

A checklist that will facilitate the information gathering process needed to address the gender issues in WASH programming have been extracted from those reference materials:

#### **General data**

- § Total number of family's data disaggregated by age and sex.
- § Number of families headed by females, and number by males.
- § Child headed families.
- § Number of unaccompanied boys and girls, elderly, disabled.

#### **Water collection, transportation and allocation at HH level**

- § Patterns of water collection (water fetching and carrying): Time spent (hours / day).
- § Relationship between water collection and girl child school attendance.
- § Gendered division of access to means of water transportation. When the family has access to a privet transport (bicycle, donkey, motorbike, etc), do men retain the priority in its use, leaving women more reliant to travel by foot?
- § Patterns of water allocation among the family members (sharing, quantity, quality).

#### **Access to and control over water sources**

- § The different uses and responsibilities for water by men, women and children (e.g. cooking, sanitation, gardens, livestock, etc.).
- § Who takes the decision about different water uses in the community (Water irrigation, domestic use, livestock watering, water selling, brick making, etc)? Do women have access to income generated activities related to water?

#### **Gender division of time-use in the household**

- § Who takes the decision about the time spent at household level?
- § Normal means of handling, storing and treating water at household level
- § Who is responsible for household hygiene? Who is responsible for hygiene and sanitation practices at community level? If women are responsible for the hygiene status of themselves and their families, what level of knowledge and skills do women have?

#### **Technical option / O&M**

- § Gendered division of responsibilities for maintenance and management of water and sanitation facilities. Are women equally represented at in community development committees, water committees, community associations, etc? Which roles are the women representing in those associations? Do they have access to treasury?
- § Who is to maintain the latrines / water points?
- § Does the community need technical training on latrine use for operation and maintenance and hygiene and / or managerial training for maintenance?
- § Options for convenient user-friendly designs, low cost and affordable facilities.
- § Physical designs for water points and latrines appropriate to water source, number and needs of users.
- § Does the community need facilities adopted to disable / elderly people (especially women)?

#### **Privacy and security**

- § Location and design for privacy and security of water points / latrines and bathing facilities.
- § Safety around water sources, especially if women and children are primary users. Do women feel constrained to travel alone in public to the water point / sanitation facilities because of real danger of aggression or social disapproval?

#### **Sanitary habits of women and girl**

- § What is appropriate to discuss; what types of materials are appropriate to distribute; how the children faeces are treated? What are the cultural assumptions with regard to water and sanitation activities during pregnancy, during menstruation, anal cleaning, etc?

#### **Cultural issues**

- § What are the main cultural issues which impact upon women's and men's access to water? What can be reinforced and introduced?

#### **Traditional gender roles and power structure**

- § How do women perceive themselves in traditional roles and active participation? How much of this can be changed and how much can not be changed?
- § Who decides how much money should be spent on water?
- § If programmes based on demand-responsiveness need be aware of possible exclusion of women-

## **Which action should be implemented in order to ensure gender mainstreaming?**

Examples of case studies and in-country research studies with specific activities and results from different experiences worldwide are included in the Software WatSan CD: Hygiene Promotion – General concepts < Gender < In country research - Case studies.

In this guide good practices and lessons learnt that will facilitate the gender mainstreaming in WASH programming have been extracted from those reference materials:

### **Community consultation**

- § Identify person (i.e., school teacher, NGO representative, female translator) who could coordinate consultations that include the gender dimension with women and men directly affected.
- § Establish mechanisms (e.g. workshops, focus discussion groups, etc) to make sure men and women's voices are heard on decisions related to immediate location and appropriate technology for water and sanitation systems (design, type, cost and affordability), using appropriate persons/facilitators where necessary. Women need to be consulted about convenient times and locations for meetings and they need time to be given time to re-organize their schedules.
- § Involve both men and women in discussions on water and sanitation, including personal hygiene habits, general health and the needs and fears of children.
- § Conduct consultations in a secure setting where all individuals (including women and girls) feel safe to provide information and participate in discussion and decision making.
- § Work separately with women and men's groups, where necessary, to counter exclusion and prejudice related to water, sanitation and hygiene practices.
- § Guarantee confidentiality and integrate cultural sensitivity into discussion forums on hygiene and sanitation with women and girls.
- § Use other women as facilitators in these discussions
- § Include questions on cultural and ethnic beliefs on water usage, responsibilities and sanitation practices
- § Create a participatory, non-discriminatory (age, sex, ability) framework for enabling unrestricted access to water and sanitation.

