GENDER AND WASH MONITORING TOOL

MARCH 2014

Plan

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For further information and to provide feedback, please contact Plan International Australia WASH team at WASH@plan.org.au

This booklet was compiled by:
Lee Leong – WASH Program Manager
Krissy Nicholson – WASH Program Manager
Deborah Elkington – Gender Advisor
Elizabeth Hogan – M & E Advisor

Plan International Australia

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Plan

INTRODUCTION

Plan International Australia (Plan Australia) would like to share the Gender and WASH Monitoring Tool (GWMT). Promoting gender equality demands significant attention in every WASH intervention as gender relations are integral to the effectiveness and sustainability of WASH. The literature suggests that measuring change in the context of gender relations presents ongoing challenges for monitoring and evaluation (M&E). Plan has taken the opportunity to develop an explicit focus on monitoring changes in gender relations in WASH. Please note that the tool is still in piloting stage. We would like to share the tool, lessons and challenges identified to date, and invite feedback as a part of the tool's continued development.

BACKGROUND

Plan Vietnam and Plan Australia have been piloting a participatory GWMT since 2011. The need for the tool arose as staff recognised the gaps and challenges of measuring progress towards gender equality in WASH projects. It was found that while WASH monitoring was able to identify a range of practical changes for women and men in households and communities, the existing project monitoring approach was not sufficient to monitor changes in gender relations. Discussions with other WASH development actors in Vietnam highlighted that this was a shared challenge. In addition, a number of internal organisational drivers such as Plan's new Gender Equality Policy supported the opportunity to address this identified gap.

To date, the tool has been developed and revised by Plan Australia staff and consultants working with local Plan Vietnam staff and counterparts over two successive trials. These trials were held in ethnically diverse communities of central Vietnam. To trial the tool, Plan ran intensive preparatory training and debriefing sessions with project implementers. Plan Vietnam continues to pilot and review the GWMT.

WHAT IS THE GENDER AND WASH MONITORING TOOL (GWMT)?

The GWMT enables local project staff and Government partners to explore and monitor gender relations with women and men in implementation of WASH related initiatives. It comprises a series of participatory rural appraisal (PRA) activities (in this booklet) as well as preparatory training.

The GWMT seeks to address the following dual aims:

1) In communities:

- To raise awareness about gender roles and relationships in household and community WASH activities.
- To promote (aspirations for) gender equality by providing opportunities for women and men in WASH program communities to discuss gender relations and to set their own agenda for change.

2) For WASH staff and partners

- To support WASH implementing staff to develop their understanding of gender analysis
- To develop practical skills for gender monitoring
- To collect sex-disaggregated information

It is anticipated that the tool will be used every 6 to 12 months with data developed at the first community meeting providing the baseline information. This includes identifying men's and women's shared aspirations for greater gender equality in WASH activities and decision making at the household and community level.

The GWMT is not designed or intended to be a stand-alone tool for gender monitoring in WASH. Rather, it should be seen as one tool that can contribute to an intervention's overall approach to addressing and monitoring changes in gender relations.

IMPORTANT NOTE

GWMT PRINCIPLES

The GWMT builds on four key principles of a WASH Resource Guide developed by the International Women's Development Agency (IWDA) and the Institute of Sustainable Futures[1]. These four principles are provided in Table 1:

Table 1: Principles that the GWMT was built on (Halcrow et al 2010)[2]

Principle	Description
Principle 1: Facilitate participation and inclusion	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 2: Focus on how decisions are made	Use decision-making processes that enable women's and men's active involvement, within the project and activities.
Principle 3: See and value differences	See, understand and value the different work, skills and concerns of women and men related to water, sanitation and hygiene.
Principle 4: Create opportunities	Provide space and support for women and men to experience and share new roles and responsibilities.

GWMT INDICATORS

The GWMT is designed to generate data for four key indicators based around the principles:

- **Indicator 1:** Level of shared WASH workload in the household
- **Indicator 2:** Level of participation in WASH activities in the community
- **Indicator 3:** Level of shared WASH decision making in the household
- **Indicator 4:** Level of women's leadership in the community around WASH

[1] Halcrow, G., Rowland, C., Willetts, J., Crawford, J., and Carrard N, 2010, Resource Guide: Working effectively with women and men in water, sanitation and hygiene programs, International Women's Development Agency and Institute of Sustainable Futures, University of Technology Sydney, Australia.

OUTLINE OF THE GWMT STEPS

The GWMT comprises a series of 9 steps which are grounded within the four gender principles (as outlined in Diagram 1). Steps 1-7 include PRA activities and discussions within a community setting. Steps 8 and 9 are meetings undertaken by WASH facilitators to reflect on their experience of implementing the tool, analyse and record findings from the community meetings and to share the implications for WASH programming with the WASH program implementers.

Diagram 1: Outline of the GWMT steps

Within a community meeting

1. Introduction
2. Women's and men's work in household and community WASH
3. Women's and men's role in household WASH decision making
4. Facilitated sex and age disaggregated discussion
5. Desired changes for women and men
6. Sharing results
7. Closing

Facilitators' meeting (after community meeting)

8. Analysis of community's progress towards gender equality

Project Implementation Team

9. Documentation and improving practice

GWMT community meetings

The GWMT provides the space for community participants to reflect on gender relations within their separate single sex groups (known as sub-groups) that are further disaggregated by age (specific to context):

a. Young women

b. Young men

c. Middle aged women

d. Middle aged men

e. Older women

f. Older men

In selecting participants for the community meetings, inclusive approaches are important and attention should be given to ensuring the most marginalised women and men are able to participate. The number of participants in each sub-group can be determined by context. For example, in Vietnam Plan had six participants in each group.

Lessons Learnt

In developing and trialling the GWMT, some of the key lessons for Plan to date include:

1. **Organisational commitment**
   It is vital to invest and nurture explicit commitments made to improving gender equality within an organisation's practice. The development and application of the GWMT has provided healthy input into ongoing organisational discussions of contemporary approaches to monitoring, evaluation and learning, and highlighted the importance of ensuring the GWMT indicators are incorporated into a WASH project's M&E framework. Ongoing piloting of the GWMT has required adequate human resources (including internal gender expertise), budgeting and work planning.

