

GESI Toolkit for Project Preparation

Draft 2

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Quality Assurance Checklist:

In preparing this document, CRIDF can confirm that it has followed the CRIDF internal general procedures including, appropriate CRIDF generic scope of work, and that it has undergone appropriate Quality Assurance (QA) and Quality Control (QC) procedures as detailed in CRIDF's QA manual. Furthermore, CRIDF can confirm the applicable specific internal processes and procedures have been followed (as appropriate):

- CRIDF's Cost Benefit Assessment (CBAs) guidelines have been applied;
- CRIDF's Gender Equality and Social Inclusion (GESI) guidelines have been applied;
- CRIDF's Climate vulnerability mapping methodology has been applied;
- CRIDF's Climate Change Risk Assessment (CCRA) mapping protocol has been applied;
- CRIDF's Procurement guidelines have been followed;
- CRIDF's screens, relevant to this stage, have been completed.

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Disclaimer

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About the Toolkit

The Climate Resilient Infrastructure Development Facility (CRIDF) is a DFID- funded programme working to provide long-term solutions to water issues that affect the lives of the poor in Southern Africa.¹ CRIDF recognises that gender equality and social inclusion is of central concern in water services, water resources management and other productive activities and has therefore adopted a gender and socially-sensitive approach that seeks to improve the project impact, performance and sustainability particularly as it pertains to its pro-poor mandate. Identifying effective ways to ensure that women and girls are given a voice, choice, and control to water, land and other natural resources is of key concern to CRIDF while also factoring in the roles and responsibilities of both men and women in terms of their ability to access, control and make use of water resources.

Objective

CRIDF has iteratively developed this Toolkit to guide its efforts to integrate gender into all stages of the project cycle, with an emphasis on the planning phase. It is informed by practical experiences in preparing water projects in the SADC region. The objective of this Toolkit is to provide a simple resource and basic tools for people working on water infrastructure projects to incorporate gender equality considerations into their work.

Target Audience

The immediate users of this Toolkit are CRIDF's sociologists who are responsible for conducting social assessments in areas where a project is being considered. However, given CRIDF aims to help organizations build and manage their own water infrastructure, it is intended that this Toolkit will benefit the broader SADC community including river basin organisations, government ministries and SADC Gender Focal Points.

Content

The content of the Toolkit draws upon tools and cites information directly from two excellent SADC tools, the *SADC Handbook on Mainstreaming Gender in the Water Sector* and the *SADC Gender Mainstreaming Resource Kit* as well as some other sources that look at gender and water or related issues. It seeks to provide general information and guidance on gender issues of relevance to the water sector as well as practical, fit-for-purpose material to enable the application of a gender lens to CRIDF's work in the field and to facilitate evidence-based decision making.

How this Guide is Organized

The Toolkit is designed to include key tools and information to enable fieldworkers to conduct a gender analysis leading up to, during and after field work is completed. It is divided into separate parts and includes boxes that

¹For more information about CRIDF, please visit CRIDF's web site at: <http://cridf.net/>

seek to direct users to additional information that is either contained directly in the Toolkit or can be accessed by going to links.

Part One

This Section articulates the approach to the Toolkit including the proposed framework, rationale as well as some fundamental information about gender that serves as a basis for informing the overall approach to the Toolkit.

Part Two

This Section aims to provide guidance to fieldworkers during the different phases of field work including the preparatory phase, the period in field and the post-fieldwork activities.

Part Three

The Annex Section contains the main tools that fieldworkers should use in preparing for, conducting field work, analysing results and drafting the field report. Table 1 provides details on the content of each Annex to help you to easily access information.

Table 1: List of Annex Sections

Tool	Annex
Guidance on conducting a secondary literature review	A
A table to conduct a stakeholder mapping exercise	B
A checklist of vulnerable groups that could be considered within a project context	C
A checklist of key questions that should be asked about gender equality both generally and for specific contexts	D
A Gender Action Plan to identify and document key actions and indicators that can be used to measure CRIDF's performance in mainstreaming gender into its work – from feasibility through to post-implementation	E
Methodology Options	F
Links and information to enable an expanded examination of specific issues or areas of focus, and to provide supplementary tools that can be applied to a particular context.	G

1 Part One: Approach to the Toolkit

1.1 Framework

The Toolkit applies the Gender and Development (GAD) approach as articulated in the *SADC Gender and Water Handbook*. The GAD approach aims to remove gender inequalities with respect to social, economic and political imbalances between women and men as a pre-condition for achieving people-centred development as this is the approach that informs much of the water sector work. The GAD approach acknowledges that:²

- Gender is not a ‘women’s issue’ but an interpersonal issue between men and women.
- Women and men have different and specific needs.
- Women cannot be treated as a standardised group because they are affected by various cross-cutting issues such as class, race, poverty, ethnicity, age, geographical location (i.e. the urban/rural divide) religion and culture.
- Women tend to be disadvantaged relative to men, but that gender differences can result in men being disadvantaged.
- The nature of gender inequality is often systemic and structural.
- Gender is therefore not one-dimensional or simplistic. It is complex and multi-layered, and practices and processes should reflect this.
- Gender mainstreaming is not only a way to achieve gender equality and equity goals. It also offers a way to take into consideration the needs and interests of diverse groups of women and men and to ensure their participation in Integrated Water Resource Management (IWRM). It is not about adding a ‘woman’s component’ into existing activities or projects nor is it about documenting women’s issues in a stand-alone fashion in field reports. It goes beyond simply increasing women’s participation. It means bringing the experiences, knowledge and interests of women and men to bear when planning water infrastructure projects.

1.2 Rationale for Integrating Gender in Water Infrastructure Projects

A World Bank review of 121 rural water supply projects review found that women’s participation was among the variables strongly associated with project effectiveness. Furthermore, it was found that the failure to take gender differences and inequalities into account can result in failed projects. For example, in India, compost pits located outside villages went unused, and women continued to deposit waste near their homes - even when fined for doing so - because they did not wish to be seen carrying loads of refuse to the outskirts of the village. If there had been consultation with women, perhaps this problem could have been avoided (Narayan, 1995).

²Sourced directly from: SADC Handbook on Mainstreaming Gender in the Water Sector, p. 4

Source: Resource Guide: Mainstreaming Gender in Water Management. Version 2.1 November 2006 14 IRC study of Community Water Supply and Sanitation projects.