### **Link to hardware / Community training**

- § Provide 'coaching' advice to engineers and the technical team on how to work with the community and make effective use of women's knowledge of the community.
- § Provide formal and 'on-the-job' training of both men and women in construction, operation and maintenance of all types of water and sanitation facilities, including wells and pumps, water storage, treatment, water quality monitoring, distribution systems, latrines and bathing facilities
- § Ensure that the trainings are suited for the specific needs of women (timing, language, educational qualification requisites, etc). The training need to be especially tailor-made to the specific requirement of poor women and vulnerable groups.
- § Provide training to women in effective water and sanitation planning and management, especially where there is a prevalence of women-headed households (using women to women training).
- § Offer training to men in water management, especially for single male-headed households which have previously relied on women to collect water and to manage the cooking, personal hygiene and domestic needs for the family (using men to men training)
- § Work with community groups to expand, operate and maintain communal facilities, and dispose of liquid and solid wastes

### **Social research**

- § Through key interviews intend to understand the power and social relation in the target communities and examine the roles, responsibilities, processes and workloads of children, women and men, the rich and the poor in terms of labour in their homes, in food production and water use and management.
- § Determine how women's and men's participation and skills acquisition influence power dynamics at the household level. Be aware of possible increases in domestic tensions and provide conflict resolution counselling and support.

### **Gender sensitization**

- § Develop special activities on gender sensitization for men.
- § Target hygiene programmes not only to mothers, but also to fathers and other carers of children.

## Indicators

Gendered indicators should be included in the WatSan projects in order to monitor the gender component in our actions.

- § Reduction of water collection work for women and children (hours / day).
- § Women and girls have opportunity to use the time and energy gained for education (girl child school attendance), creating own assets and income, or rest and relaxation.
- § Acceptance and pursuit of gender measures in the programme by project staff and beneficiaries is increased.
- § Gender and ethnic differences are considered in design and location of water and sanitation systems and equipment.
- § Information is gathered from women, men, girls and boys about:
  - Cultural beliefs and practices in water and sanitation use;
  - Hygiene habits;
  - Needs and roles in operation, maintenance and distribution;
  - Methods and time spent in water collection.
- § Data disaggregated by sex and age are used to develop a profile of at-risk populations with special water requirements.
- § Water sites, distribution mechanisms and maintenance procedures are accessible to women including those with limited mobility.
- § Women are perceived as capable of doing 'men's work' as operation & maintenance, banking and financial management.
- § Communal latrine and bathing cubicles for women and children are sited in safe locations, are culturally appropriate, provide privacy, are adequately illuminated and are accessible for those with disabilities.
- § Men and women are trained in use and maintenance of facilities.
- § Women gains control over the water sources in terms of water management decision making process. The empowerment of women does not have negative effects as overburdening or family conflicts.
- § Both men and women have access to or share control over resources for collecting/carrying water (means of water transportation), containers and storage facilities.
- § Facilities and collection points are monitored to ensure they are safe and accessible (locks, lighting)
- § Men and women are sensitised / trained to protect surface and ground water.
- § Men and women are involved with the safe disposal of solid waste.
- § Hygiene issues are not seen only as a 'women's issue'. Men and boys participate in hygiene promotion activities and are encouraged to change their own hygiene behaviour and take responsibilities at household level.
- § Women's access to income generated activities related to water increased.