

**The Federal Democratic Republic of Ethiopia  
Ministry of Water, Irrigation and Energy (MoWIE)**



**Community-Led Accelerated WASH (COWASH)**

**Draft Manual on Addressing Gender Issues in  
COWASH Project**

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**December 2014**

**Addis Ababa, Ethiopia**

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### **Acronyms**

CMP	Community Managed Project
COWASH	Community Led - Accelerated WASH
WASH	Water, Sanitation and Hygiene
WASHCOs	WASH Committees
WWT	Woreda WASH Team

## **1. Introduction**

### **1.1. Background**

Women and girls are the primary collectors, transporters, users and managers of domestic water in the household. They are also the promoters of home and community based sanitation activities. They bear the maximum impact of inadequate, deficient or inappropriate water and sanitation services. Yet, in the public domain men are seen as planners and decision makers. However, no matter the level of responsibility, they have no opportunity to participate fully in the development process of this important resource for a variety of reasons. Women's views and perspectives are not also represented in decision making, thereby adversely affecting the equity, efficiency and sustainability of these services as they fail to address the different gender roles and consequent differential in needs and perspectives.

Access to safe drinking water is a basic human right and essential for achieving sustainable development, poverty alleviation and gender equality. Providing physically accessible, clean, and adequate water is fundamental to enabling women and girls to pursue productive and community activities. Integrating gender in water also enhances equity, efficiency and sustainability of water services.

Women typically use water for multiple purposes including productive uses such as small gardens, raising animals, and washing and selling vegetables. As these are traditionally women's activities, the lack of adequate water has a higher impact on women's economic development, health and hygiene. As women are also usually responsible for collecting water, they spend hours every day on this activity. In this sense, there is a very different impact of water on women and men, and it is important to ensure that these implications are understood so that unintended negative repercussion/effects are curtailed/reduced when designing, planning and implementing water programs.

UNICEF's study of rural household in 23 sub-Saharan African countries found that a quarter of them spent 30 minutes to an hour each day collecting and carrying water, and 19 % spent an hour or more. With closer water comes greater self-esteem, less harassment of women and better school attendance by girls three things spontaneously mentioned by people in Ethiopia, Ghana, Tanzania and India in a different study.

Yet all too often decisions about the design and location of water facilities are made without the involvement of the female users, who have most at stake in this regard. Despite their number and their prominent roles and responsibilities in relation to water and sanitation, women often have no voice and no choice in decisions about the kind of services they need or are receiving. Gender considerations are at the heart of providing, managing and conserving our finite water resources and safeguarding health through proper sanitation and hygiene.

The government of Ethiopia played a great role to ensure the gender equality such as inclusion of gender issues in the constitution; development of policy and strategies; establishment of sector Ministry and institution to deal gender issues; opening department in different universities gender as on separate stream; mainstreaming of gender in different sectors institutions and recruiting staffs working in the institutions; and others. The Ethiopian Water Resource Management Policy, recognizes the importance of considering gender issues in the overall development of the sector.

The Women's Affairs Directorate of the Ministry of Water, Irrigation and Energy has been exerting a lot of efforts to promote gender mainstreaming at different levels in the sector. The directorate has developed Gender Mainstreaming Guideline and Checklist for the sector; and Gender Mainstreaming Field Manual for the Water Supply and Sanitation projects.

This manual on addressing gender issues in to COWASH project activities enable COWASH sector implementing sector experts to integrate gender in all the stages of a project life cycle/CMP processes. It should be noted that this manual does not mean to replace the above two guideline and manual prepared by the Women Affairs Directorate of the Ministry. COWASH implementing sectors shall also refer these two materials.

## **1.2. Objective of this Manual**

The objective of this manual is to assist experts of WASH sectors specially at zone and Woreda level who are implementing COWASH, as well as persons responsible for gender mainstreaming to integrate gender issues into the COWASH activities.

### **Specific Objectives**

The specific objectives of this manual are to:

- ✓ Improve the sustainability and effectiveness of water-related activities through incorporation of gender issues into all stages of the COWASH project cycle/CMP processes;
- ✓ Improve understanding and awareness of gender concepts through an easy reference to existing gender mainstreaming guidelines materials; and
- ✓ Improve approaches to the COWASH project cycle/CMP processes of in addressing the gender issues.

## 2. Basic Aspects of Gender in WASH Project

### What is Gender Mainstreaming?

According to the International Labor Organization, gender mainstreaming refers to the process of 1) integrating *gender equality* into the mainstream of policies, programs, projects, institutional mechanisms and budgets, and 2) addressing gender inequalities through gender-sensitive measures for and with women and/or men.

With respect to water, gender mainstreaming is the process of integrating the concerns and experiences of women and men in water supply management so that women and men benefit equally from the design, implementation, and monitoring and evaluation of water policies and programs. The ultimate goal is to achieve *gender equality* in service delivery (technical designs, types of services) and in the day-to-day operations of WASH facilities/projects.

