

GENDER MAINSTREAMING GUIDELINES & TOOLKIT FOR THE WASH SECTOR

GOG - UNICEF

By PATIENCE AGYARE-KWABI -
CONSULTANT



Content

1. Introduction
2. Purpose of the guidelines and toolkit
3. Annotated outline of contents
4. Details on the Sections
5. Content of the Toolkit
6. Testing of the Guidelines and Toolkit
7. Training and application
8. Media briefs and publicity
9. Follow-up actions

INTRODUCTION

The development of this gender mainstreaming guidelines and toolkit is strengthened by the three (3) critical findings from the gender assessment:

1. **There are CRITICAL gender issues in WASH to be addressed (access, inclusion and benefits);**
2. **Gender mainstreaming has not been consistent and systematic in the sector;**
3. **There is need to enhance capacities in gender mainstreaming at all levels.**
4. **Effective targeting in WASH programming , demands measuring gender equity results (Men, women, boys and girls and persons with vulnerability)**



Purpose

- Promote a systematic and sustainable integration of gender equity at all levels of programming;
- Enhance capacities of sector implementers, stakeholders and programme managers to ensure systematic gender analysis in planning and programming;
- Provide some practical and strategic illustrations of explicit gender strategies, guidelines and tools;
- Present a user-friendly, easy referenced document for effective gender mainstreaming and equity promotion in the WASH sector; and
- Support consistent tracking and accountability system with specific performance indicators and measure of progress in gender monitoring and evaluation.

Part One: Policy, Plans and Programmes

FOCUS AREA	GUIDELINES	Tools
Policy and Planning	<ul style="list-style-type: none"> ✓ Align with National Gender Policy Considerations in poverty strategies, sector policies and strategies ✓ Identify and include critical gender gaps to be addressed 	Gender Policy Audits
Funding Acquisition	<ul style="list-style-type: none"> ✓ Negotiate to achieve a balance of project expenditure on hardware and software that will foster sustainability. Essential software: training, IEC, community mobilization and participatory monitoring. 	Gender Analysis Gender Audits of Budgets Gender Budgeting
Human Resources	<ul style="list-style-type: none"> ✓ Review advertising, interviewing and selection processes, and the working environment to assess if government jobs in rural sanitation and hygiene are equally accessible and accommodating for women and for men. ✓ Review advertising, interviewing and selection processes, and the working environment to assess if government jobs in rural water supply are equally accessible and accommodating for women and for men. 	<ul style="list-style-type: none"> ✓ Gender and human resource advertizing – gender sensitive advertisements

Part One: Policy and Programmes

FOCUS AREA	GUIDELINES	Tools
Capacity Building and Training	<ul style="list-style-type: none"> ✓ Explore creative ways to bring more women where necessary into key water supply field teams and processes: female university interns, NGO staff etc. ✓ Train men to become more gender sensitive ✓ Promote capacity building in gender and equity in water, sanitation and hygiene in sector ministries in collaboration with the sector ministries and Gender Mainstreaming Equality Teams at national and district and community levels. 	<ul style="list-style-type: none"> ✓ Gender capacity building – gender training methods ✓ Gender audit ✓ Gender assessments ✓ Gender Analysis ✓ Gender sensitive training plans
Special Events and Awareness Campaigns	<ul style="list-style-type: none"> ✓ Involve men, women, girls and boys in designing special events and campaigns. ✓ Put priority on events in which women, men, boys and girls can participate fully e.g. durbars, games, dance, theatre, puppetry, small group activities. ✓ Literacy should not be a barrier to participation. 	<ul style="list-style-type: none"> ✓ Sex disaggregation of meetings and activities ✓ Gender Analysis
Water Supply	<ul style="list-style-type: none"> ✓ Mobilizing WSMT and User Groups to include both males and females ✓ Ensure the Identification of those with special needs and ask about their water needs, constraints and suggestions. ✓ Have separate discussions with men and with women. 	<ul style="list-style-type: none"> ✓ Gender Audits ✓ Gender Analysis ✓ Gender Needs Assessments
Sanitation and Hygiene Promotion	<ul style="list-style-type: none"> ✓ Use various facilitation techniques to get both males and all female to participate fully. ✓ Emphasize that all WSMT tasks are team tasks: men and women have equitable responsibility for water use, sanitation and hygiene promotion. 	<ul style="list-style-type: none"> ✓ Gender and facilities Use Analysis
Operation and Maintenance	<ul style="list-style-type: none"> ✓ Gender sensitive operation and maintenance plans ✓ Ensure involvement of men and women in routine repairs where possible. ✓ Gender equality in the selection of facility caretakers, 	<ul style="list-style-type: none"> ✓ Gender sensitive facility management plans
Monitoring and Evaluations	<p>Integrate gender in M&E frameworks</p> <p>Incluye gender sensitive indicators in M&E indicators</p>	<ul style="list-style-type: none"> ✓ Gender sensitive M&E plans

