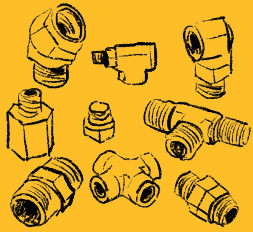


# REFLECTING ON WATER & SANITATION INFRASTRUCTURE

A TOOLKIT FOR WASH PRACTITIONERS  
ON GENDER AND SOCIALLY INCLUSIVE  
PARTICIPATORY DESIGN APPROACHES IN  
URBAN INFORMAL SETTLEMENTS



**Card Deck**



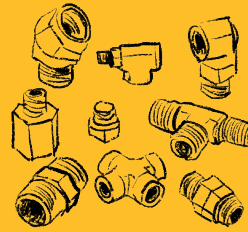
**What are the different ways that people you work with identify themselves? How can you understand this?**



UNDERSTANDING CONTEXT  
1 RECOGNISE DIVERSITY

p.22

1



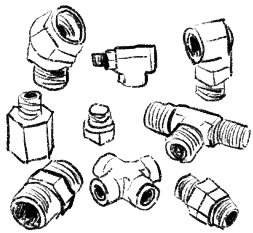
**How can you check if the way you identify people or groups is the way they would identify themselves? Do those you identify as poor or low-skilled agree with these labels?**



UNDERSTANDING CONTEXT  
1 RECOGNISE DIVERSITY

p.22

2



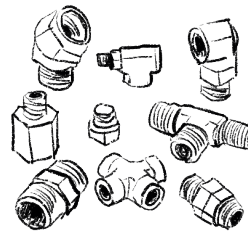
**How can you find out about groups or identities you have not considered? For example, caste or sub-caste, migrant status, indigenous?**



UNDERSTANDING CONTEXT  
1 RECOGNISE DIVERSITY

p.22

3



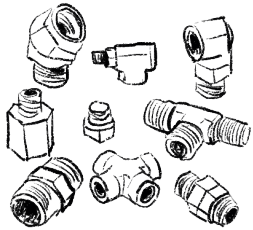
**How might people with different identities be able (or unable) to participate in the design process?**



UNDERSTANDING CONTEXT  
1 RECOGNISE DIVERSITY

p.22

4



**How many people that your project tries to reach live with a disability or a chronic health condition? How many of them belong to other vulnerable groups, such as women, children or migrants?**



UNDERSTANDING CONTEXT  
1 RECOGNISE DIVERSITY

p.22

5



**Who is marginalised in your community and how do you know? How might you check your assumption that someone is marginalised or excluded?**



UNDERSTANDING CONTEXT  
2 UNDERSTAND MARGINALISATION

p.24

1



**What strengths are there (including personal strengths and social and community networks) through which you can engage people and promote participation?**



UNDERSTANDING CONTEXT  
2 UNDERSTAND MARGINALISATION

p.24

2



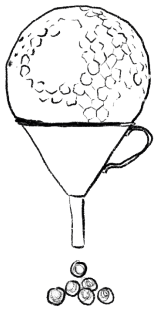
**What extra steps might be necessary to include those who are harder to reach (allowing more time, speaking another language, a mediator, etc.)? Do you have the resources to carry out these extra steps?**



UNDERSTANDING CONTEXT  
2 UNDERSTAND MARGINALISATION

p.24

3



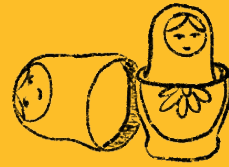
Can you distinguish different types of marginalisation within the group you work with? Some people might experience marginalisation on multiple levels; for example, because they are female AND live with a disability.



UNDERSTANDING CONTEXT  
2 UNDERSTAND MARGINALISATION

p.24

4



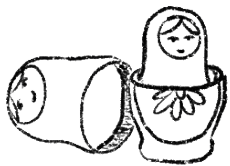
What impacts will your infrastructure design have within and across different scales? Think about the scale of a person, a household, a street, a neighbourhood, a city, a region, a country and the planet.



UNDERSTANDING CONTEXT  
3 DESIGN ACROSS AND WITHIN SCALES

p.25

1



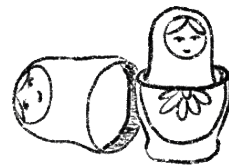
How might the impact of your project on different scales change with time and through different project stages?



UNDERSTANDING CONTEXT  
3 DESIGN ACROSS AND WITHIN SCALES

p.25

2



How are decisions made within and between the scales of your project? Who makes decisions and who is excluded from decision-making? How does this affect your project's design and engagement?



UNDERSTANDING CONTEXT  
3 DESIGN ACROSS AND WITHIN SCALES

p.25

3



Besides examining the physical context (e.g. survey, drone maps, water-level monitoring), how can you investigate the local understandings of the built environment and the water cycle?



UNDERSTANDING CONTEXT  
4 EMBRACE THE EXISTING KNOWLEDGES

p.27

1



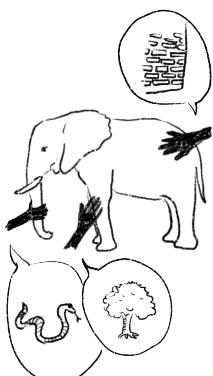
Which methods for listening and observing, rather than talking and explaining, could you use in your project?



UNDERSTANDING CONTEXT  
4 EMBRACE THE EXISTING KNOWLEDGES

p.27

2



What are the existing processes, organisations, technology and knowledge that you could support and engage, rather than introducing your ways of working?



UNDERSTANDING CONTEXT  
4 EMBRACE THE EXISTING KNOWLEDGES

p.27

3



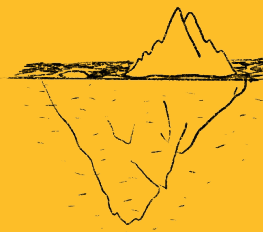
What are the existing rules, regulations, and practices related to the ownership and use of land on this territory? Who makes decisions about land ownership and use?



UNDERSTANDING CONTEXT  
5 CONSIDER MULTIPLE UNDERSTANDINGS OF SPACE AND TIME

p.28

1



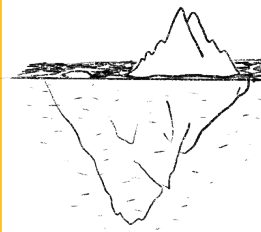
**How well do you know the history of the land and people you are working with? Has this place and people been impacted by foreigners in the past? What steps will you take to gain that knowledge?**



**UNDERSTANDING CONTEXT**  
5 CONSIDER MULTIPLE UNDERSTANDINGS OF SPACE AND TIME

p.28

**2**



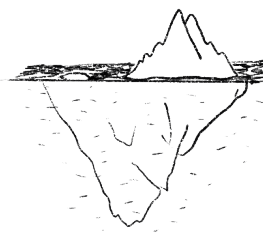
**How is time measured and understood on this territory? How do people imagine and discuss time: do they use clocks and calendars, or do they use elements of their environment, or social cues, or something else? Do these understandings and practices differ among different types or groups of people?**



**UNDERSTANDING CONTEXT**  
5 CONSIDER MULTIPLE UNDERSTANDINGS OF SPACE AND TIME

p.28

**3**



**How are different understandings of space and time related to water and sanitation infrastructure and practices on this territory?**



**UNDERSTANDING CONTEXT**  
5 CONSIDER MULTIPLE UNDERSTANDINGS OF SPACE AND TIME

p.28

**4**



**Who has the closest and most frequent interactions with water, at the individual, household, and community level? Do these differ depending on the season?**



