

Ministry of Water Irrigation and Electricity (MoWIE)

Training Manual

on

**Gender Planning in Water Supply,
Sanitation and Hygiene (WASH) Program**

February 2017

**Adama
Ethiopia**

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Session1

1. Background

“Women are not an interest group in water and sanitation- they are the mainstream”

-Sourcebook for Gender Issues at the Policy Level in the Water and Sanitation Sector, Water and Sanitation Collaborative Council, 1995.

Water is basic to life and sanitation to health. Women play a central role in the provision and management of both. Not surprisingly, during the last quarter century since the First World Conference on Women in Mexico during which the concept of gender mainstreaming has been gaining attention, a growing body of literature has been generated on gender, water and sanitation.

Understanding all this MoWIE assessed the gender issues in WASH to be addressed (access, inclusion and benefits); Gender mainstreaming has not been consistent and systematic in the sector. There is a need to enhance capacities in gender mainstreaming at all levels and effective targeting in WASH programming, demands measuring gender equity results (Men, women, boys and girls, women household heads and women in a polygamous family) therefore this gender mainstreaming Manual is developed to Enhancing Capacity of WASH Coordinators and Gender Focal Persons both at Federal and Regional Levels in Mainstreaming Gender in Water and Sanitation. However the guide line can be useful for further similar training and assessment in WASH programs.

1.2 Why and for whom is this Manual?

- The purpose of this Manual is to promote the integration of gender equity at all levels of WASH programs;
- Enhance capacities of practitioners to ensure systematic gender analysis in planning and programming levels;
- Provide some practical and strategic designs with clear gender strategies, Manuals and tools;
- Documentation of best practices and failure in relation to gender mainstreaming and equity promotion in the WASH sector; and
- Support consistent tracking and accountability system with specific performance indicators and measure of progress in gender monitoring and evaluation.

1.3. Workshop aims and Objective

The main objective of the training is to enhance trainees' gender analytical and mainstreaming skills to enable them plan, implement, as well as monitor and evaluate development Programs/projects in a gender sensitive manner; and be able to contribute to sustainable development through training, and experience sharing of best practices in WASH activities.

Specific objectives of the training are to assist participants to:

- Acquire knowledge on the basic concepts of gender mainstreaming;
- Get acquainted with key components in gender relations;
- Appreciate the relationship between development efforts and gender relations;
- Mainstream gender in the (i) formulation, (ii) implementation, and (iii) monitoring and evaluation of, plans, programmes and projects in all areas of development to strengthening the capacity with the view of facilitating implementation at the grass root level and enhancing women's participation.
- Share experience with the aim of scaling-up similar practices in order to enhance women's participation in development endeavor.

Session 2

2. Key Gender and Development Concepts

The review is divided thematically as follows:

- Key development gender concepts
- Global concepts and trends in the management of WASH

2.1. Key Concepts

What is Development?

What is Gender?

Objectives of the Session

1. To allow participants to express their views about development.
2. To build on this understanding of development and its various aspects.
3. To identify indicators of development in the situation of women and men as individuals, in the family, society, organization/institution and state.
4. To identify the influential factors sustaining the discriminatory situation between women and men.

Methodology

- Group discussion
- Plenary Discussion
- Individual exercise

Development is a positive change to better conditions in terms of income, food, clothing, housing, enhancement of knowledge and skills, decision-making power, ability to make judgments, dignity etc. Development might be considered in several areas, including: individual,

family, society, organization institution and state. If there are positive changes in these areas, we may consider that there is development.

2.2. Insights into Development

Development is a continuous process through which women and men, with varying degrees of external support, increase their options for improving their quality of life. It is based on women's and men's mobilization, utilizing local resources to the utmost in a process in which their needs are met, their organizations are strengthened and the environment is preserved. Funds deployed in the development process have to be used in an efficient and cost effective manner.

There was a time when economists measured development only in terms of statistical economic indicators, such as Gross Domestic Product (GDP) and growth in national or per capita income. Nowadays, however, development is considered as total human development. The condition, status and dignity of a person in their family, institution, society and state are associated with the concept of development. Human development is not just about meeting basic physical needs. It includes aspects like education, inheritance, culture, freedom, human rights, health services poverty alleviation, income generation, employment opportunities, lack of discrimination, participation in decision making, acquisition and application of voting rights, opportunities for acquiring knowledge and skills, and removal of disparity between men and women

Discussion point

- Ask participants whether any of the aspects of development affect women and men differently, and
- Explain what influences this discriminatory situation.

2.3. Development and Socialization of Men and Women

Objectives of the Session

1. To understand the process of growing up as women and men from birth.
2. To identify the influential factors sustaining inequality between women and men.
3. To recognize the terms 'socialization'.

Methodology

- Group Discussion
- Plenary discussion
- Role play
- Questions and answers

Exercise

1. In a group to discuss the process of growing up as women and men from birth
2. Role play on socialization
3. Ask participants in a table to summarize their answers and write them on the flipchart paper:

- Each group put the flipcharts in a wall and every one walk around looking the others discussion points (Gallery walk)
- Each group give time to present their findings and the other groups allow to comment on the other groups work.

Table1. Example:

If the baby is a girl	If the baby is a boy
There is sadness Few gifts are distributed No ritual ceremony is celebrated	There is happiness Many gifts are distributed The ritual ceremony is celebrated joyfully
Toys for a girl	Toys for a boy
Doll, dolls' clothes Utensils	Football, bat Car, gun
Work for girls	Work for boys
Sweeping the house Cleaning utensils Helping mother with cooking	Going to the market Tending cattle on grazing land Assisting father in the field
Men in the decision making process	Women in the decision making process
Decision maker of the family	Follower of the decision

Discussion point

Again in a group Participants

- In a group participants Identify the influential factors from birth through growing up that contribute to and sustain inequality between girls and boys, women and men.
- Recognize the terms 'socialization'.
- Participants discuss and identify to change the position and condition of men and women, boys and girls in their families, societies and workplaces.