Part Two: Programme Level Planning

- Programming in WASH presents concrete suggestions on how sector partners and implementers can take gender mainstreaming through systematic analysis at the four main levels of programming –
- **Programme Development**
- **Planning for Implementation**
- **Implementation**
- **Monitoring and Evaluation**

For each of the key sector focus areas some guidelines were provided: Water Supply, Sanitation and Hygiene, CLTS, WinS, Sanitation Marketing, etc:

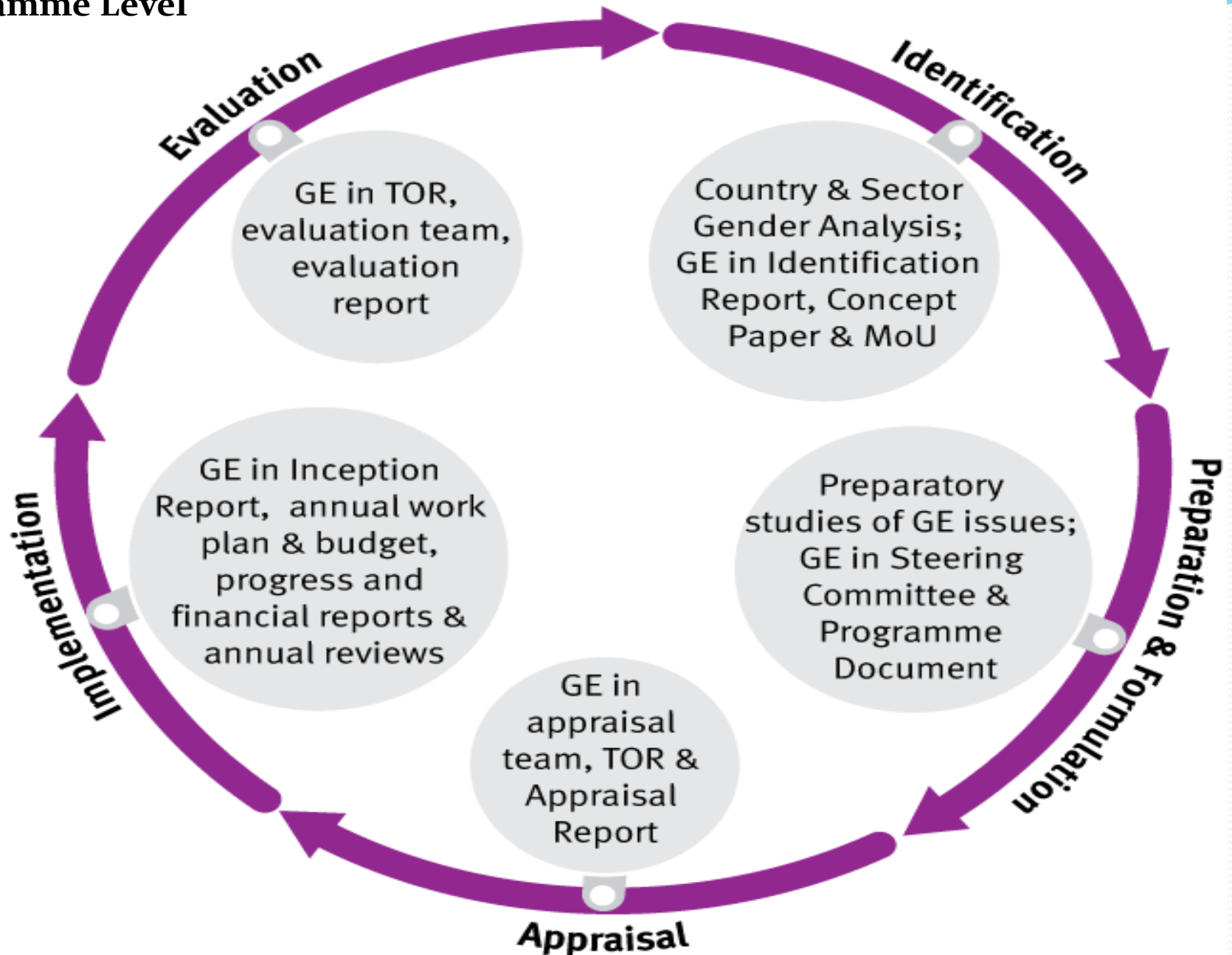
Example 1: CLIS

Programme Level	Gender Equity Guidelines	Tools
Programme Development	<ul style="list-style-type: none"> ➤ Clearly outline gender needs in sanitation and hygiene ➤ Baseline information include gender needs, roles, responsibilities and relations ➤ Set clear gender equality objectives programme ➤ Involve both males and females in the programme design – Pre-triggering, triggering and post triggering ➤ Identify activities based on existing gender roles ➤ Include activities based on strategic gender needs 	➤ Gender Sensitive baseline data collection
Planning for Implementation	<ul style="list-style-type: none"> ➤ Set out gender capacity building plan for programme indicating clearly trainings and timelines for staff, community members ➤ Develop gender sensitive implementation plans ➤ Propose gender specific and women targeted mainstreaming plans ➤ Establish gender mainstreaming teams 	Gender Assessment
Implementation	<ul style="list-style-type: none"> ➤ Involve female and male community members at Pre-triggering, triggering and post triggering pre-consensus, consensus and implementation meetings ➤ Establish gender balanced committees and working groups at district and community staff from local NGOs, health workers, members of provincial/commune Committees for Women and Children etc. ➤ Train equal numbers of women and men, at the community levels whenever possible. If less than 40% of one sex attends, investigate why so that action can be taken for a better balance of participants at the next training. ➤ Ensure the training location is safe and close enough for women to attend as well as men. ➤ Advocate for equitable selection of natural leaders by communities ➤ Develop programmes that especially builds capacity of women and sustain leadership interests ➤ Motivate natural leaders especially women who support achievement of set targets 	Sex-disaggregation of data Gender Analysis (KARI)
Monitoring and Evaluation	<ul style="list-style-type: none"> ➤ Develop gender sensitive M&E frameworks ➤ Formulation of gender sensitive qualitative and quantitative indicators ➤ Men and Women are equitably included in the M&E and supervisory teams ➤ M&E Report should include achievement of gender equality targets 	Gender sensitive M&E indicators Participatory Gender Equity Monitoring Voices and Stories

