

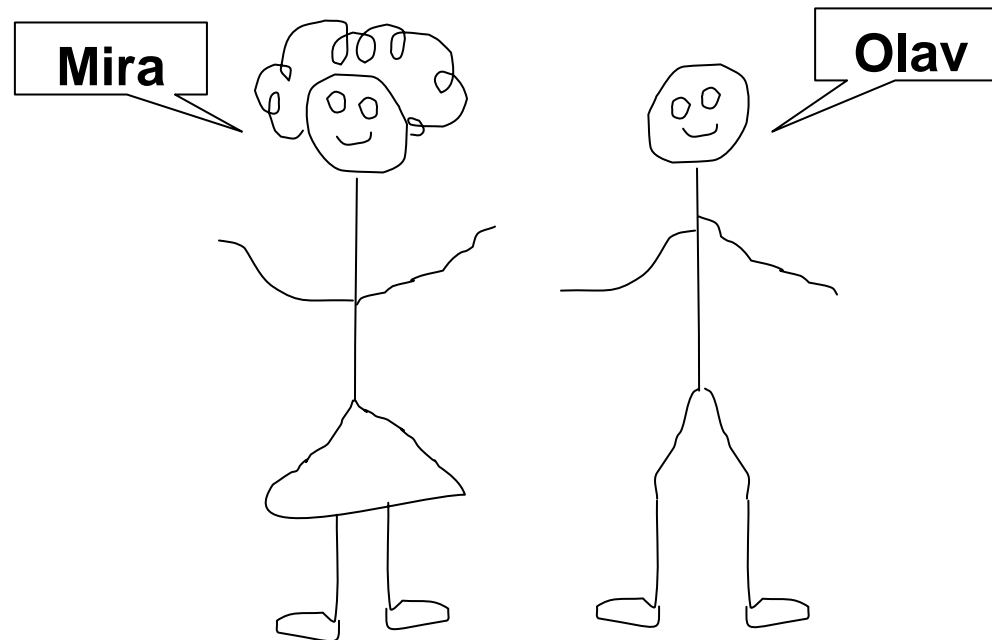
Gender and Sanitation

Irene Dankelman
Claudia Wendland

WECF
Women in Europe for a Common Future

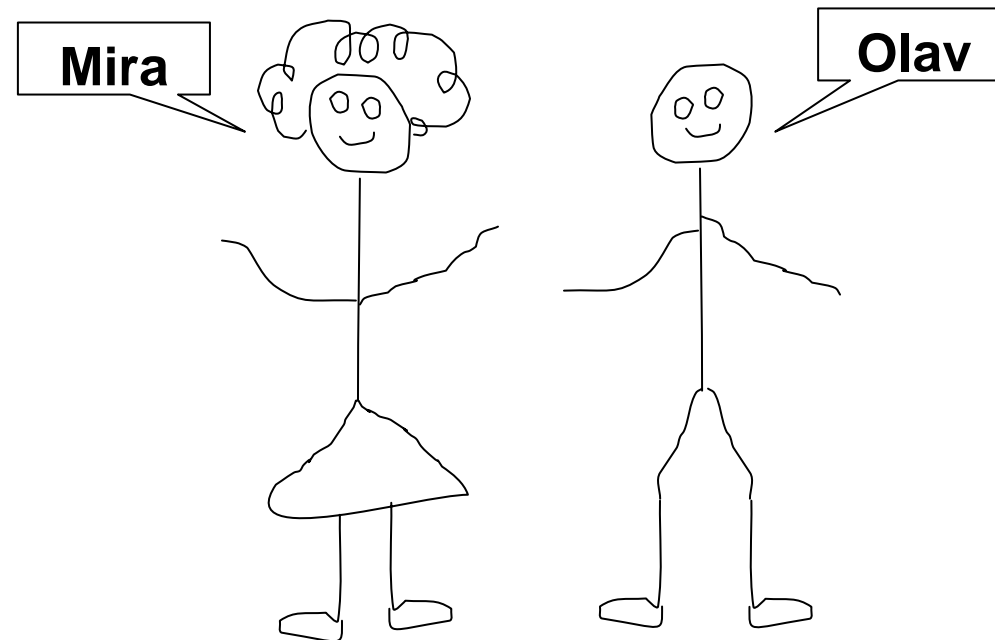
Summer School at IHE Delft, 25 September 2008

Sex



Mira and Olav are each from a different **sex**, meaning that they are biologically different.