**UNDERSTANDING CONTEXT**  
6 CULTIVATE A SOCIO-TECHNICAL MINDSET

p.30

**1**



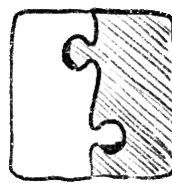
**What are the different activities and practices connected with water and wastewater in the community that you are working with? Do different groups within the community have different water practices (e.g. Muslims and Christians, women and men)? How is the infrastructure design responding to these different behaviours and requirements?**



**UNDERSTANDING CONTEXT**  
6 CULTIVATE A SOCIO-TECHNICAL MINDSET

p.30

**2**



**What are different interactions that originate from water practices? Are there negotiations, exchanges, conflicts, dependencies? How might your infrastructure design affect this?**



**UNDERSTANDING CONTEXT**  
6 CULTIVATE A SOCIO-TECHNICAL MINDSET

p.30

**3**



**What are the most effective ways of reaching different types or groups of people? What networks and groups already exist that could facilitate communication? How do different people prefer to communicate?**



**UNDERSTANDING CONTEXT**  
7 DISCOVER THE BEST COMMUNICATION MODEL

p.31

**1**



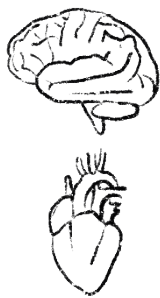
**What are some aspects of the project that you want to be sure to communicate well to the community? Why? What might be the best ways to ensure that this communication is successful?**



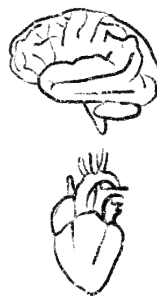
**UNDERSTANDING CONTEXT**  
7 DISCOVER THE BEST COMMUNICATION MODEL

p.31

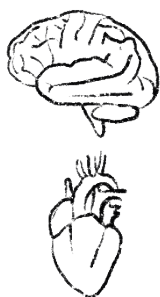
**2**



**When you reach out to the entire community (e.g. women, informal workers, people living with disabilities in informal settlements) what do you see as the biggest communication barrier/ inhibition/ hesitation? Who might help you identify the communication barriers and facilitators?**



**How will you deal with communication barriers that you discover along the way?**



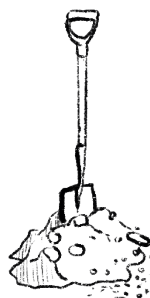
**What communication strategies need to be part of your participatory design budget (e.g. hiring translators, cultural training)?**



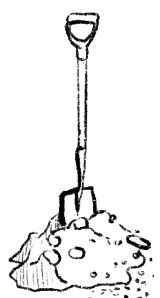
**How have other organisations and projects communicated with the community in the past? How might that impact the way the community and leaders respond to your project?**



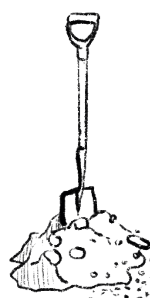
**How might your language, communication style and format, timing, identity, tone, energy and behaviour influence whether people will gather around the project?**



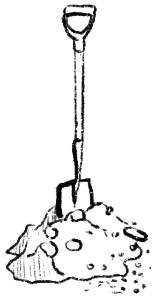
**Be respectful of the space you are entering - have you invited yourself there, or has the community reached out to you?**



**What is the community's relationship with local government, and vice versa? How will this be strengthened through the project? How will the local government support the community through this project?**



**If there were negative experiences in the past, how can you make sure not to repeat the mistakes of the past and instead bring about a better experience?**



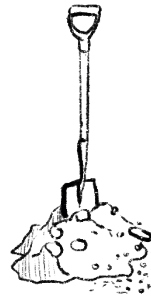
**How are you approaching groups? Do you know if your strategies are appropriate and relevant for the specific cultural context? Who can help you to know what is/isn't appropriate?**



**UNDERSTANDING CONTEXT**  
8 LAY THE GROUNDWORK FOR COLLABORATION

p.33

**6**



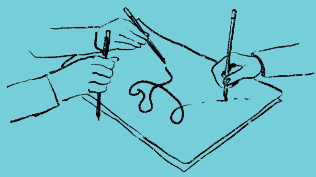
**Whose involvement might influence the way the community may receive or participate in a project? These include both informal and formal community leaders.**



**UNDERSTANDING CONTEXT**  
8 LAY THE GROUNDWORK FOR COLLABORATION

p.33

**7**



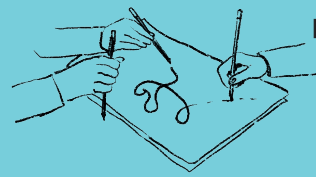
**How are you defining WHAT is the infrastructure system that you will design?**



**WATER & SANITATION INFRASTRUCTURE**  
1 CO-DEFINE THE DESIGN PROBLEM

p.35

**1**



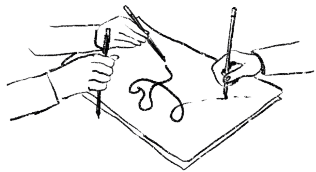
**What type of expertise do you have in mind when inviting people to take part in defining the design problem? Technical expertise? Lived experience? Expertise at which scale(s)? What type of expertise or perspective might you be missing?**



**WATER & SANITATION INFRASTRUCTURE**  
1 CO-DEFINE THE DESIGN PROBLEM

p.35

**2**



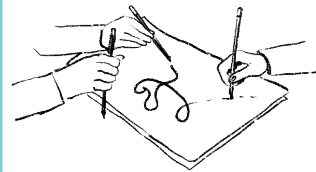
**Who is involved in the definition of a design problem?**



**WATER & SANITATION INFRASTRUCTURE**  
1 CO-DEFINE THE DESIGN PROBLEM

p.35

**3**



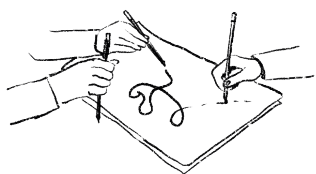
**Make a list of all the assumptions (things accepted as true without proof) you have made when choosing the "right" technological approach. How could you test/check them?**



**WATER & SANITATION INFRASTRUCTURE**  
1 CO-DEFINE THE DESIGN PROBLEM

p.35

**4**



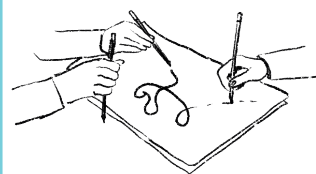
**What is the infrastructure that you are proposing? Is it for water, sanitation or both? Is it for provision, capture and/or treatment? What did you base these initial decisions on?**



**WATER & SANITATION INFRASTRUCTURE**  
1 CO-DEFINE THE DESIGN PROBLEM

p.35

**5**



**What is your assumption about the appropriate behaviours necessary for using and maintaining the infrastructure? How do these compare to current practices in the community? If they are different, how will these behaviours be supported throughout the project?**

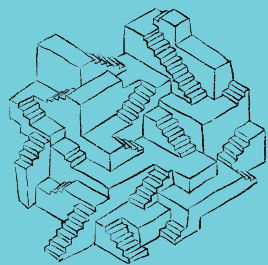


**WATER & SANITATION INFRASTRUCTURE**  
1 CO-DEFINE THE DESIGN PROBLEM

p.35

**6**





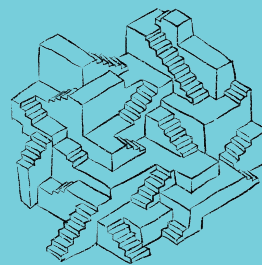
**How might the infrastructure connect parts of a house in new ways? What kinds of impacts might this have on diverse residents (e.g. did you consider menstrual hygiene practices)?**



