

Facilitator Toolkit on **Gender Mainstreaming in WASH**



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Acknowledgments

This publication, “**Facilitator Toolkit on Gender Mainstreaming in Urban WASH**”, is one of the outputs from the “Water and Sanitation Improvement in Informal Urban Settlements through Gender Mainstreaming and Capacity Building of Local Authorities Project” implemented by UN-Habitat from 2009 to 2011. The project started with the conduct of provincial workshops on Gender Mainstreaming in Urban WASH and concluded in a National workshop in Islamabad. During the project implementation in twenty four informal urban settlements of seven major cities of Pakistan, the need for this toolkit was reiterated to facilitate inclusive decision making process for improved access of urban women to water and sanitation. This is due to the fact that women suffer most from poor water supply and sanitation particularly in urban informal settlements where the government does not include them in the development plans of the city. In informal urban settlements, women and girls are over-burdened with the task of fetching water with the additional responsibilities of earning livelihood and other non-productive activities. They face daily indignity and insecure owing to lack of private latrines and open water fetching spaces. In addition, they are also confronted by security risks associated with the use of poorly located and insecure public facilities. Many girls at puberty dropped out for lack of adequate sanitation facilities in schools.

Engendering WASH is direly needed to decrease the inequality in access and control over water and sanitation services. This toolkit is specifically designed for the development practitioners and the duty bearers working in the WASH sector. It comprises four parts; Part One is an introduction about toolkits; Part Two is about the water, sanitation and hygiene in Pakistan; Part Three encompasses how to mainstream gender into urban WASH interventions, and Part Four includes reading and reference materials for the participants.

The toolkit has been an interdisciplinary endeavor, where the guidelines have been provided for development practitioners on Gender Mainstreaming in WASH that will provide the opportunity to enhance the capacity while implementing the Urban WASH projects with gender lenses. It also provides the understanding to implement community-based activities that will address their communities' vulnerabilities to WASH with regard to gender.

The toolkit was prepared under the overall guidance of Bella Evidente, UN-Habitat Country Programme Manager. The conceptualization and coordination of this toolkit was undertaken by Touqeer Ahmed Abbasi, UN-Habitat Team Leader, Basic Services Unit. Technical advice was provided by Rizwana Kausar, Behavior Change Communication Specialist and Mansoor Sadiq, WASH Specialist who made valuable contributions in finalizing this toolkit. Special thanks to Dr. Rakhshinda Perveen for compiling and finalizing this toolkit and to Mudassar Manzoor and Sajid Jafri for the design, layout and editing.

Acronyms/Abbreviations

BCC	Behavioral Change Communication
CSO	Civil Society Organization
MDG	Millennium Development Goal
MoE	Ministry of Environment
NGO	Non-Governmental Organization
PGN	Practical Gender Needs
SGN	Strategic Gender Needs
TNA	Training Need Assessment
UC	Union Council
UN	United Nations
UNDP	United Nations Development Program
UNICEF	United Nations Children’s Fund
UNIFEM	United Nations Fund for Women
WASA	Water and Sanitation Authority
WASH	Water Sanitation and Hygiene

ACKNOWLEDGEMENTS	I
ACRONYMS /ABBREVIATIONS	II
Part 1	1
a) About this product/document:1
b) About the Sessions.....	3
c) Checklist for Training Arrangements	3
d) Facilitators` guidelines	4
e) Programme/Detailed Agenda:	6
Part 2 – Session Plans	7
Day 1	7
Session 0:	7
Session 1	8
Legal Scenario on/for Status of Women in Pakistan	8
Session 2	8
Pakistan’s WASH Commitments	8
Session 3	8
Global Concepts and Trends in the Management of WASH.....	8
Session 4	8
Trends in WASH in Pakistan	8
Module-II: Theoretical Concepts of Gender in WASH.....	9
Session 5	9
Gender Mainstreaming in WASH.....	9
Session 6	9
Gender Roles and Relationships – The Urban and Rural Context ,Gender Roles and Relationships	9
Session 7	9
Social Vulnerability and WASH.....	9
Day 2:Session Plans.....	11
Module-III: Implementation of WASH Projects.....	11
Session 8	11
Planning for WASH Gender Mainstreaming at various levels-Household, Community & School	11
Session 9	12

Gender Mainstreaming in projects	12
Part 3	13
Reference Material and Exercise for different Session in Module	13
Suggested Power Point Slides	26
Part 4	48
Reading Material for the Participants.....	48

Part-1

a) About this product/document

This relatively innovative product/document is the outcome of fast track desk review and analysis, field observations and stakeholder consultations. Every effort has been made to maintain the focus and attention span of the participants. The content of the reading material is derived from web search. Depending on the time and space some statistics may need to be revised and local example must be brought into discussion.

The methodologies adopted to put together this document includes tips from key stakeholders, web based analysis and preference for most essential information.

Every attempt has been made to cite the precise references.

The primary objective of this easy to follow product/document is to Mainstream Gender in WASH right from concept to implementation at ground. The intended users will gain some understanding of and will be in a position to implement community-based activities that will address their community's vulnerabilities to WASH.

They will also be in a position to contribute to the search for a way to implement WASH projects with equal and effective participation of men and women in their respective community. Therefore, the purpose of this tool kit is to enhance knowledge and skills to increase the capabilities of participants address gender in WASH responsibilities effectively.

Who is the User? (intended beneficiaries)

The document is primarily intended for the development practitioners (e.g. communication & or gender practitioners, WASH project managers) and potential experts in the public, private, technical and humanitarian sectors.

The document can be used for training and capacity building of community based-actors, secondary stakeholders and Government Officials involved in activities promoting Gender Mainstreaming in WASH.

Overall Objectives of the Product

This product aims at contributing towards the capacity promotion by providing an overview of Gender Mainstreaming in WASH and the basic skills necessary for implementing community-based WASH activities.

Specific Learning Objectives

The participants attending this training should:

- Define gender mainstreaming in WASH - concepts and methodology;
- Identify gender needs in urban and rural context (WASH)
- Identify roles of various stakeholders in WASH activities;
- Demonstrate a capacity to prepare gender mainstreaming WASH activities;
- Demonstrate planning skills for WASH.

Workshop Methods

Adult learning is best achieved in an environment of experiential learning, participation and inquiry. The methods for the training/learning is based on:

- Presentations and discussions
- Audio-video presentations
- Reading Material
- Case Studies/Exercises
- Recommended websites

Outcome/s

By the end of the training, participants will be able to:

- ✓ Understand the various aspects related to Gender Mainstreaming in WASH issues;
- ✓ Comprehend mainstreaming gender in projects and programs;
- ✓ Learn about women protection, participation and prevention in slum areas;
- ✓ Understand women in WASH and its application in the local context;
- ✓ Develop action plans for conducting orientation session with members of other NGOs/ CBOs and members of community.

Structure & Scope

The manual is divided broadly into 4 parts.

- Part 1 describes the manual and contains material for the organizers especially the facilitator/s /trainer/s.
- Part 2, consists of 3 modules for a 2-day workshop.
- Part 3 contains suggested power point presentations.
- The part 4 contains the reading material for the participants. Important components of the reading material are two glossaries (Gender & WASH).

The scope of this manual/tool kit is limited to the topics/themes defined in the contents but would be determined by the participants largely and skills of the facilitator/trainer. However, the product should not be considered a comprehensive tool advocacy, communication and humanitarian WASH needs.

b) About the Sessions:

In total there are 9 technical sessions. Session 0 is the introductory one and the wrap up session is the concluding one. Each technical session except for session 8 consists of 60 minutes. This is a flexible product and duration of each activity can be and should be adjusted by the lead trainer/facilitator. However, it is strongly recommended not to go beyond 30 minutes in any group work and 15 minutes in a brain storming and discussion session.

Based on adult learning principles, each session is structured according to the following seven steps that incorporate the “experiential learning cycle”:

- Introducing the session (some kind of icebreaker or climate setter)
- Presenting the session's /module/s objectives
- Offering a structured experience to the participants (role play or case study)
- Processing (talking about) that experience
- Drawing new learning and conclusions from the experience and the processing
- Planning how to use the new skills and knowledge
- Summarizing the session and linking it to the next session

c) Checklist for Training Arrangements:

Team leader: Responsible for the successful completion of the 2-day workshop.

Trainer/s or Facilitator/s: responsible for successful execution (presentations, discussions & wrap-up) of each session.

They should not only be equipped with the essential of WASH, Gender and related issues but also know the dynamics of a workshop with a larger group. They should know how to start the session, engage the participants, set norms/ground rules, discuss the expectations and walk through the agenda.

Suggested SETTING OF THE TRAINING ROOM

Training Room should be fully arranged in advance i.e. before the arrival of the participants. The Trainer/s /facilitator/s should have the complete training kit and familiar with the handling of audio visual aids, Flip charts, etc.

Stationary & relevant material in the Training Room:

White Board

- Markers (board & permanent)
- Flip Charts
- Thumb pins
- Paper tape
- Extra papers
- Flash cards

d) *Facilitators' guidelines:

The effectiveness of a meeting or training depends highly upon the facilitator. These sessions provide the skills facilitators need to lead effective, results-oriented meetings.

Preparing Yourself

- In order to effectively facilitate the training/workshop, you must have a thorough knowledge of the themes of the training and relevant material and be prepared to answer any questions about it. You may also wish to read other material to enhance your knowledge of the subject.
- Try to obtain as much information as possible about workshop participants ahead of time. You need to know about them both as individuals and in terms of their experience working in the respective thematic areas. You also need to know the issues they would like to see addressed in the training.
- The logistics, including training venue, hotel bookings, refreshments, stationery, multimedia etc, should be arranged and finalized before the commencement of the actual training. These arrangements should keep in mind the comfort of all the participants.
- Trainees should also be well prepared with all their training tools, such as sessions, handouts, presentations etc. The entire training will go more smoothly the more organized you are!

The Basic Principles-useful tips

- Focus on the situation, issue, or behaviour, not on the person.
- Maintain the self-confidence and self-esteem of others.
- Maintain constructive relationships.
- Take the initiative to make things better.
- Lead by example.

Encouraging different types of people and personalities to work together:

Why is this important? Because failure to manage personality differences can have a negative impact on the group and lessen its productivity. When different personality types clash, time may be wasted in useless argument, and hurt feelings may prevent full participation of all the members

Encouraging Different Types of People and Personalities to Work Together

Why is this important? Because failure to manage personality differences can have a negative impact on the group and lessen its productivity. When different personality types clash, time may be wasted in useless argument, and hurt feelings may prevent full participation of all the members. It is important for the facilitative supervisor to recognize and take into account personality differences so that the group can operate efficiently.

It will take time for different personalities to learn to work together harmoniously. The facilitative supervisor should allow this to happen in the normal course of the workday. Emphasizing the importance and value of the group's work to individuals and to the site can often resolve any problems with conflicting personalities.