Gender



Mira's **gender** and Olav's **gender** are socially constructed, meaning that society attaches certain expectations and roles to each of them based on their sex.

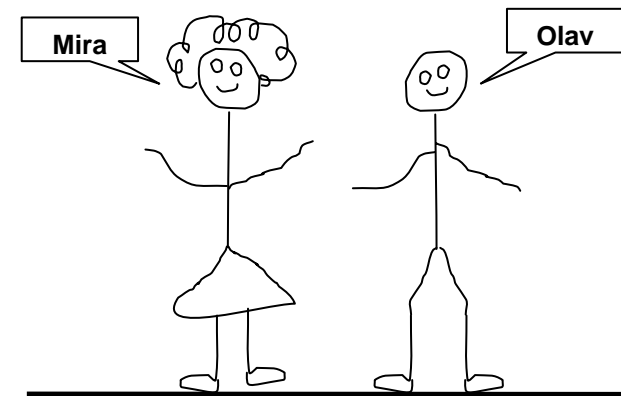
Gender Equality

The *Millennium Development Goal* (MDG) 3,
the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW; 1979)

a *Resolution* of the 23rd Special Session of the *General Assembly*, New York, June 2000, mentions under “Further actions and initiatives to implement the Beijing Declaration and Platform for Action”

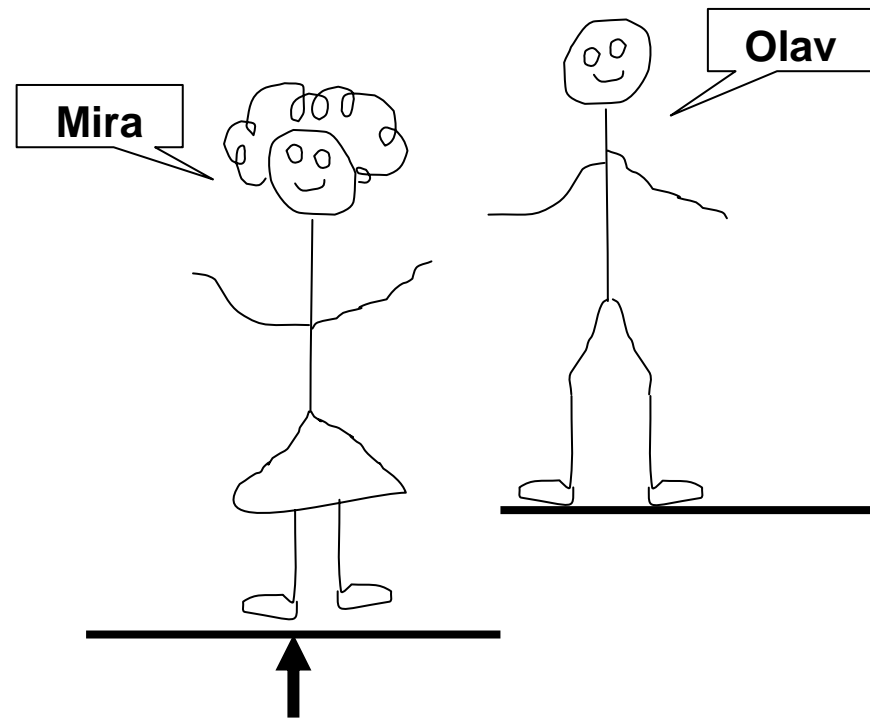
call for gender equality and women’s empowerment.

In an ideal world, there would be **gender equality**, where both Mira and Olav have equal rights, responsibilities, and opportunities.

