

Toolkit for Mainstreaming Gender in Water Operations



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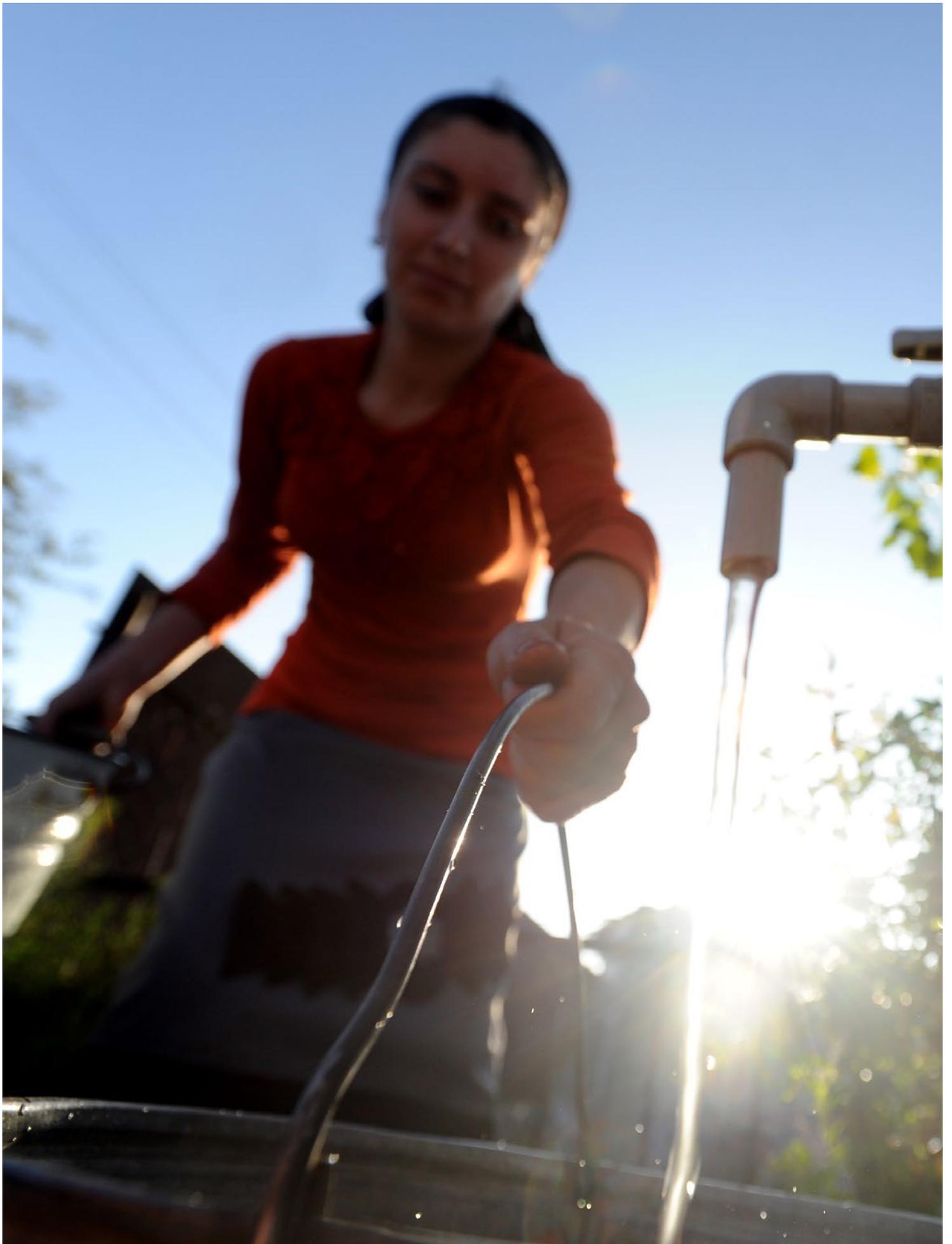
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IMAGE CREDIT

<https://www.flickr.com/photos/worldbank/sets/>
Toyoko Kodama, Demilour Reyes Ignacio, Water GP team in Manila Office





ABBREVIATIONS, ACRONYMS, AND TRANSLATIONS

AFR	Africa Region	P4R	Program for Results
AM	Aide Memoire	PAD	Project Appraisal Document
ASA	Advisory Services and Analytics	PCN	Project Concept Note
Cap-Net	Capacity Development in Sustainable Water Management	PDO	Project Development Objective
CAPYS	Community Water Committees	PAD	Project Appraisal Document
CDWUU	Community Drinking Water Users Union	PME	Participatory Monitoring and Evaluation
Douar	Village or hamlet	PPAR	Project Performance Assessment Report
DPL	Development Policy Loan	PRSP	Poverty Reduction Strategy Paper
EAP	East Asia and Pacific Region	RAP	Resettlement Action Plan
ECA	East and Central Asia Region	RWSS	Rural Water Supply and Sanitation
GAP	Gender Action Plan	RWSSP	Rural Water Supply and Sanitation Project
Gram Panchayat	Local Village Administrative Unit	SAR	South Asia Region
Gram Sabhas	Village Committees	SEA	Socioeconomic Assessment
ICR	Implementation Completion and Results Report	SHG	Self-Help Groups
ICT	Information and Communication Technology	TA	Technical Assistance
IFAD	International Fund for Agricultural Development	TOR	Term of Reference
IPAC	International and Public Awareness Campaign	TTL	Task Team Leader
IPF	Investment Program Financing	UNEP	United Nations Environment Programme
ISR	Implementation Status Report	VWSCs	Village Water Committees
IWCs	Irrigation Water Communities	WASH	Water, Sanitation and Hygiene
LAC	Latin America and Caribbean Region	WBG	World Bank Group
M&E	Monitoring and Evaluation	WRM	Water Resource Management
MNA	Middle East and North Africa Region	WSS	Water Supply and Sanitation
MOA	Ministry of Agriculture	WTP	Willingness-to-Pay
MTR	Midterm Review	WTSS	Women's Technical Support Services
NFE	Nonformal Education	WUA	Water User Associations
NGO	Nongovernmental Organization	WUA-MEs	Water User Association-Monitoring and Evaluation System
O&M	Operation and Maintenance		
ODF	Open Defecation Free		

EXECUTIVE SUMMARY



Executive Summary

Development initiatives are seldom “gender neutral.”

It is often argued that because a project is pro-poor, it benefits the interests of male and female stakeholders alike. This widely held assumption limits the potential for optimal development outcomes, however, by generalizing the distinct challenges and priorities of these two groups. We find the same generalized approach in a comprehensive portfolio review of 1,400 projects completed from 2000 to 2014; the vast majority relied on prevailing assumptions or anecdotal evidence to describe project benefits and impacts on female beneficiaries.

Generalizations that “pro-poor is pro-women” weaken development and investment outcomes for three reasons.

First, men and women often have separate—and sometimes conflicting—priorities for water usage; second, they often have differing levels of access to water resources and may benefit differently from new water investments; and third, without specific attention to gender-based needs and concerns, the project may reinforce inequities in opportunities for water access and governance or social norms against women.

The objective of this toolkit is to provide task teams with guidance to improve gender mainstreaming in project design, implementation, and evaluation.

It focuses on the roles and responsibilities of both men and women to ensure the concerns and priorities of both genders are addressed. The toolkit also looks at how task teams can ensure project development objectives equally address the specific and shared interests of both females and males throughout the project cycle.

The toolkit consists of two parts. Part I, “Eight Key Cross-Cutting Gender-Based Challenges Related to Water Access,” describes eight common challenges to water access in different subsectors, including water supply and sanitation, irrigation, and water resource management. Part II, “Guidance for Projects to Improve

Development Outcomes by Addressing Gender Issues,” demonstrates five aspects of gender-sensitive project design and implementation:

1. **Gender Analysis:** Identifying the issues, needs and contextual factors affecting male and female stakeholders
2. **Monitoring and Evaluation:** Tracking and assessing progress toward goals and objectives to improve gender sensitivity
3. **Targeting and Participation:** Meaningfully engaging beneficiaries and other stakeholders in gender-sensitive project design and implementation
4. **Public Awareness and Social Marketing:** Informing and effecting behavioral changes among water users in the way they gain access to and manage shared resources
5. **Capacity Building and Organizational Development:** Enabling all water stakeholders—from the implementing agencies to the beneficiaries—to build requisite skills and knowledge for gender-sensitive water services and resource management

Additional resources are presented in five annexes.

- Annex I:** Why does Gender Have to do with My Work in the Water Sector?
- Annex II:** Suggested Indicators for Gender-Sensitive Monitoring and Evaluation
- Annex III:** Assessment and Actions for Gender Capacity Building in Operations
- Annex IV:** Sample Terms of Reference for Gender Specialists in the Water Projects
- Annex V:** Annotated Bibliography



SYNOPSIS OF PART I

Eight Key Cross-Cutting Gender-Based Challenges Related to Water Access

Existing literature and practitioners cite eight common gender-based challenges to water access, which are summarized below.

1. **Time Burden Due to Unreliable and Unsafe Water Supplies and Poor Sanitation Services.** The opportunity cost of water collection and purification is particularly high for females, who are typically responsible for providing household water. The development impacts associated with poor water and sanitation access can, therefore, be more acute for women and girls than for men and boys.
2. **Physical and Social Risks Associated with Collecting Water or Using Open Toilets.** Traveling long distances to water collection points or to off-site shared toilets can be dangerous for men and women alike, but women are particularly at risk of gender-based violence, which is aggravated during times of armed conflict and the aftermath of natural disasters.
3. **Poor Water Quality and Health Care Responsibilities.** Women are often responsible for determining whether water supply for domestic purposes is safe for consumption, as well as for providing care to family members sickened by waterborne contaminants. Information regarding these risks is often unknown to women and men, however, and the quality of the water may be beyond their control.
4. **Managing Child Care.** Child care responsibilities impose an additional burden on women, adding to the difficulty of gathering water and managing its use and keeping them from participating in water development, governance, and training activities, which limits their role in shaping water services and infrastructure delivery plans.
5. **Inequitable Water Distribution and Influence over Services.** Women's access to water may be impeded for three primary reasons: they may lack influence within existing governance institutions (making them undervalued constituents); they may lack purchasing power and have limited access to financing (making them undervalued consumers); and their activities related to water use are perceived as less essential to family livelihoods (making them undervalued users).
6. **Limited Land Tenure and Property Rights.** In many countries, women are forbidden from owning land, and, particularly in rural areas, their limited access to water resources is associated with their limited access to land. This can, in turn, limit their participation in governance institutions, such as water user associations, and their access to financing for technological or infrastructure improvements (for example, irrigation systems).
7. **Household-Level Food Production Priorities and Decision Making.** In many countries, women are involved in rain-fed agriculture and home gardening for household food consumption, while men are generally responsible for income-generating cultivation, as well as the commodity and land management aspects of irrigation. Agricultural activities overseen by men are often prioritized over those carried out by women.
8. **Inequitable Access to Information, Training, and Technology.** Competing demands for women's time (imposed, for example, by their household responsibilities) constrain their opportunities to obtain skills and complete trainings. This limits their participation in, and their benefits from, the use of new water technologies. Additionally, donors often assume that, as heads of households, men will inform women of new information relating to the use of water facilities, but experience has proved such assumptions not entirely accurate and apt to reinforce the women's dependence on men within the community.



SYNOPSIS OF PART II

Guidance to Improve Development Outcomes by Addressing Gender Issues in Project Design and Implementation



A. GENDER ANALYSIS

An effective gender analysis provides disaggregated data by sex and an understanding of the social construction of gender roles, how labor is divided and valued, and male and female behaviors in given contexts. It is also the process of analyzing information on the distribution to men and women of benefits from development interventions to ensure the outcomes are equitable and to anticipate and avoid any negative impacts on women.

Gender analysis can be incorporated into water project preparation in three primary ways:

- It can be an integrative component of the broader social assessments (for example, *the environment and social impact assessments and the social safeguards assessments*), which should disaggregate water user needs and scope potential development impacts.
- It can be an element of a *willingness-to-pay (WTP) survey or investment feasibility assessment*, which can reveal highly gender-differentiated decision-making processes and potential impacts on choice behavior in light of development activities, such as tariff reforms.
- A social opinion component can be included in the technical assessment for infrastructure design. This type of analysis can be carried out to inform a strategy for gender-specific or gender-targeted behavior change.

Three primary standards characterize good practice in gender analysis:

- From the earliest stage in design, maintain an analytical paradigm that identifies positive as well as negative impacts on men and women to ensure progress is achieved for men and women alike.
- Build on existing gender disaggregated data, research, and analysis to conserve resources and reduce duplication.
- Document gender-related data, challenges, and achievements regularly in project reports (for example, implementation status reports, aide memoirs, and midterm reviews) to ensure monitoring is maintained throughout the project lifecycle.



B. MONITORING AND EVALUATION

This section provides a step-by-step guide to the process of building an M&E plan for World Bank projects, and links it with guidance for incorporating gender considerations.

Monitoring and evaluating (M&E) project objectives that are gender sensitive helps prevent the gender perspective from getting lost in the project cycle among other technical, financial, and operational concerns.

Because development priorities and benefits differ for men and women, intervention should be deliberately designed to take these differences into account, and measurement should be gender disaggregated. Moreover, a monitoring process that involves both men and women ensures monitoring will become an inclusive self-management tool rather than a policing instrument.

Selected Approaches to Gender-Sensitive Monitoring and Evaluation include the following:

- *Participatory monitoring* is a means of involving stakeholders from the start to identify activities and indicators, carry out the monitoring itself, and analyze the results of improving future processes—and it builds ownership among participants.

- *External monitoring or evaluation* provides independent, external feedback on progress and outcomes.
- *Impact evaluations* determine whether a program has had the desired effects and whether any unanticipated effects occurred.
- *Gender audits* are distinct from regular evaluations in that they are based on self-assessments by a project, organization, or ministry of how gender issues are addressed in program portfolios and internal organizational processes.

In designing the M&E framework, collecting baseline data is essential. Establishing a baseline allows the team to measure the progress of the project toward project development objectives (PDOs) and interim outcomes.

In addition to quantitative assessment (see Annex II for a list of gender-sensitive indicators), **qualitative assessment is required to understand gendered impacts of development interventions.** Examples of commonly used qualitative indicators include the following:

- The impact of activities targeted to address the practical gender needs of women and men—for example, their needs for new skills, knowledge, resources, opportunities, or services in the context of their existing gender roles
- The impact of activities designed to increase gender equality of opportunity, influence, or benefit—for example, targeted actions to increase women’s contribution to decision making or the opening of new opportunities for women and men in nontraditional skill areas
- The impact of activities designed to develop gender awareness and skills among policymaking, management, and implementation staff
- The impact of activities to promote greater gender equality within the staffing and organizational culture of development organizations—for example, the impact of affirmative action policies





C. TARGETING AND PARTICIPATION OF WOMEN

Gender-based targeting and participation enables more inclusive development outcomes, as it accounts for the different priorities men and women have with regard to water usage and the different benefits they receive from investment, and it thereby ensures the adequacy and sustainability of the facilities built and the services provided. Significant risks arise when women's participation is not prioritized during project design. A common error is to assume household composition is unitary, with all resources and benefits pooled and then shared equitably. This is often not the case, however, and projects that fail to consider such issues might perpetuate inefficiencies and poor governance.

Meaningful participation requires that both males and females be afforded adequate voice and representation and equitable engagement throughout the project lifecycle, but women face many barriers. An effective stakeholder engagement strategy is informed by a quick and simple assessment of challenges to female participation, which include the following:

- Twofold barriers to women's voice and participation: self-perceived (for example, women's fear of participation) and externally imposed (such as prohibition by male authorities)
- Resistance to female participation due to a lack of awareness and appreciation of the benefits that can result from open participation
- Uneven quality of female participation due to communication styles and behavioral norms
- Women's socioeconomic status, with both men and women of higher status having different stakes and better access to participation than women with lower status.

Gendered indicators should be used to assess gender-sensitive participation during the design and implementation of water management activities and investments. For a list of sample quantitative indicators to track the gender-sensitivity of participatory efforts please refer to Annex II.

The quality (not just the quantity) of female participation should be monitored. Qualitative assessment yields more useful, nuanced information to inform course correction strategies and ensure higher standards of effective female engagement over the life of the project.

To encourage women's participation and empowerment, collective female identities should be fostered. In projects that challenge traditional gender roles—for example, through reforms of water usage and participation—training in presentation and negotiation, as well as the establishment of women's organizations, can also help to empower women and make the reforms more sustainable.

Alliances should be formed with local organizations to institutionalize support for female voices and participation. The local knowledge possessed by nongovernmental organizations (NGOs) and research institutions can be employed to improve stakeholder participation and determine effective channels for consultations with women.



D. PUBLIC AWARENESS AND SOCIAL MARKETING

A common obstacle to gender mainstreaming is limited public understanding of the value and benefits of incorporating women's needs, knowledge, and participation into water-related decision making. This leads to three main problems faced by water task teams:

- Local stakeholders—from the ministerial level to the households—who do not understand the value of addressing the marginalization of women in decision making and in access to water may resist gender-focused activities and initiatives.

- Gender-sensitive messaging that is hampered by ineffective communication will fail to reach the target audience.
- As men and women may perceive the message for behavioral change differently, aligning that message with and tailoring it to their specific interests and concerns is vital.

Experience reveals several ways to “connect the dots” for skeptics so they can see the linkages between women’s input and development outcomes. These include the following:

- Explain how collective resource governance involving both genders is associated with positive macro- and microeconomic outcomes.
- Explain how productive economic participation of both genders is associated with livelihood security and financial sustainability—for example, female participation in the sector’s value chains, such as in food processing and health services, can yield positive impacts on livelihoods.
- Explain how small infrastructure and household investments that serve the needs of both genders—such as investments in private water and sanitation facilities—are associated with higher social status.
- Explain how water investments that improve the physical security of women and girls can also contribute to campaigns for social justice against gender-based violence.

Gender-based messaging is crucial to bringing about desirable behavioral changes with regard both to participation and water use. Participation and water use are two common target areas for water projects. Affecting change among men and women in these areas requires different tactics, as they have different ways of receiving information that could affect their behaviors:

- In communications to promote women’s participation, women (and those who may influence them) should be made aware of the benefits of participation to dissuade them from opting out.

