

GENDER MAINSTREAMING & STRENGTHENING ENABLING ENVIRONMENT FOR WASH - WEBINAR SERIES

JOINT WEBINAR, May 4th – Gender-Responsive WASH Programming (69 participants): Brief summary of the Questions (Q) & Answers (A) and Comments (C) during the Webinar, and afterwards, by e-mails & posts. [Click here](#) to download the Webinar recording.

Questions & Answers during the webinar

1. Q: How should countries monitor gender action in WASH?

A: This is the challenge we have been facing over the years – it all boils down to defining the different actions of the program – define a clear intentional action . Develop proxy operational indicators and track them. Make sure that all the intentional actions you define for your program have alongside qualitative and quantitative indicators that will help you track progress. Some of the points which Aidan raised in Indonesia are good examples. Examples from The World Bank, trying to look at time spent collecting water, from Indonesia, boys vs. girls media, and communication materials. Different ways to measure qualitative and quantitatively and linking with UNICEF indicators.

2. Q: Are there any emerging issues in gender and WASH that might be on the agenda over the next four years or so?

A: The next four years what we want to improve in UNICEF is to advocate the data in terms of number of women and girls we are reaching with our work, or improve our evidence generation. Second, to make sure to engage women and girls in most cases in the WASH programme cycle. From Gender Action Plan “phase 2” is being developed the programming priorities that will remain around Gender-Based Violence (GBV) – the WASH programming as prevention approach to GBV is very important and will continue. We are also looking at prioritizing MHM and looking at that as key programming area for girl’s education, health and life, and opportunities. MHM is looking at adolescent and youth in general. From WASH programming, we also have the work involving women and decision makers and building on the [work highlighted from Vanuatu](#).

3. Q: What are some good examples on gender-sensitive WASH indicators?

A: We don’t have very specific gender-responsive indicators. There is a lot of good data collection that is being done in our area of work, but whether that articulates to the frames of WASH we need to look at as it’s incredibly important.

4. Q: Is there a Country Led Total Sanitation CLTS & Gender strategy in country offices?

A: Please, contact palleman@unicef.org for more details.

5. Q: How did Indonesia work to include women in key positions in the WASH committees? What was the community mobilization process used in Indonesia?

A: Indonesia have tried to engage local women’s network operating in the country, who are always invited to the design of the interventions.

Programming Information & Resources shared

Country Example 1 – Indonesia - Presenter: Aidan Cronin acronin@unicef.org

- Links adolescent girls, women’s groups, visible women leaders/generational support linkages: Indonesia is the second largest population of open-defecation globally. UNICEF Indonesia has put a gender lens to WASH programming. First around strategy and evidence-based planning – in Indonesia, 82% water fetching is done by girls, and 25% of the girls have never discussed menstruation. From the baseline of Community Led Total Sanitation (CLTS) work, additional qualitative survey’s was conducted and one of the findings was that while men are primarily decision makers, women are very important influencers and this became an entry point for the programme. Despite challenges around MHM, we needed to dig much deeper: 1 in 7 girls missed school during their last period and 1/3rd of schools in Indonesia didn’t have toilet dedicated for girls.
- Implementation: the entry point from CLTS need to work with female sanitarians outreach workers and worked with PKK – women’s groups powerful advocate for open defecation. National women’s wash network link was included and an online campaign [Punch the Poo](#) was created, and due to the communication strategy of a strong female advocate and infographic of the country, we were able to emphasize on impact. For MHM, boys teasing girls is a big issue. Girls missed school because they will have a leakage and boys would tease them. Communication material was created which addressed menstruation material from boys’ and girls’ perspectives. The material advocated to boys was about what is happening to girl’s bodies at adolescence and why they shouldn’t be teasing girls. We also linked the Indonesian Council of Islamic scholars where two ladies prayer groups created guidance around Islamic perspective on menstruation.
- Monitoring & Impact: from the ODF areas the female sanitarians are effective in engaging the communities and seeing where mid-wives can get involved and are able to convince mothers and pregnant ladies that open defecation is creating a harmful environment. Online campaign reached over a million people. WinS managed to get MoE include sex- disaggregated ratios of toilets for children, it also outlines ratios of girls, and other elements added were the functionalities.

