**Water, Sanitation & Hygiene: Gender Marker Tip Sheet**

**Gender Equality in the Project Sheet**

There are five entry points for WASH clusters to address gender equality in their project sheets: project objective, beneficiaries, needs assessment, activities and outcomes. This chart is designed to give examples of how to bring gender into each entry point. Following these steps will assist in improving projects that code 0-1 so they merit a code 2. Using the steps can help project teams to mainstream gender more fully in code 2 projects.

| **Project Objective** | If your project is making efforts to advance gender equality, the project objective should reflect this. A project objective that features gender quality signals to implementers the high priority your agency/organization places on the right each man, woman, girl and boy has to adequate and accessible water, sanitation and hygiene.

Here are two examples of how the gender-responsiveness of a project can be profiled in the objective: the original project objective has been strengthened by the additions in italics.

Example 1: To provide enhanced water and sanitation facilities, material and hygiene education that meet the distinct needs of women, girls, boys and men in vulnerable communities

Example 2: To support and mobilize women, girls, boys and men to prevent the recurrence of water-borne disease in six IDP camps in XXX

Logically, these objectives which include a gender perspective will be supported by all subsequent elements of the project sheet. |
| **Beneficiaries** | Crises affect women, girls, boys and men differently. Before the crisis women, girls, boys and men would have performed different roles. These gender roles equip them with different survival and coping skills as well as distinct needs. State the number of women, girls, boys and men beneficiaries your project targets. Do not use generic groups that hide sex and/or age i.e. ‘children’ ‘communities’ or ‘camp populations’. |
| **Needs Assessments** | A needs assessment is the essential first step in providing appropriate emergency water, sanitation and hygiene programming that is effective, safe and restores dignity. It is critical to understand the social and gender dynamics that could help or hinder aid effectiveness. This is the role of gender analysis in the needs assessment. The context will determine the issues to explore. Here are examples of questions that can enrich the design of WASH projects:

- What are the demographics of our target group? (# of women, girls, boys and men, # household heads disaggregated by sex and age, and # M/F unaccompanied children, elderly, disabled, people living with HIV/AIDS)
- What different uses do women, girls, boys and men have for water (e.g. cooking, sanitation, gardens, livestock)? |
• What roles do women, girls, boys and men have in collecting, handling, storing and treating water?
• How is water shared among family members?
• What are the local practices and needs of women in their menses?
• What roles and practices do women, girls, boys and men have in managing and maintaining water and sanitation facilities?
• What roles and practices do women, girls, boys and men have in sanitation including the disposal of household waste, excreta and baby faeces?
• What knowledge do women, girls, boys and men have about the links between health and water-sanitation-hygiene?
• What protection risks face women, girls, boys and men related to water and sanitation? What is needed to ensure the access and use of the 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?
• What groups require specific support if they are to have adequate dignified access to water, sanitation and hygiene? (e.g. elderly, people with disabilities or living with HIV/AIDS)
• 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?


Activities

Comment: The gender analysis in your needs assessment will identify gender gaps that need to be addressed. These should be integrated into activities. Examples:

• **Gap:** In the earliest days of emergency response, some contracted private sector water vendors were offering IDP women soap and food items for sex. This was documented in the needs assessment as an issue requiring action.
  
  **Responsive action:** As a cluster initiative, include in all contracts/agreements with contractors and implementers a signed commitment to comply with the Secretary General’s Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse (PSEA). Add this to the WASH cluster monitoring checklist. Consult with the Protection cluster to link with the PSEA prevention and response mechanism.

• **Gap:** The needs assessment identified acute water shortage and also high levels of preventable misuse of water. Existing distribution points are located close to shelters where women are always present. It is their vigilance that documents army officers using scarce drinking water to wash vehicles, children wasting water through play and some women using water for beer brewing.
  
