

Gender Analysis of the AutRC WASH Community

Summary & Management Response



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Aus Liebe zum Menschen.

Summary

In August 2019, a Gender Analysis of the AutRC WASH Community was carried out by an external consultancy (B-NK GmbH). The goal of this analysis was to answer the following questions:

- Which gender related factors influence the performance of the AutRC WASH community and how can these factors be influenced?
- Which AutRC WASH capacities (e.g. knowledge, attitudes and practices of WASH staff and volunteers) influence gender equality outcome of our programs, and how could these capacities be influenced?

In order to identify key issues contributing to gender inequalities and to make recommendations for future programs, the consultancy analysed several documents, publications and the content of trainings. To gain more inside knowledge about the WASH community, the consultants conducted an online survey as well as qualitative guided interviews with employees at headquarters and field level and volunteers at the branch level. Since major donors of the AutRC WASH program, i.e. the EU and the Austrian Development Agency (ADA), demand more gender-inclusive initiatives, it becomes increasingly important for the AutRC to implement gender-sensitive projects. The ADA now tracks aid in line with the OECD gender equality policy markers, which are comprised as follows:

- Principal (marked 2): A project with gender equality as the main objective and which would not have been implemented without the goal of achieving gender equality.
- Significant (marked 1): Gender equality is an important objective but not the main aim of the program.
- Not targeted (marked 0): The program does not have gender equality as an objective.

Projects which are marked 0 will not be funded by the ADA in the future while for long-term programs the ADA now prefers to fund projects with gender marker 2 which proves to be challenging for AutRC WASH activities as an emphasis lies on providing humanitarian aid and establishing basic infrastructure to all vulnerable groups after an emergency. In this sense, gender equality can never be the main objective of an emergency response unit (ERU). Still, for long-term projects, gender equality markers, guidelines and tools can and will be taken more into consideration.

To achieve a broader awareness of gender sensitive issues, the IFRC has published several documents, which can be used as guidelines during program design and field missions. These documents have been included during the analysis and used as a base for survey questions. Strikingly, in most cases, employees have either not heard of those documents or they have heard about them but have not read and/or used them. In other words, this shows that at least half of the respondents have not familiarised themselves with gender related issues. Most respondents were also unaware of existing gender policies at headquarter levels while some even stated that gender does not play a major role in the AutRC in 2019. Meanwhile, a new strategy is being developed at the headquarter and a working group called "Gender and Diversity Think Tank" was established two years prior.

Furthermore, the WASH sector is perceived as a male-dominated area and within this sector, a gender-biased distribution of tasks, especially on field missions, is observed by the delegates. Interviewees mention that female delegates are predominantly responsible for hygiene promotion tasks while there are only few women conducting engineering activities

within the AutRC WASH division. Yet, the WASH team at the headquarter in Vienna is perceived to be equally balanced between males and females while interviewees have the impression that predominantly men are sent on mission abroad. When looking at the data, it becomes clear that indeed more male delegates are sent on field missions. It is noteworthy, that this partly seems to be due to a lack of female volunteers in the volunteer pool and not due to a bias in the selection process.

Many interviewees mentioned to be unsatisfied with the selection process itself, mainly due to a lack of transparency. A major point of criticism of this process is that the volunteers do not know how the WASH coordinator at federal level makes his/her decision. It was criticised that they don't always receive feedback on their applications. Another point was that there are people who lack proper English and/or social skills, which evokes a fear that this may cloud the image of the AutRC WASH community internationally. Many volunteers feel very well trained in hands-on, technical competencies but require more training in social skills, intercultural communication and PGI.

Since the gender analysis was conducted, the selection process has already been revised and improved. After revision, it is exactly described who and which qualifications are needed, and it is also clearly communicated how the decision was made.

A main criticism of the field missions as stated by the interviewees was the briefing procedure where many would like to get more information on how to deal with the legal situation in the respective countries. Another point was that no dedicated family posting procedures are in place, meaning there is no help provided to partners and children who relocate during long-term missions. On the other hand, employees both male and female are relatively satisfied with their contracts, their working conditions as well as their salaries.

