Title: Gender Sensitive WASH Interventions in Conflict Emergencies

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**Abstract**

WASH in conflict emergencies is a critical live saving intervention. Women and children are often the worst victims of conflicts and war and bear the highest burden of diseases, malnutrition and access to aid. It is important to give due consideration to gender dimensions while designing and WASH intervention for conflict affected population.

Two of the most critical interventions in WASH in emergencies are emergency water supply and sanitation. It is critical to make sure women’s participation while designing such interventions. In war situations, men are often out of home and sometimes are recruited as fighters, its mainly women who are left behind at homes or camps. Their vulnerabilities tripled due to security and safety situations where women can be targeted for sexual violence as a war tool. It is critically important to implement such interventions not very far from the living place of women. Long distances can harm their personal safety and wellbeing.

Two case studies are analyzed to prove the significance of gender sensitive interventions. The case studies are from conflict emergencies i.e. Yemen and South Sudan. Secondary data is used for the sake of this research paper.

**Table of Contents**

1. Abstract
2. ..

**CHAPTER ONE: Introduction**

**1.1 Overview:** This is short section at the start of the chapter that gives a glimpse of what is contained in the chapter. It could be one to two paragraphs (at **this stage ignore this part)**

This research paper is a comparative analysis of two case studies of WASH interventions in conflict emergency situations in Yemen and South Sudan. It will give details on how gender considerations end up in effective WASH interventions where the target group (women and girls) have benefited at max through participating at all stages of proposed interventions i.e. planning to implementation and monitoring & evaluation. It focusses on proving the added value of gender considerations and women participation while planning and designing water and sanitation interventions in conflict resulted emergencies.

**1.2. Background information**: In these guidelines it is proposed that the scope of “background information” be unpacked left only to “introduce” the intended study in a few concise sentences. The student is expected to give a background information on the study they are carrying out, and it’s advisable that one starts with more generic information (global), and narrows down to background information of the specific area they are studying.

The study intend to produce comparative analysis of two case studies where gender considerations were taken and not taken into considerations to establish added value of gender sensitive water and sanitation interventions and inclusion of women and girls participation in the whole project cycle.

**1.3 Problem Statement:** This should give brief and specific information about the problem under investigation. It is the statement of what bothers the student and prompting the study. This should be clear in no more than one page. A student who fails to identify the problem concisely and briefly is a student without a thesis topic and so no problem to investigate. It should be clear the facets of the problem including the implications on academics, geography, and time.

Access to safe water and sanitation is a fundamental human right and is essential to any humanitarian response. Water and sanitation programming, alongside hygiene promotion, is key to reducing deaths from water-related diseases in emergency contexts. Women and girls are the most vulnerable population in emergencies and can be potential victims of gender based violence and lack access to aid. It is critical to put them in priority position while planning any of the emergency interventions.

Since access to safe water and sanitation is essential to maintain health and wellbeing, it is imperative to ensure women participation in water and sanitation interventions starting from planning to implementation and monitoring and evaluation of the project.

Problem Statement: Lack of gender sensitive water and sanitation interventions results in overall failure of the project and add to gender based violence

**1.4 Research Objective**: There is normally an overall objective which is then cut into other objectives to help the student in obtaining the required data to meet these objectives. Some qualitative studies may be conducted without objective(s), only relying on research questions. Quantitative studies must not fail to have objectives.

To establish the effectiveness of gender sensitive water and sanitation programming in conflict emergencies

**1.5 Research Questions**: These should align with the objectives and should arise from the problem statement. They should show what the thesis will seek to answer. Too many research questions may infer lack of focus in the research problem. On the other hand, the research questions also suggest the scope of enquiry. The balance may be guided in subsequent supervision. It is important to note that there is usually one key research question corresponding to overall objective (purpose) of the study. This is then followed by disaggregated questions that inform various objectives that the student wishes to address in the study. In quantitative studies, a student may opt to ignore the research questions, and state the overall objective and specific objectives

How gender sensitive programming in water and sanitation in conflict emergencies can result in reduced gender based violence and help in achieving the overall objective of the project?

**1.6 Research hypotheses:** These should immediately follow the objectives and they should be statistically testable. Ideally it is expected that each single objective should have a matching hypothesis. The common practice in many institutions is to write them in the negative. For example, if the objective is “to assess the effect of gender on environmental conservation”, the hypothesis could be “that gender has no influence on environmental conservation”. However, the style of writing of hypotheses is at the left to the discretion of the student and the supervisor.

Lack of gender sensitivity in water and sanitation programming results in increased gender based violence and failure to achieve the project objectives

**1.7 Justification of the study:** Here the student ought to show in not more than one page why the research is important, that is, what its use will be. For instance how would the study help the clientele that s/he is targeting with the research and who else is expected to consume and benefit from the results of the work the student is undertaking. At the back of the mind, the student should be asking who will benefit from the study, and who will lose if the study is not done.