2. **Government partners**
   Plan has found that there has been a positive response with Government counterparts at the community level having a genuine willingness to learn and a strong interest in improving their practice. The GWMT also represented an opportunity for Government staff to strengthen their core roles in Government. For example, for the Vietnam Women's Union, improving gender outcomes at the community level aligns with their core work.

3. **Gender champions**
   Consistent with implementing other gender initiatives, Plan's experience has been that gender champions are good enablers. Gender champions can work at multiple levels including community, government and organisational.

4. **Adapting to local context**
   In the development of the GWMT a number of important local contextual considerations were taken into account through discussion with Plan Vietnam and Government partners. For example the introduction of photo cards responded to the variable literacy rates in areas in which Plan Vietnam works. The photos were introduced in order to address barriers to participation based on literacy. The photo cards are also designed to reflect positive WASH images of ethnic men and women, and to challenge gender stereotypes, by depicting both men and women in all age groups undertaking the full range of WASH activities.

5. **Safe space**
   The GWMT structure was revised after the trial to minimise the potential for adverse impacts arising from discussion of gender relations. Given the complex nature of the topic there will inevitably be differences in perspective. Implementation of the tool requires these differences to be noted and to ensure that the safety of all participants is appropriately supported. This includes collating results from each sub-group to de-identify individuals within that group. It is also recognised that the level of facilitation skills is important (see below).

6. **Gender concepts**
   The tool does not require facilitators (project implementing staff) to be gender specialists. In trialling the GWMT, Plan provided preparatory training for facilitators to gain increased awareness and knowledge about gender equality through exploring the principles and practicing the steps of the GWMT with support from Plan gender specialists. The tool has provided an important opportunity for demystifying gender monitoring for WASH implementing staff. Whilst facilitators had undergone basic gender training beforehand as part of the project's activities, the understanding and confidence for facilitators around gender equality concepts requires ongoing support.

7. **Facilitation skills**
   The quality and depth of discussions within the GWMT activities largely rests on the ability of individual facilitators. Plan Vietnam is exploring opportunities within its WASH program to build ongoing support for improving gender monitoring facilitation skills for WASH monitoring staff. This includes exploring opportunities for incorporating the GWMT within the existing Community-led total sanitation (CLTS) training and follow-up support.

Plan has also found that a number of key pre-conditions enabled the use of the GWMT. This included:

- Organisational commitment obtained
- Staff and partners have undergone basic gender training
- Staff and partners trained on the use of the GWMT
- The ongoing use of the GWMT incorporated in the work plan and budget
- Lead Facilitators, Co-Facilitators and Note Takers assigned and clear about their roles.
- The WASH decision making example to be used in Step 3 of the tool was agreed ahead of time. The example should be based on a WASH activity that requires a household decision. The example should be appropriate so that all sub-groups can discuss. (See step 3 for more details).

LOOKING FORWARD

Plan will continue to refine and adapt the GWMT based on piloting, reviews and application in other contexts. We are also in the process of developing a guidance booklet and are keen to explore opportunities for further supporting local communities in the use, and or adaptation of the tool for their own purposes.

We are happy to share case studies and refinements of the tool and if you choose to test the tool yourself, we appreciate your feedback. Please refer to inside front cover for contact details.

GENDER AND WASH MONITORING TOOL (GWMT) STEP BY STEP

Roles of facilitators and note takers

During the piloting of the GWMT there were six facilitators and six note takers, each working with a different sub-group (hence the rest of this booklet refers to six sub-groups). Preferably female facilitators work with the women sub-groups, and male facilitators work with the men sub-groups.

Role of the Lead Facilitator (1 person):

The Lead Facilitator's role is to lead the GWMT community meeting including open and introduce key staff at each community meeting, and facilitate the plenary sessions. The Lead Facilitator also leads one sub-group during Steps 2 and 3 of the tool. As a form of gender role modelling within the second trial, Plan encouraged rotating the Lead Facilitator to ensure female staff got the opportunity to play this role.

Co-Facilitators (5 people):

The Co-Facilitators work closely with the Lead Facilitator and Note Takers. They are responsible to lead one sub-group each (e.g. older men). Where possible, male facilitators should be paired with the male sub groups, whilst females should work with the female sub groups. Thus, together with the Lead Facilitator, it is ideal to have a facilitation team of 3 females and 3 males. In plenary sessions, Co-Facilitators should ensure their group's view is represented, and if necessary gently encourage participants to speak up. As with the Lead Facilitator, Co-Facilitators will ensure that participation is maximised within in their sub-groups and that everyone has an opportunity to input their opinion. Co-Facilitators may also need to play the role of Note Takers if there is not enough staff.

Note Takers (6 people):

Note Takers (ideally 6 people) work with the Co-Facilitators and actively observe and take detailed notes of the discussion and outcomes of each session on the record sheets. Preferably, there will be one Note Taker to one Co-Facilitator to ensure sub-group's contribution is recorded.

If you see the toilet symbol in the GWMT steps

When you see this symbol, it indicates additional guidance for using the GWMT in follow up community visits. This guidance is not intended to be utilised when implementing the GWMT for the first time.

Accompanying documents

At the back of this booklet:

- Materials list – list of materials needed to be prepared for using the GWMT
- Photo card list – list of the photo cards that Plan is currently using with the GWMT
- Clock cards – used in Step 2

STEP 1
INTRODUCING THE ACTIVITY TO THE COMMUNITY

STEP 1

INTRODUCING THE ACTIVITY TO THE COMMUNITY

Time:

15 minutes

Materials:

None

Format:

Plenary (with the whole group together)

Purpose:

To ensure the community is clear about the purpose of the visit and what role they will play during the activity.

By the end of Step 1, participants should:

- **Understand the purpose of the activities that will take place today and length of time**
- **Agree on ways of working together**
- **Know that the GWMT is part of a long term monitoring process and that there will be six-monthly visits (or another agreed timeframe)**
- **Understand that this is a part of the existing WASH program**

WHAT TO DO

1. **Lead facilitator to introduce the facilitation and note-taking team and thank the community for their time.**

   In your own words then explain the process. For example:

   "We are here today to talk about the water, sanitation and hygiene situation for women and men in your community. We will be undertaking a range of activities that will look at ways to improve WASH. We also want to explore who has responsibility and decision making ability around WASH activities within the family and community. We will break into separate groups – younger and older men, younger and older women, so that you can share your experiences."

