



# CLOSING THE GENDER GAP IN WATER, SANITATION AND HYGIENE

## Programme Guidance

March 2020

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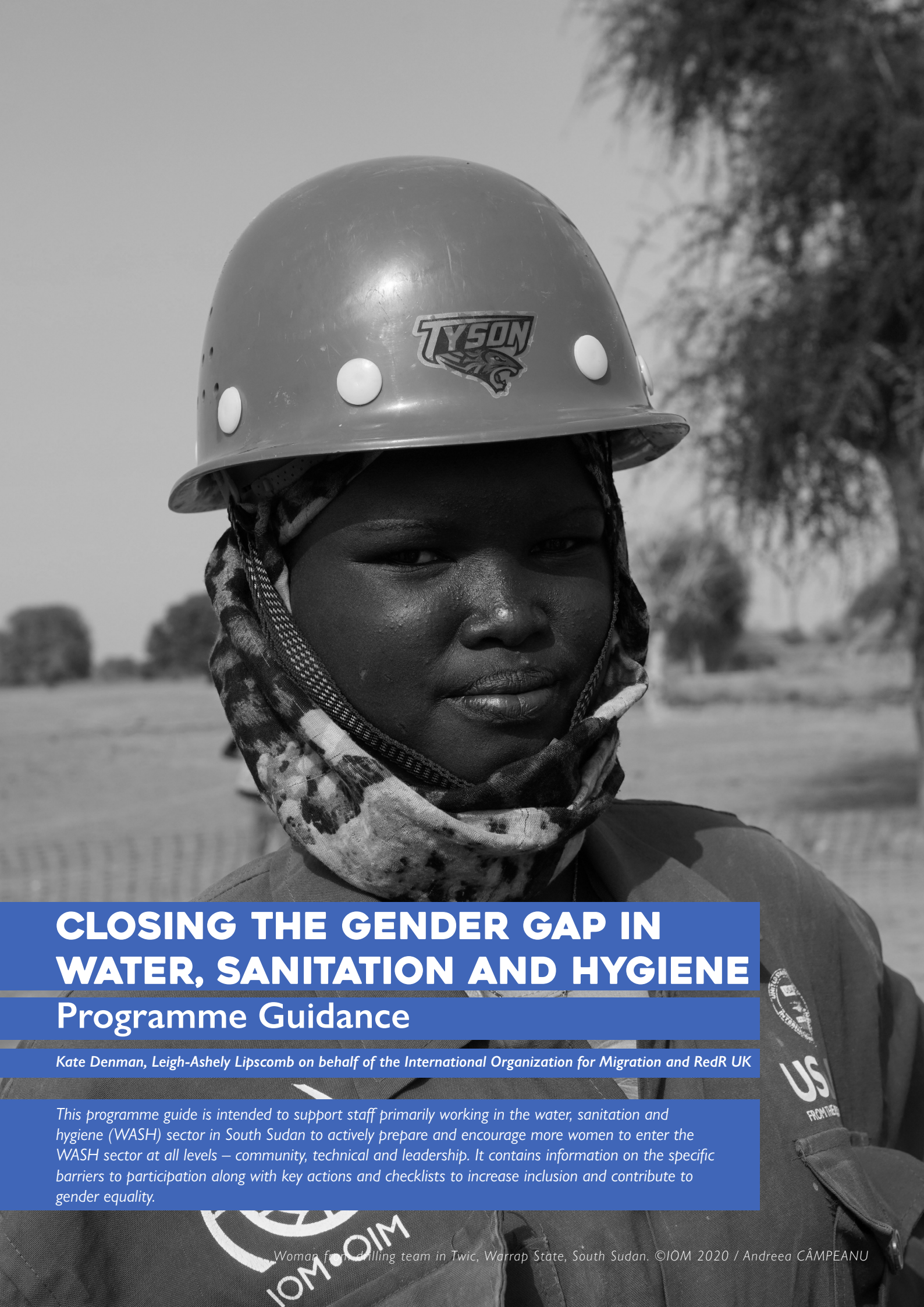
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Cover photo: Women and men hand pump mechanics work together to repair a borehole in Wau, Western Bahr el Ghazal, South Sudan. ©IOM 2020 / Andreea CÂMPEANU

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# CLOSING THE GENDER GAP IN WATER, SANITATION AND HYGIENE Programme Guidance

*Kate Denman, Leigh-Ashely Lipscomb on behalf of the International Organization for Migration and RedR UK*

*This programme guide is intended to support staff primarily working in the water, sanitation and hygiene (WASH) sector in South Sudan to actively prepare and encourage more women to enter the WASH sector at all levels – community, technical and leadership. It contains information on the specific barriers to participation along with key actions and checklists to increase inclusion and contribute to gender equality.*



A water management committee member sharing household hygiene responsibilities and keeping his children clean in Twic, Warrap State, South Sudan. ©IOM 2020 / Andreea CÂMPEANU

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Sanitation Committee leader providing explanation on the use of household latrine digging kits to a community member. This kind of leadership is normally considered a "man's job" in Magwi, Eastern Equatoria, South Sudan. ©IOM 2020 / Andreea CÂMPEANU

## LIST OF ACRONYMS

<b>AAP</b>	<b>accountability to affected populations</b>
<b>CHP</b>	<b>Community Hygiene Promoter</b>
<b>GBV</b>	<b>gender-based violence</b>
<b>HIV</b>	<b>Human Immunodeficiency Virus</b>
<b>HR</b>	<b>Human Resources</b>
<b>HRP</b>	<b>Humanitarian Response Plan</b>
<b>IASC</b>	<b>Inter-Agency Standing Committee</b>
<b>IEC</b>	<b>information, education and communication</b>
<b>IOM</b>	<b>International Organization for Migration</b>
<b>NFI</b>	<b>non-food items</b>
<b>OPAS</b>	<b>Older People's Associations</b>
<b>OPDs</b>	<b>Organizations of Persons with Disabilities</b>
<b>LGBTI</b>	<b>Lesbian, Gay, Bisexual, Transgender, Intersex</b>
<b>PEP</b>	<b>Post-Exposure Prophylaxis</b>
<b>PFA</b>	<b>Psychological First Aid</b>
<b>PSEA</b>	<b>Protection from Sexual Exploitation and Abuse</b>
<b>SEA</b>	<b>Sexual Exploitation and Abuse</b>
<b>SC</b>	<b>Sanitation Committees</b>
<b>WASH</b>	<b>water, sanitation, and hygiene</b>
<b>WMC</b>	<b>Water Management Committees</b>



Women and men hand pump mechanics work together to repair a borehole in Wau, Western Bahr el Gazal, South Sudan. ©IOM 2020 / Andreea CÂMPEANU

## INTRODUCTION

This programme guide is intended to support humanitarian staff primarily working in the water, sanitation and hygiene (WASH) sector in South Sudan to actively prepare and encourage more women to enter the WASH sector at all levels – community, technical and leadership. The recommendations, checklists and matrixes contain information about how to break down the current barriers and create, and maintain, an enabling environment for women’s participation and leadership. All the tools and recommendations within this document are based on the research findings from the Gender Gap in WASH Research 2019. The research was conducted by IOM and RedR UK, and included a desktop review and field research to explore the gender gap in women’s participation in the WASH sector. The research was funded by the United Kingdom Department for International Development (DFID) and endorsed by the South Sudan WASH Cluster and gender-based violence (GBV) Sub-Cluster.

Improving women’s participation in the WASH sector implements existing policy by the Inter-agency Standing Committee (IASC) on gender and women’s empowerment and protection from GBV. It also fulfils commitments made in the South Sudan WASH Cluster Response Plan (HRP 2020), the Humanitarian Country Team Protection Strategy and the WASH Cluster accountability to affected populations (AAP) initiative.

All the tools contained in this report will require adaptations for specific context and work environments, however, the objective of the action should remain; how to reach that objective will differ.

## Humanitarian Commitments to Address the Gender Gap in WASH

### South Sudan HRP 2020:

Sectoral Objective 4:  
Mitigate WASH-related GBV based on safety audits conducted by women staff with women, girls and children for WASH activities adequately planned.

### IASC Gender Handbook, WASH:

Identify opportunities to challenge structural inequalities between women and men, and to promote women’s leadership within the WASH programme.

### South Sudan AAP WASH Checklist:

2.7 Partners have agreed strategic actions or policy to improve equity of women WASH staff and community members in WASH programming.

### IASC GBV Guidelines for WASH:

Involve women and other at-risk groups as staff and leaders in the siting, design, construction and maintenance of WASH facilities and in hygiene promotion activities.



## SECTION 1. CLOSING THE GENDER GAP IN WASH FINDINGS

# 1. CLOSING THE GENDER GAP IN WASH FINDINGS

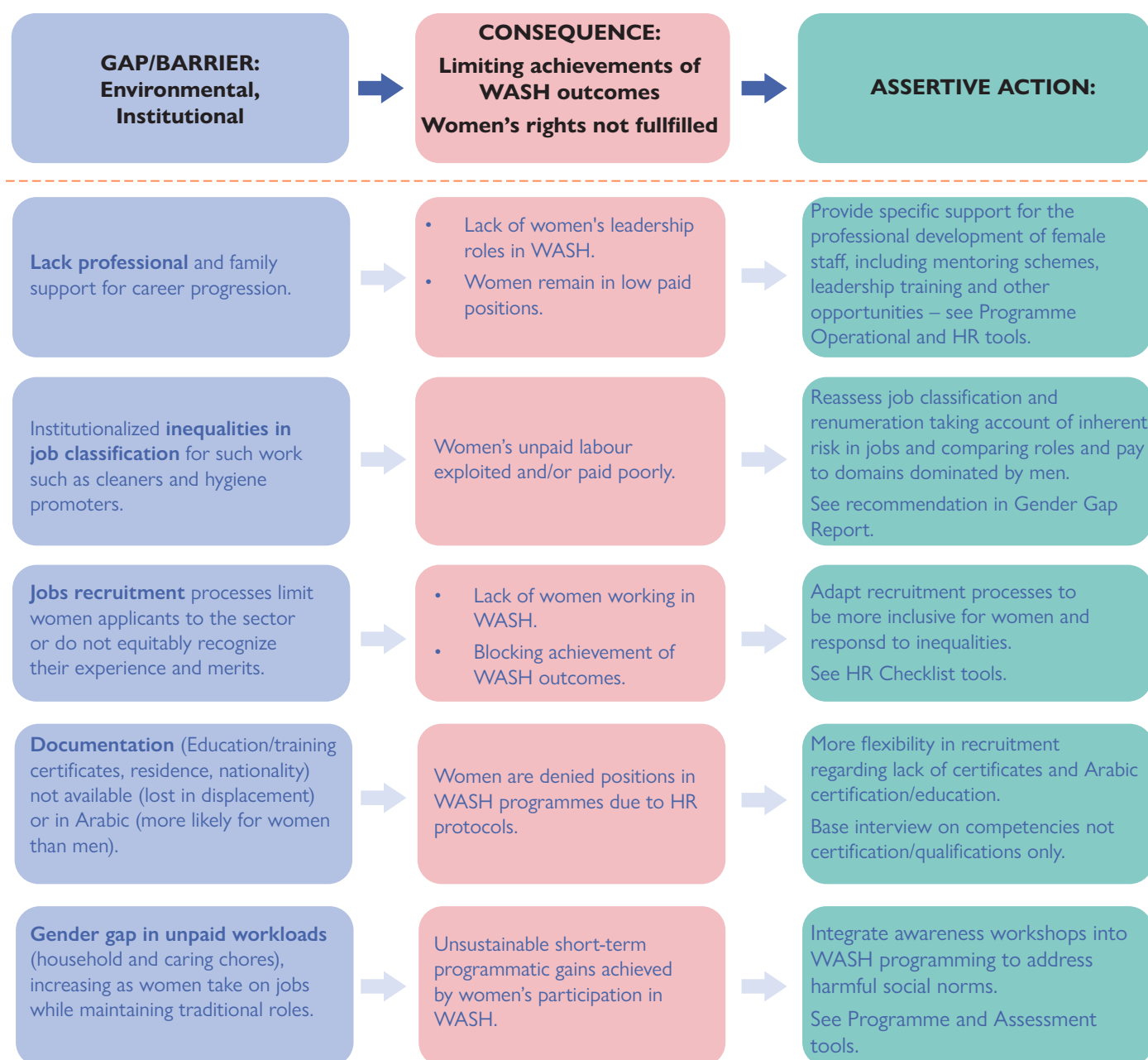
## 1.1. Gender Gap: Barriers, Consequences and Actions

