



**Gender in WASH
Humanitarian Response
Checklist for Humanitarian Actors**



UNICEF Middle East & North Africa Region
with design support from IMMAP



Introduction to the Checklist

- This checklist has been produced to assist humanitarian workers self-assess the extent gender concerns are integrated into humanitarian response.
- The checklist can also be utilized by monitoring teams to ensure gender responsive monitoring of progress.
- The checklist follows the standard humanitarian programme cycle and provides a set of specific questions to each step:



How to self-assess and calculate your result:

1. Respond to each question with: Yes, No or Not Applicable (N/A) when irrelevant to your programme.
2. Calculate the percentage of “Yes” responses for all steps. A score of 70% and above indicate that, your project is significantly contributing to gender equality.
3. Calculating “Yes” responses for each step will help you identify the steps that can be improved.

01 Make your “SITUATION ANALYSIS” gender informed in all dimensions

Individual level analysis:

1. Does your situation analysis describe the different impacts the humanitarian situation has on girls, boys, women and men (GBWM) in terms of WASH? This includes reflecting on different needs e.g. MHH, girls and women hygienic needs, FHHs needs and issues of privacy etc.
2. Does the analysis identify individuals most at risk/disadvantaged? This includes sex, age, education, economic, female headed HHs and how can WASH programmes affect their rights.
3. Is one group more at-risk than others to sexual violence due to their gender role in collecting water?
4. Is one group more at-risk than others of not receiving services due to neglect and/or restricted mobility?
5. Does the analysis reflect on access to water and WASH services with a gender lens? Including consideration to accessibility, safety, privacy, dignity and meeting the needs of those with special needs.
6. Does the analysis describe the division of roles between GBWM at household level? This includes reflecting upon if WASH are tasks equally divided among household members, who is responsible for collecting, handling, storing and treating water, who is responsible on managing cleansing, disposal of toilet waste, and here who is preparing food.
7. Does the analysis reflect how gendered roles at household level affect personal opportunity and wellbeing?
8. Does the analysis reflect on underlying gender equality barriers at household level that impacts access to WASH services or/and facilities? E.g. understanding the cultural context and practices including power relations, gender roles, decision-making, differing needs and capacities of GBWM.
9. Does the analysis reflect on current MHM practices including locally appropriate resources and safe disposal?
10. Does the situation analysis describe sources of information/channels for communication of GBWM?

Community level analysis:

11. Does the analysis reflect on how gender responsive the WASH system is within the community? This includes reflecting upon if there are social barriers/social norms affecting specific groups, local committees following up on WASH issues and if women and girls are represented among members.
12. Does the analysis reflect on existing community programmes managing solid waste and are women part of these programmes?
13. Does the analysis reflect on local opportunities for livelihood in the WASH sector with attention to inclusion of women?
14. Does the analysis reflect on how gender expectations, roles, responsibilities have changed relating to WASH?
15. Does the analysis investigate existing public latrines e.g. in market, or religious places? This includes assessing if they are segregate, safe and clean.
16. Does the analysis investigate the appropriate and accessible methods for community feedback and engagement for the programme?

Policy and System level analysis:

17. Does the analysis reflect on the WASH sector within identified national priorities? This includes assessing if there are policies in place that considers rights and equity agenda.
18. Does the analysis describe how the WASH system/ecosystem is structured including aspects of cost, burden, engagement with a gender lens?
19. Is there a WASH preparedness plan in place that considers gender issues?
20. Does the situation analysis reflect on WASH services in schools including health facilities and safe spaces?
21. Does the analysis identify the data gaps on targeted beneficiaries?
22. Is data/evidence disaggregated by sex and age?
23. Does the analysis investigate existing opportunities for women empowerment within the WASH programme activities or the WASH supply chains?

24. Is there gender parity in the system? E.g. percentage of female staffs engaged in WASH response.
25. Does your preparedness include contingency planning, stockpiling of equipment and supplies, emergency services including menstrual pads and hygiene kit that meet women and girls’ needs?

Programme context analysis:

26. Is there government/key stakeholder commitment to respond to the needs of most vulnerable including concern for gender disparities?
27. Is there any key policy in place such as a NAP which reflects gender dimensions of WASH?
28. Is there any political sensitivity or conflict around gender equality agenda?
29. Does the analysis reflect on the partner capacity is in place to address gender issues?
30. Does the analysis explore the existing role of civil society to influence and provide opportunities to engage women in WASH?
31. Does the analysis investigate supply and logistic capacity about hygiene needs of GBWM? Does the distribution package weight suit women, girls, boys, elderly, and people living with disabilities?
32. Does the programme reflect on gender responsive outreach capacity for information and community education for GBWM?
33. Is there adequate evidence on the programme’s targeted beneficiaries, disaggregated by sex and age?
34. Are there multiple international actors who are supporting WASH agenda with a gender responsive approach? Consider to what extent they focused on gender equality and WASH issues.
35. Does the analysis explore existing collaborations and interventions between government, UN agencies or civil society on gender dimensions of WASH?
36. Does the analysis reflect upon the AAAQ framework in relation to WASH taken into consideration gender dimensions?

