

## GENDER TIP SHEET FOR THE WATER, SANITATION, AND HYGIENE (WASH) SECTOR

**Purpose:** Identify entry points for humanitarian actors working in the WASH sector in Cox's Bazar to accelerate gender equality

Why is gender important for the WASH Sector in the Rohingya Refugee Response? The Business Case for focusing on gender.

- Promoting women and girls' leadership and participation in WASH design and programming enhances their agency, feeling of safety and protection.
- Humanitarian WASH programming should consider the diverse and differentiated needs of women, men, persons with disabilities and older persons and adapt interventions accordingly.
- Building on positive WASH practices at individual and community levels can boost school performance, improved health, and increased opportunity for women and girls.
- Learning centers and public spaces should be accessible, inclusive, and safe for women and girls and boys, including those who have a disability or identify as gender diverse.

Questions to discuss with your team when doing gender analysis in the WASH sector:

**Norms and Attitudes:** What are the specific vulnerabilities of women and men, girls and boys and persons of diverse genders in WASH? What are the current practices in WASH and are they culturally acceptable?

Are there cultural practices that may hinder certain WASH interventions?

**Differentiated Risks and Impacts:** What are the specific risks and impacts of disasters and climate change on all gender groups, and how do they vary based on intersecting factors such as age, disability, and socio-economic status? What are differentiated needs and barriers for older persons, PWDS, pregnant and lactating women, and persons of diverse genders?

**Barriers and Gaps:** What are the barriers to access to WASH for women and men, adolescent girls, and boys, PWDs, elderly and persons with SOGIE? What are the impacts of climate-related hazards and environmental degradation on WASH infrastructure?

**Resources and Access:** Who are the key actors involved in delivering WASH and what are their roles? What are the delivery modes for WASH and are they sensitive to differentiated needs? Do humanitarian partners have allocated budgets and capacity development support to affected populations and gender-sensitive approaches?

## 2. Entry Points (include examples of good practice)

Governance and policy	<p>Ensuring WASH services adhere to national and global standards and guidelines, promoting effective coordination. Good practices can include:</p> <ul style="list-style-type: none"> <li>• Establishing camp-level WASH Coordination Units for better inter-agency collaboration.</li> <li>• Coordinating with the SCCCM and Shelter clusters to include WASH in the design and implementation of physical infrastructure development and renovation of common infrastructure and shelters</li> <li>• Designing accessible tap stands as well as household cluster taps to avoid unregulated tube wells.</li> <li>• Enhance women's Role in WASH Governance and Decision-Making (participation in WASH governance (e.g., water committees, hygiene promotion teams)</li> </ul>
Access and Opportunities	<p>Expanding equitable access to safe water, sanitation, and hygiene services for vulnerable groups. Good practices can include:</p> <ul style="list-style-type: none"> <li>• Installing inclusive latrines with separate facilities for women, children, and persons with disabilities.</li> <li>• Providing subsidized water distribution systems, with training for water management committees</li> <li>• Including bathing areas in the design of shelter and shelter clusters</li> <li>• Ensuring women-led monitoring of WASH facilities to improve safety and accessibility.</li> <li>• Ensuring privacy, accessibility, and availability of MHM supplies for adolescent girls and women.</li> <li>• Ensure gender-sensitive WASH facilities to decrease GBV risks (e.g., lighting, shared facilities, distance from shelters)</li> </ul>
Agency and Empowerment	<p>Engaging communities in WASH decision-making and empowering individuals to manage resources. Good practices can include:</p> <ul style="list-style-type: none"> <li>• Conducting workshops for women on hygiene promotion and menstrual health management.</li> <li>• Designing community engagement on WASH, to include peer-to-peer learning, monitoring, and sharing of good practices between camps</li> <li>• Training community facilitators and hiring of both men and women who can collect trash for cash</li> <li>• Gender-Sensitive Menstrual Hygiene Management (MHM), integrating MHM education into school-based WASH programs.</li> </ul>

	<ul style="list-style-type: none"> <li>Engage men and boys in designing, and planning, gender-sensitive WASH facilities and in positive WASH Practices</li> <li>Developing hygiene promotion programs that target men and boys.</li> <li>Ensuring WASH facilities should be designed for PWDs and elderly women</li> </ul>
Financing	<p>Ensuring adequate funding for long-term WASH interventions and resource sustainability. Good practices can include:</p> <ul style="list-style-type: none"> <li>Partnering with international donors and the private sector to fund water filtration systems</li> <li>Using reuse and recycle schemes for local production of reusable hygiene materials, linked to livelihood and skills development</li> <li>Designing or updating shelter and public infrastructure with rainwater or rain conservation features</li> </ul>

### 3. Data sets to enable Sex-Age-Disability Disaggregated Data (SADDD) and gender analysis

Data sets
<p>No of learning centers with adequate WASH facilities for girls. Parameters can include:</p> <ul style="list-style-type: none"> <li>At least one functional toilet per 25 girls, with separate facilities for girls and boys to ensure privacy.</li> <li>Properly equipped with disposal mechanisms for menstrual hygiene products, such as bins with lids or incinerators.</li> <li>Accessible handwashing stations and water sources that provide a consistent supply of clean and safe water.</li> </ul>
<p>No of WASH facilities are accessible and located in a safe location. Examples of parameters</p> <ul style="list-style-type: none"> <li>WASH facilities should be no more than 50 meters from homes, and have adequate lighting, sturdy internal locks, and privacy fencing.</li> <li>Water points should be no more than 500 meters from households</li> </ul>
The female-to-male ratio of WASH program staff and in camps
Percentage of humanitarian partners with Menstrual Hygiene Management as part of their WASH programming
% of learning centers and multi-purpose centers with prepositioned dignity kits
No of males and females who identify as gender diverse can access WASH facilities
% of households with access to safe drinking water by source type
No. of WASH facilities with accessibility features such as ramps, grab rails and signs for those with low vision or cannot read

