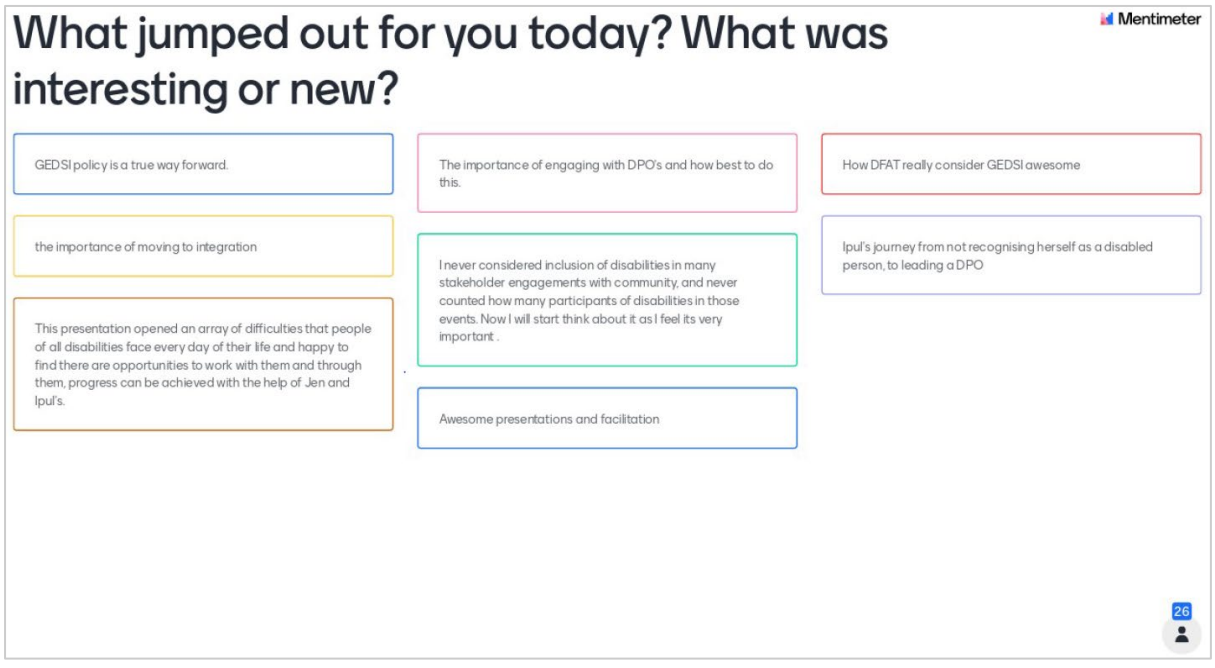

Figure 6. What participants found interesting or new (2 of 2)

Figure 7. Participant word association for disability inclusive approaches

1.7 Part 1 Final Q&A

The following questions were asked by participants after the conclusion of Part 1, with responses from our expert panel.

1. Is anyone doing it well now (in water) – who we can learn from?

Here is some information from the World Bank on Including Persons with Disabilities in Water Sector Operations.

WaterAid Australia is also working in this space, and information about their approach can be found on their website under Integrating gender and disability in water, sanitation and hygiene this World Water Day.

2. What's your advice in changing the internal priorities of an organisation where disability is not currently a priority?

You can start these conversations with people who are running the projects/programs. Seek input from management. Talk to the M&E team and find out what indicators are being used to track disability alongside gender. DFAT has an expectation that all investments will also include people with disabilities, so this is a good starting point. Check to see if you have a GEDSI policy, and update your policies to explicitly include people with disabilities. Often organisations will have a GESI policy which does not make clear inclusion of people with disabilities, so CBM encourages everyone to update this to make disability more explicit, otherwise disability is invisible.

Research has shown that programs are likely to be more inclusive when there is strong support from the top – when senior management are on board and advocate for inclusivity. For example, the UNDP Water Governance Facility at the Stockholm International Water Institute examined eleven water governance programs supported by the Millennium Development Goals Achievement Fund, and

found that gender mainstreaming in the design of the programs was “generally weak; lacking relevant high-level goals and adequate integration in the monitoring framework” (Water Governance Facility, 2014[1]). It also found that the two most critical factors that led to effective implementation of gender strategies were: i) high-level leadership in support of gender equality; and ii) the involvement of people with gender expertise in project design, implementation and evaluation.