Gender disparities are connected to a range of social, cultural, political and economic assumptions and values all of which contribute to the manifestation of inequalities between men and women in a particular society. Although women in Southern Africa represent slightly more than half of the region's population, they constitute the majority of the poor in the region for a number of reasons including high illiteracy rates, restrictive and discriminatory laws, and limited access to, and control over, productive resources.³ Overall, inequalities exist between women and men throughout the Southern African Development Community (SADC) region. Women remain underrepresented in decision making, have lower levels of educational attainment and spend a higher percentage of their income on feeding and educating their children. Violence Against Women and Girls (VAWG) continues to plague most societies in Southern Africa with one-third of girls reporting that their first sexual experience is coerced.

As is the case in most developing countries, patriarchy is a dominant influence throughout societies in Southern Africa resulting in women and girls being seen as inferior, carrying a much higher work burden and being denied a voice in decision-making processes at the household and community level. In terms of water, women and girls have the primary responsibility for management of household water supply, sanitation and health as part of their overall household responsibilities. Women use water for multiple purposes including drinking, food production and preparation, care of domestic animals, personal and family hygiene, care of the sick, cleaning, washing, and waste disposal. Water is also used in the productive sphere for income-generating opportunities such as the production and sale of produce.

Because of their dependence on water resources, women tend to hold considerable knowledge about water resources. They are often the ones who can speak about the location, quality, storage methods and management during times of water stress. They also have concerns about the location of water sources as they are often the most vulnerable and hardest hit when there are water shortages including heavier workloads and greater vulnerabilities to sexual violence when they have to walk longer distances to collect water. Evidence suggests that water and sanitation services are generally more effective and sustainable when women are actively involved in all phases of water infrastructure, from design to planning, through to the ongoing operations and maintenance procedures. Despite this reality, they are rarely consulted or involved in the planning and management of such a vital resource for the family and for the community at large.⁴ Furthermore, the pivotal role of women as providers and users of water is rarely reflected in institutional arrangements for the development and management of water supply and sanitation and other water resources.

³ <https://www.sadc.int/issues/gender/women-economic-empowerment-programme/>

⁴ Sourced from: https://www.unicef.org/esaro/7310_Gender_and_WASH.html

A recent report⁵ by the United Nations Development Programme (UNDP) states that gender inequality is costing sub-Saharan Africa an average of \$95 billion a year, jeopardising the continent's efforts for inclusive human development and economic growth. The report further states that 61 percent of working African women still face economic exclusion as their jobs are underpaid and undervalued.

The importance of involving both women and men in the management of water supply and sanitation has been recognised at the global level. Global commitments include the 1977 United Nations Water Conference at Mar del Plata, the International Drinking Water and Sanitation Decade (1981 – 90), and the International Conference on Water and the Environment in Dublin 1992, which explicitly recognized the central role of women in the provision, management and safeguarding of water. In addition, the resolution establishing the International Decade for Action, 'Water for Life' (2005 – 2015), which coincided with the framework for meeting Millennium Development Goals (MDGs) called for women's participation and involvement in water-related development efforts in order to promote gender equality and empower women (UN Water 2005). The growing recognition of the central role of water and sanitation for all aspects of human development has been mirrored in a UN General Assembly resolution which, in December 2015, defined water and sanitation as two separate rights for the first time, as well as in the Sustainable Development Goals (SDGs), which include the ambitious aim of universal access to improved sanitation by 2030, with targets that include the elimination of Open Defecation (UN, 2015). The Sustainable Development Goals (2015-2030) also include specific goals on water and on gender and have positioned gender equality as a cross-cutting issue through all of its goals as it considers the attainment of gender equality as being critical to achieving sustainable development.

SDG 6: Ensure availability and sustainable management of water and sanitation for all

- By 2030, achieve universal and equitable access to safe and affordable drinking water for all.
- By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

SADC has adopted a two-pronged approach to achieving gender equality: 1) it has created equal opportunities for women and men; and 2) it has promoted a specific focus on women's empowerment. It has also demonstrated a commitment to integrating gender into its overall work. Its commitment is outlined in the Regional Indicative Strategic Development Plan (RISDP) (2003-2015), reflected in the Strategic Implementation Framework on Gender and Development (SIF), backed by the SADC Gender Policy and demonstrated by the adoption of a SADC Protocol on Gender. It is further elaborated through the development of tools which aim to facilitate the mainstreaming of gender into water infrastructure and infrastructure more broadly.

- The *SADC Gender Policy (2007)*⁶ addresses gender across a number of thematic areas and provides the institutional framework and arrangements for the implementation of the Policy.
- The *SADC Protocol on Gender and Development (2008)* mainstreams gender into the SADC Programme of Action and Community Building initiatives that guide the sustainable development of

⁵ Sourced from: Michelle Davados, Highlighting the Benefits of Gender Diversity at WEF Africa

⁶ Sourced from the *South African Development Community Gender Policy (2007)*

the region. The Protocol aims to facilitate the empowerment of women, to eliminate discrimination and achieve gender equality by encouraging responsive legislation, policies, programmes and projects.

- In 2008, the SADC Secretariat launched the *SADC Gender Mainstreaming Resource Kit* which is intended for use by the Secretariat as well as to support Member States with their gender-related policy and programme work.
- The *2005 SADC Regional Water Policy* addresses gender mainstreaming by stating that women must be recognised as playing a central role in the provision, management and safeguarding of water and shall be fully involved in the development of policies, processes and activities at all levels.

1.3 Differences within a gender group and across decision-making spheres

Viewing a community using gender lenses⁷

Communities are often seen as a group of people with a common purpose. However, from a gender perspective, a community is not a collection of equal people. It is made up of individuals and groups – diverse women and men – with different levels of power, wealth, influence and ability to express their needs, concerns and rights. In addition, where resources are scarce, those women and men at the lowest end of the spectrum i.e. poor women and men – will suffer most. Furthermore, unequal gender power relations often place women in a disadvantaged position. Being gender aware can help the water sector to allocate limited resources such that they are better at meeting the needs of different women and men.

Although the principal frame of reference for this Toolkit is gender mainstreaming, the approach taken acknowledges that mainstreaming as a development strategy could be extended to a broad range of vulnerable groups. Vulnerable groups include people with disabilities, children, adolescent and youth, people living with HIV & AIDS, people living in extreme poverty among others.

Additional Information: Annex C includes a list of possible vulnerable groups to be considered and requires an identification of the specific challenges they face as well as recommended actions to mitigate these challenges. Others may be identified depending upon the context under examination. **Annex G** includes additional details on some of the vulnerable groups as well as analysis of some challenges they may face.