In general, the AutRC WASH community views their work and voluntary assignments as very valuable. Many survey respondents and interview partners are happy to work in such an international, openminded environment. Along with that, the AutRC WASH division also believes they are in a good position to be frontrunners concerning the AutRC Society as a whole, especially when it comes to establishing new gender norms.

Following the recommendations made by the auditors, the management responses are presented in the following pages.



Management Response

Explanation: "accepted" recommendations of the Gender Analyses should be implemented by the nominated person(s) as under "responsibility". They are responsible to implement the recommendation according to the description under "response". Time: different responses have different timelines/deadlines. The entire Management Response should be implemented until the end of 2023.

Recommendation	Acceptance	Response
1.1 Include more social skills and intercultural communication skills in the international trainings.	Accepted and already implemented in latest trainings	<p>Previous trainings included social skills and a practice in intercultural competencies although this was project based and needs to be further evaluated and possibly improved to become an integral part of international trainings; in general improving those skills is not a main objective of technical trainings but a well-intended side effect; the aim of the international trainings is also to improve those skills through inviting international trainers and participants and have work together in varying compositions during the training; new training content related to communication and social skills to be shared with AutRC Gender Focal Points</p> <p>Evaluation of trainings, evaluation after 1st field assignment of trainees; was social skills training sufficient?</p> <p>CEA and gender trainings will take place in Uganda and Ethiopia within the Skybird ADA Strategic partnership</p>
1.2 Include gender related content in a more systematic way. Include PGI (Protection, Gender and Inclusion) and CEA (Community Engagement and Accountability) issues as stand-alone part in the trainings.	Accepted	<p>WASH activities have a lot of CEA and PGI aspects. To increase these competencies (especially for accountability) e.g. send delegates/staff to 3- or 5-day trainings; as well as to the IFRC surge CEA training; check CEA hub/ IFRC learning platform for eTrainings; standalone trainings/ and coordinate with AutRC CEA and PGI focal point; Gender and social inclusion are important aspects within the Skybird strategic partnership in Africa. The results of the project will be shared on regular basis to IC.</p>
1.3 The importance of collecting gender disaggregated data and monitoring should be more emphasised in basic and advanced trainings. There are best practices at the Swedish RC.	Accepted	<p>PGI and CEA already a part of trainings, greater emphasis on collection of disaggregated data will be reached by further including Swedish RC competencies according to existing training and mission partnership. <i>Provide reading material/examples from Swedish RC and discuss during training?</i></p>

1.4 Develop and implement a gender / diversity awareness raising training consisting of 2-day-sessions for the WASH community.	Accepted	<i>Develop together with gender experts, e.g. ask Swedish RC for input.</i> Develop possible training curricula and decide about target group (WASH only or WASH + IC) and/or check available curricula (WIDE, Care...); invite IC Gender & Diversity Focal points to learn; a gender training might take place in Ethiopia in Feb 2020 for ERCS Staff, the experience will be shared with the AutRC Gender Think Tank.
1.5 When barrier free issues concerning e.g. construction of latrines are on the agenda, include trainers with disabilities.	Partially accepted	<i>Include participants with disabilities or ask other NGOs (e.g. Light for the World) for input.</i> Accessibility is part of specialisation training (excreta disposal in emergencies) and MSM 20 training; and include special focus group during domestic and international trainings, such as Light for the World
1.6 Provide an interactive training session with a peer group learning approach on how to use the international documents and guidelines in their daily work.	Partially accepted	<i>Support IFRC in gender WASH guidance revision and assist respective eTraining development;</i> Further emphasis to integrate and refer to IFRC and other relevant publications and guidelines during respective training sessions
1.7 Recommend these additional trainings as being important for international missions.	Partially accepted	<i>It is planned to have these trainings either on a compulsory or voluntary basis</i>
1.8 Communicate that these additional qualifications would be considered as an advancement in the ERU selection process.	Accepted	<i>Preferred selection if people completed gender / diversity trainings</i>
1.9 Reflect on: What are the objectives of the national trainings? How did these objectives change over the years? Are the objectives	Accepted	Standardization and renewal of program and objectives through AutRC Vienna Branch is in progress. (next meeting January 17)