3. How do I identify the "invisible" disabled people in the community? I think they are sometimes unintentionally or intentionally hidden.

Yes, sometimes they are intentionally hidden due to the stigma associated with disability, and really tied into community attitudes towards disability. You need to make your acceptance and clear intention/expectations to include people with disabilities explicit. Make sure all of your communications are accessible (i.e. videos on your website have captioning [in the local majority language] and sign language interpretation; your websites are accessible to screen readers; your written communications are clear and simple and have different size fonts available, etc), make sure you clearly state that people with disabilities are *encouraged* and *welcome* to be involved in whatever your project is. Engage with Disabled People’s Organisations (DPOs) to spread the word. It’s not up to you to identify people with disabilities (invisible or otherwise), it is, however, up to you to ensure that your organisation/project is accessible and inclusive.

4. The presentation outlined the breadth of issues to consider. How do you get advice that the plan is proportionate with the project context?

Great question! Hard question! At minimum (in reference to the proportionate level of disability inclusion), include budgeting for reasonable accommodation and ensure all communications are inclusive and accessible, and engage with DPOs. To answer the question about advice – engage with disability experts/advisors/consultants. At the first point of contact, you can contact AWP to ask for guidance on who to connect with as well as find advice in the AWP GEDSI guidance document available under the resources section.

5. How to embrace all diversity, e.g. ethnic, traditional owners, sexual diversity, and GEDSI?

This is something we are often asked. Disability inclusion is best practice when it ensures that *all people* are included and able to access projects, programs, and opportunities to engage. Of course, you’ll need to consider issues related to intersectionality. For example, a lesbian with disability and from an ethnic minority group will have more barriers than a straight woman with disability and from an ethnic minority group. So a good starting point would be to examine your biases/attitudes and how you’re communicating with people. Be explicit in engaging with everyone, be purposeful in your language. But also, be aware of the contexts of disability, sexuality, ethnicity, etc, in the area you’re working in, as it could cause harm if there is a lack of understanding of the contexts before planning.

A well-informed GEDSI analysis will consider issues of intersectionality (where multiple sources of disadvantage and discrimination impact peoples’ lives, and that marginalisation is magnified when these overlap and intersect). These multiple sources of disadvantage will be different in each context, so by investing in good quality assessments and partnerships, a deeper understanding can be built with which you can work to develop a truly inclusive approach to your water management projects.

[1] Water Governance Facility (2014). Mainstreaming gender in water governance programmes: from design to results. WGF Report No. 4 SIWI, Stockholm.

6. Considering GEDSI approaches take time to have results, how do we know/measure if we are on the right track? Where do we get validation if we think we are covering our basis but not seeing results?

Another great, hard question! You can monitor for inclusion and accessibility – are people with disabilities included in the planning processes? Have you engaged with DPOs/the disability movement? Are people with disabilities attending and participating in events/activities? Are you spending your reasonable accommodation budget on reasonable accommodation? Have you shared information in an accessible manner? Do your monitoring, evaluation and learning (MEL) frameworks have specific questions for disability? If you have a good relationship with the DPO, then ask them for a 'health check' meeting and see if there is anything you need to change in your activities.

Some great resources for developing nuanced and targeted MEL frameworks related to gender equality are as follows:

- *Washington Group on Disability Statistics Question Sets:* https://www.washingtongroup-disability.com/question-sets/
- Seager, J. (2015). *Sex-disaggregated indicators for water assessment, monitoring and reporting.* Technical Paper. *Gender and Water Series. WWAP.* UNESCO, Paris. https://unesdoc.unesco.org/ark:/48223/pf0000234082
- Pangare, V. (2015). *Guidelines on how to collect sex-disaggregated data*. UNESCO, Paris. https://unesdoc.unesco.org/ark:/48223/pf0000234513
- Kadel, L. M., Lacey, J., Ahmad, F., Hayes, K., Gurung Goodrich, C., Cruz Lopez, D., Milne, G., Darbas, T., & Olsen, K. (2017). *Making Gender Count: Leveraging M&E to mainstream gender.* A project undertaken within the South Asia Sustainable Development Investment Portfolio (SDIP). CSIRO, Australia. https://doi.org/10.4225/08/594eb6d336069
- Lefore, N., Weight, E., & Rubin, D. (2017). *Gender in Irrigation Learning and Improvement Tool.* Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Research Program on Water, Land and Ecosystems. https://doi.org/10.5337/2017.203
- Carrard, N., Crawford, J., Halcrow, G., Rowland, C., & Willetts, J. (2013). *A framework for exploring gender equality outcomes from WASH Programs*. Waterlines Vol. 32(4). Practical Action Publishing. http://dx.doi.org/10.3362/1756-3488.2013.033