**WATER & SANITATION INFRASTRUCTURE**  
2 EXAMINE PHYSICAL (RE)CONNECTIONS

p.36

**1**



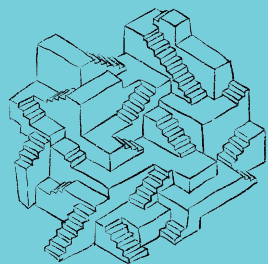
**How might this infrastructure connect different houses in new ways?**



**WATER & SANITATION INFRASTRUCTURE**  
2 EXAMINE PHYSICAL (RE)CONNECTIONS

p.36

**2**



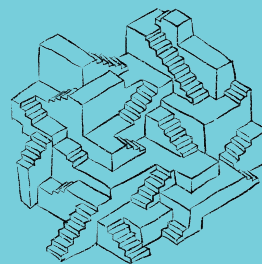
**How might this infrastructure change the street/walkway patterns or their use? How might this influence different groups within the community (e.g. people with disability)?**



**WATER & SANITATION INFRASTRUCTURE**  
2 EXAMINE PHYSICAL (RE)CONNECTIONS

p.36

**3**



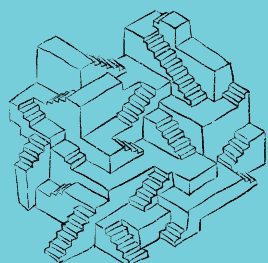
**How might this infrastructure connect different areas in new ways?**



**WATER & SANITATION INFRASTRUCTURE**  
2 EXAMINE PHYSICAL (RE)CONNECTIONS

p.36

**4**



**How might your discharge points influence the neighbouring areas? Could there be any other influences on the neighbouring areas?**



**WATER & SANITATION INFRASTRUCTURE**  
2 EXAMINE PHYSICAL (RE)CONNECTIONS

p.36

**5**



**How do people already work together in relation to water, sanitation, and resource allocation (e.g. sharing water or service costs, cleaning or repairing shared sanitation facilities)?**



**WATER & SANITATION INFRASTRUCTURE**  
3 EXAMINE SOCIAL (RE)CONNECTIONS

p.37

**1**



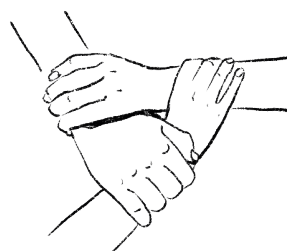
**What conflicts already exist in the community regarding water, sanitation, and resource allocation? How did you get this information?**



**WATER & SANITATION INFRASTRUCTURE**  
3 EXAMINE SOCIAL (RE)CONNECTIONS

p.37

**2**



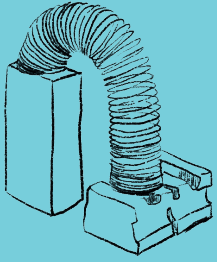
**How is infrastructure going to be managed in the community after it is built? Who will decide this? How might this impact relationships in the community?**



**WATER & SANITATION INFRASTRUCTURE**  
3 EXAMINE SOCIAL (RE)CONNECTIONS

p.37

**3**



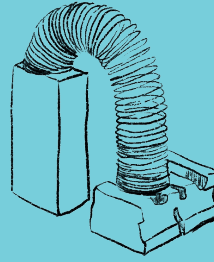
What are the properties of each infrastructure element that must be **fixed** (that are pre-designed/ unchangeable/ non-negotiable) so the infrastructure can function?



WATER & SANITATION INFRASTRUCTURE  
4 DEFINE FIXED AND FLEXIBLE

p.38

1



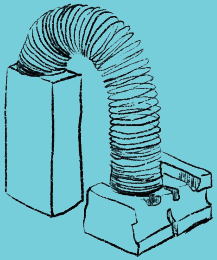
What are the properties of each infrastructure element that are **flexible** and can be changed by other participants in the design process: residents, local authorities, other design teams?



WATER & SANITATION INFRASTRUCTURE  
4 DEFINE FIXED AND FLEXIBLE

p.38

2



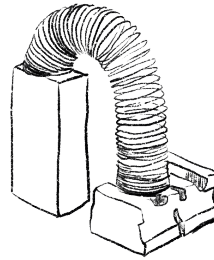
How might you communicate or categorise the “fixed” and “flexible” parts of the infrastructure design? Think about activities, visuals, and words you could use.



WATER & SANITATION INFRASTRUCTURE  
4 DEFINE FIXED AND FLEXIBLE

p.38

3



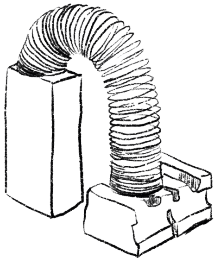
Whilst considering what is “fixed” and what is “flexible”, think of the needs of specific groups, e.g. what are fixed aspects of the design that will ensure that people with disability can use it?



WATER & SANITATION INFRASTRUCTURE  
4 DEFINE FIXED AND FLEXIBLE

p.38

4



Imagine your infrastructure as a **PERSON** participating in a discussion. How active is it? Is it able to negotiate? If not, revisit the introduction to the booklet.



WATER & SANITATION INFRASTRUCTURE  
4 DEFINE FIXED AND FLEXIBLE

p.38

5



Think about which groups of people can be involved at each stage of the infrastructure life cycle. Which groups of people cannot be involved? Why? Take care to note down any assumptions you are making whilst answering this question.



WATER & SANITATION INFRASTRUCTURE  
5 CONSIDER THE LIFE CYCLE OF INFRASTRUCTURE

p.39

1



Thinking long into the future, how will those who are not very “technical” learn about and understand how to operate, maintain and repair the system? How might this knowledge be transferred to new residents?



WATER & SANITATION INFRASTRUCTURE  
5 CONSIDER THE LIFE CYCLE OF INFRASTRUCTURE

p.39

2



How could parts of the infrastructure life cycle be adapted so that as many people as possible can be involved if they want to? Think about participants’ physical capabilities and motivation, as well as governance mechanisms.

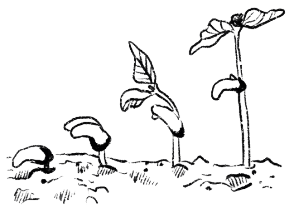


WATER & SANITATION INFRASTRUCTURE  
5 CONSIDER THE LIFE CYCLE OF INFRASTRUCTURE

p.39

3





Could your proposed infrastructure be operated and maintained by local people with local materials? If not, how can you adapt the design so that this is possible? What additional skills and training can you provide to ensure that there are multiple people who could do the operations and maintenance?



WATER & SANITATION INFRASTRUCTURE  
5 CONSIDER THE LIFE CYCLE OF INFRASTRUCTURE

p.39

4



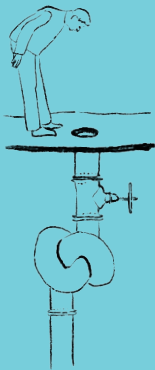
How can you engage with and work with local organisations and stakeholders to develop expertise to operate and maintain the infrastructure system, including amongst different types and groups of people who might not typically have this expertise?



WATER & SANITATION INFRASTRUCTURE  
5 CONSIDER THE LIFE CYCLE OF INFRASTRUCTURE

p.39

5



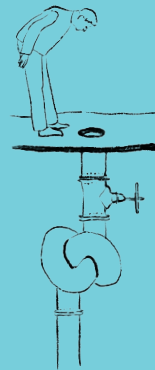
What are some infrastructure-relevant topics that diverse individuals or groups might feel uncomfortable talking about (e.g. menstruation and disposal of menstrual materials)?



