

Gender-Responsive Water, Sanitation and Hygiene:

Key elements for effective WASH programming



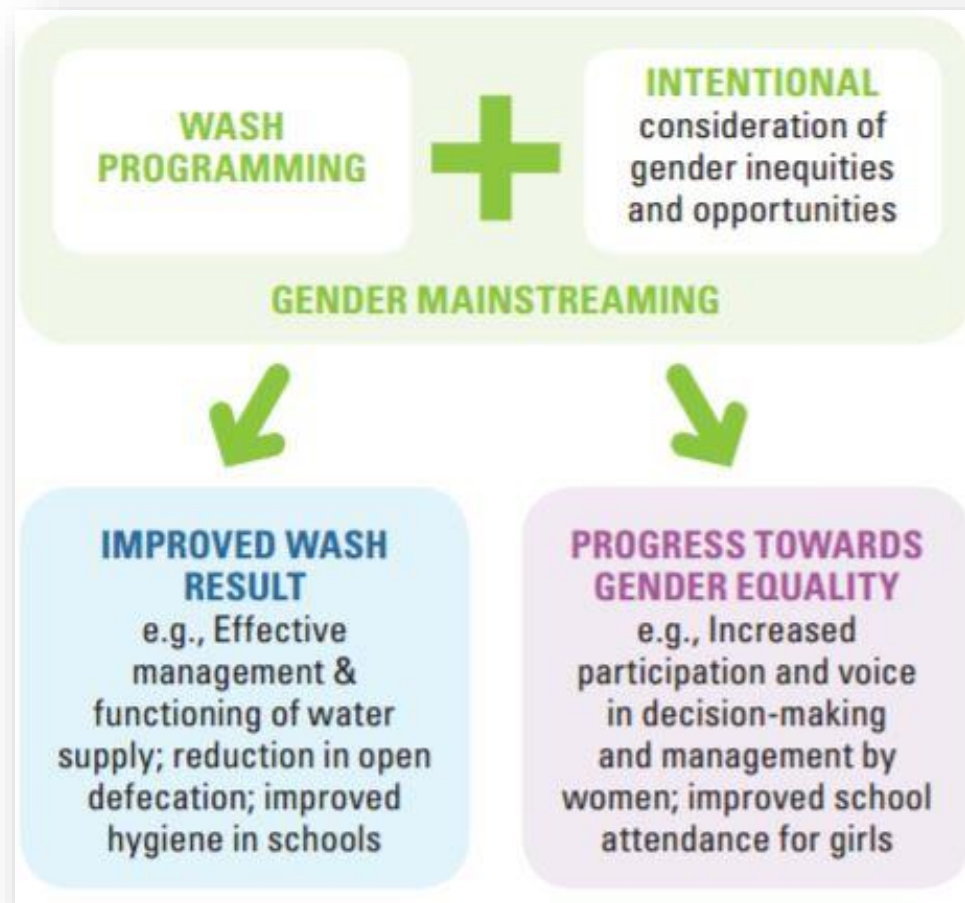
Webinar

Thursday, May 4th, 2017



Gender Equality and WASH Results

GENDER MAINSTREAMING IMPROVES GENDER RESULTS AND WASH RESULTS



Strategic Frame to Gender-Responsive WASH

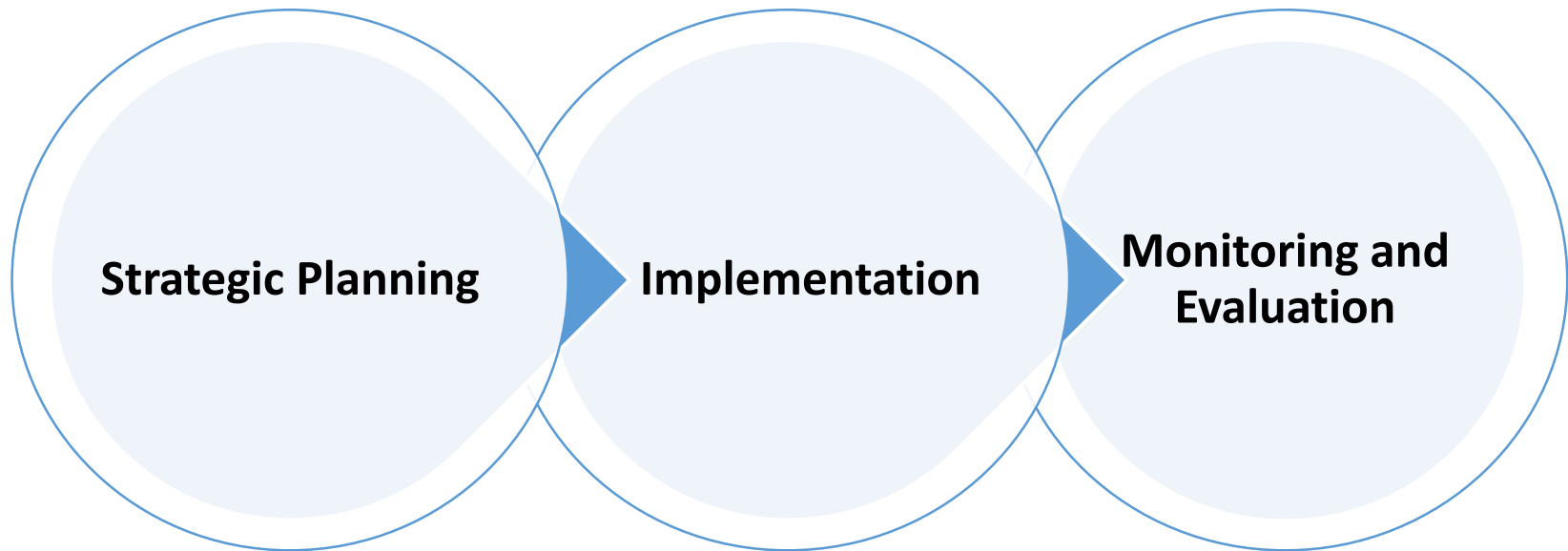


Gender-Responsive WASH Guidance