This study will be helpful for WASH professionals, volunteers and novice working in conflict situations. It will sensitize them through comparative analysis of gender sensitive

WASH program case studies.

**1.8 Rationale:** Here the student should show why the research should be conducted. For instance, a study can be conducted to find out the reasons behind high school drop out rates because educationists have year in year out complained about the trends and blamed the government for doing little to stop the wastage.

The study will produce a comparative analysis of gender sensitive water and sanitation interventions to establish how gender considerations can lead to achieve the overall objectives of WASH project

**1.9 Scope and Limitation**

This should bring out the delimitations in terms of geography, population, time, academics, among others. The section should allow the student to present the research topic in such a way that it is doable. Any problems likely to affect the research are stated here.

The study will compare the case studies of Yemen and South Sudan conflict emergencies regarding water and sanitation programming. The WASH interventions of last 5 years will be the focus of study to produce this comparative analysis

**2. CHAPTER TWO: Literature Review**

Selection of the literature to be reviewed is advised by the research problem, questions, objectives and theoretical framework. It necessitates plunging, conceptually, to the origins and evolution of the theory and problem. In the end, the study through literature reviewed, is to identify the gap in knowledge, which the study seeks to fill. The student should also review literature on methodological applications, which relate to what s/he is studying and determine what methods have been used in similar analysis. This will help determine whether it would be necessary to borrow such methods, slightly alter them to fit the study or use completely new methods

**6. CHAPTER 3: Methodology**

There is usually a lot of debate on where to place the analytical framework (which comprises theoretical and conceptual framework) to be used in the analysis. Some institutions prefer placing this at the end of the literature review, while others prefer that it appears at the beginning of the methodology chapter. Whatever the case we propose our methodology section to comprise:

**6.1 Philosophical paradaigm:** The student should be able to prepare the examiner his/her philosophical underpinnings that will guide the research. The student should clearly trace their research methodology in the ontological and epistemological leanings, which they will allow them to discuss the theoretical framework, research design and approaches.

**6.2 Study Design**: The proposal must outline the study design in this section. The student should be able to locate the research in classical experimental design, quasi-experimental design, observational design, cross-sectional design, retrospective design, prospective design, among others.

**6.2.1 Study site**: There is debate on where exactly to insert description on the study site. Some institutions prefer that it’s placed at the beginning of the methodology section before analytical framework, while others prefer it appears at the end of the methodology after data analysis section. It is our considered opinion that this section is placed here.

**6.2.1 Research Approach:** The student, based on their philosophical under-pinnings should explain if the study be conducted will utilise quantitative, qualitative or mixed approaches.

**6.2.3 Research Method:** The student, based on their philosophical under-pinnings should explain the type of method to be used to conduct the study suchcase study, ethnography, discourse analysis, narrative research, grounded theory, among others.

**6.2.4 Data needs, types and sources**: Here the student is expected to describe the primary sources of data or secondary data (from literature) or a combination of both. The student is also expected to give and indications of where and how this data are to be obtained.

**6.2.5 Population, Sampling procedure and Data collection**: In this subsection, the sampling methods should be clearly explained. Also important is the sample size to be used if one is dealing with primary data, and how this sample will be determined. Data collection is also expected to be detailed e.g. the instruments used and the steps involved e.g. pretesting, actual survey etc.

**6.2.6 Data Analysis**: The student should show how to handle raw data from the field. How will it be entered, cleaned, and what software will be used for analysis etc.

**6.2.7 Data Presentation**: The student should show how data from the field will be presented in Chapter 4.

**7.0. Validity and Reliability**

In quantitative research, the student should show how the tools used will take care of validity and reliability. It should be noted that in qualitative data, the terms to be used will be credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity)

**8.0** **Ethics**

This a cardinal section of this chapter. The SOJMC will consider the following as key steps to be made by all students as part of research ethics, in addition to traditional methods: defense of proposals, obtaining of certificate of field work, obtaining research permit from NACOST, defending final project, and obtaining certificate of corrections.

**9.0 Presentations of findings, Analysis and interpretation (chapter four)**

The data obtained is to be interpreted here under the thematic areas that come up from the objectives of the study. Then an analysis is done through presentation of the data and an analysis deduced from the data.

**10.0 Discussions (Chapter five)**

Have a discussion on the relationship between the objectives of the study and whatever that is found out incorporating the literature reviewed.

**10.1 Limitations of the study**

Discuss the hiccups that were encountered when doing the research.

10.2 recommendations

What the research was unable to cover but would want it to be done in future by other researchers

**10.3 conclusions**

What is new that the work came up with