7. How do I develop an engagement plan that includes people with a disability? Where do I find them?

You can refer to this document which outlines how DPOs can be included: Creating a new 'business as usual': reflections and lessons from the Australian Aid program on engaging with disabled people's organisations in development programming and humanitarian action. There are also more resources on the CBM website and DID4all website. As for finding them, check with your partners in the country – they may know. If not, you can reach out to DFAT Posts who may know where the DPOs are.

8. How is "success" for an AWP project measured? Is it potentially less focus on "the report" and more focus on "the journey"?

Your MEL plan and processes will outline how you are going to check progress along the way, draw on the views of people with disabilities and marginalised peoples and feed this back into your program, adapting as you go. Please see the resources mentioned above for ideas on how to develop a good quality MEL framework that will be useful for you to track the journey, as well as the outcomes.

9. How do we make GEDSI a "normal" part of activity in the busy world of project activities, milestones, deadlines, etc?

We know this is a compulsory part of your work, so it needs to happen. But making it a normal part of your job that is easy to do is the challenging aspect. If you can break it down and understand why this is important, then the steps should be easier to take. It does not need to be an insurmountable task with massive end goals.

Some ways to start mainstreaming GEDSI in our work is not only through the requirements of donors such as the AWP and DFAT, but for your organisation to show its commitment through requiring it in work plans and KPIs of staff. By including GEDSI in all project management processes (templates and frameworks) it means it won't be forgotten or seen as an unnecessary component of the work.

10. Please provide practical guidance on how to tackle the budget issue. Working with DPOs, we found that awareness raising on water governance was needed before we could move onto project activities.

Yes, most collaborative work with DPOs require mutual information exchange. Water governance is a very niche area, so it makes sense that raising awareness on this topic is needed before the work can really start. As for the budget question, there have been discussions around how 3–5% of the entire budget should ideally be allocated to reasonable accommodation, which is reflected in DFAT's Disability-Inclusion in the DFAT Aid Program: Good Practice Note.

This should be tagged at the design stage or the predicted budgeting stage before everything is locked into place. Remember that a) retrospectively including people with disabilities or retrofitting are more expensive than including from the start, and b) not having a budget and therefore being a barrier in including people with disabilities (and their families/households) is not going to help you achieve your project objectives. After all, if you have a 99% success rate with people without disabilities, and a 1% success rate with people with disabilities, then is the project truly successful with meaningful outcomes?

11. How can Australian Federal and State policies support regional GEDSI efforts?

DFAT has a Development for All 2015–2020 Strategy, Partnerships for Recovery Strategy, and 2017 Foreign Policy White Paper, all which identify disability as a cross-cutting priority. There are disability focal points at many DFAT posts who can also assist.

12. I have come across environmental social and gender specialists in ADB projects. How do we include GEDSI in those projects as I came across in my project in Bangladesh?

You can also engage with disability specialists who can support your projects.

13. What specific specialists should we involve in engineering projects to lead GEDSI aspects?

Consider technical advice from disability and gender specialists. We are aware that an engineering project may not sound like it needs to deeply consider disability inclusion at first glance, but there is definitely scope everywhere, and especially when it comes to designing infrastructure. First rule of thumb: if it involves humans as participants/beneficiaries, then it definitely involves people with disabilities.

Specific specialists may include, but are not limited to gender equality analysis specialists and disability specialists (from the donor country, and ideally from the country the activity is taking place), disabled persons' organisations, women's organisations, LGBTIQ+ organisations, and women in

engineering-focused organisations. These are just some examples, and it depends on the context in which you are working.

The universal design principles are also an excellent resource to draw on. The Principles of Universal Design were conceived and developed by The Center for Universal Design at North Carolina State University in collaboration with a consortium of universal design researchers and practitioners from across the United States. The purpose of the Principles is to guide the design of environments, products and communications. According to the Center for Universal Design at NCSU, the Principles "may be applied to evaluate existing designs, guide the design process, and educate both designers and consumers about the characteristics of more usable products and environments."