WATER & SANITATION INFRASTRUCTURE  
6 TALK ABOUT THE INFRASTRUCTURE

p.40

1



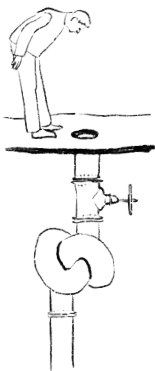
How might you discuss the invisible objects and processes (e.g. wastewater treatment that happens in subsurface wetlands, pumps that are buried under roads)?



WATER & SANITATION INFRASTRUCTURE  
6 TALK ABOUT THE INFRASTRUCTURE

p.40

2



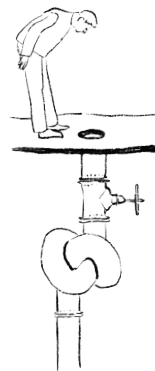
How will you access the knowledges that neither you nor your respondents are aware of? For example, some might only be realised through observation, such as water practices you are not familiar with.



WATER & SANITATION INFRASTRUCTURE  
6 TALK ABOUT THE INFRASTRUCTURE

p.40

3



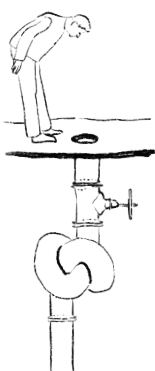
What are the different ways you will discuss the infrastructure? Make a list of activities that involve: speaking, making, walking, observing, doing, performing, or a combination of all.



WATER & SANITATION INFRASTRUCTURE  
6 TALK ABOUT THE INFRASTRUCTURE

p.40

4



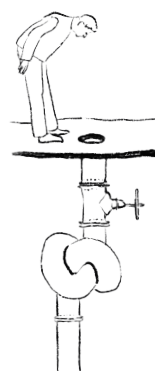
How might you discuss the technical function and infrastructure lifecycle in a way that your diverse participants can engage with?



WATER & SANITATION INFRASTRUCTURE  
6 TALK ABOUT THE INFRASTRUCTURE

p.40

5



How might you discuss physical and social connections (systems)?



WATER & SANITATION INFRASTRUCTURE  
6 TALK ABOUT THE INFRASTRUCTURE

p.40

6



**What are all possible group arrangements for discussing different aspects of water and sanitation infrastructure design, construction, operation and maintenance?**



DESIGN PROCESS  
1 DIVERSIFY GATHERINGS

p.43

1



**Are you open to feedback from participants about meeting styles and times? Recognise your own barriers to listening to these requirements.**



DESIGN PROCESS  
1 DIVERSIFY GATHERINGS

p.43

2



**For each proposed way of participating, identify who can participate and who cannot. For those who cannot, is there another way for them to participate? Can you consult with different types or groups of people about their availability for meetings?**



DESIGN PROCESS  
1 DIVERSIFY GATHERINGS

p.43

3



**Can you adapt to existing community meeting structures? (e.g. by being aware of who is not participating and suggesting other ways for them to participate)**



DESIGN PROCESS  
1 DIVERSIFY GATHERINGS

p.43

4



**Have you reserved time in the project for additional gatherings that may be necessary along the way?**



DESIGN PROCESS  
1 DIVERSIFY GATHERINGS

p.43

5



**What kind of activities do your (diverse) participants do together? How do they understand and practice participatory (collaborative) design? Are they talking, making, performing, listening, watching - or a combination of these?**



DESIGN PROCESS  
2 DIVERSIFY INTERACTIONS

p.45

1



**How will you explore, test, prototype and pilot your intended participation methods, so they are relevant for the context and participants (e.g. their culture, religion, age)?**



DESIGN PROCESS  
2 DIVERSIFY INTERACTIONS

p.45

2



**What are the norms and traditions of decision-making processes in this context? How are big decisions normally made?**



DESIGN PROCESS  
2 DIVERSIFY INTERACTIONS

p.45

3



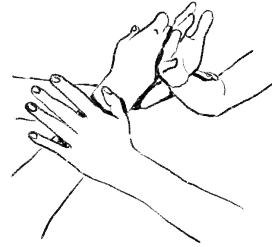
**What are the “invisible engagements” that you might have missed? Who could help you discover them?**



DESIGN PROCESS  
2 DIVERSIFY INTERACTIONS

p.45

4



**Is your design process and budget responsive to diverse ways that knowledge is shared locally?**



DESIGN PROCESS  
2 DIVERSIFY INTERACTIONS

p.45

5



**Are there aspects of the design process that might not be relevant but that you have included through “habit”? What could you exclude?**



DESIGN PROCESS  
2 DIVERSIFY INTERACTIONS

p.45

6



**How will you decide about a place for the design gatherings? Are there any groups or individuals who might not feel comfortable coming there?**



DESIGN PROCESS  
3 DESIGN THE GATHERING SPACE

p.47

1



**How will the designing space be organised or arranged? How might it spark curiosity? How could it provide additional information about the project (between activities)? How might it help with facilitation?**



DESIGN PROCESS  
3 DESIGN THE GATHERING SPACE

p.47

2



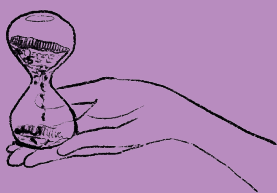
**How can the place be accessible to people of all abilities, ages, cultural and other identities? How long does everyone need to travel to get there?**



DESIGN PROCESS  
3 DESIGN THE GATHERING SPACE

p.47

3



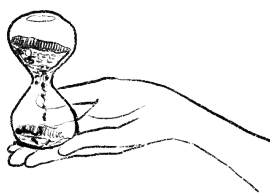
**Look at your schedule for gatherings: who would be excluded simply by not being available when you have events planned? Think about gender, age, livelihood, disability, religion, etc.**



DESIGN PROCESS  
4 DESIGN GATHERING TIMES

p.48

1



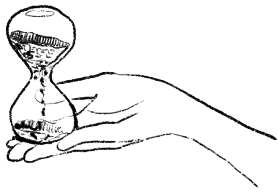
**Could you describe different participation options to the community: from one-off meetings, to regular intensive participation? Total that different participants can give to your project might vary, so it is a good strategy to offer different options.**



DESIGN PROCESS  
4 DESIGN GATHERING TIMES

p.48

2



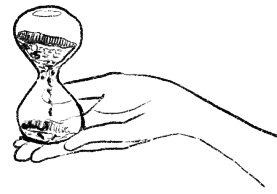
**How can you involve participants in scheduling in a way that is inclusive (i.e., without asking “representatives” to speak on behalf of large groups)?**



DESIGN PROCESS  
4 DESIGN GATHERING TIMES

p.48

3



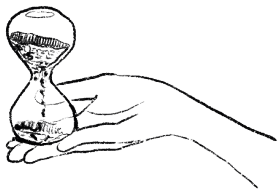
**How can you plan gatherings in relation to different time scales: seasons, public holidays, days of the week, and times of the day? Consider the duration of individual gatherings in a whole project.**



DESIGN PROCESS  
4 DESIGN GATHERING TIMES

p.48

4



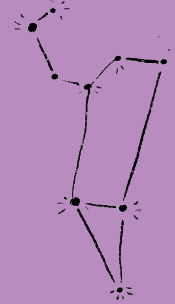
**How might you participate in what is already happening in communities? Consider what gatherings and activities communities are already undertaking, and if you could attach the project’s activities to them.**