- In communications to promote behavior change in water use and sanitation, the priorities of male and female beneficiaries should be determined, and then effectively communicate to those audiences to affect the intended changes in behavior.

To deliver effective communications to the targeted population, media tools need to be strategically chosen.

As the ways in which stakeholders obtain information may change over the project lifecycle, the following questions can be used to reassess over time the media tools chosen and inform any revisions in communication plans and strategies.

- How do men and women obtain information (in this case, about water)?
- What are the respective literacy rates of the males and females in the audience?
- Are any changes taking place or foreseen in the ways men and women obtain information about water?
- Will the project affect the way individuals obtain information about water—for example, through new investments?



E. CAPACITY BUILDING AND ORGANIZATIONAL DEVELOPMENT

Truly gender-sensitive institutions are defined far beyond “head counts” of women attending water development board meetings or female officials working in water utility companies. The sustainability of gender-sensitive water governance depends on the quality of gender-balanced participation and representation, and the quality of both female and male contributions to development project outcomes can only be achieved if capacity is built across the range of key stakeholders of both genders and various socioeconomic groups.

To manage gender-related issues effectively, project teams are best served if they are equipped with knowledge and experience in four areas:

- Knowledge of female and male roles and dynamics in the country
- Practical experience in implementing gender strategies, engaging in participatory and consultative activities, and carrying out monitoring and evaluation
- Experience in gender research and analysis
- Experience working in different sectors

Experience on previous projects points to three primary ways to manage capacity gaps in gender expertise:

- *Maximize the role of the social safeguards specialist.* The social safeguards specialist can act as an enforcer of good standards for gender sensitivity as well as provide hands-on local knowledge on gender issues in the project areas.
- *Partner with organizations that have local knowledge and experience implementing gender-sensitive initiatives.* Where necessary, contact local organizations, whose expertise should enable the team to raise gender issues effectively with the client and counterparts.

- *Facilitate on-the-job learning.* The project team can use simple learning tools available online—for example, the course on “Why Gender Matters,” developed by Capacity Development in Sustainable Water Management (Cap-Net) and the Gender Water Alliance, in partnership with the UN Development Program.

The gender sensitivity and knowledge capacity of local institutions can be assessed and improved by reviewing their work programs and cultures. Annex III provides a matrix of questions to identify capacity gaps and associated capacity-building activities the team can incorporate into their project to close those gaps.

What capacities do female beneficiaries have and need to participate effectively in governance systems, both as educated citizens and as professionals? Experience shows that water projects that include supporting elements, such as training in technical aspects, management, literacy, confidence building, and so forth, have a better chance of success in addressing women’s concerns and involving women in project activities than those that do not.



INTRODUCTION

Introduction

In 2006, the World Bank launched the Gender Action Plan, “*Gender Equality as Smart Economics*,” renewing its commitment to gender mainstreaming in project design and implementation in water investments financed by the Bank. Since then, the Bank has promoted actions toward the achievement of the Third Millennium Development Goal, “Gender Equality and Women’s Empowerment,” in all Bank projects. This commitment to ensuring shared prosperity and equity of development dovetails with the evidence and recommendations in the seminal 2012 World Development Report, *Gender Equality and Development*, which found that involving women and men in water resource initiatives and investment decisions is associated with improved sustainability of development outcomes. Most recently, in December 2015, the Bank released an ambitious gender strategy for 2016–2023, “*Gender Equality, Poverty Reduction and Inclusive Growth*,” setting new goals and even higher standards for helping clients achieve equitable opportunity, shared security, and prosperity for both men and women.

Although many development initiatives are thought to be “gender neutral,” evidence indicates this is rarely true in application. It is often argued, for example, that “a pro-poor approach is good for men and women,” or that “household needs, and therefore women’s needs, are being addressed” by the project. These assumptions ignore the different challenges and priorities of male and female stakeholders, and, consequently, limit the potential for optimal investment outcomes.

Furthermore, these generalizations weaken development and investment outcomes for three main reasons. First, male and female stakeholders often have separate and sometimes conflicting priorities for water usage. Second, men and women often have different levels of access to water resources, and may benefit differently from new water investments. And, third, by not paying specific attention to gender-based needs and concerns, the project may reinforce inequities in opportunities for water access and governance between men and women or social norms against women, which eventually exacerbates existing gender disparities in development indicators.

This toolkit builds on insights gleaned from a comprehensive portfolio review of over 1,400 World Bank projects completed during the period 2000–2014,¹ which documented the state of gender mainstreaming in the projects’ design and implementation. It revealed that only 55 projects, or approximately 4 percent, referenced or included evidence of some form of gender-sensitive design, implementation, monitoring and evaluation (M&E), or supervision activities. Most of the projects relied on prevailing assumptions or anecdotal evidence to describe their benefits for and impacts on female beneficiaries. Some documentation even stated that the projects did not have any explicit gender aspects or poverty reduction or social development themes.

These results begged the question: *Given the institutional efforts to support gender mainstreaming at both the corporate and country levels, what was preventing task teams from recognizing and addressing gender issues?* Although the answer to this question is varied and complex, the following five key obstacles were identified through interviews conducted with task team leaders in the water sector:

- Inadequate awareness and understanding of gender-based issues on the part of policymakers and project staff
- Lack of commitment toward tackling gender-specific challenges at the project design and implementation phases
- Lack of capacity and skills to use relevant tools within project teams
- Unavailability of gender-disaggregated data
- Prevailing cultural and social norms within client governance institutions

In light of these obstacles, a convincing case can be made for practical guidance to improve gender-sensitive design and implementation of projects in the water sector.

¹ The portfolio review evaluated projects with water components comprising 20 percent or more of overall net commitments.

OBJECTIVE AND SCOPE OF THE TOOLKIT

This toolkit aims to provide task teams with guidance to improve gender mainstreaming in project design, implementation, and evaluation. To do so, it does not focus only on the question, *What about women?* It also asks, *What is the role of men?*—that is, *What can men do to include women more effectively in the project and account for their concerns and priorities?* The target audience is task team leaders (TTLs) and operational team members, including gender-focal persons on these teams.

In the course of our review and analysis, we also evaluated projects and interviewed TTLs to provide an answer to the question, *What success stories emerged when men were motivated to get involved in gender mainstreaming?* The result is the recounting here of proven project success stories in which TTLs, through various approaches, have empowered men and women to collaborate in the quest for shared development benefits. Thus, as presented in this toolkit, gender mainstreaming refers to ensuring project development objectives address equally the specific and shared interests of both females and males throughout the project cycle, thereby maximizing sustainable project development impacts.²

DATA COLLECTION AND APPLICATION TO VARIOUS WORLD BANK LENDING INSTRUMENTS

This toolkit was developed based on insights from three main sources: interviews with operational staff; a portfolio review of 1,400 projects; and a literature review.

First, to identify the key challenges faced by task teams and ensure the relevance of the toolkit's design to their needs and interests as development practitioners, we conducted semi-structured interviews with operational staff in the Water Global Practice in the East Asia and Pacific Region (although insight and examples provided by interviewees from their work in other regions should be noted, as well).

Second, we built the toolkit using an evidence-based approach in which we documented and assessed empirical evidence from a portfolio review of 1,400 water projects that were closed and completed between FY2000 and FY2014. Through the review, we recorded the various approaches used and lessons learned in mainstreaming gender in previous Bank projects.

Third, a literature review was undertaken to document existing gender analyses with reference to water and frameworks for mainstreaming gender in development projects. We also took stock of the existing guidance and available resources for each subsector of the water sector; what we found is presented as an annotated bibliography (see Annex V).

The toolkit consists of two parts. Part I discusses key cross-cutting challenges in gender-based access to water. It describes eight common challenges to water access in different subsectors, including water supply and sanitation, irrigation, and water resource management. Part II demonstrates five aspects of gender-sensitive project design and implementation: (A) gender analysis, (B) monitoring and evaluation, (C) targeting and participation, (D) public awareness and social marketing, and (E) capacity building and organizational development. Additional resources for the development practitioner are provided in the annexes:

Annex I— What Does Gender Have to Do with My Work in the Water Sector?

Annex II—Suggested Indicators for Gender-Sensitive Monitoring and Evaluation

Annex III—Assessment and Actions for Gender Capacity Building in Operations

Annex IV—Sample Terms of Reference for Gender Specialists in Water Projects

Annex V—Annotated Bibliography

² See Box 2 for guidance on integrating gender aspects into different stages of the project cycle.

Finally, the toolkit is intended to provide guidance on gender-related aspects of water programs, including urban and rural water supply and sanitation, irrigation, water resources management, flood risk management, and hydropower. It can be scaled and adapted to suit a

number of the Bank's products and instruments, including Investment Program Financing (IPF), Development Policy Loan (DPL), Program for Results (P4R), and Advisory Services and Analytics (ASA).

BOX 1

Definitions for Key Terms Used in this Toolkit

Gender is both a biological and a social concept that applies to both men and women. At the biological level, it refers to whether a person is male or female, as determined at birth, and is an ascribed status. At the social level, it refers to socially constructed and learned female and male roles, behaviors, and expectations. In all cultures, the biological differences between men and women are translated into beliefs about what behaviors and activities are appropriate for members of each gender, as well as their rights, resources, and power. Therefore, gender often shapes one's opportunities and roles in the home, in society, and in the economy.

Gender equality refers, first, to how cultural attributes, expectations, and norms determine the ways in which women and men relate to each other and, second, to the resulting differences in power between them.

Gender analysis is the process of analyzing information to ensure development benefits and resources are effectively and equitably targeted to both women and men and to anticipate and avoid any negative impacts of development interventions on women or on gender relations.

A project-level **gender action plan** (GAP) is a tool to help clients and task teams strategically plan and implement specific activities to enhance gender equity among a project's target groups. A GAP is not a separate component of the project. As an overarching strategy, it is integral to project design and is built on the social assessment or analysis prepared for the project. A GAP is often included in a gender analysis or other safeguards document prepared by clients and includes a summary of gender activities, action steps, timeframe, and measures to be carried out by project implementing agencies. It also includes indicators to allow task teams to track the progress of its implementation during the project lifecycle. A GAP brings gender into project management, operations, environmental and social safeguards, and institutional arrangements. As it ultimately helps enhance the efficiency and efficacy of the investment and to mitigate gender-related risks during implementation, it directly contributes to meeting project development objectives.

Source: *World Bank, Gender Equality, Poverty Reduction, and Inclusive Growth (2015), World Development Report (2012), p.46; Gender Responsive Social Analysis: A Guidance Note (2005), p.28; Social Development and Infrastructure (2010), p.2; Asian Development Bank Gender Action Plans in ADB Projects.*

PART I.

**EIGHT KEY
CROSS-
CUTTING,
GENDER-BASED
CHALLENGES
RELATED TO
WATER ACCESS**

Broadly speaking, eight common challenges to water access are related to gender.³ Taking them into account in the design of water investments can enhance the equity, efficiency, and benefits of water access for both men and women. Part I of this toolkit provides practical guidance for addressing these challenges through gender-sensitive design and implementation approaches.

1. TIME BURDEN DUE TO UNRELIABLE AND UNSAFE WATER SUPPLIES AND POOR SANITATION SERVICES

Duties associated with collecting and purifying water cut into time for productive activities. Long distances to water sources, slow flows at water points, and unpredictability of water quality exacerbate the time burden on those who are responsible for water collection in both urban and rural settings. Poor management of sanitation services and water resources leads to pollution or depletion of nearby sources, which increases travel times. Where drinking water is unsafe, more time and money are required for purification activities, from securing fuel or chlorine tablets to boiling and storing the water.

In many places, such issues have disproportionate impacts on women and girls, who tend to be in charge of providing water in households. In some countries, women and girls walk for an average of about six kilometers each day to collect water. In urban areas, the long queues that form early in the morning at shared ablution blocks or toilets impose extra stress on both women and men who need to be at work on time in distant locations, but for many women, the stress is compounded by the increased burden on their morning household and water collection duties.

The development impacts associated with poor access to water and sanitation, can, therefore be more acute for women and girls than for men and boys; they include poor school attendance, lower academic achievement, lower household incomes, and less female participation and representation in public life through water governance bodies and water user associations. And although the responsibility of water collection often falls on female

household members, the same development risks apply when these duties are assigned to men and boys.

2. PHYSICAL AND SOCIAL RISKS ASSOCIATED WITH COLLECTING WATER OR USING OPEN TOILETS

Traveling long distances to water collection points or to offsite shared toilets can be dangerous for men and women alike, but women are particularly at risk of gender-based violence when going to these locations, especially when the lighting along their routes is inadequate. Armed conflict and the aftermath of natural disasters increase the jeopardy to women and girls who must travel for water or to use sanitary facilities.

Access to water (or lack of it) can also be associated with health risks. Carrying water for long distances during their growth years can be detrimental to the musculoskeletal development of both boys and girls, and pregnant, sick, and elderly women in particular may suffer acutely from the burden. Within the households, men do not necessarily understand the additional time required and the additional efforts exerted by women and girls in carrying water, for example when supplies vary and sources are unreliable therefore requiring travel to additional locations. This lack of understanding can, for example, result in men punishing the women and girls for undue accusations of irresponsibility and socially inappropriate behavior.

The design and location of sanitary facilities can improve or exacerbate privacy and safety issues for women and girls. A lack of facilities can lead women to resort to open defecation far from home. Women in some cultures do not use open or shared toilets during daylight hours for fear of being seen, or because they are not allowed by men to leave the house. By waiting, they can face the threat of physical attack when going out alone at night. An emerging body of work examines the health impacts of “holding on” over long periods and the avoidance of eating and drinking to avoid having to urinate or defecate, which might lead to difficulty in conceiving and an increased risk of miscarriage, among other harms.

³ The summary of challenges outlined in Part 1 have been drawn from key informant interviews and documents that are included in the list of references in Annex V.

At schools where sanitary and washing facilities are not separated by gender or where washing facilities are unavailable, menstruating girls are likely to miss classes, which adversely affects their attendance records, their learning, and their academic performance.

3. POOR WATER QUALITY AND HEALTH CARE RESPONSIBILITIES

Women often have the primary responsibility of gathering water for their families and determining whether it is safe for consumption, as well as bearing the brunt of caregiving for family members who become sickened by waterborne contaminants. Nonetheless, assurance of water quality for household use is often beyond their control, and they cannot always be aware of the potential health risks associated with a given water source. Furthermore, inadequate quality of water, and monitoring thereof, for example of remote rural water sources or on tanker trucks in urban locations, can present serious health risks, as users remain vulnerable and unaware of those risks. For example, in rural areas, particularly in the dry season, women may collect irrigation water for domestic use, which may be contaminated by agricultural pesticides. These problems are compounded in locations prone to natural disaster and floods, which can worsen and create new quality challenges

4. MANAGING CHILD CARE

Child care responsibilities impose an additional water-related burden on women. They may have to bring small children along on journeys to secure water, for instance, increasing the difficulty of carrying the water back through often challenging terrain, while delivery of irrigation water during evening hours can interfere with their child care responsibilities.

In addition, child care and domestic responsibilities may keep women from participating in water development, governance, and training activities. As a result, they may miss opportunities to contribute to the design and planning of more gender-sensitive water services and infrastructure delivery that might better meet their needs.

5. INEQUITABLE WATER DISTRIBUTION AND INFLUENCE OVER SERVICES

In terms of local distribution, women's access to water may be impeded for three main reasons: First, they may lack influence within existing water governance institutions, limiting their ability to change the redistribution of power and affect decisions. Second, a lack of purchasing power (likely resulting from a deeper problem of limited access to finance) may cause them to miss out on tanker deliveries and be underserved by network utility providers. And, third, their activities related to water are perceived as less essential to family livelihoods than those of men.

6. LIMITED LAND TENURE AND PROPERTY RIGHTS

In many developing countries where customary law allocates land to males, not females, women's limited access to water resources can be closely tied to their limited access to land, particularly in rural areas. In irrigation projects, for example, women often cultivate land that legally belongs to their husbands, which puts them in a vulnerable position. Furthermore, without secure land tenure, they may be prevented from obtaining membership in agricultural and water user associations (WUAs), which stifles their voices regarding needed reforms in irrigation-water governance. Social and cultural norms may also prevent women from obtaining the credit they need to purchase technology and machinery, such as irrigation equipment, that will improve their water efficiency (see Box 11 for additional information on gender issues in WUAs).

7. HOUSEHOLD-LEVEL FOOD PRODUCTION PRIORITIES AND DECISION MAKING

Because the roles of women and men within the same households or communities differ at various stages of crop production, their priorities for irrigation water may differ. This may affect their decisions on when and how water is used on their property to grow good crops. Furthermore, in many countries, women are involved in rain-fed agriculture and home gardening for household food consumption. Meanwhile, men are generally responsible for income-generating cultivation, as well as the commodity and land management aspects of irrigation, so the agricultural activities they oversee tend to be prioritized over those carried out by women.

Experience has shown, for example, that water distribution for larger-scale commercial agriculture activities tends to come before that needed by households for nourishment and sanitation, which are primarily managed by women.

Women often have valuable tacit knowledge of crop production, soil, and biodiversity that may enhance decision making regarding the use of water resources, as well as lead to innovative practices. This knowledge goes to waste, however, if they are prevented from sharing it or are otherwise excluded from training opportunities that will allow them to apply their ideas to improving irrigation practices. Furthermore, social norms that are continually reinforced by male-dominated water governance institutions often exclude women from decision-making processes regarding resource allocation and new approaches to agricultural water management. The



failure to consult or include them in decision making results in investment designs that are less than optimal.

8. INEQUITABLE ACCESS TO INFORMATION, TRAINING, AND TECHNOLOGY

As noted, most women in developing countries assume the household responsibilities of water collection, child care, and meal preparation. These competing demands for their time often prevent them from participating in activities outside of the family, such as training on agricultural extensions, which deprives them of valuable opportunities to attain the new knowledge they need to improve crop production and irrigation practices. The fewer opportunities for women relative to men to obtain skill and development training also limit their participation in and the benefits they may gain from the use of new water technologies. Donors may assume that men who often dominate governance institutions will, as heads of households, pass on to women new information or knowledge relating to the use of water facilities, but experience has proved such assumptions not entirely accurate.