For a project to contribute to empowerment of women, it is important to recognize that women are not just one group among several disempowered or marginalized population groups in society such as the poor or people with disabilities. Instead, women should be seen as present in all of these groups. Undertaking a gender analysis can contribute to sustainable water resources management but needs to consider context-specific issues such as:

- **Location:** urban, peri-urban or rural with specific considerations for cross-border projects

⁷Sourced directly from *SADC Handbook on Mainstreaming Gender in the Water Sector*, p. 7

- **Country context:** laws and policies on gender equality, enabling environment, government capacity, understanding and commitment to gender equality and social inclusion
- **Population:** size, breakdown by gender, by age (children, youth, elderly), by other vulnerabilities (disabilities, marital status etc.)
- **Vulnerabilities:** poverty, literacy level, mobility, lack of access to information and other resources (land, cash, agricultural inputs)
- **Socio-cultural issues:** position in society, roles and responsibilities of men and women, access to and control of resources (land, money, decision making), value of men vs. women.

1.4 Gender, Water and Institutions

Unequal power between women and men can result in women and girls having no voice in decision-making processes in the household or the public arena. Water infrastructure projects and WASH programs can serve as a strategic entry point for working towards women's empowerment. Since women already have traditional roles in water, sanitation and hygiene, there is the potential for women to play a leadership role in this area. WASH programmes that take into account the role of women and the potential to elevate their position can promote more equitable roles in decision making and control over resources and can support women to take leadership roles at all levels.

Therefore, good water management practices should address gender issues at all levels and across multiple institutions, including the regional transboundary level. Such an approach acknowledges that women play a key role as providers and users of water and as guardians of the environment. These roles should also be reflected in institutional arrangements that consider the development and management of water resources. Where women and vulnerable groups face challenges in participating, especially in providing essential input that could impact on their ability to access, benefit from and control water resources, steps should be taken such as capacity building or mentorship to ensure that they are able to participate on an equal basis. Where possible, efforts should be made to facilitate the possibility for women and vulnerable groups to play a leadership role. This could include addressing socio-cultural barriers at both the institutional and individual level which disregard or undervalue the merits of enabling women to contribute to the development and implementation of water infrastructure projects, raising awareness about gender equality and building the capacity for women and vulnerable groups to be able to play a leadership role.

Additional Information: Gender, Water and Institutions - Cap-Net, International Network for Capacity Building and Integrated Water Resources Management and the Gender and Water Alliance has developed a tool for Water Managers entitled: *Why Gender Matters in IWRM: A Tutorial for Water Managers*⁸. The tool highlights the benefits of integrating gender into planning and practice. Some of the material could be useful in preparing for interviews with water institutions as many may not have an understanding or sensitivity to gender issues. For more information, go to **Annex F**.

⁸The Tool can be accessed at: <http://www.thewaterchannel.tv/gender/content/img/frd-full-resource-document-web-version.pdf>

2 Part Two: Field Work

Overall, all phases of the field work involve applying the tools and principles of gender analysis. Gender analysis is a tool for examining the differences between the roles that women and men play, the different levels of power they hold, their differing needs, constraints and opportunities, and the impact of these differences on their lives. Gender analysis seeks to answer the following questions⁹:

- What do men, women, adults, children and other vulnerable populations do and where do they do it?
- Who has access and control over resources and services?
- Who makes decisions in the community or context under investigation?
- What are the reasons behind differences in gender and other vulnerabilities?
- How can these differences be addressed to ensure equal opportunities to access and control resources?

Additional Information: Annex G includes information on other tools and frameworks that can be applied as part of the gender analysis as well as links to additional tools and resources.

2.1 Preparing to Go to the Field

Desk Research

Secondary Literature Review

Conducting a secondary literature review offers a quick way to learn about what research and actions have already been taken that can be applied or considered to the context under investigation. It provides insight into the actors and stakeholders interested/operating in the area and increases one's credibility in the eyes of the people one is consulting because it can often reduce time spent asking questions that may already be available through secondary research. Studies can be sourced through academic institutions, UN Agencies and other research institutions based in-country or externally. Increasingly, Non-Governmental Organizations are commissioning their own studies or have valuable information and material that can inform your secondary literature review. NGOs and Community-Based Organizations can also serve as excellent sources of information on understanding the local context and in securing additional contacts for conducting interviews and Focus Group Discussions.

Disaggregated Data

While it is recognized that the availability of disaggregated data is not always available in all countries and across all sectors, CRIDF is required to take steps to collect and document disaggregated data from available sources as part of its reporting on program outcomes. Sourcing disaggregated data can include conducting internet searches and contacting organisations such as government agencies, UN organizations and NGOs

⁹Sourced directly from: Goldberg Leong, T. and Lang, C. *Vibrant Communities Gender and Poverty Project Gender Analysis Tools*, Status of Women Canada

that may already have collected disaggregated data or may be aware of where it can be sourced. Disaggregated data should not be confined to collecting data about gender differences. Efforts should also be made to identify disaggregated data about different vulnerable groups. While the collection of quantitative data is critical for understanding and measuring changes, particularly in relation to noting differences within and between population groups, findings from qualitative research can help to uncover trends in thought and opinions, and dive deeper into the problem as well as analyzing inputs that could lead to recommended actions in overcoming problems.

Additional Information: **Annex F** contains additional information on options to consider for sourcing disaggregated data. It also includes links to some sites that could provide additional background information on gender and water and across other sectors. **Annex B** includes more details on possible vulnerable groups that could be considered when approaching your country or local context under investigation.

Stakeholder Mapping, Analysis and Engagement¹⁰

Like desk research, conducting a stakeholder mapping, analysis and engagement is another critical step as part of your efforts to prepare to go to the field. Undertaking a mapping exercise can determine whether or not one is able to gather insights on challenges and obstacles to developing and implementing a successful and sustainable water infrastructure project that ensures broad-based benefits for women and vulnerable populations. It offers a way to identify power structures, rules, practices, policies, activities and the influence of institutions. The institutional analysis can also expose how these different institutional agents or mechanisms create and influence gender relations, and how effectively they contribute to the achievement of gender equality or exacerbate inequalities. Most importantly, it can inform project decisions by identifying ways that gender and social inequalities can be avoided or mitigated.

Stakeholder Mapping

Conducting a stakeholder mapping is key to identifying the correct stakeholders to consult and to secure additional information. The following questions have been sourced from *the SADC Handbook on Mainstreaming Gender in the Water Sector* and can be used as a guide to brainstorm a list of potential stakeholders. Once you have developed the list, you can then discuss what interests the stakeholders have as well as their relationship with other stakeholders in the project. It can also be used as an opportunity to probe further about other organizations that can provide information or to identify organizations including civil society organizations and community-based organizations that may be operating in the area under investigation. If possible, some consultations can be conducted in advance of going to the field (face-to-face, by email or skype) to gather critical information and to identify key people and organizations that should be consulted when in the field, as well as those people or organizations who may be able to help you in mobilising people in the community to participate in the consultation.

- Which organizations and groups work with the community? Remember to also list groups working with women's interests and the interests of vulnerable groups.

