

**Department of Gender Studies  
Faculty of Behavioral and Social Sciences  
University of the Punjab, Lahore  
Course Outline**



**Gender responsive Water and Sanitation Hygiene (WASH) and Climate Change**

**Course Description**

The course provides an understanding of how climate change is expected to have both direct and indirect impacts on the WASH sector. Besides impacts on water resources and the natural environment, climate change also affects infrastructure, demand, and access and has a strong gender theme running across it which needs to be addressed.

**Learning Outcomes**

After completion of this course, the students will be able to:

1. develop a thorough understanding of how Gender and Climate Change impact the WASH sectors;
2. understand how the existing challenges can be addressed and how such issues are likely to evolve due to Climate Change;
3. Conduct a well-planned research project, summaries and findings in a report.

**Course Contents**

**Week 1: Introduction**

- Gender responsive water
- Sanitation hygiene (WASH)
- Climate change

**Week 2: Gender issues for WASH (I)**

- Gender division of labor
- What is gender division of labor?
- Men's commercial and community roles in water and sanitation services supply
- Women's role in family hygiene oversight and education

**Week 3: Gender issues for WASH (II)**

- Women's access to information in disasters
- Women's role in WASH decision-making

**Week 4: Gender violence, neglected women's issues**

- Gender Violence and WASH
- Menstrual Hygiene

**Week 5: Gender-WASH issues in the context of climate change**

- Climate change and women's time burdens

- Climate change and conflicts over competing water uses
- Climate change vulnerability, impacts, and adaptation

**Week 6 & 7: Group Presentations: Presentation on any key gender issues that intersect with WASH, particularly in the context of Climate Change**

- Harmful social norms and cultural practices
- Equality and non-discrimination
- Health and nutrition (especially in relation to maternal and child health outcomes)
- Sexual and gender-based violence
- Unpaid/care work burden
- Girl's education
- Menstrual hygiene management
- Women's economic opportunities
- Women's participation, empowerment and leadership
- Men and boys' engagement in WASH programming

**Week 8: Mainstreaming CCA into WASH**

- Gender entry points for Climate Change Adaptation (CCA) WASH response
- Challenges and opportunities for mainstreaming climate change adaptation into WASH
- Detriments to WASH response in vulnerable women populations during flood emergencies
- Women and water management in times of climate change

**Week 9: Planning Gender- Sensitive Adaptation Strategies**

- Gender-sensitive vulnerability assessments for the WASH sector
- Planning and design of gender-sensitive adaptation strategies
- Gender-sensitive vulnerability assessments in agriculture
- Closing the Gender Gap through Vulnerability Assessments and Analysis

**Week 10: Gender Analysis and Hygiene Education**

- Introduction to Gender Analysis and Gender-sensitive Indicators
- Gender-sensitive institutional analyses
- Hygiene education and communication programs

**Week 11: WASH in Pakistan**

- Monitoring gender impacts
- Gender and WASH response in Pakistan
- Issues and opportunities

**Week 12: Briefing on Group Research Project**

- Introduction to Group Research Project
- Interviewing techniques
- Ethics

- Final report

### **Week 13: Guest Presentations from NGOs**

- Discuss the their work
- Advice on carrying out research
- Case Studies/ Example
- Impact on Policy

### **Week 14: Field work: Students will use this time for planning or conducting research.**

- Conducting interviews

### **Week 15: Seminar: Focused small group seminars**

- Discuss findings with different groups
- Explore similarities/ differences
- Explore challenges and opportunities

### **Week 16: Conclusion**

- Review key course material
- Refer to key readings listed in introductory lectures

**Teaching Learning Strategies:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr.	Elements	Weightage	Details
1.	Midterm	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

1. Alhassan, S. and Hadwen, W.L., 2017. Challenges and opportunities for mainstreaming climate change adaptation into WaSH development planning in Ghana. *International journal of environmental research and public health*, 14(7), p.749.
2. Antonio, A. and Tuffley, D., 2014. The gender digital divide in developing countries. *Future Internet*, 6(4), pp.673-687.
3. Beneria, L. & Feldman, S. (1992) *Unequal Burden: Economic Crises, Persistent Poverty, and*

Women's Work. Boulder , Westview.

4. Christensen, K. (1988) Women and home-based work: the unspoken contract. New York: Holt.
5. Das, P., Baker, K.K., Dutta, A., Swain, T., Sahoo, S., Das, B.S., Panda, B., Nayak, A., Bara, M., Bilung, B. and Mishra, P.R., 2015. Menstrual hygiene practices, WASH access and the risk of urogenital infection in women from Odisha, India. PloS one, 10(6).
6. Denton, F., 2002. Climate change vulnerability, impacts, and adaptation: Why does gender matter?. Gender & Development, 10(2), pp.10-20.
7. Example of interview questions page 26-30
8. Figueiredo, P. and Perkins, P.E., 2013. Women and water management in times of climate change: participatory and inclusive processes. Journal of Cleaner Production, 60, pp.188-194.
9. Fisher, J., 2006. For her it's the big issue: putting women at the centre of water supply, sanitation and hygiene. Water, Sanitation and Hygiene Evidence Report.
10. House, S., Cavill, S. and Ferron, S., 2014. Improving WASH: reducing violence.
11. House, S., Mahon, T. and Cavill, S., 2013. Menstrual hygiene matters: a resource for improving menstrual hygiene around the world. Reproductive Health Matters, 21(41), pp.257-259.
12. [https://reliefweb.int/sites/reliefweb.int/files/resources/gender\\_and\\_wash\\_analysis\\_nepal\\_gac\\_report\\_20\\_03\\_17](https://reliefweb.int/sites/reliefweb.int/files/resources/gender_and_wash_analysis_nepal_gac_report_20_03_17).
13. K4D (2018) Water, sanitation and hygiene services in Pakistan.
14. Loutfi, M. F (2001) Women, gender and work: what is equality and how do we get there? Geneva: International Labour Office.
15. Plan Australia (2014) Gender and Wash Monitoring Tool.
16. Reddy, B.S. and Snehalatha, M., 2011. Sanitation and personal hygiene: what does it mean to poor and vulnerable women?. Indian Journal of Gender Studies, 18(3), pp.381-404.
17. Routray, P., Torondel, B., Clasen, T. and Schmidt, W.P., 2017. Women's role in sanitation decision making in rural coastal Odisha, India. PloS one, 12(5).
18. RVAA () Closing the Gender Gap through Vulnerability Assessments and Analysis.
19. SIDA (2017) Brief: Gender Equality and Water, Sanitation and Hygiene
20. Sommer, M., Ferron, S., Cavill, S. and House, S., 2015. Violence, gender and WASH: spurring action on a complex, under-documented and sensitive topic. Environment and Urbanization, 27(1), pp.105-116.
21. UNFAO (2018) Guidance note on gender-sensitive vulnerability assessments in agriculture.
22. UNIFEM (2009) Introduction to Gender Analysis and Gender-sensitive Indicators.
23. WaterAid (2016) Briefing Note: How does WASH help people adapt to climate change?
24. World Health Organization, 2014. Gender, climate change and health. World Health Organization.