Access to information and training with respect to technology improvements defines who has access to water supplies. Where women have not been trained in the appropriate use of new technologies introduced to improve irrigation systems, they may not only fail to benefit from the improved availability of water; they may also remain dependent for access to water on the men who are typically responsible for the operation and maintenance of pumps. Moreover, if the equipment breaks down, they may have to shoulder the additional burden of carrying irrigation water.

Guidance reviewed in Part II and the annexes below provide guidance for task teams to improve the gender sensitivity of their programs and address challenges like those named above.

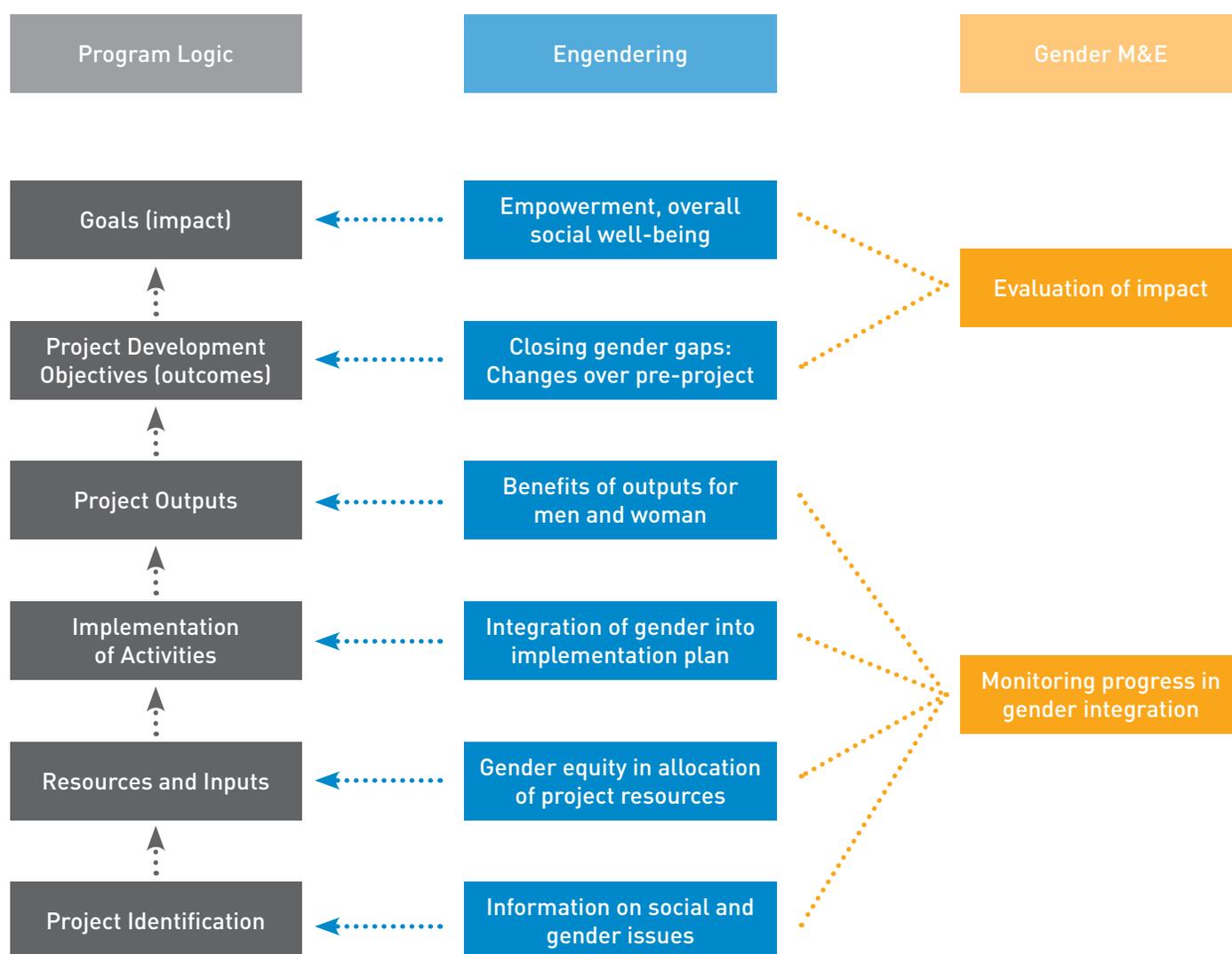
PART II.

**GUIDANCE
FOR PROJECTS
TO IMPROVE
DEVELOPMENT
OUTCOMES BY
ADDRESSING
GENDER ISSUES**

The following section provides a conceptual framework as well as practical suggestions that can be incorporated into program logic and project design to improve development outcomes by addressing gender issues. While this guidance will be helpful to a designated gender point person on the task team, it should be emphasized that it is intended to assist team members who are not gender specialists, as well.

In light of the myriad challenges facing women that were outlined in Part I, clear program logic can help the task team prepare an appropriate gender-sensitive project design, monitor progress toward the achievement of intermediate outcomes and project development objectives (PDOs), and, ultimately, evaluate the sustainability of project development impacts. Figure 1 illustrates how gender-sensitive PDOs can guide the logic of a gender-aware program.

FIGURE 1: INTEGRATING GENDER INTO PROGRAM LOGIC



Source: World Bank, "Integrating a Gender Dimensions into Monitoring & Evaluation of Rural Development Project" (2001)

In addition to having gender-sensitive PDOs, gender integration can be undertaken through the steps enumerated below, which are aligned with the project cycle in World Bank operations.⁴

STEP 1

Rapid Gender Review of the Proposed Operation at the Identification or Concept Stage. Supported by a social development specialist with gender expertise, the project task team conducts a rapid gender review to identify key gender issues and potential risks and benefits associated with them. Consultations with both women and men can provide in-depth information. The findings of the rapid review can be documented in the project concept note (PCN).

STEP 2

Gender-Responsive Social Analysis (including gender analysis). The counterpart government in a project usually undertakes social and/or environmental assessments, especially when safeguards policies are triggered. The Bank task team comments on the terms of reference (TORs) and supports the field survey and gender-inclusive consultative process. Findings from the gender analysis point to possible actions and indicators in a project-level GAP and can be incorporated into the project design and the Bank's project appraisal document (PAD), including the results framework. Consultations with women and women's groups can help prioritize key actions to be incorporated. A gender plan or framework, with activities, budget, and target, can also be developed to help monitor progress and document results.

STEP 3

Implementation Support. The Bank team provides regular implementation support to activities and monitors progress using the indicators established in the results framework, which are usually recorded in each implementation status report (ISR). If needed, support for capacity building can be provided to counterpart governments and implementing agencies.

STEP 4

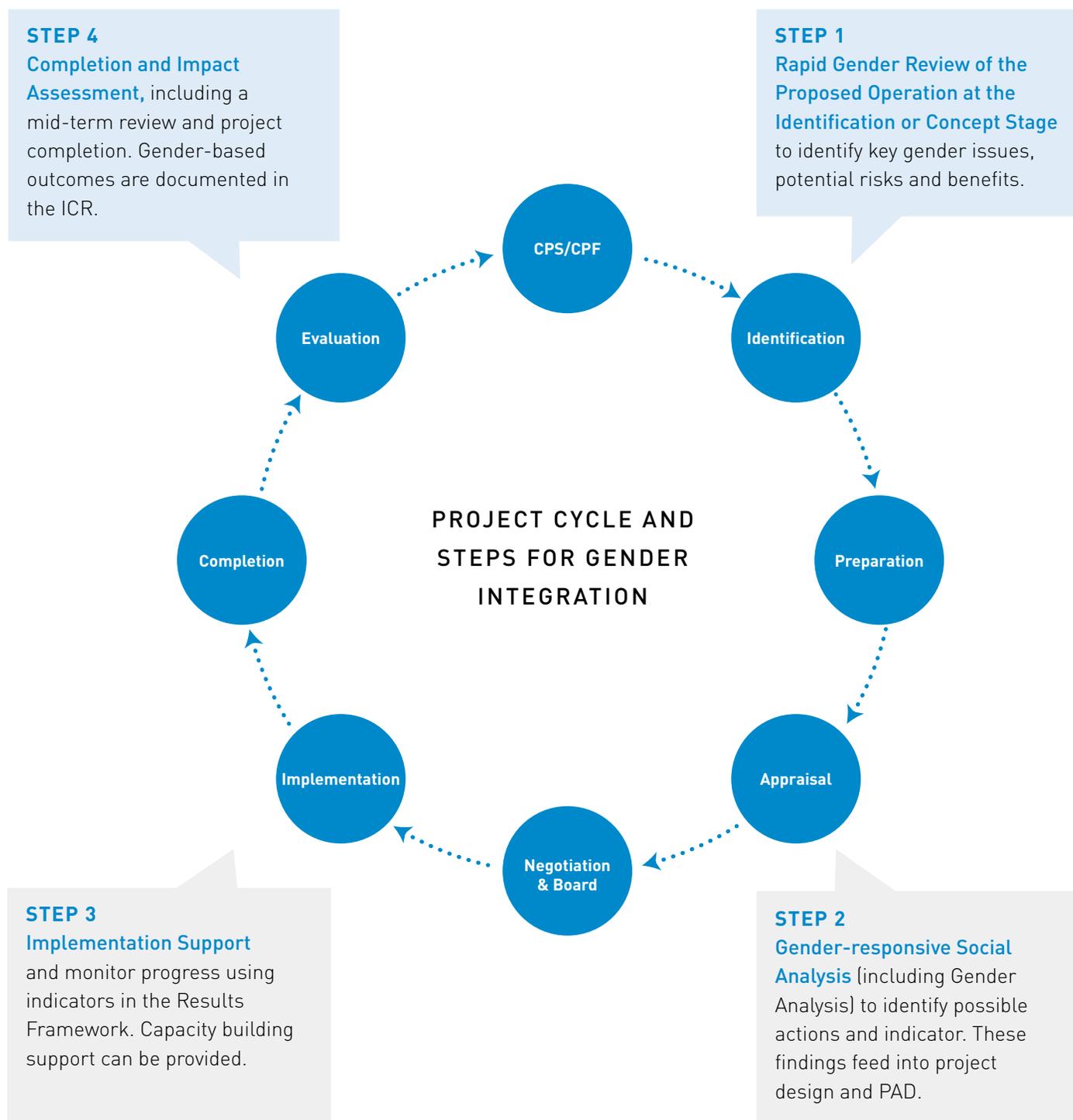
Completion and Impact Assessment. The Bank team can support a gender-aware midterm review and end project evaluation to help document gender-based outcomes in the implementation completion and results (ICR) report.

Based on this four-step approach, the subsections of Part II listed below will present five key aspects of project design and implementation that were identified through interviews with water task teams as being of particular interest to them:

- A. Gender Analysis:** Identifying the issues, needs, and contextual factors that affect male and female stakeholders
- B. Monitoring and Evaluation:** Tracking and assessing progress toward goals and objectives to improve sensitivity to gender
- C. Targeting and Participation:** Meaningfully engaging beneficiaries and other stakeholders in gender-sensitive project design and implementation
- D. Public Awareness and Social Marketing:** Informing and effecting behavioral changes among water users in the ways they gain access to and manage shared resources
- E. Capacity Building and Organizational Development:** Enabling all water stakeholders—from the implementing agencies to the beneficiaries—to build the requisite skills and knowledge for gender-sensitive management of water services and resources

⁴ **Source:** World Bank, *Social Development and Infrastructure: Making Water Supply and Sanitation Work for Women and Men.* (2010); pp. 2-3.

FIGURE 2: PROJECT CYCLE AND STEPS FOR GENDER INTEGRATION



GENDER-SENSITIVE PLANNING, MONITORING, AND EVALUATION

A necessary first step for the inclusive planning, design, and implementation of a water project is recognition of the diverse needs and preferences of poor women and men, small and marginal landowners, the near landless, and tenants and those without clear title to property. This recognition shifts the project's focus from the notion of a unitary male-headed household to a more disaggregated perspective that considers the concerns of other household members, including women, regarding water access and usage.

Gender concerns should be addressed right from the beginning of the project cycle and incorporated into planning, design, implementation, and monitoring and evaluation. Key questions in gender-sensitive

approaches, whether in the form of new interventions or rehabilitation projects, should include, Who are the target groups? Whose interests are being promoted or goals pursued, and who will win or lose in the process? How will social and economic diversity among the target population be incorporated within approaches to project planning and design? And, keeping all this in mind, how can strategies be developed for the project that promote and achieve gender justice and equity?

Finally, by using gender-sensitive monitoring and evaluation indicators, the project can assess its impact on the overall well-being of the rural poor, especially women, as well as the need for modifications to its design.

Source: *Gautam and Kuriakose, 2008. "Gender-Sensitive Planning, Monitoring and Evaluation in Agricultural water Management."*



GENDER ANALYSIS

A



What is gender analysis and why it is important?

“Gender analysis” refers to the methodology for collecting and processing information about gender. It provides disaggregated data by sex and an understanding of the social construction of gender roles and how labor is divided and valued. It aims to document behaviors of men and women in given contexts. Since these behaviors likely vary across cultures, ethnicity, social class, income, education, and time, gender analysis does not treat women as a homogeneous group or gender attributes as immutable.

Gender analysis is also the process of analyzing information to ensure the resources for and benefits from development interventions are effectively and equitably targeted to both women and men and to anticipate and avoid any negative impacts on women or on gender relations. When done correctly, gender analysis provides the evidence based on which the concerns that arise in and through project design can be effectively addressed. By gaining access to both male and female knowledge, skills, and expertise, gender analysis improves project efficiency and development effectiveness.

A number of approaches may be taken to incorporating gender analysis into project preparation. First, it can be an integrative component of the broader social assessment, which should disaggregate water user needs and scope out potential development impacts; this approach may require back-and-forth discussions with the project-affected groups or communities. As recent practices in Vietnam have shown, gender analysis can provide the basis for a full gender action plan (GAP) to support the project appraisal. Annex V provides an annotated bibliography of the existing frameworks and approaches to gender analysis that have been used by a range of international organizations for each water subsector.

Second, gender analysis can be a key element of the willingness-to-pay (WTP) survey or investment feasibility assessment, which can reveal highly gender-differentiated decision-making processes and potential impacts on choice behavior in light of policies like tariff reforms. Women may have lower WTP for water services and environmental benefits for a variety of reasons, such as income or marital status or purpose and plans for use (Dupont, 2000). For a planner to address these considerations effectively in investment designs, gender-differentiated choice behaviors need to be assessed in advance. For example, even if women have a general interest in piped water for its convenience, their social or economic norms and preferences may lead them to choose to use free or cheaper water sources more frequently than men.

The point here is that service providers need to know their water users before they build, as they may not always prefer to use a single, high-quality and higher-priced source. When finances are tight, for example, users will stop using a paid service and will collect water from a stream or well; or, if water safety is not a major concern (for example, if the water is for washing rather than drinking), they may be more inclined to supplement with cheaper supplies from alternative sources.

Consequently, aggregate WTP values can overestimate potential use of a paid service by both men and women, resulting in a system design that is oversized. Willingness-to-pay surveys and investment feasibility assessments can provide insights vital to ensuring investments are correctly purposed and scaled for both male and female users.

A third approach to incorporating gender analysis into project preparation is to include a social opinion component in the technical assessment for infrastructure design. This type of analysis can inform a strategy for gender-specific or gender-targeted behavioral change that would be linked to the investment strategy. A technical assessment can elucidate the differences in the appeal and utility of sanitation services between men and women, for example, which social marketing efforts can then address.

GOOD PRACTICE IN GENDER ANALYSIS FOR RURAL WATER SUPPLY AND SANITATION IN TANZANIA (P047762)

This project illustrated how a robust gender analysis undertaken during the preparation stage can inform project design and implementation. Gender analysis was incorporated into two key activities: gender-segregated focus group discussions with community members to assess the quality of existing water services and semi-structured, key-informant interviews with water facility management staff to analyze the financial, technical, and institutional arrangements at each project site.

The project interventions and community engagement were structured based on the insights into existing gender relations within the communities provided by these activities. For instance, people appeared to trust female representatives more than male, which suggested a need for better female representation within water committees for more successful operation and management of funds. In addition,

nongovernmental organizations (NGOs) based their engagement with community extension services on the understanding gained of the existing gender dynamics so they might systematically evaluate the needs and vulnerabilities of the poorest segments of the communities and ensure their access to project activities and benefits.

As a result of this methodological approach, the project facilitated the emergence of women as a pillar of the water supply and sanitation activities in the villages. More than a half million people obtained access to water, while the time and distance traveled to collect it were significantly reduced. Moreover, by its careful consideration of particular constraints facing women and girls, the project contributed to a significant reduction in the risk of rape and of wild animal attacks when going to water sources.

Source: World Bank, Implementation Completion and Results Report (ICR) for the Rural Water Supply and Sanitation Project (2008).

Key elements of good gender analysis

While gender analysis is an iterative process, three key elements for water practitioners to consider in preparing one—considering gender impact early on in the project design, developing and building on existing gender-disaggregated data, and monitoring and documenting progress of gender-related actions in key project reports—are broadly applicable across a range of water subsectors, as outlined below. For practitioners interested in subsector-specific approaches, Annex V provides additional reference materials for water and agriculture (irrigation), water supply and sanitation, water resources management, and disaster risk management.

1. CONSIDER GENDER IMPACT EARLY ON IN THE PROJECT DESIGN

Gender analysis should begin as early as possible in the project cycle and should not be seen as something that can be introduced in the later stages of project planning or as an add-on component. An appropriate place to identify gender issues related to a proposed project is the project concept note (PCN). Potential social issues related to the project areas can be identified at this stage and steps proposed to mitigate negative impacts on people affected by the project. It is worth emphasizing that the purpose of gender analysis is not to address these potential adverse impacts but, rather, to explore opportunities to enhance positive ones. In addition to the intended impacts of the project, opportunities for local people to participate meaningfully during the project preparation,

implementation, and monitoring and evaluation phases may also be regarded as positive impacts.