Socialization Process

Human infants are born without any culture. They must be transformed by their parents, teachers, peers and others into social and cultural beings. The general process of acquiring culture is referred to as socialization. During socialization, we learn the language of the culture we are born into as well as the roles we are to play in life. For instance, girls learn how to be daughters, sisters, friends, wives and mothers. In addition, they learn about the occupational roles that their society allows them to take. It is the same with boys. We also learn and usually adopt our culture's norms through the socialization process. Norms are the ideas of what is appropriate and expected behaviour, which are held by most members of a society. While socialization refers to the general process of acquiring culture, anthropologists use the term enculturation for the process of being socialized to a particular culture.

Socialization is important in the process of personality formation. While much of human personality is the result of our genes, the socialization process can mold it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences.

3. Sex and Gender

Objectives of the Session

1. To allow participants to express their views and arrive at a common understanding of the terms 'sex' and 'gender'
2. To clarify gender as not only a women's issue but an issue for both men and women, and explain why men's involvement is needed.
3. To discuss how gender issues are related to development.

Learning Outcomes for Participants

- Participants will be able to describe the difference between 'sex' and 'gender'
- Participants will recognize that gender includes both men and women and be able to explain why men's involvement in development is important.
- Participants will be able to explain why gender is a development issue.
- Participants will be committed to undertaking gender equality strategies in their personal and professional lives.

Exercise:

Participants divide in groups and give example of

- differences between sex and gender
- Gender stereotypes

3.1 Sex and Gender

Sex: - indicates the biological/physical differences between men and women, based on our sexual and reproductive functions, which we are born with; for instance women can give birth and breastfeed and men produce sperm. Sex is universal and is generally unchangeable. The terms 'male' and 'female' are used to describe the sex of an individual.

Example:

- Women menstruate and give birth to babies / men do not
- Women can breast feed babies / men can bottle feed babies
- Boys' voices break at puberty / girls' do not

Gender: - indicates the socially-created differences between men and women and changes in societies, cultures and even families over time. It refers to the economic, social and cultural attributes and opportunities associated with being male or female. Societies create and assign gender attributes, roles and relationships to girls and boys, women and men, and there is often considerable social pressure to conform to these behavioral norms and expectations. For example, in many societies women are expected to be subordinate to men. In some societies, however, women are dominant in decision making. In other societies it is expected that women and men will participate equally in decision-making.

3.2 Gender stereotypes

- Girls are gentle / boys are tough
- Most drivers of cars and trucks are men
- Men are leaders / women are not
- Men are the breadwinners of the family / women are not
- Women have long hair / men have short hair
- Men do not need to be tender and are less sensitive than women
- Men have the power / women do not
- Men are logical / women are emotional
- Women are shy / men are not
- Women use ornaments / men do not
- Men should work outside the family / women should work within the family

Table2. Example on differences between Sex and Gender

Sex	Gender
Physical, biologically defined	Socially constructed roles and responsibilities (e.g. division of labour)
Determined by birth – we are born with it.	Gender rules/regulations are learned/imposed – we build them in our own minds
Determines our bodily functions	Difference in dress and behaviour
Same throughout the world – universal	Differs between and within cultures – includes variables identifying differences in roles, responsibilities, attitudes, opportunities, expectations, needs and constraints
Generally unchangeable	Changeable over time
No difference observed in place – time – person	Difference observed in place – time – person

3.3. Insights into Gender and Development

Women and Men in Development

There has been a tendency to regard issues of gender and equality in development as being a 'women's concern' in which initiatives are largely pursued by and for women. With experience and the more widespread adoption of the concept of 'gender', there has been greater recognition of the need to consider men and their gender identities, and to involve men in the pursuit of change. That is why the emphasis is now on *gender* and development and the importance of men in relation to strategies to reach gender equality, sometimes called a masculinity approach.

Some people have questioned the focus on women and development saying that if the concern is 'gender', should not equal attention be paid to women and men? This is the reason why gender has been identified as an issue for development cooperation – the *inequalities* between women and men that result in women having less access to development resources and decision making power at all levels of society. There is a need also to consider the development needs of men as they take their part in facilitating development.

Gender equality strategies exist to promote attention to the development needs of both women and men, especially those that have largely been invisible, and to address the processes that continue to structure an unequal distribution of resources and opportunities to the disadvantage of women.

A focus on women in isolation from their relationships with men can undermine strategies to achieve various development objectives, including the objective of reducing disparities between women and men. A gender analysis must consider not only differences between women and men, but inequalities in the relationship between them and what this means for the possibilities and actions of different groups of women and men. For example, inequalities between women and men, and unequal relations between them, influence decision-making about fertility and sexuality. Thus male gender identities and behaviour must be taken into account in order to develop effective strategies in population control.

The gender identities of women and men are closely interlinked. Equality between women and

men cannot be achieved only by changes in the roles and responsibilities carried by women. To date, men have not generally been involved in considering what a more equal society would look like and in working as partners with women to define and pursue strategies for equality. In part, this can reflect resistance to the implications of change. However, it can also be argued that Mainstreaming Gender into Water, Sanitation and Hygiene (WASH) Programs more efforts must be made by female equality advocates developing alliances with those men who support efforts to construct a more equal society.

For some development workers, a measure of the success of gender equality strategies is that equal numbers of women and men participate in an initiative or program. Equal treatment and equal opportunities for women and men are important objectives. However, experience teaches us that equal participation at this level is not the only way to ensure equality between women and men.

Equality strategies are incorporating this lesson in two related ways:

Focusing on impact rather than activities/inputs – looking at how the overall initiative will affect women and men and gender equality, either directly or indirectly;

Focusing on equality as an objective rather than on women as a target group – considering how to select and design initiatives that can support equality as an objective, which may include, for example, changes in institutional practices, legislation, and planning methodologies, and include both men and women.

Why Gender Equality Strategies often focus on Women?

Development co-operation organizations and many partner countries have formulated gender equality policies and strategies precisely because gender equality does not exist in those countries. Since it is *women* who are generally excluded or disadvantaged in relation to social and economic resources and decision-making, efforts to identify and redress imbalances have focused on women's situation and women's views. In addition, most of those working to change unequal gender relations are women. It is increasingly recognised that strategies must focus on men as well as on women. We must incorporate men's situations and men's views as well, and relations between men and women, in order to achieve gender equality.

What is the Role of Men in Achieving Gender Equality?