Last but not least - Seating arrangement

The seating arrangement has a great deal to do with the comfort level of the group members and how they interact. Strive for seating arrangements that foster a feeling of equality so that the members will feel free to speak. Keep in mind that people sitting across from each other tend to interact more than with any other members, basically because of accessibility.

e) Programme/Detailed Agenda:

AGENDA: a 2-Day Training & Learning Workshop on WASH & Gender

Time	Day -1	Day -2
09:00 /09:30– 10:00	<ul style="list-style-type: none"> Participants' arrival & Registration Ice Breaking Welcome and Introductions Norms Settings Discussion on Agenda 	Mood Check resolutions from Day-I Exercise
10:00-11:00	<ul style="list-style-type: none"> Legal Scenario on/for Status of Women in Pakistan Pakistan's WASH Commitments 	Planning for WASH Gender Mainstreaming at various level Household, Community, School
11:00-12:00	<ul style="list-style-type: none"> Global Concepts and Trends in the Management of WASH WASH Trends in Pakistan 	Planning for WASH Gender Mainstreaming at various level i.e Household, Community and School
12:00 – 12:30	T E A B R E A K	
12:30-1:30	Gender Mainstreaming in WASH	Gender Mainstreaming in Projects
1:30 – 02:30	Diverse Gender Needs in Urban and Rural Areas	<ul style="list-style-type: none"> Recap of 2 days/wrap up Closing speeches/remarks (optional) Certificates Distribution(optional)
02:30-03:30	L U N C H B R E A K	
03:30 – 04:30	<ul style="list-style-type: none"> Gender Roles and Relationships: the Urban and Rural Context Social Vulnerability and WASH 	
04:30 – 05:30	<ul style="list-style-type: none"> Review and End of Day-I 	

Part-2 Session Plans

Day 1

Session 0:

Specific note to the facilitator/trainer

*Ice Breakers can be an effective way of starting a training session or team-building event.

As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the event.

If an ice breaker session is well-designed and well-facilitated, it can really help get things off to a great start. By getting to know each other, getting to know the facilitators and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome. But have you ever been to an event when the ice breaker session went badly? Just as a great ice breaker session can smooth the way for a great event, so a bad ice breaker session can be a recipe for disaster. A bad ice breaker session is at best simply a waste of time, or worse an embarrassment for everyone involved.

As a facilitator, the secret of a successful icebreaking session is to keep it simple: Design the session with specific objectives in mind and make sure the session is appropriate and comfortable for everyone involved.

Introduction, Norms Setting & Expectations sharing

- Step 1: The organizing team will introduce itself.(Name, Designation, Organization/s(if any) & key on objectives & approach of the workshop. Refer to slide 1 in part 3.
- Step 2: The participants would introduce themselves (Name, Designation, Organization(if any) & one key expectation from the workshop)
- Step 3: The lead trainer/facilitator would summarize the expectations and ask the participants to volunteer to set the norms.

Specific Note to the trainer/facilitator

To save time it is better to prepare certain norms as Dos (like participate, smile, energize, respect diversity, ask questions , observe punctuality, etc.) and Don'ts like (don't cross talk, argue , talk on cell phone inside the training space, smoke etc.).

Part2**Day1: Session Plans**

Session #	Session Title	Methodologies	Specific note/tip for the facilitator/trainer
Session 1	Legal Scenario on/for Status of Women in Pakistan	Brainstorming Discussion Any relevant Video screening (optional) Q & A session Wrap up	Share updated status of pro-women legislation in Pakistan. Refer to the suggested power point slides for this module. Encourage all participants to share their thoughts while remaining time conscious. Use authentic data and share updated indicators on health, education, economy and gender.
			Remain time conscious.
Session 2	Pakistan's WASH Commitments	Brainstorming Q & A session Wrap up	Use authentic data Develop 2-3 power point slides to share in the wrap up (refer to the reading material)
			Remain time conscious.
Session 3	Global Concepts and Trends in the Management of WASH	Brief lecture Supported by power point slides	Use authentic data Develop 2-3 power point slides to share in the wrap up (refer to the reading material)
			Remain time conscious.
Session 4	Trends in WASH in Pakistan	A guest speaker/expert may deliver a talk or use discussion technique	Use authentic data Develop 2-3 power point slides to share in the wrap up (refer to the reading material)
			Remain time conscious.
<p>Wrap up- Module 1</p> <p>This may be done through any activity like quiz. prepare in advance 4 questions on separate cards. Make participants enthusiastic by asking them to volunteer.</p> <p>Each volunteer would pick one card.</p> <p>The participants would then be expected to respond to the question on the card.</p> <p>Remain time conscious.</p>			

Day 1: Session Plans**Module-II: Theoretical Concepts of Gender in WASH**

Objective of Module 2: The General Objective of Module 2 is to understand the essentials of GMS in WASH while relating to Urban & Rural contexts, Gender Needs & Social Vulnerability in Pakistan.

begin this module with the statement:

Many people confuse the terms “sex” and “gender” or aren't sure what exactly they mean. (THIS WOULD BE A REMINDER AND REINFORCEMENT AS WELL) Then conduct the following exercise in one large group . Distribute the Exercise gender & men (see part 3) that should be completed in 3 minutes. Without going into the truth or falseness of the statements below, indicate next to each one whether it is about sex or about gender. Find out the responses by reading out loud the statements and asking participants' answers.

Session #	Session Title	Methodologies	Specific note/tip for the facilitator/trainer
Session 5	Gender Mainstreaming in WASH	Brainstorming (What is GMS?) (How can you do it in WASH Projects?) Discuss Q & A session Wrap up	Refer to the power point slides (part 3) . Refer to the Reading Material in part 4 (a couple of participants may read out some text) Remain time conscious.
Session 6	Gender Roles and Relationships – The Urban and Rural Context ,Gender Roles and Relationships	Screening of a relevant video followed by discussion or just discussion supported by power point slides Or Brainstorming & Guest talk optional) Wrap up	These questions must be brought up irrespective of the methods uses. What are gender needs? What are PGN & SGN in relation to WASH? Give specific examples from Pakistan?) Remain time conscious.
Session 7	Social Vulnerability and WASH	Work in 5-6 smaller group or pairs Discussion in one large group Q & A session Wrap up	Suggested discussion points: (NOT ALL POINTS MAY BE DISCUSSED –DISCRETION LIES WITH THE ORGANIZER/S) Migration: How should migrant children be addressed by social protection? How to ensure they access WASH services? Urban settings: How can social protection contribute to WASH outcomes in urban settings? Differentiated approach? Climate change: added vulnerabilities linked with water insecurity in context of climate change; role of social protection? WASH approach in regards to subsidies /removal of user fees and equity considerations Social exclusion: what particular social dynamics are relevant for accessing WASH services? Access points for transfer payments and complementary services; role of social/case workers in other sectors? Role of non-state actors in service provision and demand/use promotion. Remain time conscious.

Day 1-end of day review

Gender Resolution in WASH Context

The Participants make a “gender resolution” before leaving. Each of them is given a blank page or a card containing the following message to themselves:

“Dear _____, Remember that you made a gender-resolution and will pay special attention to

1

2

3

When e.g. training, researching, managing a project, advocating for a policy (in WASH context)and when collaborating and discussing with your colleagues.”

They complete the card/page and exchange it with the participant on their (right or left side). If there are odd numbers it can be done with 3 people.

The pairs would ask what resolutions they made and whether they have been focusing on gender aspects in their work since attending the workshop. This activity also forms part of the evaluation and follow-up process.

Specific note to the trainer /facilitator

This exercise would be discussed on Day 2 after conducting mood check. It should not take more than 10 minutes. **Remain time conscious.**

Day 2

:Session Plans

Module-III: Implementation of WASH Projects

The general objectives of module 3 is to understand the practical aspects of:

Planning for WASH- Gender Mainstreaming at various -levels Household, Community & School

And Planning for WASH Gender Mainstreaming at various levels: Household, Community & School & Behaviour Change communication (BCC) in WASH with gender perspectives

Very Important Reminder:

This session has its foundations on the previous sessions and it is the crux of the workshop.

The trainer/facilitator for this particular session should have advance knowledge of WASH & Gender nexus in policy, programs and projects.

Conduct the exercise Who is a man who is a woman from attribute? given in part 3 in one group.

Read out loudly one attribute/characteristic and ask the participants to say in a chorus style Men or Women?

The trainer/facilitator may hear both or some may say transgender.

Allow laughers and giggles.

Do not stop continue till end and do not discuss the right answer.

Let the participants to arrive at their own conclusions.

Try to finish this in 3 -4 minutes.

Session #	Session Title	Methodologies	Specific note/tip for the facilitator/trainer
Session 8	Planning for WASH Gender Mainstreaming at various levels- Household, Community & School	<p>Brain storming & short discussion Followed by group work and a plenary.</p> <p>Group Discussion (participants would be divided into 4-5 groups for discussing and filling out the given formats) Discussion & Q & A session</p> <p>Wrap up through power point slides (see part 3).</p>	<p>start the session by asking a question as food for thought: Is WASH beyond the households at all important?</p> <p>After 5-10 minutes of brainstorming and little discussions the conclusion may be: Yes -WASH beyond the households is also very important Because People spend most time out of home (at school, at work, etc.) so it cannot be neglected And WASH beyond the household has strong connotations regarding equality and human rights</p>

Session #	Session Title	Methodologies	Specific note/tip for the facilitator/trainer
Session 9	Gender Mainstreaming in projects	<p>Group Exercises</p> <p>Presentations by the groups</p> <p>Discussion</p> <p>Q & A session</p> <p>Wrap up through power point slides (see part 3).</p>	<p>This may appear as a hurried exercise. Participants if not familiar with project cycle and basic tools may not be able to follow the pace and content of this session. However, it is still recommended to do this session as it defines the net outcome of the entire workshop. Group work will allow participants at different levels of careers and expertise to learn from each other as a team.</p> <p>The participants would be divided into 3 groups according to their choice so there would be uneven number of participants in each group. The groups would be named as follows: Group 1 (WASH & GMS group), Group 2 (WASH at different levels) Group 3 (WASH & BCC). clearly tell the participants in the group to read out the given reference material. Relate it to Pakistan context. To make a communication plan they must be able to identify the geographical location, target audience/s, behaviour/s (existing), changed behaviour/s (the desired change/s), key message/s, language/s and channels of communication.</p>
			Remain time conscious.

Part-3

I. Exercises, Checklists etc.

Exercise : Gender & Sex –Module 2 on Day 1

Men	Gender or Sex	Women	Gender or Sex
Physically Strong		Weak	
Grow Beards		Cannot Grow Beards	
Income Earners		Economically Dependent	

KEY

Men	Gender or Sex	Women	Gender or Sex
Men	Gender or Sex	Women	Gender or Sex
Physically Strong	Gender	Weak	Gender
Grow Beards	Sex	Cannot Grow Beards	Sex
Income Earners	Gender	Economically Dependent	Gender

Exercise : Day 2- Module 3. Who is a man who is a woman from attribute?

- I. Strong
- II. Good
- III. Influential
- IV. A good wife and mother
- V. A worker
- VI. wage-earner
- VII. owns own business
- VIII. Organized
- IX. Independent
- X. Able to cope with difficult situations
- XI. Politically aware
- XII. A leader

Exercises for Module 3 session 8-group work Day 2*** Activity Profile of Water and Sanitation**

Activities	Men	Women	Girls	Boys
a) Water				
Who identify water source?				
Who participates in the construction of water site?				
Who fetches water for family consumption?				
Who stores and manages water?				
b) Sanitation				
Who manages sanitation facilities at household level?				
Who constructs household latrine?				
Who uses latrine?				
Who manages latrine				
Who gets health education?				
Who disposes waste?				
Who constructs garbage pit?				
Who cleans house?				
Children bathing				
Who detects water related diseases?				
Who manages community water				

* Inspirations borrowed from Gender Mainstreaming Field Manual for Water Supply & Sanitation Projects

Format 2:**1. Activity Profile to Assess the Workloads of Women in Relation to Men**

	Activities	Men	Women	Girls	Boys
	Productive Work				
1	Crop production				
	1.1. Land preparation				
	1.2. Sowing				
	1.3. Weeding				
	1.4. Applying fertilizers				
	1.5. Applying pesticides				
	1.6. Bird-scaring				
	1.7. Harvesting				
	1.8. Transporting harvest from field				
	1.9. Threshing				
2	Vegetable Production				
	2.1. For domestic consumption				
	2.2. For marketing				
3	Tree planting				
	3.1. Seedling production				
	3.2. Plantation				
4	Animal husbandry				
	4.1. Oxen/Cows				
	4.1.1. Grazing				
	4.1.2. Feeding and watering				
	4.1.3. Milking				
	4.1.4. Manure disposal				
	4.1.5. Processing				
	4.2. Goat/sheep				
	4.2.1. Grazing				
	4.2.2. Feeding and watering				
	4.2.3. Milking				
	4.3. Poultry				
	4.4. Bee keeping				

	Activities	Men	Women	Girls	Boys
5	Storing				
	5.1. Making of container				
6	Maintenance				
	6.1. Maintenance of farming tools				
7	Irrigation management				
	Reproductive work				
8	Food Preparation				
9	Washing utensils				
10	Washing clothes				
11	Looking after children				
12	Cleaning the house				
13	Building and maintenance of the house				
14	Taking care of sick person				
15	Fetching water				
16	Collecting fuel				
	16.1. Collecting fuel wood				
	16.2. Collecting animal dung				
	Community work				
17	Management/maintenance of water source				
	17.1. Water Committee meetings				
	17.2. Cleaning water source				
18	Care for old/sick person				
19	Social organizations				
20	Ceremony				
	20.1. Weddings				
	20.2. Funerals				

Checklists, case studies & other reference material for session 9-module 3 on day 2.