Country Example 2 – Burkina Faso - Presenter: Mariam Traore: mtraore@unicef.org

- Gender responsive experience on MHM programming in WASH.
- Concerning the steps of strategic planning: based on our situation analysis on the challenges girls face to menstrual hygiene management in schools (research undertaken in 2015) we were able to identify the key actions and strategy to avoid these challenges and bottlenecks by addressing girls recommendations and we successful introduced these actions and strategy to the 2016 and 2017 annual workplan. This situation analysis and actions around the MHM for girls are one pillar of our strategic note for the next CPD 2018-2020.
- Example of Actions in Burkina Faso: MHM communication tools package materials (a booklet with information on puberty and MHM to increase girls’ knowledge and offering practical solutions); MHM activity guide for teachers, parents and girls to suggest six possible activities to improve schools’ capacity to initiate actions for girls; 2 posters to raise teachers and pupils’ awareness, on the subject; and trainings of school stakeholders.
- WASH enabling environment for MHM activities: based on these MHM actions in the work plan, we started an implementation step by the identification of three implementation partners. We established a PCA with Water Aid and the local NGO ARFA to reach 100 schools. We defined several indicators to monitor and evaluate progress and results/achievements. An example of indicators are:
 - Decrease girl’s absenteeism rate in target schools;
 - % of schools which have water and soap near the separated by gender toilets;
 - % of girls and boys who can answer correctly to at least 10 of 15 questions on MHM booklets;
 - % of schools which undertook at least two MHM actions of the MHM guide;
 - National directorate in charge of girls’ education promotion is strongly involved and has done a monitoring and supervision of activities;
 - At this time, we have done several integrated monitoring visits in targets schools. These visits have shown that: schools have identified the coach or resource person to support girls for solving a girl’s MHM information needs; the coach has done an information and sensitization campaign by using a MHM booklet; girls were highly interesting by the MHM booklet (for

example, the first analysis of the 377 school girls of the 4th-8th grades knowledge shows that only 3.2% know at least 10 of the 15 key information contained in MHM booklet); and 148 schools stakeholders are trained on MHM.

- The evaluation of the actions will be done at the end of the June.: we will be able to identify the key actions and indicators that will be integrated to the national document and the national monitoring system for scaling up. The evaluation results will be used for the advocacy toward the government. But we have already a good feedback from the national directorate in charge of girls' education promotion: after the monitoring visit report to the ministry of education, the Ministry of Education has personally said that the booklet is incredibly important and well done, and he would like that every pupil in the country would receive it and be trained on MHM. We think that this action will be one of the keys interventions to scaling it up.
- Challenges: to show the impact of these actions on school indicators (data that is not always available), and most of the projects are short term because funding is not available.

Country Example 3 – Fiji - Presenter: Maria Carmelita François mcfrancois@unicef.org

- Gender is already an existing component in WASH: it is part of WASH and not something that is being integrated or incorporated. Gender in WASH is not an add-on.
- UNICEF Fiji intentionally highlights the gender aspects, through: MHM research (first time in Fiji, 2016), engaged boys, girls, and teachers and gave them a voice to understand their challenges/the norms, and practices. Girls, in this instance, need a platform to be heard - and this was one avenue – first one provided on that topic. A report of this research is being finalized and expected to be launched on MHM Day, May 28th.
- Facilities improved to address these challenges: MHM rooms in some schools, ensuring schools provide sanitary bins inside girls' toilets in addition to segregated toilets in location that provides security and privacy. Following TC Winston, facilities improvement in 67 schools specifically targeted the needs of girls to manage menstruation (leading to MHM rooms, sanitary bins and toilet papers being available in schools).
- Gender segregated data collection on all monitoring/evidence based activities: - at the present moment, Fiji is working with the Ministry of Education to ensure that Education Information Management Systems (EMIS) includes gender questions that target girls' specific needs.
- Behavior change communications: - social media messaging targeting girls, women, men, and boys on recognizing gender specific differences.
- Take away: gender in WASH is not an add-on, it is already there and to make WASH more effective and sustainable - gender responsive - for children (boys and girls) and families, the needed action is to target girls, women, and boys.
- Gender is not only about girls: - where/when boys are ignored, gender responsive WASH means targeting boys as well. Boys need privacy too so all toilets should have doors and locks - UNICEF Pacific/Fiji accomplishes all the above in support to communities and schools.

WinS + MHM capacity building resources

For programme planning and having good data, countries which are working on a WinS program and lacking evidence on MHM for programme design, UNICEF, Emory University, and UNGEI ran an e-course on conducting research on MHM. The course book is here: http://www.ungei.org/resources/index_old_6110.html. The full materials can be accessed here: <http://washinschoolsmapping.com/the-wins4girls-e-course/>.

HIV perspective

HIV Section in UNICEF is rolling-out the ALL IN agenda for action in about 30 countries, with a great emphasis on adolescent girls' vulnerability, these linkages with WASH, particularly MHM, and WinS appear essential. Materials will be shared soon.

MHM Virtual Conference October 2016

[Annual Virtual Conference on MHM in WASH in Schools 2016](#). Next MHM virtual conference is coming up in October 2017. More information to be circulated for submissions of your work. Contact Brooke Yamakoshi byamakoshi@unicef.org.

Regional and Country levels Initiatives on Gender-Sensitive WASH shared

Several CO's shared how WASH is part of an effective multi-sectoral strategy to address gender results around child marriage, promoting girl's secondary education, or supporting gender-responsive adolescent health.

