WASH Sector Gender tip-sheet

The tip-sheet is a summary of possible key-recommendations, organized by each area of the WASH programming. It can be used as practical guidance on how to implement gender-sensitive programs.

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<th>Area</th>
<th>Key-recommendations for a gender-sensitive programming</th>
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| **Needs assessment and analysis** | Collect and analyze **sex, age and disability disaggregated data** and conduct **participatory gender analysis** to understand different WASH needs, capacities, barriers and aspirations and identify populations with special WASH requirements. Possible aspects to analyze:  
  - Gender roles and power dynamics. E.g. different gender roles in WASH (water collection, cleaning clothes, etc) and time required, women and men's decision-making power in WASH decisions (managing WASH facilities, select and setting up water point etc), gender roles in children’s hygiene.  
  - Gender-related cultural practices. E.g. separate bathing facilities, culturally appropriate hygiene materials, changes in practices since the crisis (handwashing, cleaning of religious place and ablution, burial and cremation etc).  
  - Gender-specific needs. E.g. women’s and girls’ menstruation needs, impact of menstruation needs in accessing other services (i.e. girls skipping school if no separate toilet with proper water supply and sanitary disposal systems).  
  - Protection needs. E.g. Potential GBV risk when accessing WASH facilities.  
  - WASH knowledge and skills. E.g. handwashing, safe cleaning and disposal of sanitary materials, any other effective indigenous knowledge that is widely practiced and by whom (men and women).  
  - Intersectional issues. E.g. any barriers for LGBTI individuals to use facilities, accessible WASH facilities for people with disabilities, elderly persons and pregnant women and for different cast and religion.  
  - Conduct a participatory gender analysis to identify the gaps in the WASH response  
  - WASH facilities. E.g. facilities are safe and well-lit and accessible, facilities have locks and ensure privacy, types of facilities are culturally appropriate.  
  - Access. E.g. distance and safety of travelling to WASH facilities by women, men, girls and boys, accessible for persons with disabilities, queues and time required.  
  - WASH materials. E.g. culturally appropriate hygiene materials, adequate amount of materials, appropriate water collection container.  
  - WASH staff. E.g. specific training needs, knowledge of gender issues, existence of code of conduct for WASH staff/volunteers on PSEA, training/support for female staff.  
  - Assess WASH policy/plan. E.g. specific gender considerations in the WASH policy/plan.  
  - Ensure gender analysis is done by analyzing the SADDD, and by consulting with women, girls, men and boys in an inclusive and participatory way. E.g. Sex-disaggregated focus groups; time/location/facilities that allows participation from all (i.e. child-care facilities for women with young children). |
| **Strategic Planning**       | • Reflect gender analysis in the planning documents and situation reports, using SADDD.  
  • Consult with women, men, girls, boys, and other at-risk groups (LGBTQI, elderly, persons with disabilities, etc) to design activities to ensure those meet their needs.  
  Ensure equal and inclusive access to WASH that address the specific needs of women, girls, men, boys and other at-risk populations (LGBTI, persons with disabilities, etc) as well as the socio-cultural context (Do No Harm); possible points to consider:  
  • Access to WASH facilities. E.g. acceptable distance of facilities from shelters, safe and well-lit roads, accessible to persons with disabilities, convenient and safe timing of water being pumped. |
- Gender and disability friendly WASH facilities. E.g. gender-segregated latrines and bathing facilities clearly distinguishable (i.e. color coded), functional for persons with disabilities, availability of menstrual hygiene materials disposal/cleaning systems, LGBTQI sensitive facilities, water hand-pumps are women and girl-friendly.

- Safety of WASH facilities. E.g. Locks, location (shared family facilities, blocks or sub-blocks managed WASH facilities or women-only wash services including laundry and showers in the same block), lighting (in proximity of latrines of via portable solar lights distribution), presence of idle men and boys, length/time of queues, creation of “women-only” wash services zones.

- Materials. E.g. culturally appropriate, enough amounts, appropriate (i.e. water containers can be carried by main water collector), provisions to ensure access to assistance/materials by vulnerable groups, retrofitting of existing facilities, use of cyclone resistant designs.

- Gender-balanced WASH staff/volunteers/ committees. E.g. recruit, train and retain female staff, set up women-led WASH committees.

Work with other sector to holistically plan interventions that address the barriers to quality WASH for women, girls, men and boys; possible points to consider:

- Address barriers to women’s, girls’, men’s and boys’ participation in WASH. E.g. Equal participation of women and men in community WASH committee or separate committees; provisions to ensure women’s participation (i.e. childcare).