¹⁰Sourced directly from *SADC Handbook on Mainstreaming Gender in the Water Sector*, p. 42

- Are they organized according to issues e.g. water, economic, social, environmental?
- What is the relative importance of the organizations in relation to the community and the project at hand?
- Which groups assist the community to overcome key constraints? (e.g. water related, land, livestock, health, lack of income etc...)
- Are any of these groups specifically dealing with gender or women's concerns or the specific issues of vulnerable groups?
- Do these groups have the potential to engage in partnerships or to provide critical information on the context under investigation?
- What services do they provide (e.g. information, training, projects, credit, etc.)?
- What does the aforementioned information mean in terms of the project including the ability to overcome some of the gender and vulnerability obstacles?
- Are there groups exclusively for women and men? For other vulnerable groups?
- Are certain groups e.g. for women and vulnerable people excluded from some of the organizations?
- If so, what are the implications for their non-participation and the implications for the project?

Additional Information: Annex B contains a template for conducting a Stakeholder Mapping. It is already completed to provide examples of organizations that could be considered. It should be adapted to your particular context.

Stakeholder Analysis

Stakeholder analysis aids in understanding the context within which a project is located.¹¹ It is an examination of the perspectives of people who have potential interests in a project or who can influence a project. Stakeholder analysis identifies the various groups of stakeholders along with their degree of involvement. It highlights the different roles played by men and women in a community. It also indicates their motivation for participating in a project. It is useful for clarifying the interests, decision-making roles and potential collaboration or conflicts among different stakeholders or role players in the project.

Stakeholder Engagement

Having discussions with individuals and organizations that are working in the area or who can provide a global overview of issues is a valuable way to prepare to go to the field. These people may be able to share studies and reports to review that can enrich your understanding of the context. They may be able to assist with setting up interviews and focus group discussions. Finally, they may also be able to recommend other organizations or individuals you can talk to prior to going to the field or even when you return from the field.

Survey Instrument

Most social surveys require a survey instrument. The survey instrument includes the list of questions that should be asked as well as putting forward the types of methodologies that will be used to collect the

¹¹ Sourced from: *Balancing the Scales Using Gender Impact Assessment in Hydropower Development*, p. 29.

information. Methodologies can include individual interviews, Focus Group Discussions as well as the application of participatory methodologies such as mapping exercises can be used to identify daily activities, key areas in a village and areas that people consider safe and unsafe for the placement of water infrastructure and ablutions. Preparation of the survey instrument can help experts providing valuable input into preparing for the field ensure that the most appropriate questions are asked for the specific context, that they take into account how to ask questions and can also assist in documenting the methodology used in the field when drafting the report. Too often the tendency is to collect generalized information that may not be relevant to the project under investigation. The External Checklist contained in Annex D provides suggestions of questions that can be used that are aligned to water infrastructure projects. A review of the checklist can help to develop the most appropriate questions and can ensure that you do not overlook critical questions and areas that should be covered when undertaking field work.

2.2 Going to the Field

Actions to prepare for and conduct consultations aimed at gathering relevant data for a water project under consideration must apply gender-aware methods, including the use of participatory methods and socio-culturally-sensitive approaches that can reflect women's and men's perspectives, needs and interests. Below are some key points to consider with respect to identifying potential obstacles for women and vulnerable groups to participate in consultations as well as measures that can be taken to overcome these obstacles.

Additional Information: [Annex F](#) contains guidance drawn directly from *the SADC Handbook on Mainstreaming Gender in the Water Sector* that highlights how to identify and address obstacles to participation. It includes valuable insights on differences and key points to consider in relation to the roles and responsibilities of women and men. There are also links to other reports that could facilitate reflection on other questions to ask in relation to your field work.

Conducting Gender-Aware Consultations

Conducting Gender-Aware Consultations requires taking into account how, where and with whom you should consult. Previous steps including the stakeholder mapping and introductory meetings with key stakeholders can help to determine the best way forward. The following are some key points to consider, to ensure that you take into account gender and vulnerability considerations when preparing for and conducting consultations:

- Consider consulting with the following groups or individuals:
 - Women's groups, health and education committees, or other meetings such as micro-entrepreneur or health and education groups
 - Women who form part of water committees or water agencies
 - International, local non-governmental and community-based organizations
 - Volunteers working on projects in the community
 - Academics who are or have conducted field work in the area
- Make use of participatory approaches as a way to engage women and vulnerable groups as it is a common tool used to put them at ease and to address barriers such as illiteracy

- Rely on multiple sources of information by using a variety of methods to collect information including observation, interviews, focus group discussions and participatory mapping exercises
- Identify ways to gather an understanding of some of the socio-cultural barriers that could prevent women and vulnerable populations from using or benefiting from water infrastructure
- Triangulate your results by seeking and analysing information from multiple sources

Additional Information: Annex F includes links to methodologies that can be used to enable women and vulnerable groups to be able to participate. It includes options for using participatory methods.

Basic checklist for women’s participation in consultations¹²

Below is a list of things to consider when preparing to organize a consultation process that involves women and vulnerable people:

- Have you translated any relevant documents including questionnaires into a language and form that ensures that women have the same access to information as men?
- Have you considered the seating arrangement?
- Have you considered the venue or place for the meeting?
- Have you considered the use of participatory techniques?
- Have you set up separate meeting opportunities with women’s groups?
- Have you set up meeting opportunities for women of different status, age, ethnicity and are you sure you have heard from women of all socio-economic and ethnic backgrounds?
- Have you involved women from local/national background with language and cultural competencies?
- Have women been involved in decision-making meetings equally to men?
- Have women been involved in report back and review processes?
- Have meetings been conducted at times of day and that take into account busy periods that respect women’s multiple work responsibilities?
- Have you used methods to communicate about meetings that takes into account mechanisms that women and vulnerable populations are able to use e.g. radio?
- Have women’s organisations or women’s leadership groups been involved in consultation and decision making?