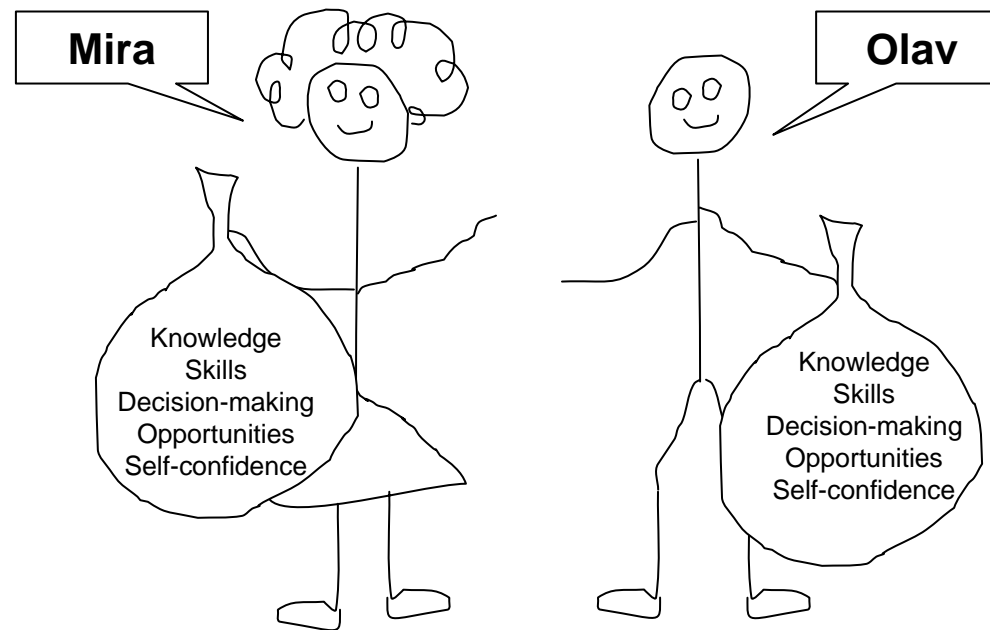


The Gender Gap

In the real world, Mira may face historical and social disadvantages based on her gender. **Gender equity**, or fairness of treatment for both Mira and Olav, necessitates special opportunities and actions geared toward Mira, in order to achieve gender equality.



Empowerment



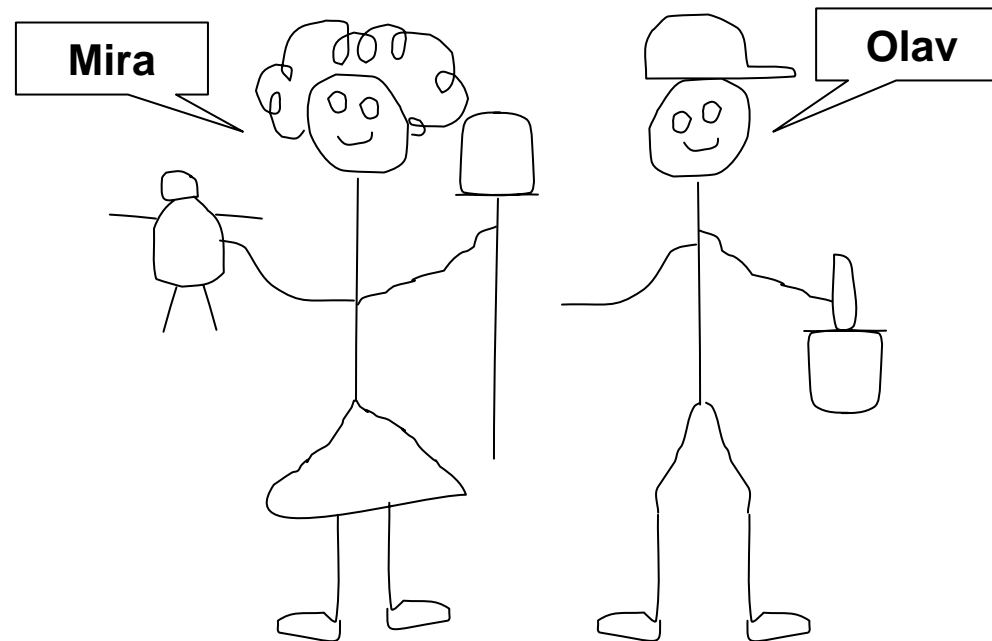
Empowerment is both a process and outcome that means that Mira and Olav get control over their lives: setting their own agendas, securing skills and knowledge, increasing self-confidence, gaining opportunities and access to decision making.



Decision Making at All Level



Division of Labor



Gender roles often define the **division of labor**, which impacts Olav and Mira's relationship to natural resources and the environment. Olav usually is engaged in **productive work**, while Mira does the major household activities, caring for the children.





Gender and Poverty

Women's burden of unpaid work in the home and the community are more relevant in conditions of poverty.

There are fewer social services to rely on, and stricter gender division of tasks may prevail.

Consequently, **poverty alleviation**, or poverty reduction, is in itself crucial for enhancing gender equity and equality as well as the living conditions in general of people suffering from poverty.

