

Deliberately Addressing Gender Equity Within WASH

Sabah Ghulamali, MPH Candidate
Rollins School of Public Health

Ghana, WA-WASH Project 2015



Overview

- Introduction
- Tools
- Process
- Methods
- Analysis and Preliminary Results
- Conclusion

Introduction- Ghana

Local CARE Office



WA-WASH Region



WASH sustainability depends on gender equity since “it is unlikely that repair or renewal [of a broken facility] will take place...as it does not affect the daily responsibilities of men.”



Ivens, Saskia. "Does Increased Water Access Empower Women?" *Development* 51.1 (2008): 63-67. Web.

Introduction- WA-WASH

“The primary goal of the West African Water, Sanitation Hygiene Program (WA-WASH) is to increase sustainable access to safe water and sanitation, and improve hygiene in West Africa”



Introduction- WA-WASH

CARE Ghana's Components:

1. Potable Water

- Forming water committees, building boreholes or solar pumps

2. Sanitation

- CLTS and WASH in Schools

3. Food Security

4. Climate Change

5. Gender Mainstreaming

- Male Gender Champions
- Engagement with Traditional Leaders
- Community Gender Action Plan (CGAP)
 - Training Sessions
 - Drama Clubs

Tools



Gender Analysis Snapshot

63 Questions on:

- Demographics
- Family Finances
- Leadership and Community Involvement
- Water and Sanitation
- Household Decision-Making
- Access to Public Spaces and Services
- Women's Empowerment and Equality
- Most Significant Change

Most Significant Change

5 Questions:

1. What has been your involvement in CARE International's projects and activities to date?
2. What has changed in your life as a result of your involvement in CARE's project?
3. Out of all of these changes you have mentioned, which is the most significant to you?
4. Why is this change significant to you?
5. How, if at all, has the work of CARE International contributed to this change?

Governance into Functionality Tool

56 Questions on:

- Basic Data on Water Scheme
- Functionality Snapshot
- Sanitation Sustainability
- Scheme Financing
- Management Approach
- User Group
- Accountability and Responsiveness
- Follow-up Actions
- Decision-Making

*Challenge: When a community had more than one borehole

Focus Group Discussions

16 Questions on:

- Control of Income and Productive Assets/Resources
- Decision-Making and Communication
- Getting Permission
- Self-confidence, Autonomy, and Leadership

Process



Training Enumerators

- Two days
- Overview of ethics, methods, and tools themselves

*Challenge: Maintaining consistency when giving a English survey to Dagaare participants

*Tip: Re-training at the halfway point

Piloting Tools

- Only 1 day
- Each enumerator conducted one GAS in an nonparticipating community
- Conducted one GiFT as a group

*Challenge: Giving critical feedback on the process when tools are in another language

Methods



Surveying- GAS

1. Randomly selected 20 household names from each community's roster
2. Head of household called to list all family members over the age of 18
3. Random selection of a male or female from list
4. If that person is unavailable, randomly select one other
5. If neither male or female is available OR entire household is absent, count as a non-response

*Challenge: Keeping nonresponse bias low without losing necessary sample size

*Tip: Oversample at the start

List of Household Members

*Tip:
Get this
information
in advance

What is their relationship to the household head and how old are they?

DO NOT EXCLUDE HH HEAD OR PERSON SPEAKING

| ELIGIBLE RESPONDENTS CHART (ADULTS 18 YEARS AND OLDER) | | | | | |
|--------------------------------------------------------|-------------------------|-----|-----|--------------------------------------------|----------------------------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) |
| # | Relationship to HH head | M/F | Age | Give a number to each MAN of column (2) | Give a number to each WOMAN of column (2) |
| 1 | Head | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 19 | | | | | |
| 20 | | | | | |

| Gender Selection Chart | | | | |
|-------------------------|------------------------------------|--------------------------------------|---------------------------------|----------------------------------|
| Need: | <input type="checkbox"/> Only male | <input type="checkbox"/> Only female | <input type="checkbox"/> Either | |
| Available: | <input type="checkbox"/> Only male | <input type="checkbox"/> Only female | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| Selected respondent: | Respondent #: _____ | | | |
| Interviewed respondent: | Respondent #: _____ | | | |

Random Selection Chart

Use random respondent selection table below for 1-10 eligible respondents.

Use random number list for 11-20 eligible respondents.

| RANDOM RESPONDENT SELECTION TABLE | | | | | | | | | | |
|-----------------------------------|----------------------------------------------------|---|---|---|---|---|---|---|---|----|
| LAST DIGIT SURVEY # | TOTAL NUMBER OF ELIGIBLE WOMEN OR MEN IN HOUSEHOLD | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | 1 | 2 | 2 | 4 | 3 | 6 | 5 | 4 | 7 | 8 |
| 1 | 1 | 1 | 3 | 1 | 4 | 1 | 6 | 5 | 8 | 9 |
| 2 | 1 | 2 | 1 | 2 | 5 | 2 | 7 | 6 | 9 | 10 |
| 3 | 1 | 1 | 2 | 3 | 1 | 3 | 1 | 7 | 1 | 1 |
| 4 | 1 | 2 | 3 | 4 | 2 | 4 | 2 | 8 | 2 | 2 |
| 5 | 1 | 1 | 1 | 1 | 3 | 5 | 3 | 1 | 3 | 3 |
| 6 | 1 | 2 | 2 | 2 | 4 | 6 | 4 | 2 | 4 | 4 |
| 7 | 1 | 1 | 3 | 3 | 5 | 1 | 5 | 3 | 5 | 5 |
| 8 | 1 | 2 | 1 | 4 | 1 | 2 | 6 | 4 | 6 | 6 |
| 9 | 1 | 1 | 2 | 1 | 2 | 3 | 7 | 5 | 7 | 7 |

