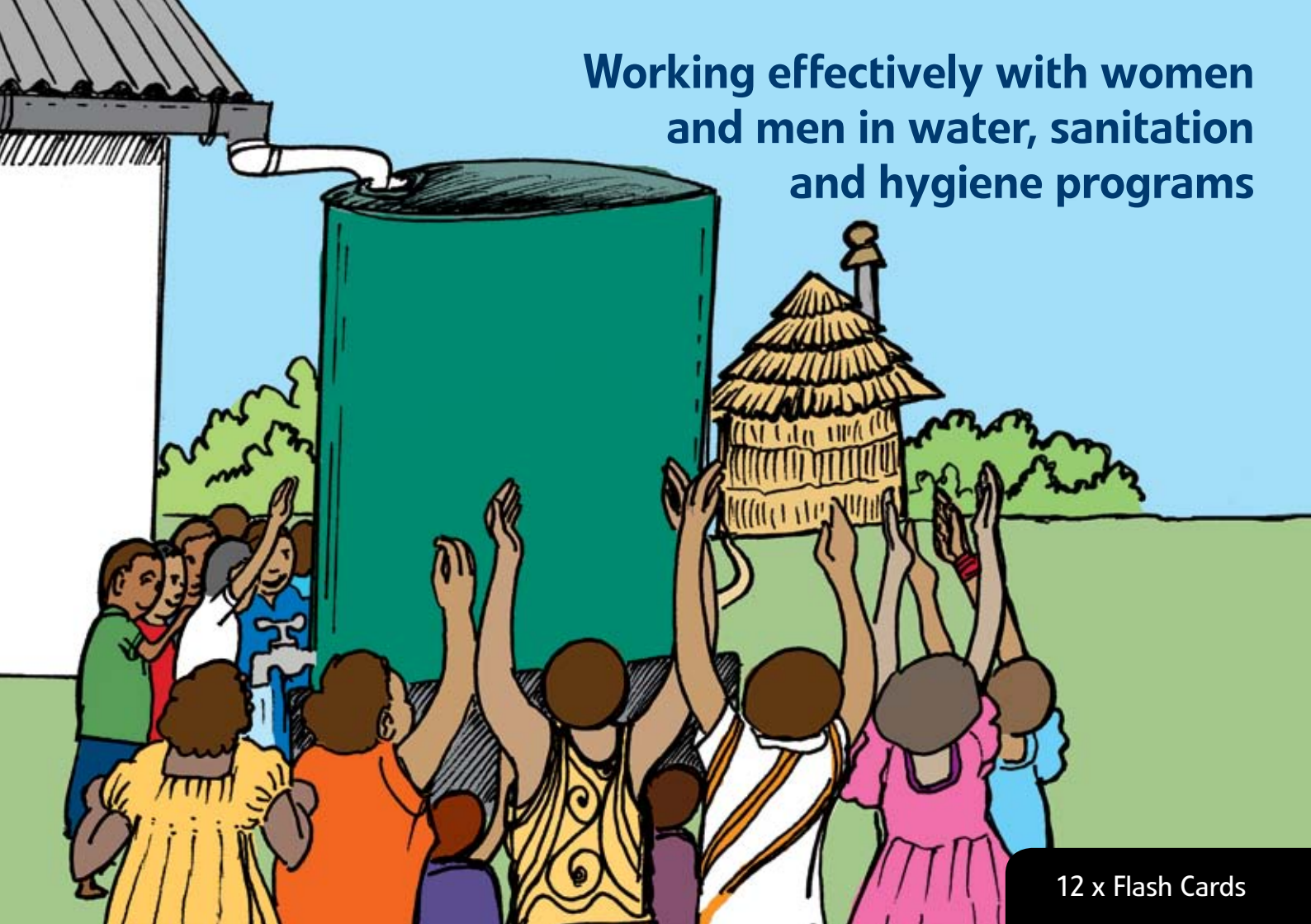


Working effectively with women and men in water, sanitation and hygiene programs



Working effectively with women and men in water, sanitation and hygiene programs

12 x Flash Cards

This resource is part of a tool kit of materials that includes:

- Flash Cards
- Resource Guide
- Poster of Principles and Practices

The Flash Cards have been created to assist program managers or trainers to work with field teams involved in the design, implementation and/or evaluation of rural community-based water, sanitation and hygiene (WASH) programs. They may also be useful in working with communities or groups.