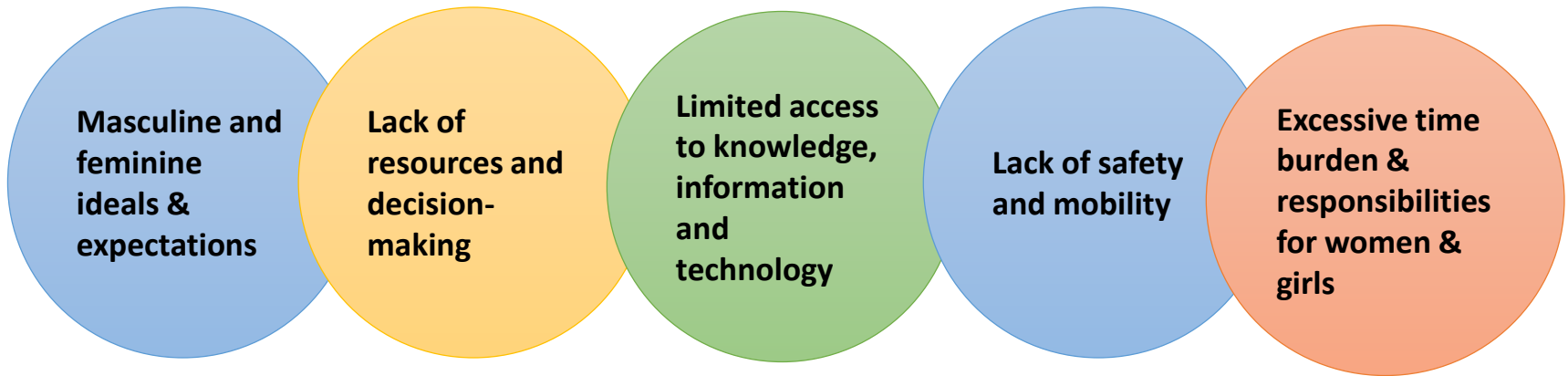
The April 2017 guidance outlines essential elements that practitioners should take into account throughout the programme cycle.

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- **Incorporate a gender lens** at each stage of the programme cycle (including in humanitarian emergencies).
 - Use a results-based management approach.



