

COOPERATION IN INTERNATIONAL WATERS IN AFRICA

# SOCIAL INCLUSION TOOLKIT

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Woman carrying water jugs of drinking water, Liberia. ©himarkley/iStock

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A central commitment to the implementation of the Sustainable Development Goals (SDGs), including SDG 6 (clean water and sanitation for all) is to “leave no one behind.” Key to this concept is the importance of prioritising actions that benefit and empower women (including women in all their diversities), the poorest, people with disabilities, sexual and gender minorities (SGM) and the most marginalized people in communities.<sup>1</sup>

# INTRODUCTION

**G**ender, together with class, race, age, and other intersecting social identities, are all possible factors that can determine who has access to roles, power, and resources. Social exclusion can involve the systematic denial of access to resources and services as well as prohibiting disadvantaged groups from participating on equal terms in economic, social, cultural, or political arenas. Exclusionary processes can manifest at various levels – within and between households, villages, cities, states, and globally.<sup>2</sup> To move towards inclusive growth and poverty reduction, it is critical to address the root causes of exclusion and discrimination.<sup>3</sup> It is also important to recognize that every policy, activity, attitude, or behaviour can reinforce or challenge existing gender and social norms to enable or prevent the inclusion of individuals and groups based on their identity and/or circumstance.

At the core of the World Bank Group's development mandate is a commitment to protect those who are most vulnerable so that everyone – regardless of their gender, race, religion, ethnicity, age, sexual orientation, or disability – can benefit from development. The Cooperation in International Waters in Africa (CIWA) is a World Bank program that provides support to address constraints to cooperative management and development of transboundary waters in sub-Saharan Africa. CIWA is committed to fostering an inclusive approach to the programs and projects that it supports. In keeping with CIWA's adoption of a transformative approach as articulated in its *Gender and Social Inclusion Framework*<sup>4</sup>, CIWA recognizes the need for a deeper investigation of multiple overlapping differences and inequities within the transboundary context while ensuring that all people associated with CIWA programming regardless of sex, ethnicity, ability and other vulnerabilities are all able to derive benefits. Given CIWA's work targets transboundary water institutions, it has noted the importance of challenging transboundary structures that reinforce exclusion at its base. This requires the application of a Gender and Social Inclusion (GESI) lens to all of CIWA's work while ensuring that all programme staff and partners working on transboundary water programmes and projects have a well-developed understanding of GESI and its applicability to the transboundary water management context.

This includes ensuring that there is a capacity and understanding of how to address the diversity of inequities men and women face at the project level as well as tackling inequalities women and men coming from a diversity of backgrounds face within the transboundary institutional context.

This tool kit has been developed in recognition of the important role CIWA stakeholders can play in creating opportunities within the transboundary water context to promote equality and inclusion for women and men in all their diversities and sources of vulnerability. It is specifically targeted to social development and related experts working to provide technical expertise to the development and implementation of CIWA programming at the institutional and project level. Working together with CIWA teams, it provides details on the critical steps experts can take to facilitate the integration of social inclusion considerations throughout the project cycle.



Two women sitting near a mini drugstore, Hoima, Uganda. ©Getty Images

<sup>1</sup> C. Jost, N. Ferdous, T. D. Spicer, 2014. *Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture*. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark. Available online at: [www.ccafs.cgiar.org](http://www.ccafs.cgiar.org)

<sup>2</sup> Khan, S. et al. *Social Exclusion Topic Guide*, Governance, Social Development, Humanitarian Conflict (GSDRC), DFID Crown Copyright 2015.

<sup>3</sup> Social Inclusion, <https://www.worldbank.org/en/topic/social-inclusion>

<sup>4</sup> CIWA's Gender and Social Inclusion Framework can be accessed at: <https://www.ciwaprogram.org/wp-content/uploads/CIWA-Gender-and-Social-Inclusion-Framework-1.pdf>



AT THE CORE OF THE WORLD BANK GROUP'S DEVELOPMENT MANDATE IS A COMMITMENT TO PROTECT THOSE WHO ARE MOST VULNERABLE SO THAT EVERYONE – REGARDLESS OF THEIR GENDER, RACE, RELIGION, ETHNICITY, AGE, SEXUAL ORIENTATION, OR DISABILITY CAN BENEFIT FROM DEVELOPMENT.



# CHALLENGES IN ADDRESSING SOCIAL EXCLUSION

The adoption of an approach to addressing social exclusion can be difficult within the transboundary water context due to the challenges that need to be considered particularly when it comes to developing a water project at the regional or transboundary level including:

1

The absence of disaggregated data related to vulnerable groups has made it difficult to identify and assess the challenges and needs of socially-excluded groups.

2

Socially-excluded groups may not be as easy to identify in transboundary projects since they are less likely to benefit from economic growth as they are often not visible within an economy.

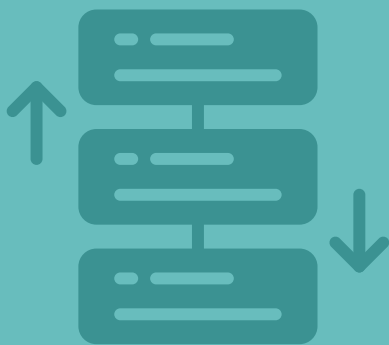
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Socially-excluded groups may be overlooked because they are less likely to be able to access traditional forms of social services including access to water particularly in contexts where water bodies are shared amongst multiple countries.

4

Socially-excluded groups are less likely to participate in democratic processes, particularly in cases where they represent a minority group which can result in their voices being excluded from participation in decision-making processes related to access and use of water or in relation to contributing to decisions taken at the transboundary institutional level.<sup>5</sup>

<sup>5</sup> Adapted from Kabeer, N. (2005). Social Exclusion: Concepts, Findings and Implications for the MDGs. London: DFID, p. 31 as accessed from Khan, S. et al. Social Exclusion Topic Guide, Governance, Social Development, Humanitarian Conflict (GSDRC), DFID Crown Copyright 2015.



