

GENDER EQUALITY MEASURES IN WASH

This Tip Sheet offers questions and examples of how key gender equality measures contribute to more relevant and responsive WASH projects and programs. Use alongside the Gender with Age Marker questionnaire at <http://iascgenderwithagemarker.com>

The IASC GAM identifies and codes projects based on the extent to which key programming elements are present and consistently responding to the different needs of different groups. Four programming elements (GEMs) are assessed in the design phase, and ten GEMs are reviewed in monitoring.

Roles in collecting water, maintaining water infrastructure, using and making decisions about it are very different depending on gender and age. Hygiene needs and practices also vary according to gender and time of life; risk of violence is also important factor in determining water access. Analyzing and responding to different needs, roles and dynamics improves WASH interventions so that they can 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 different needs and roles of household members with respect to water, sanitation and hygiene;
- Designing programs to match these needs and priorities;
- Including women and men, girls and boys in the design and review of WASH projects; and
- Reviewing and comparing the different benefits for women and men, girls and boys.

GENDER MAINSTREAMING, OR A TARGETED ACTION?

The GAM questionnaire automatically identifies whether a project mainstreams gender ("M"), or whether it is a targeted action to address gender-related discrimination ("T"), based on the answers provided.

Most humanitarian interventions aim to assist everyone in need while adapting activities to address the different needs and preferences of boys and girls in different age groups: gender mainstreaming (M). An 'M' example of a project that "mainstreams" attention to gender equality is one that provides latrines to all affected people, but with different designs and locations for women and men, girls and boys; or delivers hygiene promotion messages to people in different ways depending on gender and age.

Some WASH interventions may target actions to address discrimination or gaps resulting from gender norms and expectations ("T"). For example, a targeted action would include a project working only to provide 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.

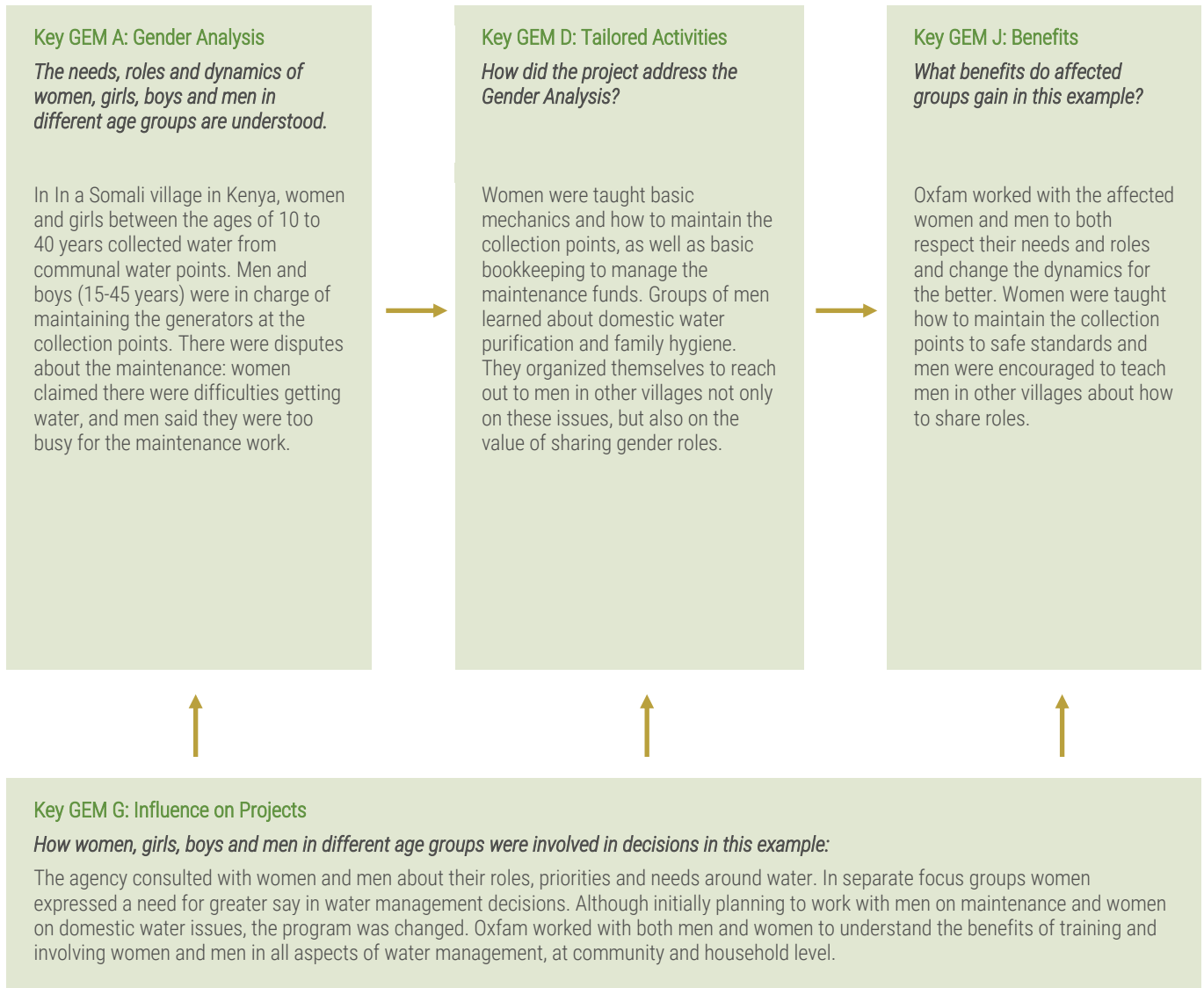
The GAM information sheets explain coding in more detail.

