



A PRACTITIONER'S TOOLKIT

Making water, sanitation and hygiene safer through improved programming and services

Toolset 3-A
Participatory tools to assess and discuss safety and services

TS3-A-4 – PHAST and learning circles for gendered change

<p>Context</p>	<p>Lack of access to water, sanitation and hygiene in the Pacific islands is noted to have multiple impacts, including reducing the time that children have for attending school and higher risk of WASH-related diseases, which has led to them being the second largest cause of child mortality. Most policies and frameworks developed with respect to WASH in the Pacific rarely mention gender, or if they do then only in relation to practical gender needs and programme efficiency. Women are generally excluded from community decision-making and have limited voice, yet they face high levels of gender-based violence. The BIAAG Urban Programme (2013-2017) is a collaboration between Plan International, Women in Cities International (WICI) and UN-Habitat, to build safe, accountable and inclusive cities with and for adolescent girls in all their diversity.</p> <p>The programme is being carried out in: Cairo, Egypt; Delhi, India; Hanoi, Vietnam; Kampala, Uganda; and Lima, Peru.</p>
<p>Implementing organisations</p>	<p>The Institute for Sustainable Futures (ISF) and the International Women's Development Agency (IWDA), in collaboration with World Vision Vanuatu and Live and Learn Environmental Education Fiji.</p>
<p>Description of good practices</p>	<p>Two WASH-related projects were studied in 2009 on the islands of Vanuatu and Fiji (two communities in each island, with the participation of approximately 15–25 women and a similar number of men in each community) to assess the practical and strategic gender-related changes that were achieved, as well as the practical WASH outputs:</p> <ul style="list-style-type: none"> • One programme implemented by World Vision used the Participatory Hygiene and Sanitation Transformation (PHAST) approach, which allows communities to identify their own problems and work out their own solutions to WASH-related problems. • The other programme by Live and Learn used the learning circles approach, using water as an entry point to talk about governance, leadership and inclusion. Learning circles is an inclusive, deliberative, group-based approach to dialogue and decision-making; in this case it focused on water governance. The learning circles included separate discussions with men, women and youth, and specifically addressed the involvement of women in decision-making. <p><i>The research was undertaken using the following methods:</i></p> <p>Paired (or small group) interviews; larger group report back and synthesis; ranking exercise; group visions; whole group (men and women) presentation and discussion; collaborative analysis by the research team and a quantification activity using pocket chart voting to reveal how widespread the personal experience of certain gender outcomes were for men and women.</p>

Results

A range of changes were identified relating to gender relations, including more confidence among the women to speak out and contribute to community decision-making; more respect for women among the men at the household and community levels; some change in gender roles; and in the case of one community, reports that the project also reduced gender-based violence in the home.

The rehabilitation of the gravity-fed system in one community was associated with a major improvement in relationships between wives and husbands, as improved access to water resolved disputes that arose when women requested assistance from their husbands to fetch water. Often their requests were refuted and at times men responded to these requests with violence against their wives:

“When the water was not here every time, I went to the garden and I came back with firewood and help in the kitchen and feed the animals. Then my wife used to tell me to get some water. I would say it’s too much work and I would get angry, we would fight and I would hit her [killim]. We used to reuse the water 2–3 times. The kids used to be at the clinic all the time. Since the water has come, the kids are healthy, there’s less work. I can spend more time in the garden and there’s no more fighting with my wife.”

(Puluan male leader)

Refer to the table below for an overview of the gender-related impacts.

Type of gender outcome	Findings evident in Vanuatu	Findings evident in Fiji
Positive changes in gender relations at the family or household level	<ul style="list-style-type: none"> Increased respect given to women by husbands and other men in the household Men taking on an increasing role in hygiene in their home to support their wives Reduction in violence at the household level 	<ul style="list-style-type: none"> Women are more respected by men and feel more valued Communication between husbands and wives has improved Men are participating more in household sanitation and water management
Positive changes in gender relations at the community level	<ul style="list-style-type: none"> Recognition of women’s hard work in the community Increased trust in and respect for women 	<ul style="list-style-type: none"> There is an increased sense of community unity, through men and women working together Women’s efforts to promote community sanitation and health are recognised by men Women feel more respected by men and feel more valued
Women included in decision-making processes in their community	<ul style="list-style-type: none"> Women taking on leadership roles for the first time in their community, resulting in individual empowerment Women’s inclusion in committees and decision-making processes Increased space and support for women’s voices to be heard at community level 	<ul style="list-style-type: none"> Women have increased voice at the community level

