**Revised CHECKLIST: Gender and Sustainable Sanitation**

**Definition of Sustainable Sanitation**

Sanitation systems are considered sustainable if they protect and promote human health, do not contribute to environmental degradation or depletion of the resource base, are technically and institutionally appropriate, economically viable and socially acceptable.

Issues in this checklist emanate from the SuSanA working group on Gender and sustainable sanitation and the EcoSanRes Programme Capacity Development Workshop. The list as it stands is in no way conclusive and possibly repetitive. It could, therefore, very well be subject to further elaboration and development. Thus, the current checklist is clearly only intended as a guide to ensure gender equity in sustainable sanitation interventions.

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<thead>
<tr>
<th>Sustainability Factor / Gender equity</th>
<th>Remarks</th>
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<tr>
<td><strong>PROTECTING AND PROMOTING HUMAN HEALTH</strong></td>
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<td>1. Does the project contribute to a healthy population without additional burden to women? More specifically:</td>
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<td>• Training: Necessity to involve everyone. Has gender inclusive training been carried out?</td>
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<td>• Design: Does the design of the system cater to the needs of men and women?, e.g. menstruation hygiene managed and design for functionally disabled persons</td>
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<td>• Decision-making: Does the project contribute to empowering women?</td>
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<td>• O&amp;M: Women are often the ones cleaning the toilets. How is such exposure to hazards considered?</td>
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<td>• IEC: messages and awareness-raising should be gender balanced</td>
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<td>2. Are men and women aware of the possible negative health consequences of poor sanitation, including risks to children?</td>
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<td>3. Have women and men been trained and mobilized in promoting health and hygiene education messages?</td>
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<td>4. Have the specific needs of women and girl children been particular addressed?</td>
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<td>5. Are menstruation hygiene management measures sufficiently taken into consideration?</td>
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<td>6. Are the menstruation hygiene measurements stigmatising the girls and/or the women?</td>
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<td>7. Does the design of interventions sufficiently consider making the cleaning of the facilities easy so as to maintain good physical hygiene?</td>
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### DOES NOT CONTRIBUTE TO ENVIRONMENTAL DEGRADATION OR DEPLETION OF THE RESOURCE BASE

1. Does the system ensure that the environment, especially around the households are not negatively affected?
2. Does the system provide for the protection of the water sources utilized by the household or community?
3. Are the target population, the community and institutions concerned informed about the possibility to safe reuse of the products?
4. Are all concerned parties informed about the specific benefits anticipated to be derived from the initiative?
5. Who will own/be able to use the products, once they are safely removed from the toilet?
6. Who will remove/collection/transport the products?
7. What is the impact on the environment and women/men/children of poorly designed, constructed and maintained septic tanks and pits that create millions of point-source pollution?
8. How is functionality of any system, i.e. technology choice in particular environments, considered with respect to human, i.e. women/men/children, and environmental health?

### TECHNICALLY APPROPRIATE

1. Does the technology applied reflect women’s and men’s priorities and needs? Are women involved in the planning, incl. location and quality, and management of sanitation services?
2. Does the design and location of sanitation facilities reflect the needs of women, men, girls and boys?
3. Are toilets located in such a way that physical security of women and girls is guaranteed?
4. Is the location close to home and is the path sufficiently accessible and possibly well-lit?
5. Are separate toilets for women and men, girls and boys constructed and maintained in for example in schools, factories, public spaces?
6. Does the design facilitate women’s use so that they can provide support/help relatives such as very small children, elderly and disabled?
7. Does the planning process involve men & women?
8. Has menstrual hygiene management been considered in planning, design, and construction without stigmatisation?
9. Is the facility designed for low maintenance and are the different O&M roles taken into account?
10. Are aesthetic and functional aspects taken into account, i.e. well-aired, well-lit and sound-insulated?
11. Are lowering costs and increasing utility considered in the design?