EXAMPLE 2: GENDER GUIDELINES FOR WinS

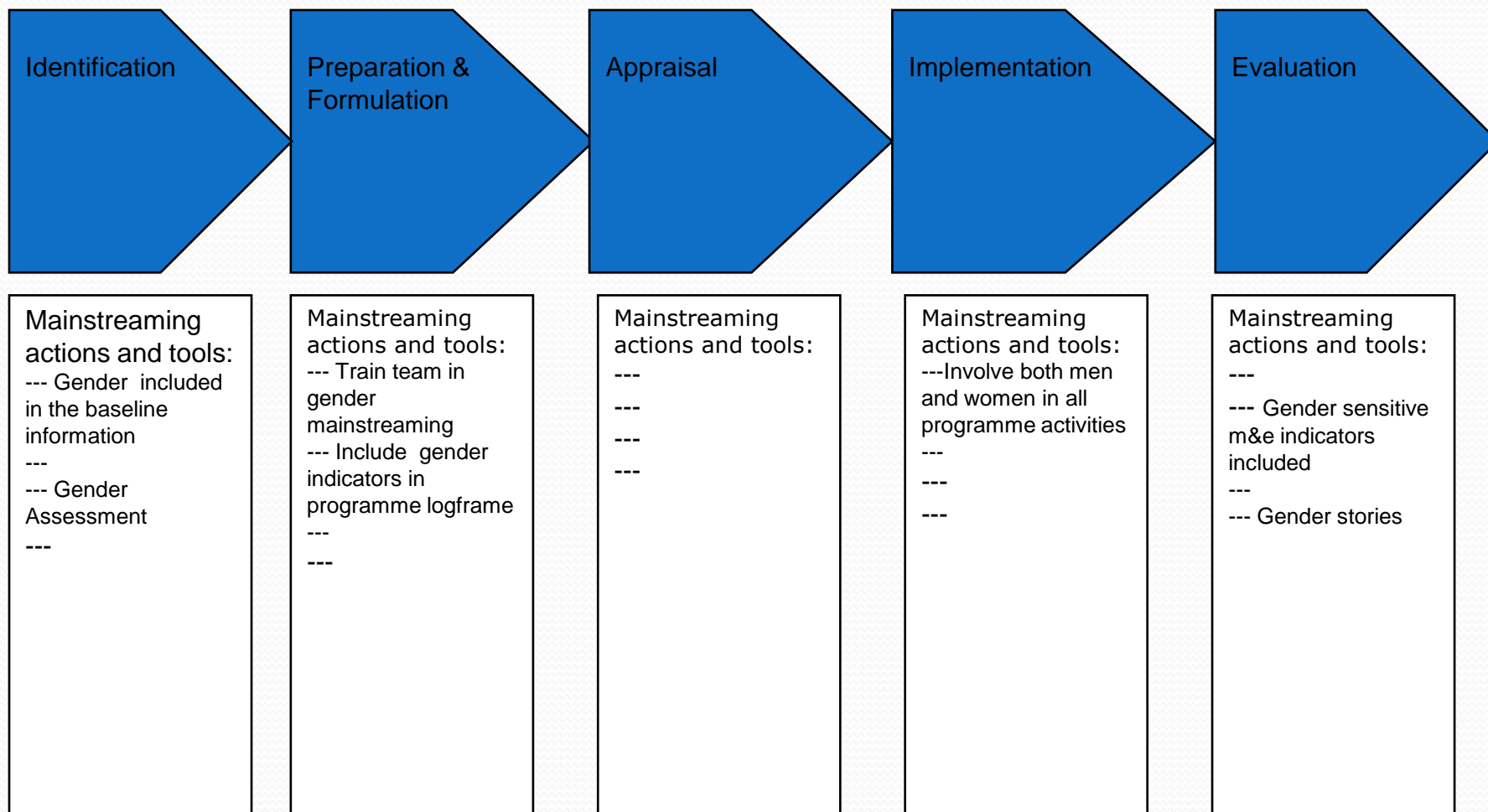
FOCUS AREAS	GUIDELINES	RESPONSIBILITY
<i>Construction Stage</i>	<ul style="list-style-type: none"> Facilitate meetings between contractors / service providers with executive members of the Parent Teacher Association / School Management Committee and school staff. The aim is to agree on how to reduce the contractor's negative impact on girls' and boys' learning and playing area. (e.g. identifying an appropriate location for equipment and construction materials, reducing noise as much as possible etc.) Opinions' of boys and girls must be sought in the construction of their WASH facilities 	DA / CWSA // MoE/GES –SHEP / Contractors / service provider, PTA/SMC
<i>Post-construction Monitoring</i>	<ul style="list-style-type: none"> Ask girls and boys as well as male and female teachers/staff about 1) their level of satisfaction with the facilities) the level of respect they were shown by the construction team. Train male and female teachers/staff and pupil/student council members on good water point and hygiene management. Provide facility user education on operation and maintenance Ensure that male and female caretakers are trained, and that all caretakers have access to the toolkit and to spare parts. 	Headteachers, SMCs / PTAs / SHEP / School children Circuit Supervisors (CS)
