



Gender Equality Measures in WASH Interventions

This Tip Sheet describes interventions, poses action-oriented questions and offers an example of the 4 Key GEMs. These critical programming steps connect to generate gender equality in WASH projects and programs. The IASC GAM (described below) flags whether these steps are in proposals or implemented projects.

Gender Equality in WASH: Women, girls, boys and men in different age groups have equitable access to adequate, safe and affordable water, sanitation and hygiene services, and that no group is unduly burdened or harmed during this access.

WASH interventions can make assistance responsive and fair by:

- ✓ Consulting affected people separately (by gender and age groups) to understand the distinct local needs, roles and dynamics of the member groups in households;
- ✓ Designing programs to match the distinct needs;
- ✓ Including women and men, girls and boys in appropriate age groups in the design and review of the project; and
- ✓ Reviewing and comparing the distinct benefits for women and men, girls and boys.

Everyone needs water to live – this is not affected by gender or age. However, the roles in collecting water, maintaining water infrastructure, using water and making decisions about water to change according to gender and age group. Similarly, hygiene needs and practices vary according to gender and time of life. Access to WASH facilities can be affected by violence. Understanding these basic needs, roles and dynamics will improve WASH interventions so that they are more likely to be enjoyed equally by people in need.

IASC Gender with Age Marker (GAM): The GAM measures whether the Gender Analysis, Tailored Activities, Influence on the Project and Benefits (Key Gender Equality Measures/GEMs, highlighted in green in the text boxes) demonstrate gendered issues and involvement across age groups. These are the building blocks that lay the foundations for quality programming. The tool codes (0-4): higher when the project can demonstrate gendered needs, roles and dynamics are considered, based on different age groups; activities are tailored accordingly; affected groups get benefits fairly; and they influence the project fairly. The GAM is used in Design and Monitoring Phases. Only Key GEMs are considered in Design while all GEMs are considered in the Monitoring Phase.

WASH activities may target action to address specific vulnerabilities or discriminations resulting from gender

Questions to Inspire Action by GEMs

Needs Analysis Set

Gender Analysis (Key) How is the crisis affecting women, girls, boys and men? What are the roles of each group in collecting, handling, managing, storing and treating water? What are the different roles in maintaining facilities? What distinct protection risks do women, girls, boys and men face in relation to water and sanitation? What are the implications of caregiving roles? What are the hygiene practices for women and men? Are menstrual products readily available? **Sex & Age Disaggregated Data** What are the known relative rates of hygiene practices such as handwashing? How do rates of access to the project vary across different affected groups? **Targeting** Are women and men able to negotiate access to trucked water equally? Does the age of the head of household make a difference? Do some households need help to access more water for medical conditions? What efforts are made to ensure that people with mobility issues or diverse sexual orientation/gender identities can access water and sanitation?

Adapted Assistance Set

Tailored Activities (Key) Is the collection or delivery of water adapted to the roles and security of women and girls, boys and men? Are WASH facilities tailored so that women, girls, boys and men can access facilities safely and with dignity, including respect for privacy? Are there appropriate containers for disposing of menstrual hygiene products? Are there ramps, bars and wider spaces for persons with mobility issues? Is a caregiver required for access to the latrines? **Protect from GBV Risks** Are there separate latrines for women and girls, men and boys with clear signs, in a well-lit area? Can the latrine be locked from the inside? Are the walls opaque? Is there a referral pathway? **Coordination** Does the project fit in with the cluster response plan and complement actions by other clusters? Does the agency share gender analysis and access trends?