DESIGN PROCESS  
4 DESIGN GATHERING TIMES

p.48

5



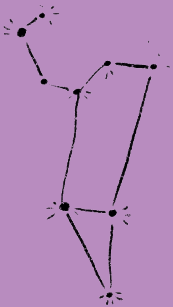
**Which design activities should be organised with participants with different knowledges, and which ones with participants with similar knowledges?**



DESIGN PROCESS  
5 DEVELOP THE “CONSTELLATION” OF DESIGN ACTIVITIES

p.49

1



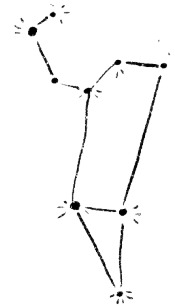
**How will you update different participant groups on the design progress, and demonstrate the way their knowledge (input) was taken into account?**



DESIGN PROCESS  
5 DEVELOP THE “CONSTELLATION” OF DESIGN ACTIVITIES

p.49

2



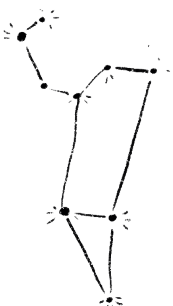
**Which groups or individuals might have unique expertise/perspectives on design?**



DESIGN PROCESS  
5 DEVELOP THE “CONSTELLATION” OF DESIGN ACTIVITIES

p.49

3



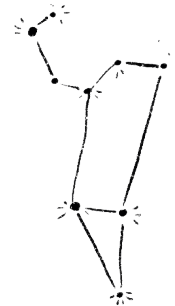
**Have you mapped the “constellation” of design activities on a timeline? How did you decide on the sequence of events - was there something you needed to know first?**



DESIGN PROCESS  
5 DEVELOP THE “CONSTELLATION” OF DESIGN ACTIVITIES

p.49

4



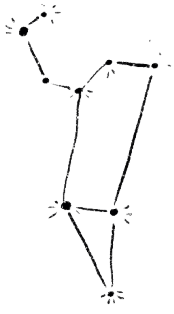
**Have you clearly defined the objective of each design activity within the “constellation” model?**



DESIGN PROCESS  
5 DEVELOP THE “CONSTELLATION” OF DESIGN ACTIVITIES

p.49

5

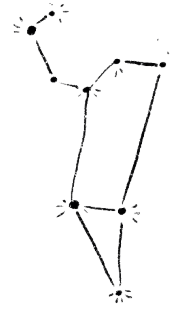


**How will you document the outputs of each designing activity, so they can be analysed together?**

 **DESIGN PROCESS**  
5 DEVELOP THE "CONSTELLATION"  
OF DESIGN ACTIVITIES

p.49

**6**

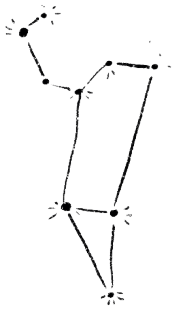


**What strategies are you using to make sure that diverse knowledges are not excluded in the analysis conducted by the design team?**

 **DESIGN PROCESS**  
5 DEVELOP THE "CONSTELLATION"  
OF DESIGN ACTIVITIES

p.49

**7**

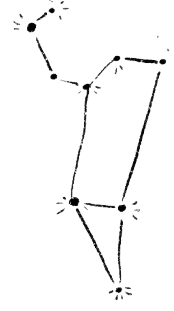


**What strategies are you using to prioritise diversity in design possibilities, rather than retreating towards conventional design solutions?**

 **DESIGN PROCESS**  
5 DEVELOP THE "CONSTELLATION"  
OF DESIGN ACTIVITIES

p.49

**8**

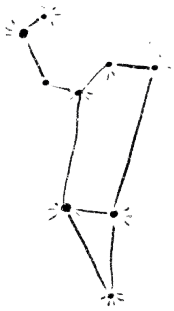


**How will you ensure consistency in understanding design inputs across the "constellation"? For example, which of your team members could be present in all designing activities (in different locations, and in the long run)?**

 **DESIGN PROCESS**  
5 DEVELOP THE "CONSTELLATION"  
OF DESIGN ACTIVITIES

p.49

**9**



**How are you able to hear, document, cross-communicate and analyse knowledges that are different from yours?**

 **DESIGN PROCESS**  
5 DEVELOP THE "CONSTELLATION"  
OF DESIGN ACTIVITIES

p.49

**10**

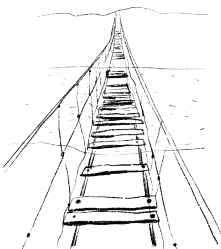


**Is your designing process iterative (e.g. are you coming back to re-examine the design problems after learning more about places and communities)? Did you reserve time and other resources that will enable you to change the project plan (e.g. add more design workshops)?**

 **DESIGN PROCESS**  
6 PLAN FOR FLEXIBILITY

p.51

**1**

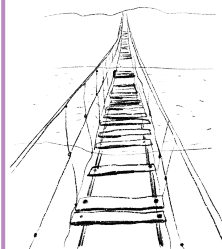


**How does your plan consider the needs of diverse participants? Think about different groups of people and how the plan might seem to them. Is it too fast? Too slow?**

 **DESIGN PROCESS**  
6 PLAN FOR FLEXIBILITY

p.51

**2**



**What might you test during the process? Could you test the participatory methods, visual communication materials, draft plans, construction plans, maintenance options, monitoring schemes...?**

 **DESIGN PROCESS**  
6 PLAN FOR FLEXIBILITY

p.51

**3**



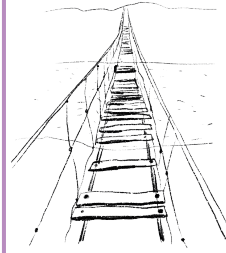


**What are the important deadlines to be met? How might this influence your ability to include diverse participants in the design? How might you negotiate this tension?**

**DESIGN PROCESS**  
6 PLAN FOR FLEXIBILITY

p.51

**4**



**How do you check your own understanding of the way the project is progressing and the need for adjustments? Is the whole (internal and external) team involved in these decisions?**

**DESIGN PROCESS**  
6 PLAN FOR FLEXIBILITY

p.51

**5**

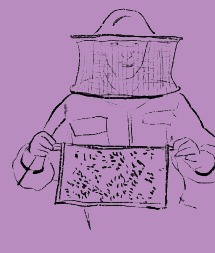


**How will the design process be wrapped up? How will you maintain the relationships, and future communication, after the project has finished?**

**DESIGN PROCESS**  
6 PLAN FOR FLEXIBILITY

p.51

**6**

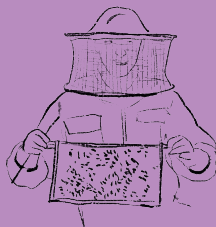


**What aspects of the project set-up have an impact on the levels of participation? Which of these impacts could change to enable higher levels of participation? Consider the impact of reporting processes, technical requirements, funds, communication channels, methodologies, local weather and climate, cultural events, elections, etc.**

**DESIGN PROCESS**  
7 EXPLORE PARTICIPATION LEVELS

p.53

**1**

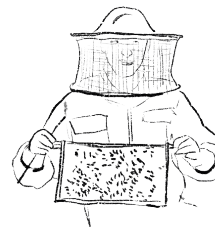


**How are levels of participation different for diverse participants? For example, can people living with disability co-design in the same way as people living without disability?**

**DESIGN PROCESS**  
7 EXPLORE PARTICIPATION LEVELS

p.53

**2**



**How could you measure the involvement of diverse groups in the design process, taking into account the different definitions of “designing” and “participating”?**