This is a summary of the key findings from the “Closing the Gender Gap in the Humanitarian WASH Sector in South Sudan” research (IOM/RedR UK, 2019). This is intended to provide:

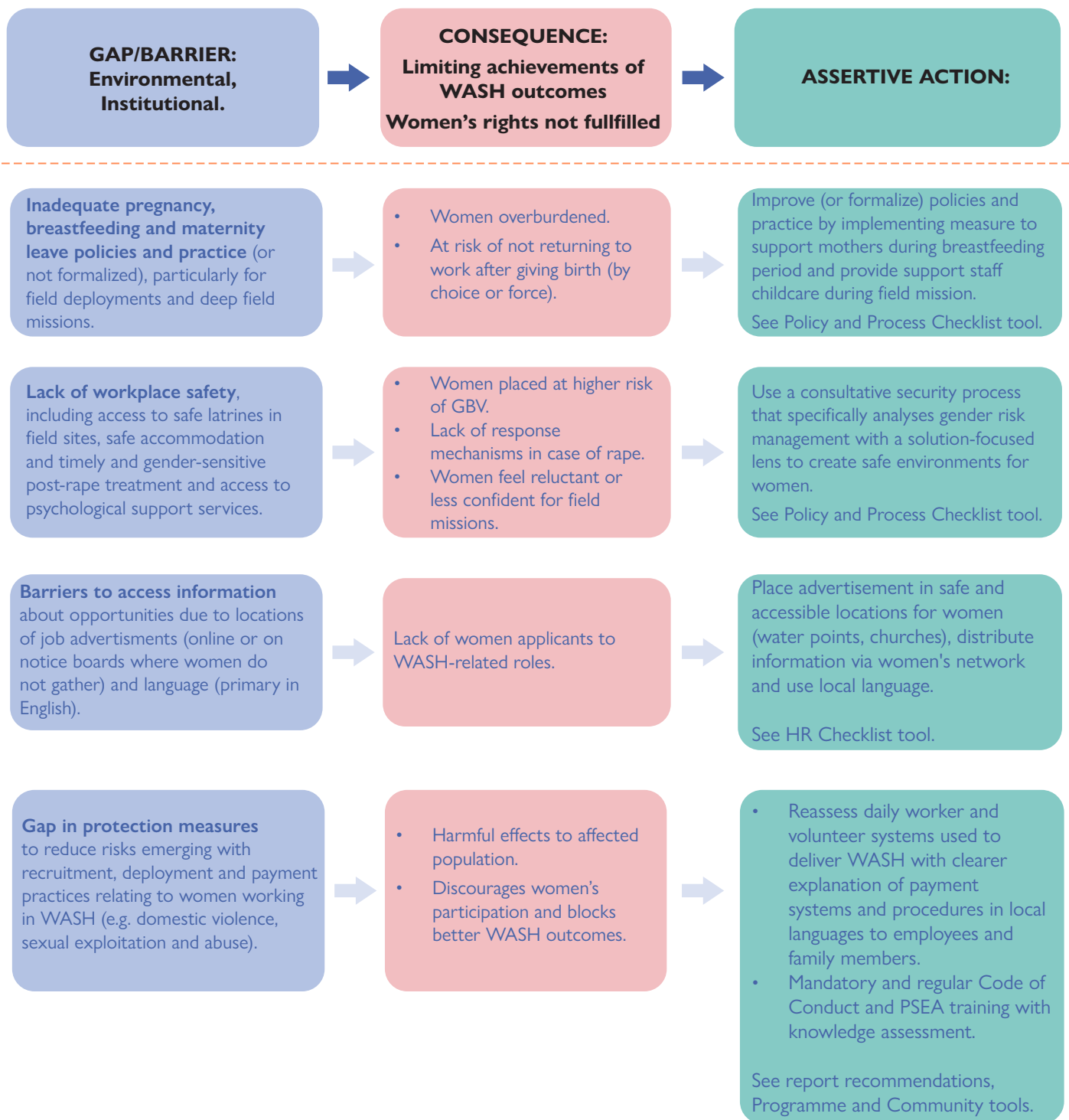
1. An overview of the barriers found in South Sudan for women’s participation in WASH activities;
2. The broader consequences of these barriers;
3. The overarching actions recommended to remove barriers and achieve WASH outcomes that are inclusive of women.

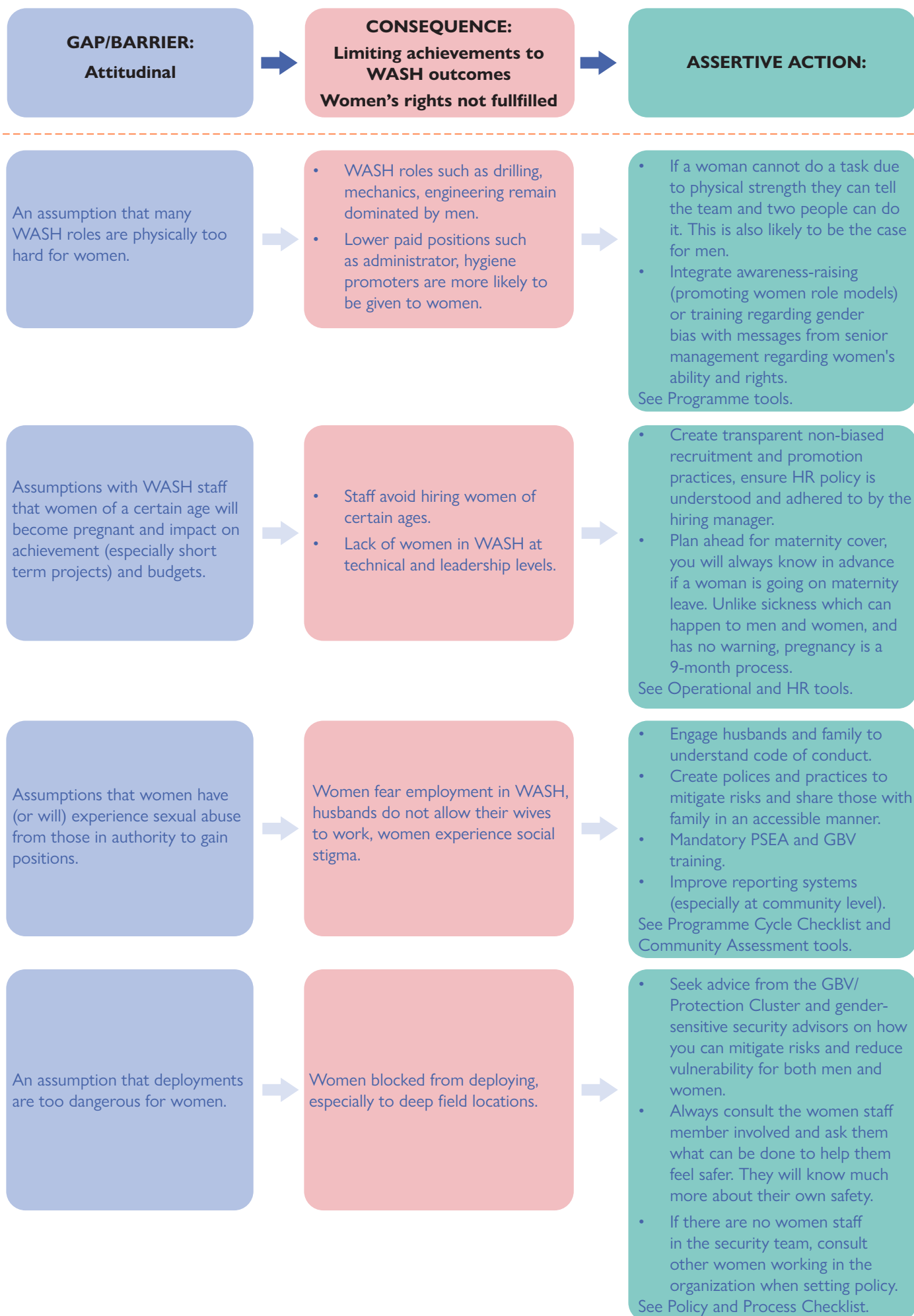
Further details of how to implement the actions can be found in the tools provided in sections two, three and four of this guide. For full recommendations and rationale please refer to the research report.

The more diverse your team, the better prepared you will be for changing emergency environments and better able to meet the needs of women, men, girls and boys with and without disabilities.











<sup>1</sup> When there is no technical expertise required, or expertise that can be attained through short intensive capacity-building evaluate candidates through competency assessments not qualifications.

## 1.2 Examples of Best Practice in South Sudan

This section provides a summary of best practices documented during the “Closing the Gender Gap in the Humanitarian WASH Sector in South Sudan” research (IOM/RedR UK, 2019). The examples offer details on initiatives already being implemented with positive affects for agencies operating in the South Sudan context. The table can be used to help inform decisions at programme, leadership and HR levels, as initiatives can be replicated and scaled up.

Domain	Theme	Enabling Actions	Example
Capacity-building	Internal	<ul style="list-style-type: none"> <li>• Providing temporary periods of “team leadership” for women staff to build leadership capacity.</li> <li>• Ensuring women employees have open communication on work performance with managers.</li> <li>• Mentoring and coaching by supervisors/senior managers to women staff (formal or informal).</li> <li>• Providing short-term international “surge” opportunities for women staff to gain more experience and credentials relevant to promotion systems.</li> <li>• Creating and supporting peer networks for women to connect with women working in WASH.</li> <li>• Ensuring women have access to attend cluster activities and workshops.</li> <li>• Creating job shadowing opportunities for existing or potential women staff to learn a technical skill, particularly in a non-traditional area.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a scheme whereby there is a rotating “temporary officer in charge” and assign certain duties to that person to help build capacity.</li> <li>• Have performance evaluations and monthly face-to-face check-in meetings with line manager.</li> <li>• Offer mentoring to women staff (this can also be cross sector) from senior managers in the organization to support junior women staff to progress (this can also be conducted remotely via online communication platform). It is not necessary for women-to-women mentoring, however, it is crucial the mentees preferences should be asked and respected, and sexual harrassment and abuse risks mitigated.</li> <li>• Create opportunities for promising women staff to be seconded to other country offices for periods of 3 months to a year.</li> <li>• Set up safe and confidential online forums for women to connect to women in WASH on a regional or global basis. Encourage use of forums for networking, guidance and support.</li> <li>• Invite junior women staff to attend activities alongside a more experienced member to gain insight, and where possible, prioritize them for conferences and workshops.</li> <li>• Shadowing can be for a couple of hours during a specific activity or for a week. The opportunity can be provided for women who are interested to change sectors (i.e. move from Education to WASH) or those who are interested in progressing into leadership roles.</li> </ul>
	Internal/external	<ul style="list-style-type: none"> <li>• Encouraging women and persons with disabilities to train others in job categories they are not usually associated with, to expand the recruitment and employment pool and to combat stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with Gender/GBV specialists to mitigate risks, train women in WASH roles that are more commonly dominated by men, such as pump mechanic. Once trained, engage women pump mechanics to train other women and men who wish to become pump mechanics and cascade training through communities.</li> </ul>