The achievement of gender equality implies changes for both men and women. Equal relationships are based on a redefinition of the rights and responsibilities of women and men in all social contacts, including in the family, the community, the workplace and society at large. One of the challenges in moving forward will be to motivate more men to participate as partners in the process of defining the visions and strategies for a more gender-equal society.

Gender:

Refers to the socially and culturally constructed differences between men and women; the social constructs vary across societies, cultures and evolve overtime. Gender refers to masculine and feminine qualities, roles, responsibilities and patterns of behavior that are socially ascribed and enforced/expected. It is not “sex” which refers the biological differences between men and women. “Sex” is natural, universal and do not change or evolve overtime.

3.4. GENDER EQUALITY

Gender equality is a fundamental human right, and has been legally recognized in a number of declarations and conventions, central to which is the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

(UN Women Available at: <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>)

Gender concerns

Gender concerns are often a result of cultural context and socialization in society; it evolves over time. For examples:-

- Preference for a boy child from a girl child.
- Mobility,
- Access, ownership and control of resources such as land, finance and technology
- Setting priority and control of resources (a women cannot touch money unless given by the man, though she knows where it is, she will not touch even in the cases of emergency such as a sick child. Rather she will borrow money from other places to take her child to hospital or wait until he comes).
- Gender based violence

Session 3**4. Gender Mainstreaming, Gender Analysis Framework and Gender Planning Tools****Objectives of the session**

- To understand what gender mainstreaming is,
- To mainstream gender in their respective programs,
- To explain why gender is important to mainstream in the project.

Exercise

- Let participants in a group work in a specific project and identify whether it mainstreamed gender or not;
- List down the issues not included on the project and what to include to consider a project as gender inclusive;

4.1 What is gender mainstreaming?

Gender mainstreaming works to achieve gender balance; such as more equitable task sharing; Achieving gender balance often calls for meeting the practical needs and interests of women and girls more effectively - such as better access to water to reduce their workload - as well as meeting strategic gender needs and interests - such as including women in community decision-making.

It is a strategy for making the concerns and experiences of women as well of men an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequalities are not perpetuated.

Water and sanitation projects 'mainstream' gender through two dimensions: the differences in needs and priorities of women, men, girls and boys that arise from their different activities and responsibilities; and the inequalities in access to and control over water resources and access to sanitation services.

Gender mainstreaming addresses gender in all cycles of developing, planning, implementing and evaluating a programme. It begins by identifying the gender gaps within the sector, works to eliminate them through programmes and measures effectiveness in terms of gender in the monitoring and evaluation stage.

It recognizes that some debatable changes are required to achieve real gender equity, such as land- and water rights reforms. Gender mainstreaming, therefore, not just consists of integrating women (or gender issues) into an already defined and established mainstream water agenda, but it also consists of transforming this agenda to better reflect women's needs and gender concerns.

Mainstreaming is not about adding a 'woman's component' or even a 'gender equality' component into existing activities or projects. It goes beyond increasing women's participation; it means bringing the experiences, knowledge, and interests of women and men to bear on the water development agenda.

Because gender mainstreaming is about changing the normal and valued ways of doing things, it requires additional financial and human resources and high-level political will.

The ultimate goal of mainstreaming is to achieve gender equality, but adequately recognizing and addressing gender divisions, roles and identities also contributes to the effectiveness, efficiency and sustainability of water management

4.2. *Why we need to mainstream gender in WASH*

Women (married, girls) and men (boys) have different needs, interests in, access to and control of resources and services. An integrated approach to water and sanitation needs to recognize the differences and the unequal priorities created for women and men.

The involvement of women and girls is crucial to effective water and sanitation projects. Women and girls are the one who bear most of the burden of carrying, using and protecting water. They also have the most responsibility for environmental sanitation and home health.

Given the present roles of women in water and sanitation, their active involvement and empowerment is needed for water and sanitation efforts to be successful – and without further adding to their burden. Gender mainstreaming is needed to achieve gender balance and reduce the inequalities suffered by women and girls.

4.3. *Gender mainstreaming in WASH?*

Water and sanitation projects 'mainstream' gender through two dimensions:

- the differences in needs and priorities of women, men, girls and boys that arise from their different activities and responsibilities; and
- the inequalities in access to and control over water resources and access to sanitation services.

People have different needs, interests in, access to and control of resources and services based on a variety of factors including gender. An integrated approach to water and sanitation recognizes these differences and the disparate priorities they create for women and men.

The involvement of women and girls is crucial to effective water and sanitation projects. Women and girls in developing countries bear most of the burden of carrying, using and protecting water. They also have the most responsibility for environmental sanitation and home health.

Gender mainstreaming is a process that can be roughly divided in three consecutive phases. It starts,

- First phase, with mere awareness of existing gender divisions and with efforts to take these into account when planning water projects and when managing water.
- A second phase of gender mainstreaming consists of a gradual questioning of these divisions, and may consist of activities to redress existing imbalances and inequities. Increased awareness of gender may,
- in a third phase of gender mainstreaming, lead to a questioning and transformation of the very objectives and models of water management.

What gender mainstreaming is also depends on the context of mainstreaming:

- Politically contentious questions about for instance land-and water redistribution, about

the legitimacy of water authorities, or about the validity and reliability of water knowledge are not likely to be taken up by employees of state water agencies – who are bound by the mission and targets of their organization – or by researchers who strongly identify with established water authorities.

- State-employed water managers are not likely to consider objectives of gender equity or the empowerment of women as belonging to their professional responsibility. To be effective, gender goals should therefore be translated in terms and goals that do fit with their professional mandates.

Exercise

If the focus on women and development says that ‘gender’, should give equal attention to women and men? Why we focused on women in our day to day interventions?

- Buzzing- three-four persons coming together and discuss on the above point

Discussion point

Key lessons of gender mainstreaming in WASH Program/Projects

- Discuss best practices / failures of gender mainstreaming in WASH Program/Projects in your particular work.

