

Water, Sanitation & Hygiene (WASH)

The IASC Gender Marker (GM) is required in all Consolidated Appeals Processes (CAPs) and other humanitarian appeals and funding mechanisms. Cluster leads should support their partners in the use of the GM so that all cluster projects ensure that ALL segments of the affected populations have equal access to quality WASH services and that targeted support to advance gender equality is based on a gender analysis. This makes WASH services more effective.

By uploading gender codes onto the global Online Project System (OPS) and Financial Tracking System (FTS), donors are better placed to identify and to fund high quality, gender-informed projects.

This Tip Sheet is designed to help WASH cluster/sector leads and partners design quality WASH projects that reflect the distinct needs of women, girls, boys and men. The aim is to:

1. Train users in GM coding skills and provide an opportunity to practise with the Vetting Form
2. Through the use of practical examples and tips, to improve projects by bringing gender dimensions into the needs analysis, the activities and the outcomes

WHY DOES GENDER EQUALITY MATTER IN EMERGENCY WASH INTERVENTIONS?

Conflicts and natural disasters affect women, girls, boys and men differently; they face different risks and are victimised in different ways. Humanitarian actors should understand these differences and ensure that services and aid delivered assist all segments of the population and do not put some at risk. Beyond the obvious importance of meeting basic sanitation needs and preventing disease, access to adequate and appropriate WASH facilities plays an important role in the protection and dignity of displaced individuals, particularly girls and women. Providing water and sanitation facilities alone will not guarantee their optimal use nor will it necessarily improve public health. *Only a gender-sensitive, participatory approach at all stages of a project can help ensure that an adequate and efficient service is provided.* In order for a WASH project to have a positive impact on public health, women, girls, boys and men must be equally involved in project design.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives of affected populations.

GENDER EQUALITY IN THE PROJECT SHEET

The GM allows Cluster Vetting Teams to code projects 0, 1, 2a or 2b; each code represents the degree to which the project is designed to meet the needs of various segments of the population and/or targets groups with specific needs. The gender code is based on three elements: **Gender Analysis in NEEDS ASSESSMENT → ACTIVITIES → OUTCOMES**

Designing and implementing a project that achieves a gender code 2a or 2b makes sense as it can enhance both project performance and funding potential.

The **Title**, **Objectives** and **Beneficiaries** sections of the project can also provide useful additional information in order to indicate how well the different needs of women, girls, boys and men are mainstreamed into WASH projects.

VETTING FORM

To code projects correctly and consistently, Cluster Vetting Teams are encouraged to use the GM Vetting Form:

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender in OUTCOMES	No. of Checkmarks	GENDER CODE
✓	✓	✓	3	2a or 2b
✓	✓	-	2	1
-	✓	✓	2	1
✓	-	✓	2	1
✓	-	-	1	1
-	✓	-	1	1
-	-	✓	1	0
-	-	-	0	0

GENDER MARKER	DESCRIPTION
GENDER CODE 0 <i>No visible potential to contribute to gender equality</i>	Gender is not reflected anywhere in the project sheet or only appears in the outcomes. There is risk that the project will unintentionally fail to meet the needs of some population groups and possibly even doing some harm. These projects are considered gender-blind.
GENDER CODE 1 <i>Potential to contribute in some limited way to gender equality</i>	<i>There are gender dimensions in only one or two components of the project sheet: i.e. in needs assessment, activities and outcomes*</i> . The project does <i>not</i> have all three: i.e. 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes <i>*Note: Where the gender dimension appears in outcomes only, the project is still considered gender-blind.</i>
GENDER CODE 2A – GENDER MAINSTREAMING <i>Potential to contribute significantly to gender equality (Equivalent to Code 2 for UNDP and UNICEF projects)</i>	GENDER CODE 2B – TARGETED ACTION <i>Principal purpose of the project is to advance gender equality (Equivalent to Code 3 for UNDP and UNICEF projects)</i>
<p>A robust gender analysis is included in the project’s needs assessment and is reflected in one or more of the project’s activities and one or more of the project outcomes.</p> <p>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: 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes. This careful gender mainstreaming in project design promotes the flow of gender equality into implementation, monitoring and evaluation.</p> <p>Most humanitarian projects should aim to code 2a.</p>	<p>The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality.</p> <p>All targeted actions are based on gender analysis. Targeted actions are projects that assists women, girls, boys or men who have special needs or suffer discrimination. Most targeted actions are single-sex interventions responding to the disadvantage, discrimination or special needs of one sex or a sub-group of one sex. Other targeted actions can specifically aim to advance gender equality, such as projects that are designed exclusively to provide a gender assessment/baseline for the WASH response or a project where all activities contribute to women having equal participation as men in WASH committees.</p> <p><i>A gender analysis will identify how many 2b projects are warranted. It is anticipated that 2b projects would make up approximately 10-15% of projects but, in some contexts, this could be more or less.</i></p>

NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing emergency WASH programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. Here are examples of questions that can enrich the design of WASH projects:

1. What are the roles of women, girls, boys and men in collecting, handling, managing, storing and treating water?
2. Do women and men have equal access to decision forums such as community WASH committees?
3. What are the protection risks for women, girls, boys and men related to water and sanitation? What is needed to ensure that access to and use of water points, toilets and bathing facilities is safe, especially for girls and women?
4. Are water points, toilets and bathing facilities located and designed to ensure privacy and security?
5. Which groups require specific support or arrangements to ensure they have adequate, dignified access to water, sanitation and hygiene? (E.g. the elderly, people with disabilities or living with HIV/AIDS, etc.)
6. 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? (The Sphere Handbook, 2011)

See the IASC Gender Handbook in Humanitarian Action: Women, Girls, Boys and Men – Different Needs/Equal Opportunities p 105-109.

Examples of ways to incorporate gender concerns in a WASH project: The gender analysis in the needs assessment will identify gender gaps, such as unequal access to WASH facilities for women/girls and men/boys - that need to be addressed. These should be integrated into **ACTIVITIES**. Example:

Gender Analysis in Needs Assessment	Activities
Girls and women do not consider community toilet and bathing facilities to be safe because the blocks are not separated by sex and the doors cannot be locked from the inside. Consequently, girls and women do not use the facilities and this exposes them to protection and health risks.	<ul style="list-style-type: none"> ✦ Organise single-sex focus group discussions, thus involving women, girls, boys and men equally in choosing the location and design of latrines and bathing facilities. ✦ In response to consultations (above), design separate, well lit and lockable (from the inside) latrines and bathing facilities for females and males.

OUTCOMES should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally. Examples of gender outcomes include:

- Decision-making and responsibility for water and sanitation are being shared equally by beneficiary women and men
- Safety of WASH facilities has been enhanced: peer monitors report a decrease in rape and sexual violence and harassment against women/girls, boys/men using or travelling to/from WASH facilities since the launch of the project.
- Evidence of routine hand-washing by women, girls, boys and men.
- [Number] NGO implementing teams have demonstrated greater capacity to integrate gender issues into WASH emergency response and preparedness (% M/F trainees).

THE ADAPT & ACT-C FRAMEWORK: A PRACTICAL TOOL TO DESIGN/REVIEW WASH PROJECTS THROUGH A GENDER EQUALITY LENS:

The ADAPT & ACT-C Framework is a tool for use when designing or vetting a project to integrate gender dimensions. While the order of the steps in the framework may vary; the point is that as many as possible of the steps - ideally all nine - should be taken into account in the design of humanitarian assistance and protection projects to ensure that the services and aid they provide meet the needs and concerns of women, girls, boys and men equally.

A	ANALYSE the impact of the crisis on women, girls, boys and men and what this entails in terms of division of tasks/labour, work load and access to WASH services. Ensure, for example, that a project's targeted beneficiaries are disaggregated by sex and age and that women, girls, boys and men are consulted at the assessment, monitoring and evaluation stages.
D	DESIGN services to meet the needs of women and men equally. WASH actors should review the way they work to ensure women and men benefit equally from their services, e.g. there should be separate and lit latrines for women and men; water points should be close enough to dwellings and safe to access.
A	Make sure that women and men can ACCESS WASH services equally. A continuous monitoring of who is using the water points and the sanitation facilities and of who takes part in decision forums will help ensure all are accessing services. In order to allow optimal access, attention should be paid to mitigation of sexual violence risks on the way to or when using the facilities.
P	Ensure women, girls, boys and men PARTICIPATE equally in the design, implementation, monitoring and evaluation of humanitarian WASH response, and that women are in decision-making positions. If it is problematic to have women in committees, put in place mechanisms to ensure their voices are represented in the committees.
T	Ensure that women and men benefit equally from TRAINING or other capacity-building initiatives offered by the project so that all community members have an equal mastery of facilities. Make certain that women and men have equal opportunities for work or employment, including as daily labourers.