  **Responsive activity:** Create a culture of wise water use. Potential elements of this activity: Involving beneficiary women, men, adolescent girls and boys in creating a Code of Conduct for Water Use for all IDP camps; training women as monitors; orienting girls and boys to be model ‘water users’ with their peers.

• **Gap:** During the needs assessment, some women IDPs reported rape and
Outcomes

Outcomes should capture gender change: the change experienced by the males and females who are the identified beneficiaries. Outcome statements should, wherever possible, be worded so any difference in outcome for males and females or in male-female relations is visible. Avoid outcome statements that focus on ‘IDPs’ ‘households’ ‘camp populations’ that hide whether, or not, males and females equally benefit.

Examples of gender outcomes: the importance of the words in italics is explained.

- Decision-making and responsibilities for water and sanitation are being shared equally by beneficiary women and men
  *may reflect 1) more communication or more respectful harmonious relations between men and women 2) reducing the gender imbalance in decision-making or work-sharing on water and sanitation.*
- Safety of WASH facilities has been enhanced: peer monitors report a significant decrease in gender-based violence against girls (# incidents), boys (# incidents), men (# incidents) and women (# incidents) using or travelling to-
**Definitions**

Gender WASH involves mainstreaming, targeted actions, practical and strategic gender needs. This requires:

- A robust needs assessment that explores relevant gender issues.
- A number of the project’s activities address the distinct needs and realities of male and female IDPs or others identified as project beneficiaries.
- A number of outcomes capture the different change for men compared to women or boys compared to girls (gender changes) generated by the project OR changes in male-female relations.

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**WASH Projects – Gender Mainstreaming & Targeted Actions**

*Definitions of gender mainstreaming, targeted actions, practical and strategic gender needs are included in the Guidance Note in the Gender Marker Toolkit.*

Most projects in the WASH sector should fully mainstream gender. This requires:

- A robust needs assessment that explores relevant gender issues.
- A number of the project’s activities address the distinct needs and realities of male and female IDPs or others identified as project beneficiaries.
- A number of outcomes capture the different change for men compared to women or boys compared to girls (gender changes) generated by the project OR changes in male-female relations.

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**Examples of Gender Mainstreaming in WASH Projects - Code 2**

Gender mainstreaming of a WASH project means ensuring the distinct needs and realities of women, men, girls and boys are reflected throughout the project. Not all activities in each WASH project will advance gender equality. However, many should. Projects will be most successful and bring most sustainable change if as many activities, as possible, are gender responsive. A number of outcomes that advance gender equality should flow directly from these activities.

**Snapshot of a project – Water system repair**

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from WASH facilities than reported at project launch.

*recognizes that although women and girls are often the primary targets of sexual and other forms of gender-based violence, that boys and men are also victims. Separate data by sex and age allows focused response.*

- IDP satisfaction with WASH programming has improved since male and female members of water user committees have been applying conflict resolution skills gained in project training.

*demonstrates that both men and women can effectively assist communities to reach consensus and solve problems. If this is a new recognition of women’s abilities – this could contribute to fulfilling women’s strategic needs.*

- Evidence of routine hand-washing by women, girls, boys and men
  *allows programmers to know whether hand-washing is practiced with the same commitment by all family members or if men, for example, need more focused advocacy. If there are gender gaps, these can be addressed in the next programming cycle.*

- Capacity of 20 NGO implementing teams to integrate gender issues into WASH emergency response and preparedness has been enhanced (%M/F trainees).

*indicates if NGOs are, or are not, succeeding in building this competency in both women and men and how close they are to achieving a gender balance in trainees. If a big gender gap is exposed, this flags the need to explore why?
Needs Assessment  An earthquake has damaged the water system in six IDP camps. The risk of waterborne disease is high due to multiple sources of contamination. Clinics report diarrhoea cases are on the rise: most worrisome is the rapid increase in diarrhoea cases in girls and boys under five years old (U-5s). A recent cholera outbreak was only declared under control four months before this recent earthquake.