* A CHECKLIST FOR REFERENCE IS AS FOLLOWS:

Some Key Questions for Gender Mainstreaming in Project Implementation

- Does the implementation team include a gender expert?
- Do the TORs for the preparation of the Procedures Manual take gender concerns into consideration?
- Do the TORs of team members clearly reflect the gender-related aspects?
- Does the implementation team have gender mainstreaming tools (outcomes of gender impact studies, a periodic monitoring/evaluation system, information and training manuals, monitoring equipment and materials)?
- Does the implementation team have appropriate monitoring system tools (monthly, quarterly and annual activity reports, audit reports, impact studies, and computerized monitoring sheets to monitor gender- disaggregated indicators, to determine the status of gender-specific activities)?
- Was the team trained, sensitized? When, how many, by whom, where?
- Does it have physical and human resources for coordination and in the field (facilitators, leaders, and service providers, other structures) to carry out training, information and leadership activities?
- Which existing competent structures (providers, State, NGOs, associations, design firms, independent consultants) should be involved in staff and population sensitization?
- **In case they do not exist, which interface structure should be created for dialogue between the project and partner structures (NGOs, women and youth associations) in order to take gender into account in project implementation and monitoring?**
- Is there a data base on resource persons to be involved in the project? If not, how can they be sensitized for the development of this data base, taking gender-sensitive structures into account? Which competent capacity building structures currently exist?
- Are local authorities, spouses, family members and neighbours informed, sensitized about project activities involving women and youths?
- Are they prepared to support women and youths in their participation in project activities? If not, what is the right approach to adopt to obtain their support during the preparation and appraisal phases?
- Who should be in charge of such organization, how many gender- sensitive escorts (men and women) will be included in the exchange trip team?

* INSPIRATIONS BORROWED FROM DIFFERENT REPORTS AVAILABLE ON WEB

***Case Study**

Name: Gomuti W/ O Lao
Age: 60 Years
Occupation: House wife
Muhalla: Thakar Colony
Union council: UC 15
Taluka: Latifabad
District: Hyderabad

Gomuti residing in slum area of Thakar colony in Tando Yousuf told about her family that migrated from India a long time ago more than hundred years, since that time she is living there.

She said that she has six daughters and five sons five of the girls she married with her relatives far from their colony and three of the sons married are living with her in a single storey house.

She said we are facing lot of difficulties regarding safe drinking water and sanitation problems the most issue is drainage system for her as drainage lines is choked her house comes under the filthy water while, her home level is lying on low level that is due to because when drainage lines were being laid down none of the authorities paid attention to the community houses which went down after the construction of streets and drainage and sewerage lines that cause the drainage water drain out through her home.

Further she said that open defecation was also a major problem for her colony but as soon as drainage and sewerage lines were constructed two years ago, the people of the community constructed their latrines at their houses but still practices of open defecation have not reduced because their children use street also now a days as open toilets as she said that we never thought about latrine “it was our cultural value to use open field and we did not think to change it” but now we think that we were wrong as we suffered a lot but now our children specially our girls shall not suffer and become safe as all are in the home, as latrines are available in our homes.

But yet we are not satisfied with sewerage and drainage lines because almost all the year pipe lines remain choked and solid waste is surrounded our houses that creates many a number of problems and epidemic diseases.

Eventually they read and wrote their names (Women Empowerment)

Thakar (Hindu) colony is existing in UC 15 Tando Yousif Taluka Latifabad District Hyderabad Sindh. This is informal settlement more than 100 years old.

The literacy ratio is not more than 0.5% whenever there was 0% (Zero) of women literacy ratio.

SAFWCO with support of UN HABITAT initiated WatSan project in that area, the project specific objective was access of Watsan facilities in informal settlements and to build capacity of local authorities. Before SAWFCO's intervention there were no any women who will lead to and high light women issues in this colony. SAFWCO team formed "Community Organization" lead by activists of women. Staff held various meetings (door to door) and eventually identified some activists' women in colony.

After sensitization and mobilization community was agreed for community organization and election was held finally Ms Mena, Ms Gometi and Ms Palo were selected for General Secretary and Treasury respectively.

With project staff support they had started read and write, on daily they came to gather and learned how to write name, how to spell names etc. Now they are writing their names, and signature on letter pad, opened organization bank account with joint signatures. These three women are now mobilized to other colony's women and girls for getting education.

***Exercise Group**

Group 1 would discuss ways and means of gender mainstreaming in WASH projects they will be provided with case studies as well to reflect upon)

The group would be asked to recall a project/create a project that clearly concentrates on WASH with GMS.

Once participants in each group come up with such project they should start a discussion that should identify:

Gender Needs at planning stage

- Social Vulnerability
- Resources Allocation
- Sustainability Plan

A LIST OF FACTORS AFFECTING SUSTAINABILITY IS:

1. Legislation, policies & political support.
2. Efficiency of intermediate level actors – Govt, NGOs, private sector.
3. Availability of donors or funding sources.
4. Availability of spares and materials.
5. Standardization of approaches across the sector.
6. Water resource availability.
7. Risks from natural disasters, conflicts & vulnerability.
8. Quality of leadership in the community.
9. Gender divisions, inequity & social cohesion.
10. Management capacities, baseline skills, education & capacities and an effective management system have been developed.
11. Community sense of ownership & legal ownership.
12. Community commitment to the project, willingness & ability to pay for the capital costs of the project.
13. Existence of an effective management system for O&M and financing O&M.
14. Existence & enforcement of rules.
15. An effective mechanism for collecting and managing funds for recurrent costs.
16. The community has the willingness & ability to raise money for major rehabilitation or replacement.
17. Appropriate service level & technology.
18. Systems appropriate to livelihoods.
19. Environmental sustainability.
20. The demand of the communities – which will influence the ownership of the project and willingness to sustain it over the longer term.
21. Opportunities for communities to choose the service level based on an ‘informed choice’ – this will influence the community’s sense of ownership of the project and will ensure that the project meets the community’s needs at this point in time.
22. The presence of project rules (or the way projects work with and involve communities).

Implementation Level

It should analyze the activities whether these are gender sensitive or not? How gender can be mainstreamed?

Monitoring Level

Are the monitoring & data collection tools are gender sensitive (i.e. number of male children and number of female children, (transgender in the community), socio-economic variations etc.)

Implementation tools - are the tools appropriately/adequately designed for both genders?

Implementation tools - are the social mobilizers trained on these tools/ & aware of the gender dimensions?

Evaluation level

What are the main constraint which restrict women's access to WASH (cultural-purdah or other traditions), economical (lack of access to spend money), physical (distance etc.)

Exercise: Group 2

Group 2 would discuss WASH and Gender Integration at policy level in connection with Schools.

- ✓ Policy level: Do children (girls & boys) in school have easy access to latrines as compared to teachers (women & men)? OR do the men (chokidar/watchman) have access to latrine in a girl's school or college?

Group 2 would also discuss WASH and Gender Integration at Community level in connection with defecation.

- ✓ Community level: Why men defecate in field and women in traditional latrines in house?

Exercise: Group 3

Group 3 : Make a communication plan to promote Hygiene at a community level.

Reference material:

The Behavior Change Communications (BCC) component of the Ghana WASH Project focuses on facilitating and encouraging health-promoting behaviors.

It uses behavior as the lens to ensure use of and demand for improved services; it also maintains this lens in planning and designing infrastructure and services.

The approach calls for interventions at various levels, from an individual's behavior, to practices at the household, school, community and agency levels.

As part of its BCC strategy, the project works in the formation and support of health and hygiene groups and communities (through Committees) and in schools (through the school Health Education Program). In total, the project is working to train and orient more than 78,000 individuals in behavior change and hygiene messaging; the project aims to reach more than 10,000 students as well through its efforts.

Water and Sanitation (WatSan) Committees

WatSan Committees are key to the sustainability of the Ghana WASH Project's interventions at the community level.

In each community, the WatSan Committee is a small group of people elected or selected by the community to represent the community to make decisions for and on behalf of the community. Committee members typically include traditional authorities, respected opinion leaders, elders as well as women and youth. The WatSan Committee is expected to be gender-balanced.

The committee also facilitates the implementation and management of water, sanitation and hygiene promotion activities.

Through the project's NGO partners, WatSan Committee members are trained on the importance of good hygiene and sanitation, and on developing behavior change messages and good practices. Additionally, for those communities receiving water and latrines, the committee is trained in maintenance of the facility. The WatSan committees functions include:

- Sensitizing communities on basic hygiene practices,
- Mobilizing communities for water supply, sanitation and hygiene promotion activities,
- Leading the community in planning, implementing and monitoring activities,
- Leading the community to raise resources for the operation and maintenance facilities,
- Operating and maintaining water supply points,
- Facilitating the construction of toilets at households and lead hygiene promotion activities,
- Keeping proper records of all activities (including financial records) for the committee/community, and presenting the statement of accounts to the community
- Acting as a liaison between the community and the project,
- Meeting regularly to work on WASH issues.

These committees serve as stewards for the community's hygiene behavior, and ensure the longevity of the water and sanitation facilities through proper management and community financing and proper community hygiene and health.

To ensure sustainability after the project has ended, GWASH has developed a Facilities Management Plan (FMP) document, which is agreed to and signed by the community and endorsed by the Municipal/District Assemblies. The FMP's contains basic information about the community and their existing water and sanitation facilities and key steps on how to maintain the facility. There is also a fund raising plan and how the funds will be managed.

A key component of the FMP's is the information including the names and contact numbers for Facilities Artisans and Repair shops that could be contacted for routine maintenance and repair when the facility is not working well. The signing of the FMP is an indication that the whole community is committed to ensuring that the facilities are maintained and operated properly.

School Health Education Program (SHEP)

Lack of clean drinking water, toilet facilities and good hygiene practices in schools has a negative impact on the entire school population, and can lead to learning challenges as well as absenteeism. The Ghana WASH Project works with school authorities in its project communities to help promote healthy school environments and support appropriate health and hygiene behavior. Through its work with School Health Education Programs (SHEP) in community schools, the project puts young people at the center of interventions and works with them as change makers and hygiene advocates in their communities.

The project trains teachers on school-led total sanitation, basic hygiene, sanitation and maintenance of sanitation facilities, as well as youth-centered approaches to improving hygiene. These teachers go on to lead the student SHEP clubs, who lead their schools and communities in hygiene improvements through monthly health awareness days, developing hygiene posters, drama presentations and community clean-up campaigns. The SHEP activities also target food vendors in the schools and they are trained on food hygiene, hygienic preparation and handling of food and good and bad food vending practices.