nowadays still the right ones?		
1.10 Reflect on: Which skills do we really need for our international deployments? Do we really train these skills and competencies within our trainings?	Accepted	WASH trainings (competencies): CEA, PGI, PSEA are part of trainings and Hygiene Promotion part covers a lot of aspects as well
1.11 Organise the trainings in a more qualified way. Ensure that the trainers prepare the trainings beforehand – and not, for example, on the evening before the training starts.	Accepted	improvement of trainer selection and training documentation, professionalization of trainings ongoing
1.12 Implement standardised exit questionnaires, analyse them and conduct further improvements on the trainings based on the feedback loops.	Accepted	Training evaluation to be improved, feedback questionnaire exists but is not standardized yet - check if human / time resources are available to analyse the data of the evaluations; let us create a standardized evaluation system > link up with Bildungszentrum and IFRC learning;
1.13 Invite high qualified trainers/experts, at least for some additional trainings, instead of conducting all trainings on a volunteer basis.	Partially accepted	Being a volunteer does not imply poor quality; AutRC always aims for high qualified trainers who can also be volunteers. develop a list with possible trainers and update it on a regular basis; recalling to the outcomes of the training evaluations; let us create a trainer database > link up with Bildungszentrum and IFRC Learning;
1.14 Set up a WASH trainers' network and stipulate an exchange and a peer-to-peer learning process on didactics and training methods. Provide input on basics on gender	Accepted	<i>Feasibility needs to be assessed.</i> Learn from and coordinate with Skybird project platform, check on feasibility and assess already existing tools.

sensitive communication and vocational training methods.		
1.15 Ensure a gender balance among the trainers.	Accepted	<i>Feasibility difficult due to availability of trainers.</i> After developing the list of trainers, analyse the gender balance and develop incentives for female trainers to ensure gender balance within the trainings; data collection about trainings in general > establish core information to be collected.
1.16 Encourage female participation / ensure 50/50 participation in trainings.	Partially accepted	"Ensure" should be replaced by "aim for". Include a reference in the training announcements ("female/male participation highly encouraged") depending on the topic of the training. include reference in training announcements.
2.1 Promote female role models – especially in the engineering field – and male role models in hygiene promotion (since there is a reported lack of females/males working in that respective field).	Accepted	Female trainers for technical skills and male trainer for HP skills; promote females in leadership (branches and HQ), publicity out of projects can focus on female role models in tech and male role models in HP (project managers); assessment of how to make the recruitment process acceptable from a legal perspective in progress, as well as determining how to attract certain genders for respective positions.
2.2 As for the guiding preparatory documents for deployments: Provide mainly a generic overview or rough figures about the population in general. More gender disaggregated data as well as socio-economic and cultural background information including specific gender and diversity related issues in the respective country	Partially accepted, Feasibility?	<ul style="list-style-type: none"> • Make inclusive online trainings available and include relevant data in (G & D / cultural awareness) briefings: <ul style="list-style-type: none"> ▪ -Include CEA and PGI awareness raising specifically for respective country? ▪ -Checklist for in-country briefing cycle with specific questions to be researched by the delegate • Have delegates read and sign documents (Make a quiz so docs are read?) • Make sure delegates complete full briefing cycle in country of deployment