For more information on the Principles of Universal Design and guidelines around its use, visit https://projects.ncsu.edu/ncsu/design/cud/

2 Part 2

Part 2 of the Partner GEDSI Training Workshop included five main sessions:

1. Welcome and introduction
2. Guest speaker: Cucu Saidah
3. Inclusive approaches to Water Resources Management (WRM) and AWP Resources
4. GEDSI and Water: group discussions in breakout rooms
5. Debrief and wrap up

Below is a summary of the key messages from Part 2 of the training, including questions and comments for each session.

2.1 Welcome and introductions

Veitania Lepani introduced Part 2 of the workshop with an acknowledgement of Country. Melita Grant conducted an online quiz with participants to gauge their general knowledge around GEDSI and WRM.

2.2 Quiz results

Discrimination can happen on the basis of...

- Race
- Gender
- Religion
- Disability
- **All of them, and many more reasons**

What is the most widely translated document in the world by more than 500 languages?

- The Bible
- **The Universal Declaration of Human Rights**
- The Quran
- Harry Potter

Stigma and stereotyping can exclude people from society and social services like...

- **Health care**
- **Education**
- **Movies and theatres**
- **Access to water and food**

Sustainable Development Goal 10 is about....

- Climate change and the environment
- **Reduce inequality within and among countries**
- Zero hunger
- Education for all

Proportion of the world's population who accessed safely managed water services in 2017 was:

- 55%
- 83%
- **71%**
- 62%

Proportion of the world's population who accessed safely managed sanitation services in 2017 was:

- 28%
- **45%**
- 61%
- 73%

2.3 Guest speaker: Cucu Saidah

A dedicated activist, Cucu Saidah has over 18 years of experience working on disability rights issues through close partnership with DPOs, government, international non-government organisations, media and general public. Cucu founded an organisation for Persons with Disability—Bandung Independent Living Center (BILiC)—to introduce independent living philosophy for people with disabilities in Indonesia. She also founded Jakarta Barrier Free Tourism to raise their visibility in public spaces and increase public awareness on the rights of people with disabilities. Cucu holds a Master in Public Administration and Policy from Flinders University, South Australia. Currently Cucu works as a Disability Inclusion Advisor at CBM. Her role is providing inclusion advice or technical assistance in development and humanitarian sectors.

Due to an interruption to Cucu's internet connection and the inability to follow up with her after the workshop, this part of the session and video is unavailable in clearer detail.

2.4 Inclusive approaches to water resources management and AWP resources

Melita Grant talked about the benefits of taking an inclusive approach to WRM.

Key messages:

- Research conducted on water supply projects that have been designed intentionally and with the full participation of women were found to be more sustainable, i.e. more success and more beneficial outcomes were achieved.*
- Closing the gender gap through equal access to land and water—inputs like seeds and fertilisers and training—would increase yields on women-run farms by 20–30%, which could reduce the number of hungry people in the world by 12–17%.*
- We need to have a risk-based approach and ensure we don't further or deepen inequalities in the communities and societies in which we work. AWP partners should be taking a "do no harm" approach at a minimum in their work.
- Continuum of approaches to GEDSI helps to conceptualise how deeply and how meaningful it is to consider inequality:
    - Exploitative – exploit unequal power dynamics that are prevalent in a society;
    - Neutral – not considering all the different uses and needs by all members of the community;
    - Sensitive/Accommodating – inviting people to join existing processes, but without much attention being paid to their specific needs (e.g. time availability, mobility):
        - Different people have different needs, e.g. meeting times may not work for parents needing to look after children.

* Sources provided in Part 2 PPT slides.