Session 4

5. Gender Analysis Framework and Gender Planning Tools

Objectives

1. To allow participants to express their ideas about gender mainstreaming in water, sanitation and hygiene (WASH) projects
2. To clarify basic concepts of gender analysis framework (GAFs) and to introduce gender planning tools (GPTs)
3. To explain the checklist for a GAF using gender equality questions

Methodology

- Questions and answers
- Group discussion
- Exercise
- Sharing knowledge

5.1 Why Gender Is Central to Water and Sanitation

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 negotiate with their neighbours for access to water supply, evaluate water sources, analyse supply patterns, lobby relevant authorities, and launch protests when water availability reaches dire levels. Eg. In Latin America, they have kidnapped water officials to force authorities to provide sufficient water for their family needs.
- Women may spend up to 6-8 hours day collecting water; this can consume up to a third of daily caloric intake. Over two thirds of African households in South Africa fetch water from outside their households (Bud lender, 1998). Liebenberg (1998) estimates that rural women in SA 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 (UNICEF, 1998)
- 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.
- There is a persistent assumption that the managers of businesses for which irrigation water is an input are men.

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 (SA Water Research Commission, 1999)
- 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 (UNDP, 1990)
- 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 (UNDP, 1990).
- Women are mostly responsible for cleaning sanitation units; and often do so without any guidance from sanitation staff.

Commitment at a policy level

A key lesson of gender mainstreaming is the importance of high-level political commitment. The importance of integrating a gender perspective in all policies, programmes and projects relating to water and sanitation is enshrined in a number of key conventions and policy statements at international, regional and national level.

5.2 PARTICIPATION AND TRANSFORMATION FRAMEWORK

Access: There are several reasons why women may be inhibited from entering institutions. These often relate to the gender stereotypes concerning particular professions. Water and sanitation have traditionally been male dominated because of the shortage of women in engineering. Institutions may also discourage women from applying for jobs, for example, through job adverts that emphasise frequent travel or long absences.

PARTICIPATION: The structural barriers to the effective participation by, and advancement of women within institutions. Institutions have mechanisms by which they can overcome the problem of women's access: they can set quotas. Some for example, has a target of 30 percent women employees. This still falls short of gender parity.

Participation: There are several potential barriers to women's effective participation in institutions.

Gender insensitive work environments: Long, irregular hours; the absence of child care facilities, minimalist or non-existent policies on maternity, sexual harassment- to name a few- contribute to gender insensitive work hours and inhibit women's effective participation.

The old boys network: There is a saying that success is not about whom you are but whom you know. In bureaucracies, men have a long established old boys network frequently nurtured at the bar in late- night drinking sessions that women are effectively excluded from because it is not a "appropriate" thing to do; and/ or because of their dual domestic responsibilities.

TRANSFORMATION: Internal: The administrative policies that are required to ensure equal representation of women at all levels as well as gender sensitive work environments. External: The operational procedures necessary to ensure that gender equality is advanced through service delivery.

Transformation

Institutional transformation

This concerns the range of administrative measures that need to be taken to ensure that hiring and promotion policies do not discriminate against women directly or indirectly; the creation of work environments that are family friendly and free of sexual harassment; as well as the re-orientation of the culture of an institution- its language and practices- to ones that encourage the best in both men and women.

5.3. Gender Analysis Framework and Gender Planning Tools

Gender Analysis (GA) is the collection and examination of information about:

- The different roles of women and men
- The relationship and inequalities between them
- Their different experiences, capacities, needs, constraints, rights issues and priorities
- The reasons for these differences
- The need, strategies and opportunities for change

A gendered analysis seeks to understand and explain the specific relations between men and women, and their environment, and therefore facilitates the specific adaptation of a project to those circumstances. Such an analysis examines relations between men and women and cooperation between them.

The heart of gender mainstreaming is the tool of gender analysis. Once data about roles and relationships has been collected, an understanding of the local circumstances can be fed into a project, eradicating the 'blueprint' mould and allowing a flexible and fluid approach. Gender analysis gives planners a more accurate picture of communities, natural resource users, households and water users, and helps them to understand the differences between men and women.

Where women, for example, have seasonal calendars and cannot afford to pay flat monthly water rates every month, a gendered analysis of the labour markets can help to facilitate a workable loan scheme or a 'user-pays' environment, through flexible payment arrangements that take into account women's income earning potential and pattern. This helps to relieve the burden of payment and allows households, particularly those which are female-headed, to have regular access to water. It is thus important to bear in mind that paying systems are not gender neutral.

In summary, 'efficiency, effectiveness, equity and affordability are the main gains of adopting a gender approach'. (World Vision, nd.)

While gender analysis is an important tool of gender mainstreaming, there are specific hurdles to mainstreaming gender in WASH management that must be addressed. Water-related projects usually have strong technical components and are frequently implemented by male engineers, who rarely have the requisite skills and training to integrate gender concerns. However, through incremental steps, such as increasing recruitment of female engineers, animators and community workers, and the training of male engineers as to the importance of gender, change will occur over time.

In general GA is part of a wider situational analysis. It is required for every program. It is essential if program teams are to understand the complexities of social and economic relations in communities where they are trying to bring about change. There are several essential aspects of GA. The analysis of information is used to design programs in which:

- Both women and men participate in, influence and benefit equally from

- Women are empowered and they experience less discrimination
- Poverty is reduced
- Equality is achieved.

5.3.1. Gender Analysis Frameworks

A Gender Analysis Framework (GAF) addresses gender inequalities in development interventions through GP.

- GAF lists areas where attention to gender inequality is important
- GAF identifies questions to fill the gap under each gender inequality.

A variety of GAFs to analyze gender relations are used in development work. They can be helpful tools in planning gender-sensitive research and projects, or in designing development interventions which address gender inequalities.

