

GENDER EQUALITY MEASURES IN WASH

This Tip Sheet offers interventions, guiding questions and an example of how 4 Key Gender Equality Measures (GEMs) support gender equality in Water, Sanitation and Hygiene projects and programs. It should be read together with the GAM Overview. The IASC GAM identifies and codes projects based on the extent to which key programming elements are consistently present in proposals and implemented projects. Four steps (GEMs) are assessed in the design phase, and twelve GEMs are reviewed in monitoring.

Roles in collecting water, maintaining water infrastructure, using and making decisions about it change markedly depending on gender and age. Hygiene needs and practices also vary according to gender and time of life; risk of violence is another important factor in determining water access. Analyzing and responding to different needs, roles and dynamics improves WASH interventions so that they are more likely to be equally enjoyed by people in need.

WASH interventions can make assistance responsive and fair by:

- Consulting affected people separately (by gender and age groups) to understand the distinct local needs, roles and dynamics of the member groups in households;
- Designing programs to match the distinct needs;
- Including women and men, girls and boys in appropriate age groups in the design and review of the project; and
- Reviewing and comparing the distinct benefits for women and men, girls and boys.

QUESTIONS TO INSPIRE ACTION

Needs Analysis Set	Gender Analysis	What are the different roles of women & men, boys & girls in collecting, handling, managing, storing, treating and using water? What are the roles in maintaining facilities? Do any groups face protection risks in relation to water & sanitation? What are the hygiene practices of different groups? Are menstrual products available?
	Sex and Age Disaggregated Data (SADD)	How does rate of access to project services differ for different groups? Is there information on relative rates of hygiene practices, e.g. handwashing?
	Good Targeting	Are women and men able to negotiate access to water equally? Does make a difference? Do some households need help because of medical conditions? What efforts are made to ensure people with mobility issues or diverse sexual/gender identities can access WASH services?
Adapted Assistance Set	Tailored Activities	Is collection or delivery of water adapted to the roles and security of women, girls, boys and men? Are WASH facilities tailored so all gender and age groups can access with dignity and privacy? Are their appropriate containers for disposal of sanitary products? Are ramps, bars, and dimensions suitable for people with mobility issues, or accompanying caregivers?
	Protect from GBV Risks	Are there clearly signed, separate, lockable, well-lit latrines for women & men, boys & girls? Are walls opaque? What other steps are taken to reduce the risk of sexual violence? Is there a GBV reporting and referral pathway?
	Coordination	Does the project fit with the cluster response plan & complement other clusters' actions? Is the gender analysis and data shared?
Adequate Participation Set	Influence on Project	Are women, men, girls and boys of different age groups consulted equally about the design, implementation and review of facilities, and of the project? Are WASH committees appropriately diverse, including of LGBTI people? Are men & women equally involved in different WASH-related tasks?
	Feedback	Are there safe and responsive feedback & complaints channels for affected boys & girls, women & men?
	Transparency	Is everyone given information about access to WASH facilities and communication channels? Are hygiene messages adapted for different gender, age, and ability groups?

Review Set

Benefits	Do targets and indicators reflect gender-related issues, and are they disaggregated by sex and age? Is assistance available to those who need it most? Is everyone able to access services equally? Are adolescent girls provided with hygiene products?
Satisfaction	Are women & men in different age groups asked about their satisfaction? Are levels similar?
Project Problems	Do camp residents identify barriers or unintended negative consequences? Are these different depending on gender or age? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?