        - Just setting a goal of 50% female isn't enough – what do they need to be able to access the opportunity and participate comfortable and in a supported way.
    - Transformative – addresses the root causes of unequal access and participation, and support marginalised people to be leaders;
        - A focus on engaging men and boys in programs to shift gender norms.
- You start to shift the power dynamics in initiatives that take a more transformative approach.
- Partners may be asking, "Well what should I actually do?" These are the overall suggestions that are in the AWP Guidance for Partners document:
    - Engage GEDSI experts from the outset (in Australia and in the countries you are working in ideally);
    - Conduct a GEDSI analysis and address the GEDSI issues identified by the analysis;
    - Collaborate with GEDSI groups, alliances, or coalitions;
    - Make sure women, people with disabilities, or marginalised groups are treated as active and equal participants in the activity (including in your own teams);
    - Anticipate and mitigate any potential negative impacts, address any risks as identified in the risk matrix;
    - Build commitment to GEDSI in your leadership group; and
    - Include GEDSI considerations in communication and outreach plans, and monitoring and evaluation.
- Women groups, farmers, DPOs, and civil society groups who are already advocating for change in their context will be an excellent source of information and potential in-country partners for your activity (again, ensure adequate budget is included to support their work).
- Ensure there is an equal and active partnership, e.g. co-designed and developed programs. You need to work out what kind of partnership it will be and be honest in your relationship so the right expectations can be set.
- Anticipate and mitigate any potential negative impacts, and address any risks as identified in a risk matrix in the proposal template. AWP will want to see that partners have considered risks such as risks for increasing inequalities, of inadvertently leaving out certain voices, of playing into existing power dynamics.
- Build commitment to GEDSI in your leadership group – one of the most effective ways is to get buy-in from the top. How can you ensure they are supportive, so it builds space for you to develop the activity appropriately? Since AWP is funded by DFAT, you could leverage that relationship to ensure that buy-in. Also, AWP has guidance and expectations around advancing gender and disability inclusion in programming.
- Consider GEDSI at all stages of the project lifecycle:
    1. Pre-design phase: quality gender and disability inclusion analysis;
    2. Design: gender and disability inclusion mainstreamed and targeted approaches into the initiative with people affected;
    3. Implement: approaches in partnership with women's organisations, DPOs, and gender expertise;
    4. Monitor: activities to see if they are achieving practical and strategic outcomes for marginalised people and groups; and

5. Adaptive management: feed monitoring outcomes into program adaptation processes.

- A resource on GESI and water management is the Gender Equality and Goal 6 – The Critical Connection publication by AWP. It reiterates the most effective actions are engaging women and people with disabilities, strong leadership, and good quality data. Also refer to the AWP GEDSI Guidance for Partners which has a lot of practical advice for specific activity types.

Veitania Lepani spoke about the AWP GEDSI Policy and GEDSI Guidance for Partners. The Guidance document was recently revised to include a stronger focus on disability inclusion in activities and provides practical advice for how to address GEDSI in proposals. Veitania also highlighted further resources for partners, such as the AWP GEDSI offering page on the website which provides related knowledge products, activities, news, interviews, and partners with GEDSI expertise. Additionally, an AWP GEDSI Community of Practice is in the early stages of planning and development, and partners are encouraged to become involved by contacting the AWP team. The aim is to have the CoP launched in early 2021.

Jen Blyth spoke about disability inclusive resources and reinforced that this along with advice is available to enable partners in actively reducing the barriers mentioned earlier. The DID4all website has ample resources to assist with this.

Melita Grant introduced the interactive group sessions and explained the process. Participants were sorted into smaller groups (breakout rooms) and given a GEDSI and water management scenario similar to AWP activities. The groups discussed what GEDSI-related issues might be important to consider in each phase of the project cycle (design, implement, and monitor) and recorded these in a shared Google Doc. The individual groups then reported back on their scenario discussions to the other participants.

2.5 Wrap up

Melita Grant thanked everyone for participating in the workshop, and participants provided their feedback for the workshop below.

