S0x: What does DAPS mean for WASH?

Session length

45 minutes

Learning objectives

By the end of the session participants will be able to:

1. Describe the core concepts of PGI and including the key terms: dignity, access, participation and safety.
2. State why it is important to integrate PGI into WASH.
3. Understand some practical ways that PGI can be integrated into an emergency WASH response.

Activity instructions

1. Start by explaining to participants that this session will provide an opportunity to look practically at ensuring PGI is included within an emergency response and from the very start of an operation. Explain that we are looking at how disasters impact differently on women, girls, men and boys in both conflict and natural disaster scenarios.
2. Divide participants in groups and give each group a copy of the case scenario. Ask them to read it.
3. Give participants 15 minutes to discuss about the scenario trying to identify possible answers to the following guiding questions:

|  |  |
| --- | --- |
| ***About the latrines*** | ***About the hygiene kits*** |
| 1. What is happening? 2. Why do women look concerned? 3. What are the risks they might face while accessing facilities? 4. How can you ensure: Safety, Dignity, Inclusion and Participation while setting up the facilities? | 1. Why did women leave? 2. What will happen to women without their kits? 3. Are there any health or other consequences? 4. What could have been done better? |

1. (Part 2) Explain that the team run a rapid assessment and the main issues identified are:

* New latrines were not used by women, children and elderly
* People had to walk long distances to collect clean water, so they prefer to use closer water points although water was contaminated.
* Women and girls had to travel a long way from the camps to bath and use the toilets. They limited their usage to once per day.
* Women and girls do not access health services although having specific health problems
* Most women and girls had menstruation-related health problems.
* Adolescents raised safety concerns around wash facilities.
* Elderly people felt neglected and they never attend distribution activities
* Hygiene kits for women were not used nor collected at the distribution point.

1. Ask participants, based on the scenario and previous discussion, to think about possible risks, harms and actions to address the main issues reported in the assessment. They should write up their ideas on a flipchart using the following matrix:

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Risks or problem?** | **Potential harm (e.g. SGBV)** | **Mitigation** |
| Environment |  |  |  |
| WASH facilities /infrastructure | *e.g. Isolated area* | *e.g. Harassment against women and girls* | *e.g. Lighting or move to a different location* |
| Cultural and community norms |  |  |  |
| Health services |  |  |  |

1. Ask each group to present their matrix in plenary (5 minutes each, depending on time).
2. Summarize the key points, and resources where participants can find additional information.

Scenario

Devastating floods have hit the country and you have been sent in with an ERU. The team is tasked with:

* building latrines and providing water for the displaced people
* disseminate information to improve hygiene and prevent health issues related to contaminated water
* organize hygiene promotion to improve use of facilities and promote healthy hygiene practices at the community and household levels

This is a newly established refugee camp and the set-up of the camp is underway. The previous team had set up a few water tanks and chemical latrines but without having the opportunity to consult with the refugees nor the host community. Around you, you will see a high number of people looking for help. Each of them has a different story and each have been affected differently by the floods. There are children, elderly, people with disabilities, women alone, girls and boys alone, single men and individuals/children separated from their family unit.

The water team has set up a water treatment site in a location where various actors come together, including technicians, truck drivers, visitors, men, women and children from the local community.

You have previously been briefed that the refugees are coming from a very traditional and conservative community with strict gender roles, where women or the teenage girls are responsible for the household, including fetching water. Yet, at the water points there are only men and boys and many of them are mainly using the water points to wash their feet and hands before the daily prayers. There are also reports that women and girls do not dare to access the water points due to fear of sexual violence and harassment.

The sanitation team is working on setting up basic latrine and solid waste facilities. The team is explaining to the community members, gender mixed, about the separate toilets that have been installed for men and women – what the system is, where they are located, how many there are (same number for men and women), etc.

The women are looking increasingly worried, so the WASH team tries to reassure them that facilities were built according to standards and location was decided by engaging men from the local community. The location identified is on the edge of the camp and close to a forest.

The day after, the distribution of hygiene kits was carried out publicly and the teams were showing the contents of the kits in front of a mixed group of people. Women felt embarrassed and left the distribution point. On the scene, elderly people were not present.

Key resources

IFRCs PGI in WASH guidance note: <https://watsanmissionassistant.org/wpcontent/uploads/2021/05/IFRC_PGI-in-WASH-Guidance-Note_final_2021.pdf>

Also available in Spanish, French and Arabic: <https://watsanmissionassistant.org/gender-and-wash/>

Key points that may come up

* + There are two issues around the water points. The first is the misuse of the water points by men and boys and the second is that women and girls don’t feel safe to access them. Come up with solutions together with men and boys (e.g. where can they go instead? What are they using the water points for – perhaps there are no bathing areas?) and ask women and girls what they would need to feel safe and comfortable. Ask both women and men what can be done to ensure that everybody can access the water points safely.
  + Since there have been no consultations with the local community, first step is to do that (DAPS Access and Participation). Stress the importance of having separate focus groups with women and men and if possible also with boys and girls.
  + Pay extra attention to households with persons with disabilities and if possible have a separate focus group discussion with them or do household visits to discuss the issue of access.
  + Use this opportunity to ask them how they like to get their information and design HP activities accordingly (can be through group meetings, theatre, SMS, movie, radio etc.). Ensure that information about the water points should also reach children and persons with different kinds of disabilities (DAPS Access).
  + If there is a CEA or PGI delegate in the operation they can be consulted and used as a resource.
  + Set up a complaint- and feedback mechanism to collect feedback.
  + Let the women and girls define safe locations for WASH facilities and related activities (DAPS Safety).
  + Ensure that team is aware about where to refer survivors of SGBV (DAPS Safety).
  + Together with the PGI officer use the water points as a place to provide messages around SGBV to both women and men (DAPS Safety).