They are based on four key principles for working more effectively with women and men as part of WASH programs described in Part 2 of the Resource Guide. Each Flash Card includes supporting notes for a facilitator and prompt questions to generate discussion among a small group or team. It is recommended that facilitators be familiar with the concepts discussed in the Resource Guide.

For further information please visit www.genderinpacificwash.info



LIVE & LEARN
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Notes for the Facilitator

Key Principle 3

See and value differences

Women and men have both shared and different roles and responsibilities in water, sanitation and hygiene work within their families and within their communities. It's important to see, understand and value these differences. Families and communities depend on everyone's contribution to survive and prosper.

Traditional gender roles typically involve women and girls doing more work and spending more time than men and boys in managing the household's water, sanitation and hygiene. Sometimes this labour is not seen or valued as 'work'. If there is greater recognition and valuing of the work of women and excluded groups, they will also be more respected within communities and this may lead to a fairer sharing of roles and work.

Understanding and valuing everyone's contributions avoids decisions that unknowingly or unfairly increase the work of women or groups who may have less power to influence those decisions.

Discussion Questions

1. What are the different roles you see in this picture related to water, sanitation and hygiene for women, men, boys and girls?
2. What are the different roles you can think of in your communities related to water, sanitation and hygiene for women, men, boys and girls?
3. Are there differences between women's work and men's work? Why?
4. Which roles can be shared? What would be the benefits? How could we encourage this?
5. What does this mean for the way we work with women and men and make decisions in the WASH program?





Notes for the Facilitator

Key Principle 4

Create opportunities

Creating opportunities to work together and experience new roles helps build shared understanding between men and women. This includes an appreciation of their work and the challenges of their different roles. It also avoids our programs reinforcing existing inequalities and can improve outcomes.

This example shows that practicing safe hand washing is important to protect everyone's health, men and women. At the same time both mothers and fathers have a role in teaching children about safe hygiene. Our programs should provide space and support for women and men to experience and share new roles and responsibilities.

Discussion Questions

1. What are the different roles you see?
2. Is there any sharing of roles?
3. What might be the benefits of this? Encourage the group to think of benefits for women, men, children, and families, and for the program's health outcomes.
4. Why is it important to encourage everyone's involvement in our hygiene promotion activities?





Notes for the Facilitator

Key Principle 1

Facilitate participation and inclusion

Working in ways that encourage inclusion and support women's participation alongside men's requires preparation and consultation with community leaders, partners, teams and communities. This will ensure there is a shared understanding and valuing of 'participation'.

It takes time to develop relationships and to understand each community, particularly the power dynamics between and relative status of women and men.