**DESIGN PROCESS**  
7 EXPLORE PARTICIPATION LEVELS

p.53

**3**



**In what ways might participants prefer to provide feedback? Do these differ according to their gender, level of education, disability status, etc.?**

**DESIGN PROCESS**  
8 DESIGN FOR FEEDBACK

p.54

**1**



**Whom do different participants trust to talk with? Is there someone else they can communicate with, besides the facilitation/ design team? Is there an indirect and/ or anonymous way to provide feedback?**

**DESIGN PROCESS**  
8 DESIGN FOR FEEDBACK

p.54

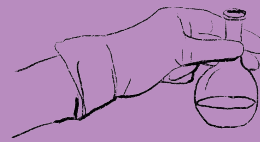
**2**



**What will the team do with the feedback? What are the important points in the project when participant feedback would be most valuable, and how will the team use this feedback?**

**DESIGN PROCESS**  
8 DESIGN FOR FEEDBACK

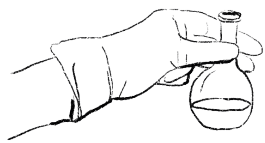
p.54 **3**



**What is the project's definition of success? How might this definition be hiding differences within the community, between groups, or within households? How can you revise the project's definition of success to focus on diverse needs and perspectives?**

**DESIGN PROCESS**  
9 ESTABLISH INCLUSIVE EVALUATION

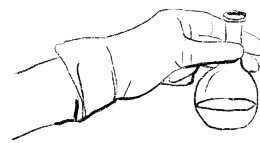
p.55 **1**



**How can you build in some flexibility to your definition of success? How might you be able to hold yourself accountable? For example, check that the contributions of diverse groups are, in fact, influencing your definition of success.**

**DESIGN PROCESS**  
9 ESTABLISH INCLUSIVE EVALUATION

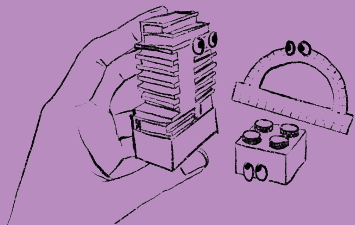
p.55 **2**



**How could you assess whether the design solutions meet the needs and preferences of diverse men and women in the community?**

**DESIGN PROCESS**  
9 ESTABLISH INCLUSIVE EVALUATION

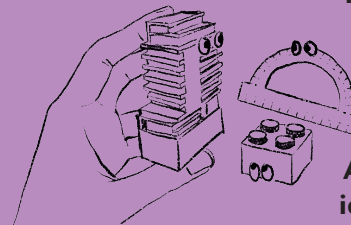
p.55 **3**



**Are you using the appropriate, inclusive and respectful language and visuals?**

**DESIGN PROCESS**  
10 QUESTION THE "VOICE" OF DESIGN MATERIALS

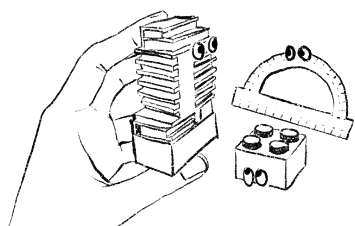
p.56 **1**



**How might your design materials (e.g. maps) harm your diverse participants? Are you using sensitive, identifiable, personal or confidential information?**

**DESIGN PROCESS**  
10 QUESTION THE "VOICE" OF DESIGN MATERIALS

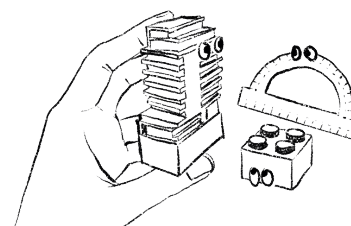
p.56 **2**



**Have you provided an opportunity for participants to evaluate, review and interpret the materials and representations that you are using?**

**DESIGN PROCESS**  
10 QUESTION THE "VOICE" OF DESIGN MATERIALS

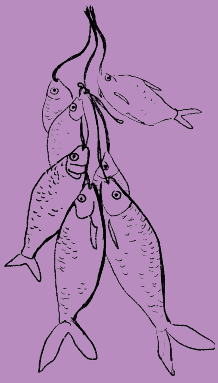
p.56 **3**



**Did you seek permission to use specific materials in workshops or other gatherings? These could be cultural, institutional, or personal.**

**DESIGN PROCESS**  
10 QUESTION THE "VOICE" OF DESIGN MATERIALS

p.56 **4**



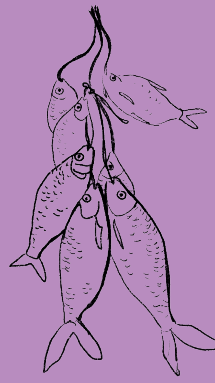
What are the different resources that the participatory design process you are planning requires, not only financial resources but also human and social resources? How can you ensure that you will have the necessary resources to carry out the different activities?



DESIGN PROCESS  
11 DIVERSIFY RESOURCES AND BENEFITS

p.58

1



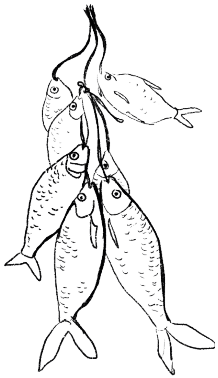
What kinds of future costs are you eliminating by designing a strong participatory design process now?



DESIGN PROCESS  
11 DIVERSIFY RESOURCES AND BENEFITS

p.58

2



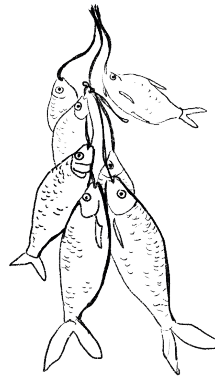
When thinking about your resources and costs, what are the "necessary" costs that you need to consider? Who or what are they necessary for? Why?



DESIGN PROCESS  
11 DIVERSIFY RESOURCES AND BENEFITS

p.58

3



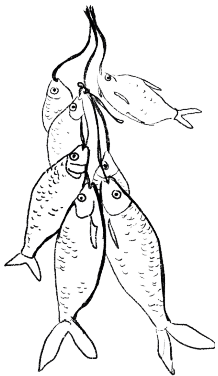
Between you and participants, who shares more, who is paid more, who risks more? For each activity that you are organising, think about the distribution of benefits and harm.



DESIGN PROCESS  
11 DIVERSIFY RESOURCES AND BENEFITS

p.58

4



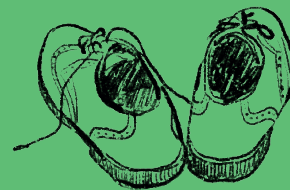
What is a "cost" of participation from the point of view of diverse participants? Think about opportunity and emotional cost, for example, and not just financial cost. How can you reduce or balance some costs to make it easier for different types or groups of people to participate?



DESIGN PROCESS  
11 DIVERSIFY RESOURCES AND BENEFITS

p.58

5



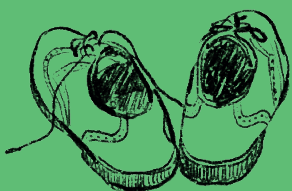
How might your background, identities, and/or lived experiences influence the way you approach participatory design?



TEAM COMPOSITION AND DYNAMICS  
1 INTERROGATE YOUR OWN POSITION AND PRIVILEGE

p.60

1



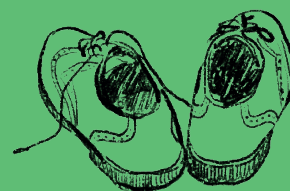
How might your background, identities, and/or lived experiences influence how you define and understand gender and social inclusion?



