

“Leaving No One Behind: Sustainable WASH Services in Rapidly Changing Context”

Cross-Cutting Issues (Gender, Youth and Adolescent)

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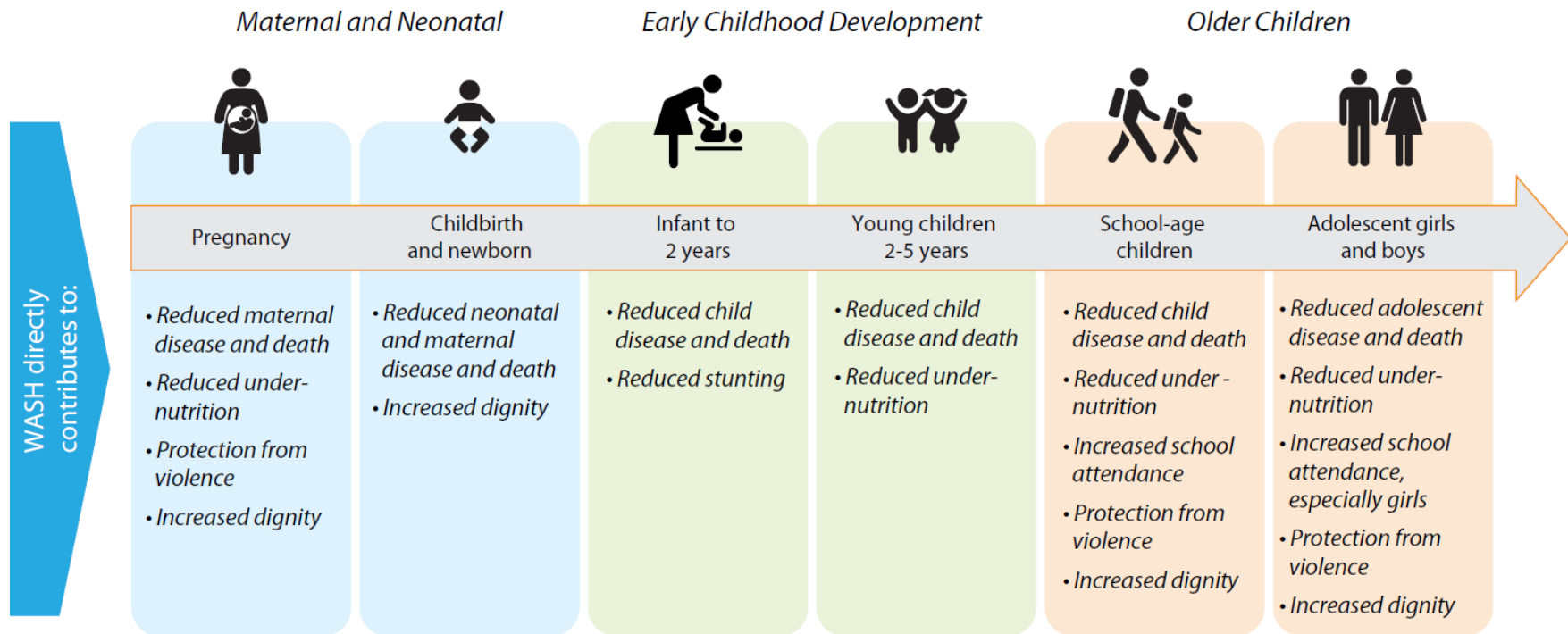
Session Objective



By the end of this session, you will:

- Understand contribution of WASH to the Life Cycle Course
- Be introduced to gender barriers and bottlenecks in WASH
- Be introduced to the WASH issues and needs of adolescents and young people and learn about addressing these barriers

WASH Contributions to Key Outcomes for Children, across the Life Course



Achieving WASH Sector result & Gender result



**WASH
PROGRAMMING**



INTENTIONAL
consideration of
gender inequities
and opportunities

GENDER MAINSTREAMING



**IMPROVED WASH
RESULT**

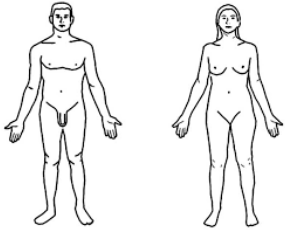
e.g., Effective
management &
functioning of water
supply; reduction in open
defecation; improved
hygiene in schools



**PROGRESS TOWARDS
GENDER EQUALITY**

e.g., Increased
participation and voice
in decision-making
and management by
women; improved school
attendance for girls

What is Sex? What is Gender?