Domain	Theme	Enabling Actions	Example
Operational	Management	<ul style="list-style-type: none"> <li>Create regular opportunities for staff to raise issues regarding PSEA and GBV.</li> <li>Mandatory training of all staff on PSEA and GBV.</li> </ul>	<ul style="list-style-type: none"> <li>PSEA and GBV as standing agenda items for regular all-team meetings.</li> <li>Compulsory induction training on PSEA and GBV followed by annual refresher courses for staff on GBV risks and mitigation as well as systems for reporting and referrals of SEA.</li> </ul>
	Office design/ Layout	<ul style="list-style-type: none"> <li>Designing staff latrines that are accessible and safe for women and persons with disabilities in accordance with the IASC Gender handbook.</li> <li>Use of open plan seating / open doors in offices.</li> </ul>	<ul style="list-style-type: none"> <li>Separate toilets with locks for men and women at the office and during field deployments (these should also be accessible for people with disabilities).</li> <li>Have a policy whereby an office door cannot be closed if there are only two people in the room and seating which creates an open office environment and reduces risk of violence or risk of rumours.</li> </ul>
Programmes	Leadership	<ul style="list-style-type: none"> <li>Head of Mission and Head of Sub-offices/Area Coordinators actively promote safe work environment in the office for women.</li> <li>In collaboration with Gender/GBV specialists, create gender awareness-raising activities with men and communities integrated with WASH programmes that hire women. Awareness-raising and regular use by staff of IASC Gender Handbook and GBV Guidelines.</li> <li>Provision of post-exposure prophylactics (PEP) kits for all staff when deploying to remote, high risk locations.</li> </ul>	<ul style="list-style-type: none"> <li>During all staff addresses vocalize support for women, inform staff of current systems and initiative to ensure safety and promote participation. Write articles on internal intranet or all staff emails to back up the support and information.</li> <li>Promoting use of the IASC Gender Handbook and GBV Guidelines by using checklists from the book at key decision gates in programming.</li> <li>Ensure PEP kits are accessible for women without the need to request kit from male staff member. This requires training of PEP custodians by a health partner, and ensuring access to medical personnel to advise patient on treatment.</li> </ul>
Human resources (HR)	Policy	<ul style="list-style-type: none"> <li>Create quotas for staff for all categories of WASH employment with a target of reaching 50% women representation.</li> <li>Childcare allowance entitlements for babysitting costs, particularly during field deployment periods.</li> <li>Flexible hours policies/requirements for breastfeeding mothers.</li> </ul>	<ul style="list-style-type: none"> <li>Create realistic incremental target quotas for each year, with a target of reaching 50% women representation within 5 years across all categories of WASH. Include a budget to support the change in practice required, for example you may need to pay for women to have training to enter in specific job categories (i.e. pump mechanics). Ensure that strategies used to increase women's participation, especially in non-traditional roles, are designed with Gender/GBV specialists and are based on analysis of gendered power dynamics to avoid increasing risks of community conflict and intimate partner violence.</li> <li>If an employee is the main childcarer for a child, reimburse or provide allowance for additional babysitting costs incurred during field trips. Allow for a nanny to accompany the field trip, security permitting, if mother is breastfeeding.</li> <li>Provide a room for mothers to breast feed and allow new mothers to leave work early or arrive late provided they can complete a minimum number of hours work per day.</li> </ul>
	Recruitment	<ul style="list-style-type: none"> <li>Having flexible or online interview scheduling.</li> </ul>	<ul style="list-style-type: none"> <li>Ask women candidates when the best time for an interview is within a bracketed period or provide a range of times and days, supporting women to better arrange childcare and other household duties.</li> </ul>

Domain	Theme	Enabling Actions	Example
	Recruitment	<ul style="list-style-type: none"> <li>Gender neutral language/pronouns in job descriptions and recruitment advertisements.</li> <li>Include gender and GBV skills in job descriptions at both job responsibilities and person specification/role profile sections.</li> <li>Include a competency question at the interview stage to assess understanding of gender mainstreaming in WASH.</li> <li>Gender diverse interview panel.</li> <li>Weighting scoring of women job applicants.</li> </ul>	<ul style="list-style-type: none"> <li>For example, instead of using 'he will', use either 'she/he/they will' or omit the need for a pronoun, for example 'the selected candidate will'.</li> <li>Include in the standard format for job descriptions a statement such as: "Contribute to mainstream protection from gender-based violence (GBV), accountability to affected populations (AAP) and other cross-cutting issues related aspects in every phase of the implementation of the WASH activities, in close coordination with the Protection/GBV staff and WASH staff."</li> <li>Assessment of candidates ability to understand gender-related challenges within the target groups assisted.</li> <li>Ensure there are at least two people on the interview panel (one woman if it is only a two person panel), regardless of role.</li> <li>If using a scoring system for recruitment, add an additional score (for example 10 additional points) to women candidates to ensure they can compete with male counterparts who are likely to have had more opportunities for work experience and education. This score can also be considered as the value added to the programme from having a woman member in the team.</li> </ul>
Working with communities	Water management committees and other community engagement activities	<ul style="list-style-type: none"> <li>Require 50% women's representation in committees including women in decision-making roles within committees.</li> <li>Ensuring women and persons with disabilities are represented in assessments and consultations that inform decision-making and WASH design.</li> <li>Ensuring assessments include separate consultations with women and men and younger people, both boys and girls.</li> <li>Consulting with women in the community in WASH activities.</li> </ul>	<ul style="list-style-type: none"> <li>Create awareness sessions with men in the WASH committee and husbands to help them understand the value for the community and family of having women in the Water Management Committees (work with a Gender specialist). Support the men and women to create gender-balanced committees where women are respected and take decisions.</li> <li>Throughout the project design and implementation organize formal consultation with women and persons with disabilities. If a downstream partner is implementing, write this into the partner contract, and routinely follow-up on the consultation and post-consultation actions.</li> <li>Hire women enumerators to ensure they speak specifically with women and girls, in women-only and girls-only groups at household and community level, paying attention to age and other social dynamics of the group.</li> <li>Consulting with women in the community first about location of water and sanitation facilities, and non-food items (NFI) distribution locations, before approaching more formal, male decision makers.</li> </ul>



## SECTION 2. PROGRAMME TOOLS

## 2. PROGRAMME TOOLS

### 2.1 Project Cycle Checklist

The purpose of this checklist is to guide WASH partners on how to incorporate some of the recommendations throughout the WASH programme cycle from “Closing the Gender Gap in the Humanitarian WASH Sector in South Sudan” research (IOM/RedR UK, 2019). It specifically focuses on actions identified to reduce barriers to women’s participation in WASH and increase enabling factors to achieve WASH outcomes, contribute to gender equality, and fulfil the current national and international commitments to WASH objectives. Depending on the structure of your organization, some actions will need collaboration with other departments, while others will fall under the WASH programme manager’s responsibility. The checklist is designed to be used in conjunction with the South Sudan WASH Cluster Accountability to Affected Populations (AAP) checklist (2019).

1. Needs Assessment and Analysis	Responsibility of WASH staff	Collaboration required with Gender/GBV experts	Use these columns to note your agencies current practice and where to improve		
			Yes	No	Partially
1.1 Monitor and report on enumerators disaggregated by sex, age and disability in all humanitarian WASH (and other sector) assessments.	√				
1.2 Through consultations with women and girls, identify the time and location that is best for them to participate in WASH activities, including community meetings (ask directly or use the 24 hour clock – see tool 3.3).	√				
1.3 Identify the roles of women and men related to WASH, and what barriers there are for women’s participation (adapt WASH assessment questions).	√	√			
1.4. Integrate a gender and power analysis (see tool 3.1) into multi-sectoral assessments, and all WASH-only assessments to inform programming. Use existing assessments and data as much as possible. See IASC Gender Handbook section on WASH for example questions.	√	√			

2. Strategic Planning	Responsibility of WASH staff	Collaboration required with Gender/GBV experts	Use these columns to note your agencies current practice and where to improve		
			Yes	No	Partially
2.1 Develop an organizational roster of women trained in WASH rapid assessments and programme implementation methods who are able to deploy for emergency assessments to field locations. Training and regional collaboration may be required to develop this roster.	√				
2.2 Review best practices and lessons learned on Women’s Participation in WASH. See section 1.2 in this programme guide.	√				
2.3 Disseminate Closing the Gender Gap in the Humanitarian WASH Sector in South Sudan (IOM/RedR UK 2019) report and training for WASH management and field staff.	√	√			



2. Strategic Planning	Responsibility of WASH staff	Collaboration required with Gender/GBV experts	Use these columns to note your agencies current practice and where to improve		
			Yes	No	Partially
<p>2.4 Allocate a budget line for women’s participation and empowerment (including women with disabilities and HIV), and create the budget with flexibility in mind – allowing for continued assessment of who is excluded and what solutions will best support them. The recommended title of this budget line is "Women's participation support".</p> <p>This line must be used to increase women’s participation, for example, capacity-building, additional HR costs (e.g. childcare support during field trips – see HR checklist (tool 4.1), monitoring costs associated to reporting on team diversity or implementing any actions from these guidelines and report.</p>	√				
2.5 Design programmes to include GBV risk mitigation activities for each project. This will include training all staff and enumerators on GBV risk mitigation, referrals and psychological first aid, as well as outreach activities for community (where there are GBV services available and there are GBV staff to supervise messaging). Follow the IASC GBV Guidelines (2015).	√	√			
2.6 Design programmes to include a review of the response; evaluating performance on gender equality programming and women’s participation for mid-term outcome review and end of project review.	√				
2.7 Design and adapt programmes to enable women including people with disabilities to receive training and consultation opportunities.	√				
2.8 Design programmes to include women-to-women training on non-traditional roles in WASH, based on gender analysis and inclusion of GBV prevention and risk mitigation measures.	√	√			
2.9 Follow the guidance for improving gender equity and SEA risk mitigation in daily worker and volunteer systems.	√				
2.10 Conduct regular safety planning for all volunteers and daily workers (see tool 3.4).	√				
2.11 Develop communications (newsletters, articles, posters, etc.) on “Role Models”. Include women working in technical and leadership roles in WASH and positive male champions for gender equality, for example men working in non-traditional roles. Work with gender experts to ensure that these communications do not reinforce harmful gender stereotypes.	√	√			
2.12 Share women and men ally role models internally and externally at community-level, with secondary schools, universities and donors.	√				
2.13 Develop agreements with organizations for people with disabilities and Women’s Organizations to better integrate them into WASH activities and help raise awareness within the WASH sector of the needs and capacities of people with disabilities (especially women) and women’s networks.	√	√			
2.14 Facilitate paid internships / recruitment/ workshops/ presentations at Universities to engage students and provide opportunities for work (especially for women) in the WASH sector.	√				
2.15 Collaboratively integrate programmes that contribute to gender equality, address harmful social norms and empower women. Use the IASC Gender Handbook and GBV Guidelines (link to 3.1 below).	√	√			