QUESTIONS THAT HELP DETERMINE RESPONSIVE AID AND HOW TO PROVIDE IT

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| Needs Analysis Set | Gender Analysis | What are the different roles of women & men, boys & girls in collecting, handling, managing and using water? 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) | Is access to the project analyzed by gender and age? How does access vary, including for people with mobility issues or diverse sexual/gender identities? Is there data on the numbers of males and females with disabilities benefiting from the project? Is there information on relative rates of hygiene practices, e.g. hand washing? |
| Adapted Assistance Set | Tailored Activities | How does collection or delivery of water address the roles and security concerns of women, girls, boys and men? Are WASH facilities tailored so everyone can access them with dignity and privacy, including people of diverse sexual/gender identities? Do some households need help because of medical conditions? Are ramps, bars and dimensions suitable for people with mobility issues, or accompanying carers? Are there containers for disposal of sanitary products? Are women and men able to negotiate access to water equally? |
| | 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? |
| 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 & Complaints | Are there safe feedback & complaints channels for affected boys & girls, women & men? Is it accessible and welcoming of all groups? Are these issues dealt with and responded to appropriately? |
| | Communication with Communities (Transparency) | Is information about WASH facilities and programs accessible, appropriate and easy to understand for different gender and age groups? Does everyone have information about WASH facilities that they understand? Are hygiene messages adapted for different gender and age groups including people with disabilities? |
| Review Set | Benefits | Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to? Is the project meeting the needs of different groups identified in the analysis, including people with disabilities? Are the most vulnerable able to access shelter assistance? Do different groups get similar benefits? |
| | Satisfaction | Are women and men, boys and girls, of different age groups asked about their satisfaction with WASH assistance? Are people with disabilities and other diverse groups of concern asked about their satisfaction with the project? Are different groups equally satisfied? |
| | Project Problems | Do affected people identify access barriers or negative consequences of WASH activities? Are these different depending on gender or age, or for people with disabilities? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve? |

EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN WASH

GAM Code 3M – can you work out why? See the GAM Information Sheet



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

GOOD TO GO?

Apply the IASC Gender with Age Marker to your proposal or project.

WANT MORE INFORMATION?

Visit <https://iascgenderwithagemarker.com>