2. **Explain the outline the timeframe relevant to your own WASH context.**

   For example:

   "This is the first part of the process. We will repeat this activity every six months (or another agreed timeframe). Undertaking this activity regularly will help to measure any change over time. This is one of many different tools that we will be working with you on, to improve WASH in your community" (mention other parts of the program such as CLTS or water improvements that may be running concurrently). If this is trial run of the GWMT for Facilitators and Note Takers then this should be made clear to the community members.

3. **Explain that we will be spending 2.5 hours together** and it is important to agree on how we work together.

   For example:

   - Everyone's participation is equal
   - Everyone listens and respects each other's opinions
   - One person speaks at a time
   - Children are free to observe and sit in the meeting, however we do not expect them to join in the activities or discussion
   - Does the group agree with this?
   - Is there anything else the group would like to add?

4. **Request permission to take photos to document the process.** Ask if anyone does not want to be in photos, which is ok. Explain that names will not be added into the record sheets to protect privacy.

5. **Ask if anyone has any questions or concerns.**

RECORD SHEET 1

INTRODUCING THE ACTIVITY TO THE COMMUNITY

☐ **Only one copy of this record sheet is required to be completed for this meeting.**

Village name	
Commune; District; Province	
Date	
Lead Facilitator	
Name of Co-Facilitators and Note Takers (not community participants names)	
Young women's group	
Middle aged women's group	
Older women's group	
Young men's group	
Middle aged men's group	
Older men's group	

Has the GWMT been carried out previously in this community?

(yes or no; if yes, list the details including the date of the last visit, frequency of GWMT visit to this community, and how many times the GWMT has been used in this community since the baseline visit. Facilitator to record this information prior to this meeting.)

No. of Participants	Female	Male

Other comments

e.g. any concerns/questions raised by the community

STEP 2
IDENTIFYING WOMEN'S AND MEN'S WORKLOAD IN HOUSEHOLD AND COMMUNITY WASH ACTIVITIES

STEP 2

IDENTIFYING WOMEN'S AND MEN'S WORKLOAD IN HOUSEHOLD AND COMMUNITY WASH ACTIVITIES

Time:

30 minutes

Materials:

- 6 x Photo card set (3 female set and 3 male set)
- 30 x Blank card set (5 per sub-group)
- 18 x Clock picture card (3 per sub-group)
- Marker pens

Format:

6 sub-groups (divided by sex and age –young women, middle age women, older women, young men, middle age men and older men).

Purpose:

To learn about the participation of women and men at household and community level, and representation in leadership roles.

To learn about new WASH activities (including those that may have arisen from the WASH program) for women and men of different ages.

By the end of Step 2, we will know:

- The range of time spent by women and men of different age groups on WASH activities in the household and communities (including new activities); and
- Who is represented in leadership roles in the community.

WHAT TO DO

1. **Lead Facilitator to divide participants into six small groups:** Three groups of women (young, middle aged and older) and three groups of men (young, middle aged and older).It is important that where possible, facilitators and note takes are the same sex as the members of each small group. This should have been organised prior to the meeting (i.e. invitations to participants ensured equal representation in each group). Ask the groups to join their allocated Co-Facilitator and Note Takers. The groups should then move into separate areas to work.

2. **Explain the activity:** Co-Facilitators to ask their group to sit in a circle and spread the photo card set on the ground (inside the circle) and put the clock cards to one side.

   Explain in your own words: This activity will look at what WASH activities you do within the household and community; and how much time you spend on these activities. We will be using these photo cards, as well as clock cards to record our findings. This will then be shared with the other men and women's subgroups to compare before we all join together with a list of things we would like to communicate.

3. **Select 2 cards:** Ask each group member to select two cards: One that represents the WASH-related work they do regularly within the household; and one that represents the WASH-related work they do regularly in the broader community.

   Ask if there are any WASH-related tasks missing that group members undertake. If so, draw or write this action on a blank card. Move the non-selected cards away.

4. **Grouping photo cards:** Inside the circle, group the selected photo cards into 2 categories of household-level activities or community-level activities. Estimate the time taken for each activity: Ask the group "How much time does it take to do this?" Go through each card separately.

   - For household-level activities: Number of hours in a days
   - For community-level activities: Number of hours in a month

   Rank activities, under house-hold and community lists, in order of how much time is spent on the activity. Tasks that take the longest should be listed first.

   Record if any of these activities are new since the last meeting.

   Move irregular or 'one-off' activities (e.g. building a toilet) into a separate category.

5. **Fill in the clock cards:** For the regular **household level activities**, noting the minimum and maximum **time spent each day** on these activities for the group, write this on a clock card and place below the appropriate activity photocard.

   For the regular **community level activities**, note the minimum and maximum **time spent per month** for the group on all the activities combined and write this on a clock card and place below these activities.

   Note: Timings for activities may vary between different individuals within the sub-group. Therefore take the range of time for the group (i.e. the minimum and maximum).

Leadership: Ask if any sub-group members are involved in regular l**eadership activities** (e.g. guiding, organising activities) related to WASH (e.g. CLTS committee meetings, or Water User Committees). If so, list these down on the blank cards. For the regular leadership activities (e.g. guiding/organising activities), note the minimum and maximum time spent per month for the group on all the activities combined and write this on a clock card and place below the appropriate activity photocard.

For the irregular activities that may only be undertaken once: Record the list of activities, note the minimum and maximum time for the group to complete each of these activities (in hours) and who undertook them, and record separately e.g. Building a latrine.

Record if any of these activities are new since the last meeting.

6. **Review the groupings** and times and check with all members that this is accurate. Ask: Do they want to change anything? Is there anything missing?
7. **Wrap up** this session explaining we will discuss these results later with the other men/women's groups to compare. Move to Step 3.