*Gender Equality* refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men. Gender equality exists when both sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence; and enjoy equal access to resources and the opportunities to develop personal ambitions, interests and talents. Gender equality does not necessarily mean equal numbers of men and women, or boys and girls, in all activities, nor does it mean treating men and women or boys and girls exactly the same. It is about recognizing that men and women often have different needs and priorities, are faced with different constraints, have different aspirations and contribute to and participate in the community in different ways.

### Why Mainstream Gender in WASH?

There is a significant body of evidence which shows that the success of water projects improves when the design and implementation take into account the views and interests of both women and men. A well-designed gender approach leads to:

- ✓ A reduction of existing gender disparities in the sector;
- ✓ Planners gaining a more accurate picture of the needs of women and men, which contributes to more effective initiatives that are geared toward creating conditions for women, men and vulnerable groups to have equal access and benefits from water supply,
- ✓ Participation of men and women in project development as well as in utility operations, leadership and decision making capacities in water institutions.

Integrating gender leads to benefits that go beyond good WSS project performance including the following:

- ✓ *Economic benefit*: Better access to water gives women more time for income-generating activities, the needs of family members, or their own welfare and leisure. The economy, as a whole, therefore also benefits.

- ✓ ***Benefit to children:*** Freed from the drudgery of water collection and management, children, especially girls, can go to school. Hence, the impact can be expected to be intergenerational.
- ✓ ***Empowerment of women:*** Involvement in WASH projects empowers women, especially when project activities are linked to income generating activities and productive resources such as credit.

### ***Why Gender is Central to WASH?***

#### ***Water***

- Women, and to a lesser extent children are primarily the ones who draw water for household use, transport it home, store it until it is used, and use it for cooking, cleaning, washing, and watering household animals.
- Women may spend up to 6-8 hours a day collecting water; this can consume up to a third of daily caloric intake. Over two thirds of African households in South Africa, for example, fetch water from outside their households. Estimates showed that rural women in South Africa may spend over four hours a day gathering fuel and water.
- Around the world more than 50 million primary school age girls are not in school in developing countries because of fetching water and firewood.
- Trauma induced by heavy water loads is common in developing countries.
- Many infectious diseases are associated with poor water quality. Women bear the primary burden of caring for the sick in most societies.

#### ***Sanitation***

- ✓ While men participate in the decision making around the type and building of the toilet, its maintenance is seen as the responsibility of women since cleaning the house and toilet are not regarded as work for men.
- ✓ Women encourage or discourage, teach and supervise young children's use of the units; small aspects of design can make a big difference between the use and non-use of these facilities. Many mothers are fearful of their children using pit latrines because of the size of the hole. In Botswana, a specially designed pit latrine seat for children has led to far higher usage of toilets.
- ✓ The location of the latrine can be a major determining factor in women's use of the facility for reasons of security and privacy. In one East African country, women did not use toilets that men built along the road so that they would be easier for officials to inspect because they did not like to be seen entering or leaving the toilet.
- ✓ Sharing of latrines can also be a deterrent/limit to their use by women; research in Bangladesh showed that shared latrines led to parallel use of unsanitary facilities alongside the new, more hygienic ones.
- ✓ Women are mostly responsible for cleaning sanitation units; and often do so without any guidance from sanitation staff.

### ***How do we Mainstream Gender?***

The first step to gender mainstreaming is the *gender analysis*. The gender analysis is vital to clarifying the precise gender disparities in water supply and sanitation services. The gender analysis consider gender roles, time use, access to and control over resources, power and decision-making abilities, cultural norms and beliefs, laws, policies and institutional practices to answer the questions of who has and who does not have access to water services, why, and how the lack of water supply affects men and women differently. It is also gives an indication of what benefits women and men might realize from gaining access to water services. This analysis is also referred to as looking through the “gender lens.” The gender analysis should give an accurate picture of the current water conditions, sources of water, time spent collecting water, cost of water, users and uses of water, and the impacts of no access or limited access on women and men.

## **2.1. Issues of Particular Concern to Women and Men in WASH**

### **A. Equitable access to water supply and Sanitation**

#### ***Access to water supply***

Access to safe drinking water is a basic human right and essential for achieving *gender equality* (freeing women and girls from spending long hours fetching water), *sustainable development* and *poverty alleviation*. Having water points nearer the homestead will reduce the distance women and girls have to walk, thus allowing time for other activities, including training, childcare, growing food and income generation. Water near the home produces significant improvements in nutrition and health. The carrying of water over long distances is a health hazard, especially during development and pregnancy periods. During daily water collection, women face the risk of drowning (from floods) and injuries from attacks. It is essential that both women and men be involved in decision making processes regarding the provision, location and technology of water and sanitation facilities in the community and household.