Separate consultations with men and women helped identify different system leaks, contamination points and households at highest risk. Exploring demographics showed high levels of chronic poverty, few income opportunities due to the isolated location, and that 40% of households are headed by women.

Activities  The activities could include:
- Inventory of the wash, waste water and storm water systems with further consultation of local men and women;
- Cash for work in system repair, with priority given to single heads of household and a minimum target of jobs for women;
- Coordination with humanitarian organizations implementing sanitation and hygiene education in the affected camps. This activity centres on a surge of emergency awareness with priority placed on reaching the most vulnerable, including pregnant and lactating women and mothers of U-5s;
- Identifying safe solid waste disposal sites. The identification process would include an impact analysis and ways to minimize negative effects on men and women active in or near the proposed disposal sites.

Outcomes  Several outcomes in this project have the potential to advance gender equality. Outcomes for this project could be:
- Comprehensive system inventory enriched by input from community men and women;
- Cash-for-work opportunities created for X men and Y women (#M/F);
- Early containment of water-borne disease outbreak, including diarrhoea in U5s, through effective gender-responsive emergency communication; and
- Local consensus reached on safe solid waste disposal sites based on best technical and stakeholder (M/F) input.

Snapshot of a project – Portable water distribution system

Needs Assessment  The needs assessment profiles the different roles women, men, girls and boys have in water collection, management and use. Single-sex focus groups identify protection issues which are especially critical for girls who fetch most of the water, and access issues for people with limited health and mobility. The time and energy needed to fetch water were also key concerns especially for girls and women. Men and women both mentioned tensions between IDPs about each family getting a fair share of the available water. Women who are elderly or living with HIV/AIDS or disability faced bigger problems getting the water they needed than men who are elderly, disabled or living with HIV/AIDS. It was clear that distribution location and approach must be well chosen to best meet the needs of all.

Activities  The activities could include the following. Examples of gender aspects are inserted in italics:
• Selection and contracting of private sector truckers – contracting should include signed commitment to comply with the SG’s Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse.

• Selection of distribution locations (bladders and tanks) with the input of beneficiary women and men (Considerations: being close to shelters; safe, well-lit, flat and accessible areas)

• Construction of tanks and taps/tap stands with the input of beneficiary women and men (Considerations: equitable split of any paid and unpaid jobs between beneficiary men and beneficiary women; water access areas to feature taps at comfortable height for water carriers and appropriate height for preferred water containers; consideration given to reducing potential damage by children and animals.)

• Community mobilization and monitoring facilitated by equal numbers of men and women who hold leadership roles in water user groups (Considerations: creating water sharing and dispute resolution mechanisms with the active participation of women/adolescent girls and men/adolescent boys)

Outcomes There is opportunity for a number of activities to give equal opportunity to, or equally address the needs of women, girls, boys and men. Examples of outcomes:

• Men/boys and women/girls report contractors performed well and treated them with respect;

• Women/girls and men/boys were satisfied with the location and design of the water distribution system;

• Ownership in the water service was enhanced because male and female beneficiaries shared in the paid and unpaid work of installation and monitoring.

Examples of Targeted Actions – Code 3

1) Projects that target women, girls, boys or men who are discriminated against in WASH

Snapshot of a project – Expanding the participation of adolescent boys in WASH programming

A project focuses entirely on engaging adolescent males positively in WASH activities. The needs assessment identified a number of restless out-of-school boys. There are few paid work or appropriate education opportunities on offer yet. Some of the frustration of these young men ends up in WASH property damage and harassment of adolescent girls.

All activities in this project focus on providing constructive ways adolescent boys can contribute to WASH programming. (A number of adolescent girls have already been much more active in a range of WASH leadership activities.) Project activities include involving adolescent boys in: water user committees and camp management sub-committees; training in WASH facility operation and maintenance; hygiene awareness with primary schools; and in campaigns to stop gender-based violence.

All outcomes grow out of the activities which respond to the practical and strategic needs of these disadvantaged adolescent boys. The entire project advances gender equality.