The key findings from the gender analysis provide important input for the project, as well as a basis for ongoing policy dialogues with the counterpart government throughout project implementation. In this regard, it is recommended that the social specialist who produces the social assessment also participate in the preparation of the resettlement action plan (RAP) or a project-level GAP. The objective of this approach, which has been applied in some Bank projects, is to help ensure the key findings from the gender and social analyses are fully incorporated in the preparation of the project appraisal document (PAD). Furthermore, it helps ensure the gender issues that emerge from the gender assessment are reflected in policy dialogues between the client and the Bank.⁵

2. DEVELOP AND BUILD ON EXISTING GENDER-DISAGGREGATED DATA

The identification stage should be driven by an evidence-based approach, supported by an evaluation of existing qualitative and quantitative data. The gender or social specialist can consider a number of issues:

- The traditional roles of men and women in the sector and in similar projects in the country (as indicated, for example, by the percentages of female labor contribution to agriculture, of farms run by women, and of cultivated areas managed by women, and the average size of farms run by women as compared to men)
- Gender relations as manifested in the division of labor between men and women (who does what work; who has access to and control over resources)
- The differential impacts of an already identified development initiative on both men and women and potential problems to be addressed
- Factors that promote or hinder the respective participation of women and men in the project
- The presence of major organizations active in the project area, particularly those that represent women's interests, that could be involved in understanding gender-related contexts and norms

By first taking stock of the available data, the task team can avoid duplication of time and effort and build upon existing knowledge and research. Key questions to consider include the following:

- What gender-related issues or problems are prevalent in this locality or project site(s), as identified by existing literature or research?
- What gender-sensitive indicators can support the project development outcomes?
- What are the sources or types of potential baseline data to assess these indicators?
- What methods or mechanisms are used to collect such data? If the data already exist, are they disaggregated by sex?
- What challenges may arise in collecting gender-disaggregated data for a particular indicator? How can they be mitigated?
- What legal, cultural, and religious constraints, if any, may limit the participation of women and/or girls in the project?
- How would the project differently affect subgroups of beneficiaries, such as poor women, women with disabilities, and indigenous individuals?
- To what extent are women and men involved in the project as users and/or managers?
- What might hinder the executing or implementing agencies from engaging women and girls?
- How does the existing legislation in the water sector ameliorate or exacerbate gender-based discrimination?
- What form can gender-disaggregated consultation take, and through what channels can it be conducted?

⁵ For details about how to prepare gender action plans, *Making Water Supply and Sanitation Work for Women and Men: Tools for Task Teams* (2010) (pp. 11-12) has useful information.

- Has the gender analysis adequately accounted for cultural differences and sensitivities among project beneficiaries?
- In what ways would the proposed project or program directly or indirectly improve or impede gender-based access to water services, resources, and/or overall household assets (for example, land rights or livelihood opportunities)?
- In what ways can the project design be gender inclusive and target the participation of women and/or girls effectively and equitably?

These questions take into account the reality, and the corresponding challenge, that gender analysis is essentially a dynamic process. In other words, beneficiaries may not respond as predicted, which may

mean the task team, in conjunction with the gender specialist, may need to revise the approach so it remains relevant and effective. In this iterative process, the GAP should reflect new feedback and knowledge. The list of questions above and the analysis below draw upon well-established gender mainstreaming guidance for infrastructure sectors and manifests relevant issues to be considered for project design today.

For the gender analysis to be adequate, inclusion on the team of a gender or social specialist sufficiently familiar with the water sector is advisable. As a starting point, Annex IV provides sample terms of reference (TORs) to help task teams identify experts with relevant skill sets who can provide gender-related analysis, monitoring, and strategic advisory services.



3. MONITOR AND DOCUMENT PROGRESS OF GENDER-RELATED ACTIONS IN KEY PROJECT REPORTS

Key findings, evidence, data, and lessons learned from the gender analysis should be documented early in the project cycle. By continuously documenting this information into the implementation status report (ISR) and aide memoirs (AMs), for instance, the task team can help ensure the lessons learned from the gender analysis are incorporated in the project. The midterm review is another important milestone at which results from gender mainstreaming should be reviewed to evaluate whether the GAP is on track with the project objectives. The documentation process can also provide a record of

the innovative gender-sensitive approaches used in the analysis, for the benefit of other task team leaders who seek to improve the approaches they take to their own projects.

An end-line gender review should also be done as part of the ICR to confirm if the GAP has been carried out as planned and to determine to what extent its implementation has contributed to achieving project goals. As a collateral benefit, this approach will assist the evaluator in rating the project's notable achievements in advancing equitable outcomes—that is, shared prosperity—for both males and females, which is central to the Bank's development mandate.

BOX 4

GOOD PRACTICE IN PREPARING A GENDER ACTION PLAN IN VIETNAM (P152309)

Gender was a key component in the social impact assessment prepared for the Dam Rehabilitation and Safety Improvement Project (P152309) carried out in thirty-six provinces in Vietnam. Gender analysis was conducted to assess underlying gender issues from a project impact perspective, promote gender equality in the local community, and, ultimately, enhance the development effectiveness of the project as a whole. Based on the magnitude of potential project impacts, a gender action plan (GAP) and a gender monitoring plan were prepared to achieve gender-related objectives.

The GAP aimed to “facilitate the full participation of women in the project construction stage, providing opportunities for women to boost their income, without increased burden on their lives, and contributing to the enhancement of women's role and status in the project areas.” Twelve specific gender-related objectives were identified, including the following:

- At least 30 percent of workers employed by local contractors in maintenance, construction, and repair work would be female.
- For similar types of work, female workers would be paid as much as male workers.
- Safety conditions would be equal for men and women.
- Training and capacity building would be provided for women to engage in public decision making and subprojects (with training, for example, in participation, negotiation skills, marketing skills, mathematics, and literacy).
- Agricultural extension services would be designed for and delivered to women.

The GAP also included a table clearly setting out achievement areas, tasks and indicators, people in charge, and period of completion.

Source: *World Bank, Social Impact Assessment – Subproject: Repair and Upgrading for the Safety of Da Teh Reservoir in Lam Dong Province (2015); pp.54–57.*

MONITORING AND EVALUATION

B.



Why is gender important for M&E?

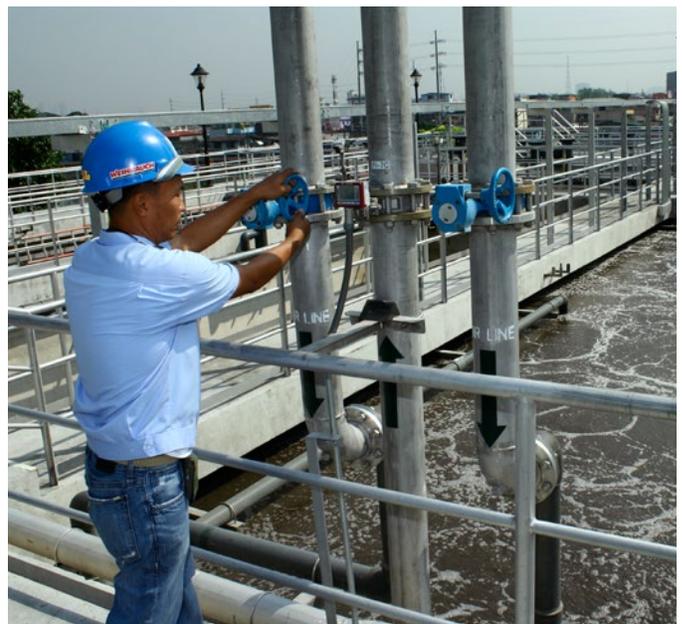
Monitoring and evaluation (M&E) is an internal and external project management activity to monitor progress toward objectives and assess whether a project has achieved its intended objectives. As previously mentioned, a considerable body of evidence suggests that, to ensure project outcomes are attained and benefits conferred on the target population, gender issues require special attention. M&E plays a vital role in demonstrating these benefits. Moreover, since donors and financiers are interested in knowing whether their money is being spent effectively and efficiently, the implementer (that is, the borrowers and project implementation units) and the loan administrator (that is, the World Bank) have the responsibility of addressing their questions from a project management point of view. Used effectively during the course of project implementation, M&E can be a useful tool for decision makers to assess whether the project is on track.

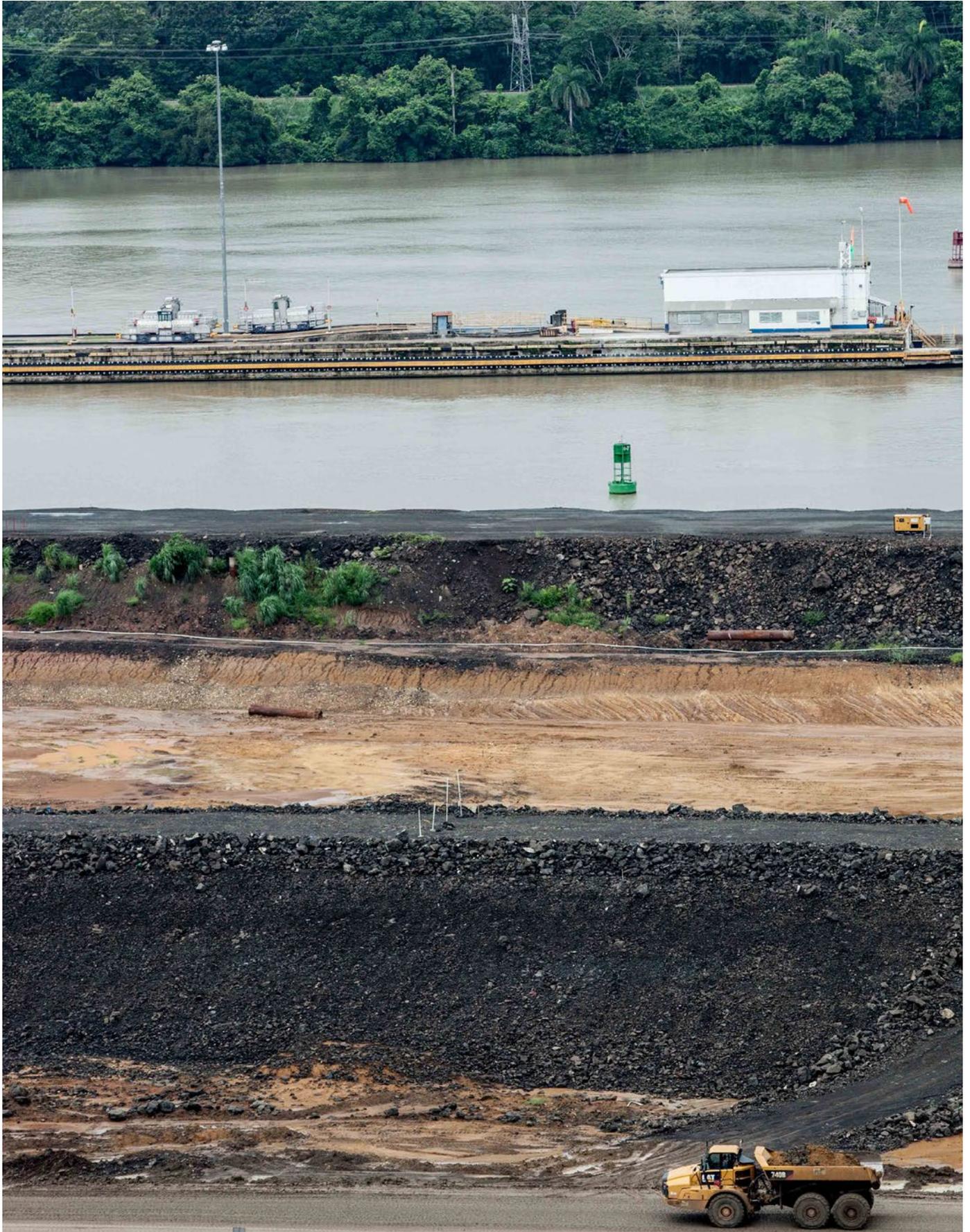
Gender-sensitive project objectives help keep the gender perspective a part of the project cycle, among other technical, financial, and operational concerns. Gender mainstreaming requires an assessment of the respective implications for women and men of any planned actions, including development projects, programs, and policies. Because development priorities and benefits differ for women and men with regard to resource access, labor opportunities, water use, and water rights, planned actions could affect them differently. These differences may not, however, be obvious during implementation, which is why the intervention should be deliberately designed to take them into account, and measurement should be gender disaggregated.

Gender-sensitive PDOs and indicators should be prepared in close connection with any GAP. Timely implementation of gender-related actions and systematic collection of sex-disaggregated data help inform the project implementer and other stakeholders as to whether the

intervention is benefiting women and men or having an adverse impact on either group. If the latter, then data findings allow the task team to refine project design to improve overall development effectiveness. Moreover, an M&E process that has gender-sensitive indicators and involves both men and women—not just as informants but as participants in design and implementation—will result in a better understanding of who in the community has benefited, who bears the costs, and what motivates different groups to act and to change their behavior.

A monitoring process that involves both men and women ensures monitoring becomes an inclusive self-management tool rather than a policing instrument, thus leading to collective action. If data collection is not disaggregated, by sex and other relevant characteristics, it will be difficult to assess the positive or negative impacts of the program or project on women and men, young and old, and rich and poor, which is necessary to guide informed programming decisions. For example, provision in an urban slum that lessens the burden on women and girls of fetching water could free girls' time for attending school and doing schoolwork. This positive outcome cannot be assessed without sex-disaggregated data collection. Similarly, if water provision services have freed poor women's time to engage in income-generating activities, these results reported without sex-disaggregated data will lack empirical evidence and will remain anecdotal.





BOX 5

GOOD PRACTICE IN GENDER-SENSITIVE M&E IN THE UTTARKHAND, INDIA, WATERSHED MANAGEMENT PROJECT (P078550)

The approach taken by the Uttarkhand Decentralized Watershed Management Project to natural resource management promoted equitable participation by all groups by providing support to women, marginal land holders, the landless, and other vulnerable groups who rely most heavily on common pool resources for fodder, fuel, and forest products.

The project is one of a good example of projects that have gender-sensitive indicators that provided evidences how the project influenced female and male beneficiaries throughout project implementation. The results indicators were also key to change the project scope to better tailor for beneficiaries' needs. A midterm review identified a need for changes, among them expanding the support for women and other vulnerable groups beyond self-help groups to include entrepreneurial activities. Every six months, local women and men carried out participatory monitoring and evaluation (PME), a process that functioned as a social accountability and learning tool while also providing a means to address grievances. PME focused on awareness, inclusiveness, equity, transparency, accountability, financial management, performance of committees and groups, inputs by the multidisciplinary team, redress of grievances,

and the execution of withdrawal strategy. The final evaluation surveys for the project were based on a comparison between treated and control groups using beneficiary data in the results framework that were disaggregated by gender and socioeconomic group.

The results showed significant benefits and empowerment for women. Fifty percent of the beneficiaries of livelihood development activities were women. Women's overall annual drudgery of firewood collection decreased from 120 days to 35 days. Women's participation in community assembly meetings increased five-fold. Women's active engagement in the project activities resulted in their increasing participation in local public administration. Fifty percent of the Gram Panchayat representatives were women (while the national average was 33 percent). In the Panchayat elections, 304 village-level project staff (village motivators or account assistants) and project-formed Self Help Group or Farmer Interest Group members were elected for various positions in Panchayat Rai Institutions and 73 percent of those elected were women.

Source: *World Bank, ICR for the Uttarkhand Decentralized Watershed Management Project (2014).*

Designing a gender-sensitive M&E framework

Whether it is based on an analytical study or a previous intervention, an investment project should present a clear story line that traces conditions and achievement through a series of steps toward objectives. These steps require the task team to define in project documents the current situation of the sector in that location; any development gaps identified; and what the project or program intends to do to address those gaps. This leads to the PDO, which should be supported by clear project outcomes and outputs.

Once the PDO and activities are clearly defined, the team needs to map out an M&E methodology. This includes defining relevant indicators to measure the intermediate and PDO outcomes; determining the data collection strategy (for example, data source, frequency, responsible agency, and budget); ensuring the responsible agency is capable of and accountable for carrying out the monitoring; and collecting baseline data and setting target values, in collaboration with the implementing agency. The most efficient way to achieve the final step of scoping and collecting baseline gender data is to do it during the pre-project gender analysis (see section A, above). The data collection methodology and arrangement need to be consistent with the GAP, as well as included in the PAD.

Planning out the M&E framework during project preparation is imperative. The team can consider certain guiding questions in designing gender-sensitive M&E:⁶

- Which levels of participants or stakeholders are involved in M&E?
- Which instruments are most appropriate for collecting data?
- Should gender be mainstreamed across the institution and all components of the project, or should a specific component focus on gender?
- How much participation is appropriate?

- Is the focus on short-term outcomes or longer-term impacts?
- How is the M&E activity going to be funded?

Collecting baseline data is essential to designing the M&E framework, as it allows the team to measure the progress of the project toward PDOs and interim outcomes. Even if gender-sensitive indicators are added during the project implementation, it is good practice to have gender-disaggregated baseline data. On the other hand, the task team should be mindful not to overinflate M&E plans. Although project preparation tends to be ambitious, the total number of indicators needs to be reasonable for project implementing agencies to commit to and feasibly execute.

Developing effective monitoring indicators

Good monitoring indicators will help the implementer assess achievement against the desired outcomes of the project over time. Good indicators should be “SMART”:

Specific: clearly and directly related to the outcome, without ambiguities

Measurable: feasible to be quantified

Achievable: attainable and realistic

Relevant: valid to measure the results or outcomes of the intervention

Time bound: time referenced, with a beginning and an end

The indicators, which can be quantitative as well as qualitative, each has its own benefits and challenges. Quantitative indicators are commonly used to measure inputs and outputs and can be collected through structured data collection methods, such as household and national income surveys. Qualitative indicators, on the other hand, are more commonly used for evaluating the effectiveness or efficiency of processes and can be collected through in-depth interviews, observational methods, document

⁶ **Source:** *World Bank, 2009. Gender in Agriculture: Sourcebook.*

review, and participatory assessments and surveys. The project team should determine the most efficient and cost-effective way to measure the outcomes and impacts of the project by combining these two types of indicators.

Gender in Agriculture: Sourcebook (2009) shows several approaches to gender-sensitive monitoring that can use qualitative and/or quantitative methods, as described in Box 6.

BOX 6

SELECTED APPROACHES TO GENDER-SENSITIVE MONITORING AND EVALUATION

Participatory monitoring is a means of involving stakeholders from the start in identifying activities and indicators, carrying out the monitoring itself, and analyzing the results of improving future processes, and it builds ownership among participants.