African women may walk over six kilometers per day in search of water, spending as much as eight hours collecting water. In most countries, girls often are given the task of collecting water, carrying 15 to 20 liters of water from the water point to home. Access to water and sanitation is therefore related to the time that girls need to attend school, and can be the reason why they are kept out of school. In many developing countries, furthermore, *girls are often not permitted to attend schools that do not have latrines out of concern for their privacy and modesty*. Therefore, access to fresh water and sanitation does not only improve the health of a family, but it also provides an opportunity for girls to go to school, and for women to use their time more productively than in fetching water.

Leaving women out of the project design may result in inadvertently increasing the women’s burden. For example, in east Nepal the tap-stands and tube-wells of the improved water services are located along the roadside where women cannot bathe freely and wash their clothes



comfortably for fear of being seen by men. All these women complained that the surveyors had not involved them in designing the tap stands or tube wells.

### ***Access to sanitation***

A focus on gender differences is of particular importance with regard to sanitation facilities. Often the availability of latrines in schools can enable girls to get an education, particularly after they reach puberty, by providing privacy and dignity. It is particularly important that the public institutions with the most extensive and sustained public outreach – schools and health centers – should become learning and demonstration centers for good hygiene and its benefits. Moreover, the design and the location of latrines close to the home can reduce violence against women, which may occur when women have to relieve themselves in the open after nightfall. They may also suffer gastric disorders from waiting until dark to defecate in the open. Particular concerns include ensuring privacy and security, notably for girls and women (especially in common facilities), and designs that take account of specific needs, such as of small children or menstruating girls.

The success and effective use of water and sanitation facilities will depend on the involvement of both women and men in selecting the location and technology of such facilities, and taking responsibility for operation and maintenance.

### **B. Access to Information and Participation**

Water management must be democratic and transparent and represent the needs of the people, especially women, who are the primary users (collectors) of water throughout the world. Actions must be taken towards reducing the proportion of people, particularly women, without sustainable access to safe drinking water and sanitary means of excreta disposal. Safe water implies protection of water sources as well as proper transport, storage and care of water and sanitation facilities.

Participation is key to claiming rights. A lack of informed participation by women often results in WASH services that are inappropriate, inaccessible and unaffordable. Programs that include women at all stages of planning, implementing and monitoring are more efficient, effective and sustainable than those that do not prioritize equitable participation and decision-making.

It has been found that projects/schemes in which women and men have an equal say have a better chance for success and sustainability because they address the needs of both. Women and men need access to information about technology, design and financing, as well as access to credit, land, legal institutions, and the ability to participate effectively in decision making.

Failure to consult the most important users (usually women) in the development of new water supply schemes often results in poor technology choice and location, and inappropriate payment and maintenance systems that lead to rapid breakdown.

### ***Addressing Participation Barriers at the Community Level***

Gender analysis undertaken in different country for different WASH projects showed that women remain under-represented in water-related decision-making and management. The participation and involvement of women in decision-making in water supply management is key to ensuring *equity*, *efficiency* and *sustainability* of water supply investments.

The gender analysis further revealed that women, in particular, are faced with unique constraints in participation that include *cultural attitudes and a lack of institutional mechanisms* to support gender mainstreaming, among others. In addition to these, women at the local level are also constrained by a *heavy workload* that denies them time for other communal, development or productive activities. Reverse these gaps, the following actions should be taken, among others.

- ✓ Raise awareness to address the cultural and technical barriers and constraints facing female participation. This should be done both at the local and institutional level.
- ✓ Identify and use male champions or the local chiefs to emphasize the need for equal participation so as to overcome negative perceptions about gender roles.

Key questions include:

- ✓ Does the project contribute to freeing women's time and energy for other tasks they already have and for new activities they want to undertake?
- ✓ Is there sufficient insight into the benefits that do or might accrue from this, to women directly and to households and the community as a result?
- ✓ Will women be able to participate on the basis of all of their interests and key roles?
- ✓ Are women consulted to find suitable training candidates for local maintenance and management: people with sufficient time, commitment, trustworthiness and skill?
- ✓ Are the potential users (women and men) participating in decisions on citing of facilities; additional provisions for washing and bathing; community contributions in cash, labor, time, or materials; operating hours?
- ✓ Have target categories been identified on the basis of felt needs, with special alertness to the needs of poor women?
- ✓ Does the project provide enough information on the technical, managerial, health and workload implications of various options to enable users to make responsible choices?

### **C. Decision Making**

In many societies, formal administration and decision-making are misconceived as men's work even though women may manage water in practice. In these situations, women's interests and concerns are ignored and their roles within the water system are lost. Where women and men participate in

decisions on the type of water service installed, the service performed better, financial performance was higher and local management was stronger.