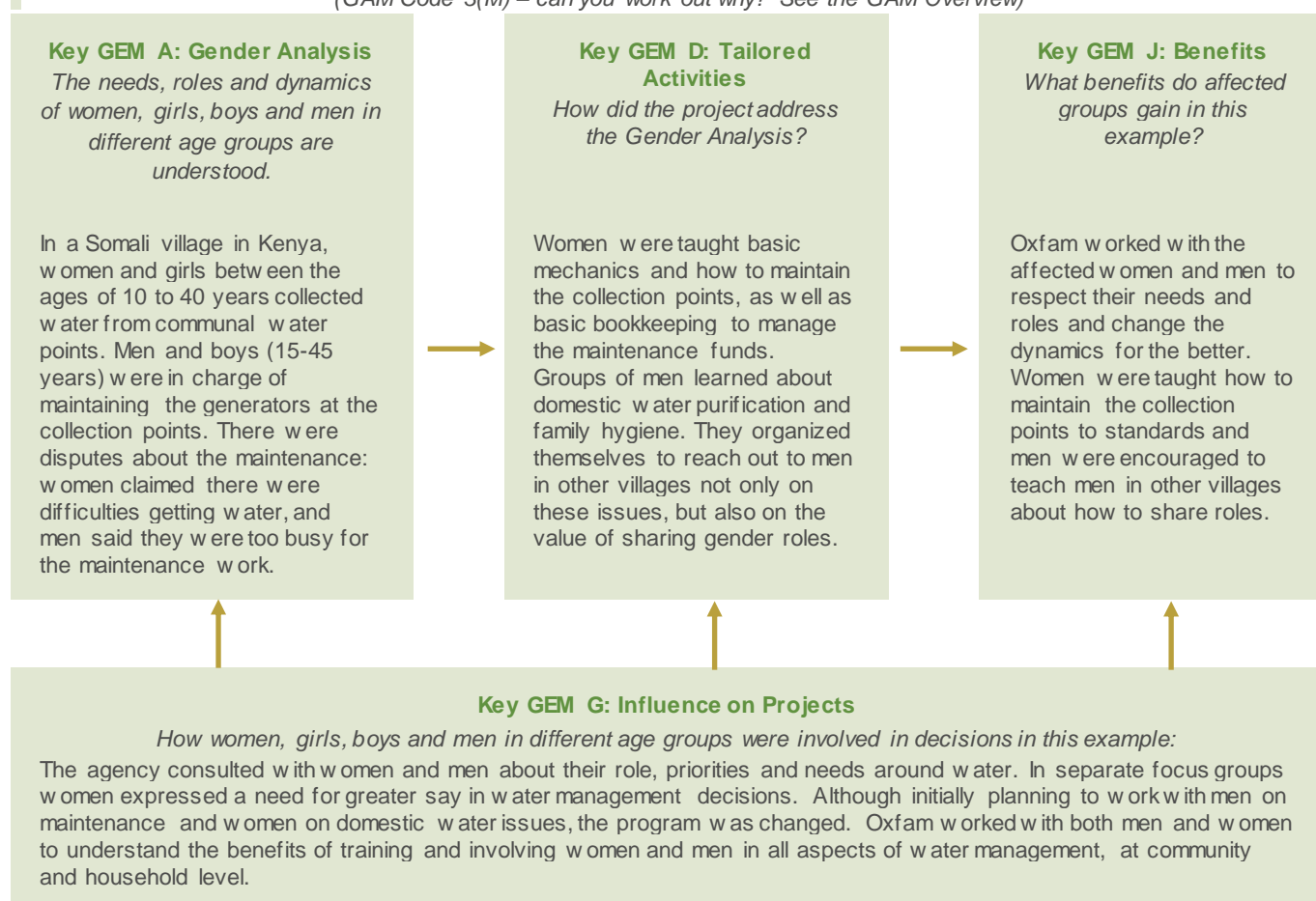
GENDER MAINSTREAMING, OR A TARGETED ACTION?

Some WASH interventions may target actions to address specific discrimination or gaps resulting from gender norms and expectations: these are “targeted actions” (T.) Others will mainstream attention to gender equality by addressing the distinct needs, roles and dynamics of men and women (or girls and boys) within a broader program (“M”).

For example, targeted actions would include projects focused solely on providing adolescent girls with menstrual hygiene products so that they can attend school with dignity, or projects aiming to reduce work burdens on women collecting water far from their shelters. Alternatively, a project that “mainstreams” attention to gender equality would provide latrines to all affected people, but with different designs and locations for women and men, girls and boys in different age groups; or deliver hygiene promotion messages to people in different ways depending on gender and age.

EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN WASH

(GAM Code 3(M) – can you work out why? See the GAM Overview)



Using Gender Equality Measures in projects or cluster programs leads to better quality programming, responsive to gender and age issues.

GOOD TO GO? Apply the IASC Gender with Age Marker to your proposal or project.

RESOURCES? Refer to iascgenderwithagemarker.com