**Biological
features**

Born with

Universal

**Not changeable
without surgery**



Learned

Social / cultural

**Different in
each context**

Can change

Gender barriers in WASH

Different needs

Different biological, cultural and practical needs of women/girls and men/boys

Different roles & responsibilities

In most contexts women & girls have responsibility for water collection

Disproportionate impact

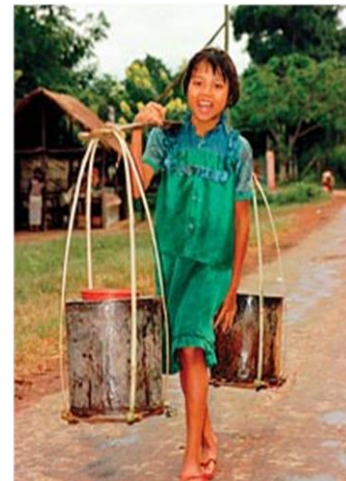
Lack of access to water, sanitation and hygiene affects women/girls disproportional

Gender results

MHM in WinS, Health facilities, CLTS

Water supply in consultations and with female management

Girls' and women voices and needs to get heard



Gender barriers in WASH

Different water user profile

Women are main users for HH; cooking, cleaning, personal hygiene, productive activities

Women and girls participation in planning, design and evaluation



Different risk exposure

Women, girls, boys more at risk to assault in remote/ isolated/ dark areas collecting water or defecating/MHM

Safety aspects a priority



Different participation opportunities

Women and girls have less time or power to be involved in decision-making or in skills development

Females in CLTS facilitation, committees, O&M, entrepreneurship



WASH Sex vs Gender Quiz

Identify whether the “difference” is based on sex or gender

1. Women menstruate, men don't	Sex	Gender
2. Men are more skilled in construction of latrines than women	Sex	Gender
3. Women are better at running the household than men	Sex	Gender
4. Women need to squat to urinate whilst men can stand	Sex	Gender
5. Women are more at risk of harassment whilst defecating in the open	Sex	Gender
6. Men are more suited to leadership roles in camp committees than women	Sex	Gender
7. Water collection is a woman's job	Sex	Gender
8. Women and girls menstruate between 2-7 days every month	Sex	Gender
9. Menstruation is unclean and impure	Sex	Gender
10. Hand-washing is only important for children and mothers	Sex	Gender

WASH potential for gender results

Increased safety



Voice & Representation



Leadership



Girls Education



Addressing gender in
WASH contributes in
various ways

Technical Skills & O&M Capacity



Menstrual Hygiene Mgmt



Time reduction domestic work



Addressing Gender Bottlenecks & Barriers

Differences in
safety & mobility

Differences in
access to resources &
decision making

Differences in
access to knowledge,
information & technology

Gendered division of labor -
excess time burden &
dual responsibilities
for women and girls

Gender Norms –
masculine and feminine
ideals & expectations

WASH & Gender-related Barriers

Determinants

Physiology

Women and men have different biological and practical WASH needs.

Gender Norms

Masculine / feminine role expectations and responsibilities.

Women and girl issues often marginalized, women voices not heard, female-specific needs go unmet.

Intermediate Barriers & Bottlenecks

Sanitation facilities not designed to meet privacy, safety, MHM needs.

Location of water supply and features of sanitation facilities can increase risk of assault during water collection, defecation,

Excessive time burden of water collection - often female and children's task.

Taboos and stigma surrounding menstruation.

Unpaid care and community work mostly falls on women, adding to excessive time burden.

Women and girls have fewer opportunities for technical skills development (i.e. engineering)

Women have fewer opportunities to participate in decision-making and leadership.

Gender-responsive WASH Target & Indicators

BOX 5: ILLUSTRATIVE GENDER TARGETS AND INDICATORS

SDG Target 6.2: By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.

QUANTITATIVE:

- Percentage of primary schools with access to adequate sanitation facilities for girls (global goal = 50%; modify according to your baseline)
- Percentage of primary and secondary schools with MHM as part of WASH programming
- Percentage of WASH staff aware of basic issues related to gender and prevention of violence against women and girls, including linkages between WASH programming and reduced vulnerabilities to violence
- Female-to-male ratio of WASH programme staff (of UNICEF and partners)
- Percentage of women/girls in job skills training on operation and maintenance of water supply and sanitation, including for technical and managerial roles

nical and managerial roles

- Access to menstrual hygiene-related education, materials, and disposal options
- Female-to-male ratio of persons who participate in community-based WASH committees or other decision-making structures



QUALITATIVE:

How do women and girls perceive their level of participation in community-based WASH committees? What enhances and what are barriers to female participation?

For more information, see Inter-Agency Standing Committee (IASC) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action.

Menstrual Hygiene Management

- Why does MHM have to be such a problem for girls?



Effective support for MHM

OBJECTIVE

Girls and women have the confidence, knowledge, and skills to manage their menstruation safely using appropriate materials and facilities, at home and away from the household

IMPACT AREAS

Social support

Social and policy environment free from discriminatory misconceptions, stigmas, and taboos

Knowledge & Skills

Accurate and timely information for women, girls, men and boys

Facilities & Services

Safe, clean, private and reliable facilities to change and dispose of menstrual hygiene materials

Materials

Access to affordable and appropriate sanitary protection materials

RESULTS

End to stigma and discrimination

Girls manage menstruation safely

Girls use gender-responsive WASH facilities

Markets strengthen to meet girls' needs

Thank You

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