

Water Sanitation Hygiene (WASH)

WHY DOES GENDER EQUALITY MATTER IN EMERGENCY WASH INTERVENTIONS?

Conflicts and natural disasters affect women, girls, boys and men differently; they face different risks and are victimised in different ways. Humanitarian actors should understand these differences and ensure that services and aid delivered assist all segments of the population and do not put some at risk. Beyond the obvious importance of meeting basic sanitation needs and preventing disease, access to adequate and appropriate WASH facilities plays an important role in the protection and dignity of displaced individuals, particularly girls and women. Providing water and sanitation facilities alone will not guarantee their optimal use nor will it necessarily improve public health. *Only a gender and age-sensitive, participatory approach at all stages of a project can help ensure that an adequate and efficient service is provided.* In order for a WASH project to have a positive impact on public health, women, girls, boys and men of all ages must be equally involved in project design.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives of affected populations. The IASC Gender Marker is a tool that codes, on a 2 -0 scale, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing emergency WASH programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify gender gaps, such as unequal access to WASH services for women/girls and men/boys that need to be addressed. These should be integrated into **ACTIVITIES**. The project's **OUTCOMES** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

| GENDER IN WASH PROJECT NEEDS ASSESSMENTS | |
|--|--|
| ✓ | What are the roles of women, girls, boys and men in collecting, handling, managing, storing and treating water? |
| ✓ | Do women and men have equal access to decision forums such as community WASH committees? |
| ✓ | What are the protection risks for women, girls, boys and men related to water and sanitation? What is needed to ensure that access to and use of water points, toilets and bathing facilities is safe, especially for girls and women? |
| ✓ | Are water points, toilets and bathing facilities located and designed to ensure privacy and security? |
| ✓ | Which groups require specific support or arrangements to ensure they have adequate, dignified access to water, sanitation and hygiene? (E.g. the elderly, people with disabilities or living with HIV/AIDS, etc.) |
| ✓ | Are the physical designs for water points and toilets appropriate to the number and needs of women, girls, boys and men who will use them? (The Sphere Handbook, 2011) |
| GENDER IN WASH PROJECT ACTIVITIES | |
| ✓ | Organise single-sex focus group discussions, thus involving women, girls, boys and men equally in choosing the location and design of latrines and bathing facilities. |
| ✓ | In response to consultations (above), design separate, well-lit and lockable (from the inside) latrines and bathing facilities for females and males. |
| ✓ | Design hygiene promotion activities that target women <u>and</u> men. |
| ✓ | Provide on the job training for both women and men in construction, operation, and maintenance of all types of water and sanitation facilities, including wells, pumps, water storage, treatment, water quality monitoring, distribution systems, toilets, and bathing facilities. |
| GENDER IN WASH PROJECT OUTCOMES | |
| ✓ | Decision-making and responsibility for water and sanitation are being shared equally by beneficiary women and men |
| ✓ | Safety of WASH facilities has been enhanced: peer monitors report a decrease in rape and sexual violence and harassment against women/girls, boys/men using or travelling to/from WASH facilities since the launch of the project. |
| ✓ | Evidence of routine hand washing by women, girls, boys and men. |
| ✓ | [Number] NGO implementing teams have demonstrated greater capacity to integrate gender issues into WASH emergency response and preparedness (% M/F trainees). |

DESIGNING MINIMUM GENDER COMMITMENTS FOR WASH:

In order to translate the cluster and organisational commitments to gender-responsive WASH projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and in terms of the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The **ADAPT and ACT-C Gender Equality Framework** (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender integrated project, and can be a useful reference in designing minimum gender commitments. *The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework and are provided as samples only:*

1. **ANALYSE** the impact of the crisis on women, men, boys and girls and what this entails in terms of division of tasks/labour, work load and access to WASH services.

| Sample Activities | Sample Indicators |
|--|--|
| <i>The needs analysis done at the beginning of the project analyzes gendered division of tasks around water, sanitation and hygiene to inform programming.</i> | <i>Needs analysis – including gender analysis - report for [district] prepared by [date]</i> |
| <i>Consultations are conducted with equal numbers of women and men to understand both groups' needs and capabilities.</i> | <i>[Representative %] of the people consulted for the rehabilitation of water sources in [district] are women.</i> |

2. Take specific **ACTION** to prevent risks of GBV, consulting girls and women at all stages of the WASH project, particularly about the location and the design of water points, showers and toilets in order to reduce time spent waiting and collecting water and to mitigate incidences of violence. Ensure that evaluation and translation teams include female staff.

| Sample Activities | Sample Indicators |
|--|--|
| <i>Carry out spot checks to assess women's, girls', boys' and men's perceptions of safe access to WASH facilities.</i> | <i>[Number] spot checks are carried out at the [name] camp in 2011 with equal number of female and male respondents.</i> |
| <i>Set up lighting around latrines to provide safe passage and use.</i> | <i>100% of latrines in [name] camp have outdoor lighting by [date].</i> |

3. Ensure women, men, boys, and girls **PARTICIPATE** equally in the design, implementation, monitoring, and evaluation of humanitarian WASH response; encourage an equal representation of women and men in the committees and in trainings so that all users have an equal mastery of WASH facilities. Involve boys and men in hygiene maintenance and in hygiene programmes.

| Sample Activities | Sample Indicators |
|---|--|
| <i>Establish local water committee with an equal number of women and men.</i> | <i>[Representative %] of members on the local water committee in [name] camp are women.</i> |
| <i>Hold hygiene maintenance sensitisation meetings with boys and men</i> | <i>Percentage of total number of focus group discussions on hygiene promotion organised for and attended by male adolescents and men</i> |

4. Ensure women, men, boys, and girls can **ACCESS** WASH services equally; separate the blocks of latrines and showers respecting a ratio of six latrines and shower stalls for women to four for men; doors should be lockable from the inside; female and male facilities are indicated by a pictogramme

| Sample Activity | Sample Indicator |
|--|--|
| <i>Separate female and male public showers and toilets and identify facilities for female and male use with a pictogramme.</i> | <i>Number – disaggregated by sex - of latrine and shower blocks that are lockable from the inside and that have an identifying (male or female) pictogramme.</i> |

5. Based on the gender analysis, make sure that women, girls, boys, and men are **TARGETED** with specific actions when appropriate; respond to the specific hygiene needs of menstruating girls and women with the construction of special washing facilities and through provision of female hygiene kits.

| Sample Activity | Sample Indicator |
|---|--|
| <i>Provide appropriate sanitary supplies to girls so they can attend school and fully participate in class.</i> | <i>Sanitary supplies distributed to 100% of girls aged 12-18 years in [district] in July 2011.</i> |

For more information on the **Gender Marker** go to www.onereponse.info

For more information on effective WASH programming, see the 'Water Supply, Sanitation and Hygiene Promotion' chapter in **The Sphere Handbook, 2011**

For the e-learning course on "Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men" see www.iasc-elearning.org

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