# FOSTERING SOCIAL INCLUSION AT ALL PHASES

The integration of a social inclusion perspective should ideally begin from the start of the project cycle and be coordinated throughout design, planning, implementation, and monitoring and evaluation phases of a transboundary water project. In keeping with the application of a transformative approach, this offers the greatest potential to facilitate empowerment and ownership for women and men coming from a diversity of backgrounds as well as to transform relationships to be more sensitive to ensuring that a project or institutional intervention related to transboundary water management benefits everyone.

**1** | Who is likely to be excluded from the benefits of the project?

**2** | How are they likely to be excluded?

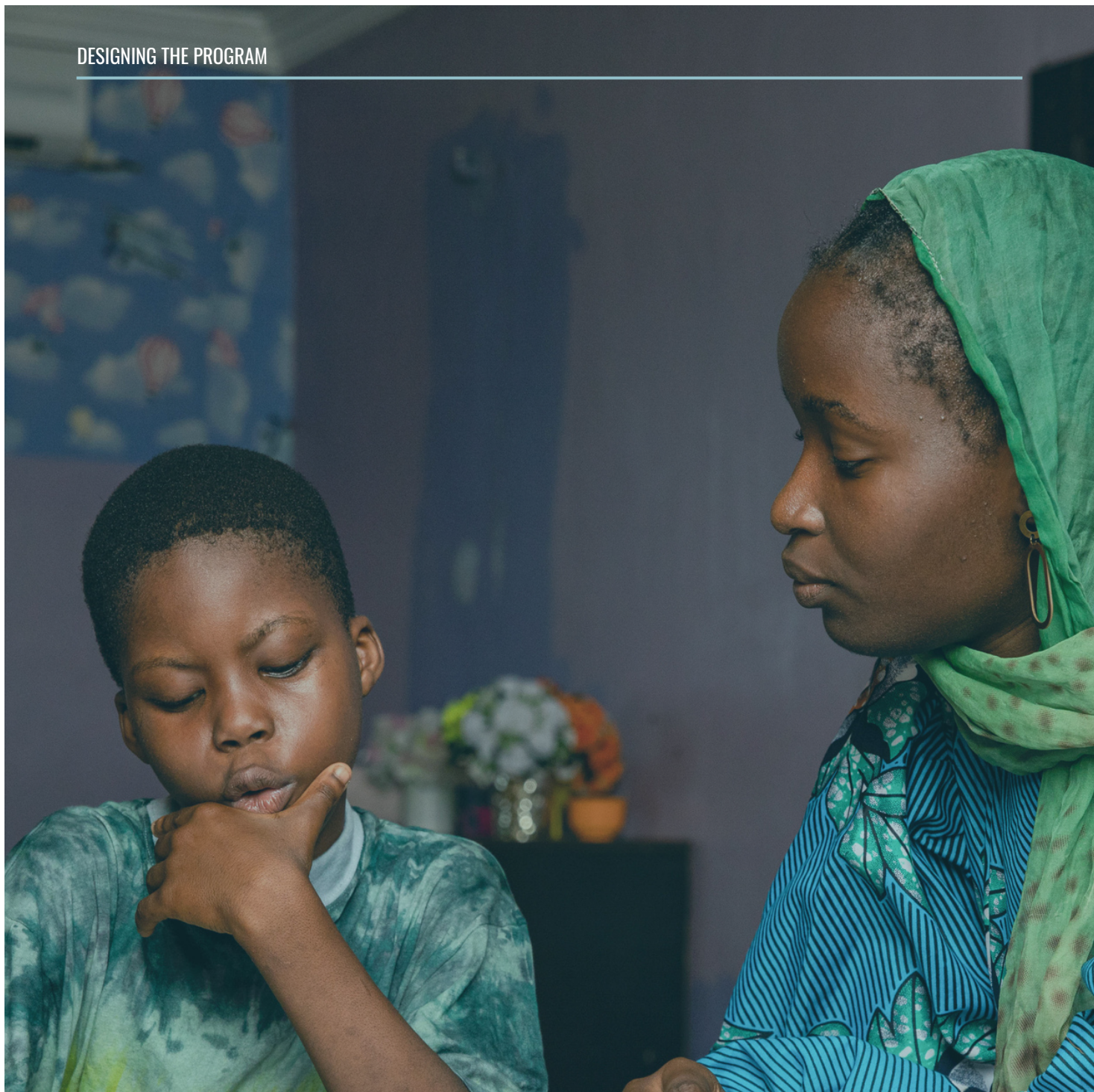
**3** | Why are they likely to be excluded?

**4** | What can be done to include them? <sup>6</sup>



Grandmother with baby boy and little girl sitting outside their home. ©nini / Getty Images

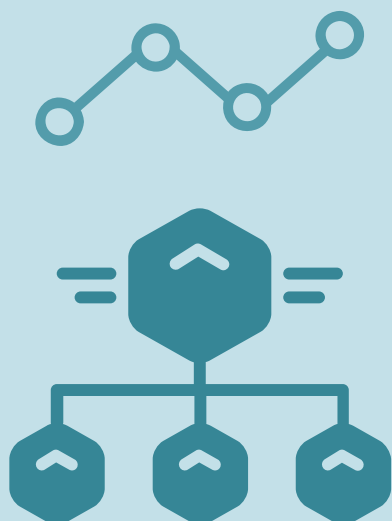
<sup>6</sup> Questions 1-3 come from the World Bank Social Inclusion Assessment Tool.C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate



# DESIGNING THE PROGRAM

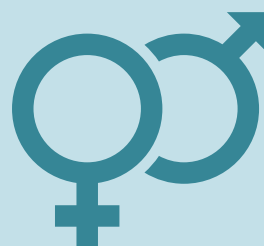


The design phase can offer an early opportunity to identify the diversity of identities and sources of vulnerability for the target groups being considered for a transboundary water project. As part of the process, it is also critical to identify ways to address specific issues that disadvantaged groups face. Key things to consider at the design phase include:



The type and level of social differentiation used should be based on the objective of the program or project that it informs. For example, for transboundary water projects, it is rarely sufficient to use national level aggregate data to inform an activity that is working at the regional or multi-country level. Likewise, for those projects that are targeted to the local level, it is critical to access context-based information at the community or the transboundary institution level from a diversity of stakeholders.