3. Implementation and Monitoring	Responsibility of WASH staff	Collaboration required with Gender/GBV experts	Use these columns to note your agencies current practice and where to improve		
			Yes	No	Partially
3.1 Conduct awareness workshops, dialogues and campaigns targeting families and communities into WASH programming, that address harmful social norms that restrict women from decision-making roles (such as in water management committees). Include: <ul style="list-style-type: none"> <li>• Benefits of women's participation in paid work</li> <li>• Sharing household chores to give women more time to enter into paid work</li> <li>• Shared income management at household level</li> </ul> Link activities directly to WASH related opportunities for women e.g. hand pump mechanics.	√	√			
3.2 Ensure women's equal participation in all work schemes and with all contracting levels e.g. as cleaners, pump mechanics and hygiene promoters which often have different remuneration and contracts.	√				
3.3 Explain payment systems and procedures in local languages (picture based, audio and written forms) to all daily workers with the opportunity for workers to invite husbands or family member.	√				
3.4 Follow the IASC Gender Handbook when holding community meetings, trainings or other events to ensure women's safety and participation. See Checklist for inclusion of women and people with disabilities in training tool 3.2.	√				
3.5 Provide women and men, including people with disabilities and older persons with training and consultation opportunities to participate equally in: <ul style="list-style-type: none"> <li>• WASH design</li> <li>• Construction</li> <li>• Operation and Maintenance</li> </ul> Organize <b>mixed AND separate men and women trainings and consultations.</b>	√				
3.6 Provide menstrual hygiene products and adult diapers to all daily workers and volunteers who require them. (This is required during emergency where there is a lack of availability of the products on the market and extremely limited financial resources. Longer term behaviour change and market-based programming should be planned to create sustainable change to improve access to these essential WASH products).	√				
3.7 Deliver training on GBV, IASC GBV guidelines, and HIV awareness for all programme staff.	√	√			
3.8 Monitor and report on the change in knowledge and attitudes and practice of training in action 3.7.	√				
3.9 Deliver training on Code of Conduct and PSEA awareness sessions for all staff, daily workers and volunteers.	√	√			
3.10 Monitor and report on PSEA competencies and improvements in knowledge and access to use the reporting systems in action 3.9.	√				
3.11 Initiate consultations and develop agreements with OPDs and WOs to increase their participation in WASH programmes, promote recruitment opportunities, and provide training to increase skills and knowledge of the sector.	√				

3. Implementation and Monitoring	Responsibility of WASH staff	Collaboration required with Gender/GBV experts	Use these columns to note your agencies current practice and where to improve		
			Yes	No	Partially
3.12 Monitor women's and persons with disabilities participation across the sector in all job categories (striving for 50% women on all categories). Indicators should monitor pay bracket and classification disaggregated by sex, age and disability, with the aim of reducing the gender pay gap and increasing participation year on year.	√				
3.13 Report to WASH Cluster and donors on diversity of WASH teams at all levels at mid-term review (disaggregated as per 3.12).	√				

4. Evaluation and Learning	Responsibility of WASH staff	Collaboration required with Gender/GBV experts	Use these columns to note your agencies current practice and where to improve		
			Yes	No	Partially
4.1 Share lessons learned and best practices on Women's Participation in WASH in South Sudan. Disseminate through the WASH Cluster.	√	√			
4.2 Report to WASH Cluster and donors on diversity of WASH teams at end of project evaluation (disaggregated as per 3.12).	√				

## 2.2 Sample Indicators from Standards/Guidelines

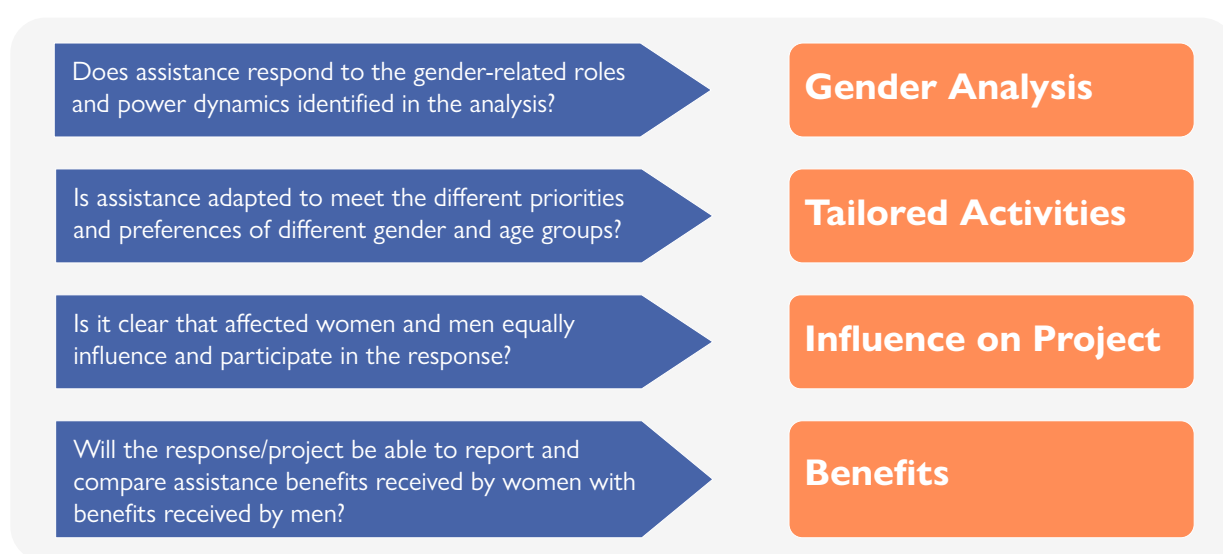
The table below lists some of the existing indicators provided within guides that can be incorporated into WASH programmes. The indicators should be incorporated into programmes at the design stage, however, they may also be added during implementation if the Monitoring and Evaluation team notice a gap. For further information and direct links to guidance, please see section 2.3 *Standards and Guidelines Related to Equal Participation in WASH*.

Resource	Measurement	Indicator
IASC GBV Guidelines, 2015	Staff composition	Ratio of men to women WASH staff, including in positions of leadership.
IASC Gender Handbook, 2018	Assessment team composition	Ratio of men to women in cluster/programme assessment teams.
Humanitarian Inclusion Standards for Older People and People with Disabilities, 2019	Representation of vulnerable groups	Participation of representatives of OPDs and Older Persons Associations (OPAs) in WASH-related coordination and decision-making mechanisms, such as WASH Clusters or water committees.
National laws and policy	Leadership composition	30% representation of women in leadership/representational functions.
WASH Cluster AAP Checklist South Sudan WASH Cluster AAP Checklist, 2019	Policy commitments	WASH partners have agreed strategic actions or policy to improve equity of women WASH staff and community members in WASH programming.

Resource	Measurement	Indicator
Based on Sustainable Development Goals (SDG) targets 6.2 (Indicators based on Water at World workshop, 2015)	Who benefits from WASH activities	<p>% of people* using safely managed sanitation services** including Menstrual Hygiene Management (MHM) in working and learning environments/institutions.</p> <p>* disaggregated by sex, age and disability.  ** based on World Health Organization (WHO) guidelines, definition of "safely managed sanitation services" needs to be extended as follows:  <i>"safe, separate sanitation facilities, with water and soap, including accommodations for menstrual hygiene management in public, private, rural and urban spaces, including schools".</i></p>
Based on SDG targets 6.3 (Indicators based on Water at World workshop, 2015)	Who benefits from WASH activities	<ul style="list-style-type: none"> <li>• % of population* whose wastewater and faecal waste are safely managed** and reused through gender responsive capacity-building, planning and governance.</li> <li>• % of WASH and wastewater-reuse programmes with participation of civil society, local communities and vulnerable groups***</li> </ul> <p>*disaggregated by sex, age and disability.  **As defined in WHO guidelines.  *** Based on contextual analysis, but may include women and girls with and without disabilities and older people.</p>

Use the guidance note by CARE International to help create your indicators: *WASH Ensuring Gender Equality programming in Water Supply, Sanitation and Hygiene Promotion by Care International*: [https://insights.careinternational.org.uk/images/documents/GiE\\_guidance-note\\_gender\\_equality\\_programming\\_wash.pdf](https://insights.careinternational.org.uk/images/documents/GiE_guidance-note_gender_equality_programming_wash.pdf)

The minimum questions to review your programme design are included in the IASC Gender and Age Marker tool, outlined below and can be accessed at: <https://iascgenderwithagemarker.com/en/home/>



## 2.3 Standards and Guidelines Related to Equal Participation in WASH

To support WASH agencies to increase women's participation, there are a number of commitments and resources available. These range from government laws to sector standards and agency commitments. Below is a list of the types of documents available, their overarching purpose and why they are useful, followed by direct links to the stated documents.

### MULTIPLE LEVELS OF POLICY AND COMMITMENT

- Global standards, guidelines and policies
- National laws and policies
- Cluster standards and commitments
- Organizational/programme commitments and standards

### PURPOSE OF STANDARDS AND GUIDELINES

- Measure progress
- Set quality standards
- Ensure consistency of a response
- Ensure accountability to affected populations, within organizations and to donors

### USEFULNESS OF THESE DOCUMENTS

- Checklists for accountability and systematic actions
- Tools for monitoring, evaluation and learning to improve performance (standard indicators)
- Legal / policy benchmarks and requirements for the local context (national laws)
- Cross-cutting issues highlighted for phases of emergency and programme cycle

## KEY GUIDELINES, STANDARDS, LAWS:

Resources	Link
IASC GBV Guidelines, 2015	<a href="https://gbvguidelines.org">https://gbvguidelines.org</a>
IASC Gender Handbook, 2018	<a href="https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf">https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf</a>
IASC Inclusion Of Persons With Disabilities In Humanitarian Action, 2019	<a href="https://interagencystandingcommittee.org/iasc-task-team-inclusion-persons-disabilities-humanitarian-action/documents/iasc-guidelines">https://interagencystandingcommittee.org/iasc-task-team-inclusion-persons-disabilities-humanitarian-action/documents/iasc-guidelines</a>
Humanitarian inclusion standards for older people and people with disabilities	<a href="https://www.redr.org.uk/Training-Learning/Resources">https://www.redr.org.uk/Training-Learning/Resources</a>
WASH Gender Toolkit	<a href="https://violence-wash.lboro.ac.uk">https://violence-wash.lboro.ac.uk</a>
Gender and WASH Monitoring Tool	<a href="https://www.plan.org.au/~media/plan/documents/resources/gwmt-march-2014.pdf">https://www.plan.org.au/~media/plan/documents/resources/gwmt-march-2014.pdf</a>
National Laws and Policies	South Sudan Transitional Constitution, 2011: <a href="https://www.constituteproject.org/constitution/South_Sudan_2011.pdf">https://www.constituteproject.org/constitution/South_Sudan_2011.pdf</a>  Labour Act, 2018: <a href="https://docs.southsudanngoforum.org/sites/default/files/2018-01/Labour%20Act%202017.pdf">https://docs.southsudanngoforum.org/sites/default/files/2018-01/Labour%20Act%202017.pdf</a>  Disability and Inclusion Policy 2013 final draft: <a href="https://www.apminebanconvention.org/fileadmin/APMBC/Victim_Assistance_Docs/South-Sudan-National-Disability-and-Inclusion-Policy.pdf">https://www.apminebanconvention.org/fileadmin/APMBC/Victim_Assistance_Docs/South-Sudan-National-Disability-and-Inclusion-Policy.pdf</a>  National Gender Policy, Ministry Of Gender, Child And Social Welfare, 2012
Convention on the Elimination of all forms of Discrimination against Women (CEDAW)	<a href="http://www.un.org/womenwatch/daw/cedaw/cedaw.htm">http://www.un.org/womenwatch/daw/cedaw/cedaw.htm</a>