External monitoring or **evaluation** provides independent, external feedback on progress and outcomes.

Impact evaluations determine whether a program has had the desired effects and whether any unanticipated effects have occurred.

Gender audits are distinct from regular evaluations in that they are based on self-assessments by a project, organization, or ministry of how gender issues are addressed in program portfolios and internal organizational processes. A gender audit is not an external evaluation, but it should be used to facilitate change and develop action plans and monitoring systems.

Source: World Bank, Gender in Agriculture: Sourcebook (2009); p. 676.

In addition to its use for evaluating processes, qualitative assessment is needed to understand the impacts of development interventions and their effectiveness in achieving development objectives. The World Bank's publication, "Combining Quantitative and Qualitative Methods for Program Monitoring and Evaluation: Why Mixed Methods Designs Are Best," provides guidance on this:

Qualitative methods inform survey design, identify social and institutional drivers and impacts that are hard to quantify, uncover unanticipated issues, and trace impact pathways. When used together,

quantitative and qualitative approaches provide more coherent, reliable, and useful conclusions than do each on their own.⁷

DFID's Gender Manual (2002) has some practical examples of commonly used qualitative indicators (p.28):

- The impact/effectiveness of activities targeted to address the practical gender needs of women and men—for example, their needs for new skills, knowledge, resources, opportunities, or services in the context of their existing gender roles

⁷ *Source: Adato, Michele, 2011. Combining Quantitative and Qualitative Methods for Program Monitoring and Evaluation: Why Mixed Methods Designs are Best. PREM Note 9. World Bank.*

<http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1276521901256/premnoteME9.pdf>

- The impact/effectiveness of activities designed to increase gender equality of opportunity, influence, or benefit—for example, targeted actions to increase women’s contribution to decision making or the opening of new opportunities for women and men in nontraditional skill areas
- The impact/effectiveness of activities designed to develop gender awareness and skills among policymaking, management, and implementation staff
- The impact/effectiveness of activities to promote greater gender equality within the staffing and organizational culture of development organizations—for example, the impact of affirmative action policies

When considering these impacts, it is important for evaluators to reflect on the sustainability potential of the changes, as certain impacts may indicate progress in the short term that could be reversed under the wrong conditions.

Suggested gender-sensitive indicators for water operations are listed in Annex II.

BOX 7

EX-POST GENDER ANALYSIS

Gender-based issues identified during project preparation and implementation need to be evaluated during the completion phase to determine the extent to which gender mainstreaming in project activities was successful, as well as to identify factors that helped or hindered this goal.

Lessons learned from analysis of the implementation process can contribute to policy dialogue and to planning for future projects. Recognizing problems and failures can be as valuable as documenting successful approaches. An evaluation of the gender action plan should assess if the GAP has been fully implemented as per the results monitoring framework, as indicated in the project appraisal document.

Specific questions that can be considered to evaluate gender impacts of project outcomes include the following:

- Have the intended project benefits been delivered to male and female beneficiaries equitably, particularly to low-income men and women within the community?
- Did the project increase community capacity to work together to achieve common goals and reconcile differences of interests between men and women?
- Did the project increase the transparency, equity, and responsiveness of institutional and organizational structures that are relevant to ensuring men and women have equal access to water supply and resource management?
- How sustainable are the gender-related improvements likely to be after project completion?
- Did the project alter gender relations or enhance gender equity? In what ways?
- Did the project increase the amount of time women have available for productive or income-earning activities? For example, did the installation of piped water to the community reduce the amount of time women spend collecting water for household use?
- Did both men and women farmers receive training in modern methods of water-efficient crop production?
- Has the project been successful in enhancing gender equality as one of the key objectives of its GAP?

Source: World Bank, *Gender Responsive Social Analysis: A Guidance Note (2005)*; p. 23.

BOX 8

GOOD M&E PRACTICES IN THE KYRGYZ REPUBLIC RURAL WATER SUPPLY AND SANITATION PROJECT (P036977)

The Kyrgyz Republic Rural Water Supply and Sanitation Project demonstrated in two ways how the effective use of gender-sensitive indicators and monitoring can help ascertain concrete development results while promoting the involvement and empowerment of women in water governance.

First, project design and implementation focused on gender-sensitive measures in two key areas:

- A qualitative socioeconomic assessment carried out in each village documented the role of women and children in household water collection and management.
- The project identified the change in women's workload (measured as a percentage change in reported workload) as a key intermediate outcome

indicator. According to an impact evaluation study, 66 percent of women claimed their workload was now "much easier," and 31 percent claimed it had improved, though to a lesser extent.

Second, as the project was to prompt the transfer of water supply systems management from a centralized state entity to community-elected bodies (community drinking water users unions, or CDWUUs), adequate female representation on the village CDWUU boards was expected. Indeed, M&E data showed that in 67 of 102 villages, 60 percent or more of Standpipe Leaders were female, and two or three women were on each CDWUU board.

Source: World Bank, ICR for the Rural Water Supply and Sanitation Project (2009).



Challenges to M&E

The most obvious challenge to gender-sensitive M&E is a lack of reliable data, including baseline data, which is often due to inadequate planning. During project preparation, the task team should work with counterparts to identify project performance indicators, sources of data, and frequency of collection. If the team does not have gender-sensitive indicators but still wants to evaluate project impacts on gender without relying too heavily on anecdotal data, secondary information can be utilized—for example, statistical data, sectoral ministry data, local government records, or user information from utilities. Furthermore, depending on the scope and conditions of the project, secondary data can be used to triangulate and verify primary data collected during project implementation.

A common challenge to designing and executing gender-sensitive M&E plans is limited knowledge, skills, and capacity among task team members to do so. Because gender mainstreaming is often viewed as a “box-ticking exercise,” many task teams, unsurprisingly, assume their projects are “gender neutral” and do not develop gender-sensitive objectives and indicators during project preparation. This omission may result in increased design and supervision costs in the long run—that is, by failing to address gender issues during preparation, the task team may be forced subsequently to retrofit revised M&E plans during project supervision to ensure gender-sensitive actions and M&E plans are put into place.

This is why a task team benefits by having from the start a gender specialist who can design, monitor, and maintain gender-sensitive data and analytical and M&E products for the project. Specifically, at the earliest stage of project preparation, the task team should identify and select a gender specialist with the relevant sectoral experience and expertise. If budget limitations make this infeasible, the task team should consider using available trust funds to cover the costs associated with including a gender specialist. A roster of gender specialists with expertise and experience working in the water sector can be found in the East Asia and Pacific Region (EAP) gender practice team’s SPARK page.

Finally, ensuring M&E activities include fair participation and representation of women can be challenging, but failure to do so will pose challenges of its own. Female beneficiaries of a project, for example, may feel intimidated in an evaluation interview conducted by a team that is predominantly male. Their discomfort in expressing their concerns and ideas may constrain their responses, which consequently may limit the depth of their input. Convening separate female-only focus group discussions with female facilitators is one way to get information and learn about concerns specific to women when conducting M&E activities. The following section discusses gender and participation across the project generally in more depth.



TARGETING AND PARTICIPATION OF WOMEN





Why is gender-sensitive participation important for effective development investments?

The “Strategic Framework for Mainstreaming Citizen Engagement in World Bank Group Operations” (2014) provides a range of guidance on improving participation in World Bank projects. Effective gender-based targeting and participation is key to achieving inclusive development outcomes in water-related projects because it accounts for the different priorities men and women have with regard to water usage and the different benefits they receive from investment, and it thereby ensures the adequacy and sustainability of the facilities built and the services provided.

First to consider are the different and sometimes conflicting priorities women and men have for water usage. In agricultural water management projects, for example, women’s role in farming and their land tenure entitlements affect water resource allocation. The dominant perception is that household composition is unitary, with all resources and benefits pooled and then shared equitably. In reality, evidence shows, the intra-household organization of farming tends to operate in a “bargaining model,” where household members negotiate with each other to secure resources for their own production subunits. Prevailing gender relations may, for instance, result in the unequal application of manure and fertilizer, depending on whether the land plot belongs to a woman or a man, with the latter receiving more.⁸ A project that improves the participation of women in the decision-making process would allow for greater equity and efficiency in the (re)allocation of these factors

of production, to ensure a fair and equitable increase in overall household output.

Second, women’s input into the design of the water facilities will enhance the facilities’ effectiveness and sustainability. Women and girls will not, for instance, use sanitary facilities after dark that are unsafe or unlit or far from their dwellings for fear of being assaulted. Consultation with women and girls during project design regarding the physical placement and design of both shared and private bathing facilities and toilets, as well as of water points, could reduce the time spent making use of sanitary facilities and of collecting water and, thus, reduce exposure to risks of gender-based violence.

Another problem that may arise when women’s participation is not prioritized and gender-based issues are not addressed during project design is a perpetuation of inefficiencies in and poor governance of the project, which may prevent it from achieving its stated objectives. Meaningful participation requires that both males and females be afforded adequate voices and representation and equitable engagement throughout the project lifecycle.



⁸ *Water-Smart Agriculture in East Africa*, a CARE publication, discussed this issue at length. It can be accessed at: <http://www.care.org/sites/default/files/documents/WaSA%20Sourcebook.pdf>

WOMEN'S PARTICIPATION IN IMPROVING RESOURCE ALLOCATION AND EFFICIENT OPERATIONS OF WATER SYSTEMS: THE CASE OF THE IRRIGATION SECTOR

A lack of female participation at the design stage of a project exacerbates inequities in resource allocation and may increase women's vulnerability to difficulties in getting access to and managing water resources. In a gender-based farming system, for example, men and women cultivate separate fields. One project in Cameroon redistributed irrigated rice crops in an area where women traditionally grew sorghum, assuming the women would provide labor on their husbands' land. The project failed to sustain itself because the women refused to change the crop they normally cultivated. In other words, the lack of women's voices and representation concerning key decisions regarding site selection, beneficiaries, land

reallocation, and water for the project resulted in its failure to achieve its intended outcomes.

Women's participation and input are also required for the efficient operation of irrigation systems. Women have unique preferences for irrigation operations and the scheduling of water deliveries because of their workloads at home and limited flexibility in managing their time. Rotation of water deliveries that makes evening irrigation unavoidable causes problems for women, who tend to avoid farm work at night for fear of sexual harassment and because of difficulties in combining it with child care responsibilities.

Source: IFAD, Gender and Water: Securing Water for Improved Rural Livelihood (2007); p.10.

What barriers stand in the way of female participation?

A quick and simple assessment of challenges to female participation can inform the strategy for stakeholder engagement in a project. The successful engagement of both male and female stakeholders begins with a solid understanding of the challenges to and incentives for their equal participation. Accordingly, at the earliest stage feasible, task teams should assess the challenges to women's participation in preparation and implementation activities.

Barriers to women's voices and participation are twofold; some are self-perceived while others are externally imposed. Despite the best intentions of task teams to engage both, barriers often remain that restrict women stakeholders more than men. By identifying their underlying sources, the task team can develop appropriate strategies to ensure the equitable representation of men and women throughout the project lifecycle.

The task team must first be aware that the quality of women's participation can vary due to their communication styles, which may be shaped by behavioral norms such as soft speech and deference to male community members. Women may sometimes face challenges in engaging in male-dominated public meetings. Moreover, a great deal of discussion and problem solving among women may occur in the home and in informal setting, such as near a water source or around wells.

Second, prevailing cultural and social beliefs among men and a lack of awareness within the community at large may cause women to feel reticent about participating. While men may not necessarily be overtly hostile to female participation, they may resist change because they are unaware and unappreciative of the potential benefits of open and unrestrained participation of women. Men may feel they already represent the needs of their families effectively, and many women may reinforce this perception.

Unfortunately, these beliefs undermine the vital role, unique knowledge, and vision women have for the fair and efficient use of water resource management.⁹ The issue of female participation is often presented to men as a necessity solely because of their gender—that is, past practice has emphasized a normative ideal that both men and women should participate in projects, without conferring a full appreciation for the benefits that will result from this shared, equitable participation. Accordingly, task teams are urged to focus on the value female participation adds to the project, as they are key stakeholders in water usage and management.

Another barrier to the full inclusion of their voices and participation is women's socioeconomic status. The stakes and access to participation of men and women of higher socioeconomic status differ from those of the poorest women and men. In targeting stakeholders, therefore, a distinction must be made among poor people, rich elites, and poor women. Those belonging to the last of these groups—the poorest women—are the most vulnerable and the least able to represent their own needs and preferences. Accordingly, the task team must make a concerted effort to distinguish stakeholders' relative social and economic means, so that the voices and participation of the poorest women are included.

BOX 10

WOMEN'S PARTICIPATION IN THE INDIA RURAL WATER SUPPLY AND ENVIRONMENTAL SANITATION PROJECT (SWAJAL) (P064981)

The SWAJAL project is a model for tying the inclusion of women's roles and participation directly to project outcomes. One of its components, "Women Development Initiatives," pursued its objective of promoting women's roles and participation through five key efforts:

- The promotion of women's representation on village water and sanitation committees
- The provision of skill trainings for women in literacy and management
- The targeting of women in hygiene and environmental sanitation
- The enabling of women's access to credit through the formation of self-help groups
- The recruitment of female village maintenance workers

These yielded notable results, empowering and enabling communities and women stakeholders to be the decision makers and operators of the project's infrastructure schemes.

Through the project, women in Uttar Pradesh and Uttaranchal also adopted a community self-monitoring tool called Healthy Home Survey to monitor personal, domestic, and environmental hygiene and promote behavioral changes. They formed nearly 1,045 female self-help groups in Uttaranchal and around 504 in Uttar Pradesh, while under the action plan for women's economic empowerment, women in Swajal villages used their new skills and experiences from the self-help groups to set up micro-enterprises.

Source: World Bank, *ICR for the Uttar Pradesh and Uttaranchal Rural Water Supply and Environmental Sanitation Project (2003)*.

⁹ IFAD. "Reinforcing gender equity."

Building a strategy for improving female participation

1. PROJECT INDICATORS FOR GENDER-SENSITIVE PARTICIPATION

A number of indicators, many of them as project or component indicators, can be used to assess the gender sensitivity of participation in water management activities and investments. These indicators consider the status of women in relationship to that of men to ensure a more accurate assessment and to avoid the project's becoming biased to women, and they can be considered guiding parameters for advancing the participation of female users in water-related decision making. (For sample indicators, please refer to Annex II.)

2. MONITORING THE QUALITY OF FEMALE PARTICIPATION

Understanding the quality of female participation requires going beyond the use of quantitative indicators. While these are important to maintain, the following additional monitoring questions can yield more useful, nuanced information to inform course-correction strategies and ensure high standards of effective female engagement over the life of a project:

- Are women engaging in the discussion and sharing their opinions?
- Are the needs of women being articulated?
- Are the participating women representative of different socioeconomic groups?
- Is women's input adequately taken into account in the decision-making process?

BOX 11

VOICE BUT NO INFLUENCE

The influence women have in decision-making processes over the course of project implementation ultimately affects project benefits and outcomes. In many cases, though, women's input may be received but not acted upon. While positive examples of women raising their voices in communities and in the water and sanitation user committees (WSUCs) do, of course, exist, they may still find it difficult ultimately to influence decisions.

In one WSS project in Nepal, for example, a female WSUC member suggested placing a tube well near an elderly man's house, to ease his access to it; WSUC members failed to consider her recommendation,

sound though it was. When another woman from the same community suggested collecting fifteen Nepalese rupees for operation and maintenance (O&M) of water sources and sanitary facilities based on her positive experiences with "Chimeki" Bank (a women's savings and credit institution), the WSUC decided to collect ten rupees instead. The lack of decision-making influence exemplified by these cases can limit the benefit women can provide to a project—and to their fellow community members.

Source: *WaterAid, Seen but not Heard? A Review of the Effectiveness of Gender Approaches in Water and Sanitation Service Provision (2009).*

3. FOSTER COLLECTIVE IDENTITY TO ENCOURAGE FEMALE PARTICIPATION AND EMPOWERMENT

In projects that challenge traditional gender roles—for example, through reforms of water usage and participation—the strengthening of women’s collective identities to enhance their self-confidence and prevent social reprimand can help sustain change. It can also help change men’s perception of women’s abilities and increase women’s bargaining power in the household. Equally important is training in presentation and negotiation skills and in how to establish and manage women’s community organizations. Having these skills helps women feel better prepared—and therefore empowered—to participate fully as members of local governance institutions.

Advocacy for female voices and participation can be institutionalized in part by forming networks and alliances with local organizations and institutions. Rather than treating women as passive beneficiaries, their roles as agents of change need to be emphasized and encouraged in project interventions. Utilizing participatory planning processes to ensure a gender-balanced expression of ideas will help, targeting women’s opinions about such matters as household water use, irrigation, water source access, technology, and water administration; and gender specialists from local NGOs, universities, or other research institutions can also contribute to improving women’s participation. In particular, NGOs’ local knowledge and interest in improving stakeholder participation can help task teams find the most effective channels for consultations with women, for example, by determining whether segregated or mixed-gender meetings are best used.



ENCOURAGING FEMALE PARTICIPATION IN WATER USER ASSOCIATIONS (WUAS)

WUAs are increasingly prominent as public forums to engage female water users. In the push to improve women's representation and participation in water governance and irrigation schemes, tens of thousands of WUAs have been created in communities worldwide.

WUAs are intended to be democratic bodies accountable to the stakeholders who elect the representatives. The challenge associated with them is that they often reflect existing imbalances of the political and social systems in which they operate, as internal power dynamics play a significant role in access to and distribution of benefits—such as water and land resources and credit—among WUA members.

Cross-country analysis shows various factors limit the inclusion, and therefore the participation, of women in WUAs. Examples include the following:

- Membership criteria of newly established WUAs—for example, in Bhutan, the Lao People's Democratic Republic, and Tanzania—are based on labor contributions during the construction, operation, and maintenance of irrigation systems. Even when women take part in these activities, male relatives often replace them as WUA members.
- Most bylaws restrict WUA membership to the registered landowners engaged fulltime in a farming unit. Registered landowners are very often men, for example, in the Middle East and some parts of South Asia.
- Due to poor public communication, women often lack information on WUA activities and about their membership rights.
- Donors and other organizations supporting the establishment of WUAs may be unaware of the obstacles hindering female participation in them and the value of women's input into their water management decisions.