Table 3. Gender Analysis Framework for Programs/Projects Areas Indicators Status

Areas	Indicators	Status
1 Problem identification and program design	<ul style="list-style-type: none"> - What percentage of the target group are women and girls? - Have women and men from the target group, including women's organisations, been consulted? - Have both female and male experts and other stakeholders been consulted? - Has the existing involvement and contribution of women and men in the sector/program area been identified? - Have the perspectives, issues and needs of women and men been identified? - Is adequate sex-disaggregated data available? - Have the constraints & opportunities for women's and men's equal participation been identified? - Do the program's objectives, strategies and activities reflect the issues, needs, constraints and opportunities for women as well as men? - Will the program have any negative effect on women, men, or any other group of people? - Has reference been made to the National Gender Policy? - other 	

Areas	Indicators	Status
Participation	<p>-What is the sex–disaggregated breakdown of women and men?</p> <p>As program participants and in decision making roles and bodies</p> <ul style="list-style-type: none"> - advisors, committee members and managers - donor bodies - local and external experts and consultants - professionals - academics and researchers - instructors - technicians - business owners - civil society organisation and community leaders - community service providers/field workers <p>As program implementers</p> <ul style="list-style-type: none"> - contractors - professionals groups/firms - private firms - NGOs - community service providers/field workers <p>As target groups and recipients of services, skills and resources</p> <ul style="list-style-type: none"> - farmers - labourers/workers/employees - urban dwellers - service/resources users - community service providers/field workers - students/trainees - entrepreneurs and credit group members 	
Benefits and Advantages	<p>- Will women and men receive equal benefits in terms of basic needs, advancement and empowerment?</p> <p>Basic needs and services</p> <ul style="list-style-type: none"> - water - sanitation - nutrition - education <p>Advancement and empowerment</p> <ul style="list-style-type: none"> - sustainable and non-exploitative employment - employment opportunities in non- traditional/ 	

Areas	Indicators	Status
	<p>growth sectors</p> <ul style="list-style-type: none"> - sustainable self-employment; access to financial, market, skill and production resources - child care and other employment support services - access to, use of and control over technologies - knowledge, skill and access to information - access to and use of existing institutional services - the right to association, collective action and voice - increased mobility - networks, external linkages and contracts - involvement/representation in decision making 	
Human rights and security	<ul style="list-style-type: none"> - Does the program contribute directly or indirectly to protecting human rights, workers' rights and, particularly, the rights and safety of women and girl children? - Has women's experience of, and vulnerability to, violence within the broad scope of the program been identified? Have measures been incorporated to reduce violence against women and increase safety? <p>Does the program:</p> <ul style="list-style-type: none"> - Promote and protect women and men's rights to natural resources (water resources, land, etc.) - Promote participation of women and men in decision making processes? 	
Communication	<ul style="list-style-type: none"> - Does the program contribute to raising public and institutional awareness about gender equality issues? - Does it promote a positive, empowered image of women? - Is there provision for documenting and Disseminating case studies and achievements in gender equality and women's advancement? 	

Areas	Indicators	Status
Resources Allocation	<ul style="list-style-type: none"> - What percentage of the total program budget is allocated to activities and inputs that will directly involve or benefit women? - What percentage of the budget is allocated to directly benefit women in the target group? 	

6. Gender Mainstreaming in Project Planning

Objectives of the Session

1. To provide participants with easy-to-use sector-specific gender-analysis checklists on gender mainstreaming, and gender analysis, for planning, implementing, monitoring and evaluating water, sanitation and hygiene (WASH) projects.
2. To give participants the confidence to initiate a gender mainstreaming project through their own organisation.

Methodology

- Brainstorming
- Participatory Discussion/Group Work

Gender Mainstreaming Implementation

Introduction

The previous session established the need to utilize a framework of gender mainstreaming, through gender analysis, as the favoured method of integrating women into water, sanitation and hygiene (WASH) projects. This session explains how to initiate such a framework. The guide to implementing a gender mainstreaming WASH project is an easy reference, built around action sheets and checklists.

A gender-sensitive WASH program will seek to go beyond the simple construction of facilities, addressing issues of maintenance and extended services. The fluid nature of the project is stressed, allowing for the incorporation of changes in the community and its surroundings, and new findings. Importantly, to be successful, the process of implementation and maintenance should be transparent and democratic.

Five Stages of Gender Mainstreaming in a Project

This gender-mainstreaming framework for project implementation consists of five basic stages:

1. 1 Upon targeting a community in which to conduct a water and sanitation project, it is useful to contact women's organisations that are already active in the area. Through consultation and alliances with them, the project team can gain local trust as well as an understanding of the dynamics of gender relations in the community.
2. A budget analysis should be conducted to ensure that there is sufficient allocation of resources for gender analysis.
3. In every initiative, programmers and analysts should take steps to understand differences in the relationships among and between women and men in each specific context under consideration (i.e. they should carry out a gender analysis). This should be done in a participatory fashion and both women and men should be involved
4. Based on this analysis, all initiatives should incorporate women's and men's perspectives, needs and interests and, where possible, promote the advancement of women.
5. A participatory approach that facilitates the equitable participation of women and men, especially in decision-making, should be used.

Carrying out the Gender Analysis

The gender analysis, conducted in advance of the project design, should seek to establish who is doing what, when and with what WASH facilities. Where a project has already been implemented, the analysis should aim to understand how the project benefits/affects women, what the gains and losses are, and how the project can be altered to integrate women further. There are many useful frameworks for implementing a gender analysis.

Gender Analysis of Equality Issues

It is important to keep the community informed of the results of the research, both for their approval, and so that feedback can be offered. This can be done in the following ways:

- Present the tentative and preliminary project findings to a general village meeting attended by men and women from all user categories and get their feedback. A drawback is that negative views are not easily expressed in such meetings and women often do not attend and/or speak out.

Special measures must be taken to ensure that women's views are heard. These special measures can be women's only forums, or small groups. It is also possible to ask female leaders in the community to describe the circumstances that would encourage women to speak out.

Table 4.

Issues	Actions	Elements
Workloads/burdens	Assessment of how reproductive, productive and sociocultural roles are divided between men and women.	<p>What constitutes activities/labour in the community?</p> <ul style="list-style-type: none"> • Which of these activities is paid labour and which is not? • How are these activities divided between men and women? • What are the implications of this division of labour on how a project should be designed?
Access and control over resources.	Access and control profile of the natural resources, markets and socio-cultural resources of men and women, including household budgets.	<ul style="list-style-type: none"> • What is the socio-political position of women relative to men in the community? • Who makes the decisions? • What are the influencing factors? • Who controls different aspects of the household budget?
Benefits	Assessment of the benefits perceived by the two gender groups.	<ul style="list-style-type: none"> • What are the main differences between the benefits identified by the two gender groups? • What benefits are not being recognised by the other gender group?
Practical and strategic gender needs.	Assessment of the practical and strategic gender needs of men and women.	<p>What are the strategic needs identified by both gender groups?</p> <ul style="list-style-type: none"> • Are the strategic needs of women being met? • What can be done to make sure that the strategic needs of both gender groups are met? •

Issues	Actions	Elements
Legislative and procedural frameworks	Assessment of legislative and Procedural frameworks	<ul style="list-style-type: none"> • How are current legislative and institutional frameworks addressing these issues ? • What issues are being addressed by ongoing projects? • What issues are not being addressed and why? • What are men's and women's preferences in technology? Flush, pour, etc?