FACILITATOR TIP

- **Set up group work in separate spaces so that each group can function independently and privately.**
- **Focus on WASH-related activities (rather than general household and community activities).**

IDENTIFYING WOMEN'S AND MEN'S WORKLOAD IN HOUSEHOLD AND COMMUNITY WASH ACTIVITIES

- ☐ **This record sheet is required to be completed for each sub-group.**
- ☐ **Photos of the results from each sub-group should be taken alongside the completion of this record sheet.**

Village name	
Commune; District; Province	
Date	
Sub-group for this record sheet (e.g. older women, young men)	
Number of people in sub-group	
Name of Co-Facilitator	
Name of Note Taker (if different)	

RECORD SHEET 2

List of Activities

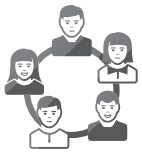
Household Ranked in order of time spent	**New** Yes/No	**Community** Ranked in order of time spent	**New** Yes/No	**Guide/organise activities** Ranked in order of time spent	**New** Yes/No

Time Spent

Household Activities

Range of time spent each day (HOURS)

Community Activities



Range of time spent each month (HOURS)

Leadership Activities

Range of time spent each month (HOURS)

List of Irregular Activities

Activity	Amount of time to complete this activity (total hours)	Who completed this activity? (e.g. middle-age woman)

STEP 3
ROLES IN HOUSEHOLD WASH DECISION MAKING

STEP 3

ROLES IN HOUSEHOLD WASH DECISION MAKING

Time:

30 minutes

Materials:

- 6 x Photo card set (3 female set and 3 male set)
- 30 x Blank card set (5 per sub-group)
- 18 x Clock picture card (3 per sub-group)
- 120 x Counters (e.g. kidney beans/stones)
- 20 Markers per sub-group
- 1 Flip chart paper
- Sticky tape

Format:

Stay in the 6 sub-groups (divided by sex and age –young women, middle age women, older women, young men, middle age men and older men).

Purpose:

To identify how women and men of different ages are involved in household WASH decision making.

By the end of Step 3, participants will have:

- Identified how women and men of different ages are involved in household decision making of WASH activities.
- Explored perceptions of influence within households.

WHAT TO DO

1. **Staying within the sub-groups**, draw 6 rectangles on a sheet of flip chart paper. Find the 6 base photos of the range of household members from the photo card set (young woman and man, middle age woman and man, older woman and man). Tape down 1 base photo per rectangle, place the photo in the top right-hand corner of the rectangle.

2. **Using your own words, introduce the activity.**

   For example:

   "Now we have a good idea of how much time you spend on WASH activities. Next we are going to look at decision making around one of these activities. We have 20 markers, and as a group, we will be placing these markers on the pictures to help us understand who has the most influence in decision-making in your household."

   Describe the decision that has been pre-selected by the Facilitation team e.g. to build a toilet in your household. Each sub-group should be discussing the same decision.

3. **Find the photo card that represents** the pre-selected household decision related to WASH from the picture set. Place that picture next to the flip chart with pictures of the different household members that you have set-up.

4. **Explain to the group** that there are only 20 markers and that they represent how much influence each household member typically has in that particular WASH decision i.e. **many markers = large influence**; **few or no markers = limited or no influence**.

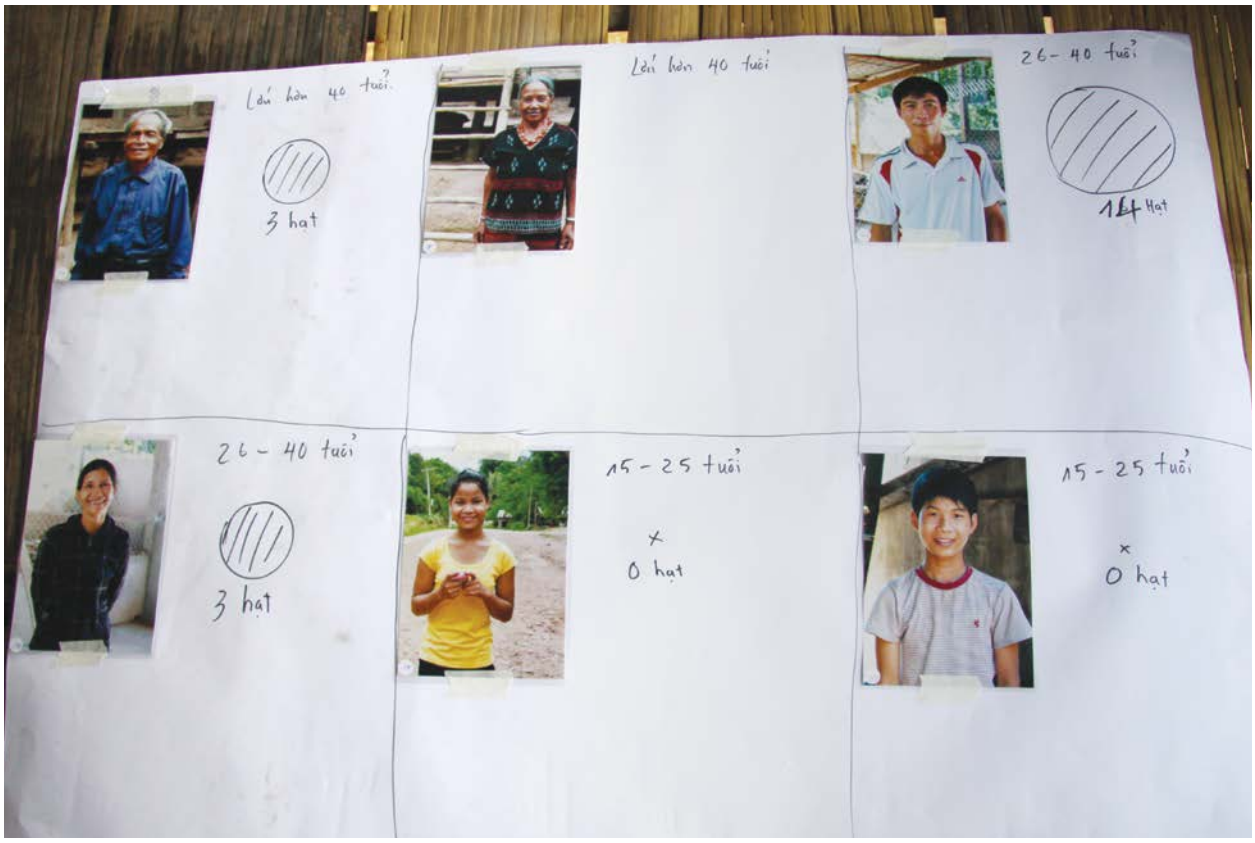
   Ask the group members to agree on the **spread of the 20 markers** to represent the scale of influence each household member typically has in that particular WASH decision. Spread the markers to represent an 'average' situation for the households represented in the group.