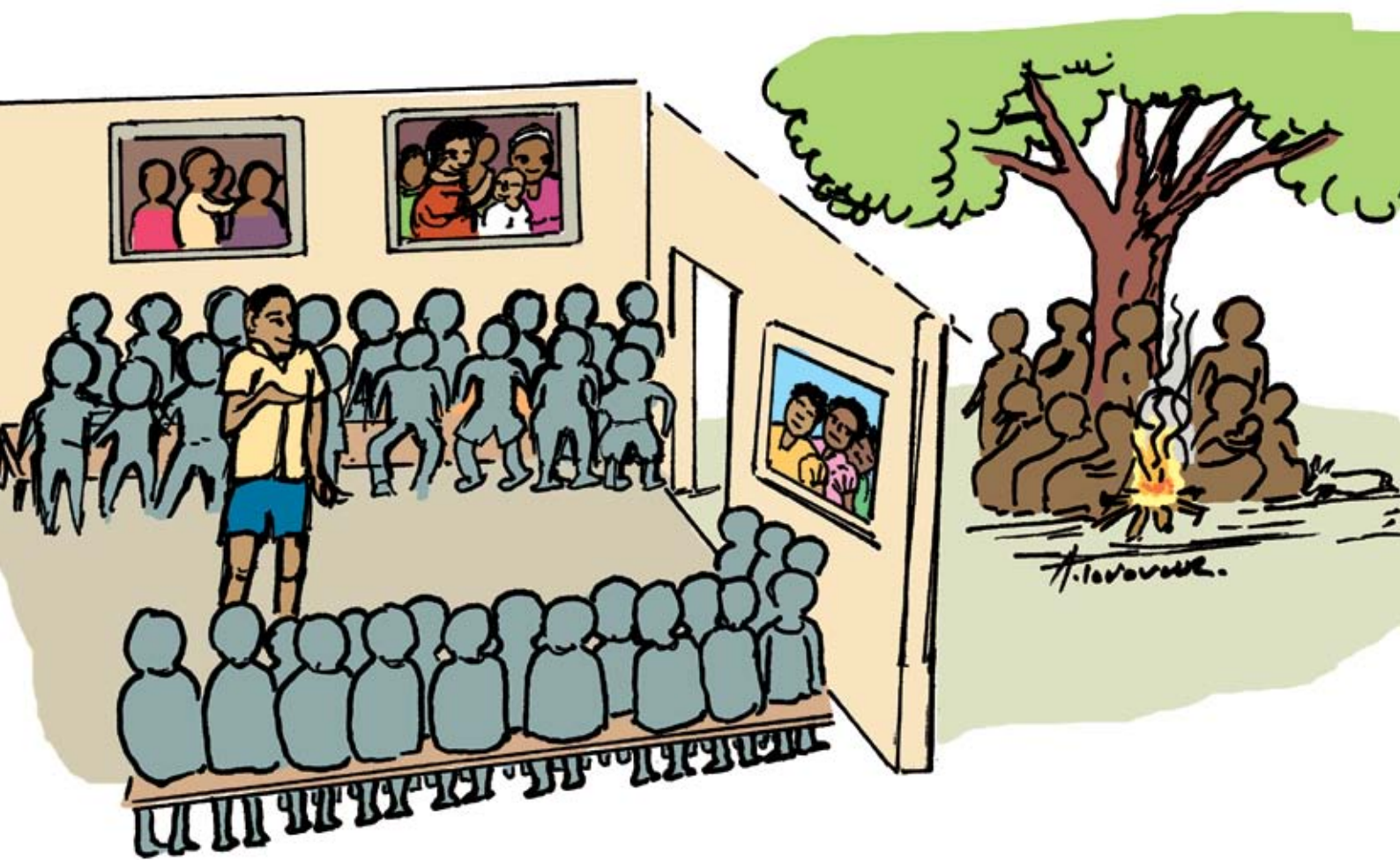
Power affects participation, inclusion and also decision-making. This example shows the need for good preparation and consultation with male leaders to encourage support for women's participation in programs.

Discussion Questions



In this picture the chief is angry because the worker (NGO or government) has not asked him about consulting everyone in the community, men and women, as part of a WASH program.

1. What could the worker have done to avoid this situation?
2. What power does the chief have? What power might the worker have?
3. What role do male leaders have in encouraging active participation of both women and men in WASH activities such as this consultation?
4. Can you give examples of how we might work with the chief and other male leaders to support women's participation alongside men's in program activities?



Notes for the Facilitator

Key Principle 1

Facilitate participation and inclusion

Focusing on ways of working that enable women, men, girls and boys to be actively involved in improving their water, sanitation and hygiene situation involves practical considerations and good preparation. This example shows the importance of workers consulting women, men and other groups on the most suitable timing and the most appropriate location for meetings to support good participation.

If we don't, it is possible that women and certain groups will be left out or excluded. This means they miss the opportunity to learn and to be involved, their voices will not be heard, and the community doesn't benefit from their knowledge, ideas and contributions.

Discussion Questions



This picture shows a community meeting, to discuss water, sanitation and hygiene activities.

1. Where has the community meeting been held?
2. What does participation look like in this meeting for men and for women?
3. What impact does location and timing have on facilitating good participation for everyone?
4. What impact might it have on program activities?
5. How can we support good participation for both women and men in community consultations or other meetings in our programs?



Notes for the Facilitator

Key Principle 2

Focus on how decisions are made

Committees are a key part of WASH programs. The success of a WASH program will be greatly influenced by how well they work, the relationships between members of committees, whether some people have more power and influence than others, and how well a committee represents the interests of women, men and different groups within communities.

This example shows both women and men represented and women effectively contributing in their roles as part of a community committee. Supporting factors may include confidence, respect, good listening, a safe space for women's contributions, training and good working relationships between female and male members.

Discussion Questions



WASH Community Committees

1. What does this committee look like?
2. What does participation look like for women and men?
3. What are the possible benefits of men and women actively participating?
4. What might be the challenges?
5. How does participation affect the quality of any decisions the committees make?
6. What can we do to support effective participation of women and men on the committees involved with our WASH program?