	<table border="1"> <tr> <td data-bbox="399 138 774 369">Women's labour in collecting water reduced and their practical need for water, hygiene and sanitation facilities satisfied</td> <td data-bbox="774 138 1109 369"> <ul style="list-style-type: none"> Major and strongly valued outcome for women in particular, and also by men </td> <td data-bbox="1109 138 1469 369"> <ul style="list-style-type: none"> Not applicable in Fijian case study communities, as the relevant non-governmental organisation project did not provide infrastructure </td> </tr> <tr> <td data-bbox="399 369 774 548">Women's solidarity increased</td> <td data-bbox="774 369 1109 548"> <ul style="list-style-type: none"> Not applicable as not reported </td> <td data-bbox="1109 369 1469 548"> <ul style="list-style-type: none"> Women are working together and supporting one another </td> </tr> </table>	Women's labour in collecting water reduced and their practical need for water, hygiene and sanitation facilities satisfied	<ul style="list-style-type: none"> Major and strongly valued outcome for women in particular, and also by men 	<ul style="list-style-type: none"> Not applicable in Fijian case study communities, as the relevant non-governmental organisation project did not provide infrastructure 	Women's solidarity increased	<ul style="list-style-type: none"> Not applicable as not reported 	<ul style="list-style-type: none"> Women are working together and supporting one another
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Challenges	<p>In general many of the outcomes documented (such as women's inclusion in decision-making) represent only the first steps towards empowering women and shifting men's attitudes. However, these are positive contributions that can be built on as part of the longer process of change.</p>						
Lessons	<p>Water, sanitation and hygiene issues and gender equality can be constructively addressed together, with the former providing an entry point for the latter.</p> <p>Elements of the practitioners' work which contributed to the positive gender outcomes were based around sound community engagement and development approaches and the quality, commitment and attitude of the non-governmental organisation staff members (locally recruited men and women).</p> <p><i>Specific contributing factors in Vanuatu – PHAST methodology supported by World Vision:</i></p> <ul style="list-style-type: none"> The emphasis on accessible learning and empowering participation, and the space it provides for women alongside men in communities to determine and plan for WASH facilities that will best meet their needs; World Vision's overall development approach and organisational values, which are expressed and child and women focused; and Explicit efforts made by the local project team to undertake planning and other project activities at times and in locations that facilitated women's participation in the activities and decision-making, in advocating for women's representation on development committees, and in the training of male hygiene promoters. <p><i>Specific contributing factors in Fiji – Learning circles supported by Live and Learn:</i></p> <ul style="list-style-type: none"> The learning circles were offered to all community members, placed a strong emphasis on inclusion, and were developed on the basis of research conducted at the outset of the project on attitudes and perceptions of communities relating to water governance; Women reported that because men had also attended training and knew what the activities were, this legitimised the woman taking on roles which were slightly outside of the norm; New approaches were introduced to decision-making that included discussion and debate between community members beforehand, and these played an important role in allowing women's voices to be heard; and Live and Learn's emphasis on long-term relationships with recipient communities, trialling and testing different approaches and regular follow-up and encouragement also contributed to the outcomes. 						

References/links

Willetts, J., G. Halcrow, N. Carrard, C. Rowland and J. Crawford (2010) Addressing two critical MDGs together: gender in water, sanitation and hygiene initiatives. *Pacific Economic Bulletin*, 25(1), The Australian National University, 162–176. Available in: www.genderinpacificwash.info [accessed 11 October 2013].

Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. University of Technology, Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: www.genderinpacificwash.info [accessed 11 October 2013]. (on USB stick)
Gender in Pacific WASH website: www.genderinpacificwash.info



Andrew Tovovur / Halcrow et al, 2010



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**VIOLENCE
GENDER
& WASH**

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