



WSSCC

WATER SUPPLY & SANITATION
COLLABORATIVE COUNCIL

*Journey to zero:
leave no one behind*

WSSCC's
Strategy

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Maputo

November 2019





20 minutes

Group Exercise...



Life opportunities & Possible impacts...

- I can read and write
- I attended primary school
- I attended secondary school
- I attended college or university
- I received sexual health education in school
- If I was hungry, I can buy food without worrying where the money comes from
- I can decide how my household income was spent
- I can afford a vacation once a year
- I have access to affordable medical treatment of my choice
- I can buy and sell property on my own
- I can apply for a bank loan
- Local leaders listen to what I say



- I can vote in elections without assistance
- I can participate in local politics and run for office
- If I was arrested, I can get legal representation
- If I wanted to complain about how the police treated me, I know who I could go for help
- If I got into a dispute, people would ask for my side of the story
- I can move around easily in my community
- I am not afraid to go outside at night
- I have never experienced people making unwanted sexual comments about me, or have been sexually harassed
- I chose (can choose) the person I want to marry or have a relationship with
- I have running water in my home.
- I have no difficulty accessing public sanitation facilities.
- I have access to reliable and affordable electricity
- I have easy access to the internet



Some Observations....

- Different people have different opportunities in life
- Some people have many more opportunities than others
- Not having one opportunity (such as access to education) can reduce other opportunities





20 minutes

Group Work...



Human rights principles

1. Universality

**2. Equality and
non-discrimination**

6. Accountability

**3.
Transparency
and access to
information**

5. Sustainability

4. Participation



Discuss the meaning of the human rights principle, Using one clear example how it manifests in WASH...

- 15 Minutes discussion
- 5 minutes feedback





20 minutes

Group Exercise...



Understanding the Disadvantaged



People who “may be” or who are “potentially” disadvantaged

(individuals or groups who may be vulnerable, marginalised, excluded or actively discriminated against, experiencing inequities, inequalities or stigma)

(adapted from the definition by the: UN Special Rapporteur for Human Rights to Water and Sanitation)

**All who may be or are potentially disadvantaged
(vulnerable, marginalised, excluded or actively discriminated
against, experiencing inequities, inequalities, or stigma)**

Category

A

Those who are likely to be able to construct, access and maintain a latrine themselves

Category B

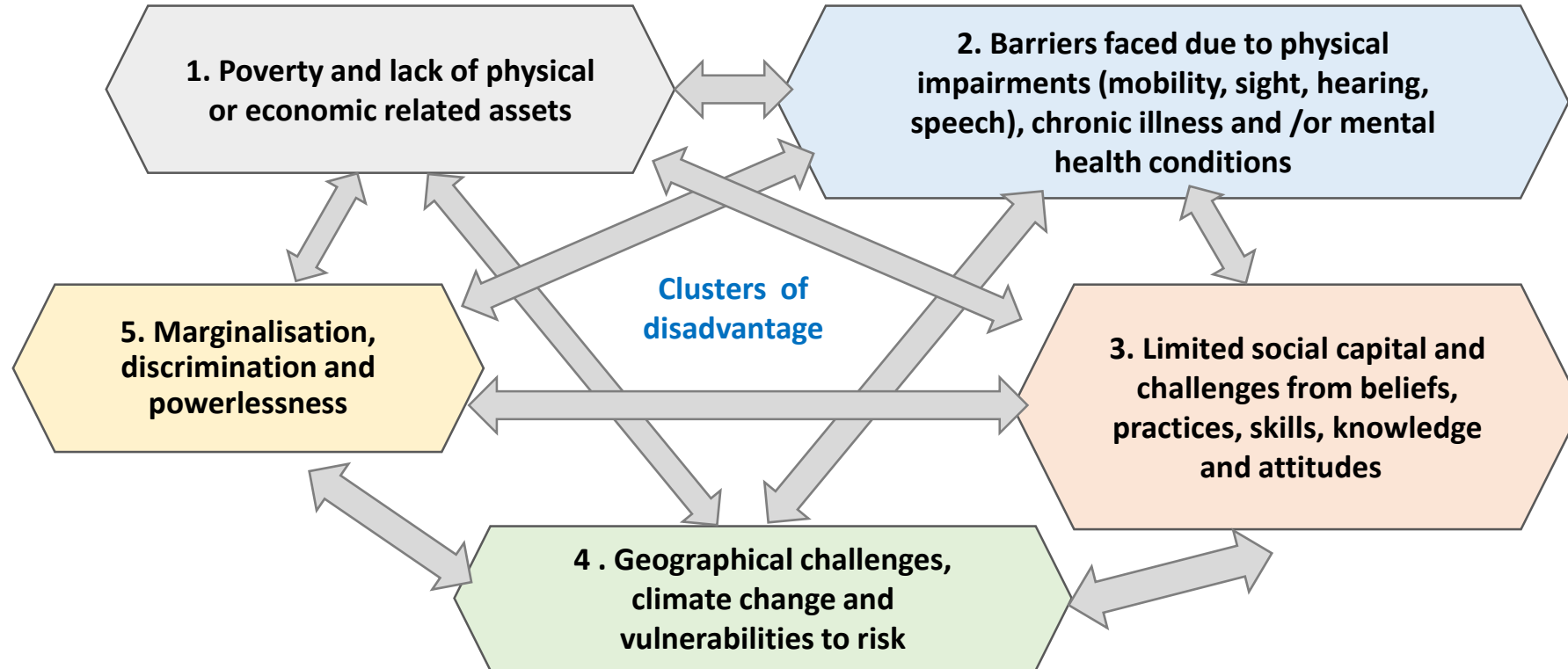
Those who are not likely to be able to construct, access and maintain a latrine themselves - but either:

1. They have extended family members who can support them
2. They can afford to pay for the materials and someone to do the work

Category C

Those who are not able to construct, access and maintain a latrine themselves – and they:

1. Do not have extended family members who can support them
2. They would find it very difficult to pay for materials and someone to do the work – and are at risk of having to sell some of their few assets if they do, potentially making them more vulnerable



Notes:

- a) The arrows indicate the interconnectedness of each factor to the other factors.
- b) An individual or group affected by more than one factor is likely to be more disadvantaged than an individual or group affected by just one .
- c) This figure has been adapted from Chambers, R (1983) analysis of the deprivation trap related to rural communities.



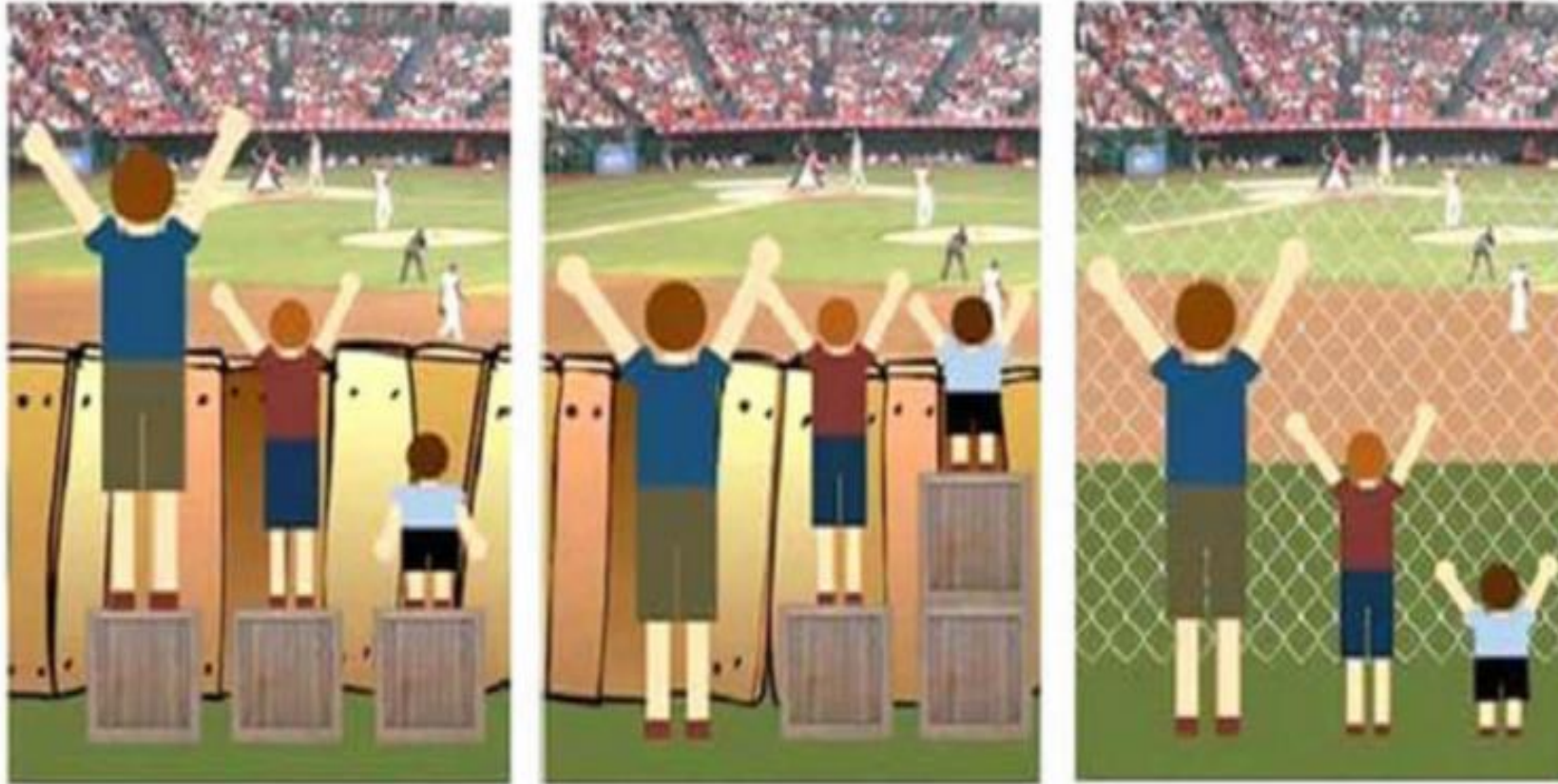


15 minutes

Group Exercise...



How do our programs achieve Equality?





An equal sized box = not resulted in an equal outcome

Equality does **not imply treating people equally.**

Boxes **relative** to their height.

This has been an **equitable** or **'fair'** distribution resulted in an **equal outcome**

Re-distributing power/resources within the group when barriers persist is also known as **'affirmative action'** LEADS to **'substantive equality'**.