CIRCLE CHOSEN PERSON'S # IN ELIGIBLE RESPONDENTS CHART

Surveying- GiFT

- One given in every community
- Ideally 6 participants (ranged from 4-6)
- Minimum Requirements:
 - 1 Male WATSAN member
 - 1 Female WATSAN member
 - 1 Male non-WATSAN member
 - 1 Female non-WATSAN member
- Participants chosen out of those available at the time (convenience sample)

*Challenge: Encouraging women to speak in a mixed gender environment

Focus Group Discussions

- Two conducted in each community (one male, one female)
- Communities self-selected 6 male and 6 female participants (convenience sample)

*Challenge: “Confidentiality” and “privacy” in communities that share almost everything

*Challenge: Encouraging younger women to speak when older women were present

*Challenge: Translating the word “empowered”

Analysis



Scoring the Surveys

| | | |
|---------------------------------------------------------------------------------------------------|----------------------------|---|
| Who defaults more often: men or women, or do they default equally frequently (in your household)? | Only men..... | 1 |
| | Mostly men..... | 2 |
| | Men and women equally..... | 3 |
| | Mostly women..... | 4 |
| | Only women..... | 5 |

| | | |
|---------------------------------------------------------------------------------------------------|----------------------------------|---|
| Who defaults more often: men or women, or do they default equally frequently (in your household)? | Only men..... | 1 |
| | Mostly men..... | 2 |
| | Men and women equally..... | 3 |
| | Mostly women..... | 2 |
| | Only women..... | 1 |
| | Always pay, nobody defaults..... | * |
| | Don't know..... | * |

- Done to assess **gender equality**
- To analyze a scored survey, every question included in the score *must* have a number
- For '*' values, I inputted the mean from that specific gender and community

Scoring the Surveys

| | |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who defaults more often: men or women, or do they default equally frequently (in your household)? | Only men.....1 Mostly men.....2 Men and women equally.....3 Mostly women.....4 Only women.....5 |
| Who defaults more often: men or women, or do they default equally frequently (in your household)? | Only men.....1 Mostly men.....2 Men and women equally.....3 Mostly women.....2 Only women.....1 Always pay, nobody defaults.....* Don't know.....* |

Challenge: Questions where '' values were high

*Tip: Score after the fact instead of *a priori*

*Tip: Spend longer pre-testing and analyzing pre-tested data to find questions that don't score well

Results

Table 5: 2015 GiFT Scores

| <u>GiFT</u> section | Overall Mean (SD) <u>n</u> = 15 | Intervention Mean (SD) <u>n</u> = 10 | Control Mean (SD) <u>n</u> = 5 | p-value* |
|-------------------------------------|---------------------------------------|--------------------------------------------|--------------------------------------|-------------|
| Total <u>GiFT</u> score | 59 (3.5) | 61 (1.2) | 57 (5.5) | 0.56 |
| <u>GiFT</u> subsection scores | | | | |
| <i>WASH sustainability</i> | 22 (1.9) | 23(0.7) | 20 (2.7) | 0.01 |
| Water point functionality | 14 (1.9) | 15 (0.6) | 13 (3.1) | 0.18 |
| Sanitation sustainability | 7 (0.5) | 8 (0.5) | 7 (0.5) | 0.28 |
| <i>Governance</i> | 30 (2.0) | 30 (1.4) | 29 (3.0) | 0.99 |
| Management | 13 (0.6) | 13 (0.6) | 13 (0.6) | 0.47 |
| Accountability & Responsiveness | 17 (1.6) | 17 (1.1) | 17 (2.4) | 0.99 |
| <i>Financing</i> | 8 (0.4) | 8 (0.4) | 8 (0.0) | 0.52 |
| <i>WATSAN proportion female</i> | 0.5 (0.1) | 0.5 (0.1) | 0.5 (0.2) | 0.83 |

*Mann-Whitney-Wilcoxon test due to small sample size

Analyzing Transcripts

- Content divided up into specific themes by gender:

| Women | Men |
|----------------------------------------------------------------|-------------------------------------------------------------------|
| Gender division of labor and workload sharing | Gender division of labor and workload sharing |
| Control of income and productive assets/resources | Sharing control of income and productive assets/resources |
| Intra-household negotiation, communication and decision making | Intra-household negotiation, communication and decision making |
| Access to public spaces/permission | Access to public spaces/permission |
| Self-confidence, autonomy and leadership | Role modeling and respecting women's rights and value (in public) |

Results

Discussing Women's Empowerment:

- "It is the man who gives the woman the power "
- "To me it is money that makes a person empowered."
- "Being empowered means that you should be understanding, have equality and be united with your colleagues. If you do not talk with your colleagues and sit with the truth in your room then it is not power."

Most Significant Change

- I placed the responses in categories myself

| MSC Area | Percent |
|-----------------|---------|
| CLTS | 39.5 |
| Water | 37.3 |
| VSLA | 14.0 |
| Agriculture | 5.3 |
| Quality of Life | 4.0 |

Conclusion

“Imbalance between women's water burden and denied agency in decision making underscore that post-2015 development targets alone will not reduce water access inequalities or enable future sustainability. Tackling women's global infectious disease burden and assaults to their physical, mental, and social wellbeing should go **beyond improvement of household water access to address underlying causes of gender inequality.**”

-“Gender disparities in water, sanitation, and global health.” Caruso, Bethany A et al. The Lancet, Volume 386 , Issue 9994 , 650 - 651