Key Points to Consider: Applying a Gender Analytical Approach to Programming¹³

Gender Considerations	Practical Actions
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¹²Sourced directly from: *Balancing the Scales: Using Gender Impact Assessment in Hydropower Development*, p. 51

¹³Sourced from March, C., Smyth, I. & Mukhopadhy, M. 1999. *A Guide to Gender-Analysis Frameworks*. Available online at: <http://bit.ly/1E50MgC>

Measurement	Collect data disaggregated by sex and other relevant gender-sensitive variables – supplementing quantitative data with qualitative data where relevant
Analysis of division of labour	Evaluate the division of work and power and capacity to make decisions between women and men – applying an understanding of key concepts such as women’s triple role ¹⁴ and time use analysis
Analysis of assets and ownership	Evaluate access to and control of household / community resources and benefits – applying an understanding of empowerment
Differentiating practical and strategic needs	Evaluate the practical and strategic needs of women and men – based on an understanding of how women prioritise such needs and responding accordingly
Drivers of gender inequalities	Make a causal analysis of determinants of gender inequalities – understanding contextual barriers to issues such as access and decision making
Barriers to access and control	Identify barriers and limitations that women and men face in their life course and specific social and cultural contexts – understanding contextual factors that empower women or limit their potential
Strategic responses	Develop strategies to promote gender equality – assess programmatic outcome / output results for gender responsiveness
Strengthen institutional capacity for gender responsiveness	Have institutional capacities to mainstream gender – strengthen sector partner capacities to respond to and apply gender-transformative programmes
Strengthen individual capacity for gender responsiveness	Strengthen human resources capacities – facilitate gender mainstreaming training / mentoring to enhance the capacity of decision-makers and implementers to drive gender-responsive strategies

Additional Information: Annex G includes tools and studies to enable you to conduct gender analysis and mainstream as well as to consider how sectors that are of relevance to your water infrastructure project can incorporate gender considerations.

2.3 Post Field Reporting & Analysis

¹⁴ Gender planning recognises that in most societies low-income **women** have a **triple role**: **women** undertake reproductive, productive, and community managing activities, while men primarily undertake productive and community politics activities. Sourced from:

www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/groles.htm

Writing the Report

Gender and vulnerability is often included in a stand-alone section without ensuring that the findings are systematically integrated throughout the report. At a minimum, reference to findings on gender and vulnerability should be integrated into the Executive Summary, into the overall section documenting findings from the social assessments as well as in the sections that play a key role in influencing decisions on whether or not to move forward on a water infrastructure project. Integrating information more systematically in a report can also help to ensure that attention is given to identifying and designing measures to mitigate any obstacles that could prevent women, men and vulnerable groups from participating and benefiting from water infrastructure projects.

It is also important to include a section that describes the methodology including the number of people consulted by gender and other vulnerabilities, the type of consultation used and where it took place. To ensure you write in a gender-sensitive way, the following are points to consider that have been taken directly from *the SADC Handbook on Mainstreaming Gender in the Water Sector*.¹⁵

- The process methodology used should be clear and explicit and refer to the extent to which gender was specifically considered.
- Document who was consulted disaggregated by gender and vulnerable populations.
- Quantitative and qualitative data about progress made for women and men should be included.
- Information and data should be supported by evidence including references to other studies that may already have been conducted.
- Include gender-specific recommendations and other comments about actions that should be taken to ensure that gender issues are properly addressed.
- Be aware of the language that is used since language is not gender neutral:
 - women and men should be equally addressed, and neither should be excluded;
 - 'gender' should not be used as a synonym for 'women';
 - no sexist formulations or stereotypes should be used; and
 - writing should be gender sensitive.

Additional Questions to Consider:¹⁶

- Have the physical and cultural aspects of gender been considered when looking at options for water infrastructure?
- Did you investigate the gender issues related to water provision and did you use it to identify:
 - What are the gender gaps?
 - What are the barriers to reducing gender gaps?
 - What are immediate and underlying causes?
- Will this type of water infrastructure project work towards gender balance?

¹⁵Sourced directly from *SADC Handbook on Mainstreaming Gender In the Water Sector*, p. 55

¹⁶ Sourced directly from UNICEF Water, Sanitation and Hygiene: https://www.unicef.org/wash/index_key_points.html

- How will it change the position and condition of women and girls and that of men and boys with respect to:
 - Domestic chores?
 - Community management?
 - Involvement in water supply?
 - Household sanitation?
 - Hygiene behavioural activities?
 - Income generation activities or employment opportunities?
- Is there gender balance in decision making? Are or will women be involved in the decision-making process at the planning stage and in managing services such as:
 - Where the services are located?
 - The quality of services?
 - The type of services needed?
 - Safety and security concerns?
 - Involvement in construction and maintenance?
- Is there gender balance in terms of the burden and benefits of the water infrastructure programme?
 - Is there the opportunity for women to have equal access to training, paid jobs or other opportunities that would be created if this water infrastructure project were to go forward?
 - Would men and women have equal access to volunteer and paid jobs?

Completing the Gender Tools

Increasingly donors such as the African Development Bank are requiring evidence that field research and analysis of gender and social inclusion issues are not a tick box exercise. Some are also requiring the development of a Gender Action Plan as a way to incorporate gender data, to identify key issues, recommended actions to issues and to measure progress against activities undertaken connected to a water infrastructure project. With this in mind, all of the tools contained in this Toolkit have been prepared in an effort to respond to key concerns of potential funders and to ensure that field work takes into account key gender and social inclusion considerations that could have an impact on the ability for equal access and benefit of CRIDF water infrastructure projects.

It is recommended that the following is a list of documents and actions be considered *fundamental* to a GESI analysis, and must be undertaken by all CRIDF Sociologists:

- Undertake a secondary literature review to identify studies and data in advance of going to the field (**Annex A**)
- Develop and complete a revised version of the Stakeholder Mapping and Engagement (**Annex B**)
- Complete the List of Vulnerable Populations including citing obstacles they face and recommended actions to overcome these obstacles (**Annex C**)
- Complete the questions from the Gender Check List based on input provided during field work (**Annex D**)

- Prepare a Gender Action Plan and ensure that it includes indicators that are measurable (**Annex D**)
- Ensure that the information gathered through the use of the Gender Tools is incorporated into the report that you prepare upon returning from the field
- Include a section that clarifies the methodology used and lists the people and organizations consulted.

3 Conclusion

The CRIDF GESIToolkit is meant to provide some simple tools to help ensure that gender and vulnerability considerations are factored into CRIDF's overall efforts to mainstream gender considerations into all phases of its work. It is hoped that it will result in more effective solutions noting that women – as the largest category of water users in the world – have vast experience in managing community water resources, play a significant role in water resource management and are often the most vulnerable when water resources are not easily accessible. Women also offer a huge potential resource for planning and implementation of water projects. Including women, men and vulnerable groups in project planning and implementation offers the greatest potential to identify solutions that are responsive and equitable. Gender-aware projects offer opportunities to address inequalities between women and men in access to resources, services and influence while also contributing to the promotion of women's empowerment.