5. **Facilitate a small discussion** with group members asking the following 2 questions:
   - Why did the group decide to spread the 20 markers as they are and what does this mean?
   - What does this tell us about who makes decisions? What does this mean for our community?

Ask if any changes have occurred since the last visit and why? If change has occurred, facilitate a discussion as to whether the change is positive, negative, both positive and negative, unexpected.

6. **Prepare the results for sharing in Step 4:** For each rectangle, push the allocated markers together in a circle shape. Draw a circle around the allocated markers and write the number of allocated markers inside each circle. The size of the circle represents the level of influence each household member had on the WASH decision. Move the markers off and roughly colour in the circles.

   The results might look like this:



ROLES IN HOUSEHOLD WASH DECISION MAKING

☐ **This record sheet is required to be completed for each sub-group.**

Village name	
Commune; District; Province	
Date	
Sub-group for this record sheet (e.g. older women, young men)	
Number of people in sub-group	
Name of Co-Facilitator	
Name of Note Taker (if different)	

Household WASH decision

Household member	Level of influence Number of markers per member (out of 20)
Young female	
Young male	
Middle age female	
Middle age male	
Elderly female	
Elderly male	
Total	**20**

Note takers to quote people where possible, as contributes to qualitative data collection.

Why did the group decide to spread the 20 markers as they are?

What does this tell us about who makes decisions? What does this mean for our community?

For follow-up visits, have any changes occurred since the last monitoring trip? If so, is the change positive, negative, both positive and negative, unexpected?

Any other important observations?

Record Sheet 3

STEP 4
FACILITATED SEX AND AGE DISAGGREGATED DISCUSSION

STEP 4

FACILITATED SEX AND AGE DISAGGREGATED DISCUSSION

Time:

30 minutes

Materials:

- Results of Step 2 (clock cards) and 3 (flip chart) from each sub-group
- Flip chart paper
- Sticky tape
- Marker pens

Format:

Two sex-disaggregated groups: All women sub-groups together, and all men sub-groups together

Purpose:

- To make 'visible' women's and men's (within the different age groups) work and decision making for household and community WASH.
- To identify who is involved in most community level leadership (organising, guiding) activities.
- To promote discussion about division of labour and decision making roles in the household amongst women and men (and the different age groups).

By the end of Step 4, participants should:

- Understand the data collected from Step 2 and 3.
- Undertake a discussion around current workload, decision making, leadership and decision making

WHAT TO DO

1. **Lead Facilitator** to bring all the women's sub-groups together into one group, and bring all the men's sub-groups together into a second group. One female facilitator runs the discussion for the women's group and one male facilitator runs the discussion for the male's group. During the discussion, other facilitators from the other sub-groups can support their group to speak up where appropriate so that all views are represented. Be clear that these results for women and men will be communicated back to the plenary.

2. **Sharing results from Step 2 (workload):** On the designated wall, put up the three clocks from Step 2 for each of the 3 sub-groups. Ask one group member to read out the range of clock times for each sub-group (household WASH work, community WASH work and leadership WASH work).

3. **Analysing the results:** Lead Facilitator to lead a small discussion:
   - Is time spent differently or equally (consider older and younger, women and men)? Why?
   - From your experience, are WASH related responsibilities different for women and men at the: 1) Household level? 2) Community level?

   Over time – different prompting questions: Have WASH-related work responsibilities for women and men changed as a result of improving WASH at the:
   - 1) Household level?; 2) Community level?
   - How and why?

   Point out where the women's group and the men's group spends most of their time with regards to WASH work (e.g. household workload) and where the group spend the least amount of time on WASH work (e.g. leadership activities).

4. **Discussion**
   Use the following questions:
   - What enables participation in community leadership activities for: 1) Women; 2) Men?
   - Are some WASH related tasks valued more that others? If so, why?
   - What are the barriers to participating in community leadership activities for: 1) Women; 2) Men? What are the differences and why?

5. **Sharing results from Step 3** (decision making):
   Put up the flip chart result for each of the 3 sub-groups (indicating the level of influence of each household member). Keep these flip charts of sharing with the plenary in Step 6.

6. **Analysing the results:**
   Lead Facilitator to conduct a small discussion with the following questions:
   - Based on the results, who in the household has the most say in the selected WASH decision? Is this different in some households? If so, why?
   - Based on the results, who has the least say in the select WASH decision and why?

Promote participation by all. Ensure conversations are not dominated by particular individuals. Allow sub-groups to be represented in the discussion.

FACILITATOR TIP

FACILITATED SEX AND AGE DISAGGREGATED DISCUSSION

☐ **One record sheet per group is required to be completed for this step.**

Village name	
Commune; District; Province	
Date	
Sub-group for this record sheet (e.g. older women, young men)	
Number of people in sub-group	
Name of Co-Facilitator	
Name of Note Taker (if different)	

RECORD SHEET 4

Workload

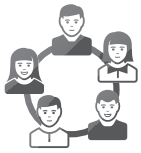
Perspectives on:

- Is time spent differently or equally (consider older and younger, women and men)? Why?
- From your experience, are WASH related responsibilities different for women and men at the:
  1) Household level?
  2) Community level?

Over time – different prompting questions: Have WASH-related work responsibilities for women and men changed as a result of improving WASH at the:
1) Household level?;
2) Community level?
How and why?

- What enables participation in community leadership activities for:
  1) Women;
  2) Men?
- Are some WASH related tasks valued more that others?
  If so, why?
- What are the barriers to participating in community leadership activities for:
  1) Women;
  2) Men?
  What are the differences and why?