Notes for the Facilitator

Key Principle 2

Focus on how decisions are made

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This example shows both women and men represented on a committee but without effective participation by all. There may be many reasons why the women are unable to contribute. These could include differences in power, dominant personalities, cultural values, not being given space to contribute, not feeling valued or listened to, poor understanding about the value of everyone's participation or lack of confidence. Both women and men have roles to play in ensuring effective participation of all members of committees to support good decision-making.

Discussion Questions



WASH Community Committees

1. What does this committee look like?
2. What does participation look like for women and men?
3. What role do the men and the women have in ensuring all of the members can contribute?
4. What can we do to support women's and men's effective participation on the committees involved with our WASH program?



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Notes for the Facilitator

Key Principle 3

See and value differences

Women and men have both shared and different roles and responsibilities in water, sanitation and hygiene work within their families and within their communities. It's important to see, understand and value these differences. Families and communities depend on everyone's contribution to survive and prosper.

Traditional gender roles typically involve women and girls doing more work and spending more time than men and boys in managing the household's water, sanitation and hygiene. Sometimes this labour is not seen or valued as 'work'. If there is greater recognition and valuing of the work of women and excluded groups, they will also be more respected within communities. This may lead to a fairer sharing of roles and work.

Understanding and valuing everyone's contributions avoids decisions unknowingly or unfairly increasing the work of women or groups who may have less power to influence those decisions. This picture shows the sharing of roles in waste management at the family level and the different work involved.

Discussion Questions

1. What are the different roles you see related to waste management in the family?
2. What work is being done? By whom?
3. Is there any sharing of roles?
4. What might be the benefits of sharing work? Encourage the group to think of possible benefits for women, men, families and for the WASH program's outcomes.





Notes for the Facilitator

Key Principle 1

Facilitate participation and inclusion

Facilitating good participation in planning and making decisions is important so that everyone has the opportunity to be involved, to benefit and to have their ideas and concerns heard and considered. Different members of the community have different needs and priorities and different knowledge – because of their age, health, roles and responsibilities, the work they do and whether they are men or women. If everyone is involved from the start, then what is done will take these differences into account, and result in more appropriate and accessible water and sanitation facilities and safer hygiene practices.

If people are not involved, they will not feel as responsible for looking after their water and sanitation facilities.

In this example, women were not consulted. It has resulted in tap stands being located incorrectly and not being used by the women.

Discussion Questions



1. Describe the picture you see.
2. What are the different uses and sources of water for women and girls?
3. If the women are choosing not to use the tap stand what are the possible reasons for this? For drinking? For bathing?
4. What can we do in our programs to ensure women's views are included, their specific needs are met and the facilities are used?



Notes for the Facilitator

Key Principle 4

Create opportunities

Community-led efforts to improve water, sanitation and hygiene involve many different roles and contributions. Both women and men have strengths and valuable skills to contribute if they choose to. Creating spaces for both and being fair in the way we work with men and women creates the opportunity for everyone to participate in these roles, regardless of whether they are a woman or a man. It's a chance to share or experience new roles and responsibilities and makes sure everyone has access to the benefits.

It also avoids our programs reinforcing existing inequalities and can improve outcomes and sustainability.

Discussion Questions



1. Describe the picture you see.
2. What might be the possible benefits of this?
3. What might be the challenges?
4. Who are the main users affected when water supplies fail? Who might be most motivated to maintain the water system?
5. Who should we involve in opportunities for training and maintenance? Why?
6. In what other areas of our program can new opportunities be offered to women and to men?



Notes for the Facilitator

Gender Equality

Globally it is widely accepted that women and men should have equal rights and opportunities. These are human rights. Opportunities to contribute, to have a say in what happens in our community and to benefit from development should not depend on whether we happen to be born male or female. Communities benefit from better decisions and greater cohesion when men and women are meaningfully involved in decisions about important things that affect their lives. Sometimes this will mean a change in the relationships between women and men. It is important for the community that changes benefit both women and men, and that women and men can work together in making changes.

Equal and meaningful involvement of men and women in WASH programs improves the sustainability of WASH program outcomes. It can also improve community and family relations, the status of women and men, the value placed on women's opinions and work by other community members, and community decision-making processes.

Discussion Questions

1. What do you see in this picture? If the woman or the man stops paddling, what will happen?
2. When women and men work together will they reach their shared goals more effectively?
3. What are the benefits of working well with both women and men in our programs?
4. What are the challenges?
5. What are some of your ideas for how we might work effectively with women and men in our programs?