ANNEX A - SECONDARY LITERATURE REVIEW

The identification and design phase should be driven by an evidence-based approach which means it is important to identify existing qualitative and quantitative data. By first taking stock of the available data, the sociologist and the team in general can avoid duplication of time and effort and build upon existing knowledge and research. Conducting a secondary literature review in advance of going to the field can play a critical role in identifying information and studies can also assist in identifying information about organizations that may be working in your field of investigation. Information gathered should be aligned as much to the project under investigation such that it makes linkages to gender and social inclusion issues of relevance to the area. For example, it can be worthwhile to see if an environmental and social impact assessment has been conducted that may be directly related to water infrastructure or to another infrastructure project as this often includes critical data in the social and gender section as well as information connected to gender and other vulnerabilities. Sometimes entering in the name of the district or community or even the province and adding key social words can help with identifying studies that may have been conducted.

Noting that information from the area under investigation is not always easily accessible such as disaggregated data, collecting data at the regional or national level can also serve to extrapolate on what is often a similar situation. For example, rates of gender-based violence may vary from one area to the next but one can still make some generalizations based on national data. Whereas quantitative data is important to reflect particular challenges for women and vulnerable populations, studies that look at qualitative issues can be equally important in highlighting issues such as behavioural characteristics that could hinder inclusion of women and vulnerable populations in a water project.

Annex G includes a list of resources that can be accessed connected to different sectors and areas of focus on gender and social inclusion. Although the focus may be general rather than specific to the country or area under investigation, it can sometimes help to review gender issues of relevance to the type of water project such as on gender and irrigation as these documents that can help to frame the types of questions to ask and data to gather.

Key questions to consider when conducting a secondary literature review include the following¹⁷:

- What gender-related issues or problems are prevalent in this locality or project site, as identified by existing literature or research?
- What does the literature say about how these issues could affect project implementation?
- What are the sources or types of potential baseline data that can be identified through a secondary literature review?
- If data already exists, is it disaggregated by sex? If not, how can this be mitigated?
- What legal, cultural, and religious constraints, if any, have been identified in studies that may limit the participation of women and girls or other vulnerable populations in the project?

¹⁷ Questions have been adapted from: UN Water *Gender, Water and Sanitation: A Policy Brief*, 26 May 2006. It can be accessed at: <http://www.unwater.org/publications/gender-water-sanitation-policy-brief/>

- What does the literature say about different sub-groups of beneficiaries such as poor women, women with disabilities, and elderly people and how they may be affected positively or negatively by the project?
- What does the literature say about existing legislation in the water sector and how can it ameliorate or exacerbate gender-based discrimination?
- What does the literature say about undertaking gender-disaggregated consultation including through what channels to conduct it?

ANNEX B – STAKEHOLDER MAPPING, ANALYSIS AND ENGAGEMENT¹⁸

The following tool has been sourced directly from *Balancing the Scales Using Gender Impact Assessment in Hydropower Development* and is meant to provide a template for completing a stakeholder mapping and engagement. The mapping should seek to identify and engage as many organizations at different levels of society that would be directly or indirectly involved or impacted by the water infrastructure project. The table also seeks to disaggregate the analysis of stakeholders to determine which ones have an interaction with men, women and vulnerable groups. Ideally, you should be able to identify individuals and institutions coming from government, the private sector, civil society and academia who can provide a rich and in-depth perspective on some of the GESI issues of relevance to the project under investigation. Whereas people working directly within the water sector may be able to make a connection to some of the gender and social inclusion issues, others will not be able to share insights simply because they have limited understanding and exposure to gender issues. It is therefore important to identify individuals and organizations that can shed light on some of the GESI specific issues such as civil society or UN organizations working on gender-specific issues such as UN Women, UNFPA or UNICEF which also focuses on WASH issues. It is also important to take into account and anticipate that some of the vulnerabilities may not be easily discussed depending upon cultural norms or gender perspectives. For example, men may not be comfortable or willing to discuss issues of rape and gender-based violence or may simply have no understanding or appreciation of talking about it as an issue.

In identifying these groups, consider how they can have a positive or negative influence on the outcomes of the project as well as whether they have the potential to play an enabling role in addressing any of the issues you may identify in conducting your fieldwork. These same stakeholders can also be considered when you prepare the Gender Action Plan. You can therefore consider which people or organizations could be put forward to be responsible for or assist with particular actions that should be taken to ensure the integration of gender equality and vulnerability considerations into the project.

Institutional Barriers with Water Institutions¹⁹

The limited success in making water planning and management more gender sensitive can be partly attributed to incorrect or unrealistic assumptions about the capacity of existing water institutions to respond. Too much emphasis has been placed on what is desirable (empowerment of women) and not enough has considered what is possible. Water management institutions and agencies whose main task is to make sure the right amount of water is delivered at the right time and place cannot be expected to be interested in the empowerment of women nor do they have the capacity to change gender inequities. What is usually within their reach and mandate is the satisfaction of specific needs women may have with respect to water, although even this can be conditional upon changes to other sectors. For recommendations aimed at promoting the recognition and accommodation of gender needs and interests to be successful within water systems, they need to be formulated in such a way that they are compatible with the objectives of responsible institutions.

¹⁸Sourced directly from: *Balancing the Scales: Using Gender Impact Assessment in Hydropower Development*, 2013, Oxfam Australia and Oxfam Water Governance Regional Program, p. 43-44

¹⁹ This section is sourced from Zwarteveen, M. *Linking Women to the Main Canal: Gender and Irrigation Management*, IIED Gatekeeper Series No. 54, p. 10-11

It is also critical to do conduct as much of the stakeholder engagement in advance of going to the field. By engaging with stakeholders coming from a diversity of backgrounds prior to conducting fieldwork, you can :

- identify studies that may have previously been conducted on gender and social inclusion issues
- identify additional organizations that may not come up through web searches
- receive assistance in setting up interviews and focus group discussions

Purpose: The tool can be used to capture key institutions and processes or mechanisms influencing gender relations or relations with vulnerable groups. The activity profile offers a way to identify and ensure consultations with all institutions of relevance to men, women and vulnerable groups.

Key Questions:

- What services do you get to help you day by day?
- Who provides those services?
- Are there people or institutions you engage with to implement your activity?
- What are the rules policies or mechanisms and how do you know about them?
- Are you affected by, policies or other mechanisms when trying to perform your activities?
- Do these institutions perpetuate gender inequality?
- Do these institutions help to address gender inequality or social exclusion?