Gender and social inclusion should be integrated from the design phase of any transboundary water project rather than waiting to integrate considerations at the implementation phase, at which point openings will have been missed.



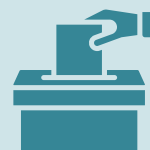


To secure buy-in to the application of a social inclusion lens, building capacity in gender and social analysis for both upstream and downstream practitioners within a transboundary water organisation or related national and local entities can be an essential first step.

Use of participatory techniques such as drawing pictures can enable jointly produced knowledge that reflects the different needs, challenges and opportunities for vulnerable groups <sup>7</sup>



Tackling social exclusion requires a concerted and long-term effort because it needs to address a broad spectrum of issues at both the transboundary institutional and project level. Issues can range from legal rights, political representation, economic resources, access to key services and attitudes and perceptions. To facilitate a transformative approach, it is critical to budget for social inclusion activities over the long term and across multiple levels, sectors and countries where the transboundary project is operating such as peace and security, environment and climate change.



<sup>7</sup> Sourced from C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark.

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TACKLING SOCIAL EXCLUSION REQUIRES A CONCERTED AND LONG-TERM EFFORT BECAUSE IT NEEDS TO ADDRESS A BROAD SPECTRUM OF ISSUES AT BOTH THE TRANSBOUNDARY INSTITUTIONAL AND PROJECT LEVEL.

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## BELOW ARE KEY STEPS TO BE TAKEN AT THE DESIGN PHASE:

### A

## CONDUCT A SECONDARY LITERATURE REVIEW

To effectively understand the challenges and needs of disadvantaged groups linked to a transboundary project, the analysis should be based on a mix of primary and secondary data. A secondary literature review should be a necessary first step and should be the basis on which the direct assessments via primary research are conducted. Collecting secondary research conducted on excluded groups can be challenging since the voices of vulnerable groups and individuals are frequently left out, both at the project and transboundary institutional level. It is therefore important to be creative in identifying sources of information that may not always fall within the traditional sources of information. Possible sources of information include:

- Program and project documents from civil society and Non-Governmental Organizations (NGOs)
- Research undertaken by universities and research institutions
- Statistical reports from government departments and agencies as well as from Regional Economic Communities and River Basin Organizations affiliated with transboundary water projects
- Open Data sources, including:
- Community level Data Online maps are a good example.
- Government Data beyond the official datasets such as census that they collect on a regular basis. For example, the number of patients who attend a particular hospital or how many farms are in a given area may not be published.
- Corporate data from companies such as mobile phone providers often have data available on millions of people.<sup>8</sup>

<sup>8</sup> C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark.

## B

## GATHER DISAGGREGATED DATA

Applying a social inclusion approach to data collection and analysis means collecting disaggregated data that can help to better understand how women and men within different social groups and geographical locations are affected differently, and to varying extents within the transboundary water context. Using an intersectional gender lens is key to address data gaps on the connections between gender and vulnerabilities as well as to facilitate the social inclusivity of programming.

## KEY CONSIDERATIONS WHEN COLLECTING DATA

## Use a Multi-Method Approach

Applying a social inclusion approach to data collection and analysis means collecting disaggregated data from a diversity of sources and using a variety of approaches. This can help to better understand how women and men within different social groups and geographical locations are affected differently, and to varying extents within the transboundary water context. Using an intersectional gender lens is key to address data gaps on the connections between gender and vulnerabilities as well as to facilitate the social inclusivity of programming at the transboundary or multi-country level.

## Gather Data Within a Household

Examining sex-disaggregated data referring to comparisons of male- and female-headed households can be limiting because it can confuse gender with household structure. Male- and female-headed households are rarely comparable as a result of the way in which they are defined. “Male-headed” households generally include all households in which women are married to men whereas “female-headed” households tend to be made up of households lacking adult men. Female-headed households tend to face greater labour and resource constraints than male-headed households. However, these disparities are not always connected to the sex of the household head. In the case of many projects it is important that survey questions ask about individuals within a household to ensure that important data on women living in male-headed households is not overlooked.<sup>9</sup>

## Gather Data Beyond Household Surveys

Surveys for local water projects are often limited to the household population. As a result those living in institutions, such as students and those living in hostels, shelters or reception centres are often overlooked. It can also exclude the elderly living in residential accommodation and children taken into care by public authorities, as well as those living on the streets. Surveys could also overlook other groups, such as non-nationals, or those living off land e.g. in boats. Whatever the limits imposed by data collection, when considering poverty and social exclusion, it is critical not to forget these groups. To do so may require specific data-collection tools and techniques.<sup>10</sup>

<sup>9</sup> CIVICUS Gender and Social Inclusion Tool Kit

<sup>10</sup> Atkinson, A and Marlier, E. Analysing and measuring social inclusion in a Global Context, Department of Economic and Social Affairs, United Nations, 2010.

## Gather Data to Distinguish Among Sub-groups

In considering the data for construction of social indicators, it is important to ensure that the data sources can facilitate a distinction among subgroups of the population relevant to the transboundary water project. For example, when analysis is conducted to understand the poverty and social exclusion of specific groups, such as the disabled, the elderly, youth, migrants and ethnic minorities, it is essential to determine whether the disabled are at greater risk of poverty, and what proportion they constitute of the total population at risk of poverty when analysis is conducted at the transboundary institutional level, it is important to determine sources of exclusion from decision making for representatives of marginalized groups.<sup>11</sup>

### C

## CONDUCT DATA ANALYSIS

After collecting the different sources of information, it is important to review and analyze it to determine what is being said about particular vulnerable groups of relevance to the project and what information is absent. Some key questions to ask include:

- If data already exists is it disaggregated by gender and other vulnerabilities? If not are there other options to overcome the absence of data?
- What does the literature suggest about different sub-groups of beneficiaries such as poor women, women with disabilities, and elderly people and how they may be affected positively or negatively by the transboundary water project?
- What does the literature suggest about conducting consultations to accommodate different vulnerabilities both at the local and transboundary institutional level?
- What legal, cultural, and religious barriers, if any, have been identified in studies that may limit the participation of women and girls or other vulnerable populations in the project?