#### **D. Women Economic Empowerment**

Women and girls perform most of the unpaid labor associated with WASH in households and communities. This reduces the time they have available for education, economic activities and leisure. A lack of economic independence compromises their empowerment and perpetuates/bring about gender inequality. With improved access to WASH, women have more time to undertake income generating activities. WASH programs also provide women with the water needed to carry out economic activities and can create opportunities for paid work. Easier access to water can, for example, enable a woman to water a kitchen garden, improving their family's food security and providing an opportunity to earn money by selling the surplus. Women's involvement in decision-making about water resources and in WASH programs is critical to their empowerment, but it is important not to overburden them with additional unpaid work on top of their existing responsibilities.

#### **E. Capacity Development Training**

To ensure sustainability, capacity building has to continue beyond project implementation, with a gradual scaling down to those responsible for operation and maintenance. Supporting training of female technicians and other staff facilitates the achievement of the targets for improving access to safe water and sanitation.

#### **Key questions**

- Will women be trained in the actual construction, operation and long-term maintenance of the system? What will men's and women's role in training be?
- Will a system for potable water be complemented with training for men and women on health education, so as to maximize the benefits of clean water?
- Will women and men be informed of the supplies required and the names of suppliers of parts and equipment?

### **3. Gender in the Project Cycle Management**

This section describes briefly the main gender issues in WASH project and how are they are considered/addressed in the conventional project cycle management in general and Community Managed Project (CMP) processes in particular. The CMP has seven main processes namely CMP promotion to the community; project application preparation by the WASH Committees (WASHCOs) and submission to the Woreda WASH Team (WWT); appraisal both desk and filed level of the application by Woreda WASH supervisor and other experts; approval by the WWT; funding agreement between WWT chairperson & each WASHCO chair person; WASH implementation (fund disbursement to WASHCOs, construction, construction supervision, and construction completion ceremony); and post implementation monitoring.

If gender issues are addressed at project conception, they can more easily be incorporated in the identification, design/planning, implementation, and monitoring & evaluation phases. Projects that do not take into consideration the differing needs of men and women and their social, economic, cultural, linguistic realities during all their phases, the project is at the risk of being ineffective, inefficient and unsustainable.

#### **3.1. Gender Consideration in Project Identification Phase**

This is the stage to identify the felt needs of the target population both men and women, their priorities, potentials and resources available at the households and community level. It is in the project identification phase that it is critical the gender analysis begin, so that its findings influence the rest of the phases that follow. The CMP promotion, and project preparation and application processes may fall at this stage of the project cycle.

The results of involving women in the identification stages are multiple, from reducing corruption, increasing management transparency, better financial management and empowering women.

In the identification of rural water supply and sanitation projects, a gender angle has been found necessary in at least the following aspects:

- ✓ the identification of the felt needs and priorities of men and women for the project;
- ✓ the gender-specific assessment of health, socio-economic and environmental aspects;
- ✓ a baseline on women's living conditions and possible impact of the project on women;
- ✓ the formulation of gender-specific project objectives and strategies.

##### **3.1.1. Felt Needs, Priorities and Economic Demands of Men and Women**

A prime condition for a successful village water supply or sanitation project is that the people feel a need for the project and give it a high priority on the list of activities and services they will support in their village. Needs and priorities of men and women are often not the same. Male and female motivation and resources to sustain improved water supply and sanitation

facilities may also differ.

As a result, economic demand for the proposed facilities and willingness to contribute to them, can vary considerably. The demand for an improved drinking water supply and better environmental sanitation is usually higher among women than among men. Whether they are also able to meet these demands depends very much on the resources and decision making patterns within the households and the kind of options offered. Where couples make a joint decision, the chances of adoption are generally greater when the improvement has merits (though not necessarily the same ones) for both, e.g. for the women more privacy and convenience, for the men status and safety for wife and daughters.

### **3.1.2 Gender-specific Assessment of Health, Socio-economic and Environmental Benefits**

Most rural water supply or sanitation projects have as their aim the improvement of the health and well-being of the rural population. In this context, the special position of women as water collectors and managers, and providers of health is usually mentioned. Carrying out gender specific assessments of health, socio-economic and environmental aspects can be a useful tool to prevent any negative ecological impacts on water resources and the environment and maximize the long-term benefits of the projects.

#### ***Health benefits***

For many projects, improving people's health is the main aim, through a better local water supply and better hygiene conditions and practices. Because of their different tasks and responsibilities, men and women tend to have different knowledge and expertise in this subject area. On preferences for water sources, management of water and waste and channels of health information, for example, women are the more obvious partners, while the men may have to be approached when discussing the financing or labor implications of a new well or a family latrine.

#### ***Socio-economic benefits***

A better water supply and better sanitation has provided greater convenience and more privacy and safety for women and children. It has also given them time savings or easier time management from a closer and more reliable water supply, nearer latrines or giving them access to more water and sometimes they have found economic uses for time gains, water or waste and opportunities for income-earning as local producers and latrine builders.