Gender Planning

Gender planning (GP) refers to the process of planning development programs and projects that are gender sensitive and take into account differing gender roles and gender needs of women and men in the target community or sector.

GP is part of wider program planning. It involves decisions and resource allocation, based on GA, that ensure that programs and projects are gender equitable. This means taking into account the unequal relations of women and men in the target communities, their different roles and needs, and the particular constraints that women face. GP involves identifying special measures that will challenge these unequal relations, so that women become more empowered, men become more accepting and both can benefit fully from projects.

Gender Planning

How and when to apply gender mainstreaming in different activities (with possible examples and Case Studies) during situation analysis in planning, implementation, monitoring and evaluation of development projects (using project cycle management)

- Exercises Gender planning and Mainstreaming
- In group participants identify what Gender Mainstreaming and Project Cycle is?

Project Cycle Management

Stage1: Needs Assessment

- Establish participation of staff (men & women) in providing information
- Classification of information by gender
- Establish activities done by men& women
- Identify issues related to access and control of resources e.g. land ownership, money

Stage II Program design and planning

- Defining what is to be achieved(goal, purpose, expected results)
- Defining inputs (resources)
- Defining stakeholder interest and beneficiary reach
- Defining assumptions and risks
- Defining roles and responsibilities for those involved in the program, for example, Gender Desk Officers

Stage III: Implementation

- Equal opportunities for women and men
- Use of affirmative action
- Informed and increased
- Implementation of activities that promote strategic interests

Stage IV:Monitoring, Evaluation And Reporting**Steps Involved in Planning a Project**

Getting a project right is dependent on the work that is put into the planning phase prior to implementation. There are a number of steps to go through before the implementation can commence, all of which fall into the first three stages of the above project-implementation framework:

- Set a clear goal and objectives. The goal should include a reference to gender equality: e.g. 'To improve the sustainability and effectiveness of water-related activities through incorporation of gender equity perspectives through the project cycle'. Objectives should also relate to both men and women.
- Identify the felt needs and priorities of both men and women for the project
- Undergo a gender-specific assessment of health, socio-economic and environmental aspects
- Record baseline data on women's living conditions and possible impacts of the project on women
- Incorporate the insights from the analysis into the project design
- Give importance and recognition to women's responsibilities and views
- Make links to the key expected results of the initiative
- Formulate gender-specific project objectives and strategies
- Develop indicators to track success towards achieving results.

In planning community meetings, it should be recognized that women are generally more constrained in their ability to participate. To facilitate their attendance the following factors must be considered.

- *Time and Place.* Organize the meeting at a time and place that are suitable for both men and women. Meetings should not be held at times when women have to prepare food or are

working in the field. Meetings should not be held at places that are too distant or culturally not appropriate for women to be in.

- *Size and Setting.* Smaller neighborhood-level meetings are easier for women to attend and speak out in than larger mass meetings.
- *Announcement and Encouragement.* Make sure that information about the place and purpose of the meeting reaches both men and women promptly and in good time. If necessary, use several information channels that are appropriate for women. Emphasize the importance of the meeting for women and encourage them to attend.
- *Seating Arrangements.* Do not leave seating arrangements to chance, as the women tend to sit at the back or outside. Rather, arrange the meeting in a way that men sit on one side and women on the other, or in a circle/square.
- *Meeting Language.* Conduct the meeting in the local language.
- *Leading the Meeting.* Reactions from participants are stimulated by the way the meeting is led. A non-authoritarian style and encouragement of opinions and questions from both men and women will help. Forming smaller groups to discuss the information given and to formulate questions will facilitate interaction, with a spokesperson appointed by the women to report back to the larger group.
- *Use of Participatory Techniques.* Organizing a local play or puppet show, or displaying a series of drawings to start the program, often makes discussions easier.
- After the first stage of planning, which consists of setting a clear goal and objectives and organising appropriate meeting procedures, the project team should embark upon a gender analysis of the community that will be affected by the program.

Project Implementation

There are a number of interventions that can be made during project implementation that can help facilitate the inclusion of women into projects.

Examples of these project interventions include:

- Women's involvement in the construction and maintenance of water facilities. Have their needs in this respect been accounted for?
- Gender awareness training for partners and communities. Modules from this manual should be used for these trainings.
- Building the confidence of women to participate in projects. This can be done in a number of ways:
 - i. allowing women a greater voice in project implementation through focal groups;
 - ii. giving them managerial roles/roles of importance in community meetings,
 - iii. asking women how they would like to participate in projects, and facilitating this happening, both so they learn the skills and become role models for other women in the community.
- Technical training for women.
- Priority for project-paid jobs to women. Often when project activities involve paid work, this is given to men and the unpaid work is given to women. Ensure that the women's work is also paid labor.
- The creation of gender sensitive savings and credit organizations: to enhance the number of organizations that do not have stringent regulations for obtaining credit, regulations women

often cannot meet. For example, promoting the allocation of credit through collectives, so that each woman can support the other, rather than through finance history or collateral.

- Health, hygiene and sanitation education for both men and women, and 'in-school' and 'out-of-school' boys and girls.

During the actual implementation of these practical projects, the gender-sensitive objectives need to be thought through and formalized.

7. Monitoring and Evaluation

Introducing Data to the Community and Self Evaluation

After completing the gender analysis, a number of questions should be given to the team as a form of self-evaluation before initiating the project.