Notes for the Facilitator

Key Principle 2

Focus on how decisions are made

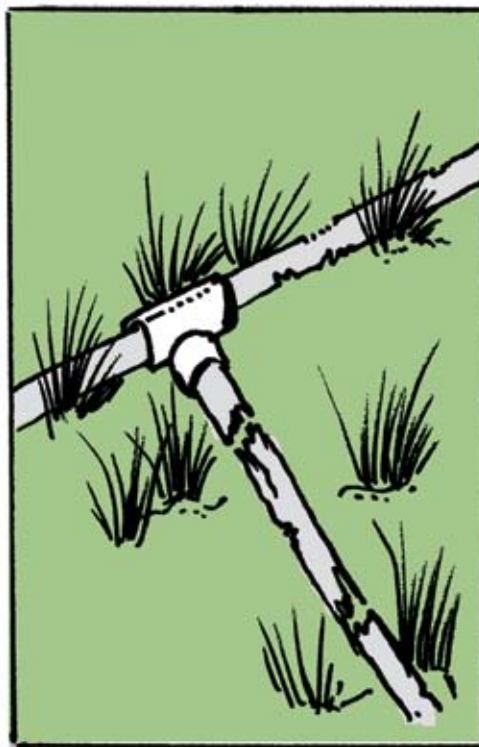
Good planning and decisions require the active involvement of people who will be affected. Such decisions are more likely to be supported by everyone, and be more reflective of everyone's concerns. Those closest to the issue are often also best placed to find a solution. For example, the water and sanitation technologies most likely to be successful are those appropriate to the context and culture, as determined by the potential users. A solution that is appropriate and that people have helped choose increases sustainability and community ownership.

This example illustrates what can happen when key water users are excluded from decisions about water supply. Tap stands may be located incorrectly, there may not be enough of them, the water flow may be too low, access may be affected by land disputes or long queues, or the taps may not be used at all.

Discussion Questions



1. What do you see in this picture?
2. What might be the reason for this issue for the women?
3. Do you think these women were consulted in the decisions about the new water supply?
4. What might be the benefits of talking with women (and groups with specific needs and interests such as people with disabilities) about plans and decisions for water, sanitation and hygiene in the community?
5. What are the differences between what women know, and what men know, about needs for and uses of water?
6. How can we ensure we involve everyone and in particular the key users in our WASH program planning?



Notes for the Facilitator

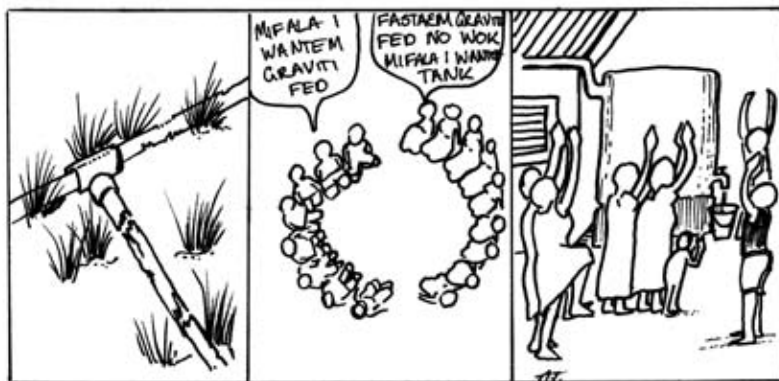
Key Principle 2

Focus on how decisions are made

Story from Vanuatu

During a community planning process (using PHAST), women and men were involved in collective decision-making about the water, sanitation and hygiene facilities. In a group activity they ranked the different technologies such as various types of water supply options.

In one community the women ranked a rainwater catchment highest while the men prioritised the water gravity feed system. The women's preference was supported in the end as it was based on the difficulties they had experienced with a previous gravity feed system, which had failed due to a land dispute. The women had been directly affected by the past decisions and failures. The participatory process enabled both women's and men's views to be heard. The final decision, made jointly, was to fundraise for rainwater tanks, which the women led. In the words of one of the female participants, *"after PHAST workshops the voices of the women have been heard; now we have water tanks"*.



Discussion Questions

1. What do you see in this picture?
2. What might be the benefits of involving women and men in planning and decisions in the WASH program?
3. What might be the challenges?
4. How can we ensure we involve everyone, particularly the key users, in our WASH program planning and decision-making?