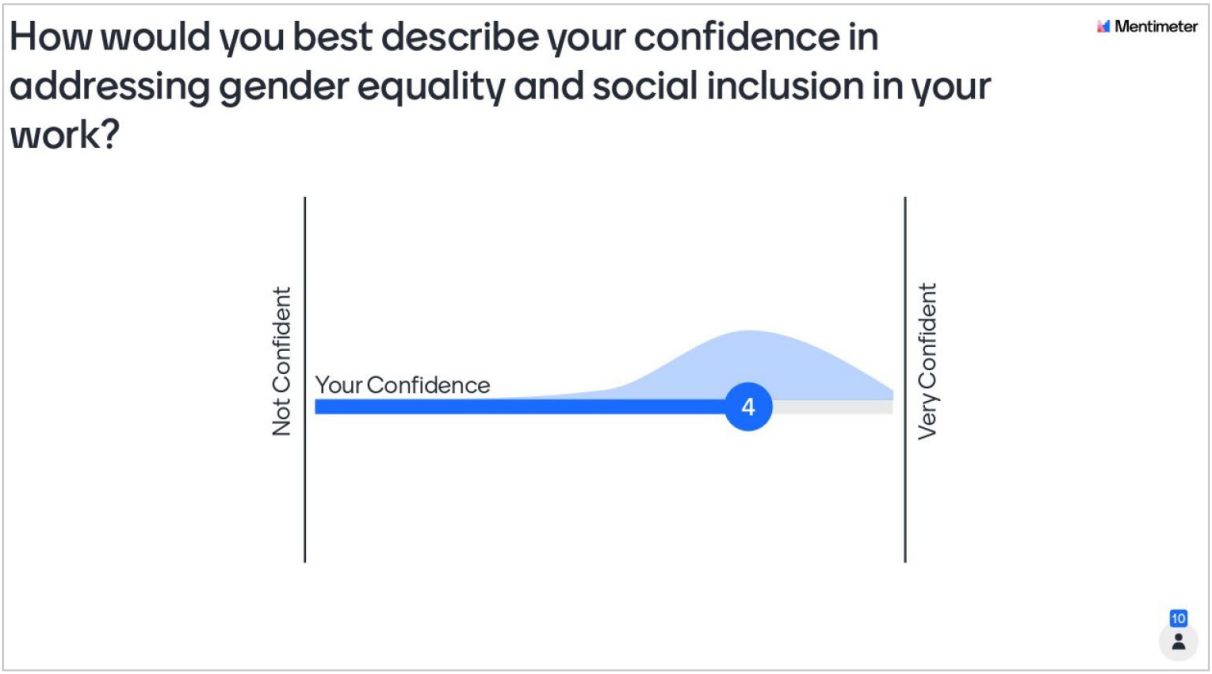

Figure 8. Confidence of participants in addressing gender equality (post-workshop)

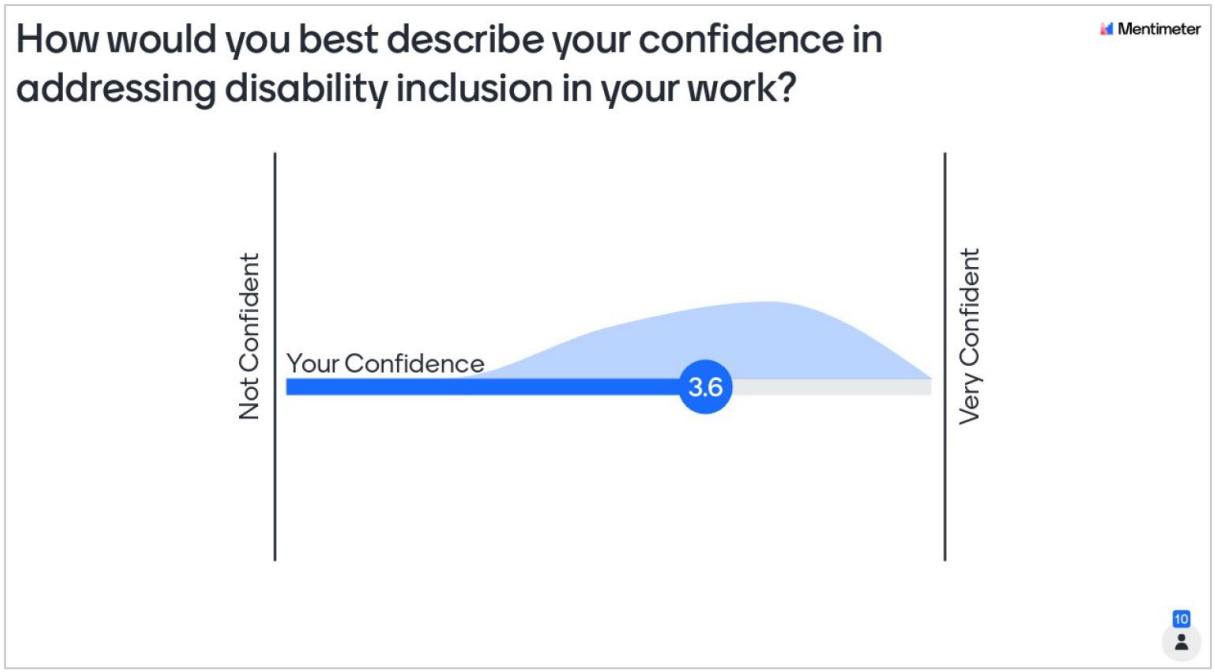

Figure 9. Confidence of participants in addressing disability inclusion (post-workshop)