<sup>11</sup> Atkinson, A and Marlier, E. Analysing and measuring social inclusion in a Global Context, Department of Economic and Social Affairs, United Nations, 2010.

## D

## MAP OUT PARTNER ORGANIZATIONS TO GATHER INFORMATION ON VULNERABLE GROUPS

A critical dimension when conducting a gender and social inclusion analysis is the need to undertake a stakeholder mapping to identify which disadvantaged groups should be considered because of their potential to have a positive or negative impact on achieving the objectives of the transboundary project or program. To identify specific vulnerable or disadvantaged groups, it is important to go beyond the typical go-to organizations by creating space for those who are not typically represented and for those belonging to intersecting identities.

Through the stakeholder engagement process, interviews can be conducted with individuals and groups representing civil society, government, the private sector and other stakeholder organizations operating within the transboundary water context who can shed light on specific disadvantaged groups including the vulnerabilities they face and possible actions that can be planned to mitigate negative impacts or to leverage positive impacts.

The following is a table that can be used to gather more specific information about organizations that could assist in understanding the challenges and opportunities that should be considered in relation to specific disadvantaged groups that could be linked to or impacted by the project.

VULNERABLE GROUP	PARTNER ORGANIZATION	LEVEL OF WORKING E.G. NATIONAL, LOCAL	KEY GROUPS TARGETED	PROGRAMS / INITIATIVES	SPECIFIC KNOWLEDGE AND EXPERTISE
People With Disabilities	African Disability Forum	National level	All Disabilities	Advocacy, Research, Capacity Building	Impacts of climate change on disabled people

## KEY QUESTIONS TO ASK:

- Which social groups are poor and/or socially-excluded and why?
- Do some social groups experience particular prejudices and stigma?
- What is the status of migrants, refugees and/or internally displaced people?
- Are excluded groups and the poorest and most vulnerable concentrated or over-represented in particular locations (such as remote or isolated areas, urban slums)?
- Do people located in particular geographical locations experience particular forms of exclusion or discrimination?
- Which groups of women are less likely to access the project's resources?
- Do different genders, age and social identities have access to productive resources, employment or income-generating opportunities?

## E

## IDENTIFY DIFFERENT FORMS OF VULNERABILITY

The vulnerability and capacity of a social group can depend on their ability to participate and to derive benefits from a project or program. It is also important to identify whether or not they have the necessary assets to derive benefits from the transboundary water project. In addition to their physical location, assets such as resources and land, knowledge, technology, power, decision-making potential, level of education all represent different forms of vulnerability of relevance to a transboundary project at the institutional or local level.

Below is a table that provides an approach to facilitate the mapping of vulnerable populations.

VULNERABLE GROUP	CHALLENGES	RECOMMENDATIONS TO ADDRESS CHALLENGES
<b>Female-headed households</b>	Lack of time, lack of financial resources and land	<ul style="list-style-type: none"> <li>• Consult female-headed households to determine convenient times for activities</li> <li>• Factor in actions to accommodate their limited access to resources</li> </ul>
<b>Child-headed households</b>		
<b>Disabled people</b>		
<b>Elderly</b>		
<b>Adolescent and Youth</b>		
<b>Widows</b>		
<b>Women in Polygamous Relations</b>		
<b>Child Brides</b>		
<b>Other</b>		





“ USING AN INTERSECTIONAL GENDER LENS IS KEY TO ADDRESS DATA GAPS ON THE CONNECTIONS BETWEEN GENDER AND VULNERABILITIES AS WELL AS TO FACILITATE THE SOCIAL INCLUSIVITY OF PROGRAMMING. ”

## F

## CONDUCT INCLUSIVE CONSULTATIONS

As part of the consultation process, consideration should be given to gathering data directly from disadvantaged groups so that they are not positioned as the voiceless in developing the project. Disaggregating by sex, socio-economic status, or other characteristics by drawing upon the findings from the stakeholder mapping process can be useful. While it may be difficult due to barriers such as geographic location, level of literacy or ability to share their views, efforts should be made to enable groups that are under-represented or disadvantaged to be part of the process to generate policies and interventions of relevance to a transboundary water project. This will increase the likelihood that their differing needs, preferences, and constraints are addressed. It will also enable the application of local knowledge and strategies to develop more effective and equitable solutions. It is important to consider the composition of the group to be consulted and what sort of methodologies to use. The use of participatory research tools and methods designed to gather local knowledge and know-how offers a good option to consider for many of the excluded groups, particularly when developing water projects at the local level.<sup>12</sup> For example, for illiterate people, it may be necessary to use techniques such as drawing pictures to communicate their needs or concerns.

While the establishment of groups that are diverse has the potential to foster broader discussion, it is sometimes preferable to consult groups separately to avoid the reinforcement of hierarchies or gender norms that could limit certain groups from sharing their views. For example, having a discussion on sensitive issues dealing with menstrual health concerns in connection to a WASH project may require conducting separate consultations with men and women. It is equally important to consider the age composition of a group. For example, there could be a group of women established for consultations where younger women feel less comfortable sharing their experiences in the presence of older women such as mothers, aunts, or elderly neighbours. Women from older age groups may prefer the use of participatory methodologies due to challenges such as levels of literacy whereas young women may prefer small focus group discussions.<sup>13</sup> It is equally important to facilitate accessibility of stakeholders to participate in consultations. For example, female-headed households may have limited time to participate due to household obligations whereas disabled people could face specific barriers to access depending upon the nature of their disability. Actions can be taken to improve their access such as by providing transportation or childcare.



African mother holding her son. ©himarkley / iStock

<sup>12</sup> C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark.

<sup>13</sup> Sourced from C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark.