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A	Make sure that the project takes specific ACTIONS to prevent risks of GBV. The IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings includes a chapter for WASH actors and should be used as a tool for planning and coordination.
C	COLLECT and analyse all data concerning the humanitarian response - disaggregating data by sex and age; analyse and develop profiles on the different needs and realities of males and females in at-risk populations and how and whether their needs are being met by the WASH response. For example, disaggregate members of water and hygiene committees, as well as those participating in capacity-building and daily labour opportunities generated by the project, by sex and age.
T	Based on the gender analysis, make sure that women, girls, boys and men are TARGETED with specific actions when appropriate. Where one group is more at-risk than others, for example, to sexual violence when travelling to or from or at water collection points, special measures should be taken to protect that group.
C	Ensure COORDINATION and gender mainstreaming in all areas of work. In particular, WASH actors should coordinate with protection partners for effective prevention of sexual violence and other forms of GBV.

DESIGNING MINIMUM GENDER COMMITMENTS FOR WASH:

The WASH Cluster has had notable success in a number of countries in creating cluster-specific minimum commitments to gender and gender checklists. It is suggested that developers of WASH projects replicate and build on these experiences.

In order to translate the cluster and organisational commitments to gender-responsive WASH projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood clearly by all, both in terms of value added to current programming and in terms of the concrete actions which need to be taken to meet these commitments. They should constitute a set of core actions

and/or approaches (maximum five) to be applied by all partners in the cluster. They should be practical, realistic and focus on improvement of current approaches rather than on drastic programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. *The commitments, activities and indicators below are only provided as samples only:*

1. Analyze and take into consideration gendered division of tasks within households and communities and the different needs of women, men, girls and boys in water provision, sanitation and hygiene.

Sample Activities	Sample Indicators
<i>The needs analysis done at the beginning of the project analyzes gendered division of tasks around water, sanitation and hygiene to inform programming.</i>	<i>Needs analysis – including gender analysis - report for [district] prepared by [date]</i>
<i>Consultations are conducted with equal numbers of women and men to understand both groups' needs and capabilities.</i>	<i>[Representative %] of the people consulted for the rehabilitation of water sources in [district] are women.</i>

2. Consult girls and women at all stages of the WASH project, particularly about the location and the design of water points, showers and toilets in order to reduce time spent waiting and collecting water and to mitigate incidences of violence. Ensure that evaluation and translation teams include female staff.

Sample Activities	Sample Indicators
<i>Carry out spot checks to assess women's, girls', boys' and men's perceptions of safe access to WASH facilities.</i>	<i>[Number] spot checks are carried out at the [name] camp in 2011 with equal number of female and male respondents.</i>
<i>Set up lighting around latrines to provide safe passage and use.</i>	<i>100% of latrines in [name] camp have outdoor lighting by [date].</i>

3. Encourage an equal representation of women and men in the committees and in trainings so that all users have an equal mastery of WASH facilities. Involve boys and men in hygiene maintenance and in hygiene programmes.

Sample Activities	Sample Indicators
<i>Establish local water committee with an equal number of women and men.</i>	<i>[Representative %] of members on the local water committee in [name] camp are women.</i>
<i>Hold hygiene maintenance sensitisation meetings with boys and men</i>	<i>Percentage of total number of focus group discussions on hygiene promotion organised for and attended by male adolescents and men</i>

4. Separate the blocks of latrines and showers respecting a ratio of six latrines and shower stalls for women to four for men; doors should be lockable from the inside; female and male facilities are indicated by a pictogramme

Sample Activity	Sample Indicator
<i>Separate female and male public showers and toilets and identify facilities for female and male use with a pictogramme.</i>	<i>Number – disaggregated by sex - of latrine and shower blocks that are lockable from the inside and that have an identifying (male or female) pictogramme.</i>

5. Respond to the specific hygiene needs of menstruating girls and women with the construction of special washing facilities and through provision of female hygiene kits.

Sample Activity	Sample Indicator
<i>Provide appropriate sanitary supplies to girls so they can attend school and fully participate in class.</i>	<i>Sanitary supplies distributed to 100% of girls aged 12-18 years in [district] in July 2011.</i>

For more information on the **Gender Marker** go to www.onereponse.info

For more information on effective WASH programming, see the 'Water Supply, Sanitation and Hygiene Promotion' chapter in **The Sphere Handbook, 2011**

For the e-learning course on **"Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men"** see www.iasc-elearning.org