<i>Facility Management</i>	<ul style="list-style-type: none"> Gender sensitive facility management plan A gender friendly duty roaster should be prepared and paste on the school notice board at vantage areas where children responsible for cleaning will be identified Provision of gender sensitive roles and tasks division where girls as well as boys are involved Selection / appointment of both males and females as school School-based Health Coordinators 	SHEP Coordinators / Officers SMC/PTA School Heads School Prefects Pupils both boys and girls
<i>Menstrual Hygiene</i>	<ul style="list-style-type: none"> Support for ensuring menstrual hygiene for girls Provide changing rooms and privacy for girls in their menses Support access to sanitary pads for girls in schools Train girls in adoption of menstrual hygiene practices and best hygiene behaviours during menstruation Provide for the disposal of used sanitary pads 	SHEP Coordinators / SMC/PTA School Heads School Prefects Pupils both boys and girls
<i>School Health Clubs</i>	<ul style="list-style-type: none"> Ensure the involvement of all pupils both boys and girls Gender sensitive training manuals for boys and girls Gender sensitive and trained SHEP Coordinators and focal points 	SHEP Coordinators NGOs / Health Service Providers
<i>Monitoring and Evaluation</i>	<ul style="list-style-type: none"> Ensure gender sensitive M&E indicators for SCHOOL WASH Include quantitative and qualitative indicators for measuring gender sensitivity and response in use of school facilities Include both men and women, boys and girls in participatory M&E 	DA / DPs / SMC/PTA/SHEP/Pupils both boys and girls