Stage 1: Strategic Planning

Two steps: Situation Analysis and Programme Design



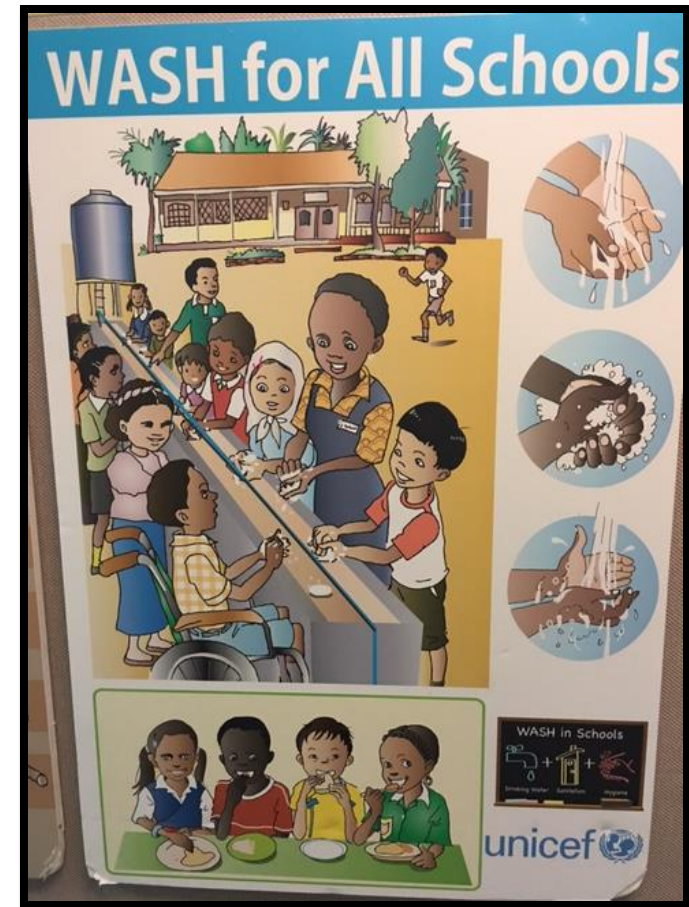
Common gender-related barriers and bottlenecks

Stage 1: Strategic Planning - Situation Analysis

Examples of Key Questions for Situation Analysis

- How are existing WASH services and facilities designed to meet the needs of women and girls, including those with disabilities, such as adequate sanitation/provision for MHM?
- Do features of existing WASH facilities help prevent gender-based violence, e.g. sex-segregated toilets, adequate lighting and privacy?

Lack of safety and mobility



Stage 1: Strategic Planning – Programme Design

Examples of Key Questions for Programme Design

- Have you prioritised gender-responsive programme actions AND indicators that address the most critical inequities and opportunities identified in the analysis?
- Is gender considered as a dimension of market **opportunity**, as a lens on production, distribution or financing?

GBV Programme Design in Emergencies

- Ensure participation of women in decision-making processes (siting, design and management of WASH facilities).
- Tailor and target communication messages for women and girls.

Inter-Agency Standing Committee (IASC) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action

Stage 1: Strategic Planning – Programme Design

Example of Programme Design

Entry points for inclusive MHM programming

- Use MHM programmes to reduce gender AND disability stereotypes and prejudices
- Promote awareness of the needs and capacities of girls with disabilities



Disability Orientation Module (2012)
Lesson 3: Combating Stigma and Discrimination
([link](#))

Stage 2: Implementation

Examples of Key Questions for **Implementation**:

- Have you identified and implemented required activities to achieve the proposed gender outputs and outcomes as outlined in your plans?
- Have you identified qualified partners, budget allocations, and ensured that actions are documented, tracked and reported in timely manner?

Stage 2: Implementation

- Have you determined the implementation approaches in communities AND government institutions?
- Have you introduced MHM services to new and existing WASH facilities?



In Bangladesh, UNICEF advocacy and sensitization efforts resulted in government directives to all secondary and higher schools in the country to provide gender-segregated toilets and menstrual hygiene.

Stage 2: Implementation

- Are you looking at girls and women's job skills and economic purchasing power as gendered programme angles?



In [Nicaragua](#), UNICEF supported the Southern Autonomous regional government with vocational training in masonry and plumbing for adolescents. Girls were encouraged to participate in the traditionally male-dominated sector, and 25 per cent of graduates were girls.

Stage 3: Monitoring & Evaluation

Examples of Key Questions for **Monitoring and Evaluation**

- Are you implementing the gender-responsive WASH intervention as planned, including as part of WASH programming investment and financing evaluation metrics?
- Is the monitoring system providing the necessary information to measure progress in advancing gender equality and/or women's and girls' empowerment?



Stage 3: Monitoring & Evaluation

Quality evaluations provide important lessons learned for future UNICEF programming.