2) Projects that focus on building gender-specific services or more equal relationships between males and females
**Snapshot of a project – Ending gender-based violence at WASH facilities**

A project focuses on ending gender-based violence related to WASH facilities. The needs assessment documents that boys and girls suffer different forms of physical and sexual violence walking to and from, as well as when using, camp latrines, showers and waterpoints. Perpetrators are primarily, but not exclusively, men. Most are camp dwellers. Others include migrants and truckers. All of this project’s activities focus on creating a culture of respect between men and women, girls and boys that will stop the violence. All outcomes are gender equality outcomes that flow from these activities. *(This project should link with Protection cluster efforts to prevent and respond to gender-based violence)*

**Gender Mainstreaming - A WASH Project Example**

Comments and suggestions to strengthen gender mainstreaming are inserted in *italics*. The purpose here is to show that possibilities exist for mainstreaming gender into WASH projects even in projects, like this one, that do not immediately suggest entry points for advancing gender equality.

Often, project design teams have gender data and insights that are not reflected in the project sheet. Their plans for implementation might also be much more gender-responsive than the project sheet states. However, project implementers and donors respond to what is here on the project sheet. So, it is always useful to include the gender analysis even if the main actors, like the private water distributors here, are all or predominantly one sex.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Help identify 1) all private distributors <em>(M/F)</em> of drinking water in Area ABC and 2) local governments’ capacity to monitor private distributors efficiently and to assist in emergency response</th>
</tr>
</thead>
</table>
| Beneficiaries | Total: 1,650,000 Children: 330,000 Women: 58,6667  
_Differentiate between direct and indirect beneficiaries. Provide % or # of male and female water distributors (best estimate) and # women, girls, boys and men who are water consumers._ |
| Implementing Partner | N/A |
| Project Duration | Jan 2010 - Dec 2010 |

**Needs**

The project aims to identify the alternative sources of drinking water distributed by the private sector. Private distributors desalinate ground water at small-scale reversed osmoses (RO) desalination stations. It is clear that these private water stations have played and continue to play an important role in serving conflict-affected neighbourhoods with drinking and domestic water needs. More than 90% of households in affected area are buying drinking water from these stations.

However, there is evidence of contamination occurring in many stations as well as during distribution and in household storage systems. By law, these stations should be monitored by Ministry of Health and licensed through a designated agency. However, many are illegal and operating outside the regulatory framework. Due to the increase of the numbers of small-scale water distributors, the risk of contamination and epidemic is on the increase.

This proposed humanitarian support action is to locate all the private sector stations in the affected region on one map through GPS; create on database for these stations through Geographic Information
System GIS to help monitor and use them during emergencies; and to conduct an awareness campaign for these stations to improve safe water distribution.

**Commentary**

**Sometimes when it is assumed that all private sector operators/managers in a specific sector or location are male (or female). . . . this may not be the case. Here, there may be some women! There were three successful women contractors doing on-site construction crew management in the rebuilding after the Aceh tsunami. UNOPs did not specifically seek out women contractors: women came forward in a conservative Moslem area where they were not expected to exist!**

The needs assessment and/or mapping in this project should identify the number of male and female owners and operators. Even if only a few are women, these women can be inspirational role models to other women: but to be so, they must be identified and acknowledged. The database, and its users, could help provide such profile. Women may also need specific support. No one will ensure that the timing and location of training and awareness sessions meet the needs of both female and male distributors if all distributors are assumed to be male.

If there is a mix of male and female owners and operators, the needs assessment and/or mapping should explore the opportunities and constraints that face male, compared to female, operators during peace and during conflict. This information may critically affect the volume of water that is supplied during an emergency. (e.g. Do some water services have a track record of closing down during conflict because male owners join the fighting or women owners volunteer as emergency nursing assistants? Are women owners as well resourced and able to have standby generators?)