#### 4. Performance indicators and discussion questions

Theme	Suggested indicators for ensuring gender equality and WE actions	Key Discussion Questions
WASH facilities access and design	<ul style="list-style-type: none"> <li>% of students enrolled in learning centers and health centers with access to WASH facilities such as toilet &amp; wash points, <b>disaggregated by sex</b></li> <li>No of learning centers and multipurpose centers with gender-segregated WASH facilities</li> <li>No of learning centers and MPWCs with accessibility features</li> <li>% of girls who have accessed menstrual hygiene information and kits during the past year</li> <li>% of households with water points and toilets within 500 meters from homes, <b>disaggregated by male-/female-headed HH</b></li> <li>% of households with access to clean drinking water, disaggregated by male-/female-headed HHs</li> <li>No of camps with safely managed sanitation and water management practices (e.g. Two two-bin systems)</li> </ul> <p>No of households with private latrines passed the standards</p>	<ul style="list-style-type: none"> <li>What are the protection and health risks associated with lack of access to toilets and sanitation for women and girls?</li> <li>Are WASH facilities built in safe locations, within a reasonable distance (50 meters) with lighting, sturdy locks, and privacy features?</li> <li>Do they have disability-friendly features?</li> <li>Do women/girls and men/boys feel safe using WASH facilities? What are the factors that make them feel unsafe?</li> </ul> <p>Community Consultation Regarding:</p> <ul style="list-style-type: none"> <li>Private Bathing Spaces: <ul style="list-style-type: none"> <li>Do Women feel unsafe using communal bathing facilities?</li> <li>What measures would make them feel more secure in communal bathing areas?</li> <li>What activities do people use their private bathing spaces for?</li> <li>Do private bathing spaces provide sufficient privacy?</li> </ul> </li> <li>Water Collection: <ul style="list-style-type: none"> <li>Who typically carries the water?</li> <li>Are the water collection points safe and comfortable for women? What are their opinions and experiences?</li> <li>Are the water collection points safe for children?</li> </ul> </li> <li>Sanitation: <ul style="list-style-type: none"> <li>Are the sanitation facilities suitable for women?</li> </ul> </li> </ul>
Safe and adequate access to WASH Facilities -Design	<ul style="list-style-type: none"> <li>% of women, children, and gender diverse persons reporting feeling safe while using WASH facilities, <b>disaggregated by age</b></li> <li>% of adolescents who have basic knowledge and information on Menstrual Hygiene Management (MHM) and WASH practices, <b>disaggregated by sex</b></li> <li>% of camp management staff trained on gender sensitivity and WASH safety guidelines, <b>disaggregated by sex</b></li> <li>% decrease in incidence of WASH-related incidence of sexual and gender-based violence (compared to baseline)</li> </ul>	

		<ul style="list-style-type: none"> <li>○ How can the sanitation experience be improved for women?</li> <li>○ How can sanitation facilities be made more child-friendly, both in design and experience?</li> <li>○ How could latrines be improved to make them more woman-friendly?</li> <li>○ Are disabled family members more reliant on women? If so, what assistive devices could support caregiving responsibilities?</li> </ul>
WASH behavioral change and outcomes	<p>Positive practices:</p> <ul style="list-style-type: none"> <li>● % decrease in open defecation, <b>disaggregated by sex</b></li> <li>● % reduction in children affected by water-borne diseases such as diarrhea and cholera, <b>disaggregated by sex</b></li> <li>● % decrease in time spent in WASH-related chores such as fetching, storing water, and/or washing clothes, <b>disaggregated by sex</b></li> <li>● % increase in time spent on studying, community activities, training, and livelihood, <b>disaggregated by male/female-headed households</b></li> </ul> <p>Leadership:</p> <ul style="list-style-type: none"> <li>● No of households engaged in the management of WASH and sanitation committees, <b>disaggregated by sex</b></li> <li>● Male to female ratio of WASH staff and community workers hired</li> </ul>	<ul style="list-style-type: none"> <li>• What are the behavioral changes at the individual, HH, and community levels observed over time?</li> <li>• Are WASH messaging inclusive and gender-sensitive?</li> <li>• What is the level of knowledge of staff and camp personnel on gender-responsive WASH?</li> <li>• Is there shared responsibility between men and women in WASH tasks?</li> <li>• How has WASH improved household dynamics and workload?</li> </ul>

## Resources:

- Inter-Sector Needs Assessment: WASH. October 2024.
- GIHA Working (2021). WASH Tip Sheet.
- Plan (2014). Gender and Wash Monitoring Tool Kit. [https://archive.ids.ac.uk/clts/sites/communityledtotalsanitation.org/files/ARO-Gender\\_and\\_WASH\\_Monitoring\\_Tool-Final-IO-Eng.pdf](https://archive.ids.ac.uk/clts/sites/communityledtotalsanitation.org/files/ARO-Gender_and_WASH_Monitoring_Tool-Final-IO-Eng.pdf)
- GAM WASH Tip Sheet. <https://www.iascgenderwithagemarker.com/wp-content/uploads/2021/02/WASH-Tipsheet.pdf>
- UNICEF (2017). Gender-Responsive Water, Sanitation and Hygiene: Key elements for effective WASH programming. <https://www.unicef.org/media/139431/file/Gender-Responsive%20Water,%20Sanitation%20and%20Hygiene:%20Key%20elements%20for%20effective%20WASH%20programming.pdf>