- Community awareness and social norm changes. E.g. community awareness raising on sharing WASH related household chores; messaging and outreach on good practices in WASH (i.e. culturally sensitive menstrual hygiene management awareness initiatives, handwashing messages).

Develop indicators to measure change for women, girls, men and boys:

- Use sex, age and diversity disaggregated indicators so gaps between groups can be identified and assessed.

Develop qualitative indicators related to behavioral change related to WASH, for example:

- % of men are sharing the responsibility of water collection

Use the Gender with Age Marker (GAM) to assess program planning.

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<th>Resource mobilization</th>
<th>Implement \nand monitoring</th>
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| - Provide SADDD, information and key messages on the specific needs of women, girls, men and boys in WASH to the sector so that priority areas are funded (Gender Hub can support in preparing or reviewing sex, age and disability disaggregated data (SADD), information and key messages from a gender perspective) | Involve women, girls, men and boys equally and meaningfully in decision-making, implementation and monitoring of the shelter programs/projects; possible points to consider:

- Ensure greater gender-balance in the implementation and monitoring of the project. E.g. involve community groups such as women’s rights, youth, and LGBTQI organizations in program implementation and monitoring; ensure equal participation of women and girls by providing childcare services; support the recruitment, training and retention of female staff and volunteers.

- Ensure the safety of staff and volunteers, especially female staff/volunteers. E.g. put measures in place to respond to potential threat/intimidation/harassment of female staff.

- Ensure women, girls, men and boys are aware of the available services, how to access those, the agency providing them and ways to influence their design and delivery. E.g. provide information on WASH services to CWC’s info hubs in all camps. |

- Advocate to donors and regularly report on the gender resource gaps in WASH.

- Apply the GAM to WASH program design to assess and highlight its contribution to GEEWG. |
- Develop and maintain feedback and complaint mechanisms that are child- and adolescent-friendly, gender-responsive, inclusive and confidential (including for SEA reporting). E.g. provide feedback and complaint boxes, provide hotline services, do gender and age segregated FGDs.

- Regularly monitor for any changes, including in risks, access or social norms and roles, that may limit the participation of women, girls, men and boys in the program. E.g. through regular monitoring of indicators, through WASH sector led FGDs, through other gender assessments (from partners, GiHA WG, etc.).

- Monitor access to WASH services by women, girls, men, and boys E.g. lead satisfaction surveys by age and gender to assess whether women, men, girls and boys are satisfied with the services provided, their quality and the way they are distributed. Are there any unintended negative consequences due to project? Or any spill-over effect due to the intervention?

- Design programs to contribute to the Joint Response Plan’s gender-specific outcomes.

- Apply the GAM to assess and improve gender equality programming.

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<th>Operational peer review and evaluation</th>
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<td>• Share information, SADDD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in WASH.</td>
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<td>• Share good practices on using gender-responsive approaches in WASH.</td>
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<td>• Review project in the WASH sector and assess if all women and girls, men and boys, persons with disabilities, non-binary gender and other from affected populations were reached and identify possible gaps and unintended consequences.</td>
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<tr>
<td>• Use the GAM to assess the program’s contribution to GEEWG.</td>
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<td>• Assess the project against the Minimum Standards in WASH Promotion outlined in the Sphere Handbook and IASC gender guideline.</td>
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1. List of acronyms

   GAM Gender with Age Marker
   GBV: Gender based violence
   GiHA: Gender in humanitarian action
   GEEWG: Gender equality and the empowerment of women and girls
   LGBTQI: Lesbian, gay, bisexual, transgender, queer and intersex
   MHM: Menstrual hygiene management
   PSEA: Prevention of sexual exploitation and abuse
   SADDD: sex, age and disability disaggregated data

2. Background information

   Gender profiles and definitions

   - Gender profiles 1 (December 2017) and 2 (March 2019)
   - Gender briefs 1 (March 2018), 2 (March 2018), 3 (April 2018), 4 (June 2018), and 5 (July 2018)
   - Review of gender mainstreaming
   - Definition of gender-related terms
   - March 2019, Strengthening the humanity in humanitarian action in the work of the WASH sector in the Rohingya response - Gender, GBV and inclusion audit of the work of the WASH sector and capacity development assessment, S. House, available [here](#).

   - 2019, A new gender (AGD) focused hygiene and sanitation infrastructure policy. A policy for inclusion, UNHCR WASH unit, Rohingya crisis response, Cox’s Bazar, [draft], available [here](#).

   Key resource persons

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