should be provided (e.g. information on the legal situation for LGBTQI people might be of interest).		
2.3 In the evaluation and monitoring phase during ERUs and long-term missions, include reflective questions, such as "Did we really reach people the way we want to reach them?" "What can be improved?" "What other needs do the people have?". These questions could be raised and deepened in focus groups discussions on site.	<i>Partly accepted as reviews are not always done</i>	If a review is done, incorporate and raise these questions already within the ToR.
2.4 Revise the templates for gender disaggregated data collection based on the (national) legislation concerning civil status.	<i>Unclear</i>	Delete civil status in DelDat, did this already happen?
2.5 Provide (anonymous) psychological support to the ERU delegates, at least at the beginning and at the end of a mission.	<i>Partly accepted</i>	Decision to be made at management level. Maybe it would be a possibility to review the current model and improve it if reasonable.
2.6 Implement a more detailed documentation of the ERU team member selection process. Make the selection process	<i>Accepted</i>	

transparent and communicate it proactive to the WASH volunteers.		
2.7 Communicate the decision, who will be deployed in which ERU rotation, in a timelier manner to the WASH community members who announced their availability.	<i>Accepted</i>	
2.8 When selecting the team, first reflect the situation and conditions on site and the skills and experiences needed: Who can be sent? Who can drive? Who has the appropriate skills for exactly this situation? Include additional criteria in your initial assessment and the selection process. Consider social competences of the possible team members, especially regarding cooperation and interactions with other RC/RCs.	<i>Accepted</i>	
2.9 Assess the English competences of the possible team members in time before the deployment.	<i>Partially accepted</i>	This is not really a relevant point in this context.
2.10 Implement at least one junior job in the field. Otherwise only the people with	<i>Accepted</i>	Budget available?



experience or with connections will be selected and others do not have the chance to be included and to collect experiences of their own.		
3.1 Make the implicit goal "equal representation of male and female" explicit and visible (e.g. in an IC mission statement).	<i>Accepted</i>	To be included in AutRC Strategy 2020 (StrategyTeam), IC mission statement (draft by Gender Focal Points) > equal representation; develop detailed G & D Action Plan for AutRC IC ;
3.2 Develop a strategy/plan for gender and diversity issues within the WASH sector, and also include the topic of gender more prominently into the trainings (see above).	<i>Accepted</i>	Develop a WASH Gender & Diversity Plan as part of the "ReInvent WASH Theory of Change"
3.3 Create awareness about the importance of the WASH sector and what it is about, and that men as well as women can contribute.	<i>Accepted</i>	From our point of view the recommendation has two aspects: 1) to raise awareness of the importance of gender issues in the WASH sector; 2) to raise awareness that men and women can contribute to including gender aspects in WASH activities. We see the possibility to include these issues and raise awareness within trainings. It is harder to implement this in the field.
3.4 Include more time and resources on reflecting daily routines and procedures alongside the triple loop learning questions "Are we doing the things right?", "Are we doing the right things?" and "what makes this the right thing to do?".	<i>Partially accepted</i>	To be included in "ReInvent WASH Theory of Change" > which serves as a tool for PMER

3.5 Ensure effective participation by vulnerable groups.	<i>Accepted</i>	Invest in CEA and PGI and Gender Trainings within AutRC and partner organisations wherever feasible.
3.6 Build-up contact with specialists, with women's networks, in order to integrate them faster and better in the WASH planning procedures and activities.	<i>Accepted</i>	AutRC Regional and Country Delegations build network with Women's groups in country (e.g. via Skybird); at NHQ level intensify exchange with Care and WIDE and others (Gendergroup); look for project-based partnerships with women's networks where helpful (Programs via Gendergroup)
3.7 Use gender-sensitive and/or gender-neutral language, e.g. on the website.	<i>Accepted</i>	Walther Hajek contacts Marketing/Czech/Marecek regarding images & language; disaggregated data in AutRC IC Annual report; draft IC Standards for external communication with AutRC Mako (Czech/Marecek); arrange internal preparation meeting;
3.8 Update information on website	<i>Accepted</i>	regarding images & language; disaggregated data in AutRC IC presentation/stories on website; with AutRC Mako (Czech/Marecek/Hold);
3.9 Additional idea: Support IFRC in updating Gender in WASH guidance note and possible development of an eLearning module		Budget necessary (~ EUR 5,000 – EUR 10,000)