**INSTITUTIONALLY APPROPRIATE**

1. Are there gender-specific elements in the sanitation policies and strategies of the government, company or institution?
2. Is expertise in social development, sanitation and hygiene education available in the organization, project or program team?
3. Are there gender sensitive processes in the planning, implementing and monitoring of the institution’s sanitation programs?
4. Is there gender balance in decision-making? Are women and men fully involved in the organization and have internal discriminatory factors been tackled successfully?
5. Are there any constraints for women and/or men to access and have control over resources?
6. Are women and girls able to acquire access to relevant information, training and resources? Are women’s capacity developed and their participation in training encouraged?
7. Does the mandate of a given project reflect gender balancing?
8. Are there platforms for coordination and harmonization with other sectors to address practical issues of women and men in sustainable sanitation?
9. Does the existing framework for sustainable sanitation provide clear rules in planning and implementation including use of sanitation resources for both men and women?

**PROGRAMME /PROJECT CYCLE**

**GENDER ANALYSIS**

1. Is there provision for a socio-economic profile of the target population?
2. What issues are to be considered from a gender perspective in order to attain a balance?
3. Are women’s and men’s needs, interests and priorities regarding sanitation clear to everybody?
4. Are the gathered data gender-disaggregated?

**GENDER IMPACT ASSESSMENT**

1. Will the programme objectives and activities have an impact on existing inequalities between women and men, girls and boys?
2. How will women and men be affected by the programme? e.g. will their work burdens be increased; their health be affected; economic benefits?
3. Is there gender balance in the burdens and benefits?
4. Is the budget gender-sensitive?

**GENDER-SPECIFIC MONITORING AND EVALUATION**

1. If focus group approach is applicable, are women and girl-
   children sufficiently represented?
2. How can separate effects on women, men, girls and boys
   be measured when monitoring interventions and effects?

**ECONOMICALLY VIABLE**

1. Who has capacity for cost recovery, women, men or
   households?
2. Is the financial planning for ongoing operation and
   maintenance of facilities in place? How are women and
   men involved?
3. Does the project have potential for income generation?
   Who benefits?
4. Is it the women or the men who will be the economic
   beneficiaries of the products once they are marketable (i.e.
   crops benefiting the men or the women/families?)
5. Does the project empower women and men by providing
   complete information on costs and benefits for decision-
   making? Information should cover initial investment,
   operations and maintenance. In addition to monetary
   costs, in-kind contributions for labour and materials should
   be calculated.
6. How and who controls money flows, when there is a cost
   for using the toilet or in connection with selling of
   products/fertilizers?
   - Is there a plan to instil accountability and
     transparent accounting?
   - Is there consideration of work-related
     charging/selling and is the income appropriate to
     compensate for work input?
7. Have funds been earmarked for separate & appropriate
   facilities for girls, boys, women, men, menstruation
   hygiene management, the elderly, and disabled,
   particularly in schools, but also for toilets in general?
8. Have funds been ensured to remunerate cleaners and
   hands-on sanitation workers like pit emptiers? Compensation includes not only money, but rights to
   resources like compost produced
9. Is there a plan to ensure funding to include under-
   represented groups on commissions and committees,
   including female engineers, experts or community
   representatives? The plan must consider appropriate
   meeting times, location, childcare, etc. to facilitate
   inclusion of all.
1. Does the project provide for satisfactory use, convenience and safety of women, children and the elderly?
2. Does the project consider local cultural norms and traditions? More specifically, identify gender disaggregated attitudes towards sanitation and whether sanitation is a public or private issue.
3. To what degree is respect and dignity factored into any initiative?
4. Every project should consider the roles and responsibilities of men and women. Is there a dialogue between men, women and technical designers?
5. Every project should describe their methodology for capacity development and communication in a gender sensitive manner.
6. Does the project provide the same quality of information to men and women? This may mean organizing separate sessions for women or adapting methodology to reach women.
7. Does the process offer women opportunities to take leadership in decision-making roles?

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