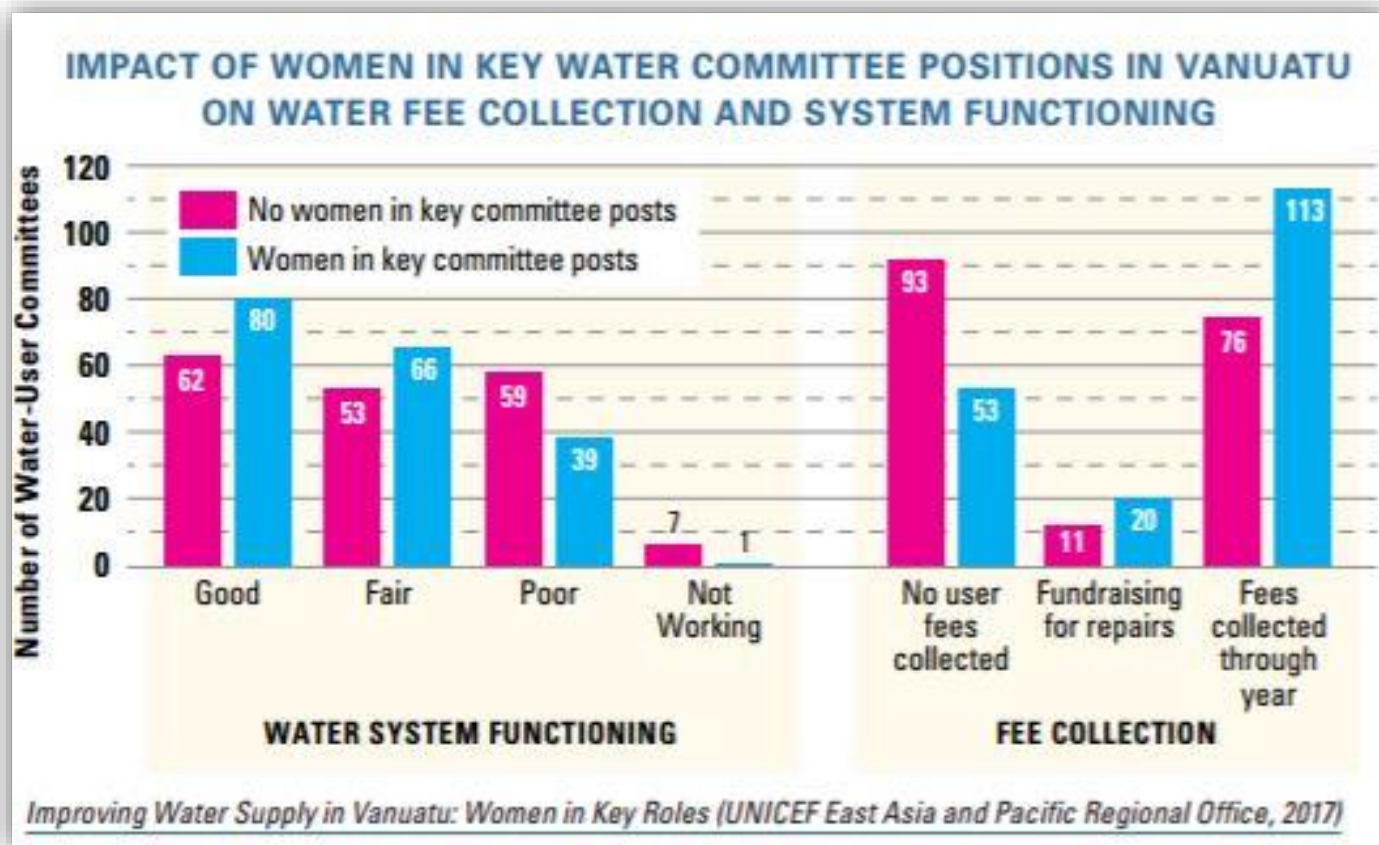
In Morocco, the World Bank's Rural Water Supply and Sanitation Project aimed to reduce the "burden of girls who were traditionally involved in fetching water."

In the 6 provinces the time spent collecting water by women and young girls was reduced by 50 to 90 per cent. Due in part to more convenient access to water, **girls' school attendance increased by 20 per cent in four years.**



Stage 3: Monitoring & Evaluation

UNICEF Vanuatu conducted an analysis to see whether female participation in key posts of water-user committees is associated with improved functioning of water committees and systems.



Field Perspective

Two Country Office programming examples **Indonesia & Burkina Faso**

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- Comments?
- Questions?

DISCUSSION

- Comments?
- Questions?



CONTACT INFORMATION



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