

Gender Programming Checklist

Wash, Sanitation and Hygiene (WASH)

915,600 people in conflict-affected areas in Myanmar, out of whom 49 percent are children and 51 women, face difficulties in accessing clean water, sanitation and hygiene.¹ The lack of space, resources and appropriate site planning in internally displaced people's (IDP) camps coupled with insufficient efforts from the Myanmar Government to expand the spaces of IDP shelters undermine the delivery of gender-responsive WASH facilities, which particularly puts women, girls, boys and LGBTIQ at protection and safety risks. To respond to these gaps and to meet the Sphere Standards, the WASH Cluster regularly consults with IDP women and girls on menstrual hygiene management and has installed child-friendly toilets and enhanced lighting around latrines as well as gender-segregated toilets in temporary learning spaces and family-shared facilities where sufficient space in IDP shelters is available. Yet, inadequate maintenance and potential vandalizing of latrines by shelter residents as well as a possible lack of receptiveness by the community towards menstrual hygiene management (MHM) due to socio-cultural norms that render menstruation as a taboo subject may compromise these efforts.

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| Needs Assessment and Analysis | <ul style="list-style-type: none"> ✓ Collect and analyze sex-, age- and disability-disaggregated data (SADDD) to develop a profile of at-risk population groups with special WASH requirements to determine potential access barriers to WASH facilities. ✓ Gather information from women, girls, boys and men about gender-related cultural practices related to hygiene, water and sanitation use (e.g. <i>women and men bathing separately or women as the main water collectors</i>) and their needs and roles in WASH decision-making, operation and maintenance (e.g. <i>do women and men have an equal voice in terms of WASH decisions?</i>). ✓ Analyze women's and girls' menstruation needs and the impact that these needs have on women's and girls' access to other services. <i>Example: Girls' access to schools if gender-separated toilets or sanitary disposal systems are absent in schools.</i> ✓ Ensure an equal balance of men and women in the WASH assessment team. ✓ Conduct an analysis of gender breakdown and gender capacities of WASH staff. <i>Examples: Identify training needs, level of confidence in promoting gender equality, level of knowledge and gender skills.</i> |
| Strategic Planning | <ul style="list-style-type: none"> ✓ Consult with women, girls, men, boys, LGBTIQ, elderly, persons with disabilities, female-headed household and other at-risk groups on the design and location of WASH services. ✓ Consult with communities to consider special measures to facilitate access to WASH facilities by vulnerable and marginalized groups while avoiding a potential stigmatization of these groups (e.g. GBV survivors, female headed households, LGTIQ persons, persons with disabilities, elderly and those with special needs and ensure gender-responsive WASH facilities in women-, child- and youth-temporary learning and other community spaces including provisions for MHM. <i>Example: Consider toilet and bathing facilities attached to the shelters especially for persons with serious disabilities or chronic illnesses, GBV survivors, female headed households, LGTIQ persons and elderly.</i> <i>Example: Consider the construction of safe WASH spaces for GBV survivors.</i> <i>Example: Install household toilet and bathing facilities if spaces allow. If these are not possible, support facilities shared by a maximum of 2–3 families.</i> <i>Example: Segregate communal latrines and bathing facilities by gender and install clear signage for women and men. In addition, install mixed latrines accessible for transpersons.</i> ✓ Reflect gender analysis in planning documents and situation reports. ✓ Ensure a gender balance in the WASH staff. |

¹ Humanitarian Needs Overview 2019.

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| | <ul style="list-style-type: none"> ✓ Install sufficient lighting for sanitation facilities, provide privacy and locks on the inside and locate them in safe sites, design them in culturally appropriate manners (e.g. gender-segregated communal latrines and bathing spaces in addition to mixed latrines accessible for transpersons) and ensure they are safely accessible for persons with disabilities. ✓ Advocate with the Government for the expansion of IDP camps, including the allowance for space to provide adequate, safe and gender-responsive services, e.g. safe bathing areas for women and girls. Train women and men equally in the operation and maintenance of WASH facilities. ✓ Consult with women and girls on appropriateness of menstrual hygiene materials and conduct culturally sensitive MHM awareness initiatives. |
| Resource Mobilization | <ul style="list-style-type: none"> ✓ Target the response to the most vulnerable and marginalized when resources are a limiting factor. ✓ Apply IASC Gender with Age Marker to all WASH programmes and ensure their compliance. ✓ Include information and key messages on gender and the WASH sector for inclusion in the initial assessment reports to influence funding priorities. ✓ Report regularly on resource gaps on gender within the WASH sector to donors and other humanitarian stakeholders. |
| Implementation and Monitoring | <ul style="list-style-type: none"> ✓ Involve women and men equally and meaningfully in decision-making, implementation and monitoring of WASH programmes and consider their respective practices, needs, roles and capabilities. ✓ Address discriminatory practices (e.g. patriarchal norms that disallow women to take place in public life) hindering women's participation in water management groups through gender-sensitisation, behavior change and women's empowerment programmes. ✓ Include at-risk groups such as LGBTIQ, elderly and people with disabilities in leading WASH service provisions to implement safe and effective WASH programmes. ✓ Monitor equal access to services and facilities through the collection of SADD and address barriers to equal access promptly. Increase monitoring of WASH facilities and services in temporary learning centers. ✓ Distribute culturally-appropriate MHM kits for women and girls of reproductive age regularly and provide private spaces to wash or dispose sanitary pads when spaces allow. Explore options of cash-based programming for hygiene kits for women where feasible. ✓ Ensure that hand-pumps and water containers are women- and girl-friendly and designed in ways to minimize time spent on water collection. ✓ Set-up gender-responsive, inclusive and confidential feedback and complaint mechanisms including SEA reporting measures. <p><i>Examples: Conduct gender-segregated focus group discussions based on age groups including women support groups and women's CSOs where appropriate, provide feedback and complaint boxes and hotline services.</i></p> |
| Gender Operational Peer Review and Evaluation | <ul style="list-style-type: none"> ✓ Review methodologies and processes based on equal participation and access to WASH services by women, girls, men and boys from diverse groups from the onset of programme planning through to implementation in order to determine good practice in providing equal assistance to women and men. ✓ Share good practices around usage of gender-responsive measures and address gaps. ✓ Routinely measure project-specific indicators based on the checklist provided in the Inter-Agency Standing Committee Gender in Humanitarian Action Handbook and the Minimum Standards in Water Supply, Sanitation and Hygiene Promotion outlined in the Sphere Handbook. |