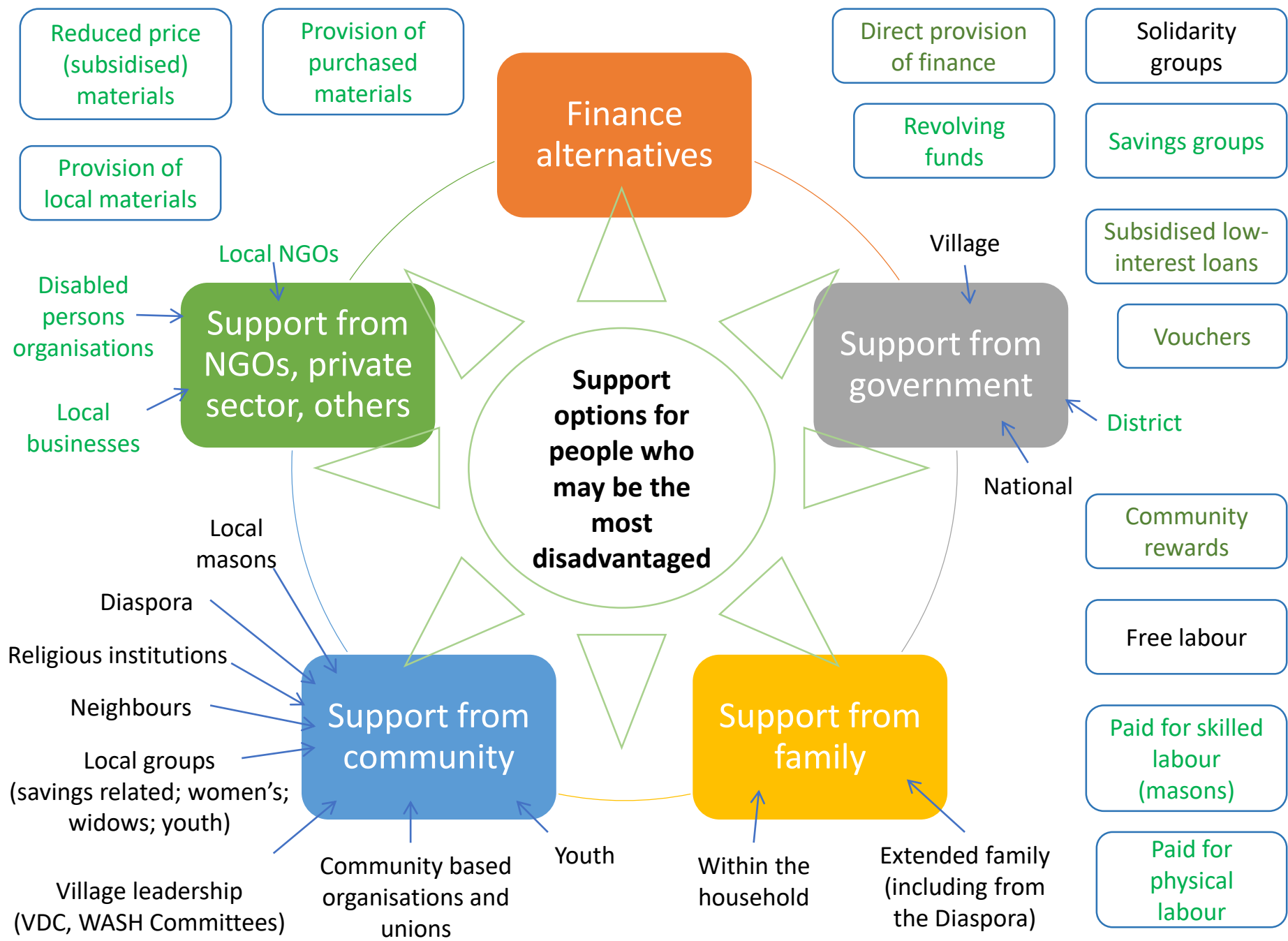
The **barrier** has been removed.

Removal of the barrier has led to **equality** in outcome - without the need for additional support.

Example... People living with Disability...