Engaging students through hygiene promotion relies on the fact that young people are receptive to new ideas and can be influenced to adopt positive personal hygiene practices, and, in turn, share these messages with their peers, families and communities.

Improved hygiene behavior in schools has the potential to dramatically and positively impact students, including improving the lifelong positive hygiene of young people, increasing girls' school attendance, enrolment and retention, improving youths' capacity to learn, and lowering overall absenteeism due to WASH-related illnesses.

Source: <http://ghanawashproject.org/hygiene/behavior-change-communications/>

II. PowerPoint Presentation as word slides

This manual/tool kit/guide DOES NOT CONTAIN FANCY POWER POINT PRESENTATIONS. Individual Facilitators and or guest speakers/trainers (if any) are encouraged to develop their own according to the time available to them and intended audience/s//participants/trainees.

The power point slides included in this product are meant for the facilitators to use AS GUIDES in different sessions of the 3 modules.

The Wrap up session on day 2 has a specific power pint presentation (that can be modified by the organizers and facilitator/trainer as per their needs and preferences) so that the trainees leave the training venue with some most important messages.

*** Slide 1**

WASH & Gender

Suggested Slides for Module 1

Slide 2

Warm up

- Who would volunteer to say what does **WASH** stand for?

Water, Sanitation and Hygiene (WASH)

It is an area of social development, a sector as well.

During Session 0.

* Inspirations borrowed from a webinar by International Women's Development Agency & Institute for Sustainable Futures, University of Technology, Sydney .

Slide 3

Brainstorming

Tell us what you think:

- What do you think of when you hear the word gender?
- What does it mean to you?
- What questions would you like to put to the forum?

Beginning of session 1, Module 1.

Slide 4

Gender is	Gender is <u>not</u>
About both women and men & TRANSGENDERS & socio economics Class	Only about women
the different things that women and men do and the	Only women's responsibility
relationships between them	A Western or foreign idea

Beginning of session 1, Module 1. Refer to Reading material.

Slide 5

Gender (Sinf)	This is a different from 'sex' (jins)
<p>Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls. It also identifies how these relationships are socially constructed. Gender roles are dynamic and change over time.</p>	<p>Identifies the biological differences between men and women. For example, women can give birth, and men provide sperm. These sex roles are universal.</p>

End of session 1, Module 1. Refer to the Reading material as well.

Slide 6

<p>Why do we need to think about gender?</p> <ul style="list-style-type: none"> ▪ There are socially determined differences between men and women (transgenders included) based on learned behaviour, which affect their ability to access and control resources. ▪ Access and control are also determined by other factors such as: class, ethnicity, age, (dis)ability, location, sexuality, nationality etc.
--

Slide 7

Gender awareness is about recognising that...

- **Women and men** have different needs based on their different roles
- **Structural inequalities** exist in every society that disadvantage women on social, political and economic levels.
- **Women's needs and rights** are often made invisible or ignored
- **Men** can also be negatively affected because of social expectations of how they should behave and what they should achieve.
- **The contributions of both men and women are needed for positive and lasting change**

Do mention that transgenders' issues merit a separate session but they too are treated on the basis of their apparent identity as a man or a woman.

*** Slide 1**

WASH & Gender

Suggested Slides for Module 2

Slide 2

Gender in WASH

Ask:

- **Do you think gender is important in WASH?**

(YES,NO, NOT SURE, SOMEWHAT) could be the responses

- **Why?**

Module 2, session on GMS. Begin by asking the given questions and show some images/pics. If possible.

* Inspirations borrowed from a webinar by International Women's Development Agency & Institute for Sustainable Futures, University of Technology, Sydney .

Slide 3



Slide 4

Focusing on gender in WASH is important because...

... we need to ensure infrastructure and services meet everyone's needs

Benefits of a gender focus

The different needs of women, men, girls and boys are met

For instance,

- **Providing room within a toilet for menstrual hygiene needs**
- **Women are happy with the type and placement of facilities they will use**
- **Toilets may not feel easy to use for men**

Slide 5

Focusing on gender in WASH is important because...

... we need to ensure infrastructure and services meet everyone's needs

Risks of not making gender a focus

Specific needs of different groups in the community are not met, which prevents realising communal WASH benefits

For instance,

- **Women's safety and security may be compromised**
- **Certain groups, for instance pregnant women, may find using facilities difficult**

Slide 6

Focusing on gender in WASH is important because...

- **It can increase sustainability of outcomes.**
- **women are the most motivated about WASH**
- **then the benefits will be equitably shared.**
- **it offers an opportunity to advance gender equality**

Slide 7

Gender mainstreaming(GMS)

A common misunderstanding about gender mainstreaming is that it requires some sort of 'gender balance' in any intervention, meaning an equal representation of women and men and not any women-specific project or components'.

- Smita Mishra Panda

Slide 8

Gender & WASH in International Policy

First mentions

- Dublin principles 1992
- Rio Conference 1992
- Millennium Development Goals
- Johannesburg 2002 (Rio+20)
- International Decade for Action on Water for Life 2005-2015

Recognising the important place of women

Gender sensitive... how?

**Capacity building,
participation,
involvement**

Water focus...
Sanitation?
Hygiene?

**More a focus on
women...less on
roles, relationships
and power**

REMINDER before Starting session 6 Module 2

* Slide 1

WASH & Gender

Suggested Slides for Module 3

Slide 2

Everything that involves people is gendered.....

... because women and men have different roles, opportunities, vulnerabilities and life experiences...

So: Everything we do **will** have a gendered impact
(whether or not we think about it)

* Inspirations borrowed from a webinar by International Women's Development Agency & Institute for Sustainable Futures, University of Technology, Sydney .

Slide 3

<p>Gendered impacts of WASH</p> <p>Tell us what do you think:</p> <p>Do you know what the gendered outcomes are of your work?</p>	<p>Have you made gender a focus of your WASH work?</p> <p>What did you do?</p> <p>How did it go?</p>
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Slide 4

<p>Enablers – things that the NGOs did that helped...</p> <ul style="list-style-type: none">• <u>used water as an entry point</u> to talk about governance, leadership and inclusion• <u>paid particular attention to the needs of women</u> when deciding timing and locations of project activities.• <u>actively encouraged women to participate</u> in meetings at all levels to voice their issues and concerns (rather than being represented by others)• <u>worked carefully with male community leaders</u> to ensure women and their participation were supported.• <u>used pictures</u> which made activities accessible to those low literacy groups (particularly the women).• <u>used a 24h clock to raise awareness</u> of the division of labour between women and men and how equitably it was shared• <u>constructed separate toilets and bathing spaces</u> for women and men
--

Slide 5

Enablers – things that the NGOs did that helped...(WaterAid)...

- Made a conscious effort to include women on committees
- Women staff (WaterAid and partner organisations) were important role models encouraging greater respect for women's leadership potential and encouraging women to believe in their own capacities
- Increased community awareness of women's rights (many contributors: NGOs and govt)
- Supported women's participation in decision-making to feed into positive cycle of change: women and men observe the value of women's contribution which leads to growing acceptance and motivation to continue increasing women's participation

Slide 6

Focus on ways of working that enable women, men, girls and boys to be actively involved in improving their water, sanitation and hygiene situation.

**Principle 1:
Facilitate participation and inclusion**

Slide 7

Principle 2:

Focus on how decisions are made

Use decision making processes that enable women's and men's active involvement, within the project and in activities.

Slide 8

See, understand and value the different work, skills and concerns of women and men related to water, sanitation and hygiene.

**Principle 3:
See and value
differences**

Slide 9

**Provide space and support
for women and men to
experience and share new
roles and responsibilities.**

Principle 4:

Create opportunities

Slide 1

WRAP UP SESSION

A quick review of 2 days

Slide 2

Module-I:

Water, Sanitation and Hygiene (WASH) in the Context of Pakistan

- | | | |
|------------------|----------|---|
| Session 1 | : | Legal Scenario on/for Status of Women in Pakistan |
| Session 2 | : | Pakistan's WASH Commitments |
| Session 3 | : | Global Concepts and Trends in the Management of WASH |
| Session 4 | : | Trends in WASH in Pakistan |

Slide 3

Gender

- Gender IS NOT = TO SEX
- SEX IS A BIOLOGICAL INCIDENT
- GENDER IS A SOCIAL CONSTRUCTION
- GENDER STEREOTYPES WHEN DOMINATE IMPEDE FREE THINKING & DEVELOPMENT

Slide 4

WASH is a Gender issue

Slide 5

Legal Scenario on/for Status of Women in Pakistan	
What do you recall?	What do you recall?
<ul style="list-style-type: none">• 49% women (no census since 1998)• women & girls Experience different forms of Violence• women & girls Are yet to be acknowledged as Equal	<p>Pro Women Legislation</p> <p>Gender Concepts & indicators Like bias,discrimination,equity, Gender Inequality Index</p>

Slide 6

Pakistan's WASH Commitments
<ul style="list-style-type: none">• MDG <p>Within Goal 7 on Environmental Sustainability, a global target was set to halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation.</p>

Slide 7

Pakistan's WASH Commitments

Pakistan's commitments included:

- **Government commits to enhance access to adequate sanitation for 20 million people by 2015 to achieve its MDGs targets.**
- **Government commits to enhance access for 14.4 million people to reach 100% coverage for improved drinking water.**
- **Enhance by 2015, the sectoral allocation for water supply and sanitation by 1% of overall PRSP allocation**

Slide 8

Pakistan's WASH Commitments

Pakistan's commitments included:

- **Mobilize external assistance for an additional US\$ 200 million annually over and above its commitment to achieve its national MDGs targets of sanitation and water supply**
- **Establish a national monitoring framework for sanitation and drinking water based on provincial monitoring frameworks, and strengthen national and provincial information management systems, including those for health and education for improved and coordinated monitoring of sanitation and water by 2013**
- **Constitute a special Task Force on up-scaling rural sanitation based on the Pakistan Approach to Total Sanitation by December 2012**
- **Develop a National Sector Action Plan comprised of Provincial Action Plans to effectively implement our national policies on sanitation and drinking water as well as behavioral change by December 2013**

Slide 9

Module-II:

Theoretical Concepts of Gender in WASH

Session 5: Gender Mainstreaming in WASH

**Session 6: Gender Roles and Relationships
The Urban and Rural Context
Diverse Gender Needs in Urban
and Rural Areas**

Session 7: Social Vulnerability and WASH

Slide 10

**Access to water and
sanitation is a
fundamental human
right and essential to
life, health and
dignity.**

Slide 11

Recall ,Read & Recall

- | | |
|---|--|
| <ul style="list-style-type: none">• Patriarchy?• Stereotypes?• Role of women in a patriarchal society?• Stereotyping of men? | Key factors affecting people's abilities to access WaSH services include poverty, gender, and spatial disparities. |
|---|--|

Facilitator /s would involve the trainees by encouraging certain selected portions from the reading material as well.

Slide 12

Module-III:
Implementation of WASH Projects

Session 8 : **Planning for WASH Gender Mainstreaming at various level**

Household
Community
School

Session 9 : **Gender Mainstreaming in Projects**

Since these modules would be delivered on day 2 it is recommended to spend less time on these during wrap up.

Slide 13

Questions for the trainees

Tell	Recall exercises
Stages of project	• Activity Profile
At least 4 resources for sustainability	• What men do?
	• What women do?
Your concept of GMS	• What changes can be envisioned through BCC and gender responsive policy?

Planning, Implementation, Monitoring&Evaluation are the 4 main stages. Planning is A SPIRAL PROCESS.

Slide 1

Summary

Wrap up session

Slide 2

Gender is important in WASH

- There are many benefits from bringing a gender perspective to WASH, and also risks if you don't make gender a focus
- You are already changing gender roles and relations
- So make the change positive!