It is important for task teams to consider such possibilities to ensure the development initiatives that engage WUAs are, in fact, yielding gender-equitable outcomes. Despite evidence from many countries, such as India, the Lao PDR, Nepal, Pakistan, and Sri Lanka, showing that women's participation in WUAs is much lower than that of men, there was misperceptions that women participate in WUAs more than they actually do.

Taking the following steps can improve the participation of women in WUAs:

- ✓ Ensure project teams include women in suitable positions who are able to add women members to the WUA and can communicate well with them and with project beneficiaries.
- ✓ Establish a minimum quota for women's membership in WUAs to enable their participation in decision-making processes.
- ✓ Set slightly lower membership fees for women so they can afford to join.
- ✓ Open WUA membership to users of water for other purposes than irrigation (for example, livestock owners, and fishermen, those with other domestic uses).
- ✓ Through WUA proceedings, publicly recognize and discuss concerns of both women and men and their multiple uses of water in and around households.

Adapted from: IFAD, *Gender and Water: Securing Water for Improved Rural Livelihoods: The Multiple-Uses System Approach (2012)*.



PUBLIC AWARENESS AND SOCIAL MARKETING

D.



Why does promoting public awareness support gender-sensitive projects and outcomes?

A common obstacle to gender mainstreaming is limited public understanding of the value and benefits of incorporating women's as well as men's needs, knowledge, and participation into water-related decision making. This leads to three main problems facing water task teams:

1. Local stakeholders—from the ministerial level to the households—who do not understand the value of addressing the marginalization of women in decision making and in access to water may resist gender-focused activities and initiatives.
2. Gender-sensitive messaging that is hampered by ineffective communication will fail to reach the target audience.
3. As men and women may perceive the message for behavioral change differently, aligning that message with and tailoring it to their specific interests and concerns is vital.

To address these three challenges, task teams should consider the following measures.

1. BUILD PUBLIC SUPPORT FOR GENDER MAINSTREAMING

The key to addressing the lack of recognition of and knowledge about women's concerns is to develop strategic messages that link their participation and input with proven, successful development outcomes through gender-sensitive project design. Examples of such messages include the following:

- **Explain how collective resource governance involving both genders is associated with positive economic macro- and micro-outcomes.** In the World Bank's Aceh-Nias Livelihoods and Economic Development Program (P110635), the reason for supporting the development of water user associations with membership from both sexes was that it would lead to more informed decision making, leading in turn to more equal and efficient water distribution. The result would be higher agricultural yields, which would improve food security and reduce household poverty.
- **Explain how productive economic participation of both sexes is associated with livelihood security and financial sustainability.** In the West Africa Regional Fisheries Program, the World Bank team conveyed to beneficiary communities in Senegal how women's participation could increase the value of the fisheries sector, with positive effects on livelihoods that would benefit both their households and their communities.
- **Explain how small infrastructure and household investments that serve the needs of both women and men are associated with higher social status.** In the World Bank's Scaling Up Sanitation Project in Vietnam (P152693), the team communicated to local stakeholders how private latrines are equated with household status, which in turn helped build popular support for and public interest in sanitation investment initiatives at the household level.
- **Explain how water investments that improve the physical security of women and girls can also contribute to campaigns for social justice against gender-based violence.** While providing technical assistance (TA) for the implementation of a project to develop a national water, sanitation, and hygiene (WASH) policy in Papua New Guinea (P144823), the project team discovered that not everyone in the government counterpart entity appreciated the linkages among water, sanitation, and gender-related issues. Meanwhile, local mass demonstrations were underway against gender-based violence and in support of increasing awareness of and taking action toward improving women's security. The project team took

the opportunity to link the counterparts' concerns for their own mothers, sisters, wives, and daughters (who were joining the demonstrations) with the importance of addressing the exposure and risk to women in the design of the water and sanitation project. By using this approach, the team elevated the issue and raised awareness among the men on the lack of security faced by women in Papua New Guinea.

Moreover, the project team disseminated findings from local research that showed how routine daily activities—collection of water from distant places, open defecation away from home, and the use of distant latrines—exposed women to harassment and violence. In another example of effective communication, a local senior and well-respected male champion emerged who fully understood the connection and was able to articulate the issues well to other men. This message won support from the counterpart leader for closer-to-home water and sanitary facilities.

In short, the task team effectively communicated to men that gender and water are inextricably linked, and that these issues ultimately affect their loved ones—their wives, daughters, and mothers.

2. DEVELOP GENDER-SENSITIVE STRATEGIES FOR DISSEMINATING INFORMATION

The strategic use of an appropriate medium of communication is essential to delivering effective messages to a targeted population. During project design, communication plans often identify a suitable medium, such as radio, television, or community billboards, but a targeted audience's means for obtaining information may change during the course of the project. For example, as information and communications technology (ICT) infrastructure or access improves, individuals may prefer getting their information from the Internet and social media rather than TV or newspapers. To ensure it remains effective, the choice of medium may require continual revision to adapt to changing needs and interests.

What constitutes an effective medium of communication will vary, depending not only audience preference, but on the project's unique characteristics. The nature of the project may call for awareness raising through media

campaigns (ranging from the use of loudspeakers to radio, television, and social media), problem-solving activities (such as participatory mapping of resources and hackathons), the use of folk drama, songs, and dancing to raise issues, and training workshops. Commitments to gender sensitivity must not remain superficial in the messages from these strategic communications. Based on the awareness they raise among targeted audiences in public agencies and local institutions, a core of advocates can be developed who can promote gender-sensitive strategies within their respective organizations as well as generate buy-in for particular projects.

The following questions can be used to guide gender inclusivity of strategic communications. Over the life of the project, they can also help guide revisions in communication plans and strategies:

- How do men and women obtain information (in this case, about water)?
- What are the respective literacy rates of the males and females in the audience?
- What languages do the males and females speak?
- Are any changes taking place or foreseen in the ways men and women obtain information about water?
- Can male and female audiences obtain the information themselves, or must they rely on others?
- Will the project affect the way individuals obtain information about water—for example, through new investments? If so, does the communication strategy ensure the public will have access to information and will remain adequately informed?

3. TAILOR MESSAGES TO MALE AND FEMALE CONCERNS AND ROLES

Gender-based messaging is crucial for bringing about desirable behavioral changes. Because of differing roles and priorities they have within their communities and households, female and male beneficiaries may receive information in different ways. The following two cases show how gender-sensitive messaging can help produce optimal outcomes.



a) Communications to promote women's participation

Women have sometimes opted not to participate in projects because they were not aware of associated opportunities and benefits. In such cases, collective efforts have been required to inform and raise awareness among the public regarding the importance of women's inclusion and participation. For example, in the Smallholder Irrigation and Water Use Program supported by the International Fund for Agricultural Development (IFAD) in Zambia, targeted messaging to sensitize rural men and women to gender-related water issues and thus highlight the need to include women in irrigation scheme management committees was delivered via local drama groups. The drama groups also helped publicize messages to communities about the benefit and utility of greater roles for women in the WUAs, resulting in significant participation of women in scheme management, both as members and as treasurers.¹⁰

b) Communications to promote water use and sanitation behavioral change

Male and female groups perceive and respond very differently to changes in water-related activities, such as sanitation and hygiene behavior, irrigation practices, and the use of technology. Best practices have shown that to facilitate behavioral change, task teams need first to determine the respective priorities of each group and then effectively communicate to that audience how certain changes in behavior align with those priorities.

Take as an example the watershed management project in Mindanao, Philippines, supported by the United Nations Environment Programme (UNEP). The project takes place in a fragile area of a cloud forest,¹¹ where a lake that was used to generate electricity was silting up from deforestation and soil erosion. Local institutions were engaged to monitor soil loss and recovery.

BOX 13

BUILDING PUBLIC AWARENESS IN YEMEN: WOMEN'S PARTICIPATION IN THE SANA'A BASIN WATER MANAGEMENT PROJECT (P064981)

With a goal of raising awareness of the risks of water depletion in the Sana'a Basin and ways to conserve water in agriculture and domestic use, the Sana'a Basin Water Management Project identified women as potential agents of change in participating communities. The National Women's Union played a guiding role and supported women's involvement in community-level water management, and a total of

thirty-seven water user associations and groups led by women were established to promote understanding of the critical groundwater situation in the basin. As information about water conservation and efficient water use was shared with affected communities, community-wide understanding translated into more conservative use of water.

Source: World Bank, *ICR for the Sana'a Basin Water Management Project (2010)*.

¹⁰ IFAD. 2000a. "IFAD's Gender Strengthening Programme in Eastern and Southern Africa: Field Diagnostic Study, Zambia". Rome: IFAD.

¹¹ A cloud forest is a generally tropical or subtropical, evergreen, montane, moist forest characterized by a persistent, frequent or seasonal low-level cloud cover.



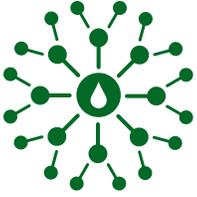
The project first invited young men to monitor the water to determine whether the techniques being used for soil conservation were reducing silting. The men were inconsistent in their monitoring activities, however. Women farmers were then brought in to monitor the water but, again, without much success. The project then determined that the women were more interested in health issues than soil loss. As they learned about how water quality had affected the health of their families, the program expanded to include monitoring for *E. coli* bacteria. Women's interest and participation in the program increased, which in turn led to their further engagement in a wider range of environmental activities. Ultimately, the community's collective involvement led to positive development outcomes—that is, an increase in the adoption of soil conservation techniques by both male and female farmers (GWA and UNDP, 2006).

Men and women influence social behaviors, and hence behavioral change, in different ways, which is why *both* need to be included wherever possible in social marketing messages. In Indonesia, responses from women shown marketing materials depicting a mother teaching her children how to wash their hands with soap included, "We need a man in the picture, too; men are the problem as they do not wash their hands, and we cannot tell them to do it. The children will do what their father does" and "Where is the father? Is she a single mother?" Regardless of good intentions to spotlight women, messages that focus exclusively on female roles and behaviors, while literally leaving men out of the picture, can actually be ineffective.¹²

¹² Yunita Wahyuningrum. "Pre-testing of Hand Washing with Soap (HWWS) Communications Materials." Report. Water and Sanitation Program. No date.

CAPACITY BUILDING AND ORGANIZATIONAL DEVELOPMENT





Why do we need better capacity for gender-sensitive programming?

The requirements for gender-sensitive programming extend far beyond the “head count” of women attending a water development board meeting or female officials working in a water utility company. The sustainability of gender-sensitive water governance depends on the quality of gender-balanced participation and representation. And the quality of both female and male participation and their contributions to the development outcomes of projects can only be achieved if capacity is mainstreamed and built across a range of key stakeholders.

To this end, capacity must be built within project teams, within local institutions and organizations, and among stakeholder individuals (that is, female beneficiaries). Below are some simple guidelines for assessing capacity and entry points for closing gaps in it.

1. GENDER CAPABILITIES ON THE TASK TEAM

The lack of practical gender-related knowledge on project teams can be problematic in two ways. First, if the task team does not have in-house knowledge of the extent of gender-related issues in project areas, its members could be uncomfortable raising gender issues with the client. Any discomfort may be exacerbated by hesitation or misunderstanding if the team is uncertain whether bringing up gender issues during project preparation will be regarded as culturally insensitive.

Second, gender-related problems that arise during implementation for which no preparation has been made or mechanisms established for addressing them may affect the completion of a project component or achievement of development outcomes.

To manage gender-related issues effectively, the project teams are best served if they are equipped with knowledge and experience in several areas:

- Knowledge of female and male roles and dynamics in the country
- Practical experience in implementing gender strategies, engaging in participatory and consultative activities, and carrying out monitoring and evaluation
- Experience in gender research and analysis
- Experience working in different sectors

Experience on previous projects points to several ways to manage any capacity gap in gender expertise:

- **Maximize the role of the social safeguards specialist.** When given the mandate by the task team lead, the social safeguards specialist can act as an enforcer of good standards for gender sensitivity. In the World Bank’s Aceh Nias Livelihoods and Economic Development Project (P110635), for example, the safeguards specialist was empowered by the team leader to engage directly with the client to “call forth, scrutinize, and criticize” relevant gender issues in the project. She raised questions with the local authorities, coordinated the collection of data on settlement compensation (names, compensation, replacement values, livelihoods effects), tracked the compensation and its impacts, and monitored the equitability of female cases.

The safeguards specialist may also have direct hands-on local knowledge of gender issues in the project areas. If not, he or she can supplement this knowledge by contracting with a local gender specialist. The gender specialist, either overseen by the safeguards specialist or working independently, can ensure the project team understands cultural context and can provide “cultural translation” of gender issues that arise in technical discussions between the project team and the client.

- **Partner with organizations with local knowledge and experience in implementing gender-sensitive initiatives.**

In cases where the project management units lack in-house gender expertise, the project team needs to try to tap local organizations with deep experience working with the community and a keen understanding of its gender dynamics. Their wealth of expertise will complement that of the project team and will enable the team to raise gender issues effectively with the client and counterparts, especially those who resist gender-sensitive design for the project.

- **Facilitate on-the-job learning.** In addition to consulting the sources of gender knowledge mentioned above, the project team can use simple learning tools available online. For example, Capacity Development in Sustainable Water Management (Cap-Net) and the Gender Water Alliance, in partnership with the UN Development Program, have developed a course on “Why Gender Matters,” whose objective is to introduce water professionals to gender-sensitive approaches to improving water use efficiency and environmental sustainability. The tutorial first introduces the general concepts of gender and gender mainstreaming and then discusses several water subsectors more specifically: drinking water, sanitation, agriculture, and environment, including climate change.

Moreover, the tutorial carefully explains the “how” of gender mainstreaming and provides references and links to relevant manuals, tools, resource centers, and case studies. Additional self-training materials tailored to various water subsectors are available in Annex IV.

2. BUILD CAPACITY OF LOCAL INSTITUTIONS

Project task teams engaging with local institutions, such as utilities and regulatory agencies, can assess how well each has mainstreamed gender issues by examining its work program and its work culture. Annex III provides relevant questions for identifying capacity gaps, as well as measures and activities to close them (GWA and UNDP 2006, 140–1).

Women-led local organizations can be a useful resource for filling the gender capacity gaps of local water institutions. The Women’s Union in Vietnam is frequently incorporated into World Bank investments in that country, as donors and the local population view it as responsible and effective in involving women and addressing and advocating for their needs.

When in-house human resource capacity is not adequate to meet demand, the project may consider financing the creation of new staff positions to address the capacity gap. In the Bank’s Scaling-Up Sanitation Project (P152693), the Vietnam Women’s Union did not have enough staff to manage the gender-related issues at the community and commune levels, so the project funded the creation of new staff positions within the organization so it could take advantage of its strong technical knowhow and positive reputation.

3. IMPROVE CAPACITY AMONG FEMALE BENEFICIARIES

Experience shows that water projects that include supporting elements, such as training in technical aspects, management, literacy, confidence building, leadership skills, operations and maintenance, and access to financial services and loans, have a better chance of success in addressing women’s concerns and involving women in project activities. There are several key entry points for augmenting the capacity of female beneficiaries and, hence, improving overall development outcomes:

- **Leadership training.** If women are expected to take leadership roles in an environment where that has been uncommon, leadership training and technical capacity building should be incorporated into the design of the project to support this goal directly. In fact, female leadership training can help alleviate women’s concerns about participating in the public sphere if it equips them to influence more effectively the equitable distribution of project benefits and development outcomes. It should be noted, however, that for women to achieve and maintain these leadership positions and roles in more conservative societies, men need to be engaged and to buy into their leadership development process.



- **Professional education.** To increase gender sensitivity in the water sector in the long term, two steps need to be taken in higher education and technical training. First, higher education programs should actively recruit women into water engineering, thus introducing a stream of locally knowledgeable female technical professionals into the workforce. Second, all water-related tertiary and postsecondary education programs need to incorporate lessons on gender issues into their curricula so these topics become ingrained into the thinking of both men and women working in the profession.
- **Coordinated representation through experienced women-led NGOs.** Female community members who are interested in participating in water-related projects may face several capacity issues: limited knowledge about citizen rights (including the right to paid work—see Box 13); inadequate understanding of group needs

and the power of collective action; and poor self-confidence in a male-dominated environment. Women-led NGOs are a primary entry point for addressing these issues and improving individual women's ability to engage effectively. When a project seeks to change traditional gender roles and behaviors, such as in public policy participation or water use activities, it is crucial to connect with women's NGOs that have deep local roots, especially with women in the community. In a situation where women may be likely to hold back, the NGOs can help develop their collective identity, enhance their self-confidence, and prevent them from being penalized for transgressing social norms. The support of established and respected female organizations can also help change men's perceptions of women's abilities and enhance their bargaining power in situations where bargaining is required.

BOX 14

ARE ECONOMIC AND EMPLOYMENT ADVANTAGES DISTRIBUTED EQUITABLY TO MEN AND WOMEN?

Water infrastructure and service investments can create paid employment opportunities for both men and women. However, while it is important to note that from a legal standpoint most countries protect the equal access of men and women to paid work, in practice this is often not the case. Paid work is often given to the men while unpaid work may be assigned to women. And when women are paid, they may be paid less. Such gender differentials should be monitored when water infrastructure investment opens up employment opportunities. To ensure men and women benefit from them, both require training. And their training needs—in construction and operation and maintenance—should be assessed separately. Affirmative action may be required to ensure women's participation and to generate an increase in the number of women in management bodies, as operators, and as staff in agencies. Compensation for the unskilled work that is frequently assigned

to women, such as canal cleaning, should also be considered.

- As task teams ponder how to validate capacity-building investments, they can also consider the benefits of paid work for women:
- Income generation and the provision of decent work
- On-the-job technical training for a broader representation of water users (women and men)
- Assurance that services will be more accessible to both male and female user groups
- Improved visibility and regard for women's contributions
- Increased female participation in decision making and enhancement of their livelihoods

Source: Interviews with task team members



BOX 15

GOOD PRACTICE IN CAPACITY BUILDING IN MOROCCO'S RAIN-FED AGRICULTURE DEVELOPMENT PROJECT (P069124)

The Morocco Rain-Fed Agriculture Development Project has showcased best practice in undertaking social analysis and the impact this had on project approach and design. The social assessment served two purposes—first, identifying the causes of poverty and, second, carefully assessing women's roles in both the community structure and agricultural production. The assessment well evaluated the specifics of women's roles and their marginalization due to lower education levels, limited land ownership, limited decision-making powers within the household, and so on. Altogether, the assessment showed that women- and female-headed households within the scope of the project were the most vulnerable groups, but they could also participate in building solutions.