The following table provides examples of institutions that may be identified. You should adapt and complete it based on the context you are investigating:

Institution	Department or agency	Policy or Mechanism	Interaction with the Community	
			Men	Women
National, Regional or Local				
Department of Water	Water regulation	National policy on water conservation		
Department of Agriculture	Agricultural extension officers	National policy for seed distribution		
Department of Fisheries	Fisheries research Fisheries regulation	Community fisheries Wildlife protection		
Department of Health	Health clinic staff Hospital staff	Public health campaign for malaria		
Ministry of Natural Resources and Environment		EIA law Public engagement guidelines		
Ministry of Women's Affairs		National Gender Strategy		
Police		Law enforcement		
National NGOs working on issues connected to the project		Field studies; tools for community consultation		

Other institutions (UN, ²⁰ donor organizations, research institutions)		Disaggregated data Studies done in the area		
Community/Local Level				
Community Water Committee	Water Department			
Community fisheries committee	Fisheries Department			
Water user groups	Ministry of Natural Resources and Environment			
Religious institutions	Churches			
Farmers' cooperative				
Local Civil Society Organizations				
Community-Based Organisations				
Women's Organisations				
Youth Organisations				
Market				
Banks		Community lending Mobile phone credit mechanism		
Agribusiness companies		Contract framing		
Other companies				
Micro-enterprise groups		Women's savings and loan group		
Other Institutions				

²⁰ UN Organizations such as UNICEF are heavily active in WASH activities and can be a key source of information. UNFPA can also provide a perspective on sexual and reproductive health issues that are relevant to water infrastructure. Donor organizations may be funding or have funded projects in the area that are directly or indirectly related to the water project.

ANNEX C – LIST OF VULNERABLE POPULATIONS

Meeting²¹ women and girls’ water needs is critical to achieving universal and equitable access to water and ensuring that the rights of all citizens to water are met. Unless gender is properly understood in connection to other inequality factors including age, disability, chronic illness and social status, interventions are unlikely to succeed in addressing barriers faced by the most marginalized people. HIV is acknowledged as having a disproportionate impact on women and girls, particularly those who are marginalized or excluded. For women and girls living with with HIV, gender inequality and discrimination linked to their HIV status can intersect with other barriers they may face in accessing water infrastructure. For example, people living with HIV have increased water needs including the need to access safe drinking water when they take their anti-retroviral drugs (ARVs) and an increased need for good water, sanitation and hygiene practices to prevent opportunistic infections and diarrhoea to which they are more susceptible and which can, in turn, weaken the effectiveness of ARVs. Access to safe drinking water is essential for mothers living with HIV if they decide to use formula or replacement feeding rather than breast milk in order to prevent mother-to child transmission.²²

In 2014, a situational analysis of disability in WASH conducted in several communities in Papua New Guinea’s East Sepik province identified that age, disability, gender and social status intersected to increase the barrier to accessing water.²³ In the communities studied, the impact of disability on access to WASH was greater for women than for men, particularly as it relates to the physical burden of water collection, including for older women and adolescent girls. It also highlighted an increased risk of violence when performing WASH-related chores or accessing water and sanitation for their own personal use. The study also noted a significant difference in terms of WASH support provided to older men and women. Whereas women were supported only once they were experiencing significant functional limitations such as near complete loss of vision or the inability to walk unassisted, men received support at a much earlier stage. The results of the analysis confirmed that social factors including disability, gender, age and social status interact to impact on WASH access and cannot be treated in isolation.

The following is a list of Vulnerable Populations that may be part of your community under consultation. Please note the vulnerable population. Please note specific challenges they would face in accessing or benefiting from improved water infrastructure as well as recommendations of actions that should be taken to address or overcome these challenges. It is important to take into account that not all of the people you interview will feel comfortable responding. For example, LGBTI are highly controversial in Southern Africa so may not be appropriate to ask of many of your interviewees.

Vulnerable Group	Challenges	Recommendations to address challenges
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²¹ This section is sourced from 'Achieving gender equality through WASH, Gender and Development Network, Briefings April 2016 including citation of studies, p. 7-8

²² STOPAIDS 2013. 'Factsheet: WASH and HIV'. London: STOPAIDS, available at: <https://stopaids.org.uk/resources/?type=factsheet>

²³ WaterAid and CBM Nossal 2015.

Female-headed household		
Child-headed households		
Disabled		
Elderly		
Adolescent and Youth		
Women in polygamous relationships		
Widows		
Sex Workers		
LGBTI		
Child Brides		
Other		

There are several specific social and health related issues that particularly affect the vulnerability of women and girls. These are elaborated on below, and should be integrated into one's literature review work and field engagements:

Violence against Girls and Women²⁴

Violence against women is strongly linked to women and girls' unequal status which can result in limiting their access to water and toilets. Research carried out in an urban township in Cape Town revealed that there were 635 sexual assaults on women travelling to and from toilets reported between 2003 and 2012. The study estimated that providing sanitation in South Africa's townships could reduce sexual violence by up to 30 per cent.²⁵ Similarly, a 2004 assessment undertaken by USAID for its *Safe Schools Program* highlighted the difference between the experience of girls and boys at school and identified girls', loss of dignity, and bullying or violence as the result of lack of toilets in school. When women and girls who fear violence, shame or stigma, they tend to use facilities less often, especially if water sources and toilets are located a long distance from home or in isolated locations. Unsafe, unclean or absent facilities can result in them choosing open defecation which creates additional vulnerabilities to violence or rape. Women have adopted a number of coping mechanisms that can lead to additional health problems including limiting the consumption of food and drink to reduce the need to relieve themselves. Violence also tends to increase in conflict or emergency contexts

²⁴ This section is sourced from 'Achieving gender equality through WASH, Gender and Development Network, Briefings April 2016 including citation of studies, p. 4.

²⁵ Gonsalves, G. E.H. Kaplan and A. Paltiel. 2015. 'Reducing sexual violence by increasing the supply of toilets in Kyaleitsha, South Africa: a mathematical model', PLoS One 10.4 sourced from 'Achieving gender equality through WASH, Gender and Development Network, Briefings April 2016.s

where normal social networks are disrupted and risk is heightened by widespread violence and the collapse of rule of law. This is compounded by scarcity in water and food resources which can require women to travel longer distance or use toilet facilities that are poorly lit further exacerbating their vulnerability to violence.

When conducting field work, it is important to investigate the possibility of WASH-related violence. There are a number of practical ways that can be recommended to reduce vulnerabilities to WASH-related violence. Privacy, safety and dignity can be increased through toilet design: facilities should be well lit, or women and girls should have access to torches or other forms of light. The facility should have a solid door and lock on the inside of the door. Toilets should have roofs and facilities should be accessible for family members with limited mobility. Tools such as Community Led Sanitation or the IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action can provide additional guidance on things to consider or actions to take²⁶. Mapping tools that allow women and girls to show where they feel safe and unsafe can also help with designing water facilities that reduce the potential for gender-based violence. Ensuring the installation of appropriate toilets in school settings that allow for privacy, safety, avoiding embarrassment and reducing exposure to violence can have a positive impact on girls' attendance and attainment.