TEAM COMPOSITION AND DYNAMICS  
1 INTERROGATE YOUR OWN POSITION AND PRIVILEGE

p.60

2



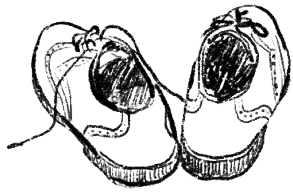
What aspects of your identity have the strongest effect on how participants might perceive you? How might that influence the way they interact with you?



TEAM COMPOSITION AND DYNAMICS  
1 INTERROGATE YOUR OWN POSITION AND PRIVILEGE

p.60

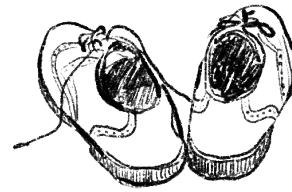
3



How do the participants' values, goals, intentions, objectives, or expectations conflict with your own? How will you address situations where your views conflict?

TEAM COMPOSITION AND DYNAMICS  
1 INTERROGATE YOUR OWN POSITION AND PRIVILEGE

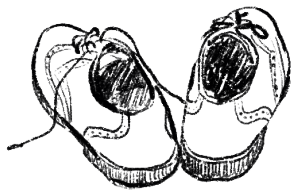
p.60 4



What parts of your identity are you sharing with your participants? What do you wish to disclose? What are the potential outcomes of this?

TEAM COMPOSITION AND DYNAMICS  
1 INTERROGATE YOUR OWN POSITION AND PRIVILEGE

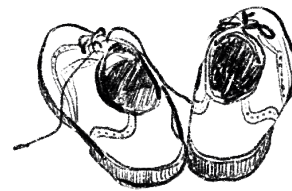
p.60 5



How much power can you give away and still be effective in your work?

TEAM COMPOSITION AND DYNAMICS  
1 INTERROGATE YOUR OWN POSITION AND PRIVILEGE

p.60 6



How will you engage with people outside of formal participatory activities, such as out in the community or in the field?

TEAM COMPOSITION AND DYNAMICS  
1 INTERROGATE YOUR OWN POSITION AND PRIVILEGE

p.60 7



Who in your team has experience with designing and facilitating participatory design activities? Have they also worked on water and sanitation infrastructure design projects? If your team does not have a lot of experience in participatory design, consider checking your planned activities with an expert.

TEAM COMPOSITION AND DYNAMICS  
2 GROW PARTICIPATION EXPERTISE

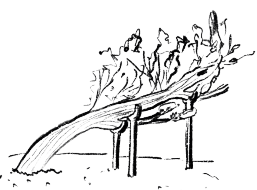
p.61 1



Who in the team has skills necessary for the effective facilitation of workshops about water and sanitation infrastructure?

TEAM COMPOSITION AND DYNAMICS  
2 GROW PARTICIPATION EXPERTISE

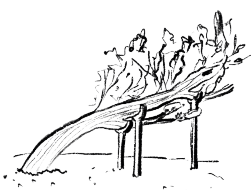
p.61 2



Who in your team has knowledge about local participatory design practices? If you don't know a lot about this, consider reaching out to local community design organisations and experts.

TEAM COMPOSITION AND DYNAMICS  
2 GROW PARTICIPATION EXPERTISE

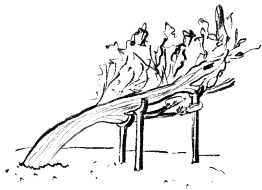
p.61 3



How will the core team member(s) take part in all designing activities within the "constellation" (that is, with diverse participant groups across scales)? How will they communicate the emerging design aspects with the larger team?

TEAM COMPOSITION AND DYNAMICS  
2 GROW PARTICIPATION EXPERTISE

p.61 4

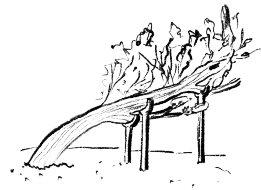


**Who in your team has skills for project mediation on a governance scale: communication across multiple stakeholder networks, access to regulatory institutions and support from the local authorities?**

TEAM COMPOSITION AND DYNAMICS  
2 GROW PARTICIPATION EXPERTISE

p.61

5



**Does the team have strong GESI capacity/ competence? If not, consider engaging with rights holder organisations with lived experience or who represent those with lived experience. This is an important strategy for the Do No Harm principle.**

TEAM COMPOSITION AND DYNAMICS  
2 GROW PARTICIPATION EXPERTISE

p.61

6



**How balanced is the diversity in your team? Do you think anyone/ people in your team might feel isolated or uncomfortable because of their identity? How could they feel less isolated?**

TEAM COMPOSITION AND DYNAMICS  
3 START WITH INTERNAL DIVERSITY

p.62

1



**How will individual team members, smaller team groups, and the team as a whole influence each of your planned activities? Will some participants feel more welcome than others?**

TEAM COMPOSITION AND DYNAMICS  
3 START WITH INTERNAL DIVERSITY

p.62

2



**If your team is not as diverse as it could be, how might you address this? What are some ways to add or increase diversity within a team even after the project has started? Are there local organisations you could engage to help you with this?**

TEAM COMPOSITION AND DYNAMICS  
3 START WITH INTERNAL DIVERSITY

p.62

3



**Is your team composed only of local experts, only of outside experts, or a mix of both? What are the benefits and drawbacks of this, in relation to your project and participation?**

TEAM COMPOSITION AND DYNAMICS  
3 START WITH INTERNAL DIVERSITY

p.62

4



**Which other relevant organisations are operating in your project site region, but might not have a relationship with the community you are working with?**

TEAM COMPOSITION AND DYNAMICS  
3 START WITH INTERNAL DIVERSITY

p.62

5



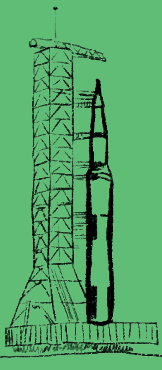
**Do you have scope to form partnerships with other relevant organisations and experts early in the project? (The earlier the better.)**

TEAM COMPOSITION AND DYNAMICS  
3 START WITH INTERNAL DIVERSITY

p.62

6





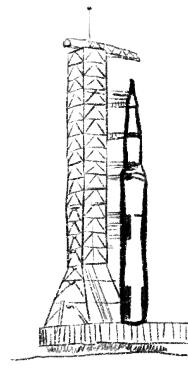
**What systems have you created to ensure that team members feel supported in their work and to feel like they can overcome challenges to be successful in their tasks? How will you identify team members who might feel isolated in their activities/responsibilities?**



TEAM COMPOSITION AND DYNAMICS  
4 BUILD A SUPPORT SYSTEM

p.64

1



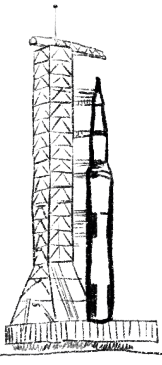
**How can you create time between workshops to debrief and reflect on everyone's experiences, including frustrations, dilemmas, insecurities, fears, uncomfortable situations?**



TEAM COMPOSITION AND DYNAMICS  
4 BUILD A SUPPORT SYSTEM

p.64

2



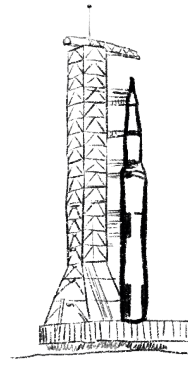
**How will you discuss the things team members are and are not comfortable doing?**