Accordingly, the project proactively and consistently looked for indicators and dimensions that best reflected the needs of and potential project impacts on women. Appropriate design measures were put into place to help women's voices be heard during the diagnostic and decision-taking processes. The "Capacity Building at the Local Level" component focused on developing local programming and recruited both male and female "animators" to support the local participatory programming exercises. The project also recognized that organization of project-affected people would require the participation of women as key players in the continuity of agricultural production. Any capacity-building program or intervention was grounded in specific analysis of women's roles as decision makers and resource managers in the absence of males, their allocation of time and labor, degree stratification, and so forth.

Source: World Bank, ICR for the Rainfed Agriculture Development Project, 2012.

ANNEX I.

**WHAT DOES
GENDER
HAVE TO DO
WITH MY
WORK IN THE
WATER
SECTOR?**

The 2006 World Bank study, *Gender Mainstreaming in Water Resource Management*, laid out a framework to help task teams conceptualize the relevance of gender considerations to the water subsectors in which they are working. According to the study, some subsectors are simply characterized by more localized investments, and the more local the investment, the closer the project is to local beneficiaries, who are men and women with differing priorities and concerns.

The framework, summarized in Figure 1, illustrates in general terms whether gender impacts are of low (L), medium (M), or high (H) relevance to an investment in a particular subsector. The x-axis represents the “level of management,” while the y-axis shows the “level of technical input.” They classify the sector into four different subgroups:

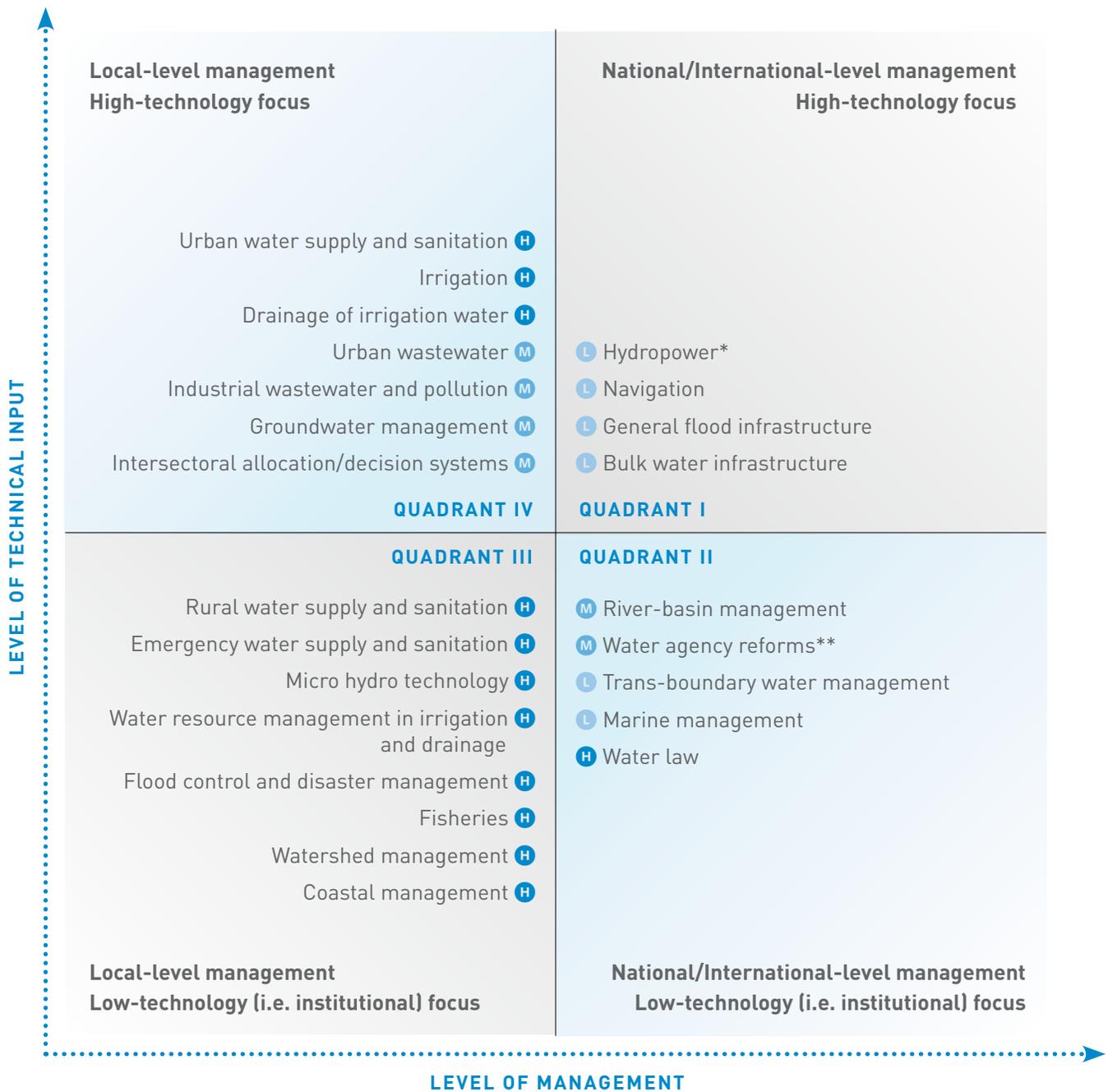
- Quadrant I:** national/international-level management and high-technology focus
- Quadrant II:** national/international-level management and low-technology focus
- Quadrant III:** local-level management and low-technology focus
- Quadrant IV:** local-level management and high-technology focus

The subsectors in Quadrants III and IV feature more local-level project investments, which are more likely to induce gender-based impacts; this should be accounted for during project design and implementation. Meanwhile, projects from subsectors in Quadrants I and II are generally considered “farther from the people,” as their management focus is national, international, river-basin, or trans-boundary. These types of projects are not necessarily “gender neutral,” however, as activities of a local nature may be included within them (for example, a river basic management project may have a component to develop local water user associations). Furthermore, each component will have “trickle-down” effects—for instance, national and international policies and governance reforms will affect local institutions and their beneficiaries.

When task teams think through how their projects relate to these quadrants, therefore—and hence the application of gender—they should consider all project subsector components individually, and they should anticipate secondary and tertiary gender impacts of investments at higher and lower levels.



FIGURE 3: GENDER AND WATER SUBSECTORS



Source: Kuriakose et al. Gender Mainstreaming in Water Resource Management (2006); p. 26.

Notes: The relevance of gender impacts to investments in particular subsectors is classified as low (L), medium (M), or high (H).

*With the exception of gender resettlement issues.

**With the exception of female staffing and water tariff issues.



ANNEX II.

**SUGGESTED
INDICATORS
FOR GENDER-
SENSITIVE
MONITORING
AND
EVALUATION**

ACCESS TO FACILITIES

- Numbers and percentages of rural women and men within 1.5 km of an improved water source
- Numbers and percentages of urban women and men within 1 km of an improved water source
- Water and sanitation equity distribution ratios and percentage of population on-network versus off-network
- Numbers and percentages of men and women with access to improved sanitation near houses
- Number and percentage of schools with separate toilet or latrine facilities for girls and boys (a ratio of girls per toilet and boys per toilet)
- Toilet ratios for girls and for boys in a primary and/or elementary school
- Ratios of toilets and hand-washing facilities for women and men per household
- Numbers and percentages of men and women with access to hand-washing facilities
- Improvement of security and equity of water supply for poor farmers and for women and disadvantaged groups
- Female farmers' access to water for productive purposes at farm level

EFFECTIVE USE OF SERVICES

- Numbers of men and women using toilets or latrines
- Numbers of men and women washing hands with soap at the right times (after using toilet, before eating)
- Numbers of men and women using improved water resources
- Percentages of men and women trained in scheme management

TIME SAVING

- Numbers of hours spent (in a day or in a week) by women and men in getting access to improved water supply and sanitation services (includes water collection and purification and access to sanitary facilities)
- Percentages of women and men within X number of km to improved water supply and sanitation (WSS) source (see national targets)
- Distances traveled by women and men (disaggregated) to collect drinking water
- Time spent caring for children and adults with waterborne diseases

AFFORDABILITY

- Percentages of income spent by women and men getting access to water and sanitation services in different project areas
- Percentage of households investing in sanitary facilities
- Shared costs between men and women for safe domestic water

PARTICIPATION

- Numbers of men and women involved in hygiene promotion activities
- Ratio of men trained in health education to women trained in health education

- Percentage of female beneficiaries for either a particular project component (for instance, establishment of fund for vulnerable group or community lending scheme for income-generating activities) or for the project as a whole, or both
- Numbers of men and women trained in the construction and O&M of new infrastructure or a water supply system built as part of the project
- Number of cross-learning or training programs for project-affected people that have female participation
- Percentage of increase in demand for (paid) labor by women as a result of the project
- Number of women with access to and control over water-dependent enterprises

VOICES IN DECISION MAKING AND GOVERNANCE

- Ratio between contributions by men and contributions by women (for example, time allowed to speak) in decision-making meetings
- Numbers/percentages of representation of women, including in leadership roles, on community-based water development boards or water user associations
- Numbers/percentages of men and women represented in technical and/or management positions in water organizations at the policy and/or the operational level
- Percentages of men and women engaged in initiating, siting, implementing, and using O&M of water and sanitation services
- Numbers/percentages of women recruited as motivators for good governance in local water development programs
- Percentage of women in water-related employment, such as in a utility company or a selected ministry
- Number/percentage of decisions adopted in meetings with substantive contributions from women
- Number of policies and strategies published with substantive input from women
- Number of gender-specific policies at national- or sector-level
- Number of gender-related policies within agencies involved in sector development

INCOME

- Percentage increases in income for men and women from productive uses of water
- Improvement in women's life skills (such as communication and negotiation), based on demographic and health indicators (similarly, qualitative assessment that is difficult to verify)

HEALTH BENEFITS

- Morbidity and mortality rate for children below age five
- Reductions in male and female deaths from waterborne diseases by age
- Reductions in male and female cases of waterborne diseases by age

For additional guidance on M&E indicators, please refer to the list of references provided in Annex V.



ANNEX III.

**ASSESSMENT
AND ACTIONS
FOR GENDER
CAPACITY
BUILDING IN
OPERATIONS**

CATEGORY OF INQUIRY	ISSUES TO CONSIDER	STEPS FOR ORGANIZATIONAL CHANGE
WORK PROGRAM		
<p>Policy and action plans Attention to gender in all policies</p>	<ul style="list-style-type: none"> • Is there a gender policy? • When was it developed, and who was involved? • Does it use sex-disaggregated data? Is its implementation being monitored? 	<ul style="list-style-type: none"> • If no gender policy exists, but there is a desire to address inequalities between men and women, then fill that gap by conducting situational analysis, defining a gender “vision statement” and preparing an implementation strategy. Guidance below, in this table, can also inform.¹³
<p>Policy influencing</p>	<ul style="list-style-type: none"> • What is the attitude of senior management staff to gender issues? Who are the formal and informal opinion leaders? • Which external agencies or people have influence on the organization? • What are the decision-making bodies? 	<ul style="list-style-type: none"> • Assess who are the champions for gender equality and equity. • Engage all relevant and potential staff and management. • Create a participatory and inclusive environment for policy development.
<p>Human resources</p> <ul style="list-style-type: none"> • Gender-focused staff • All staff 	<ul style="list-style-type: none"> • Is there a designated gender unit or focal person? • What does that unit or person they do? With what resources? • Are other staff members “gender aware”? • Is sensitivity to gender included in job descriptions and assessed in job evaluations? 	<ul style="list-style-type: none"> • Have clear TORs for the units or focal persons. • Establish training in gender mainstreaming and advocacy as an ongoing process with action targets. • Have professional backstopping to support gender work. • Involve focal units as an integral part of existing processes and programs.
<p>Financial and time resources</p> <ul style="list-style-type: none"> • For gender equality initiatives on the ground • For staff capacity-building initiatives 	<ul style="list-style-type: none"> • Is there funding for capacity building on gender? • Is there funding for gender actions on the ground? 	<ul style="list-style-type: none"> • Allocate budget for staff capacity building and for actions on the ground. • Allocate time for actions on the operational level. • Develop indicators to monitor progress.
<p>Systems, procedures, and tools</p>	<ul style="list-style-type: none"> • Is attention to gender included in routine systems and procedures (information systems, appraisals, planning, and monitoring)? • Have staff members been issued guidelines on gender mainstreaming? 	<ul style="list-style-type: none"> • Include gender in systems and procedures. • Develop sex-disaggregated information systems. • Include gender in staff TORs and interviews. • Have indicators for monitoring policy progress in implementing gender-sensitive activities. • Develop checklists and guidelines.

¹³ Additional guidance on developing gender policy can be found here: Gender Water Alliance (GWA) and United Nations Development Program (UNDP), Resource Guide: Mainstreaming Gender in Water Management, Version 2.1, November 2006; pp 138-140.

CATEGORY OF INQUIRY	ISSUES TO CONSIDER	STEPS FOR ORGANIZATIONAL CHANGE
WORK CULTURE		
Staffing statistics	<ul style="list-style-type: none"> • How many men and women are at each level in the organization and across roles and sectors? • What are the organization's employment and hiring policies? 	<ul style="list-style-type: none"> • Have sensitive recruitment policies that are not discriminatory, even though gender is not about balancing numbers. • Provide staff with access to decision-making processes.
Women's and men's practical and strategic needs	<ul style="list-style-type: none"> • Does the organization create a safe and practical environment for women and men—for example, with regard to transportation, toilets, child care, and flexibility of working hours? 	<ul style="list-style-type: none"> • Analyze the organization with respect to its sensitivity to the different needs of women and men. • Look at organizational assets, such as equipment, furniture, toilet design and accessibility, and so on. Are they suitable for both women and men?
Organizational culture	<ul style="list-style-type: none"> • How does information flow, and to what extent are women and men included in the communication chain? • What are the main shared values of the organization? Do they promote equality and, specifically, gender equality? • Is decision making centralized or decentralized? How does this relate to promotion of gender equality by decision makers? • What attitudes are held, at different levels of authority, toward female and male staff? 	<ul style="list-style-type: none"> • Adopt an organizational culture that values women's and men's perspectives equally. • Explicitly state the organization's commitments to gender equality in all policies and programs. • Decentralize decision making to allow both women and men a voice in organizational decision making.
Staff perceptions	<ul style="list-style-type: none"> • How do male and female staff perceive the treatment of women and of gender equality in the organization? 	<ul style="list-style-type: none"> • Conduct capacity-building and awareness-raising programs, especially where gender is seen as just one of the donor requirements and not as an organizational value.
Policy and actions	<ul style="list-style-type: none"> • Does the organization have equal opportunity policies? • What do the policies cover? Do they include a focus on women? • How are the policies promoted and implemented? 	<ul style="list-style-type: none"> • Pay attention to equality within the structure, culture, and staffing of organizations, as well as in their programs, policies, and procedures. • Assess and evaluate these by continuously using gender-sensitive indicators to enable comprehensive review.

Source: Gender Water Alliance (GWA) and United Nations Development Program (UNDP) Resource Guide: Mainstreaming Gender in Water Management (2006), Version 2.1. November.



ANNEX IV.

**SAMPLE TERMS
OF REFERENCE
FOR GENDER
SPECIALISTS
IN WATER
PROJECTS**

This section presents three samples of general terms of reference (TORs) for gender experts hired at various stages of the project cycle: TORs for gender analysis during project design; TORs for gender analysis during the implementation phase; and TORs for gender analysis during monitoring and evaluation. Task managers can adapt these to suit the particular countries in which they work.

A. Terms of reference for gender analysis during project preparation

OVERALL RESPONSIBILITIES

The gender specialist will ensure gender issues are appropriately considered during the project preparation and design phases. Areas of emphasis include data collection, determination of overall project objectives and activities, and gender-sensitive project design.

TASKS

1. Data collection

The specialist will ensure data are appropriately collected and gender disaggregated. Data gathered on gender issues should be sufficient for appropriate project design, and on topics that may include the following:

- Government and agency policies on gender issues in general and water and sanitation in particular
- Summary of men's and women's respective status and roles in the project area, especially in activities relating to water and sanitation
- Existing community and NGO groups in the project area and men's and women's roles in each, including any women's organizations
- Previous experience of the government or the implementing agency with designing and implementing gender-sensitive water and sanitation projects in the project area or similar areas in the country
- Women's and men's views on existing water and sanitation systems in the community

2. Project planning and design

Based on the information collected, the specialist will work with community members and other members of the project team to determine priorities and project activities. A special effort should be made to incorporate the findings of gender analysis into the project design. In particular, the specialist is responsible for the following:

- Ensuring project goals, objectives, processes, and activities are gender sensitive and meet the needs and priorities of both village women and men
- Identifying constraints to women's participation and developing strategies to minimize or eliminate them
- Making adequate staff and budget provisions for women's as well as men's involvement, including plans for hiring female staff, especially if village women may be unwilling to speak with male staff
- Developing a strategy for staff training in gender analysis (if staff have not yet been trained) and identifying community training needs related to women's involvement
- Where the project utilizes village committees, ensuring project design provides for their constitution in a gender-sensitive manner, including creation of separate committees for women if men and women will not meet together
- Ensuring both women and men are involved in key project decisions, such as the choice of technology, service levels, arrangements for O&M, and cost recovery mechanisms.

REPORT

The consultant will prepare within one month a descriptive and analytical report presenting the main findings of the gender analysis at the project preparation stage and suggesting appropriate options and recommendations for addressing any issues or risks identified.