South Sudan WASH Cluster policies, strategies and documents	Request access via:  <a href="https://www.humanitarianresponse.info/en/operations/south-sudan/water-sanitation-hygiene">https://www.humanitarianresponse.info/en/operations/south-sudan/water-sanitation-hygiene</a>
HRP cluster strategies and indicators	
South Sudan WASH Cluster GBV Integration Implementation Matrix	
South Sudan WASH Cluster AAP Checklist, 2019	
Organizational and institutional standards, guidelines and commitments	<p>UNICEF - Gender-Responsive Water, Sanitation and Hygiene: Key elements for effective WASH programming <a href="https://www.unicef.org/gender/files/Gender_Responsive_WASH.pdf">https://www.unicef.org/gender/files/Gender_Responsive_WASH.pdf</a></p> <p>Gender And WASH Monitoring Tool <a href="https://www.plan.org.au/~media/plan/documents/resources/gwmt-march-2014.pdf">https://www.plan.org.au/~media/plan/documents/resources/gwmt-march-2014.pdf</a></p> <p>IOM Institutional Framework For Addressing Gender-Based Violence In Crises <a href="https://publications.iom.int/system/files/pdf/iom_gbvic_framework.pdf">https://publications.iom.int/system/files/pdf/iom_gbvic_framework.pdf</a></p> <p>Oxfam Minimum Requirements for WASH Programmes: MR-WASH <a href="https://policy-practice.oxfam.org.uk/publications/oxfam-minimum-requirements-for-wash-programmes-mr-wash-300134">https://policy-practice.oxfam.org.uk/publications/oxfam-minimum-requirements-for-wash-programmes-mr-wash-300134</a></p>



# SECTION 3. COMMUNITY AND ASSESSMENT TOOLS

Women water management committee members meeting and reconciling accounts for water user fees collected, Wau, Western Bahr el Ghazal State, South Sudan. ©IOM 2020 / Andreea CÂMPEANU

## 3. COMMUNITY AND ASSESSMENT TOOLS

### 3.1 Power and Gender Analysis in WASH

*“One of the most persistent patterns in the distribution of power is that of inequalities between women and men. The set of roles, behaviours and attitudes that societies define as appropriate for women and men (‘gender’) can be the cause, consequence and mechanism of power relations, from the intimate sphere of the household to the highest levels of political decision-making. Wider structures and institutions can also shape the distribution of power by reinforcing and relying on gender roles.”*

European Institute for Gender Equality, gender power relations.<sup>2</sup>

In order for WASH activities to avoid reinforcing the unequal power relations between women and men and promote equality it is important to undertake a power and gender analysis. The research findings demonstrate that the distribution of power is largely weighted on the side of men, this includes power within recruitment and training opportunities and community-based WASH practices.

Power is complex and is constantly changing as different individuals, groups or institutions gain or retain control over resources (material, human, intellectual and financial). Below is a table to help further analyse forms of power in relation to gender and WASH. Examples are provided which relate to the different power examples witnessed, observed or spoken about during the research. However, there are a multitude of examples within WASH for each power domain. A gender and power analysis can be used at community level assessments or in our own personal and professional domains. At the community level participatory consultative tools should be used to collect data following standards set out in the IASC GBV Guidelines. Examples of participatory tools can also be found in **Gender And Wash Monitoring Tool by Plan International**: <https://www.plan.org.au/~media/plan/documents/resources/gwmt-march-2014.pdf>. Further training resources regarding Gender and WASH can be found in **Violence, Gender and WASH Practitioners Toolkit**: <https://violence-wash.lboro.ac.uk>.

Use the table to guide a power analysis.

Power guide		Examples in WASH (including entering into paid positions in the WASH sector)
Form of power	<p>Power over WASH resources</p> <p>Power to make decisions, resist decisions or carry out activities regarding WASH</p> <p>Power with different people and influence</p> <p>Power within for personal self dignity and self worth</p>	<ul style="list-style-type: none"> <li>Who has power over hygiene products and household money? Who has power over the public and private spaces where WASH jobs are advertised?</li> <li>Who has power to purchase or collect hygiene resources or power to make the decision to attend community meetings to apply for positions in WASH?</li> <li>Who has power and influence with WASH in a community through being a member of the water committee or consulted about decisions from agencies? Who has influence over selecting candidates for WASH jobs or power to share the job information?</li> <li>Power within to manage menstrual hygiene with dignity or self worth to apply for WASH positions and participate in activities?</li> </ul>
Faces of power	<p>Visible: Power is shown through observable/tangible decision-making mechanisms and forums.</p> <p>Hidden: Power that forms or influences the political agenda behind the scenes, deliberately kept out of sight.</p> <p>Invisible: Power based on social or cultural beliefs, socialization, ideology, and religious beliefs that sets rules and norms.</p>	<p>Visible: Power in water management committees, religious status or through meetings.</p> <p>Hidden: Power a husband may have to stop his wife from participating in paid work through fear of violence or social stigma.</p> <p>Invisible: Power based on the gender norms that women collect water, do household chores and care for children and that men make the financial decisions for the house.</p>

<sup>2</sup> <https://eige.europa.eu/thesaurus/terms/1200> Based on Koester, D. (2015). *Gender and Power. DLP Concept Brief 04*.



Power guide		Examples in WASH (including entering into paid positions in the WASH sector)
Types of power (a person may hold)	<p>Knowledge power is when you understand rights and entitlements, responsibilities and obligations, and the actions needed to attain them.</p> <p>Resource power is access to, and influence over, resources, services and means of production.</p> <p>Personal power is self-esteem, a personal motivation to claim resources.</p> <p>Positional power is the ability to negotiate and claim rights and entitlements, full responsibilities and obligations, ensure equality in outcomes.</p>	<p><b>Knowledge:</b> You understand how to participate in WASH activities, you know how and where to complain, you know your right to be free from violence and how to report violence, your right to bodily integrity, your right to access latrines safely and participate in paid work on an equal basis.</p> <p><b>Resource:</b> You can fix a hand pump or control the times of day when someone can access the pump, latrines or other area.</p> <p><b>Personal:</b> Personally motivated to claim your rights to have equal opportunities when applying for a job, motivated to complain or report violence if someone asked you for a sexual favour in return for work promotion or employment.</p> <p><b>Positional:</b> Through your position as a WASH programme manager you can ensure equal opportunities are given to women and men, that meetings are held at appropriate times of day for women, that there is meaningful participation, that women have opportunities to be trained in all areas from hand pumps to leaders and that these opportunities are safe for them to participate.</p>
Spaces	<p><b>Closed:</b> In private, no access, no entitlement.</p> <p><b>Invited:</b> Some people are permitted to participate or observe.</p> <p><b>Claimed/created:</b> Excluded people create or claim their own space to make decisions.</p> <p><b>Open:</b> Accessible to all, inclusive, representative.</p>	<p><b>Closed:</b> Private space in the home, in latrines, in someone's office where someone is coerced into a behaviour.</p> <p><b>Invited:</b> Selected people in the community are invited to attend a meeting for pump mechanic selection.</p> <p><b>Claimed/created:</b> Women set up weekly meetings to discuss issues that affect them, all male water management committees claim a space that excludes women, all male senior management team have weekly meetings that excludes a women perspective on programmes.</p> <p><b>Open:</b> Latrines are accessible through because they are separated by sex, are well lit, have monitors, have a ramp and handrail to enter, have a space for washing menstrual hygiene items with dignity. Community meetings have diverse members of different genders, ages, and disabilities and are open to all.</p>
Domain	<p><b>Public:</b> In public life and open to all.</p> <p><b>Private:</b> Agreed among the group to be out of public view.</p> <p><b>Intimate:</b> Close relationships (family, spouse, friends, etc).</p>	<p><b>Public:</b> Decisions to promote and employ or hire a new member was made openly with a clear and transparent process. Or the location and design of the latrines was decided through transparent community meetings, the process was communicated to all.</p> <p><b>Private:</b> It was agreed between two or three people that the contract would be given a to someone's family member as it would keep the chief happy. Or the water point location was decided in private.</p> <p><b>Intimate:</b> Within a family unit it was agreed that the eldest sister would care for the family and not participate in paid work. Or in private it was agreed that she would participate in paid work and that her brother would share household chores.</p>

Table based on Christian Aid Programme Practice Paper, "Power Analysis – Programme Practice, 2016".

The above power analysis can be used along side specific questions such as those laid out in the IASC Gender Handbook for WASH programming.

Using the below extract from the IASC Gender Handbook p.356:

**Possible questions for a gender analysis specific to WASH:**

- What are women’s and girls’ menstruation needs in the catchment area? Are women’s and girls’ menstruation needs impacting their access to other services? Are schools equipped with menstrual hygiene materials?
- What types of hygiene materials are appropriate to distribute to women, girls, men and boys? Are these culturally appropriate?
- Are there any barriers to WASH services and facilities for specific groups of people, for example LGBTI individuals or some persons with disabilities? What particular gender-related cultural practices should be considered in relation to determining the types of toilets or bathing facilities to be installed?
- What are the gender- and age-related responsibilities related to WASH? Who collects water and how often? Is water collection affecting school attendance?
- Who is responsible for children’s hygiene? If women are responsible for their own and their families’ hygiene status, what knowledge and skills do they have?
- Are WASH facilities secure? How many hours are spent travelling to and from water points? Is there a queue at the main water point and who is in the queue? If water is pumped at given times, are these convenient and safe for those who are collecting water?
- Has the crisis impacted hygiene practices for women, girls, men and boys and access to WASH facilities?
- Are women, girls, men and boys actively involved in community activities relating to WASH? Are women involved in decision-making in WASH committees?
- Who takes decisions about how water is used in the household and how it is allocated?

### 3.2 Checklist for Meaningful Inclusion of Women and People with Disabilities in Training

It is a minimum standard to ensure that women of different ages and people with disabilities selected as WASH volunteers or committee members are able to participate in trainings effectively. It is also essential to mitigate any risks of GBV related to women’s participation in any training/orientation and in relation to working hours. WASH staff are responsible for completing the following actions:

#	Action required	Completion check	Note on what action taken
1	Check what time is best for women to come to the training/meeting/working hour, and how to ensure that other household activities are completed by the women or how to manage these responsibilities with other household members (use the 24 hour clock tool for this discussion with women – see tool 3.3).		
2	Hire 1–2 adult childminders from the community to look after children while mothers are attending training, and ensure they are covered in procurement requests for additional food and daily wages.		
3	Check the safety and accessibility needs of all participants, and check that the venue proposed is physically accessible and/or organize for necessary adaptations/supports. Check if caregivers are needed to come for support, and if yes, include them in procurement request for feeding and transport.		
4	Check any communication accessibility needs of all participants, including checking if caregiver/interpreter is needed for sign language, etc. If caregivers are needed for communications, include them in procurement request for feeding.		

#	Action required	Completion check	Note on what action taken
5	Check that the venue has water supply and latrines for use by the training participants (including bins to dispose of menstrual hygiene products), if not, make arrangements with families or institutions close to the venue for use.		
6	Ensure that the training team bring a supply of reusable menstrual pads and adult diapers, and the handover form so the materials are accounted for. These will be used if any women need menstrual pads or adults need diapers to participate effectively during the training. This must be managed by a women staff member.		
7	Ensure mats, soap and bucket are purchased/taken from the store and used at the training venue for babysitters and mothers to cater for babies hygiene needs at the training.		

Source: IOM South Sudan, 2019.

### 3.3 Women’s Participation in Community Activities (24-Hour Clock Tool)

To engage men, women, boys and girls in WASH programming activities and improve community ownership, it is important to prepare meetings and activities to enable different age and gender groups to participate. A tool called the 24 hour clock enables us to work with men, women, boys and girls in a participatory way to identify preferred timings, and to engage in discussion that can support women’s participation including women with disabilities and women and girls of different ages.

#### Aim:

- To help the programme team to adapt the timing of activities to enable women and girls to participate in WASH activities.
- To help the programme team to adapt the timing of activities to encourage men and boys participation in WASH activities.
- To increase men’s recognition of women’s contributions and unpaid domestic work, and identify how men can support women to participate in community activities.