Gender Mainstreaming

Is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels

Should lead to

gender equality which is systematically integrated into the analysis and formulation of legislation, policies and interventions

Elements of Gender Mainstreaming

Gender analysis helps in understanding the socioeconomic and cultural concerns in a project area.

Project teams in the field should strive for a gender balance and be sensitive to gender and related cultural concerns.

Assess the impact of policies and programmes on women and men, of different social and age groups.

Empowerment: To ensure women's participation and involvement, leadership and management training for women can be important project components.

Gender and Sanitation

Guiding aspects:

- Gender analysis
- Institutional aspects
- Gender impact assessment
- Gender specific monitoring
- Location, design and technology

Pitfalls regarding Gender and Sanitation

Women may be encouraged to take on sanitation management roles and additional work, but they might receive no additional resources or influence; this could be the case in particular for ecosan systems, where more maintenance work is required than for pit latrines

The introduction of a 'user pays' system for sanitation facilities may cause a considerable burden for women, particularly those living in poverty

If hygiene education is identified as a 'women's area', men may stay away from those, and those components may be seen as less important

Women may receive more training, but may be prevented from putting their own skills and knowledge into practice by cultural or social norms

„Ecosan toilets are not suitable for women who gave birth“
(GWA-Joke Mulwijk)



School Sanitation

In the Least Developed Countries:

- only 63% of girls attend primary school
- only 24% attend secondary school

School Sanitation and Menstruation

Why do school girls face specific challenges at puberty that boys do not?

The answer is a mixture of the biology or physiology of puberty

the social and cultural implications of transitioning to adulthood,

the institutional infrastructure and functioning based on male norms,

and the economic realities of young people's lives.

Underlying them all is the frank reality of pubertal bodily changes, and in particular, girls' unique experience of managing menstruation (Dooley 2008)

'Menstruation is on her mind': Girl-centred, holistic thinking for school sanitation

Almost all school girls, many of them still in primary school, will experience menses during the school year and will need to deal with menstrual management in mostly very girl unfriendly environment

These include, for example:

- The need to change their menstrual material at least 1-2 times during the school day
- The need for a clean water supply
- The need to overcome a profound fear that classroom will identify them as menstruating (something usually seen as shameful)
- The need to overcome the frequent and distracting worry that they will have a menstrual accident (or a 'leakage' onto their uniform, a chair etc.) during the school day with no place to change
- The need to be able to wash their clothing in privacy if an accident should occur

(Marni Sommer and Jacki Kirk)

‘Menstruation is on her mind’: Girl-centred, holistic thinking for school sanitation

Unfortunately, in most countries, schools are, planned and built based on traditional models that were not designed with the needs of girls and women in mind.

Girls and women are rarely consulted and their perspectives and experiences related to school sanitation and facilities –particular their gender-specific requirements for menstrual management –are not incorporated.



(Marni Sommer and Jacki Kirk)

'Menstruation is on her mind': Girl-centred, holistic thinking for school sanitation

There is a fundamental need to address girls' specific needs for sanitation.

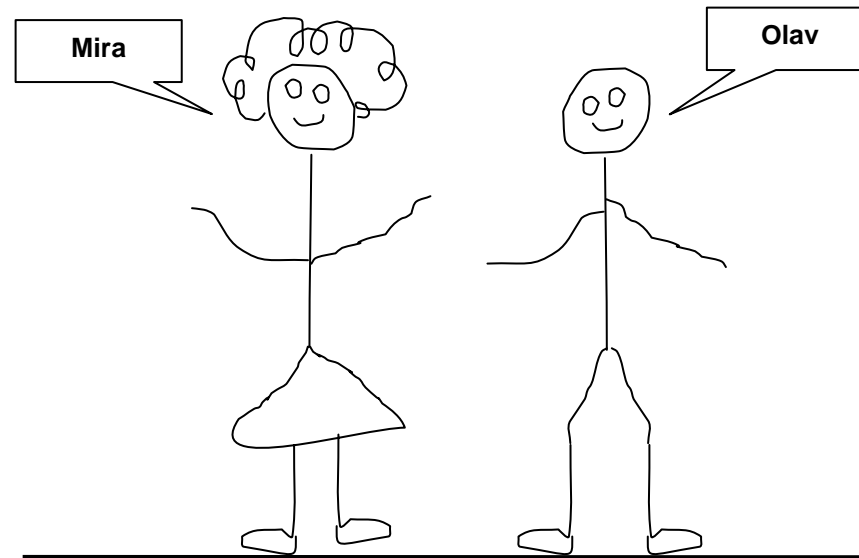
Such facilities must be:

- hygienic,
- environmentally friendly,
- resource low,
- safe,
- private,
- clean,
- and above all, tailored to the specific needs of local post-pubescent school girls.