B. Terms of reference for gender analysis during the implementation phase

OVERALL RESPONSIBILITIES

The gender specialist on the project implementation team is responsible for ensuring gender-sensitive project design is well implemented. If gender was not addressed in the design, the specialist will propose a modification of the design during implementation. In particular, the specialist is responsible for the following:

- Developing a gender strategy for the project or refining the strategy developed during project preparation, as needed
- Ensuring project activities that involve women are carried out at times and locations convenient for them
- Hiring and supervising staff who will focus on gender issues

- Conducting gender training sessions for the sensitization of all staff
- Organizing community-level training as needed concerning participation and gender issues and specific training for women in skills needed for the project
- Working with other project staff and the community to develop and maintain an M&E system that includes gender-disaggregated data and data that provide indicators concerning women's and men's involvement
- Reformulating the project and making midcourse corrections as needed during implementation for directing more attention to gender, based on the results of monitoring
- Developing adequate information channels between village women and men on the one hand and project and government staff on the other

REPORT

Within one month, the consultant will prepare a report presenting the main findings and suggesting appropriate options and recommendations.



C. Terms of reference for gender analysis during monitoring and evaluation

OVERALL RESPONSIBILITIES

The gender specialist will be responsible for developing and implementing gender-sensitive M&E systems. Gender issues will form an integral part of an overall M&E framework. In particular, the specialist is responsible for the following:

- Ensuring the project's M&E system can provide gender-disaggregated data and indicators that can be used to measure the gender appropriateness of project activities. The system should be designed to provide staff and the community with timely information that can be used to adjust and reformulate the project in the course of implementation, as needed.
- Measuring the effects and impacts of the project separately for women and men.
- Analyzing men's and women's participation in the project and their respective access to and control over management and resources. This includes assessing types of involvement: decision making, financial involvement, participation on committees, management, maintenance, and so on. For example, how many women and how many men are on the committees, and what roles do they play?
- Examining staff attitudes toward gender issues and how they affect project outcomes. Are staff supportive of gender issues? Have they received gender training? If so, what impact did the training have? Should they receive additional or follow-up training?
- Assessing the training of men and women in maintenance, hygiene education, and other skill areas. What percentage of women as opposed to men was trained in each area? What were the benefits of the training? What could have been done differently? Does the performance of women and men differ?
- Examining women's and men's roles in determining the type of technology chosen, the siting of facilities, and whether or not additional facilities, such as washing and bathing facilities, will be built
- Involving community women and men in data collection and interpretation and in the design of the system(s)
- Organizing meetings, workshops, or both to inform project staff and communities of M&E findings
- Identifying areas for further research. Ideally, the specialist will be part of an M&E team.
- Analyzing additional benefits, such as gains in time derived by women and men, respectively, from the project
- Determining how any gains in time were used for economic or social purposes and why. Did the project anticipate or plan for these uses?
- Analyzing additional costs in time or labor for men or women caused by the project activities
- Drawing lessons and providing recommendations for future projects.

REPORT

Within one month, the consultant will prepare a descriptive and analytical report presenting the main findings and suggesting appropriate options and recommendations, mentioned above.

Source: WSP, *Toolkit on Gender in Water and Sanitation: Gender Toolkit Series No.2. 2006.*

Note: Additional sample TORs and a roster for the gender specialist can be found on the East Asia and Pacific Region (EAP) Gender Practice SPARK page.

ANNEX V.

ANNOTATED

BIBLIOGRAPHY

Below is an annotated bibliography of recommended literature on gender mainstreaming in the water sector. Resources are divided into four categories: (A) Resources by Water Practice Subsector, (B) Guidance for Gender Analysis and Participatory Methodologies, (C) Monitoring and Evaluation, (D) Information on Willingness-to-Pay and Gender.

A. Resources by Water Practice Subsector

1. WATER AND AGRICULTURE (IRRIGATION)

Jordans, E. *Socioeconomic and Gender Analysis (SEAGA) Programme Sector Guide: Irrigation*. Rome: Food and Agriculture Organization of the United Nations (FAO), 1998. Web. <<ftp://ftp.fao.org/agl/aglw/fwm/SEAGASectorGuideIrrigation.pdf>>.

This guide was written for development practitioners involved in the planning, design, and implementation of irrigation programs. It supports gender-responsive participatory planning of irrigation schemes to strengthen the position of rural women and disadvantaged groups.

FAO. *Passport to Mainstreaming Gender in Water Programmes: Key Questions for Interventions in the Agricultural Sector*. Rome: FAO, 2012. <<http://www.fao.org/docrep/017/i3173e/i3173e.pdf>>.

FAO's booklet, which was developed for water and agriculture practitioners, provides guidance to field staff in the design, implementation, operation, and maintenance of management projects for agricultural production. Used as a rapid appraisal tool, the booklet supports practitioners in mainstreaming a gender perspective during the planning, implementation, and management of agricultural water management projects and programs by helping them design and assess the implications of gender-sensitive interventions for women and men through a participatory approach.

International Fund for Agricultural Development (IFAD). *Gender and Water: Securing Water for Improved Rural Livelihoods: The Multiple-Uses System Approach*. 2007.

Gender and Water reviews IFAD water-related programs and projects and analyzes impacts on women, women's role in water resource management, and constraints faced by women in gaining access to water. It shows lessons learned and good practices from IFAD-supported projects and concludes with a set of recommendations to be incorporated into project design, M&E, and capacity building.

2. WATER SUPPLY AND SANITATION

Swiss Agency for Development and Cooperation (SDC). *Gender & Water: Mainstreaming Gender Equality in Water, Hygiene, and Sanitation Interventions*. Federal Department of Foreign Affairs (DFA). Bern: Switzerland, 2005. Web. <<http://static1.squarespace.com/static/536c4ee8e4b0b60bc6ca7c74/t/53c54145e4b0d5974bbf10c6/1405436229252/SDC+gender++water.pdf>>.

Gender & Water: Mainstreaming Gender Equality outlines the areas in which a gender focus should be incorporated into the design of development interventions in the water sector. Divided into analysis, planning, implementation, and monitoring and evaluation, each stage includes key questions to prompt discussion and reflection, together with additional information and suggestions for improving practice.

Water and Sanitation Program (WSP). "Gender in Water and Sanitation" Water and Sanitation Program: Working Paper. November 2010. Web. <<http://www.wsp.org/sites/wsp.org/files/publications/WSP-gender-water-sanitation.pdf>>.

This WSP working paper presents approaches to redressing gender inequality in the water and sanitation sector, as well as emerging practices. The review is intended for easy reference by sector ministries, donors, citizens, development banks, nongovernmental organizations, and water and sanitation service providers committed to mainstreaming gender in the sector.

WaterAid. *Seen But Not Heard? A Review of the Effectiveness of Gender Approaches in Water and Sanitation Service Provision.* July 2009. Web. <www.wateraid.org/nepal>.

The WaterAid study, intended both for development practitioners and those interested in gender-inclusive development, evaluates the level of participation of men and women in project activities and in decision-making processes. It also identifies potential barriers to female engagement in project activities and assesses whether needs related to the provision of water and sanitation services are being met and benefits being realized equally by men and women.

World Bank. “Social Development & Infrastructure: Making Water Supply and Sanitation Work for Women and Men Tools for Task Teams.” Washington, DC: World Bank, 2010. Web.

<http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1265299949041/6766328-1270752196897/Making_Water_Supply_and_Sanitation_Work_for_Women_and_Men.pdf>.

“Social Development & Infrastructure” provides relevant and practical tools for World Bank task teams and their country counterparts to facilitate their addressing of gender and other related social issues in water supply and sanitation (WSS) policies and projects. In doing so, it responds to the need, expressed by task teams, to repackage and condense existing gender and WSS tools in formats more relevant to WSS operations. The tools can also serve as resources for training on gender and WSS. The authors use the term “tool” to convey the notion that the materials are nuts and bolts resources to be used when needed, and to emphasize that their use is not required or directed.

3. WATER RESOURCES MANAGEMENT

Gender Water Alliance (GWA) and United Nations Development Program (UNDP). *Resource Guide: Mainstreaming Gender in Water Management.* Version 2.1. November 2006. Web.

<<http://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/water-governance/resource-guide-mainstreaming-gender-in-water-management/IWRMGenderResourceGuide-English-200610.pdf>>.

This resource guide is a reference document to assist water and gender practitioners and professionals, as well as persons responsible for gender mainstreaming and anybody else who is interested in the water sector. A compilation of newer resources on gender mainstreaming in integrated water resource management (IWRM)—documents, papers, books, case studies, tools, and toolkits—it is meant to support action and further reading and research. Its primary target groups are program managers, gender specialists, and researchers within the field of IWRM.

Kuriakose, A. T., et al. *Gender Mainstreaming in Water Resources Management.* Washington, DC: World Bank, 2006. Web. <http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2006/11/20/000090341_20061120110045/Rendered/PDF/379450PAPER0GenderMainstreaming1in1WRM.pdf>.

This report is to give an overview of mainstreaming gender in selected water resource management projects, funded by the World Bank. The report is based on a comprehensive review of WRM projects, coupled with interviews with task team leaders. The report reveals low levels of gender integration in a subset of WRM project at the World Bank and analyses outstanding issues. The report concludes with findings and recommendations for improving gender integration in WRM projects, with practical suggests, such as a sample checklist and results indicators.

4. DISASTER RISK MANAGEMENT

World Bank. “Making Women’s Voices Count: Integrating Gender Issues in Disaster Risk Management: Overview and Recourses for Guidance Notes.” Washington, D.C.: World Bank, 2012. Web. <http://imagebank.worldbank.org/servlet/WDSContentServer/IW3P/IB/2012/10/25/000386194_20121025020000/Rendered/PDF/658410REVISED00view0Final0for0email.pdf>.

This overview of a series of eight guidance notes for mainstreaming gender issues into disaster risk management projects, including community-driven development programs, argues that women face disproportionate risks when a disaster happens due to existing socioeconomic conditions, cultural beliefs, and traditional practices. It is important to incorporate both women’s and men’s concerns in the design and implementation of disaster risk management programs to minimize worsening of existing gender inequalities. Women can make a difference in disaster risk management efforts through participation and empowerment in the planning, decision-making, and implementation processes.

B. Guidance for Gender Analysis and Participatory Methodologies

Bamberger, M., M. Blackden, L. Fort, and V. Manoukian. “Gender in a Sourcebook for Poverty Reduction Strategies.” In *A Sourcebook for Poverty Reduction Strategies*, ed. Jeni Klugman, chapter 10, 333–74. Washington, DC: World Bank, 2002.

“Gender in a Sourcebook for Poverty Reduction Strategies” details the rationale for incorporating gender in PRS and describes a three-step process for doing so. It also examines the different tools and methods available to identify gender issues in poverty analysis, discusses the differences in the poverty constraints faced by women and by men, and suggests methods that can be used to analyze gender differences. Finally, the paper explains Pakistan’s country-specific experiences with incorporating gender into PRS and discusses the differences between the theoretical aspects of the Poverty Reduction Strategy Paper (PRSP) process and the field experiences of the PRSP.

Department for International Development (DFID). *Gender Manual: A Practical Guide*. London: DFID, 2008. Web. <<http://webarchive.nationalarchives.gov.uk/+http://www.dfid.gov.uk/Documents/publications/dfid-gender-manual-2008.pdf>>

The DFID guide was designed to help non-specialists recognize and address gender issues in their work. Though designed for the DFID and partner organizations, the manual also provides useful information and guidance for staff from any government or civil society organization striving to deal with these issues. Moreover, it is intended to be enabling rather than prescriptive. It focuses on the processes of gender mainstreaming that are similar in all sectors and regions and also, in some instances, similar to other processes of social development and organizational change.

Gender and Water Alliance. *Gender, Water and Development Report 2003: Gender Perspectives on Policies in the Water Sector*. Loughborough: Water, Engineering and Development Centre (WEDC), 2003. Web. <http://www.unwater.org/downloads/Gender_Perspectives_Policies.pdf>

The report looks at how the fine rhetoric on gender mainstreaming that won favor in the Hague is being translated into policy by governments and donors two years later.

International Fund for Agricultural Development (IFAD). *Gender and Water: Securing Water for Improved Rural Livelihoods: The Multiple-Uses Systems Approach*. 2012. Web.

Gender and Water reviews IFAD water-related programs and projects and analyzes impacts on women, women’s role in water resource management, and constraints faced by women in gaining access to water. It shows lessons learned and good practices from IFAD-supported projects and concludes with a set of recommendations to be incorporated into project design, M&E, and capacity building.

March, C., I. Smyth, and M. Mukhopadhyay. *A Guide to Gender Analysis Frameworks.* Oxford, UK: Oxfam, 1999.

The authors present established, good-practice gender analysis frameworks for development research and planning, with commentaries from users of each framework. The commentaries are based primarily on the experience of Oxfam staff members throughout the world and their colleagues and associates in gender training networks and academic establishments.

Organization for Economic Co-operation and Development (OECD). (1995). *Gender Equality Moving Towards Sustainable, People-Centered Development.* Paris: OECD, 1995.

In May 1995, the High Level Meeting of the Development Assistance Committee of the Organization for Economic Co-operation and Development endorsed gender equality as a vital goal for development and development assistance efforts. In this seminal work, DAC enumerates general principles and imperatives to ensure development projects reflect the unique roles, interests, and needs of both women and men.

Slocum, R., L. Wichhart, D. Rocheleau, and B. Thomas-Slayter. *Power, Process and Participation - Tools for Change.* London: Intermediate Technology Publications, 1995.

Power, Process and Participation presents various tools covering a range of areas, from consciousness raising to information gathering to decision making, arranged in alphabetical order to suggest there is no blueprint to gender-sensitive, participatory development. Rather, the book encourages the practitioner to use the tools as needed in different ways, at different times for different situations. For each tool, the book gives an explanation of its purpose, discusses the time and materials necessary for using it, and provides a step-by-step description of how to use. Each description is accompanied by an example of how practitioners or researchers around the world have used the tool, and most have accompanying maps, charts, or diagrams. Also included are lists of questions to ask and points to remember and a few suggestions as to what other tools may be used in conjunction with the ones described.

AUSAID, CGIAR, and Oxfam. “The Gender Impact Assessment Process”: In *Balancing the Scales: Using Gender Impact Assessment in Hydropower Development.* pp. 34-61. 2013. Web. <<https://www.oxfam.org.au/explore/infrastructure-people-and-environment/save-the-mekong/gia-manual/>>.

This guidance, focused on river basins, makes the case for including gender in hydropower impact assessments and describes the process for doing so over the project cycle.

C. Monitoring and Evaluation

Gautam, S. R. and Kuriakose, A. “Gender-Sensitive Planning, Monitoring and Evaluation in Agricultural Water Management.” Investment Note 10.4. Washington, D.C.: World Bank, 2008. Web. <http://siteresources.worldbank.org/INTGENAGRLIVSOUBOOK/Resources/AWM_Note_4_M&E_Jan08.pdf>.

Agricultural water management projects that take an inclusive, participatory gender-sensitive approach at all stages of the project cycle help increase project effectiveness and successfully address livelihood concerns of women and the rural poor. Participatory planning methods, creation of gender-specific indicators, continuous monitoring, and beneficiary-led impact assessment are key features of this approach.

Kusek, Jody Zall and Ray C. Rist. *A Handbook for Development Practitioners: Ten Steps to a Results-Based Monitoring and Evaluation System.* Washington, DC: World Bank, 2004.

This handbook is primarily targeted toward officials who are faced with the challenge of monitoring and evaluating results. It can also stand alone as a guide to designing and constructing a results-based M&E system in the public sector or used in conjunction with a workshop developed at the World Bank entitled, “Designing and Building a Results-Based Monitoring and Evaluation System: A Tool for Public Sector Management.” The purpose of the handbook is to help prepare practitioners to plan, design, and implement a results-based M&E system. It also demonstrates how an M&E system can be a valuable tool for supporting good public management.

World Bank. “Module 4: Gender in Monitoring and Evaluation.” In *Gender and Development: A Trainer’s Manual*. Web. <<http://info.worldbank.org/etools/docs/library/192862/Module4/Module4a.html>>.

This World Bank instructional module provides a thorough overview of monitoring and evaluation methods that are intended for gender specialists and other development practitioners interested in ensuring projects use good-practice monitoring and evaluation approaches. The module is best suited for individuals with at least a basic grounding in M&E techniques.

World Bank. *Integrating a Gender Dimension into Monitoring & Evaluation of Rural Development Projects*. 2001. Web. <<https://www.ndi.org/files/Handout%202%20-%20Integrating%20a%20Gender%20Dimension%20into%20Monitoring%20and%20Evaluation.pdf>>.

This toolkit for integrating gender into monitoring and evaluation helps project task teams, borrowers, and partners to recognize and address gender concerns in designing rural development sector projects, to monitor progress in gender integration during implementation, and to evaluate its impact in achieving overall rural well-being.

UNESCO. World Water Assessment Programme (WWAP) Project for Gender Sensitive Water Monitoring Assessment Reporting. Web. <<http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/water-and-gender/project-overview-and-phases/>>.

The objective of WWAP, which is hosted and led by UNESCO, is to develop and test a collection of key gender-disaggregated water data. In particular, WWAP will develop a set of priority gender-sensitive indicators and a gender-disaggregated data methodology that will then be tested in the field by member states in different regions. It is based on the premise that more than 45 percent of countries do not produce any gender statistics related to water, which presents a great need for a systematic approach to collecting gender-disaggregated

water indicators to measure performance and impacts on women’s water empowerment and participation in water-related decision making. WWAP is a three-year activity being implemented from 2014 to 2016.

D. Information on Willingness-to-Pay and Gender

Dupont, D. P. “Gender and Willingness-to-Pay for Recreational Benefits from Water Quality Improvements.” Paper presented at the Tenth IIFET Conference, Corvallis, Oregon, USA, July 10–14, 2000. Web.

<<http://ir.library.oregonstate.edu/xmlui/handle/1957/31020>>.

“Gender and Willingness-to-Pay for Recreational Benefits from Water Quality Improvements” analyzes the existence of gender differences in various aspects of choice behaviors, particularly in the valuation of environmental resources, such as water quality improvements. The author assumes women have several reasons to have a lower WTP for environmental improvement than men do. Based on data collected from controlled and treated groups, she demonstrates that, even after controlling for income differences, women consistently have lower WTP values. The findings in this paper have potentially important implications for the subsequent calculation of aggregated benefits from contingent valuation models that ignore the role of gender.



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