- Who has been consulted?
- How was the consultation done to facilitate input from both men and women?
- How are the needs of men and women reflected?
- Is the project plan based on an understanding of gender difference in the target group?
- Has the project taken into consideration men's and women's contribution of time, labor, finances?
- Have gender indicators been identified to clarify objectives and facilitate monitoring?
- How will the objectives of gender equality and women's empowerment be pursued in the project? Have specific strategies been identified?
- Have obstacles that may hinder the participation of men and women been identified and strategies put in place to deal with these?
- Does the project management structure provide the necessary expertise on gender issues and equality?
- Have the budgetary implications of gender equality and women's empowerment been considered?
- Does monitoring provide for gender-disaggregated data collection on participation in various aspects of the project and on the selected indicators?

A strategic monitoring and evaluation program should be in place for each project, which continually assesses whether gender concerns are being addressed and met. In order to ensure that this happens, there should be enough resources for gender-specific monitoring and assessments during and after the project or program cycle. Successful monitoring and evaluation requires available gender-disaggregated baseline data from before the commencement of the project.

Monitoring and Evaluation can be done on a continuous basis and through annual internal reviews.

Gender sensitive indicators should be established for monitoring and evaluation purposes. These should include recording:

- women's and men's attendance at training sessions, planning meetings or construction activities

- uptake of facilities by number and sex of users
- number of men and women and positions held within community management committees
- number of women in non-traditional positions in WASH agencies
- number of men and women involved in hygiene promotion activities
- levels of awareness regarding the project or program
- sex-disaggregated school enrolment rates
- sex-disaggregated school attendance rates
- sex-disaggregated timelines (daily, looking at time management and how the project has affected men's and women's schedules).

Checklist for Involving Women in Water, Sanitation and Hygiene Projects Rights

- Is water access restricted to people with land rights?
- Are these people predominantly men?
- What creative mechanisms have been devised to ensure that women have direct access to water?

Overall Management and Participation

- What percentages of women are on management committees and what role do they play?
- Can women participate in line with their own potential, without harm, and undertaking new tasks and opportunities?
- Do women and men have individual or organised influence on the operations, maintenance and management of water, sanitation and hygiene services? What roles do women and men play in these areas?
- Are women's capacities to engage in public consultation processes enhanced so that they can contribute meaningfully?
- Are women's knowledge and experience effectively harnessed and employed?
- Are participatory techniques employed to ensure the above?
- Will this be reflected in plans for training staff and staff composition?

Baseline Information

- Have existing WASH supply practices been thoroughly investigated, including types of technology, and what water sources are used by whom, when.
- Have findings been distinguished for different user categories: men, women and occupational income groups.
- Have women and men been asked what they like about their current WASH facilities and what they don't like.
- Have poor women been directly approached as informants on their own particular roles, needs, problems and possibilities?
- Has this been done appropriately, e.g. female interviews conducted in an informal setting, asking how things are actually done rather than who is officially in charge.
- What are women's roles in the provision of family health?
- What are women's roles in the provision of family hygiene?
- Who collects, stores and uses water?
- Who is responsible for sanitary arrangements?

- Do women encounter any difficulties in ensuring their own sanitary privacy?
- What are the competitive demands on women's time and energy in general?
- How does WASH impact on these competitive demands?
- How do they impact on women's opportunities to engage in new activities, such as income generation, community work and self-development?
- Do men play any of the roles above, and if so, provide a detailed picture.

Planning

- Are there formal or informal barriers to women's participation in planning?
If so, what plans have been made to limit these barriers?
- Do men and women feel a need for the project? If so, what are their respective priorities?
- Are men and women, including female heads of household, equally free to participate in the planning?
- Is the design acceptable to women in terms of quality, design, adequate access, appropriate technology and cultural acceptability?

Design

- Have women been consulted/involved in the detailed design: of the project? For example, in the case of latrines, matters such as the type of enclosure, building materials, doors, locks, size or type of super structure, lighting, sitting, orientation.

Implementation

Personnel

- Are women and men equally involved, if possible, in all stages and at all levels of the operation?

Construction

- Have women and men been consulted about the techniques to be employed? For example, whether to use small contractors or self-employed labour for production of materials, such as bricks or thatch.
- Can women assist in the construction without being disproportionately burdened?
- Are women equally free to participate in all aspects of construction? For example, in the case of latrines, in digging, erecting walls, manufacturing materials to be used in construction, as well as housing and feeding labourers from outside the area?
- Are women and men equally remunerated?

Training

- Is training for both men and women adequate?
- Are women trained in the actual construction, operation and long-term maintenance of the system?
- Have all project staff, both men and women, received gender sensitivity training?

Location

- Are the facilities conveniently located for men and women?

Finances

- Do funding mechanisms exist to ensure program continuity?
- Are women and men equally involved in decision making on how these resources are spent?
- Is the preferential access of men to resources avoided?
- Is it possible to trace funds for women from allocation to delivery with a fair degree of accuracy?

Information Networks

- Have women's groups been approached to assist with information, motivation, reinforcement and/or maintenance activities?
- Are women's and men's access to project information equal and sufficient?
- Does the choice of channels through which information is disseminated, inadvertently exclude or by-pass women?

Maintenance

- Is the polluter-pays principle enforced?
- Mainstreaming Gender into Water, Sanitation and Hygiene (WASH) Programs
- Do men and women participate equally in maintenance of WASH facilities? In particular, are men encouraged to assist in maintaining sanitation facilities? Do both men and women carry water for pour flush facilities and for general latrine cleaning? Are both men and women included in hygiene education?
- Do both men and women participate equally in decisions for upgrading and improvement of WASH facilities?

8. Gender Sensitive Indicators

Objectives of the Session

1. To allow participants to express what they already know about gender sensitive indicators and log frames.
2. To clarify and explain all aspects of gender-sensitive indicators
3. Introduce gender mainstreaming indicators and a simple log frame.

Methodology

- Group exercise and presentations
- Participatory discussion
- Questions and answers

Indicator

An indicator is a pointer. It normally summarizes a large amount of information in a single piece of data, in such a way as to give an indication of change. It can be a measurement, a number, a fact, an opinion or a perception that points to a specific condition or situation, and measures changes in that condition or situation over time. In other words, indicators provide a close look at the results of initiatives and actions. For this reason, they are front-line instruments in monitoring and evaluating development work.

