S0x: True or false? Protection, gender and inclusion in WASH

Session length

15 minutes (or longer – depending on how many questions are asked, and how much discussion there is)

Purpose

This activity can be used to “set the scene” and get people thinking about different aspects of protection, gender and inclusion in WASH. It could also be used as an icebreaker or energizer.

By the end of the activity participants will:

* Have a feeling for their own level of understanding and ideas around protection, gender and inclusion (PGI) in WASH.
* Be familiar with some of the key terms and concepts around PGI in WASH.

Materials and supplies required

* Paper, markers. A big room or open space outdoors.

Activity instructions

**Before you begin, adapt the questions (below are some examples) for the training and the participant profile**!

1. The point of this activity is to stimulate discussion and get people thinking about protection, gender and inclusion in WASH, and to be aware of how much they understand (or not).
2. Make sure you have a large room with space for people to move, or alternatively go outside.
3. **Ask a question**, and then **get** **people to move to between two points: “true”** on one side of the room, and **“false”** on the opposite side. People may stand in the middle if they think “maybe” or are unsure.
4. Emphasise that they should be honest and not just follow others. They are not being scored and this exercise is most useful when people are honest on their experiences and views.
5. **After each question, have a short discussion** between the people who have stood at opposite sides.

Why did they choose ‘true’ or ‘false’? What do others think? Does anyone have experiences they would like to share about this?

**Clarify** any outstanding issues and points that participations are unsure about.

**Questions to ask: adapt these to suit your training focus and participant profile!**

* Men, women, boys and girls all need safe drinking water. We just need to treat everyone the same [*While everyone does need water, different people have different barriers to access (including physical e.g. disabilities, discrimination, and so we need to support specific groups of people by removing these barriers so they have access (which is a human right). Equity vs equality*]
* Installing lights in and around the toilet blocks can help women to feel safe [*True: Siting of facilities, design including screening, and locks, are also important.*]
* In an emergency, trying to meet the needs of people with a disability is a waste of limited resources [*False: An estimated 15% of the population have a disability – so we are not doing our job if we don’t reach the most vulnerable/at risk.*]
* Access is all about building ramps for disabled people at water points and latrines [*Partially true: While ramps and physical access is important – access is also about information (e.g. language used, literacy, people who cannot see or hear well) and access to decision making process (e.g. being allowed to participate in community WASH meetings).*]
* Only women and girls menstruate, so there is no need to involve men and boys [*Partially true: While women and girls do menstruate (remember that transgender people can also menstruate!). Men are often important decision makers within the family e.g. about money spent on hygiene items, school and communities; they need to understand why women/girls have specific needs and are getting extra support (e.g. if they get special hygiene kits), boys may tease girls in school. Usually need male volunteers to engage with men.*]
* In emergency response we are so busy. Addressing Protection, Gender and Inclusion must wait [*False: There are simple actions we can take right from the acute phase or beginning of an emergency operation that address PGI and make sure everyone has access to WASH, otherwise resources are wasted, some people are left out and we are not doing our job properly. Simple adaptations to WASH facilities, talking to women, people with disabilities about siting and design of facilities, etc.*]
* People with disabilities should not collect water or use the latrines because they might contaminate others [*False: There are many socio-cultural beliefs, taboos and discrimination that people with disabilities and people with chronic illnesses face that severely impact their lives and ability to participate.*]
* We addressed gender in our WASH program by talking to women and girls, because they usually collect water and take care of family hygiene [*Partially true: For a WASH programme it is important to understand how everyone uses and depends on water – while women/children may be responsible for collecting water and household hygiene, men may use water for agriculture and/or livestock which is critical for income. Sex is about males and females, but gender refers to the social differences between females and males and is deeply rooted in every culture, can change over time and wide variations around the world.]*
* LGBTQI+ people have the same WASH needs and challenges as everyone else [*True and false: Transgender and intersex people may face discriminatory attitudes and practices, and sex segregated (i.e. male and female only) public facilities which may prevent them from accessing latrines or WASH facilities – but they also have a human right and need for them.*]