Below, country examples shared during the webinar are listed

CEE/CIS

Kyrgyzstan

- Kyrgyzstan CO carried out formative research on Menstrual Hygiene Management: as a result, national stakeholders improved their understanding of existing practices and key barriers that girls face at school with regards to WASH in Schools. Now, boys, girls, mothers, and teachers have access to learning materials about MHM and puberty, which aim to break the silence and taboos around menstruation and provide age-appropriate information. The blog on this topic reached a broad international and local audience: [Click here to access the Blog!](#)
- WASH facilities in eight prioritized hospitals: as a result, 57,000 children and mothers will annually have access to improved water and sanitation facilities in these hospitals; out of them 22, 982 are women in labor and 34,018 – newborns and children under 5.

Ukraine

- Special needs of women and children were considered as part of hygiene promotion: UNICEF is the only agency providing the Hygiene Kits (HK). There are different types of HK available – children, adult, family, HK for people with special needs and institutional HK. Adult and family HK as a rule have wet wipes and sanitary pads to ensure that especially girls and women in hard conflict affected situations do not compromise their hygiene practices. In 2016, more than 330,000 conflict affected people got UNICEF's HK.
- Schools rehabilitation of WASH facilities (budget: \$3 million): designed for boys and girls taking into account their special needs by including sanitary supplies.

Uzbekistan

- UNICEF Uzbekistan supported the creation of a more girl-friendly environment conducive to better learning in selected schools. A Knowledge, Attitude and Practice (KAP) study on WASH in Schools in targeted schools has identified the menstruation period as a cause of absenteeism of adolescent girls. Improved hygiene facilities built with UNICEF's support ensuring privacy of girls helped address this issue in schools.

EAPRO

- EAPRO has made systematic effort in integrating and strengthening Gender in DFID funded WASH programming. Field notes for Myanmar and Cambodia are being finalized.
- EAPRO Gender Team has gathered promising practices on gender responsive WASH information. Click the two pager flyers on [Indonesia](#), [Lao PDR](#), [Mongolia](#), and [Vanuatu](#).

Indonesia

- UNICEF Indonesia initiated Tinju Tinja, an online platform on open defecation to raise awareness on this important issue among youth and all persons and to generate more dialogue on open defecation as this is still too rarely discussed in Indonesia. Tinju Tinja can inspire people from all across around Indonesia to actively participate and help free Indonesia from the threat of open defecation with "Aksi Nasional Tinju Tinja" (National Action for Tinju Tinja). See more at: Tinju Tinja - punch the poo <http://www.tinjutinja.com/>.
- International media coverage on Indonesia MHM work - [Click here](#).
- Indonesia team selected as a finalist for Best of UNICEF Research for your MHM formative research: Access their work here: [Final Report - Menstrual Hygiene Management in Indonesia: Understanding practices, determinants and impacts](#).

Lao PDR

- The CO is currently working on approaches to increase women participation in WASH committees; and they can connect for cross-country exchange. The work can be accessed here: [Women's role in WASH Committees](#).

Vanuatu

- The CO in Vanuatu has made particular efforts to increase women in key positions in WASH committees. They also have the evidence that it makes the committee more efficient, water supply more sustainable, and higher fee collection.

ESARO

South Sudan

- In South Sudan, there is a welcoming initiative for gender responsive WASH programs. With support from UNICEF global unit, UNICEF South Sudan recently conducted a training for WASH cluster and priority areas were identified and developed. This initiative will go a long way to help colleagues to effectively implement some of their planned actions.

ROSA

Bangladesh

- From the gender perspective, ending child marriage is a major issue in Bangladesh and WASH is a major component of a set of interventions planned and being implemented in addressing these challenges. WASH interventions include promotion and provision of gender segregated sanitation facilities including MHM facilities in schools, empowerment of adolescent girls on management of SaniMart for easy access to sanitary napkins, and awareness creation on MHM.

WCARO

Burkina Faso

- Burkina Faso's presentation from MHM Virtual Conference: [Burkina Faso MHM Presentation - WinS for Research Action Project](#).

Democratic Republic of Congo (DRC)

- In DRC, women are trained on repairing pumps - Click here for more details: [Les femmes le secret dun acces durable a leau potable](#).
- DRC conducted a study on WASH-Gender for program healthy villages and schools with OXFAM in 2016.

Ghana

- In Ghana, it was observed that when women were made the chair of the committees they tend to be very effective and are better managers of their funds compared to men. This was also done on a Government project for women as pump caretakers, who also did a brilliant job and the break down rate of their pump was better (which means, lower!).

CLOSING REMARKS & NEXT STEPS

1. **C:** You can continue the post-webinar discussion on the Gender Teamsite page: [Link here](#). We look forward to your participation!
2. **C:** Feel free to share your requests, ideas, whether in the chat box or on our Yammer [SEE4WASH](#) Group or send us e-mails (see below). If you have questions, let us know!
3. **C:** Thank you all for being there! See you on May 18th, for the [Webinar](#) on the Disability Inclusive WASH Practices, with a new [Guidance Note](#) to be presented and discussed!

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