Indicators measure levels of performance and can be described in terms of:

- The desired quality to be reached;
- The quantity of something to be achieved;
- The target group that is affected by or benefits from the program or project;
- The time-frame envisaged for the achievement of the objectives.

Learning Outcomes for Participants

1. Participants will be able to select gender-sensitive indicators to measure the effectiveness of their professional work in achieving gender mainstreaming.
2. Participants will be able to compile a simple log frame with measurable indicators, means of verification and important assumptions.

Monitoring and Evaluation

- Are all collected data gender disaggregated?
- Are data collected with sufficient frequency so that necessary adjustments can be made during the project?
- Is the data fed back to the community? How? With what effect?
- Is data analysed to provide guidance on the design of other projects?
- Are key areas for gender research identified?

Impact

- In what ways does the project increase women's productivity and or production?
- Do women derive economic benefits from saved time?
- Do they use saved time for other activities? If so, what activities and why?
- In what ways does the project increase women's access to and control of resources? Have women been consulted in identifying these?
- Does the project increase or reduce women's access to or control of resources and benefits?
- Might the project adversely affect women's situation in some other ways?
- What are the effects on women and men in the short and long term?

Monitoring, evaluation and reporting in gender mainstreaming

- Ask participants to group themselves and In groups, define the terms 'monitoring', 'evaluation' and 'reporting' and explain their purpose in gender mainstreaming

- Let them explain the use of indicators in each of these methods of gender mainstreaming
- Using a relevant group exercise, case study or scenario setting, let the learners apply these methods and present their findings in plenary.

Reporting

Preparation of report

Methodology

- Free writing
- Plenary

Exercise 1

After introducing the aim of this training ask participants to write freely (free writing on the following points for 5 minutes

Report means

And we need

Prepared by.....

People involved.....

To prepare we need

Exercise 2

Participants in small group discuss what they wrote freely without reading it and write down what they agreed in a flipchart and discuss in plenary.

Report means based on the planned activity implementation in quarterly, six monthly and yearly based presented for the relevant bodies. In any report the information used must be gender disaggregated and it needs to show how men and women are benefiting from the intervention or affected because of it. If the intervention is achieved over or under the plan the report must clearly state with possible recommendations.

Parts that needs to be included in the report ☐

- **Background/Introduction:** In here when we write about the project history in short: about the project, participants, the changes happen apart from the planned activities... the person/s responsible make sure gender issues (information regarding women and men are well addressed)
- **Writing objective:** this must show how gender is mainstreamed and addressed.
- **Writing the project achievements and change:** what are the changes and achievements identified, are they the result of both gender beneficiaries effort,
- **Challenges:** who (male or female) contribute more/less and why. What actions taken to address the problem/challenges.
- **Budget allocated and expenses:** Are the budget allocated at the time of planning distributed fairly between women and men beneficiaries? If there is women alone project is the allocated budget fair if not why and what actions were taken.

Session 5

Action Plan

9. Action plan

Here participants will develop an action plan that will be assessed and monitored after the training to see whether they used the knowledge and skill on their specific projects and what new ideas they can develop.

Table: Action Plan for Project Implementation

	Project 1	Project 2	Project 3
When can the project start?			
How long will it Take?			
What will be done?			
Who will do it?			
What are the costs :local/national?			
What may be the problems?			
What may be the solutions?			

Source: Adapted from FAO, SEAGA, 2001

Tool introduction for developing action plan

Objective:

To plan the follow-up to the training including the identification of opportunities, gaps, materials and methodologies, that is most suitable for the different groups.

- What is happening on the ground?
- What gaps exist?
- What opportunities exist?
- What are the needs for further action?

Plans of Action:

- Develop plans of action at programme/project level indicating possible follow up actions.
- Individual plans of actions should indicate what individuals hope to achieve after the training

Individual Action Plans

Problem/issue

Objective

What is happening on the ground?	Existing gender gaps	Opportunities for intervention	Actions to be taken	By when	Support and resource needed

10. Annexes

Annex 1 Gender Analysis

Gender analysis (GA) and its purpose

GA is the process of examining roles, responsibilities or any other situation with regard to women and men, boys and girls, with a view to identifying gaps, raising concerns and addressing them: it is the investigation and identification of specific needs of girls and boys, women and men for policy and programme development and implementation.

Gender analysis frameworks

Frameworks are approaches used to generate data and information during gender analysis. They serve different purposes depending on the situation and what is being analyzed. The following are the commonly used gender analysis frameworks:-

- Harvard gender analysis framework
- Gender planning in the third world countries (By Caroline Moser)
- Gender equality and empowerment framework (By Sarah Longwe)
- People orientated planning (UNHCR)
- Social Economic of Gender Analysis (SEGA)
- Gender Analysis Matrix (GAM)
- Social relations approach
- Capacities and Vulnerabilities Analysis framework.

Gender roles and relations: Gender roles are reflected in activities ascribed to men and women on the basis of perceived differences; these are exhibited through the gender division of labor at home, on the farm, in the community, and the society etc. Individuals are socialized from the earliest stages of life to identify with specific characteristics associated with being male or female. This in turn influences subsequent gender relationships.

Gender relations refer to social relationships between men and women within a specified time and place. These social relationships explain the differences in roles and power relations between the sexes and hence dominance and subordination. These are often sustained through cooperation, violence or force. Gender relations follow the rules of patriarchy and are revealed through a range of practices, ideas and representations such as division of labor and roles. “Gender relations are both constituted by and help constitute these practices and ideologies in interaction with other structures of social hierarchy such as class, caste, and race...” (Bhasin, Kamla 2000 page 27) They also tend to change over time and place.

Gender division of labor: is related to the different types of work that men and women are expected to do by the community as a consequence of socialization. The different roles are ascribed by the community and are accepted patterns of work within a given context. Looking at

gender division of labor is one key factor to understand how gender inequalities manifest themselves and also are kept in place and reconstructed in a society.

Gender stereotypes: stereotypes are structured sets of beliefs about personal attributes, behaviors and roles of a specific social group. Gender stereotypes are biased and often exaggerated opinion and images or prejudices of women and men that are used and referred to repeatedly in everyday life.

Annex 2. References

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