Therefore we need to do our work in a gender sensitive way

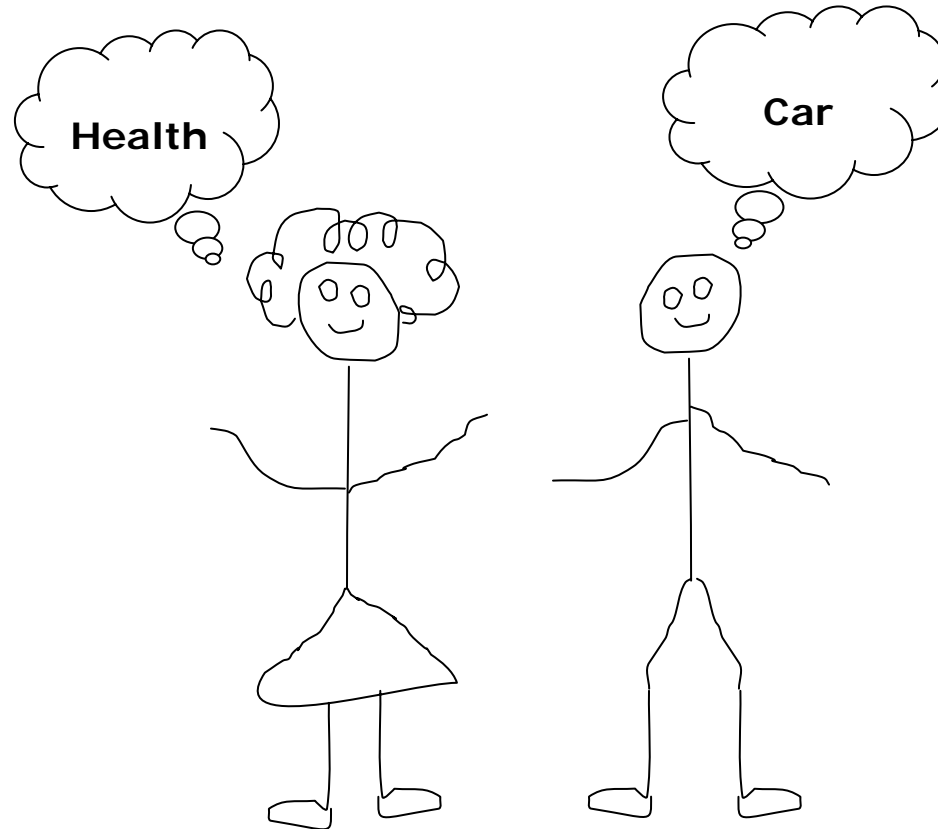
- Look with a gender lens: see the gender aspects
- Impact of our work: should NOT enlarge gender inequality.
- On the contrary it should enhance gender equality.
- And empower (groups of) women.



References

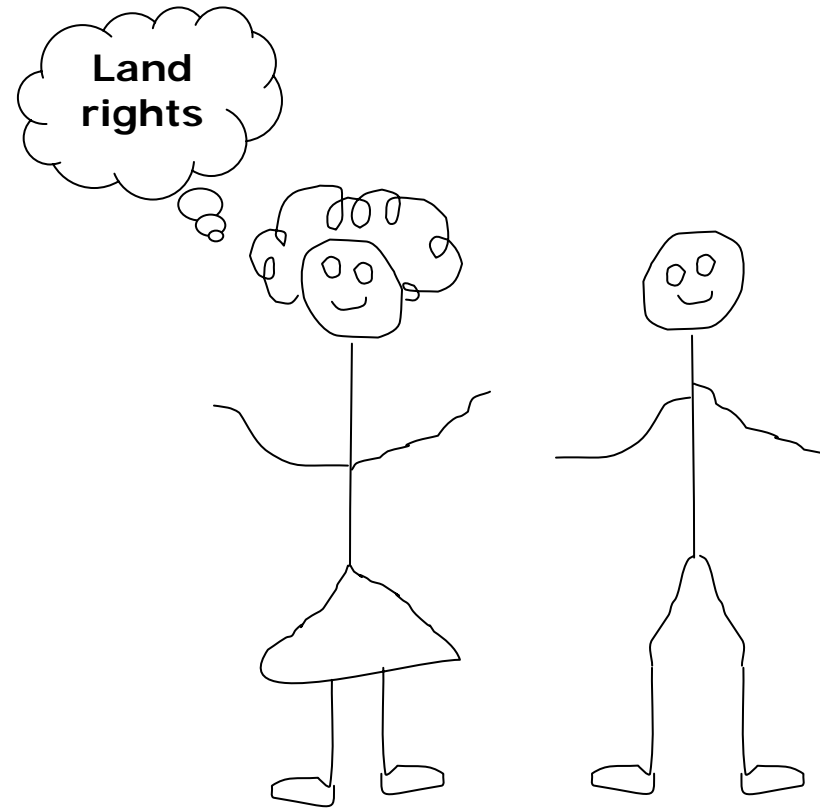
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Practical Gender Needs