Based on the results on the clock cards, the range of time for the 3 sub-groups is:

Household Activities	Community Activities 	Leadership Activities
Range of time spent each day (HOURS)	Range of time spent each month (HOURS)	Range of time spent each month (HOURS)

Decision Making

Perspectives on:

- Based on the results, who in the household **has the most say** in the selected WASH decision? Is this different in some households? If so, why?
- Based on the results, who **has the least say** in the select WASH decision and why?

STEP 5
IDENTIFYING DESIRED WASH CHANGES FOR WOMEN AND MEN

STEP 5

IDENTIFYING DESIRED WASH CHANGES FOR WOMEN AND MEN

Time:

15 minutes

Materials:

- Marker pens
- Sticky tape

Format:

Stay in the two sex-disaggregated groups from Step 4: All women sub-groups together, and all men sub-groups together

Purpose:

To identify the future vision/expectation of different community members around the 4 indicators:

By the end of Step 5, participants should:

- Have Identified desired changes for the future

WHAT TO DO

1. **Staying within the 2 sex-disaggregated groups**, thank the group for their honest and good work so far. Explain that now it is time to reflect on the current situation and think about the hopes of the community in the future regarding WASH.

2. **Ask the group to think about** their aspirations for the following areas:
   - Level of WASH workload in the household
   - Level of participation in WASH activities in the community
   - Level of WASH decision making in the household
   - Level of women's and men's leadership in the community for WASH (e.g. on committees, in meetings and as 'natural leaders')

3. **Ask the group some prompting questions** around these 4 areas:
   Considering our earlier discussions:
   - Is there anything you would like to change?
   - If the change took place, what would this mean?
   - What would need to happen for change to take place?

   Different prompting questions to encourage community self-assessment of changes over time:

   - What has changed? Why?
   - What is the impact of this change? Why?
   - What still needs to change and how?

4. **Write (or draw) key aspirations on a flip chart.**

RECORD SHEET 5

IDENTIFYING DESIRED WASH CHANGES FOR WOMEN AND MEN

☐ **One record sheet per sex-disaggregated group is required for this step.**

Village name	
Commune; District; Province	
Date	
Sex-disaggregated group (e.g. older women, young men)	
Number of people in this group	
Name of Co-Facilitator	
Name of Note Taker (if different)	

What were the group's aspirations around the level of shared WASH workload in the household?

RECORD SHEET 5

What were the group's aspirations around the level of participation in WASH activities in the community?

What were the group's aspirations around the level of shared WASH decision making in the household?

What were the group's aspirations around the level of women's leadership in the community for WASH? (e.g. on committees, in meetings and as 'natural leaders')

Other notes.

Also for follow-up visits: What has changed? Why? What is the impact of this change? Why? What still needs to be change and how?

STEP 6
SHARING RESULTS IN THE PLENARY

STEP 6

SHARING RESULTS IN THE PLENARY

Time:

25 minutes

Materials:

- Flip chart of results of activities from each sex-disaggregated group (from step 4 and 5)
- Marker pens
- Sticky tape

Format:

Plenary (with the whole group together)

Purpose:

- Share results and promote common aspirations between women and men.
- To make 'visible' women's and men's workload and decision making for household and community WASH.
- To identify who mostly takes part in WASH leadership activities in the community.
- To encourage increased respect for women's and men's work, and a more equitable distribution of work load and influence over household decision making.

By the end of Step 6, participants should have:

- Seen the results of each sex-disaggregated group for workload and decision making for household and community WASH activities; and
- Participate in developing desired changes for women and men for the future

WHAT TO DO

1. **Lead Facilitator to bring the two sex -disaggregated groups together** and put up the results for Step 4 from each of the two groups for all to see (clock card times and decision making perceptions).

2. **One female facilitator from the women's group and one male facilitator** from the men's group should report back on the key highlights from each group (5 minutes each). This should include identifying any particular features of the sub-group that stand out (e.g. Of the 3 age groups, the younger women's group spend the most time undertaking household work relating to WASH). Lead Facilitator to highlight the main commonalities and differences for the two groups.

3. **Put up the flip charts of desired changes (from Step 5)** from the women and men's group next to each other. A female facilitator from the women's group and a male facilitator from the men's group should each read out the results from their group. Lead Facilitator to highlight the commonalities and similarities between the two lists (i.e. highlight the shared desired changes for the future) around the 4 key indicators:
   - Level of shared WASH workload in the household
   - Level of participation in WASH activities in the community
   - Level of shared decision making in the household
   - Level of women's leadership in the community for WASH

4. **Lead Facilitator to ask the group,** how can they put these shared desired changes into action? Prompting question: How could we reduce the burden of the household work for women?

   Important Note: Focus on what both groups agree to. Recognise areas of different perspectives, but focus on promoting joint commitment to improving WASH in the household.

   Using this activity over time, Lead Facilitator can highlight any changes between the results of previous visits with the results of the current visit. Ask about the changes and why they have occurred.

   Co-Facilitator or Note Taker should take time to write up the shared aspirations on a new flip chart paper to leave in the community. Draw some pictures if possible under each aspiration for community members who may be illiterate.

RECORD SHEET 6

SHARING RESULTS IN THE PLENARY

☐ **Only one copy of this record sheet is required to be completed for this step.**

Village name	
Commune; District; Province	
Date	
Name of Co-Facilitator	
Name of Note Taker (if different)	

- **Acknowledge children but explain why this conversation is with women and men, as we do not want to place children in a difficult situation.**
- **Do not blame men or women.**
- **Do not use difficult language like 'gender' and 'gender equality'. Focus instead on opportunities and barriers and how these can be managed to benefit both women and men and their families.**

FACILITATOR TIP

RECORD SHEET 6

What are the common or similar desired changes for women and men around the 4 indicators:

- **Level of shared WASH workload in the household**
- **Level of participation in WASH activities in the community**
- **Level of shared decision making in the household**
- **Level of women's leadership in the community for WASH**

How can we put these shared desired changes into action?
(Repeat visit: Highlight any changes between the results of previous visits and the results of the current visit. Ask about the changes and why they have occurred?)