Slide 3

What do good gender outcomes look like?

- **Many and varied, meeting practical needs and strategic interests**

Putting it into practice

- **It's DO-ABLE and can be done in a practical, constructive way**

Slide 4

**Thanks
for your
participation
today!**

Part-4 Reading & Reference Material

Reading Material for the Participants

1. Pakistan, Women & Gender Based Violence*

Women throughout the world face a range of challenges and none more so than in the developing world. Levels of education, health care and political representation can be dauntingly low, and discrimination and sexual violence are all too frequent.

One of the most prominent cases of a country struggling with the competing dynamics of development, modernization, religion and tradition is Pakistan, the sixth most populous country on earth. The World Economic Forum ranks the country as the least gender equitable in the Asia and Pacific region. The 2012 annual report from the Human Rights Commission of Pakistan details many challenges women there face, including being “attacked and killed on account of asserting their rights to education, work and generally for choosing to have a say in key decisions in their lives.”

In 2012, UNESCO stated that Pakistan showed the least progress in the region educating low-income girls: “The poorest girls in Pakistan are twice as likely to be out of school as the poorest girls in India, almost three times as likely as the poorest girls in Nepal and around six times as likely as the poorest girls in Bangladesh.” (For additional comparisons between countries and groups within the same country, see the World Inequality Database on Education.) Even when there is the possibility of enrolling in a school, actually doing so can be downright dangerous. In June 2013, militants blew up a bus carrying female university students in Quetta, the capital of Pakistan's southwestern Balochistan province, and the school has since been shuttered. Malala Yousafzai, the Pakistani schoolgirl and education advocate who was shot by the Taliban for her views, recently addressed the U.N. in favor of free, mandatory education around the world, but she added that she was focusing on women “because they are suffering the most.”

Pakistani women who want to contribute to the economy face other barriers as well. A 2012 World Bank report details the difficulties they face gaining access to capital due to social constraints needing permission from a male to even qualify for a loan, for example. According to the study, 50% to 70% of microloans given to women in Pakistan may actually be used by their male relatives. For further information on these types of obstacles, see the paper “Gender-Specific Barriers to Female Entrepreneurs in Pakistan: A Study in Urban Areas of Pakistan.” And even something as basic as using public transportation presents a challenge, according to the International Labour Organization.

* Sources: <http://journalistsresource.org/studies/international/human-rights/pakistan-women-equality-education-economic-development-research-roundup#>

The lack of opportunity for Pakistani women is also a loss for their country. According to a 2012 UNESCO report, literate Pakistani women earned nearly twice as much as those who were illiterate. A study in Comparative Education, “Can Education Be a Path to Gender Equality in the Labour Market? An Update on Pakistan,” finds that “the market rewards women's education and skills at a higher rate than men's.” As Esther Duflo, a development economist at MIT and the director of the Abdul Latif Jameel Poverty Action Lab, has noted, there is a close relationship between women's empowerment and a country's economic development.

Pakistan's struggling economy needs all the help it can get. The Asian Development Bank estimates that in 2014, Pakistan's GDP growth rate will be 3.5%, half the 7% needed just to absorb new workforce entrants. The World Bank notes that the country's recovery from the global financial crisis has been the slowest in South Asia. According to the Pew Research Center, 80% of Pakistanis say the economy is in poor shape, while a British Council report found that economic factors were the greatest reason for the pessimism of youth on the direction the country is headed.

There are some organizations working to improve gender equality and provide more opportunities for women. The Citizens Foundation, a non-profit organization, runs schools across the country, encouraging female enrollment with the goal of having its campuses gender balanced. The Kashf Foundation, founded in 1996, became the first microfinance institution in Pakistan to target women from low-income communities. The First Women Bank was founded in 1989 to support businesswomen. Pakistan's Small and Medium Enterprises Development Authority (SMEDA) also provides support for female entrepreneurs.

2. Water and Sanitation in Pakistan?

- Sanitation coverage in Pakistan in 2010 stood at 48% of the population with access to an improved sanitation facility
- Water coverage in Pakistan in 2010 stood at 92% of the population with access to an improved water source
- 98.2 million people in Pakistan still live without access to sanitation and 19.9 million without access to safe water
- Out of a population of 173.6 million, 23% of the population still practice open defecation, reduced from 52% in 1990
- In 2009, Pakistan's water and sanitation expenditure represented 0.20% of their GDP, down from 0.22% in 2008
- The economic cost of poor sanitation per year in Pakistan is estimated at US\$5.7 billion, equivalent to 3.94% of GDP
- National WASH Targets and existing WASH commitments

- **MDG**

Within Goal 7 on Environmental Sustainability, a global target was set to halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation.

- The drinking water target has now been reached but 783 million people still lack access.
- 2.5 billion people, that's equivalent to over one in three of the world's population, still lack access to a clean, safe toilet - At current rates of progress, it will be over two centuries until the MDG target is reached in Sub-Saharan Africa. With diarrhoeal diseases caused by unclean water and poor sanitation now the biggest killer of children in Africa, increased progress is urgently needed.

These are global targets but, if we look at individual countries, the target for Pakistan can be calculated at 63% access to improved sanitation and 93% with access to improved drinking water. At current rates of progress Pakistan is predicted to meet the water MDG target in 4 years but may not meet the sanitation MDG target for 15 years.

- **SACOSAN V: THE KATHMANDU DECLARATION**

We, the Heads of Delegation from Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka, participated in the 5th South Asian Conference on Sanitation (SACOSAN) in Kathmandu, Nepal, which was attended by Ministers, parliamentarians, senior policymakers and implementing agencies; grass-roots activists, children and adolescents; professionals, academia, civil society, non-governmental and community based organizations, development partners, the private sector and the media;

1. Reconfirm the principles of policy and good practice set out in the SACOSAN declarations of the
2. last decade in Dhaka, Islamabad, New Delhi, and Colombo;
3. Renew our joint commitment to the Human Right to Sanitation adopted by the United Nations and endorsed by SAARC nations to work progressively to achieve an open defecation free and hygienic South Asia, through accessible, affordable, appropriate, acceptable and Environmentally safe sanitation and hygiene services that all people can use and maintain with dignity, safety and comfort ;
4. Commit to further accelerate sanitation and hygiene behavior change in South Asia to meet the Millennium Development targets and move towards implementing the United Nations Secretary General's Call to Action on Sanitation;
5. Recognize sanitation as a matter of justice and equity, with a powerful multiplier effect that unlocks measurable benefits in health, nutrition, education, poverty eradication, economic growth and tourism while also reducing discrimination and empowering communities, especially infants, children, adolescent girls, women, the elderly and people with disabilities, in rural and urban areas;
6. We recognize that the time for sanitation is now and that we must capitalize on the strong political will and local leadership and community ownership demonstrated throughout South Asia to boost sanitation coverage and improve hygiene practices substantially by 2015..

SACOSAN V unanimously agrees and commits to an open defecation free South Asia by 2023 and to progressively move towards sustainable environmental sanitation. In order to achieve this, we commit to:

- I. Formulate, develop and implement adequately resourced national/sub national sanitation and hygiene plans with SMART (specific, measurable, achievable, realistic, time-bound) indicators that measure and report on processes and outcomes at every level including households, educational, health, public institutions and workplaces, with disaggregated reporting on gender, age, disability, marginalized and vulnerable groups.
- II. Create a framework and enabling environment including policies, strategies and protocols and the conditions for the fulfillment of the need for universal sanitation and hygiene: women and men, children, adolescent girls, people with disabilities and the elderly;
- III. Given that sanitation is about changing social norms, demand creation, We commit to addressing diversity in service provision for infants, children, youth, adolescent girls, women and men, people with disabilities, chronically ill and elderly in rural areas and people affected by poverty and disasters further exacerbated by climate change.

- IV. Recognize the importance of sustainable environmental sanitation and hygiene in urban areas including solid and liquid waste and faecal sludge management for all urban dwellers, regardless of tenure.
- V. Prioritize and promote child and disabled friendly services and menstrual hygiene management in all public buildings and especially schools, health clinics and reflect and monitor this in standards, design, delivery and monitoring.
- VI. Develop and implement guidelines and standards suitable for child, adolescent and gender and disabled friendly WASH facilities, with compliance indicators on hand washing and menstrual hygiene education and practice;
- VII. Raise awareness at all levels to foster demand and build capacity for sanitation and hygiene including but not limited to youth led movements, pro-poor public private partnerships and the media.
- VIII. Engage the Health sector at all levels in sanitation and hygiene promotion as critical agents of preventive healthcare.
- IX. Emphasize research and development on low-cost, appropriate sanitation products, linked with sanitation marketing and innovative solutions for environmentally sound sanitation systems.
- X. Commit to significant direct participation of children, adolescents, women, the elderly and people with disabilities, as well as decision makers from Health, Education, Environment and Finance to bring their voices clearly into SACOSAN VI and systematically thereafter.

The SACOSAN Decade has improved sanitation and hygiene for hundreds of millions of people in the region. We recognize that the open defecation free state is an intermediate stage in achieving total sanitation, as the region aspires to achieve wider environmental sanitation that includes safe and sustainable waste management and improved personal and food hygiene practices by all; We further call on Development banks, external support agencies, civil society and the private sector to increase their support to our efforts, to provide financial and technical assistance for sanitation and hygiene behavior change, coordinating their efforts for maximum synergy and impact in South Asia.

The South Asia Association for Regional Cooperation (SAARC) to support the SACOSAN process by adopting the SAARC Regional Action Framework for Sanitation to address the challenge of sanitation and hygiene in the region.

The United Nations to strongly emphasize the importance of sanitation and hygiene as key to reducing inequalities and achieving human development and to clearly articulate sanitation and hygiene within the post-2015 Sustainable Development Goals.

We welcome the offer of Sri Lanka to host the SACOSAN Secretariat and act as a resource, knowledge and learning centre on sanitation and hygiene facilitating coordination, regional and cross regional exchange and sharing, with other regional sanitation meetings while also contributing to research and capacity development in South Asia.

We express our profound appreciation to the Government and People of Nepal for their excellent hosting of the SACOSAN-V conference and for their generosity and hospitality.

We commend the Government of the People's Republic of Bangladesh for its offer to host the next SACOSAN conference in November 2015.

Sanitation and Water for All High Level Meeting Commitments 2012

Developing countries, donor countries and development banks participated in a historic High Level Meeting in April 2012. Each published a statement which set out the actions they would take on water and sanitation in the next two years.

Pakistan's commitments included:

- Government commits to enhance access to adequate sanitation for 20 million people by 2015 to achieve its MDGs targets.
- Government commits to enhance access for 14.4 million people to reach 100% coverage for improved drinking water.
- Enhance by 2015, the sectoral allocation for water supply and sanitation by 1% of overall PRSP allocation
- Mobilize external assistance for an additional US\$ 200 million annually over and above its commitment to achieve its national MDGs targets of sanitation and water supply
- Establish a national monitoring framework for sanitation and drinking water based on provincial monitoring frameworks, and strengthen national and provincial information management systems, including those for health and education for improved and coordinated monitoring of sanitation and water by 2013
- Constitute a special Task Force on up-scaling rural sanitation based on the Pakistan Approach to Total Sanitation by December 2012
- Develop a National Sector Action Plan comprised of Provincial Action Plans to effectively implement our national policies on sanitation and drinking water as well as behavioral change by December 2013

■ Other National Plans

- Pakistan's National Drinking Water Policy (2009) has the objective of providing access to safe and sustainable drinking water supply to the entire population of Pakistan by 2025.
- At the first Pakistan Conference on Sanitation (PACOSAN) in 2009 Federal Minister for Environment Mr.Hameedullah Jan Afridi proposed a new sanitation target – to

achieve total sanitation coverage by 2015. The new ambitious target is 10 years ahead of the earlier schedule set in the National Sanitation Policy in 2006

The right to safe drinking water and sanitation in Pakistan

- In 2010 the government voted in the United Nations in favour of a resolution making water and sanitation a human right
- In its National Drinking Water Policy, the Government of Pakistan recognises that access to safe drinking water is the basic human right of every citizen and that it is the responsibility of the state to ensure its provision to all citizens, is committed to provision of adequate quantity of safe drinking water to the entire population at an affordable cost and in an equitable, efficient and sustainable manner
- Pakistan has ratified several international treaties, under which the human right to safe drinking water and sanitation is guaranteed*
- Recognition of a right to water and sanitation ensures that access to minimum essential supplies of safe water and basic sanitation is a legal entitlement. This right therefore provides a basis for individuals to hold governments to account. Governments must respect principles such as non-discrimination, access to information and participation, transparency and accountability.