Mira and Olav have different **practical gender needs**. These usually relate to immediate perceived necessities in living conditions such as health care, water supply, education, laborsaving technologies.

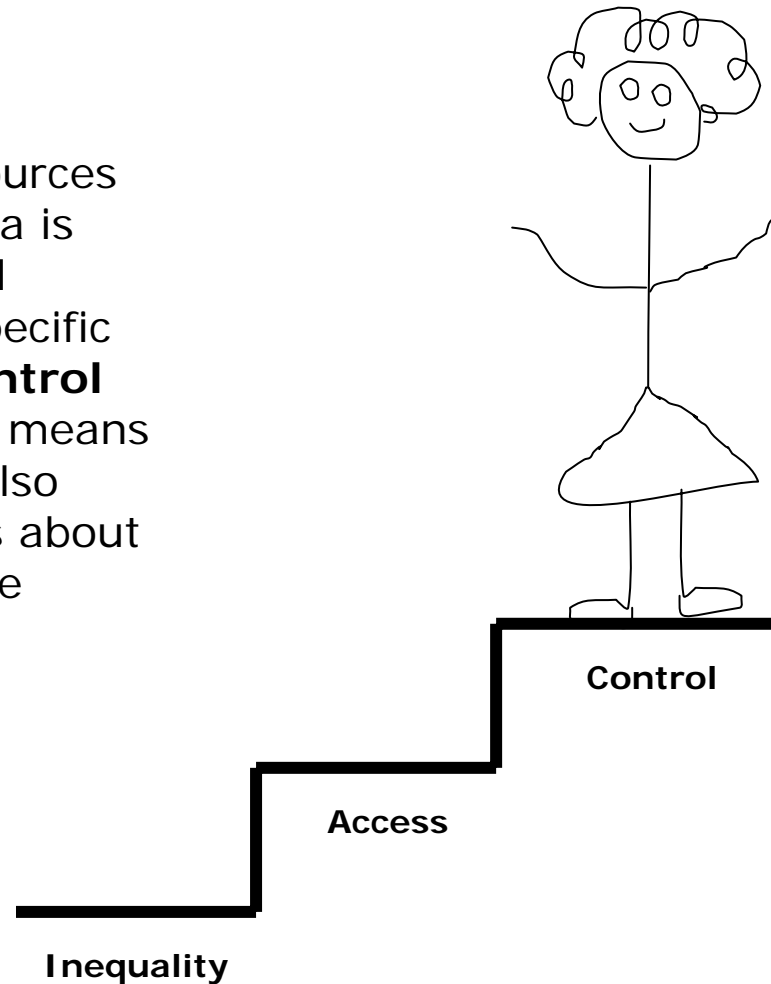
Strategic Gender Interests



Mira and Olav also have different **strategic gender interests**. Given that Mira has a subordinate social status, her needs often challenge divisions of labor and traditionally defined norms and roles, for example legal land rights, wage differences, and making decisions at policy level.

Access and Control of Resources

Access to resources means that Mira is able to use and benefit from specific resources. **Control** over resources means that Mira can also make decisions about the use of those resources.



Gender works in all aspects of our daily lives

- ❑ Gender roles and responsibilities are reflected in households, families, communities, organizations, institutions and societies.
- ❑ They impact on the livelihoods, opportunities and perspectives of both women and men.
- ❑ And is reflected in all environmental areas, incl. environmental health, food production, water & sanitation, energy and climate change.