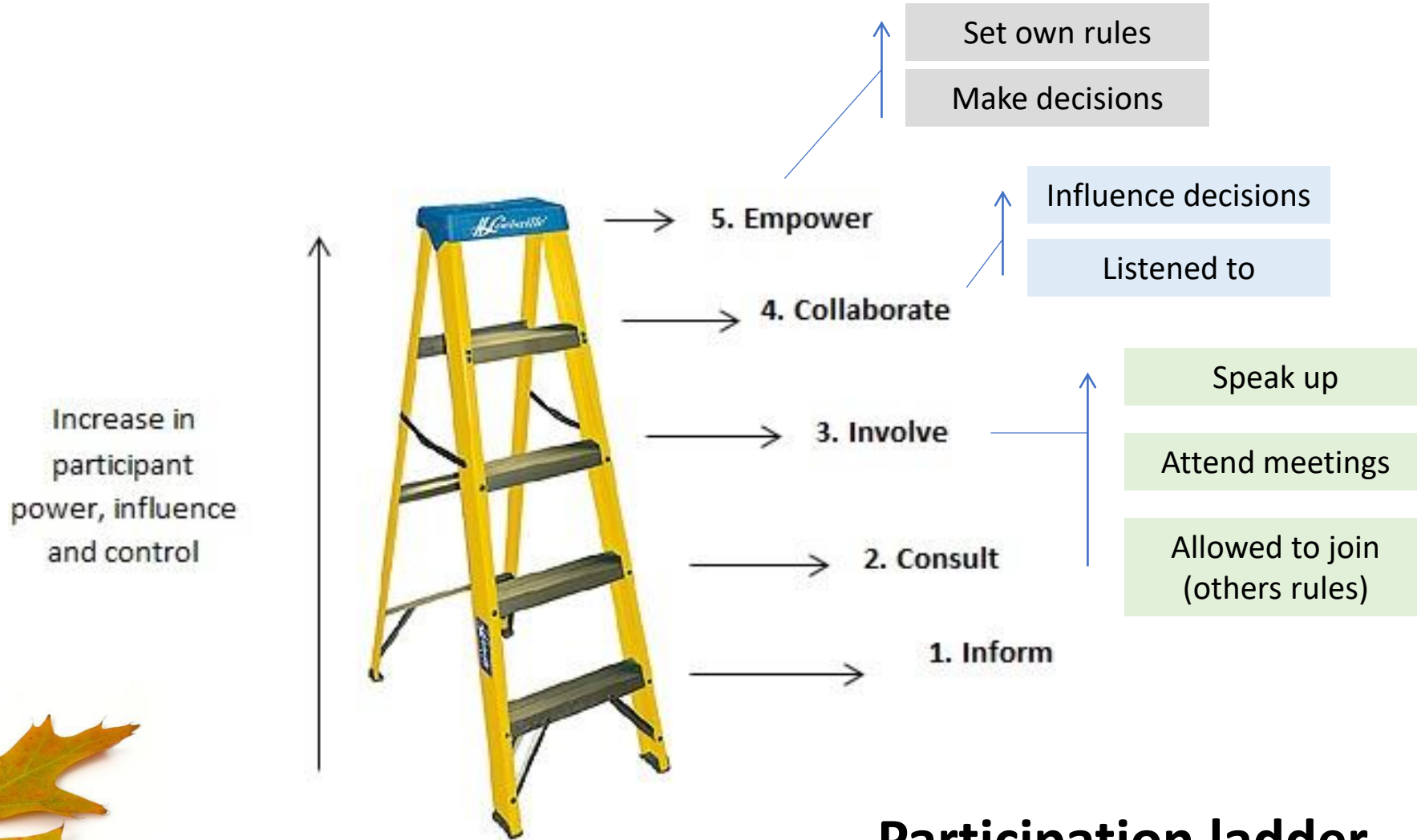
- **The charity model / approach** – Object of kindness/compassion/disempowered, limited participation
- **The medical model / approach** – focus on person's impairment that need fixing thro' medicine or rehabilitation –cured...
- **The social model of inclusion / approach** –individual interaction with an environment/society that do not accommodate the individual's differences – low/no participation

Inequality is due to society not eliminating the barriers that cause problems for people with disabilities, not due to the impairment.





What level of participation?



Participation ladder

(Credit: WSSCC EQND study, 2017 & Halcrow, Rowland, Willetts, Crawford & Carrard, 2010)



Recommendations - Programme

- Develop and share basic principles for EQND
- Establish global terminology for EQND – for countries to adapt
- Ensure inclusion of marginalised and excluded individuals and groups
- Capacity building and empowerment of people who may be disadvantaged
- Clarify the limits of the methods of influence
- Consider different options for supporting people who may be disadvantaged



Recommendations... Cont..

- Be flexible in strategies for working in disaster and conflict prone areas
- Broaden impact: disability, MHM, incontinence, urination, broader sanitation and hygiene
- Establish do's and don'ts of programme implementation
- Strengthen monitoring, evaluation and learning (MEL)
- Suggestions for improving programme modalities



Recommendations - Secretariat

- Global strategy for strengthening EQND
- Budget for EQND – global & country – as well as integration
- Provide guidance for integrating EQND
- Produce global practical guidance manual
- Continue to build own capacity
- Country programmes recruit EQND advisors
- Engage with government to influence on EQND



EQND Handbook





Thank you for your participation