* Adapted from The Social Assessment of the One Wash National Programme (Water Supply and Sanitation Programme – II) was undertaken on behalf of the NWCO of the MoWE, and its partners, by Mary Ann Brocklesby and WaterAid Ethiopia.

3. Essential Concepts in WASH

Access to water and sanitation is a fundamental human right and essential to life, health and dignity. Timely and adequate provision of clean water and sanitation services to uprooted people is particularly important, given the vulnerability of their situation. The UN believes that all refugees, asylum seekers, internally displaced people and returnees should have access to adequate drinking water whether they stay in camps or in urban areas.

The provision of adequate sanitation services is equally important. Proper disposal of all waste as well as control of the carriers of communicable diseases, including mosquitoes, rats, mice and flies, is crucial to mitigate health risks and prevent epidemics.

But the optimum benefit from water and sanitation interventions can only be achieved if communities and individuals are made aware of the links between hygiene practices, poor sanitation, polluted water sources and disease.

UNHCR estimates that more than half the refugee camps in the world are not able to provide the recommended minimum daily water requirement of 20 liters per person; while some 30 percent of camps do not have adequate waste disposal and latrine facilities.

Health The WHO defines health from the outsider perspective, as "a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity". From an insider point of view, what constitutes health can vary a great deal from culture to culture.

Health behaviour What people do individually and collectively, in order to maintain and/or return to health? What specific steps are taken and why.

Physical clue A sign of behaviour that may be used as an indicator for a particular behaviour that is not observed directly.

Reliability The replicability or representativeness of collected data.

Validity The extent to which one is measuring what one purports to measure.

4. The Global Trend

Today the global world recognizes that women and girls of the developing world are the most responsible for the supply and use of water and sanitation services both at household and community levels. As a result there is a growing emphasis on separate assessment of roles and responsibilities of women and men in terms of handling and use of water and sanitation facilities.

The argument often forwarded is that the fact that women and girls are primary users of water and sanitation facilities, any improvement in the delivery of water and sanitation services will shorten their time of carrying water. This in turn increases their extra time to spend in various social and productive activities to improve the welfare of the family and the community.

It further concludes that women have a greater incentive to keep water and sanitation facilities fairly functioning justifying the need to involve active participation of women in planning, management and decision making of projects designed to deliver water and sanitation services.

5. Characteristics of Vulnerability and Exclusion from WaSH Services

Vulnerability and social inclusion are highly complex and context-related. Whilst, they do not always overlap, individuals and households who are excluded or underserved by WaSH services, for example, are also more likely to be highly vulnerable to situations and events, (for example, reduced quality of life; livelihood and educational opportunities, compromised health status and threat of disease), which compromise their well-being and compound their social exclusion.

Key factors affecting people's abilities to access WaSH services include poverty, gender, and spatial disparities.

Poverty: Wealth status is a determining factor in individual's and household's capacities to secure water supply and sanitation that is accessible, safe, affordable and of adequate quality (Satherwaite, 2012, Water Aid, 2011). Water security, especially in times of emergency and drought is compromised by poverty.

Poverty, also results in individuals and households, even when safe water points are within the national standard distance for access, choosing to use contaminated water sources.

Gender disparities: Lack of access to water supply disproportionately affects women as they are the ones who are responsible for collecting water.

Gender disparities are exacerbated by low participation in planning, implementation and post-implementation maintenance of WaSH facilities, of women, especially of poor and socially excluded women (Teferra and GebreMedhin, 2010). As a consequence, planned facilities aren't necessarily adapted to the specific needs of women, such as menstrual hygiene, or safety and acceptable levels of privacy in latrine design and location. Women's leadership in WaSH is limited.

Age disparities: Older people and children are particularly vulnerable to the impacts of lack of WaSH facilities. Children are most vulnerable to WaSH related diseases.

Social exclusion is a root cause of deeply entrenched poverty transferred from one generation to another.

Social exclusion can occur within the household, within communities or through public sector systems and services such as legal system or health services. Social exclusion can take place on the basis of race, caste, religion, age, disability, gender, HIV status, migrant status or geography. Often, people are affected by multiple discriminations, such as disabled people from a particular ethnic group, or women living with HIV. These multiple forms of exclusion are particularly damaging to people's lives and can make them highly vulnerable to extreme poverty and deprivation (a). Vulnerability is the extent to which people are exposed to the damaging effects of periodic disasters and the negative conditions in their social, economic and physical environment. Vulnerability describes the factors which both make people more exposed to the negative impacts of their living circumstances and less resilient to coping with these impacts. Economic poverty is an obvious vulnerability. Other factors include sudden shocks such as: economic collapse or natural disasters (e.g. price hikes, sudden conflict or prolonged drought); a lack of adequate understanding and awareness (for example because of insufficient or inappropriate communication of information and ideas);

embedded social and cultural attitudes and practices which discriminate against, disadvantage or give precedence to certain people on certain grounds (such as gender or age, ethnicity or religion,); attitudes towards people carrying out certain behaviours (such as chewing chat) or reactions to people with different health status (e.g. people living with HIV, people with disabilities) within societies (b). Source: a: Room 1995, b: Brocklesby et al. 2010

Spatial disparities: In broad terms, people living in rural areas, in urban slums and informal settlements, in the emerging regions and pastoralist areas are underserved by WaSH services.

Under served and Vulnerable Groups

6. How to do Gender Analysis How to do Gender Analysis*

You do not have to be a gender expert in order to be gender sensitive! A key resource for many working within government bureaucracies on development, is the in-house Gender Advisor. There are also many other resources that will help you through the following steps, some of which are listed at the end of the Navigating Gender. The following steps will help you to organize your work:

1. IDENTIFY PARTICIPANTS

- Make a list of those you would identify as stakeholders.
- Ask those on your list to identify other stakeholders.
- Consider explicitly who has been left off the list.

2. IDENTIFY PURPOSE

- Is the purpose to create gender specific information for planning? Continuous monitoring? Evaluation?
- Is the object of gender analysis a project and its working programme? An institution or organization?
- Ensure through consultation that all involved in the gender analysis know why it is being carried out.

3. CHOOSE FRAMEWORK

- Bearing in mind the gender awareness and literacy capabilities of those participating in the analysis, choose an appropriate framework.
- Bearing in mind the purpose and timing of your analysis, choose an appropriate framework.

4. USE FRAMEWORK

To answer the questions in each framework you can either carry out research to find new information, or utilize existing information. In either case be aware of not substituting information with what you or other participants think the answer is. Gender analysis often uncovers hitherto unrecognized gaps in information.

5. USE THE INFORMATION

One of the main weaknesses with gender analysis today is that even when the analysis has resulted in concrete proposals and suggestions, the information is not used. Gender analysis is successful only when it results in transformation!

* Adapted from The Social Assessment of the One Wash National Programme (Water Supply and Sanitation Programme – II) was undertaken on behalf of the NWCO of the MoWE, and its partners, by Mary Ann Brocklesby and WaterAid Ethiopia.

Glossary-G for Gender

gender discrimination	<p>Definition: A difference in treatment based on age, sex, ethnicity, religion or other factors, rather than on individual merit (IPS; 1996). Discrimination reduces the opportunities to have access to resources, health, education, employment or power.</p> <p>Example: It is evident that women are marginalized in emergency and disaster situations as they are excluded from the decision-making structures, given the traditional nature of the committees that are established or utilized. (WFP; 1995)</p>
gender Disempowerment	<p>Definition: Any action, policy, development and/or relief Program or process through which women's and men's priorities, needs and interests are further ignored, reducing their participation in decision-making and representing an obstacle to their economic, political and social improvement .</p> <p>Example: One problem has been identified as presenting a bottleneck to women's participation in elections. In many countries refugees are registered to participate in elections through their registration cards. Registration cards only hold the name of the heads of households who in the large majority of cases are men. Refugee women are not aware of these conditions for voting. They have underlined the fact that they do not participate in election committees and are not informed of the outcome of meetings. Refugee women feel that this process is contributing to marginalize them. (WFP; 1996)</p>
gender empowerment	<p>Definition: A process through which women and men in disadvantage position increase their access to knowledge, resources, decision-making power and raise their awareness of participation in their communities, in order to reach a level of control over their own environment. The process of integrating gender equality and empowerment of women in WFP has major implications for policies and programming, and for the development of human resources.</p> <p>Example: In India in a major move to empower women as a key structural measure for poverty alleviation, the 73rd and 74th Constitutional Amendments (Panchayat Raj Act) of 1993 ensured a minimum of seats for women in all elected offices of 250,000 local bodies. About one million women are emerging as decision-makers; 75,000 are expected to become chairpersons at the village, block and district level. (WFP; 1997 76)</p>
gender	<p>Definition: The differences between women and men within the same household and within and between cultures that are socially and culturally constructed and change over time. These differences are reflected in: roles, responsibilities, access to resources, constraints, opportunities, needs, perceptions, views, etc. held by both women and men. Thus, gender is not a synonym for women, but considers both women and men and their interdependent relationships. (Moser, C. 1993).</p> <p>Example: WFP policies recognize that " gender" is a critical variable in project and overall development planning". Gender refers to socially acquired and culturally specific attributes distinguishing women and men. A focus on gender recognizes socially and culturally determined differences between women and men, primarily in relation to the household division of labor, and their access to and control over production resources and assets. (WFP; 1989).</p>
gender analysis	<p>Definition: Examination of a social process which considers the roles played by women and men, including issues such as the division of labor, productive and reproductive activities, access to and control over resources and benefits, and socio-economic and environmental factors that influence women and men. Gender analysis also refers to the systematic investigation of the differential impacts</p>

of development on women and men (OXFAM; 1994 IPS; 1996). Gender analysis is a tool that is applied in WFP throughout the project cycle (appraisal, monitoring and evaluation), as well as to any other assessment or analysis of benefits, beneficiaries or executing agencies. It is also applied in the design and implementation of policies, in the development of human resources, training, etc.

Example: Gender analysis in project work seeks to organize information in such a way as to distinguish the resources, activities, potentials and constraints of women and men in a given beneficiary groups and to ensure maximum efficiency and sustainability in pursuing a development goal. (WFP; 1989).

Improving gender analysis and planning is another focus of training for WFP counterparts. National workshops are held to improve the capacity to work with partners on more equitable measures to select beneficiaries, design activities, manage food commodities and develop food aid programs in partnership with women's with women's literacy and leadership development programs (WFP;1999)

The construction of roads might have different effects in different socio-economic groups in the project area, for example, on the landless or on cash-crop producers and subsistence farmers (men and women). Gender analysis should form part of the analysis of the differential effects of the road on each of the major socio-economic groups. (WFP; 1989).

gender mainstreaming

Definition: Gender is a dimension that has to be incorporated in all policies, and development planning and processes, since it helps to understand better the attitude, needs and roles of women and men in society, on the basis of social, economic, political and cultural factors. Thus, gender has to be considered as part of the general analysis of an activity, policy, program, event or process. It should be mainstreamed and should not be considered as a separate issue (United Nations: 1997).