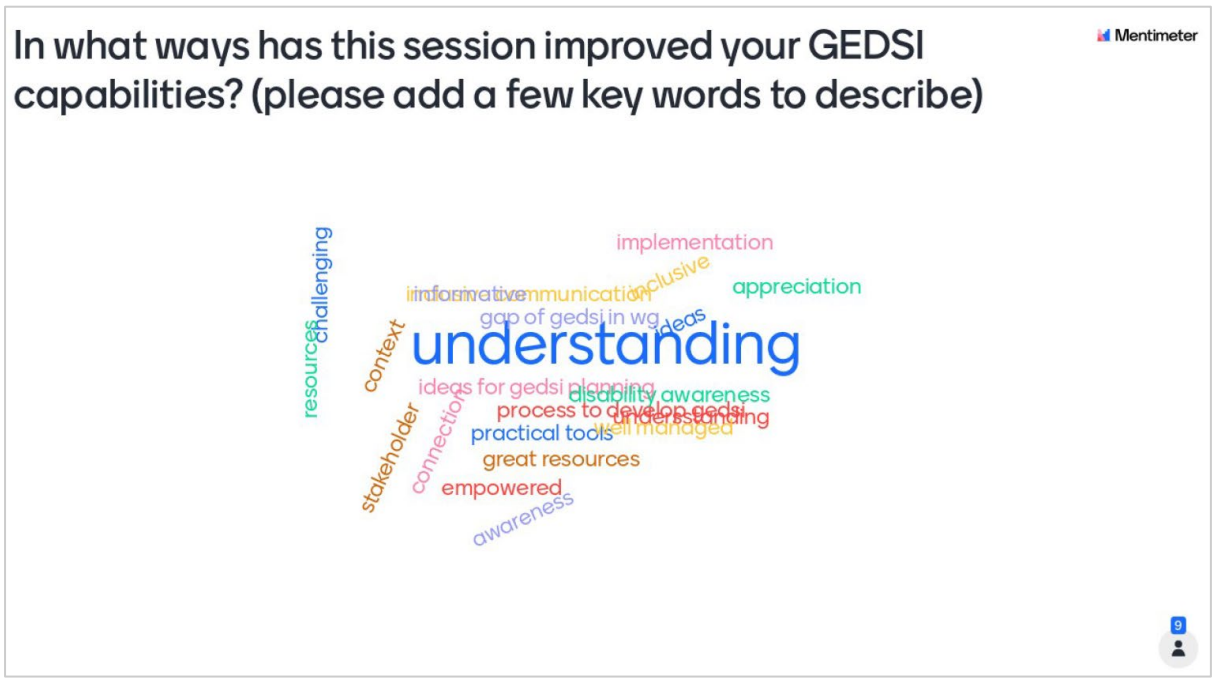

Figure 10. Key words on how the workshop has improved participant GEDSI capabilities