Total answers



02 Ensure having Gender responsive “Results and Objectives”

Yes No N/A

37. Does the WASH programme ensure coverage of most vulnerable beneficiaries with WASH needs including attention to gender aspects?
38. Do your results have focus on specific targeted groups? E.g. adolescent girls needs and FHHs access to WASH services.
39. Do your results respond to immediate needs of GBWM? E.g. access to WASH survival needs, quality services, safe services and supplies.
40. Do your results also include response to longer strategic needs of GBWM including transformative change? E.g. considers elements of women empowerment/engagement, restoration of dignity, wash capacities, alleviate burden including access to water, to reduce burden on fetching water, household water management, reducing underlying gender roles, promoting engagement of men in WASH practices, securing livelihood opportunities, and/or reduce long term risks such as drop-out of school.
41. Is your result contributing to development and resilience with a gender lens? E.g. contributing to policy change, system strengthening including capacity building, sex disaggregated information systems, community ownership through women networks, local governance engagement, changing negative norms, and/or reducing environmental health risks through hygiene practices.
42. Does your objective include specific results on GBV risk mitigation?

Total answers

03 Incorporate gender in your project “Design”

Yes No N/A

43. Does your programme design respond to the different needs of GBWM identified in the analysis?
44. Are the facilities in settlement/camp disaggregated for males and females?

Yes No N/A

45. Do water, sanitation and hygiene services ensure safety, privacy and dignity measures and match standards? E.g. established in safe location, visible, lighting, provided with locks, no holes in walls, have recycle trash inside and access to water inside ensuring privacy.
46. Does your programme include stockpiling of equipment and supplies such as menstrual pads and hygiene kit that meet women and girls’ needs?
47. Does your programme have specific interventions to consider gender barriers in programme implementation? E.g. physical, security, capacity, human resources including consideration to the cultural and local context.
48. Is your programme ensuring that the affected population (disaggregated by GBWM) have equal access to the necessary information, knowledge and understanding to prevent water & sanitation-related diseases?
49. Does the programme promote shared responsibilities for WASH practices and management or does it re-enforce stereotypical roles/responsibility? E.g. avoiding that educational sessions only target mothers.
50. Does the programme include measures to advocate for gender equality in policies and systems? E.g. cross-sectoral collaboration with for example C4D, communications, ADAP or education.
51. Do your system strengthening measures ensure gender mainstreaming? E.g. training, MISS, interventions to fill in the gender evidence gap and strategy development.
52. Does your programme focus on climate risks and impacts on GBWM?
53. Have you engaged affected GBWM in planning and decision-making of the programme design?
54. Does the programme include engagement of community WASH committees with equal membership participation/leadership positions between women and men?
55. Does the programme include specific components that contribute to women empowerment? E.g. training female community members, creating livelihood opportunities, engage them in decision making around WASH planning and maintenance.

Yes No N/A

56. Are women engaged in solid waste programme? E.g. are women provided with knowledge, training on solid waste, participating in recycling programme and a part of the decision making.
57. Does the programme include establishing AAP mechanisms that is accessible and affordable to girls and women?
58. Does the project have clear alignment to respective WASH Strategic Plan, the UNICEF Gender Action Plan outcomes, SDG and national policies?
59. Does the Work Plan identify specific gender activities?
60. Does the project focus on ending gender-based violence related to WASH facilities?
61. Does the project make clear how WASH will support capacity building required to facilitate transformative changes in relation to gender equality in at least one area of intervention and continues to show consistency in the other areas?
62. Are gender experts involved in project implementation?
63. Does the programme reflect upon opportunities to be considered to strengthen the programme from a gender perspective?

Total answers

04 Don’t forget when you “Implement”

Yes No N/A

64. Is your staff knowledgeable of WASH and gender programming?
65. Do you need female staff to implement the programme due to cultural context/sensitivities?
66. Does the PCA with partners include gender capacity strengthening and PSEA components?
67. Is your programme activity information disaggregated by sex and disability? This include developing a database of beneficiaries’ profiles and awareness of who is benefiting from WASH services.
68. Are WASH events tailored to consider women’s needs e.g. the availability of childcare facilities, including facilities for children with special needs, during the meetings/trainings?
69. Does SOPs and guidelines include gender considerations for facilities and services? E.g. privacy, safety, dignity and culturally acceptable.