A Cyclical Summative Framework for Gender Mainstreaming (GM) at Programme Level



Example of a A gender mainstreaming frame at WASH Programme levels

This could be done taking through the following processes and based on the guidelines outlined



Part Three: Project and Community Level Gender Equity Checklists

A detailed checklist of guidelines for integrating gender into the three different levels of project cycle management:

- **Project design and formulation**
- **Project implementation and monitoring**
- **Project review and evaluation**

Part Four –

Gender Mainstreaming Toolkit

- This is made up of illustrations on the applications of various gender tools mainstreaming. The toolkit is also presented in a simple and easy to use table format that sector practitioners can adopt, adapt and apply at different levels as suggested in the guidelines.

Contents of the Toolkits

The tool kit identifies key tools for gender mainstreaming and offers explanatory guidance to their usage: *Gender Audits, Assessments, Sex-disaggregation of data, gender analysis*

- **WHAT (DEFINITION)**
- **WHY (PURPOSE)**
- **HOW (APPLICATION)**
- **WHEN (USAGE)**
- **BY AND WITH WHOM**

TOOLS	WHAT (DEFINITION)	WHY (PURPOSE)	HOW (APPLICATION)	WHEN (USAGE)	BY AND WITH WHOM
❖ Gender Policy Briefs	This are well written policy statements focusing on gender equality or inequality. It addresses the need for a policy focus on gender and equality promotion.	will require some immediate policy action nor redress	<ul style="list-style-type: none"> • Define the aims, objectives and targets of the information. • Plan for the content of the brief and discuss with stakeholders • As defined it should be It be short and concise and ideally not more than a page • Decide on the language to use • Ensure thorough editing • Identify a strategic medium for the statement • Circulate the statement in the media or an agreed medium 	<ul style="list-style-type: none"> • Policy disseminations • Gender advocacies and communications 	<ul style="list-style-type: none"> • Policy Makers • Institutions / MMDAs and NGOs • Programme Managers • Gender Consultants and advisers
❖ Gender Audits	Gender audits analyze policies, the income and expenditures of the government from a gender perspective.	The purpose of gender audits is to lead to changes in public policy that contribute to an increase in gender equality.	<ul style="list-style-type: none"> • <i>Conduct a Gender Audit</i> survey • Analyze public policy impacts differently on men and women. • Identify the variance that stems from the different roles, responsibilities of women and men , boys and girls in the family • Review the gaps and • Identify and prioritize actions to address these gaps and by who 	<ul style="list-style-type: none"> • Policy formulations • Programme and project designs 	<ul style="list-style-type: none"> • Development Partners • MMDAs / NGOs • Programme Managers and Staff