Example: In Honduras, the WFP project mechanisms to ensure benefits to women will be: a) women will participate at the level of 50 percent in committees at the community and municipality levels in food distribution, results monitoring and assessments of projects that will be carried out under a food-for-development scheme; b) a simple monitoring tool will be distributed to the Field Units to monitor food distribution among household members, and access to, and control over food and other resources; c) the training package delivered by UNFPA, UNICEF, PAHO and WFP on health and nutrition, project implementation and community building will include gender as a cross-cutting issue; d) the Management Units will receive advice from the leading "Women's Office" on how to meet the Commitments to Women made at the Beijing Conference in 1995; e) the terms of reference of project personnel will include gender sensitivity, especially for Management Unit staff; h) the project will organize a gender workshop every year with the participation of implementing agencies (NGOs, municipal councils and the health sector) to assess how gender issues are being included in project implementation; and g) data collection and indicators will be desegregated by gender. (WFP; 199782).

Practical Gender Needs

Needs women identify in their socially accepted roles in society. PGNs do not challenge, although they rise out of, gender divisions of labour and women's subordinate position in society. PGNs are a response to immediate perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment. (Moser 1993: 230)

Strategic Gender Needs

Needs women identify because of their subordinate position in the society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position. (Moser 1993:231)

gender Urdu /Pakistani

Definition: Sinf=Gender: The Urdu alternative of gender is sinf. This revived by Dr.RakhshindaPerveen, in 1999 and now frequently used in the development sector of Pakistan.

Example: In Urdu there is a term sinf –e- nazuk(the fragile gender)- used for girls and women. Similarly there is another term sinfe-qavi(the powerful gender) used for boys and men. Both reflect norms and values determined by society and are not based on scientific facts or correctness.

Visit sinfsurat and blogs at www.creativeangerbyrakhshi.com to develop an understanding of gender in local context.

Glossary of Water and Sanitation terms

1. **Aquifer** An underground layer of water-bearing permeable rock or unconsolidated materials (gravel, sand, silt, or clay) from which groundwater can be usefully extracted using a water well. (UNICEF)
2. **Community Mobilization** A capacity-building process through which community individuals, groups, or organizations become aware of a shared concern or common need, and decides together to take action in order to create shared benefits. Community mobilization generally uses a participatory decision-making process. (UNAIDS)
3. **Conservation** Water conservation includes good environmental practices in wetland or spring management but it also included good practices in collecting, storing and transporting water to ensure maximized efficiency. Behaviours such as turning off taps when finished collecting water and using water efficiently are essential to water conservation. (WWF, UN)
4. **Diarrhoeal Disease** Diarrhoea is the passage of loose or liquid stools more frequently than is normal for the individual. It is primarily a symptom of gastrointestinal infections which cause around 2.2 million deaths each year worldwide. Severe diarrhoea may be life threatening due to fluid loss in watery diarrhoea, particularly in infants and young children, the malnourished and people with impaired immunity. Key measures to reduce the number of cases of diarrhoea include: access to safe drinking water, improved sanitation, good personal and food hygiene, and health education about how infections spread. (WHO)
5. **Faecal-Oral Route** Method of disease transmission where pathogens carried in faecal matter are ingested orally. This can occur in different ways including contaminated water, soil, flies, and fingers. Improved hygiene works to block this route and reduce disease transmission. (WaterAid)
6. **Groundwater** Groundwater is the water contained beneath the surface in rocks and soil, and is the water that accumulates underground in aquifers. It is usually safe to drink because permeable layers of earth act as fine filters removing bacteria and other impurities as water seeps through. In many parts of the world groundwater sources are the single most important supply for the production of drinking-water. (WHO, WaterAid)
7. **Guinea worm** Guinea worm disease is a debilitating and painful infection caused by a large nematode (roundworm). The disease is transmitted by drinking water that contains a small crustacean infected by a parasitic worm. Thus, the principal means of prevention is through ensuring access to safe sources and by motivating people to use the safe sources exclusively. (WHO, UNICEF)
8. **Hand-washing Stations** A source of clean water available for hand-washing. Hand washing helps to drastically reduce the transfer of bacteria and viruses that cause diseases and infections. Hand-washing is vital after defecating or handling children's feces, before preparing food and before eating. (WaterAid, UNICEF)
9. **Hygiene** The collection of behaviours relating to safe management of excreta, such as washing hands and disposing safely of household wastewater. Together with sanitation, hygienic behaviour is critical for control of diarrheal diseases and parasitic infections that cost lives and contribute to malnutrition. (WHO, The World Bank: Water and Sanitation Programme)
10. **Hygiene Education** Hygiene education focuses on issues such as personal hygiene - the simple act of washing hands with soap and water can reduce diarrhoeal diseases by a third. Different methods for communicating hygiene education may include: participatory learning, popular/ cultural media, demonstrations, and testimonials. Successful hygiene education considers budget, community needs, and resources; it builds on local concepts and practices; it uses a variety of methods; it emphasizes dialogue, discussion, participation, and feedback; and it centres on realistic goals and short-term benefits. (WHO, WaterAid)
11. **Latrines** Hygienic lavatories are vital to improving health and reducing disease transmission. There are many types of latrines; here are two of the simplest and easiest to build: 1. Simple pit latrine This type of latrine is the cheapest and most basic form of improved sanitation. It consists of a pit dug in the ground, a hygienic slab covering the pit, and a hole through which excreta can fall. The latrine is covered with a shelter and fitted with a door. The hole in the slab should be kept covered with a lid to reduce presence of flies and odour. The latrine should be constructed well away from water sources and buildings. (WHO)
12. **VIP latrine** Ventilated improved pit latrines are improved pit latrines that help to reduce odours and prevent flies from breeding and escaping. Excreta are collected in a pit which is fitted with a venting pipe covered by a fly -

proof screen. Uncovered squat holes or open seats in a VIP latrine ensure that air flows into the latrine and out through the vent pipe, reducing odours. Flies are prevented from escaping the latrine as they are attracted to the light from the vent pipe, but cannot escape through the pipe due to the screening. While slightly more expensive to build and maintain than a simple pit latrine, VIP latrines remain relatively inexpensive, and are more hygienic and pleasant to use. (WHO)

13. **PHAST** Participatory Hygiene and Sanitation Transformation is an approach designed to promote good hygiene behaviours, sanitation improvements and community water management. Community groups discover for themselves the faecal-oral contamination routes of disease, then analyze their own hygiene behaviours and plan how to block the contamination routes. The underlying basis for this approach is that no lasting change in people's behaviour will occur without understanding and believing. (WHO, UNDP)
14. **Protected Spring** A surface water supply that is protected from contamination by: ensuring that the spring is not in fact a surface stream that has re-emerged; fencing the surrounding area to prevent animals entering; building a concrete retaining wall and outlet pipe to keep the water collection area clean; building a drainage area to prevent pools of stagnant water collecting; and refraining from building latrines in the near vicinity. (WaterAid)
15. **Rainwater Harvesting** In areas where rain falls regularly, rainwater can be collected before it evaporates or becomes contaminated. Rainwater is some of the cleanest naturally occurring water available and can be collected from pre-cleaned roofs of homes and schools by using gutters to direct the rainwater into a storage tank. (WHO)
16. **Rivers, Lakes and Streams** Safe water can be extracted from rivers and lakes though it almost always has to be treated to avoid contamination. Dams are often used in lakes to create reservoirs from which water can be extracted. In rivers, direct extraction is possible; however, this water will generally require more treatment than water extracted from wells dug into the riverbanks. The permeable sand and gravel found along river banks helps to filter the river water before extraction. (WHO)
17. **Safe Water Chain** The transmission of water-borne disease is minimized when the links of the "safe-water-chain" are preserved. (WaterAid, Ryan's Well Foundation)
18. **Sanitation** Sanitation is the management and disposal of solid wastes and waste water in and around communities and households. The most dangerous waste product – and thus the focus of sanitation programmes – is human faeces. (UNICEF)
19. **Spring** A spring is the point at which groundwater appears at the earth's surface. Springs are created when the level of the water table intersects with the level of the land surface or when groundwater is released between two impermeable layers of earth. Springs are generally a high quality water source and may only require protection and not treatment. Springs are also favoured water sources as they are inexpensive to maintain and do not require a pump to bring the water to the surface. (WHO)
20. **Surface Water** Surface water supplies include small upland rivers, streams or springs. In some areas springs can be tapped, protected and used directly at their source. (WaterAid)
21. **Sustainability** Ensuring that water supply and delivery can meet the needs of current populations while also meeting the needs of future generations. Without such an approach, ineffective management of water resources may put at risk human health and welfare, food security, industrial development and the ecosystems on which they depend. (UNICEF)
22. **Village Ownership** The Village will own, manage and maintain the water collection and delivery system. Through village ownership, water and sanitation projects are more likely to be sustainable. (WaterAid)
23. **Village/School Water Committees** These committees are selected by the community and/or elders to manage and maintain the water systems at a school or in a village. They make decisions regarding all aspects of the project such as: the location of water supply points, wells, and boreholes; the method of construction; whether the initial contribution should consist of cash or labour; and the daily maintenance and cleanliness of the system. (WaterAid, UN)
24. **VLQM** (village level operation and maintenance) Village Level Operation and Maintenance (VLQM) is a strategy to help in solving the widespread financial and logistical problems experienced with centralized maintenance. A VLQM hand pump is simply a pump that can be maintained by the community itself, using predominately local resources. This will depend on the type of pump used, as well as the collective skills and resources of the community. (UNICEF)

Water Related Disease Transmission:

1. **Water-Borne** These are diseases that are caused by the ingestion of water contaminated by human or animal faeces or urine containing pathogens. They can be reduced through improved water quality. Examples include: Diarrhoea, Typhoid, Cholera. (WHO, UNICEF)
2. **Water-Washed** These are diseases that are caused by inadequate use of water for domestic and personal hygiene. They can be reduced through increased water availability and improved hygiene. Examples include: Roundworm, Typhus. (WHO, UNICEF)
3. **Water-Based** These infections are caused by parasitic pathogens found in aquatic host organisms. They can be reduced through decreased water contact, and improving water quality. Examples include: Guinea Worm, Bilharzia. (WHO, UNICEF)
4. **Water-related Insect Vector** These water-related diseases are caused by insect vectors which either breed in water or bite near water. They can be reduced by improving surface water management, decreased contact with standing water and insect breeding sites, and improved water storage facilities. Examples include: Malaria, Sleeping Sickness. (WHO, UNICEF)
4. **Water Sources** There are three main sources of drinking water: groundwater, surface water, and rainwater. Depending on local geography, topography, climate, and needs, each of these may require different technologies and different levels of treatment in order to ensure the water is clean and accessible. (WHO)
5. **Water Treatment** The purpose of water treatment is to remove substances which may be dangerous to human health, such as pathogens (disease causing microbes) or other sources of contamination such as excess minerals or toxic substances. (WHO)
6. **Water Use** The number of litres of water used per person, including water for drinking, cooking, cleaning, sanitation, and other uses. The average person's water use in the USA is 595 L/day, whereas in Ethiopia it is only 5 L/day. (DFID)

Well Types

1. **Dug Well** These are one of the oldest and most common forms of obtaining groundwater worldwide, though they are restricted to locations where the earth can be removed by hand. In their most basic form, dug wells are unlined holes in the ground which reach the water table. Such wells should be upgraded wherever possible, usually by lining with concrete in order to prevent pollution and increase stability and also by adding a hygienic cover. These wells can either be shallow (around 5m in depth) or deep (upwards of 20m in depth). (WaterAid, WHO)
2. **Tubewell** These wells are small diameter holes drilled into the groundwater supply. Usually fitted with a hand pump or powered pump, tubewells are lined with pipe from the surface to the water table. These wells can generally be built more cheaply and quickly than dug wells, they can also reach greater depths and can usually pump water more quickly. Compared to dug wells, tubewells are also safer to construct and use. (WaterAid, WHO)
3. **Borehole** Boreholes are deep tubewells (100m or more in depth) that are most appropriate where large quantities of water are required, for instance for medium sized towns. Boreholes are useful when the water table is deep and where the aquifer is rocky. (WHO)

Water Pumps

Pumps are devices that bring water to the surface of a well while allowing the well to remain sealed and covered, usually with a concrete slab. This is the preferable alternative to the traditional uncovered bucket and rope system in which water could easily be contaminated by things falling into the well. (WaterAid)

1. **Rope Pump** This is a simple pump using a continuous rope fitted at intervals with discs or washers and pulled upwards through a pipe. The rope is pulled in a loop around a wheel, often a bicycle wheel, to bring water up from the well and out through the discharge outlet. (WaterAid)
2. **Hand Pump** Hand pumps operate using a piston or a plunger to pull water up the well. They should be cost-effective, reliable, and easy to maintain. (WaterAid)
3. **Diesel or Electric Pump** These pumps are used in cases where there is high demand for water and/or the water table is very deep underground. These pumps are expensive due to the costs of fuel as well as the specialized labour needed to install and maintain the pumps. (WaterAid)

Selected Academic Articles

“Gender Roles and Their Influence on Life Prospects for Women in Urban Karachi, Pakistan: A Qualitative Study”

Ali, Tazan S.; Krantz, Gunilla; Morgen, Ingrid et al. *Global Health Action*, 2011, 4:7448. doi: 10.3402/gha.v4i0.7448.