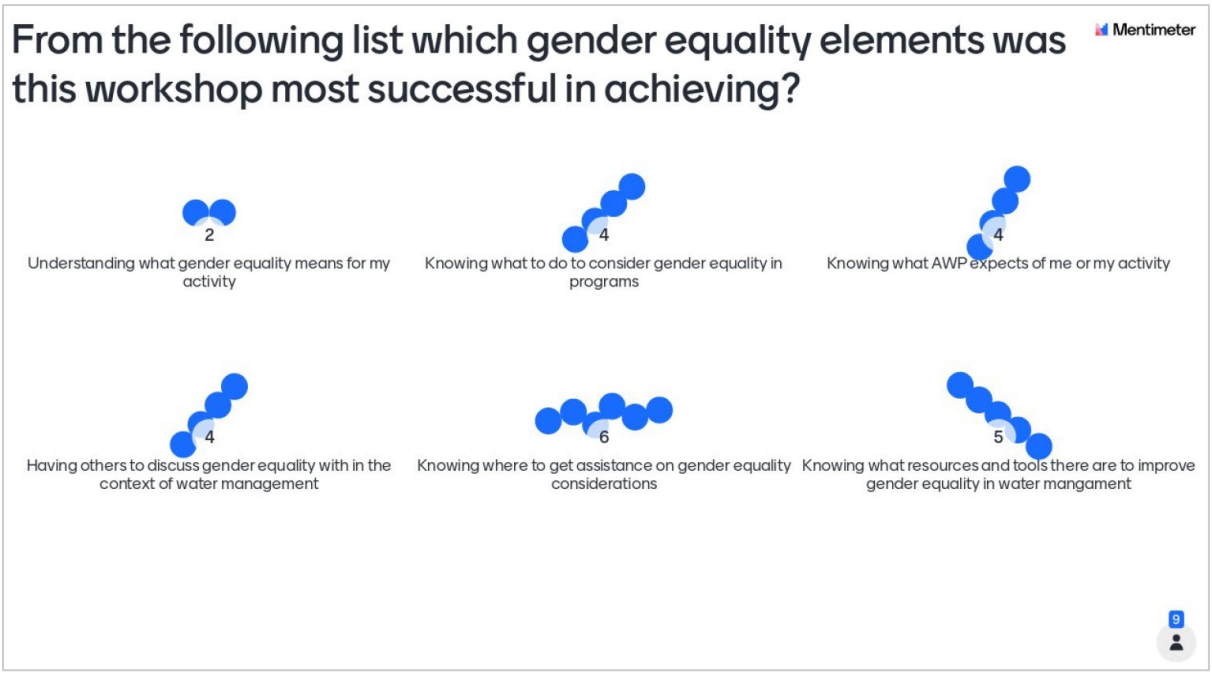

Figure 11. Gender equality elements the workshop most successfully achieved

Figure 12. Disability inclusion elements the workshop most successfully achieved

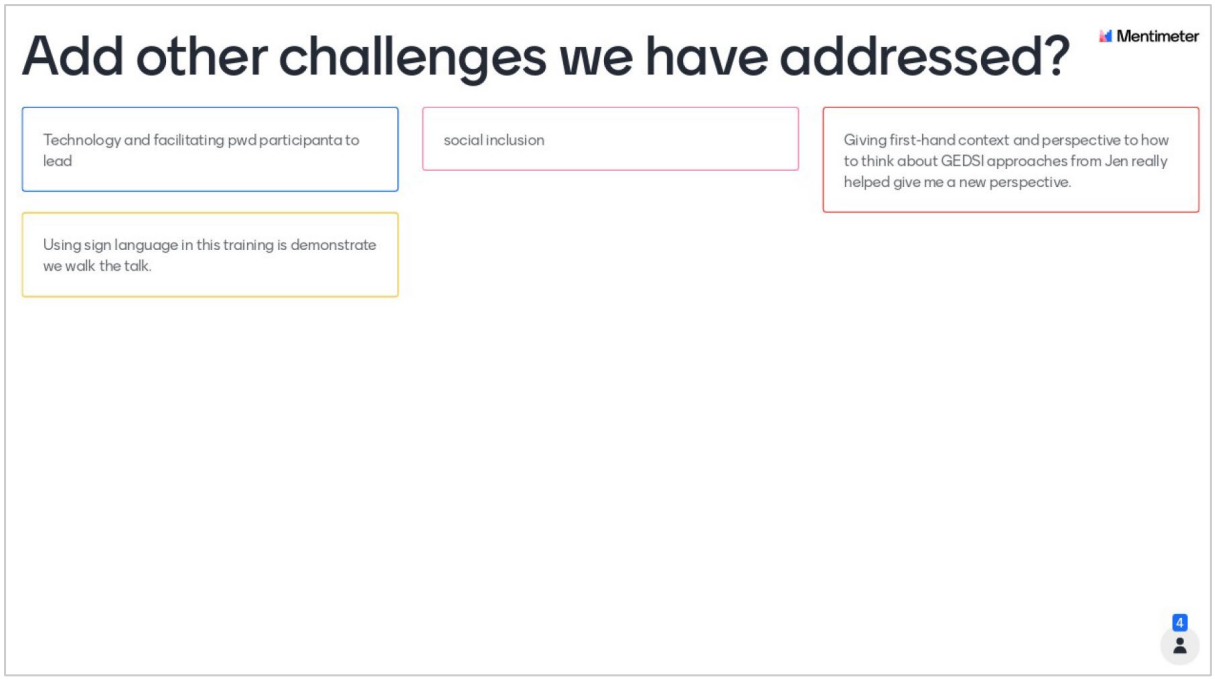

Figure 13. Additional challenges the workshop has addressed

Figure 14. Key words describing how AWP could better support partners

3 Key Resources

- AWP GEDSI Policy
- AWP GEDSI Guidance for Partners
- AWP GEDSI offering
- CBM Australia website
- Disability Inclusive Development (DID4All) website
- CBM DID communications and language guide
- Disability Inclusive Development Toolkit
- Gender Equality and Goal 6 – The Critical Connection