Adequate Participation Set

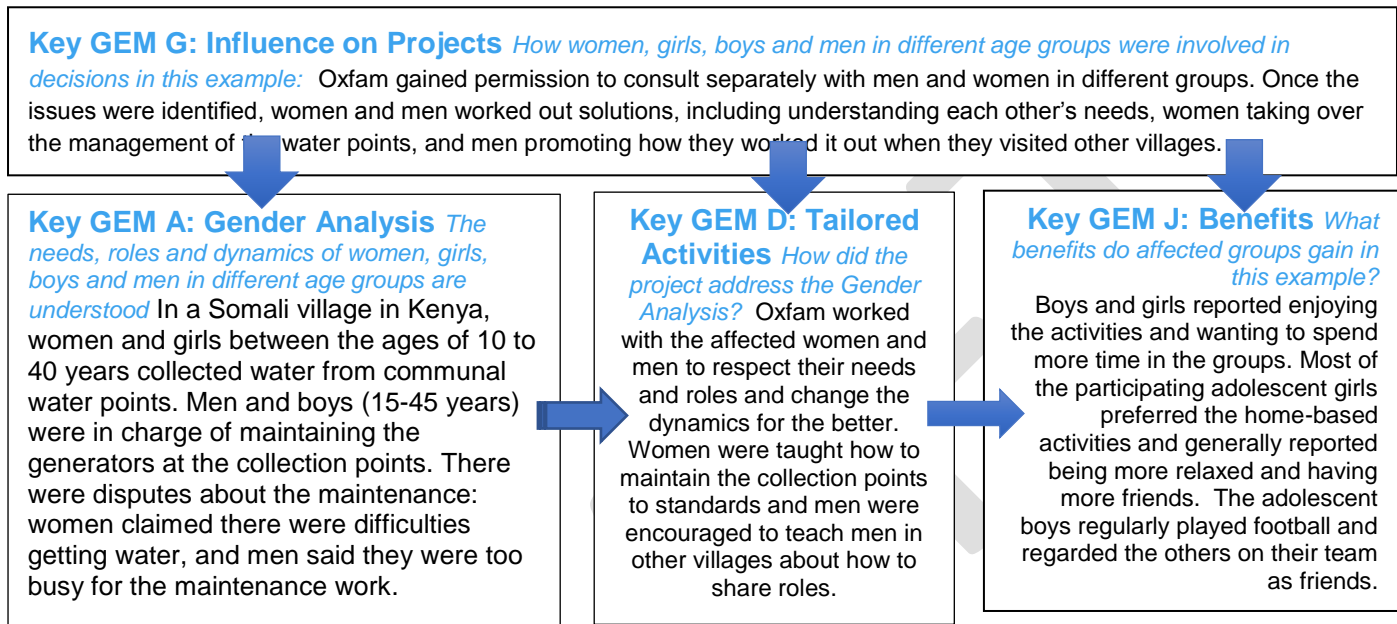
Influence on Project (Key) Are girls, boys, women and men of different ages and backgrounds consulted equally about the project's design, implementation and review? Do WASH committees have equal numbers of men or women, or separate committees for women and men? Are women and men equally involved in water and sanitation tasks such as cleaning the latrines and hygiene messaging? Are different gender and age groups consulted separately to identify the location and design of water points, latrines and bathing facilities etc.? Are LGBTI persons and people with mobility issues included in these discussions? **Feedback Processes** Are there feedback processes for affected people? Can complaints be lodged safely and are they responded to? **Transparency** Is everyone given the information about access to WASH facilities and feedback processes? Are hygiene messages adapted for men, women, girls and boys with different capabilities?

Review Set

Benefits (Key): Are there targets and indicators that reflect the gendered issues and are they disaggregated by sex and age? Is assistance distributed to those who need it most? Do men versus women (or boys versus girls) get assistance with their roles fairly? Are adolescent girls in school provided with hygiene products? **Satisfaction:** Are women & men in different age groups asked about their levels of satisfaction? Are they equally satisfied? **Project Problems:** Do people in need identify barriers to access or negative consequences? Are they different depending on gender and age? Do women talk with women about their issues? And men with men? Does the project have plans to improve?

norms or expectations (Targeted Actions/T). Or interventions may consider the distinct needs roles and dynamics for women and men, girls and boys in different age groups and adapt activities accordingly (Gender Mainstreaming/M). For example, a project may focus solely on providing adolescent girls with menstrual hygiene products so that they can attend school with dignity, or a project may focus on reducing the burdens on women of collecting water far from their shelters. Alternatively, a mainstreaming project may aim to provide latrines to all affected people with different designs and locations for women and men, girls and boys in different age groups; or deliver hygiene promotion to people in different ways depending on gender and age. The GAM Overview explains the coding for GEMs and GAM.

Example of WASH Programming
(Code 3T – can you work out why? See the GAM Overview)



Using the above GEMs in your project or cluster program will lead to better quality programming that is responsive to gender and age issues.

GOOD TO GO? Apply the **IASC Gender with Age Marker** to your proposal or project.

WANT MORE INFORMATION? Check out more resources below.

2018: WASH: IASC Gender with Age Marker
For more resources on the **IASC Gender with Age Marker** and integrating gender & age into humanitarian programming visit www.humanitarianresponse.info/

Global WASH Cluster <http://washcluster.net/?s=gender>

For the E-learning course on *“Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men”*, visit: www.iasc-elearning.org