STEP 7
CLOSE THE MEETING

STEP 7

CLOSE THE MEETING

Time:

5 minutes

Materials:

None

Format:

Plenary (with the whole group together)

Purpose:

- To close the monitoring activity
- To affirm joint community aspirations

By the end of Step 7, participants should:

- Understand the purpose of their participation.
- Gain enjoyment and a sense of improvement from the experience
- Be aware that this process is ongoing and follow up meetings are required.

WHAT TO DO

1. **Thank the community** for providing their time. Explain that their participation was valuable and that it will bring many long term benefits for improving the WASH situation for women and men.

2. **Explain** that the flip chart of shared aspirations will be left in the community for all to view (e.g. on the notice board) and monitor.

3. **Invite** community members to provide any comments on the process and ask any questions.

4. **Advise** the community of the next planned visit.

5. **End the visit** on a positive, encouraging note.

CLOSE THE MEETING

☐ **Only one copy of this record sheet is required to be completed for this step.**

Village name	
Commune; District; Province	
Date	
Name of Co-Facilitator	
Name of Note Taker (if different)	
List any feedback provided from community members about the process	

STEP 8
ANALYSIS OF COMMUNITY'S PROGRESS TOWARDS GENDER EQUALITY

STEP 8

ANALYSIS OF COMMUNITY'S PROGRESS TOWARDS GENDER EQUALITY

☐ **To be carried out after the community meeting by Facilitators and Note takers.**

Time:

30 minutes

Materials:

All completed record sheets for Steps 1-7

Format:

Facilitators' meeting – small group work

Purpose:

- **To understand, document and assess the community's gender relations against the 4 indicators and record the changes over time;**
- **To enable inter-community comparisons;**
- **For the facilitation team to debrief on the process and approach.**

WHAT TO DO

1. **After undertaking steps 1-7** the facilitation team (Facilitators and Note Takers) should find a quiet location to have a discussion. Ideally, this should be on the same day as the community meeting.

2. **Analysis of gender relations in the community:**

   The Lead Facilitator to refer the team to Record Sheet No. 8, to capture the team's rating on the community's perspective current gender relations.

   The team should work through each of the four indicators, circling ONE rating per indicator that best describes the situation in the community. Provide evidence for this rating and explain WHY.

   The group should refer to their record sheets from Steps 1-7 to obtain the evidence including quotes that stood out or key results. Document the evidence in the circled boxes as explanations and rationale to each rating.

   Assure the team that there is no expectation or pressure to see changes in the indicators in the first implementation of the GWMT. In fact there may be negative effects of WASH programming on gender relations. Change takes a long time and it is important for the project implementation team to know if their methods are effective in creating change. Even if there is no change, please ensure ratings are based on the data collected through the consultation.

3. **Analysis of the GWMT process:**

   Lead Facilitator should follow the rating exercise above by facilitating a discussion about the group's feelings towards the GWMT process. The following questions should be asked in relation to Steps 1-7 of the GWMT:

   - What worked well? Why?
   - What needs improvement? Why?
   - What will you change for next time?

   Document the responses to these questions on Record Sheet No.8.

4. **Debriefing as Facilitators and Note Takers:**

   Following this the Lead Facilitator will guide a discussion about the group's feelings towards the facilitation/note taking experience during the GWMT, by asking the following questions:

   - What worked well? Why?
   - What needs improvement? Why?
   - What can you do to develop your skills/experience as a Facilitator/Note Taker and what could you do differently next time?

   Examples could be: Support from facilitators; Manner of using materials; Managing time; Style of speaking, participatory techniques etc.

   Document the responses to these questions on Record Sheet No.8.

5. **Documentation:** Provide copies of all the record sheets to the Monitoring and Evaluation Co-ordinator(s) and key focal points of the project (and government department if relevant). Note any recommendations for follow up for the current WASH program.

ANALYSIS OF COMMUNITY'S PROGRESS TOWARDS GENDER EQUALITY

☐ **Only one copy of this record sheet is required to be completed for this step.**

Village name	
Commune; District; Province	
Date	
Lead Facilitator	
Co-Facilitators and Note Takers	

Overall gender indicator ratings

For each of the four indicators, circle ONE that the team agreed on and provide the **evidence** and **why** for each selection.

RECORD SHEET 8

Indicator 1: Shared workload in regular household WASH activities

Rating: (Circle ONE)	**Did not meet expectations**	**Meet expectations**	**Exceeded expectations**
Example of rating	Day to day household work to promote better WASH is always done by women and girls	Day to day household work to promote better WASH is usually shared between women, men, girls and boys in the household	Day to day household work to promote better WASH is always shared between women, men, girls and boys in the household
Evidence and WHY rating was chosen?			

Indicator 2: Level of participation in WASH activities in the community

Rating: (Circle ONE)	**Did not meet expectations**	**Meet expectations**	**Exceeded expectations**
Example of rating	Women's participation in community WASH activities is limited	Women and men participate actively in community WASH activities	Women's and men's participation is in community WASH activities is valued and equal
Evidence and WHY rating was chosen?			

Indicator 3: Level of shared WASH decision making in the household

Rating: (Circle ONE)	**Did not meet expectations**	**Meet expectations**	**Exceeded expectations**
Example of rating	Men make all decisions about improving household WASH and provide no information to women	Women and men share final decisions about improving household WASH	Women and men have equal influence in WASH decision making which is recognised in the community
Evidence and WHY rating was chosen?			

Indicator 4: Level of women's leadership in the community around WASH

Rating: (Circle ONE)	**Did not meet expectations**	**Meet expectations**	**Exceeded expectations**
Example of rating	Leadership positions in relation to WASH (e.g. Natural leaders, leaders in WASH committees) are all held by men. Women provide support only.	A number of women are active as leaders (e.g. Natural leaders, leaders in WASH committees) and in community meetings and are equally recognised.	Women and men are equally engaged in WASH leadership positions and women hold equal decision making power with men in WASH meetings and committee structures.
Evidence and WHY rating was chosen?			

RECORD SHEET 8

Facilitators' Feedback

Feedback regarding the GWMT process:

- What worked well? Why?
- What needs improvement? Why?
- What would you change? Why?

Feedback regarding facilitation and note taking experience:

- What worked well? Why?
- What needs improvement? Why?
- What can you do to develop your skills/experience as a Facilitator/Note Taker and what could you do differently next time?