**G**

## UNDERTAKE STAKEHOLDER ANALYSIS

Stakeholders are all the different people and institutions who stand to gain or lose from interventions related to a transboundary water project.

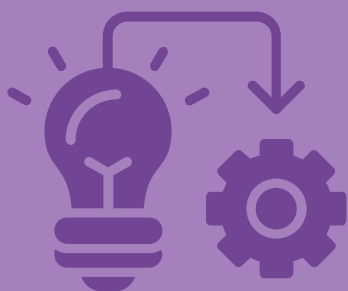
### KEY QUESTIONS TO CONSIDER INCLUDE:

**1** | How do different stakeholders perceive the risks and benefits of the project?

**2** | How can the short- and long-term needs of different stakeholders be balanced?

**3** | Will men and women from different disadvantaged groups be able to benefit equally?

**4** | How can accountability for the participation of women and marginalized groups be built into the project such as through Monitoring and Evaluation?



# IMPLEMENTATION



As part of process to select actions to be taken at the implementation phase, it is important to identify and prioritize actions that benefit and empower women in all their diversities. Participation of disadvantaged groups should therefore be integrated into the project implementation phase to ensure that their differing needs, preferences, and constraints are addressed. Efforts should also be made to access their local knowledge and resilience strategies to develop more effective and equitable solutions aligned to the context where the transboundary project is taking place. In addition, consideration should be given to which groups of women and which groups of men (based on identities ranging from ethnicity, social status/economic class, and age) could be excluded based on these intersecting identities, and whose voices need to be empowered through targeted actions to have them represented based on their role in project and transboundary institution-relevant activities. For example, if a project identifies that a specific group of women, such as women from natural resource-dependent communities, are primarily responsible for safeguarding natural resources within a transboundary water system, then measures should be put in place to address the obstacles that specifically prevent them from fully participating and benefiting from relevant interventions.<sup>14</sup>

## QUESTIONS ON PARTICIPATION OF MARGINALIZED GROUPS

- Who is participating in the project?
  - Approximate percentage of men and approximate percentage women?
  - Approximate percentage of vulnerable groups identified at the planning phase?
- How do they participate? (for example as individuals, within groups)?
- How are benefits shared?
- In what roles do representatives from vulnerable groups participate? Are they involved in the leadership structure or decision making either at the institutional or project level?
- Do they face certain constraints to joining the project? If so, what are they?
- Is there evidence that their perspectives are integrated into decision-making processes within transboundary institutions or at the local level?
- What kinds of strategies and approaches could be used to encourage inclusive participation within a transboundary institution or at the local level such as within water committees?

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<sup>14</sup> C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark.

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THE PARTICIPATION OF DISADVANTAGED GROUPS SHOULD BE INTEGRATED INTO THE PROJECT IMPLEMENTATION PHASE TO ENSURE THAT THEIR DIFFERING NEEDS, PREFERENCES, AND CONSTRAINTS ARE ADDRESSED.

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## ADDITIONAL CONSIDERATIONS <sup>15</sup> :

The considerations below are aligned with the principles and approach articulated in CIWA's *Gender and Social Inclusion Framework* related to the application of a transformative approach. This includes undertaking multiple interventions across multiple levels to address deep-seated social norms and structural dimensions connected to gender inequality and social exclusion.

### Consider How the Interventions Address the System of Inequalities

Tackling social exclusion within the transboundary water context either at the institutional or project level requires the application of a diversity of interventions across multiple sectors and levels of government or society. This can range from targeting legal rights, political representation, economic resources, access to key services and attitudes and perceptions. Measures can range from implementing legal frameworks, which ensure the basic rights of all groups to access the decision-making processes of transboundary institutions as well as developing policies to ensure that the natural resources affiliated with a transboundary water body are accessible to a diversity of vulnerable groups. Affirmative action policies could include measures to promote equitable participation in employment or representation within a transboundary water institution. It is also important to look for sources and evidence of exclusion at all levels of government and within a transboundary institution. When designing a policy, consideration should be given to the context since what is appropriate to one country or institution may not necessarily apply to another one.



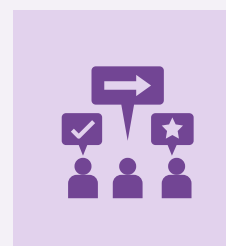
### Prioritize Actions to Foster Social Inclusion

As part of the process to engage in discussions around priority actions at the project or institutional level, it is important to identify and place emphasis on actions that benefit and empower women in all their diversities ranging from the poorest, people with disabilities and the most marginalized people in communities. This has the potential to foster the empowerment and ownership for women and men coming from a diversity of backgrounds which is critical to ensuring that the project or institutional intervention benefits everyone.



### Challenge Social Norms

Efforts to achieve social inclusion needs to consider that opportunities are not solely connected to gender but to other factors linked to multiple identities. Social differences relating to gender and social identity are also learned. Gender, along with other factors such as wealth and ethnicity, can also determine who within a particular culture has rights, roles, opportunities, power as well as access to and control over resources. Because they are connected to deeply-rooted cultural norms and beliefs, it is important to recognize that changes within a society or culture where a transboundary water project operates requires long-term and multiple interventions. It is important to identify if a project includes a focus on acknowledging and supporting the different needs of women, men, girls, boys and marginalized groups at either the local, national or institutional level or if the project goes further by focusing on shared power, resources and decision-making. It is also critical to recognize that every policy, activity, attitude or behaviour has the potential to reinforce or challenge existing gender and social norms.



<sup>15</sup> Additional Considerations section sourced from: Khan, S. et al. Social Exclusion Topic Guide, Governance, Social Development, Humanitarian Conflict (GSDRC), DFID Crown Copyright 2015

### Consider Service Provision

Excluded groups often lack access to services such as to clean water or they may only be able to access lower-quality services. This can limit their capacity to benefit from opportunities available to other members of society. For example, girls are often expected to collect water. Given the effects of climate change, they are often required to walk further which can have a negative impact on the time they have available to access to education and other services.