#### When to use:

- It can be used during community entry/mobilization to help mobilize and also set the correct timing for community meetings, particularly when the turn-up of community, especially women and girls, is low;
- Conduct with the trained Water Management Committees (WMC), Sanitation Committees (SC), and Community Hygiene Promoters (CHPs) as part of activation of these groups, and encourage action among these groups on women’s participation.

#### Step 1: Preparation

- Explain to the chief and other key community leaders (youth and women representatives) about the purpose, benefits and process of conducting the 24-hour clock.
- Discuss the facilitation and purpose of the tool with the selected WMC, SC members and CHPs who will support in facilitation.

#### Step 2: Single age/gender group discussion (45 minutes – 1 hour)

- Work with the WMC, CHPs and SC members to mobilize 6–12 participants for each group: adult women (19–49 years and 50 years +), adolescent girls (aged 14–18 years), adult men (19–49 years and 50 years +) and adolescent girls (aged 14–18) for group discussions. Ensure that people with disabilities are represented in each of the group discussions.
- Identify a private and comfortable location for the discussion (away from main thoroughfares, community meeting locations, or spaces that are not neutral, such as chief’s homes/government offices) such as under the tree, or at an existing facilities like church or school within the community where the groups of men, women, boys and girls can sit separately and not be overheard. It is important that the facilitators manage crowds and persons listening in but not part of the group so that all groups have privacy and are not disturbed in the process.

- Ensure that group discussions are held separately with adults and children of different ages and genders. Women staff must lead the women's groups and girl's group discussions and a male colleague leading men's groups and boy's group discussions. There should be no persons of different gender or ages within the different groups either from the community or staff.
- To start, introduce yourself and colleagues and briefly explain the importance and the purpose of the discussion. Explain that the information shared by individuals in the group will be kept confidential. Explain that participation will take one hour maximum and is voluntary, therefore, people can leave at anytime or decline to answer.
- Questions to facilitate 24-hour clock timeline:
  1. What are the tasks performed by men/women/boys/girls [depending on the group gender/age composition] over a 24-hour period (morning up to bed time)?
  2. What are the main activities you do at this XXX time of day/night and what other more minor activities do you normally do at the same time? (primary and secondary activities)
- When facilitating the discussion, give room for everybody in the group to share their experience and ideas based on their roles and responsibilities at home or at work. Record on a flip chart using a circle or line to plot each hour of work and the different activities conducted (including primary and secondary activities) for the group to see and add to.

### Step 3: Mixed age/gender agreements (45 minutes – 1 hour)

- After identifying the different timings of activities, bring the groups together to explore different ideas on how they can support each to participate equally.
- Facilitate the identification of action points on what men can do to support women and girls to more effectively participate in community activities. Ask the following probing questions:
  1. Who does the most hours of the work?
  2. Who gets up earliest and goes to bed latest?
  3. Who has more time for recreational activities?
  4. What are the benefits of women and girls participation in community WASH activities?
  5. How can we support each other at home in order to promote women and girl's participation in other community/WASH activities?
  6. What are the benefits of men and boys being involved in community WASH activities, including hygiene and sanitation?
  7. How can we improve men and boys involvement in WASH activities?
  8. What can you do collectively and as individuals to improve women's ability to participate in WASH and other community activities?
- Summarize the group's feedback and ideas shared. Emphasize that women and girls have a high domestic work load, which makes it challenging for them to participate, although women and girls participation in WASH activities and community decision-making can bring many benefits. It is important that we support each other so that everyone can contribute in upcoming activities in our community.
- Ask if the participants feel comfortable to now share the discussions with the wider community to make some agreements on how to improve women's participation. Identify persons willing to co-present with the WMC and CHPs or SC members.

### Step 4: Community agreements (45 minutes – 1 hour)

- The next step is to mobilize a wider community meeting to bring together the findings from the women, men, boys and girls group discussions. The aim is to present overall differences in workload and to agree a way forward to improve women's ability to engage in community decisions and WASH activities (particularly by men supporting them by doing some of the domestic work), and for men and boys to agree on their involvement in community WASH activities.
- Allow the different groups to present the workloads from the different groups to the wider community. Ask the community:

1. Who does the most hours of the work? Who get up earliest and go to bed latest? Who has more time for recreational activities?
2. What are the benefits of women and girls participation in community WASH activities?
3. How can we support each other at home in order to promote women and girl's participation in other community/WASH activities?
4. What are the benefits of men and boys being involved in community WASH activities, including hygiene and sanitation?
5. How can we improve men and boys involvement in WASH activities?
6. What can you do collectively and as individuals to improve women's ability to participate in WASH and other community activities?

- Discuss and agree with the community what they can do to support women's and girl's participation in the community activities and decision-making processes (timing of meetings, supporting women and girl's work loads/role-sharing) and what they can do to encourage men's involvement in community hygiene activities.
- Summarize the discussions and agree clearly with the community leaders, WMC, CHPs and SCs to add to their action plans and report back on progress for leadership accountability to the community.
- Wrap-up and summarize that women and girls emphasize that women and girls have a high domestic work load which makes it challenging for them to participate, although women and girls participation in WASH activities and community decision-making brings many benefits. It is important that we support each other so that everyone can contribute in upcoming activities in our community.
- Thank participants for their active involvement and time, and encourage them to put what they have learnt on role-sharing into practice at home and when setting community meetings.

Source: IOM South Sudan (2019) adapted from various gender analysis tools, including Save the Children Gender Equality Program Guidance and Toolkit. Available at: <https://resourcecentre.savethechildren.net/library/save-children-gender-equality-program-guidance-and-toolkit-engendering-transformational>

### 3.4 Safety Planning with Women Community Workers

This tool is designed to be used by humanitarian teams, including WASH Officers, Engineers, WASH Community Mobilizers, Hygiene Promotion Team Leads. The purpose of the tool is to help identify risks for women community workers and volunteers and create plans to improve their safety and security while carrying out community work. It is specifically designed for women whose roles may range from borehole drilling team members, pump mechanics, hygiene promoters, sanitation committee members and water management committee members. This is an important part of involving women in an empowering way to contribute to the programme safety and security plans.

**Objectives:** To create plans to reduce potential risks for women when engaging with work activities.

**Time:** 1.5 hours (approximately)

**Materials:** Updated GBV referral pathway, different colour stick-it notes, with optional flipchart and marker pens

**Facilitation requirements:**

- The facilitator of this session must be a trained women staff member. Only women should be present in the group discussions.
- Ensure the facilitator is trained in psychological first aid by a GBV specialist and how to facilitate this tool according to ethical and safety principles. The local GBV referral pathway must be used.
- Where possible, work with GBV specialists, to facilitate the session according to ethical and safety standards.

**Process:**

- Gather groups of women volunteers/workers who are doing the same activity in the specific area in a comfortable and private location (approximately 5-15 persons); Please ensure you have the updated local GBV referral pathway with you.
- Start by introducing yourself and explaining the purpose of the activity (see objective above). Explain that we are talking about how to keep ourselves safe and support each other to do so, we especially want to minimize the risks related to our own physical and emotional safety while we are doing this community work. Explain that we do not need to talk about our own experiences of violence in this group, but if you would like further information you can talk to the facilitator or a GBV service provider afterwards.

### Essential notes:

It is essential to emphasize that while it can be helpful to think about safety, violence is never the fault of the survivor. No matter how much we try and protect ourselves, violence may occur and it is always the responsibility of the perpetrator. Security strategies are ways to help minimize the chances of violence occurring, but they are not guaranteed. Ultimately, the only way for violence to be prevented is for perpetrators to not commit violence.

### Step 1: Safety and security risk identification (1 hour)

- Ask the women what they think of when they hear the word “safety” or “security” and ask them to give an example. Or when people talk about safety in the community, what do they talk about? Make sure to emphasize different kinds of safety: physical, emotional, social, etc.
- Next ask the women to think about and explain the different activities that they do for hygiene promotion / latrine construction and sanitation messaging/ drilling or borehole repair/ water management committee activities.
- Ask the women to draw a map of their village and neighbouring villages where they are going to be working. They can use flip chart paper or draw in the dirt with stones, twigs (and any other items you can find) for marking important landmarks such as chief’s home, health facilities, places of worship, schools, women’s center, bus station, tea shops/cafes, sports fields, etc, that they may cover in the Boma/location for these activities.
- Ask them to think about the time of day that they will be doing their community work activities.
- On the map, have the groups mark in one color paper which areas are considered friendly for men and boys. Use another color for places that are considered friendly for women and girls, and a third for areas that are friendly for all at the time when they will be doing these activities (alternatively use different leaves, sticks or marks in the ground).
- When the women are finished, discuss what the map indicates about their mobility and safety, and access to public space in the community. Ask the following questions to guide the discussion:
  1. What were some of your observations about this map?
  2. Which areas are safest for women? What areas are dangerous?
  3. What times are safest for women to do community work?
- Next ask them to think how they will be doing their work activities, and who they will be doing them with. Ask them to think if the community activities might be more risky for them and why? (such as if they have to stay overnight in a different village for drilling or repairing a borehole, or if they are doing hygiene promotion alone and not in pairs, or if they are working alone or with a man). Ask the following questions?
  1. How will you do these activities? What hours will you work? Might you need to stay overnight anywhere?
  2. Who will you do these activities with? Alone, with a partner (a man or another woman)
  3. What are the kinds of safety and security risks might you face by the way you do these activities or after completing these activities? (could be intimate partner violence related to partner concerns over infidelity, could be sexual violence including harassment or rape by co-workers, by community members, could be emotional abuse about women not being suitable for the job).

### Step 2: Safety and security planning (30 minutes)

- Ask the participants to look again at the map and ask:
  1. What are some of the things that you do to try and stay safe and secure when doing community work?
  2. What can you do or how can the timing or activities be adjusted so that you are safe while working?
  3. Is there anything that could be adjusted or changed the way the activities are carried out or any actions your employer could take to reduce risks? (such as engaging community leaders, other family members on women’s work responsibilities, etc).
  4. **(To be asked only with GBV specialist support).** If you experience violence, who can you talk to if you need a safe place? Explain that the home might be the most dangerous place for many women, as violence in the home is unfortunately very common. Ask women to think about where they can go and who they can talk to if there is violence happening in their home.

- Write up the points raised by the women to reduce the likelihood of these safety risks while working or coming home from work, repeat them all for the group.
- To finish, ask the women to get in a comfortable position and (if culturally appropriate) to close their eyes. Have them think of a place where they feel safe. Ask the women to take three deep breaths. Have them slowly stretch up their arms and open their eyes.
- Remind the group that if anyone wants to talk further, they should see the facilitator afterwards and she will connect them to someone in the community who can help. Also remind the group about the services that exist within the community.

Source: IOM South Sudan (2020) adapted from IRC Engaging Men through Accountable Practices Implementation Guide (2014), safety planning session pp. 131–136. Available at: <https://www.fsnnetwork.org/sites/default/files/EMAP-Implementation-Guide.pdf>.



## SECTION 4. OPERATIONAL AND HUMAN RESOURCES TOOLS



## 4. OPERATIONAL AND HUMAN RESOURCES TOOLS

### 4.1 Human Resources Checklist

The purpose of this checklist is to guide staff on how to integrate gender sensitive recruitment. It specifically focuses on actions identified to reduce barriers to women's participation at entry level. Depending on the structure of your organization, some actions will need collaboration with Programme Managers, whilst others will fall directly under HR responsibility to implement.