TEAM COMPOSITION AND DYNAMICS  
4 BUILD A SUPPORT SYSTEM

p.64

3



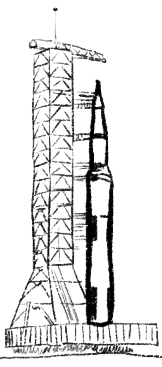
**How are you celebrating successes and achievements within the team? Plan for building relationships and promoting positive interactions for the team's overall wellbeing.**



TEAM COMPOSITION AND DYNAMICS  
4 BUILD A SUPPORT SYSTEM

p.64

4



**How can you promote reflection within the team? Would team members be open to spending a few minutes writing in a journal, or perhaps doing a walking reflection?**



TEAM COMPOSITION AND DYNAMICS  
4 BUILD A SUPPORT SYSTEM

p.64

5



**What collective designing systems have you created to enable team members from different disciplines to share their knowledge and experience? How will you combine these different aspects so they all contribute towards the design solution?**



TEAM COMPOSITION AND DYNAMICS  
5 NURTURE COLLECTIVE SENSE-MAKING

p.65

1



**How are you documenting diverse knowledges of different team members? Which formats could support this (e.g. a spatial map)?**



TEAM COMPOSITION AND DYNAMICS  
5 NURTURE COLLECTIVE SENSE-MAKING

p.65

2



**How much time between the design workshops do you need for sharing, collective interpretation and analysis of diverse data with your team members? Don't forget to build that in the work plan.**



TEAM COMPOSITION AND DYNAMICS  
5 NURTURE COLLECTIVE SENSE-MAKING

p.65

3

Within the team who tends to speak more? The local experts or outside experts? Women or men? The senior or junior members of the team? Are there certain individuals who tend to be heard the least? Why might that be? How could they be better included?



How might you celebrate differences, take time to acknowledge and respond to them, and recognise the benefits that varied approaches bring to your work?



How might we include enough time in our project planning to ensure that more voices are heard?



Who can help your team towards more inclusive team practices? Do you need a facilitator to help you work through specific issues or additional training?



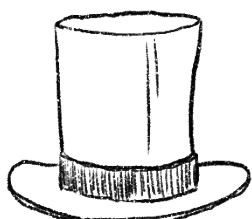
What are the formally and informally appointed governance roles that are relevant for your project and context?



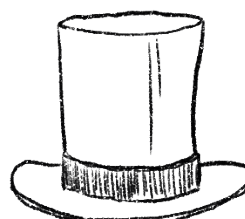
Would your project benefit from forming a specific governance committee? How could this be done in an inclusive way? How would you define its purpose?



What costs are different people bearing to participate in the project governance? Are people volunteering their time? What would they gain by taking these roles?



How (and to what extent) are different voices represented in the project governance levels? For example, think about women's and children's perspectives in regulatory frameworks, about renters' rights and squatters' perspectives. Are there representatives of the elderly, different genders, different disabilities, different racial and ethnic identities?





If you notice that some groups within the community are not formally represented, how will you make sure their perspective and rights are raised and heard? To what extent can the design team influence and be influenced by the existing governance roles? What effect might this have on the design outcomes?



TEAM COMPOSITION AND DYNAMICS  
7 DEVELOP GOVERNANCE ROLES

p.67

5



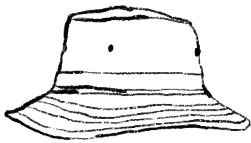
How have you enabled your participants to take on their designing roles? (You could consider specific training or structured facilitation.)



TEAM COMPOSITION AND DYNAMICS  
8 DEVELOP DESIGNING ROLES

p.68

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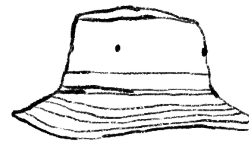
Which designing roles is your participatory design process enabling? Which ones are excluded?



TEAM COMPOSITION AND DYNAMICS  
8 DEVELOP DESIGNING ROLES

p.68

2



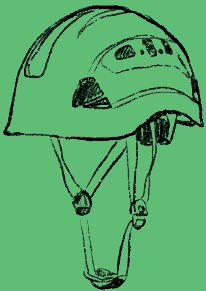
Can some designing roles only be taken by specific participants? For example, can a child take the role of a Creative Mind in this project? Can a resident be an Evaluator of Ideas?



TEAM COMPOSITION AND DYNAMICS  
8 DEVELOP DESIGNING ROLES

p.68

3



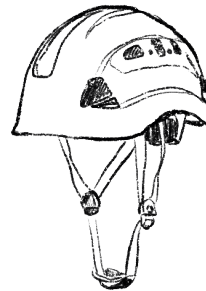
What are the "technical" roles that are specific for your project?



TEAM COMPOSITION AND DYNAMICS  
9 DEVELOP TECHNICAL ROLES

p.69

1



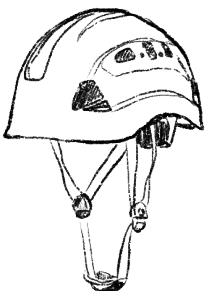
How might you be able to include diverse participants when appointing these "technical" roles? For example, are women, children and people with disability from the settlements able to take some of these roles and benefit from any income/ opportunities that arise from them?



TEAM COMPOSITION AND DYNAMICS  
9 DEVELOP TECHNICAL ROLES

p.69

2



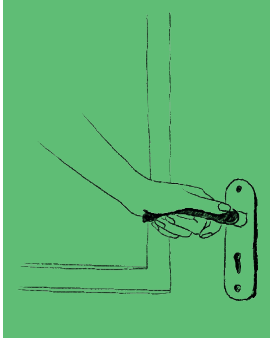
Are there any conflicts of interest in the intersection of the "technical" with other roles and identities participants might have?



TEAM COMPOSITION AND DYNAMICS  
9 DEVELOP TECHNICAL ROLES

p.69

3



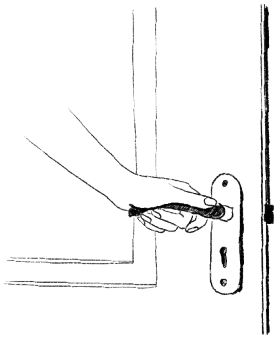
How did you decide on the process of assigning roles related to your project? Who was part of making these decisions?



TEAM COMPOSITION AND DYNAMICS  
10 CULTIVATE INCLUSIVE CONSENT

p.70

1



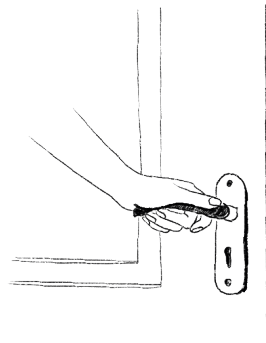
**How will you explain different project roles? How will you manage the expectations, responsibilities and support for these roles?**



TEAM COMPOSITION AND DYNAMICS  
10 CULTIVATE INCLUSIVE CONSENT

p.70

**2**



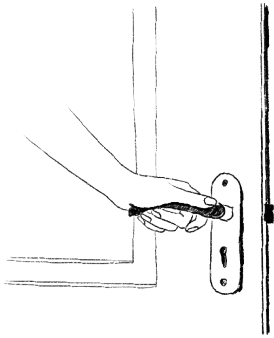
**Have you developed specific consent forms and processes for different aspects of your projects? How are people informed of the benefits and risks of the roles they might be undertaking?**



TEAM COMPOSITION AND DYNAMICS  
10 CULTIVATE INCLUSIVE CONSENT

p.70

**3**



**Have you thought about specific consent processes for people with disabilities and for children?**



TEAM COMPOSITION AND DYNAMICS  
10 CULTIVATE INCLUSIVE CONSENT

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**4**