Opportunities/constraints may also identify specific supports that are needed by either male or female operators. Gender issues exist, or could exist, in distribution. In an emergency, all water distributors contracted by the UN must be models of good behaviour. The UN has zero tolerance for sexual exploitation or sexual abuse (PSEA). The water quality awareness sessions are an appropriate time in which to build in PSEA information and advocacy. Local male truckers providing water to girls-only schools with female-only staff would be expected to know and comply with the social norms. Emergency teams from outside the area may have less local sensitivity.

The project sheet notes that households are a source of water contamination. The needs analysis would be stronger if it explored the different roles men and women have in household water purchase, management and storage. This analysis could identify tips for water distributors on how to provide better service to, and get more business from, male and female customers. Feeding this valuable information on customer service into the water quality awareness sessions could make sessions more useful and more valued by distributors.

This project may well link to other activities on safe household water storage and management. If not, it could benefit from an additional activity: providing awareness to women and men (% as relevant) on safe household water storage and management.

**Activities**

- Field work in all governorates by (M/F) researchers to locate private drinking water plants/distributors owned and/or operated by men and by women
• Mapping each station’s capacity and available resources (Suggestion: As noted above, include a gender analysis)
• Water quality monitoring
• Reporting and dissemination of the information for the humanitarian organization (Suggestion: As noted above, include a gender analysis and information on male and female owned and/or operated water distribution outlets)
• Awareness campaign for female and male owners/operators of private sector plants

Outcomes
• Clear database (location, contacts, capacity, water quality, sex of owner/operator) for all drinking water private stations in Region ABC. Supplementary report to analyze other emergency response factors, including gender issues.
• Decrease in the practices that cause contamination through drinking water distribution.

<table>
<thead>
<tr>
<th>Gender Code*</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Gender Code 3</td>
<td>The project’s principal purpose is to advance gender equality. The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality. All targeted actions are based on gender analysis. In humanitarian settings, targeted actions are usually of these two types:</td>
</tr>
</tbody>
</table>

1. The project assists women, girls, boys and men who suffer discrimination. The project needs analysis identifies the women, girls, boys and men who are acutely disadvantaged, discriminated against or lacking power and voice to make the most of their lives. Targeted actions aim to reduce the barriers so all women, girls, boys and men are able to exercise and access their rights, responsibilities and opportunities. Because the primary purpose of this targeted action is to advance gender equality, the code is 3. |

2. The project focuses all activities on building gender-specific services or more equal relations between women and men. The analysis identifies rifts or imbalances in male-female relations that generate violence; undermine harmony or wellbeing within affected populations, or between them and others; or prevent humanitarian aid from reaching everyone in need. As the primary purpose of this type of targeted action is to address these rifts or imbalances in order to advance gender equality, the code is 3. |

Targeted actions are often designed as interim measures: they address gender gaps and create a level playing field. Code 3 projects use targeted actions solely to address gender gaps & create greater equality between women and men. |

| Gender Code 2 | A gender analysis is included in the project’s needs assessment and is reflected in a number of the project’s activities and project outcomes. Gender mainstreaming in project design is about making the concerns and experiences of women, girls, boys and men an integral dimension of the core elements of the project: gender |
Most humanitarian projects should aim for code 2. In a perfect world, targeted actions would not be needed and the highest quality project, from a gender perspective, would be a project that fully mainstreams gender. Today, both gender targeted and mainstreamed projects are needed.

| Gender Code 1 | The project includes *gender equality in the needs assessment, in an activity or in an outcome.*
|  | However, there is no clear indication that gender analysis flows from the needs assessment into activities or their related outcomes. These projects have pieces, like the pieces of a jigsaw puzzle, but not enough pieces to fit together ensuring male and female beneficiaries’ needs are both addressed. The project design does not guarantee that the project will have a positive impact on gender inequality. |

| Gender Code 0 | *Gender is not reflected* anywhere in the project sheet. There is risk that the project will unintentionally nurture existing gender inequalities or deepen them. |

May not contribute to gender equality