Actions	Use these columns to note your agencies current practice and where to improve		
	Yes	No	If no, justification or action required
<b>Job Descriptions (JD)</b>			
Use gender neutral language/pronouns in all JDs.			
Assess what qualifications are absolutely necessary and which could be skills built during employment. Only include the qualifications that are compulsory in the JD, do not inflate the education or experience more than required.			
Include gender mainstreaming skills in job description for job responsibilities and person specification/role profile sections.			
Include statement for encouragement of women and people with disabilities to apply.			
Create JD in Arabic.			
Create JD in verbal/audio messages.			
<b>Adverstising</b>			
Extend advertising period (at least 3 weeks).			
Place advertisement in safe and accessible locations for women and women with disabilities e.g. religious space, water points, community notice boards.			
Send advertisement to Organizations of Person's with Disabilities and Women's groups networks and forums.			
Ask other agencies if they can recommend any women candidates (maybe they recently interviewed some suitable women or maybe staff, especially women staff, know someone who might be suitable).			
<b>Short listing</b>			
Ensure at least 50% of shortlisted candidates are women. If 50% is not possible consider extending the advertising period and adjust the strategy used to engage women candidates.			
Request HR officers and hiring managers to provide justification when there is no women candidates shortlisted including list of specific actions taken to reach women candidates.			
<b>Pre-interview</b>			
Consult the candidates if they have any specific needs that the agency will need to adapt /accommodate. For example, are they a wheelchair user, do they require an assistive device, or if a mother do they need to bring a child that they are caring for?			
Ask all candidates when the best time for an interview is within a bracketed period or provide a range of times and days, prioritize the women candidates' first choice.			

<b>Interview</b>			
Always have at least one women on the interview panel for women and men interviews.			
Use competency-based assessments rather than qualifications to assess ability.			
Include competency question regarding gender mainstreaming.			
<b>Candidate selection</b>			
Consider job-sharing opportunities to build capacity and offer more flexible work arrangements. For example, state on the advertisement that the agency is open to job sharing possibilities if one candidate does not meet all the person specifications or cannot work full time. Consider extended period of training or mentoring if required.			
Consider which areas the agency can build the candidates capacity, and which are absolute necessary at time of recruitment. For example, can some aspects be learnt through initial mentoring or short training?			
Weight scoring of women job applicants to assess their abilities/ promote competitiveness. For example, if using a scoring system add additional 10 points for all womens to try and provide a more equitable selection process.			
Or			
Guidance/policy for all recruiting managers that if among the candidates that scored above the required threshold there is a women, then the recruitment panel should pick the women candidate or provide written justification for not selecting her.			
<b>Post-interview</b>			
Offer constructive feedback to women and men applicants who made the shortlist to support furthering their chances for future opportunities.			
Keep a list of women candidates contact details and CV that may be suitable for future vacancies.			
For successful candidate, discuss their needs and how the agency can meet them. For example do they need any flexible work arrangements.			

## Useful pre-prepared forms and documents

- Gender-sensitive sample job adverts;
- Example interview questions, including GBV and gender mainstreaming questions (see examples below – tool 4.2);
- Gender-sensitive interview guide for reference confirmation, which allows for situations whereby someone can use a non-formal reference in cases where they have no employment history, lack documentation or have documentation in Arabic;
- Gender-sensitive long and short list template (i.e. men or women candidates identified);
- Interview assessment sheet with gender weighting (see example below – tool 4.3);
- Checklist to issue contract with gender sensitive benefits/accommodations;
- Gender-neutral generic job descriptions;
- All technical and numerical tests to be offered in Arabic and English;
- Competency assessments in English and Arabic;
- Offer letter, code of conduct;
- Telephone/email reference request forms in English and Arabic.

## 4.2. Example Interview Questions to Ensure Gender Mainstreaming and GBV Risk Mitigation in WASH

The questions below were originally designed for WASH Operations Team Leaders (field staff with supervisory and management responsibilities). They are intended to be used during interviews for WASH roles. These competencies are required by WASH programme team and not only for gender experts. They should be adapted to suit the context and role, however, always keep the key messaging to assess knowledge, attitudes and skills regarding gender and GBV mainstreaming and Sexual Exploitation and Abuse (SEA) risk mitigation in WASH. For more senior roles in WASH, the follow up questions are recommended and answers should be comprehensive, at a minimum the junior roles should at least be able to provide a basic response related to the types of GBV risks and women's participation in WASH in line with the example.

Questions	Example responses
<p>Question 1: What are the main risks of gender-based violence that women and girls may face to access WASH facilities and participate in WASH programming?</p>	<p>GBV risks for women participating in WASH committees and paid employment.</p> <p>GBV risks for water access:</p> <ul style="list-style-type: none"> <li>• The threat of sexual harassment, assault or rape on the way to/from or at the water point.</li> <li>• Discrimination based on gender/que jumping by men or even physical violence, especially around access for livestock.</li> <li>• Delays at the water points increase risk of intimate partner violence.</li> </ul> <p>GBV risks for latrine and bathing facilities:</p> <ul style="list-style-type: none"> <li>• The threat of sexual harassment, assault or rape on the way to/from or at the latrine or bathing facility, including peeping.</li> <li>• Not being able to close the latrine or bathing facility door.</li> </ul> <p>GBV risks at WASH Non-Food Items (NFIs) distributions:</p> <ul style="list-style-type: none"> <li>• The threat of sexual harassment, assault or rape on the way to/from or at the distribution.</li> <li>• SEA to access materials or be put on the distribution list.</li> <li>• Increased risk of intimate partner violence over use of materials.</li> <li>• The threat of sexual harassment, assault or rape on the way to/from or at work.</li> </ul>



### Warning!

A poor response is talking about public health risks only and not having any clear understanding of GBV and GBV risks in WASH, or attitudes of victim blaming related to WASH access.

Questions	Example responses
<p>Question 2: What is a GBV safety audit used for in WASH programming and how are they implemented?</p> <p><i>Question can be specific for water points and/or latrines or NFI distributions</i></p>	<p>GBV safety audit is a tool to help identify the main protection/ GBV risks for women and girls to access WASH services and activities (it can be used/adapted for water points, latrines, NFI distributions, hygiene promotion sessions and other training opportunities). It is important to do before deciding the service plan and location, and to do with the community in a participatory way to help them identify and address these risks together. The audit is done through observation, as well as community focus group discussions/mapping (separate men and boys with male facilitator and women and girls groups with women facilitators).</p>

Questions		Example responses
Follow up or probing question	What challenges are often faced when doing them?	<p><b>Challenges include:</b></p> <ul style="list-style-type: none"> <li>• Not being able to find men in the community to engage.</li> <li>• It not being part of the normal WASH work flow.</li> <li>• Lack of clarity among the team about the purpose and also why men should only discuss with men and not lead a women’s group.</li> <li>• People disclosing GBV incidents without GBV response services to refer survivors to.</li> <li>• Lack of agreement of risk mitigation actions, who is responsible and follow-up taken.</li> </ul>



**Warning!**

A poor response is “GBV partners are not on ground to do the audits” so they cannot be done or not clearly articulating the purpose of the safety audits.

Questions		Example responses
Follow up or probing question	Please provide examples of how WASH teams can mitigate GBV risks to access WASH services through both infrastructure and community-engagement?	<p><b>Possible risk mitigation actions for different activities:</b></p> <ul style="list-style-type: none"> <li>• Water point – drilling in the location preferred by women for security and accessibility reasons,</li> <li>• Borehole rehabilitation – choose rehabilitations based on preferred sites by women and girls for safety/security issues,</li> <li>• Plan with WMC, women and community leaders to address risks (such as police patrols in area, by-laws, discussions with leaders of source of insecurity – commanders, other community leaders).</li> <li>• Planning with women drillers for their security overnight and for hygiene/sanitation while deployed.</li> <li>• Institutional latrines – minimum standards such as locks inside, adequate privacy screens including with gaps beneath so women can see if anyone else is there, separate location to men’s latrine.</li> <li>• Latrine cleaning and management to consider GBV/SEA risks by changing time of day for work, partner cleaners/no lone shifts, increase awareness on SEA and reporting channels.</li> <li>• NFI distributions safety audit and plans include safe location, timing especially furthest communities, security arrangements with local authorities, hiring women staff and volunteers, prior awareness on SEA and reporting.</li> <li>• Hygiene promotion and sanitation activities, ensure home-to-home visits conducted by pairs of staff, SEA awareness and reporting channels among staff, volunteers and community members.</li> <li>• Training and other skills building, ensure planning for safety to/from/at the venue, increase awareness of SEA among staff, volunteers and community members, engage community leaders and male family members on timing and incentives to mitigate tensions within the home. Engage male WASH staff and volunteers to change gender norms around expecting women staff/volunteers to cook and fetch water for them after work.</li> </ul>
Question 3	What are the 6 principles for protection from sexual exploitation and abuse (PSEA)?	<p><b>Core principles:</b></p> <ol style="list-style-type: none"> <li>1. To be terminated from employment if someone is confirmed to break the following code of conduct (some acts can also be a criminal offence);</li> <li>2. No sexual activity with children under 18 years old;</li> <li>3. No exchange of money, goods, opportunities for sex (such as NFIs or job opportunities, or payment for prostitutes);</li> <li>4. Relationships with beneficiaries are strongly discouraged;</li> <li>5. Mandatory reporting even for suspicions (in good faith);</li> <li>6. All staff, especially managers, have a responsibility to improve the work environment to prevent SEA.</li> </ol>

Questions		Example responses
Follow up or probing question	What procedures would you follow if someone reported they have a suspicion about a fellow colleague being involved in SEA? Please specify what would you do and not do.	<p><b>Procedures include:</b></p> <ul style="list-style-type: none"> <li>• Report to PSEA focal point, email or hotline;</li> <li>• Flag if there is a potential for retaliation with the PSEA focal point, and only head of security if there are concerns regarding retaliation;</li> <li>• Any information shared by email is to be password protected and password shared separately;</li> <li>• <b>Do not</b> report to other staff or another line manager;</li> <li>• <b>Do not</b> share any further information with others. Know the GBV referral services so that you can provide information to the survivor (if he/she reported) about services available.</li> </ul>



**Warning!**

Answers that are problematic – relate to telling security team, trying to advise the colleague alleged as perpetrator of SEA, needing to do further investigation to find out if it's a real issue.

Questions		Example responses
Question 4	What are the main SEA risks in WASH operations and potential mitigation strategies?	<b>Please see table below:</b>

Risks	Possible mitigation
Recruitment of staff – especially only 1 staff recruiting or all male interview panels – risk of SEA for job opportunities.	No one person panels, women staff on panel, community awareness on job opportunities, standards of conduct and complaint channels especially for SEA in recruitment.
Lack of knowledge about what constitutes SEA and professional behaviour among staff and communities. Risk increases when hiring temporary contract staff (drivers, security, cleaners, etc.) who are not used to professional work environment expectations.	All staff and casuals to be oriented by a trained focal point on PSEA, clause in contract, posters and other information, education, communication (IEC), including frequent planned discussions on the issue with these staff and casuals. Community awareness-raising and information on how to report.
Staff based in field for long periods without family members – risks of relationships with beneficiaries or engaging prostitutes.	All staff and casuals to be oriented by a trained focal point on PSEA, clause in contract, posters and other IEC, including frequent planned discussions on the issue with these staff and casuals. Hotel/accommodation to be briefed on this issue and reporting lines.
Retaliation for alleged SEA cases (by community, other staff member, etc.).	Case to be reported through the proper channel following data protection principles immediately, even if a rumour. If potential for retaliation identified, contact immediately head of security (not any other staff member) and seek guidance from a national PSEA focal point.
Staff or volunteers working alone engaging communities without adequate supervision (for example home-to-home campaigns or selecting drilling locations) – especially when only men staff and community volunteers.	Women staff and casuals to be recruited in teams. Should not have staff/ casuals operating in the community alone. If possible mixed gender pairs.