TOOLS	WHAT	WHY	HOW	WHEN	BY WHO
❖ Sex, age Disaggregation of data	It refers to all data that are cross-classified by sex, presenting information separately for women and men, boys and girls.	Sex disaggregated data are important to identify the gaps, and gender analysis helps to understand women's access to and control over resources, labour patterns, resources use patterns, the status of women's rights, and the distribution of benefits between and among women and men. The overarching purpose of focusing on data is to contribute to gender equity through ensuring that there is equal in all aspects of water and sanitation sectors and this is taken into account.	<ul style="list-style-type: none"> Simply categorize all data on participation, needs, interests, roles, responsibilities under males, females, girls and boys when relevant Take stock of the state of gender-disaggregated data on water and sanitation at global, regional and local levels; identify obstacles to gender-disaggregated data capacity/ Identify tools for collection; identification and analysis of data Prioritize data in terms of needs of males, females, boys and girls; for capturing the gendered dimensions of water and sanitation use computer aided analysis packages – excel, spss and others to support your analysis; Report on identify gaps and monitor progress in redress Weigh the adequacy of current data collection regimes and address inadequacies 	At all the levels of programming and project implementation	Policy and decision makers Programme Staff All WASH Sector Institutions Programme and Project Staff Gender officers and advisers
❖ Participatory Gender Methods	Participatory approaches and tools are used in baseline Surveys, assessments and research, and in the planning and Implementation of development programmes.	<p>The purpose of using participatory approached and methods n the WASH sector is ensure consistent involvement of men, women, girls and boys at all levels of programming</p> <p>The participatory approach offers a better way to engage stakeholders at all levels to take part and share their ideas through interactive learning and sharing.</p>	<ul style="list-style-type: none"> Be aware of gender roles and power relations Provide equal opportunity to participate in the process Time and place should be suitable for especially women Use local language or a form of dialect which can be easily understood by all especially those illiterates or semi-literates 	<p>During implementation and in all programme / project activities especially at community and grassroot levels</p> <p>The approach requires involving people who are directly concerned or affected by the issue to be addressed in identifying the problem, defining and implementing the potential solution.</p>	<p>Development Partners MMDAs / NGOs Programme Managers and Staff Gender Consultants and Officers Researchers and Students Community facilitators / Animators</p>
❖ Gender Analysis	It examines power relationships between males and females in several dimensions such as social, economic, political.	A gender analysis is used to examine trends and conditions in the lives of men, women, boys and girls and gaps or inequalities between them and to make meanings out of the variances in their needs, roles, responsibilities and positions.	It can be done at the individual, household, community, national, regional and global levels. There is often confusion over this – mistakenly conflating an analysis that looks exclusively at women with a gender analysis.	There are many ways to do a gender analysis and many levels from which to do it. A basis analysis is the suggestion using the conditions and position analysis. Refer to example 4 below for a basic gender analysis	<p>Development Partners, MMDAs / NGOs, Programme Managers and Staff, Gender Consultants and Officers; Researchers and Students; Community facilitators / Animators</p>

TOOLS	WHAT	WHY	HOW	WHEN	BY WHO
❖ Gender Assessments and Baseline studies	It is a field based assessment aimed at identifying gender needs, roles, relationships, responsibilities , interests	It is used to identify key areas and focus of programmes to meet the practical and strategic gender needs of men, women, boys and girls. It may also create a snapshot of the perceptions, capacities that staff have regarding the status of gender equality and gender mainstreaming at all levels	<ul style="list-style-type: none"> • Formulate your baseline and assessment instruments. • Ensure that questions and responses will reveal both quantitative and qualitative information on gender equality gaps (needs, roles, responsibilities, relationships, interests and vulnerabilities of men, women. • Analyze information gathered and reveal all critical gender gaps • Validate findings with stakeholders • Draft report and provide recommendations based on identified gaps 	• Pre-programme and project formulation	Development Partners MMDAs / NGOs Programme Managers and Staff Gender Consultants and Officers Researchers and Students

GENDER AND WASH BRIEFING

NOTES

- Why Mainstream Gender in WASH (**PURPOSE, OBJECTIVES, POLICIES**)
- What is gender and WASH (**UNDERSTANDING GENDER**)
- What are we mainstreaming into WASH (**CRITICAL GENDER ISSUES**)
- How do we Mainstream Gender and WASH (**STRATEGIES / TOOLS**)
- Who is Responsible for Mainstreaming Gender and WASH (**RESPONSIBILITY / ACCOUNTABILITY**)
- For what are we mainstreaming Gender into WASH (**RESULTS / EVIDENCE OF CHANGE**)

FOLLOW- UP Activities

- Dissemination
- Receive Comments and review
- Further additions and editions based on the comments
- Finalize, Publishing
- Distribution