#### ***Environmental impacts***

A third factor to take into account when planning water and sanitation projects is the impact on the environment. These impacts can be two-fold:

- i. Water and sanitation projects can have negative and often not previously realized impacts on the environment, and ecological degradation can reduce the quantity and quality of drinking

water resources and make traditional ways of dealing with various types of waste no longer adequate.

Examples of water and sanitation projects which have caused new environmental problems are: private connections or public standpipes with insufficient drainage, causing stagnant pools and wet conditions favorable to hookworm and insect breeding; new settlement and land use when catchment areas are opened up and human practices pollute the source; and erosion from overgrazing at water points in cattle areas.

ii. The opposite situation occurs when environmental degradation reduces the availability and quality of drinking water resources. In other cases, agricultural irrigation has lowered the groundwater table, causing wells for domestic use to fall dry, or become silted. Increasing demands for land and raw materials, bringing people to settle in or use catchment areas and causing bacteriological contamination of streams used for drinking water by lower-lying villages is another frequent.

### **3.1.3 Baseline on Gender Conditions**

It has been proved that involvement of women in local planning decisions and in management are among the conditions for successful projects, because women know local conditions well and have a large personal interest in good management of water and sanitation. When reviewing the living conditions in the project area during the identification phase, it is thus important to include a qualitative and, where data are already available or easy to obtain, a quantitative profile of women's work, position and influence, particularly in water supply and hygiene, and their possibilities to participate in the project.

A baseline establishes a database which helps planning for women's involvement and, when so designed, can allow later measurement of positive and negative impacts of the project on women's conditions, such as work, knowledge, skills, organization, self-respect, income and control over living conditions and earnings.

### **3.1.4 Formulation of Gender-specific Project Objectives and Strategies**

In many rural water supply and sanitation projects, the main objective is the construction of facilities. Most projects either specify the number of facilities ('install 400 hand pumps, or construct 1,000 latrines, in district X in 4 years') or the number of villages or households ('serve 150 villages with improved water supply in the next four years; install improved latrines in 50 percent of the households in area X between for example 2011/12 and 2012/2013). Although such objectives may reflect a concern for women's interests, especially when men's and women's need for improvements have been assessed, the strong focus on numbers bypasses the necessity that these facilities are not just to be installed, but that they can only serve a purpose when they are used and maintained. It is therefore valuable to add to any objective of

construction ‘ in such a manner, that the facilities are used by, e.g. 80 percent of the men, women and children, and that they are designed, maintained and managed in such a manner that no unhygienic conditions develop and/or users are not forced to return to unsafe provisions’.

The prerequisite that facilities are used and maintained makes the involvement of women essential, because within the household they determine what water sources are used, they guide the children on water collection, waste disposal and hygiene and they look after the day-to-day maintenance of traditional water sources, kitchens and latrines.

### **Issues and Questions to be addressed during project identification at the community level**

#### ➤ ***Access to information:***

- Are both men and women aware of the COWASH and the CMP approach and the benefits of the approach during CMP promotion? How many women participated?
- Is the participation of women encouraged right from the beginning of the project?
- Are the benefits of women's participation communicated to the whole community, to the women themselves, and especially to the men and elderly in the community?
- Are the benefits of women leadership in WASHCOs communicated and promoted?

#### ➤ ***Technical design***

- ✓ Have both women's and men's views about technology options and design features been sought?

#### ➤ ***User contributions:***

- Have differences between women's and men's willingness and ability to contribute labor, materials or money been determined?

#### ➤ ***Time/Workload considerations:***

- ☞ Does the initiative increase women's/men's/girls'/boys' workload both during and after construction? Does the demand for women's and girls' unpaid labour increase?

#### ➤ ***Operation and Maintenance:***

- How are operating and maintenance rights and responsibilities shared between diverse women and men? Do these reflect their use of the service system?

#### ➤ ***Participation:***

- ✓ The participation of women and men in leadership and decision making in WASHCOs;
- ✓ How many women are represented in the WASHCOs and what are their positions?
- ✓ What are the time, financial, and social factors promote and constrain women participation in COWASH activities including involvement in WASHCOs membership;
- ✓ Are women participated in the project application process being member of the WASHCOs?

➤ ***Disaggregate (separate) data and information***

Sex disaggregated data in all CMP processes should be to facilitate the measurement of impacts of water supply and sanitation on women and men.

***Additional information to be collected during project identification***

- ✓ What are the sources of water for household consumption and sanitation? How many households use the existing water sources? Is the water available throughout the year?
- ✓ What are the risks involved in fetching water from the existing water sources for men and women such as physical health problems, rapping, kidnapping of women and girls during fetching water and disposing waste garbage?
- ✓ What is water related diseases? Who is mostly affected-women, men, girls or boys?
- ✓ How is the distance for fetching water affects women/girls physical health, free time and to undertake or accomplish other activities such as reproductive, productive and community role
- ✓ How is the quality of water?
- ✓ How is the hygienic environment of the water source?
- ✓ What sanitary facilities are available- latrines, waste disposal, etc.? How are these facilities being utilized? What are the effects on women, men and community at large?
- ✓ Information on time spent collecting water.