Yes No N/A

70. Are measures in place to ensure that GBWM can access all WASH services and facilities equally?
71. Do GBWM participate equally in the design, implementation, monitoring and evaluation of the WASH programmes and programs?
72. Is women and girl hygiene and dignity kits directly distributed to women and girls?
73. Is the distribution time and location acceptable to beneficiaries (based on the roles identified in the analysis)?
74. Does programme educational materials (posters, leaflets, messages, pamphlets) promote shared responsibility of WASH practices in the community and at household level?
75. Does the programme educational material take into consideration literacy level of beneficiaries?
76. Has the programme taken specific action to address and prevent risks of GBV when carrying out WASH related activities? E.g. considered preventative measures in place to reduce the risk of GBV occurrence such as location of water points, the environment during distribution, lights around latrines, timing of distributions and providing separate queuing for women/girls.
77. Are there measures to monitor the number and percentage of incidents reported around sanitation locations including analyzing increasing/decreasing trends?
78. Does the programme include effective cross sectoral coordination with other sectors including education, health, protection, youth and communications?
79. Is there a measure to monitor if there is any unintended negative impact/harm of the WASH programme to at risk population from a gender perspective?
80. Does your programme have available feedback mechanism and does the programme regularly review the feedback from beneficiaries?

Total answers

05 Make sure you “Monitor” your gender results

Yes No N/A

81. Are your indicators disaggregated by sex, age and disability and other vulnerability criteria as identified in the situation analysis step?

Yes No N/A

82. Does your result framework include indicators measuring girls and women benefitting of distribution of WASH supplies?
83. Does your result framework include indicators measuring compliance to gender related criteria in WASH facilities e.g. safety, dignity, acceptance and privacy?
84. Is there an indicator to measure women and girl participation in WASH planning, monitoring and maintenance?
85. Is there indicator(s) to measure women and girl membership and leadership positions in WASH committees?
86. Is there an indicator to measure the reach and KAP Impact of education materials on GBWM (separately, not aggregate)?
87. Is there an indicator to measure the change in underlying gender barriers and norms that have implication to WASH results?
88. Is there indicator to measure the client satisfaction by GBWM?
89. Is there an indicator to measure the shift in gender roles for WASH household practices?
90. Is there an indicator to measure KAP around MHH?
91. Is there an indicator to measure the impact of WASH in school and health facilities?
92. Is there an indicator to measure women and girl empowerment/livelihood through WASH sector?
93. Is there an indicator to measure the number of incidents related to WASH services?
94. Is there an indicator to report if girls/women receive the same quantity of water as men/boys? E.g. is it in line with standards.

Total answers

06 “Report” your gender results

Yes No N/A

95. Does your reporting mechanism indicate which vulnerable group the programme has served?
96. Does your reporting mechanism indicate which specific immediate gender needs you have addressed?
97. Does your reporting mechanism indicate which long-term strategic gender needs you have contributed to?

Yes No N/A



Yes No N/A

98. Does your reporting mechanism reflect upon what positive policy or norm change have you specifically achieved?
99. Does your reporting mechanism reflect upon how many girls and women benefited from your empowerment component?
100. Does your reporting mechanism indicate which gender barriers you have reduced?
101. Does your reporting mechanism indicate if WASH-related work responsibilities for women and men changed as a result of improving WASH at the: 1) Household level? 2) Community level?
102. Does your reporting mechanism reflect upon what enables participation in community leadership activities for: 1) Women 2) Men?
103. Does your reporting mechanism indicate if some WASH related tasks are valued more than others? If so, why?
104. Does your reporting mechanism reflect upon what worked well? Why? What needs improvement?

Total answers

Finally; “Rate” your contribution to gender equality

Calculation formula:

$$\frac{\text{Yes answers}}{\text{Total number of questions} - \text{N/A answers}} = \% \text{ result}$$

A score of 70% & above

Your project is “Significantly Contributing” to gender equality.

A score of 40-69 %

Your project is “Fairly Contributing” to gender equality.

A score of below 40 %

Your project is “Poorly Contributing” to gender equality

Significantly Contributing

Fairly Contributing

Poorly Contributing

CONGRATULATIONS
Keep up the good work

Well DONE,
You can do better

STOP and ADJUST
You can do it