STEP 9
DOCUMENTATION AND IMPROVING PRACTICE

STEP 9

DOCUMENTATION AND IMPROVING PRACTICE

Purpose:

- To consolidate the results of the GWMT data collected in each community
- To document and record for project M&E and reporting purposes
- To compare results across monitoring visits in the same community over time
- To compare results between communities
- To provide feedback to the WASH program, to indicate if activities and strategies are contributing to improving better outcomes for women and men.

WHAT TO DO

1. **Project Manager (or other representative)** to enter results into the project's M&E framework. A spreadsheet example is provided below.

   It is important to recognise that the findings do not represent communities at scale, but are an indicator of a cross section and may represent an 'average' (and range) within a community.

   Hard copy record sheets can be filed accordingly.

2. **The project implementation team** should regularly review the results (e.g. as part of the project's annual review). This monitoring data, alongside other monitoring data, provides feedback to the project regarding effectiveness of WASH interventions for women and men in the project area. Project activities/strategies may need to be revised accordingly. Graphs and tables can be produced to monitor and present data.

   The project implementation team should also review the GWMT process and quality periodically. Refresher trainings of the GWMT can also be planned for within a project lifecycle (which also accounts for staff and government turnover).

Step 9

Example of an indicator rating table (that can form part of a project's M&E database):

Date	Village Name	Rating given by Facilitator team Did Not Meet Expectations = Yellow Meet Expectations = Blue Exceeded Expectations = Green				Important rationale for chosen ratings including stand-out evidence (e.g. key quotes)	Shared community aspirations
		Indicator 1 Shared workload in household	**Indicator 2** Participation in activities in the community	**Indicator 3** Shared decision making in household	**Indicator 4** Women's leadership in the community		

ACCOMPANYING DOCUMENTS

MATERIALS CHECKLIST

RESOURCES FOR COMMUNITY MEETINGS

- ☐ **6 sets of WASH photo cards (3 women set and 3 men set) in A5.**
- ☐ **6 sets of blank cards in A5 (to write activities that may come up in discussion and are not on the photo cards)**
- ☐ **18 Clock cards**
- ☐ **Whiteboard or marker pens**
- ☐ **At least 120 markers (e.g. kidney beans, stones).**

  Tip: Pre-bag 20 markers per group prior to the community meeting to save time counting out within the meeting.
- ☐ **Rolls of flip chart paper**
- ☐ **Sticky tape**

RESOURCES NEEDED FOR FACILITATORS AND NOTE TAKERS

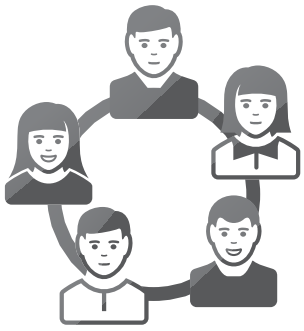
- ☐ **GWMT - 1 per Facilitator and Note Taker**
- ☐ **6 x Record sheets and pens.**

  Copies of record sheets can be easily photocopied or printed as needed from the resource section at the back of this guidebook.

HOUSEHOLD ACTIVITIES

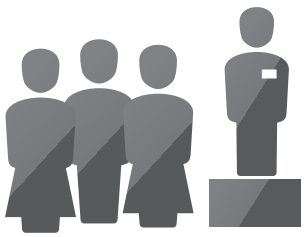
Range of time spent each day (HOURS)

COMMUNITY ACTIVITIES



Range of time spent each month (HOURS)

LEADERSHIP ACTIVITIES



Range of time spent each month (HOURS)

BASE PHOTOS

Young female

Young female 1F

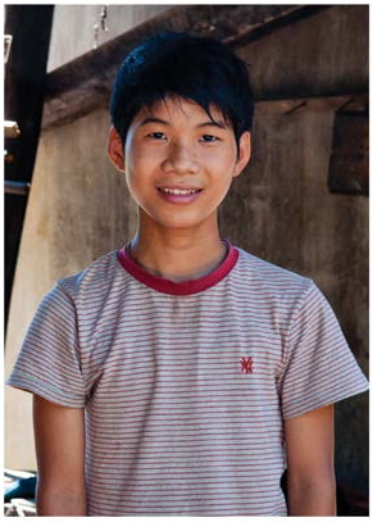
Middle-aged female

Middle-aged female 2F

Older female

Older female 3F

Young male



Young male 4M

Middle-aged male

Middle-aged male 5M

Older male

Older male 6M

HYGIENE

Protecting drinking water

Female's photo card set

Male's photo card set

Hygienic food preparation

Female's photo card set

Male's photo card set

SANITATION

Assisting a child to use a toilet

Female's photo card set

Male's photo card set

Cleaning a toilet

Female's photo card set

Male's photo card set

Buying household WASH related items

Female's photo card set

Male's photo card set

SANITATION

Construction or maintenance of a toilet

Female's photo card set

Male's photo card set

Collecting local materials for construction of a toilet

Female's photo card set

Male's photo card set

Assisting young children to defecate in an appropriate place and dispose of their waste into the toilet

Female's photo card set

Male's photo card set

SANITATION

Managing menstrual hygiene

(Note that the men's set does not have this photo card)

Female's photo card set

ENVIRONMENT

Keeping the environment clean

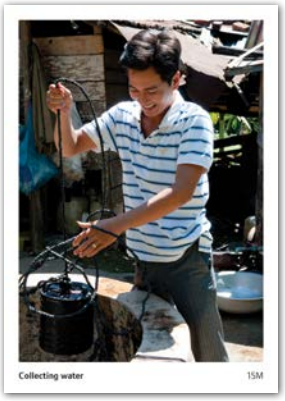
Female's photo card set

Male's photo card set

WATER

Collecting water

Female's photo card set



Male's photo card set

Boiling/treating water

Female's photo card set

Male's photo card set

Maintenance activities for water

(e.g. cleaning water source, fixing/repairing water pipe/pump)

Female's photo card set

Male's photo card set

COMMUNITY

Community meetings or committee meetings related to WASH

Female's photo card set

Male's photo card set

Community hygiene awareness raising event

Female's photo card set

Male's photo card set

For further information and to provide feedback, please contact
Plan International Australia WASH team at **WASH@plan.org.au**