### Facilitate the Role of Civil Society and Social Movements

Civil society organisations (CSOs) can provide both immediate relief and longer-term change. They can play critical roles such as defending collective interests and increasing accountability, influencing decision making or directly engaging in service delivery. By participating in or forming organizations that represent their own interests, excluded groups can be effective drivers of their own change. CSOs also play an important role in conducting research to raise the profile of excluded groups.<sup>16</sup> Consideration should therefore be given to finding ways to partner directly with grassroots organisations and movements connected to specific vulnerable groups to facilitate inclusive implementation at the transboundary level.



Women carrying water to their village, Kenya. ©hadynyah / Getty Images

<sup>16</sup> Khan, S. et al. Social Exclusion Topic Guide, Governance, Social Development, Humanitarian Conflict (GSDRC), DFID Crown Copyright 2015

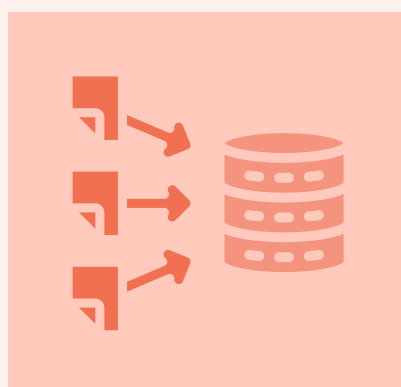




# MONITORING AND EVALUATION (M & E)

For a transformative approach to be successful, it needs to incorporate M & E strategies and approaches that consider gender and social inclusion dimensions. Furthermore, M & E is a critical dimension to ensure accountability to vulnerable groups connected to transboundary water programs. It should be built into the project at the planning phase and integrated throughout the project cycle. It is therefore important to look for ways to ensure that monitoring and evaluation forms a comprehensive part of efforts to facilitate social inclusion. The following are some actions related to M & E and social inclusion to be considered for transboundary water projects:

- At the front end, ensure that disaggregated data about gender disparities and social exclusions are systematically collected and analyzed to ensure GESI considerations are integrated as part of project development, implementation and monitoring of results.
- Consult with key organizations and movements affiliated with the transboundary water project throughout the lifecycle of the program to monitor ongoing impact.
- As part of the monitoring process, undertake GESI analysis to determine if progress is being made on advancing gender and social inclusion within each project.



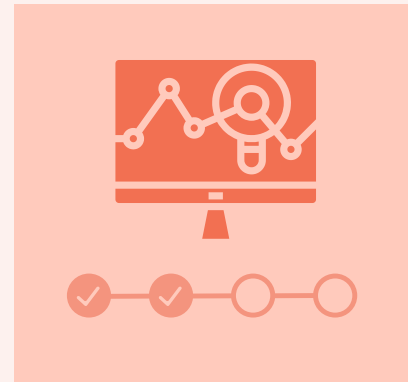
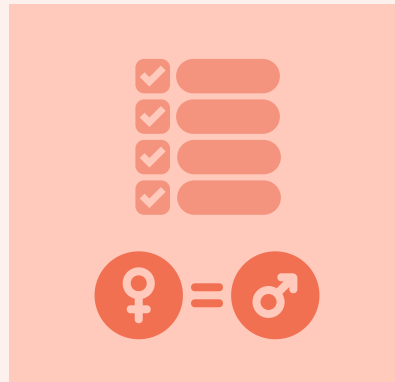
- Where necessary and possible, revise log frames to include disaggregated information from a gender and social inclusion perspective, including development of targets and indicators.
- Ensure that mid-term and final evaluations of transboundary water projects effectively integrate social inclusion considerations and make use of GESI expertise.
- At the transboundary institutional level, develop additional indicators that incorporate gender and social inclusion.

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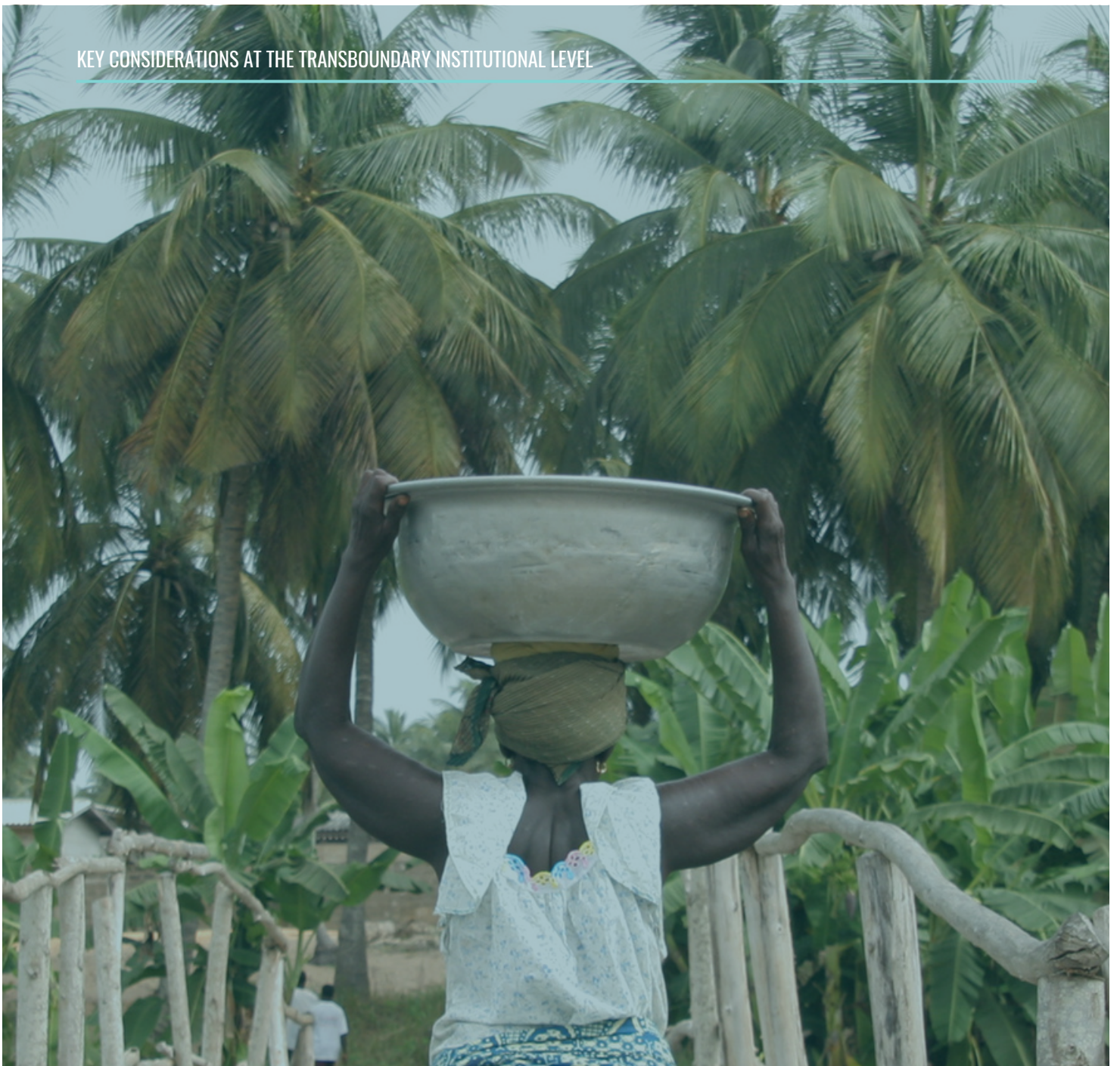
**FOR A TRANSFORMATIVE APPROACH TO BE SUCCESSFUL, IT NEEDS TO INCORPORATE MONITORING & EVALUATION STRATEGIES AND APPROACHES THAT CONSIDER GENDER AND SOCIAL INCLUSION DIMENSIONS.**