Questions		Example responses
Follow up or probing question	What is the role of WASH Operations Team Lead to address SEA risks?	<p><b>The role of WASH Operations Team Lead is to:</b></p> <ul style="list-style-type: none"> <li>Review the WASH programme risk identification and mitigation plan for the location with the Protection/GBV specialist/partners (if available);</li> <li>Discuss with WASH management to adapt the plan and operating modalities according to the contextual risks;</li> <li>Ensure that all staff, volunteers and contractors in the location are oriented on SEA;</li> <li>Ensure there is PSEA IEC in use in all field operations;</li> <li>Ensure there is a designated and trained PSEA focal point among the team;</li> <li>Oversee other aspects of the implementation of the PSEA risk mitigation plan.</li> </ul>
Question 5	As WASH [insert job title], your team might come across someone who has experienced GBV. What is your role as the WASH team in responding to GBV incidents?	<p>The WASH team are not specialist service providers, but have a responsibility as non-specialists to support when someone discloses a GBV incident. The team should be trained on Psychological First Aid (PFA) for GBV disclosures by GBV specialists, all team members must carry with them at all times and know the GBV referral pathway or updated service contacts (if available) for the location of operation.</p> <p>The principles of PFA are:</p> <ul style="list-style-type: none"> <li>Look (see if the person disclosing has any life-threatening issues to address – i.e. To get to the hospital or needs some water);</li> <li>Listen in a non-judgmental way to the issue, do not ask any “why” questions, do not try to ascertain if it was the fault of the person disclosing, always confirm it is not their fault. Do not ask for lots of details that are not necessary for your role as a non-specialist;</li> <li>Link – provide information on any available services in the area.</li> </ul>



### Warning!

A poor answer is if they try to get more details or try to counsel the survivors as if they are a GBV case worker, write information down, take photos, tell local authorities especially the police, ask judging questions as if it is the survivor's fault.

Questions		Example responses
Follow up or probing question	What should you do and/or not do to prepare and respond as a non-specialist?	Do not disclose details to any third party without the survivor clearly asking for that support, and do not try to force/encourage the person that they must seek services, it is up to them to decide (unless it is a minor – in which case seek support from GBV or child protection specialist).
Question 6	Do you think that women and men have the same opportunities to participate in WASH programming? Please explain your answer.	<p>Currently women do not have equal opportunities to participate in programming. This is due to:</p> <ul style="list-style-type: none"> <li>Harmful gender norms – gender bias from hiring managers and team members about what women are capable of/or not, discrimination around maternity leave, security protocols, lack of breastfeeding spaces and other women friendly facilities (i.e. no separated latrines);</li> <li>Overburden of work with childcare and household responsibilities;</li> <li>Lack of formal education opportunities.</li> </ul>



### Warning!

A poor answer is if the candidate does not recognize male bias and believes there are equal opportunities for women in WASH or uses women's role in domestic water and hygiene for family as an excuse for women's participation in WASH programming.

Questions		Example responses
Follow up or probing question	Please give examples of how WASH programming can be adapted to address current barriers for women's participation?	<p><b>Adaptions:</b></p> <ul style="list-style-type: none"> <li>• Policies and action plans at organizational level to address gender parity in teams, gender-sensitive security management, engage and train managers and staff on gender biases (especially among men).</li> <li>• Encourage women's participation at community level, provide MHM, adapt training or activity timing, consider WASH facilities and work with community to address childcare arrangements.</li> </ul>
Question 7	Do you think that people with disabilities have the same opportunities to participate in WASH programming? Please explain your answer.	<p>Currently people with disabilities, especially women, do not have equal opportunities to participate in programming. This is due to:</p> <ul style="list-style-type: none"> <li>• Physical barriers – access to latrines, water points based on the designs which are not adapted for people with different impairments and thus disable their access. Training room and latrine might not be accessible, as well as distance/transport mode.</li> <li>• Social barriers (sometimes referred to as attitudinal barriers) – discrimination that people with disabilities are not capable/ stigma/shame around allowing people out in social events, therefore might not come out for hygiene promotion activities. Communications are not adapted for people with different impairments, the team is not trained to work with people with disabilities.</li> <li>• Psychological – the person with a disability themselves believes what society says about them and excludes themselves.</li> </ul>
Follow up or probing question	What can be done to improve the inclusion of people with disabilities and what is the role of [insert job title] to do this?	<ul style="list-style-type: none"> <li>• Physical facilitators include adapting WASH infrastructure based on universal design principles, including ramps, different colours, textual markings on floor, handrails, etc. Ensure training venues, office, etc are accessible.</li> <li>• Social/attitudinal facilitators include disability inclusion awareness-raising for WASH staff and volunteers; adapt communications materials and process of providing messaging to be inclusive, including ensuring home-to-home visits to people with disabilities to ensure they are engaged in these messages, or holding hygiene awareness or community meetings in a more inclusive space.</li> <li>• Psychological facilitators, including having role models of people with disabilities on project teams, encouraging selection of people with disabilities on community committees, supporting people with disabilities to come together to discuss and address their WASH issues including raising these issues to be addressed by the wider community and local authorities.</li> </ul>



**Warning!**

A poor answer is when they may only talk about ramps and physical access, rather than other impairments such as visual and communication methods adaptions. Or if they reply that the disability is the fault of the person with an impairment rather than the infrastructure design and modifications to the approach.

Source: Adapted from questions used by IOM South Sudan, 2019.

### 4.3 Example Candidate Scoring Sheet with Weighted System

The table below is an example scoring sheet currently in use in South Sudan. It provides an example of how a weighted scoring system can be used to enable women to have a competitive assessment outcome. Without such weighting, it is likely that men will outscore women on qualifications and experience due to male bias in society and lack of opportunities for women throughout their education and professional life.

CANDIDATE INFORMATION		CRITERIA						RECOMMENDATION		
No	Name of candidate	Competence (CV qualifications and experiences)	Length of service (if current staff)	Staff evaluation (if current staff)	Written test (Technical knowledge)	Oral interview (interpersonal skills; scenario based; technical)	Gender (engineers/managers)	Total score	Other considerations (gender is considered a tie-breaker, with women being selected if they have the same score as men for all positions).	Recommendation by panel (Hired; not hired)
		<b>Weight: 3</b>	<b>Weight: 1</b>	<b>Weight: 1</b>	<b>Weight: 3</b>	<b>Weight: 3</b>	<b>Weight: 1</b>		<b>Weight: 1</b>	
		<b>Score:</b> Meet - 1 Exceed - 2 Sig. Exceed - 3	3 to 6 mon - 1 6 to 12 mon - 2 12 mon above - 3	Satisfactory - 1 F. Satisfactory - 2 Excellent - 3	0% to 49% = 0 50% to 59% = 1 60 to 79% = 2 80 to 100% = 3	0% to 49% = 0 50% to 59% = 1 60 to 79% = 2 80 to 100% = 4	Male = 1 Women=2			



## 4.4. Policy and Process Checklist for Increasing Women’s Participation at Work

The purpose of this checklist is to guide decision makers on how to promote women’s meaningful participation through structural changes within the organization. The actions range from establishing practices and internal guides to policy changes. Depending on the structure of your organization these decisions will require collaboration and support from various departments. This will most likely include Senior Management Team (SMT), Human Resources, Programmes and Security with advise from Gender/GBV experts.

Item	Use these columns to note your agencies current practice and where to improve		
	Yes	No	Justification or action required
<b>HR/Senior Managers</b>			
Create annual quotas for staff for all categories of WASH employment, with a target of reaching 50% women representation.			
Include women for training in specific job categories to prepare them for future employment. For example, pump mechanic training or management and leadership training.			
Establish mentoring programmes for promising women staff to take up higher level positions.			
Provide support/practice sessions for interview processes.			
Establish policies and processes that enable the main carer of children to work, including flexible working hours for women, especially when breastfeeding and safe and dignified breastfeeding area at work.			
Provisions for deployment or field trips for women, for example if additional childcare costs are incurred reimburse the value, if breastfeeding, allow nanny and child to travel with mother.			
Anonymous reporting mechanisms for SEA and sexual harrasment and abuse with at least three different channels. For example, via phone, written or through staff representation.			
Confidential counselling and psychosocial support for staff on a regular basis.			
<b>Security Advisors/Programme Managers/HR</b>			
Provision of PEP kits for all staff when deploying to remote, high risk locations.			
PEP kits are accessible for women without the need to request kit from male staff member.			
Adequate training on how to facilitate access and administer the kits in remote field locations in accordance with WHO’s Clinical Management of Rape protocols.			
Accessible internal guidance (and training if required) on: <ul style="list-style-type: none"> <li>Gender-sensitive security risk assessment</li> <li>Gender-specific considerations in security risk mitigation</li> </ul> (see EISF Gender and Security guide for support: <a href="https://reliefweb.int/report/world/gender-and-security-guidelines-mainstreaming-gender-security-risk-management">https://reliefweb.int/report/world/gender-and-security-guidelines-mainstreaming-gender-security-risk-management</a> ).			
Mandatory training of all staff on PSEA, GBV and HIV (consult and work with Gender experts) with annual refreshers for all staff and a iterative competency assessment.			
Mandatory training for HR, programme managers and security teams on unconscious bias, gender equality and responding to GBV incidents.			

Item	Use these columns to note your agencies current practice where to improve		
	Yes	No	Justification or action required
<b>Security advisors/Programme Managers/HR</b>			
Prepare an annual report from each department to account for the gender diversity of team and list actions taken to increase women's representation.			
Deliver annual presentations/workshops at local universities, dealing in public health and engineering, specifically highlighting the role of women in WASH and role models in the sector, along with a discussion on how to ensure women's safety and dignity is protected.			
Plan an annual "job fair" and outreach events for secondary schools and universities that feature national and international women working in WASH.			
Initiate paid WASH internship programmes and training for students at universities and vocational schools for women to enter the WASH sector.			

## 4.5 Example of Competency Assessment

In order to assess the knowledge and attitudes after staff attend mandatory training, a competency assessment is recommended; it would not be sufficient to only report on training attendance at entry/orientation, as this does not ensure understanding and behavioural change of staff regarding competencies. Staff assessments should be linked to staff professional development plans, team competencies should be monitored and reported with the aim of tracking improvements and setting targets. It is recommended that the line manager, trainer and staff member are involved in completing the assessment.

Competencies should specifically be tracked regarding GBV, IASC GBV guidelines, sexual harassment, PSEA systems and HIV awareness. This can also be adapted for interviews.

These should be identified by the agency and can be taken from existing competency frameworks or adapted from training

Staff member should complete this space with a score of 1 to 5 and any additional comments

Assessor (often the trainer) to complete this area with described evidence

Final score agreed with assessor and staff member

Assessor and staff to agree any further training or professional needs to improve on score

Competencies	Self assessment of competency (1-5)*	Evidence observed in group activity or work place and score	Final score (1-5)*	Professional development required related to competency	Review date
Able to demonstrate appropriate actions for protection from sexual exploitation and abuse.	4 – I can explain actions required to protect from SEA	2 – Contributed to the discussion regarding the PSEA six principles in the group however, has challenges to explain risk mitigation and preventative actions related to the project.	2	Attend the next PSEA training and review for PSEA risk mitigation actions with line manager.	In 6 months DD/MM/YY
Able to identify the main GBV risks in WASH and appropriate actions to take to mitigate these.					
Able to identify programmatic barriers to women's participation and take appropriate actions to address.					

\*Suggested scoring descriptors:

- 1 = Unfamiliar with competency/not demonstrated
- 2 = Somewhat familiar/demonstrated to limited degree
- 3 = Can explain general concept/demonstrated to limited degree
- 4 = Can confidently explain/demonstrated effectively
- 5 = Can teach others about this competence/demonstrated completely



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