**3. 2. Gender Issues in Design/Planning Phase**

Applying the gender analysis findings from the identification phase into the design/planning leads to mainstreaming gender for better project results.

Planning involves a continuous process of decision making what to do and how to do it. It contains a set of techniques and procedures/ steps that questions who should be the target groups, what to do for solving the identified problems, how to allocate resources, administer and deliver services to achieve the intended goals/objectives of projects. Project application appraisal (both desk and field), approval and project funding agreement are CMP processes that may be included in the project design/planning phase.

Projects to supply drinking water, improve sanitation and protect drinking water resources have both functional and developmental aims. Functional aims are that the quantity and quality water resources are maintained, the water supplies and waste disposal systems function well, the environment is protected, and conditions and practices of environmental sanitation and hygiene are improved. Hence, the involvement of the target population and agency in charge of water resources etc., in the planning process is essential because it can help the local people to develop feeling of ownership, and build capacity to manage and sustain the project to meet the desired goals. In this regard, CMP approach is one to ensure realization of the above functional aims.



Different social groups of people have different roles to play, different resources that he/she can access to and control over. They may have different decision-making power to exercise. Therefore, one project intervention may affect men, women, boys and girls in the community differently. For example, construction of a water supply facility may bring a shortened distance to the water points for women, but may increase men's labor due to the construction work.

When it has been decided that a particular water or sanitation project will be implemented in a certain area or villages, more detailed planning for implementation will take place in and with the communities concerned. This can help to find out what activities are carried out by women and men and who makes decision on utilization of the facilities. Key issues to be addressed in the project design/planning phase (CMP processes - project appraisal, approval and funding agreement).

### **Desk appraisal**

- ✓ Are women being member of the WASHCO coming to the office to submit applications?
- ✓ Is there information in the application that the membership of women is clearly stated?
- ✓ Is expert from the Woreda women affairs member of the appraisal team?

### **Field appraisal**

- Do the field appraisal team consist of gender expert from the Woreda women affair office?
- Are women had access to information on the CMP promotion and participated on the process?
- What are the possible financial and social constraints of the participation of women?
- Are the times and places of the appraisal meetings convenient for both men and women?
- Are the appraisal purpose, time and place well communicated to both men and women in the community in advance?
- Are special measures taken to ensure women's participation?
- Are women's opinions involved in the actual site and technology selection?

### **Approval**

- ✓ Is women's participation in the proposal real?
- ✓ Are women in leading positions?
- ✓ Is the proportion of women membership kept in the WASHCO election (50%)?

### **Funding agreement**

- ✓ Are all community members, including women aware on the agreement and its content?

## Additional Issues

- ✓ Are there legal, economic, social, or cultural barriers to women's participation in the planning or implementation of water and sanitation projects? If so, what are these barriers, and how can these barriers be reduced or eliminated?
- ✓ Do women and men feel a need for the project? What are their respective priorities and expectations?
- ✓ Is the community (men and women) willing and able to participate fully in the project, including members of the community who are weaker socially or economically, such as women heads of households?
- ✓ Is the design acceptable for all women in terms of:
  - *water quality, quantity and reliability;*
  - *adequate access;*
  - *appropriate technology and maintenance;*
  - *cultural acceptability.*
- ✓ What needs and opportunities exist for increasing women's productivity and/or production?
- ✓ What needs and opportunities exist for increasing women's access to and control of resources?
- ✓ Have women been directly consulted in identifying such needs and opportunities?
- ✓ Are project objectives explicitly related to women's and men's needs? Have women and men participated in setting those objectives?
- ✓ Might the project reduce women's access to or control of resources and benefits?
- ✓ Do the users agree to the required community contributions in cash and kind, including the division of work and money within households?
- ✓ Does the general design of the water supply and sanitation is acceptable and optimal from a socio-cultural and economic point of view ?
- ✓ what actions men and women in the village undertake to protect the source and its catchment area where public tanks, taps, pumps, etc. will be located?
- ✓ Do additional provisions (e.g. for clothes washing, bathing, cattle watering, vegetable gardens) are required?
- ✓ What sanitary improvements are wanted most by women and men (waste water disposal and hygiene at public taps, school or household latrines, solid waste disposal, smokeless stoves, etc.);
- ✓ Whether the technologies, designs, and locations of the sanitation facilities are acceptable by the community, and are suitable for the women and Disabled persons?
- ✓ How is the involvement of the users (both men, women and disabled persons) in adapting the design, technologies and site of the facilities?.