Summary: “Pakistan is a patriarchal society where men are the primary authority figures and women are subordinate. This has serious implications on women's and men's life prospects. The aim [of this study] was to explore current gender roles in urban Pakistan, how these are reproduced and maintained and influence men's and women's life circumstances. Five focus group discussions were conducted, including 28 women representing employed, unemployed, educated and uneducated women from different socio-economic strata. Manifest and latent content analyses were applied. Two major themes emerged during analysis: 'Reiteration of gender roles' and 'Agents of change.' The first theme included perceptions of traditional gender roles and how these preserve women's subordination. The power gradient, with men holding a superior position in relation to women, distinctive features in the culture and the role of the extended family were considered to interact to suppress women. The second theme included agents of change, where the role of education was prominent as well as the role of mass media. It was further emphasised that the younger generation was more positive to modernisation of gender roles than the elder generation. This study reveals serious gender inequalities and human rights violations against women in the Pakistani society.... However, attainment of higher levels of education especially not only for women but also for men was viewed as an agent towards change. Furthermore, mass media was perceived as having a positive role to play in supporting women's empowerment.”

“Negotiating Gender Relations: Muslim Women and Formal Employment in Pakistan's Rural Development Sector”

Grünenfelder, Julia. *Gender, Work and Organization*, 2012. doi: 10.1111/j.1468-0432.2012.00609.x.

Abstract: “Drawing on evidence from qualitative field research, this article explores how Pakistani female development practitioners experience their work situations as they are shaped both by local sociocultural norms and globalized development agendas. In this context, policies at global and national levels demand that more female development practitioners work in remote rural places in Pakistan, thus creating new employment opportunities for some Pakistani women. This article argues that, in this work environment, these women are exposed to different expectations about their gender behaviour and that they therefore develop physical strategies on the one hand and discursive strategies on the other in order to negotiate gender relations in a way that allows them to engage in formal employment. This article adds to under-researched debates on gender and work in Muslim countries as well as to debates in critical development and gender studies.”

“Religious Values and Beliefs and Education for Women in Pakistan”

Bradley, Tamsin; Saigol, Rubina. *Development in Practice*, 2012, 22 (5-6), 675-688.

Abstract: “This paper explores the hypothesis that Islamic religious values and beliefs are antithetical to women's education in two cities in Pakistan: Lahore, generally believed to be a socially liberal city, and Peshawar, often regarded as the bastion of conservative values and norms. Leaders and members of selected religious organisations, and some members of women's rights and development organisations, were interviewed to ascertain their views. While there is universal support for girls' education, views on the purpose, content and mode of delivery differ between men and women and also depend on respondents' position on the liberal/conservative spectrum. Some of the policy implications of the findings are discussed.”

“Developing Gender Equality: An Analytical Study of Socio-Political and Economic Constraints in Women's Empowerment in Pakhtun Society of Khyber Pakhtunkhwa Province of Pakistan”

Chaudhry, Hafeez-ur-Rehman; Naz, Arab. *Indian Journal of Health and Wellbeing*, 2011, 2(1), 259-266.

Abstract: “Socio-political and economic constraints to women's empowerment exist in most of the world societies. However, the nature and shape of these constraints differ from culture to culture and society to society. This study was undertaken on socio-political and economic constraints in women's empowerment in Pakhtun Society of Chakdara District Dir (L) Khyber Pakhtunkhwa, Pakistan. Women in the region have been discriminated in many ways, i.e., at domestic, economic, religious and political levels. To investigate socio-political and economic constraints, the researcher ethnographically selected village Chakdara and a survey of 4,331 households was conducted. Data was collected from 176 educated respondents by systematic random sampling technique using semi-structured interview schedule. The collected information has been classified, tabulated and presented in bar charts, which has further been discussed qualitatively in detail. The study highlights that there exist various social, political and economic barriers to women's empowerment. However, changes are observable in gender roles towards women's participation in socio-cultural activities and the need is to provide educational opportunities, gender representation in government policies and programs and socialization.”

Women throughout the world face a range of challenges, and none more so than in the developing world. Levels of education, health care and political representation can be dauntingly low, and discrimination and sexual violence are all too frequent.

One of the most prominent cases of a country struggling with the competing dynamics of development, modernization, religion and tradition is Pakistan, the sixth most populous country on earth. The World Economic Forum ranks the country as the least gender equitable in the Asia and Pacific region. The 2012 annual report from the Human Rights Commission of Pakistan details many challenges women there face, including being “attacked and killed on account of asserting their rights to education, work and generally for choosing to have a say in key decisions in their lives.”

In 2012, UNESCO stated that Pakistan showed the least progress in the region educating low-income girls: “The poorest girls in Pakistan are twice as likely to be out of school as the poorest girls in India, almost three times as likely as the poorest girls in Nepal and around six times as likely as the poorest girls in Bangladesh.” (For additional comparisons between

countries and groups within the same country, see the World Inequality Database on Education.) Even when there is the possibility of enrolling in a school, actually doing so can be downright dangerous. In June 2013, militants blew up a bus carrying female university students in Quetta, the capital of Pakistan's southwestern Balochistan province, and the school has since been shuttered. Malala Yousafzai, the Pakistani schoolgirl and education advocate who was shot by the Taliban for her views, recently addressed the U.N. in favor of free, mandatory education around the world, but she added that she was focusing on women “because they are suffering the most.”

Pakistani women who want to contribute to the economy face other barriers as well. A 2012 World Bank report details the difficulties they face gaining access to capital due to social constraints — needing permission from a male to even qualify for a loan, for example. According to the study, 50% to 70% of microloans given to women in Pakistan may actually be used by their male relatives. For further information on these types of obstacles, see the paper “Gender-Specific Barriers to Female Entrepreneurs in Pakistan: A Study in Urban Areas of Pakistan.” And even something as basic as using public transportation presents a challenge, according to the International Labour Organization.

The lack of opportunity for Pakistani women is also a loss for their country. According to a 2012 UNESCO report, literate Pakistani women earned nearly twice as much as those who were illiterate. A study in *Comparative Education*, “Can Education Be a Path to Gender Equality in the Labour Market? An Update on Pakistan,” finds that “the market rewards women's education and skills at a higher rate than men's.” As Esther Duflo, a development economist at MIT and the director of the Abdul Latif Jameel Poverty Action Lab, has noted, there is a close relationship between women's empowerment and a country's economic development.

Pakistan's struggling economy needs all the help it can get. The Asian Development Bank estimates that in 2014, Pakistan's GDP growth rate will be 3.5%, half the 7% needed just to absorb new workforce entrants. The World Bank notes that the country's recovery from the global financial crisis has been the slowest in South Asia. According to the Pew Research Center, 80% of Pakistanis say the economy is in poor shape, while a British Council report found that economic factors were the greatest reason for the pessimism of youth on the direction the country is headed.

There are some organizations working to improve gender equality and provide more opportunities for women. The Citizens Foundation, a non-profit organization, runs schools across the country, encouraging female enrolment with the goal of having its campuses gender balanced. The Kashf Foundation, founded in 1996, became the first microfinance institution in Pakistan to target women from low-income communities. The First Women Bank was founded in 1989 to support businesswomen. Pakistan's Small and Medium Enterprises Development Authority (SMEDA) also provides support for female entrepreneurs.

*Websites & Resources For Recommended Reading

Gender and WASH

WASH

IRC International Water & Sanitation Centre - Gender & Equity - Provides a listing of manuals, audiovisuals and other gender resources.

UNICEF- Gender mainstreaming - This web page has a useful checklist for gender mainstreaming in water and sanitation projects.

UNICEF- WASH and Women - Statistics and UNICEF resources on WASH and Women.

WaterAid - Gender - WaterAid has published a review on the effectiveness of gender approaches and reports on menstrual hygiene management.

Water Supply & Sanitation Collaborative Council (WSSCC) - Gender resources - This web page contains a WSSCC gender policy paper and gender publications from other organizations.

World Bank - Indicators for Gender Issues - A listing of gender indicators which can be used during project monitoring and others which can be used during project evaluation.

For Gender issues and Gender Based Violence in Pakistan consult:

www.af.org & www.creativeangerbyrakhshi.com

Key Tools for Training

The Global WASH cluster has developed a series of training modules related to elements of WASH in emergencies, cluster coordination, and information management, which can be downloaded to the right.

In addition, other relevant training packages are included below relating to common humanitarian financing mechanisms.

WASH Trainings

- Cluster Coordination training modules
 - A set of training materials aimed at WASH cluster coordinators covering the essential elements of the WASH cluster coordination role.
- Emergency WASH training modules
 - This series of technical WASH training resources on key elements of WASH in emergencies were developed to improve the quality of emergency WASH responses and the capacity of local partners.

The materials have been designed for local trainers to run courses tailored to the specific needs of an organisation or group of participants actively implementing WASH activities on the ground. It is assumed participants will have a grounding in WASH, nevertheless, the materials account for a range of knowledge levels.

The trainings have been designed to be used in the field during the initial stages of an emergency, and on an ongoing basis during chronic emergencies. They can also be used prior to the onset of an emergency to strengthen WASH preparedness capacity.

* Many inspirations and original text have been borrowed from some of the websites & other resources indicated in this inventory.

- Hygiene Promotion training modules
 - A series of hygiene promotion training modules have been developed with two audiences in mind:
 - Introductory hygiene promotion modules for coordinators and generalists on the basics of hygiene promotion;
 - Hygiene promotion training modules for community mobilisers, hygiene promoters and hygiene promotion coordinators.
- Information Management training modules
 - A one day training module covering the essentials of Information Management for WASH Cluster Coordination.

Humanitarian Financing Mechanisms

- CERF Training Toolkit
 - A series of training materials covering essential information related to the Central Emergency Response Fund (CERF).
- CAP Training Toolkit
 - A series of training materials covering essential information related to the Consolidated Appeals Process (CAP).

- See more at: <http://www.washcluster.info/?q=content/key-tools-training#sthash.a1ZXO6g2.dpuf>

Navigating gender. A framework and a tool for participatory development



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