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- Adopt a range of methods to measure change at the individual as well as systems / institutional level. For example look for changes to policies or regulations that impact a particular vulnerable group affiliated with either a transboundary institution or a local water-related project that draws upon both qualitative and quantitative data.
- Gather disaggregated data by age, gender, ethnicity and other areas of marginalization that is deemed relevant to the program.
- Develop indicators that reflect gender equality and social inclusion.
- Include indicators on inclusion in the results framework to be able to monitor and evaluate whether the project has benefited everyone including people from marginalized groups.
- Determine what information is needed to measure progress.



African children's hands over water jugs. ©himarkley / iStock



## KEY CONSIDERATIONS AT THE TRANSBOUNDARY INSTITUTIONAL LEVEL

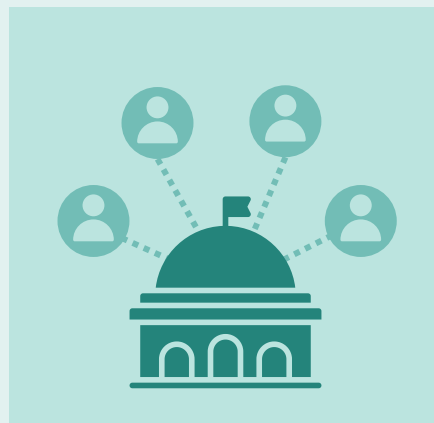
## KEY CONSIDERATIONS AT THE TRANSBOUNDARY INSTITUTIONAL LEVEL

Transboundary water institutions can have either positive or negative effects on inclusion and development outcomes with those in positions of power having the potential to shape institutions to enable assets and resources to be distributed equitably. Inclusion at the institutional level is the deliberate action of creating an institutional and workplace environment whereby the diverse stakeholders ranging from representatives from relevant ministries to staff working for the transboundary institution are given the same opportunities to express their views. There are multiple entry points to strengthen inclusion in transboundary institutions.<sup>17</sup> Those in positions of power within a transboundary institution need to start from the fundamental understanding that there are different perspectives, each of which is valuable while seeking to identify the barriers holding back people from participation. To do so, key stakeholders within the institution need to respect the talents, beliefs, and cultural backgrounds of relevant stakeholders while ensuring that its diverse stakeholders - ranging from staff to ministerial representatives- feel safe to speak up and that their opinions are acknowledged.

The ability of an institution to ensure equitable access and entitlement to key resources and assets is critical to demonstrating its commitment to inclusive management. Entitlement to key resources connected to a transboundary water resource can be differentiated according to age, ethnicity, class, religion, and gender. It is therefore critical to factor in and accommodate the equitable representation and participation of a diversity of stakeholders in key institutions to enable an equitable distribution of resources. Access to key resources, participation in decision-making processes and empowerment are key elements that need to be considered at the institutional level.<sup>18</sup> Applying a gender and social inclusion lens to the governance of the institution can be done by assessing whether and how selection, appraisal, promotion and evaluation practices reflect stereotypes connected to gender and other vulnerabilities that could disadvantage some employees and managers. To do so requires exploring the representation and participation of women and men from a diversity of backgrounds in different policy sectors and at different levels of a transboundary water institution.

### SPECIFICALLY:

- Define the differences between women and men from different backgrounds and sources of vulnerability in the policy area as it relates to rights, participation and representation, access to and use of transboundary water resources, social norms that affect roles and relations of different vulnerable groups as well as specific behaviours that could result in the exclusion of people coming from disadvantaged groups.
- Identify gender and social exclusion gaps among professionals (e.g. in pay and access to senior and leadership positions) in the transboundary institution and in institutions representing relevant sectors e.g. environment, water resources, climate change.
- Identify obstacles that women and other vulnerable groups face in playing a management role at the national and local level.<sup>19</sup>



<sup>17</sup> Khan, S. et al. Social Exclusion Topic Guide, Governance, Social Development, Humanitarian Conflict (GSDRC), DFID Crown Copyright 2015

<sup>18</sup> C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark.