### **3.3. Gender in Phase of Project Implementation**

Implementation phase is a phase for action plan that determines schedules of activities, time, and delineate roles and responsibilities of partners involved. The action plan can help also when and how to mobilize resource, coordinate and supervise or monitor whether the project activities are done as per the schedule with quality of works expected or not. The main CMP processes in this particular project phase are contracting and procurement, construction, construction supervision and construction completion ceremony.

#### **Key issues to be addressed during this phase:**

##### ***Contracting and Procurement***

- ✓ Is the procurement of gender sensitive materials ensured?
- ✓ Are Women members of WASHCO involved in the procurement process?

##### ***Construction***

- ✓ Are women participated in the construction of WASH activities?
- ✓ Are the benefits of women's participation in the construction communicated to the whole community to prevent prejudices/discrimination?
- ✓ Are the roles of women during construction clearly stated and communicated?

##### ***Supervision***

- Is women participated in the construction supervision?
- Is special attention given to the participation of women in the supervision of the construction?

##### ***Celebration***

- Are special measures taken to make sure that the ownership of the water point covers both men and women in the community?
- Is it well communicated to the whole community that women's benefits from the water supply will benefit the whole household?
- Is it well communicated to the community that proper management of the water point is the responsibility of the whole community, not only women?

*The other key issues related to this phase is that the identification of the roles and responsibilities of men and women members in WASH/water supply schemes Committee*

The purposes of having these information are:

- To encourage women to play a role in *decision-making* process of the WASH facilities administration like that of men in *leadership positions*.
- To facilitate a process where women can share benefits as members of the WASHCO/Water supply scheme/facility management Committee such as training in leadership, coordination and maintenance of schemes.

- To facilitate women representatives to involve in coordination and administration of WASH facilities.
- To mobilize men, women and children to attend personal hygiene/health education.
- To facilitate at least, 50% of women committee membership for WASHCOs, and to participate in monitoring and evaluation of WASH activities in their respective village.

### **3.4. Gender in Operation & Maintenance Phase**

This is a phase where the project management mobilizes scheme users and communities to organize themselves and takeover the responsibility of managing the already established schemes by their own. In this process there is still distinction between women and men. There are series of prior activities, which should be undertaken in an attempt to bring about effective community self management on WASH schemes.

#### ***Enhancing the operational management capacity of WASHCOs/water supply facilities***

The purpose of this is to effectively manage WASH facilities. This will be possible through organizing short-term training to WASHCOs/water supply facilities committees on fund mobilization, utilization, reports writing, etc, particularly; and ensuring women who are involved in WASHCOs/water supply facility management committees play influential roles during operation and management (related to tariff setting, budget preparation, users fee collection, simplified bookkeeping, in technology choice, in tariff collection, and in making decisions on operation and maintenance of the scheme.

#### **Key questions**

- Who participated in coordination and administration of water and sanitation activities?
- What is the number of women trained caretakers?
- What is the number of women fully participated in construction and maintenance activities?
- What is the number of pit latrines and water points constructed and properly utilized by women and men- for example latrines are proper utilized by member of the house-holds
- What is the status of incidence of water related disease?
- Do women travel a long distance for fetching water?

### **3.5. Gender in Project Monitoring, Reporting and Evaluation**

#### **3.5.1. Monitoring and Reporting of Project Progress**

Many water and sanitation projects still report only on physical and financial progress: number of pumps, latrines installed, number and type of major works completed (such as intake, transmission line, storage tank, treatment plant), kilometers of pipeline laid, and amount of funds spent versus amount budgeted. Less common is that a project also monitors and reports on the community participation and health education activities implemented, e.g. number and type of meetings held, community organizations established or revived, trainings given. It is also uncommon that this reporting is village- and gender-specific, e.g. what proportion of the village

population has participated in a project meeting or hygiene education activity and what were the proportions of males and females.

Although some key statistics on male and female participation can be very revealing, they say little about the qualitative aspects of the project. The mere fact that women are present in a meeting, attend a health education session or are formally members of a local management committee does not reveal whether their opinion is asked and taken seriously. More revealing are data on the type of planning and education methods used (women as passive audience or as active planners?); on whether female committee members also attend committee meetings; whether decisions are taken in these meetings which reflect the women's view; and whether female functionaries are known to and in contact with the other women. It is thus very important to establish a number of valid and gender-specific indicators to monitor both quantity and quality of community participation and health education activities.

### **3.5.2. Gender-specific Assessment of Sustained Functioning, Use and Hygiene**

With the poor continuity of many completed projects in mind, national governments and other developments including NGOs now pay much more attention to sustainability and replicability of the projects also at the village level. Typical questions are:

- Does the water supply still function and what is its performance in terms of quantity, quality, reliability and drainage?
- Are safe water supply and waste disposal facilities used by all or the majority of the population, in all seasons, and in a hygienic manner? What are the facilities like at public institutions (schools, health centers)?
- Are local hygiene education activities continued? Are promoted hygiene practices practiced, or can they be?