<sup>19</sup> <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-analysis>

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**INCLUSION AT THE INSTITUTIONAL LEVEL IS THE DELIBERATE ACTION OF CREATING AN INSTITUTIONAL AND WORKPLACE ENVIRONMENT WHEREBY THE DIVERSE STAKEHOLDERS RANGING FROM REPRESENTATIVES FROM RELEVANT MINISTRIES TO STAFF WORKING FOR THE TRANSBOUNDARY INSTITUTION ARE GIVEN THE SAME OPPORTUNITIES TO EXPRESS THEIR VIEWS.**

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### CHECKLIST ON GENDER AND SOCIAL INCLUSION FROM AN INSTITUTIONAL OR ORGANIZATIONAL PERSPECTIVE

The following is a checklist that seeks to facilitate the application of a social inclusion lens at the organizational or institutional level:

- Who holds decision-making and leadership roles in the organization?
- Does the organization have both women and men from a diversity of backgrounds participating? If so, in what ways are they participating?
- Do representatives from vulnerable groups provide input in this organization? If so, how is it received and considered?
- Who accesses the information provided by the organization? How are they able to access it?
- Does the institution consider the specific needs of vulnerable populations? If so, how?<sup>20</sup>

### SPECIFIC CONSIDERATIONS AT THE INSTITUTIONAL LEVEL:

#### Affirmative Action

Affirmative action has manifested in a diversity of ways. This includes providing preferred admissions and subsidies for education and employment and providing mandatory political representation for marginalized groups. There has been some success with these programmes such as increasing minority group representation in government employment. Efforts to foster empowerment and inclusion via affirmative action tends to focus on developing legislation and institutions. More action is needed to facilitate the implementation as well as to create an enabling environment for change that addresses deeper power relations.<sup>21</sup>

#### Understanding Power Relations

Underlying these strategies is the notion that the creation of new spaces for public participation will enable more direct forms of citizen engagement in policy making. However, simply creating new spaces for participation does not guarantee greater inclusion or enable the most marginalized sections of the population to articulate their voices and demand accountability. It is important to understand and address power relations regarding how spaces of engagement within transboundary water institutions are created, the levels of power within them and the different forms of power across them. It is also essential to consider who participates, on what basis and whose interests they represent.<sup>22</sup>

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<sup>20</sup> C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark.

<sup>21,22</sup> Khan, S. et al. Social Exclusion Topic Guide, Governance, Social Development, Humanitarian Conflict (GSDRC), DFID Crown Copyright 2015



**A new Global Practice called Social Sustainability and Inclusion (SSI) – formerly known as Social Development – reflects the importance placed on addressing these barriers to development and strengthening a focus on people who have been excluded from economic and social opportunities. The Social Sustainability and Inclusion Global Practice (GP), has a new strategic direction that focuses on creating more inclusive societies, enhancing empowerment.**

“

IT IS CRITICAL TO FACTOR IN AND ACCOMMODATE THE EQUITABLE REPRESENTATION AND PARTICIPATION OF A DIVERSITY OF STAKEHOLDERS IN KEY INSTITUTIONS TO ENABLE AN EQUITABLE DISTRIBUTION OF RESOURCES.

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### DEFINITIONS

#### Social exclusion

Social exclusion has been defined by the UK's Department for International Development (DFID) as 'a process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live. Discrimination occurs in public institutions, such as the legal system or education and health services, as well as social institutions like the household.<sup>23</sup> Social exclusion tends to be seen as being multidimensional because it incorporates social, political, cultural and economic dimensions, and operates at various social levels. It is dynamic because it impacts people in various ways and to differing degrees over time. It is also relational since it emerges out of unequal power relations that emerge as a result of social interactions. It can lead to a breakdown in relationships between people and society, which results in a lack of social participation, social protection, social integration and power.<sup>24</sup> Identity is the key driver of social exclusion. Among the most common group identities resulting in exclusion are gender, race, caste, ethnicity, religion, age, occupational status, location, and disability status. Social exclusion based on such group attributes can lead to lower social standing, often accompanied by lower outcomes in terms of income, human capital endowments, access to employment and services, and voice in both national and local decision making.<sup>25</sup>

#### Social Inclusion

Social Inclusion is the process of improving the terms for individuals and groups to take part in society. It is about creating opportunities for all people and addressing deep-rooted systemic inequalities. According to the World Bank, individuals take part in society through three interrelated domains: markets (e.g. labor, land, housing, credit), services (e.g. electricity, health, education, water) and spaces (e.g. political, cultural, physical, social). To improve the terms on which people take part in society requires enhancing their ability, opportunity and dignity.<sup>26</sup>

#### Intersectionality

Intersectionality is an analytical tool for understanding and responding to the ways in which gender intersects with other social characteristics and contributes to different experiences of oppression and privilege. Everyone has multiple identities. People are members of more than one group at the same time and so can experience oppression and privilege simultaneously.

#### Social Inequalities

Social Inequalities are conceptualised as constraints on opportunity, in accessing education or healthcare for example. They are based on class and other sources of status such as gender, age or ethnicity.<sup>27</sup>

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<sup>23</sup> DFID (2005). Reducing Poverty by Tackling Social Exclusion: A DFID Policy Paper. DFID, p. 3. <http://www2.ohchr.org/english/issues/development/docs/socialexclusion.pdf>

<sup>24, 27</sup> Khan, S. et al. Social Exclusion Topic Guide, Governance, Social Development, Humanitarian Conflict (GSDRC), DFID Crown Copyright 2015.

<sup>25, 26</sup> World Bank (2013a): Inclusion Matters – The Foundation for Shared Prosperity. Washington DC: World Bank.

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Young girl using a standpipe. ©himarkley / iStock

## COOPERATION IN INTERNATIONAL WATERS IN AFRICA

The Cooperation in International Waters in Africa (CIWA) was established in 2011 and represents a partnership between the World Bank, its African partners and the governments of Denmark, the European Commission, Norway, Sweden, the Netherlands, and the United Kingdom. CIWA supports riparian governments in Sub-Saharan Africa to unlock the potential for sustainable and inclusive growth, climate resilience, and poverty reduction by addressing constraints to cooperative management and development of international waters.



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Pregnant African Woman smiling. ©himarkley / iStock



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