A gender focus to such assessments is needed for example, on *functioning of services*: what are the respective roles of local men and women in operation and maintenance, management, cost financing? Who does the work and who gets the training, function, payment? Are men and women prepared for the technical and administrative tasks involved?

Other questions deal with the difference made by *men's or women's involvement*. Do technically sound systems with a high involvement of women perform better than systems where women's involvement is low or absent? Does the fact that women are specifically selected for such functions as treasurer make a difference to training and to the financial management of the system?

Yet other questions deal *with gender-specific use*. Who uses the water supply and waste disposal facilities and for what purposes? Do men and women benefit differently, e.g. with regard to economic use of water and waste?

### **Key questions**

- ✓ Is gender disaggregated data collected for ensuring that the project benefits men and women equally?
- ✓ Are both women and men equally active in safeguarding the water point, in terms of taking care of the facility environment and sanitation issues?
- ✓ Are women and men equally participating in the management of the water point and trying to find immediate solutions to problems?
- ✓ Are regular inspections on the water point guard made by both women and men?
- ✓ Are both women and men regularly visiting the water point?

### **Additional questions**

- ✓ Does the project's monitoring and evaluation system explicitly measure the project's separate effects on women and men?
- ✓ Is data collected to assess changes in women and men's involvement in the project and their access and control over management and resources?
- ✓ Are there women member of WASHCOs? If so, what is the percentage of women and what role do they play?
- ✓ Are women consulted on the choice of technology, the selection of well sites or pump sites? Are they consulted on additional facilities such as washing, or bathing facilities? Are men consulted?
- ✓ Are women given training in maintenance of water supply schemes? If so, what is the percentage of women trained as preventive maintenance workers/caretakers/managers of the facilities? What is the percentage of men trained in these roles?
- ✓ Are women trained as health/hygiene educators? If so, what is the percentage of women trained?
- ✓ What is the performance of male versus female educators? What are the turn-over rates for men and women?
- ✓ Do women derive economic benefits from saved time? Do women use the saved time for income-generating activities such as: sewing, handicrafts, vegetable growing, for greater involvement in the local market system, for education and training, or learning new skills?
- ✓ Do they use saved time for other activities? If so, what activities and why?
- ✓ Have women, and in particular, poor women, participated in the design and execution of project activities?
- ✓ Do they have easy access to relevant health education?
- ✓ Can women participate in line with their own wishes and potential, without harm to present tasks and new opportunities?
- ✓ Do women and men have individual or organized influence on the operation, maintenance and management of water and sanitation services? What roles do women and men play in these areas?

#### **4. Formulating Gender Sensitive Indicators of Monitoring and Evaluation**

Gender-sensitive Indicators provide information about progress in the move towards gender equality. An indicator summarizes a large amount of information in a single figure in such a way as to show an aspect of the relative advantage or disadvantage between men and women and to give an indication of change over time.

The purpose of having gender sensitive indicators is to evaluate how the project is progressing in its process of implementation and to measure the changes brought about on the community, particularly on women and girls as the primary users of the WASH facilities.

##### **Gender sensitive indicators at the project identification phase**

- ✓ Number of women and men participated in need identification
- ✓ Number of women and men participated in priority setting

##### **Gender sensitive indicators at the project designing/planning phase**

- ✓ Number of women and men attended the planning meeting
- ✓ Number of women and men played influential roles in determining the critical issues and objective of water and sanitation project
- ✓ Number of women pledged to contribute resources in terms of labor cash and information
- ✓ Number of women participated in choice of technology for both water and sanitation

##### **Gender sensitive indicators at the project implementation phase**

- ☞ Number of women benefited from water and sanitation project
- ☞ Number of women and men contributed resources in terms of labor, cash and participated in administration of water and sanitation project,
- ☞ Number of women whose workloads have been reduced due to the project intervention
- ☞ Number of women who have adequate leisure time to undertake other activities such as time for taking care of their children
- ☞ Number of women whose technical and administration know how on water and sanitation of personal and environmental hygiene increased
- ☞ Number of women actively participated on health and hygiene education activities
- ☞ Number of women actively participated in committee decision regarding operation of water and sanitation site selection and construction

##### **Gender sensitive indicators at the operation and maintenance phase**

- Number of women participated in coordination and administration of water and sanitation activities
- Number of women trained caretakers
- Number of women fully participated in construction and maintenance activities

- Number of pit latrines and water points constructed and properly utilized by women and men- for example latrines are proper utilized by member of the house-holds
- Reduced percentage of incidence of water related disease
- Women no more travel a long distance for fetching water

**Gender sensitive indicators at the project monitoring and evaluation stage**

- Time for fetching water
- Distance from homestead to water point
- Availability of spare time for men and women
- Men and women's additional activities during the spare time gained by reduced time/workload in fetching water
- Number of male and female committee members
- Responsibilities and performance of male and female committee members
- Number of male and female community members trained (technical, financial and management aspects).



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