In addition to thinking about the facilities themselves, it is also important to consider the potential for violence when facilities are being constructed. The World Bank established the Global GBV Task Force in October, 2016 as part of the Bank's commitment to learn from the failings of the [Uganda Transport Sector Development Project](#), which involved serious allegations of sexual misconduct and abuse by men contracted to construct the road. *The Bank has specifically noted that large infrastructure projects – including those supported by the World Bank – which involve a substantial influx of workers into a community, can expose women and girls to risks of sexual exploitation and abuse, unless adequate measures are taken to prevent and address such risks.*²⁷ The Bank has declared zero tolerance for GBV and has produced two key documents that can assist in considering GBV issues in infrastructure projects:

- 1) *Managing the Risks of Adverse Impacts on Communities from Temporary Project Induced Labor Influx* seeks to articulate how to manage the potential risk connected to the influx of external workers. It contains guiding principles and recommendations to be considered as part of the design and implementation of civil works projects. It can be accessed at: <http://pubdocs.worldbank.org/en/497851495202591233/Managing-Risk-of-Adverse-impact-from-project-labor-influx.pdf>
- 2) *Good Practice Note Addressing Gender-Based Violence in Investment Project Financing Involving Major Civil Works* provides background and an approach to identifying the risk of GBV, in particular sexual exploitation and abuse and sexual harassment that can emerge with major civil works projects.

²⁶ Community Led Total Sanitation (CLTS) is a methodology that facilitates communities in eliminating open defecation through locally-led appraisal, analysis and action. Information on this tool can be accessed at: <https://www.communityledtotalsanitation.org/page/clts-approach>. The IASC Guidelines on GBV can be accessed at: <https://gbvguidelines.org/en/>

²⁷ The work of the Task Force was informed by related [Inspection Panel findings](#) and the [management response](#), the findings of a management review of [Lessons Learned](#) from the Uganda case, as well as by the immediate measures taken by management to integrate these findings into the Bank's 2015 Procurement Framework, current social safeguard practices, the new [Environmental and Social Framework](#) (ESF) which was approved in 2016 and which will be implemented by 2018, and the [Labor Influx Guidance Note](#). For more information go to <http://www.worldbank.org/en/news/press-release/2016/10/13/world-bank-launches-global-task-force-to-tackle-gender-based-violence>

It can be accessed at: <http://pubdocs.worldbank.org/en/399881538336159607/Good-Practice-Note-Addressing-Gender-Based-Violencev2.pdf>

Menstrual Hygiene Management²⁸

The safe and effective management of menstruation is a specific WASH issue facing women and girls. Girls face particular challenges due to the taboo and silence surrounding menstrual hygiene which is linked to the fact that menstruation is seen in many cultures as contaminating girls and women. This can result in serious impacts connected to water and sanitation. In some cases it can result in women and girls being heavily dependent on other women to collect and bring water to them for drinking and bathing. Research on the impact of inadequate or absent menstrual hygiene management on girls' education has shown that girls skip a week of school or drop out altogether if there are no private latrines and hygiene supplies in their place of education. Girls are also afraid of being teased by boys which impacts on their self-esteem and ability to concentrate. Missing school limits a girl's opportunity for education, income generation and social participation, all of which have a negative impact on self-worth and overall well-being of themselves and their families.

Overall, limited attention is given to menstrual hygiene when water infrastructure projects are planned and designed. Most sanitation programs fail to consider women's need to manage menstruation. Latrine design usually overlooks the specific needs of women and girls. Where hygiene promotion exists it often focuses exclusively on washing practices thereby excluding the issue of menstrual hygiene. Because of social stigma and norms around menstruation together with the fact that WASH decision making tends to be male dominated can result in a failure to meet the social and physical needs of women. .

Similarly, women experiencing perimenopause²⁹ have particular WASH needs in terms of menstrual hygiene management, access to safe drinking water, washing and bathing. During perimenopause, hormonal changes can result in irregular and/or heavy bleeding and sweating. Keeping hydrated is important as is access to facilities to manage menstruation. Facilities for menstrual hygiene and management are needed wherever there are sanitation facilities, including in providing sanitation services in humanitarian emergencies. They should ensure privacy and dignity, and include facilities for washing and drying the body and the menstrual clot. They should also include adequate mechanisms for disposing of material if they cannot be reused like bins with lids that are safely managed. ³⁰

²⁸ This section is sourced from 'Achieving gender equality through WASH, Gender and Development Network, Briefings April 2016 including citation of studies, p. 5-6

²⁹ Perimenopause is the time before the menopause during which the declining function of the ovaries gives rise to a range of symptoms including heavy uterine bleeding, hot flushes and night sweats.

³⁰ 'Achieving gender equality through WASH, Gender and Development Network, Briefings April 2016 including citation of studies, p. 10/

Maternal and Newborn Health³¹

Every year nearly half a million newborn babies die within the first month of life are due to unhygienic conditions.³² Health care facilities in low and middle-income countries often lack proper WASH services which negatively impacts on the ability to provide safe and quality care to women and newborns. A recent study by the London School of Hygiene and Tropical Medicine found that 43 per cent of births in Tanzania occur at home, and only 1.5 per cent of home births take place in homes that have safe drinking water and adequate sanitation.³³ Only 44 per cent of births at health care facilities and 24 percent of those in delivery rooms have safe drinking water and adequate sanitation. Sepsis, which causes 11 per cent of maternal deaths, can be mostly prevented if women give birth in a location with sufficient water and soap for washing and a trained assistant is available to offer quality care.³⁴ Having access to safe water and hygiene services can also prevent a range of related illnesses some of which have particular impacts when they occur during pregnancy. For example, hookworm infestation arises from exposure to contaminated soil in part due to open defecation and poor hygiene and can lead to low birth weight, slow child growth and hepatitis³⁵.

Collecting and carrying heavy loads such as water can have severe negative impacts on a women's and girl's health. If women have to collect water when pregnant, they can experience serious complications during pregnancy and experience additional reproductive health consequences. This, in turn, can lead to chronic pain, disability and social stigma. Women and adolescent girls who have recently given birth can also experience incontinence or have obstetric fistula from prolonged or obstructed childbirth creating WASH needs. Women and girls who have experienced sexual violence can also suffer from incontinence as a result of traumatic fistulae. WASH access in health-care settings is also related to the number of women choosing to give birth in delivery facilities and can play an important role in reducing the rates of maternal and child mortality. Overall, universal access to water and sanitation can help make pregnancy safer, mothers healthier and increase the likelihood of mothers' and children's long-term health and well being.

In **Annex G** there are more details about vulnerable populations to help guide you as you consider possible populations as well as to take account of possible challenges they may face in terms accessing and benefiting from water infrastructure.

31 31 This section is sourced from 'Achieving gender equality through WASH, Gender and Development Network, Briefings April 2016 including citation of studies, p. 6-7

32 WaterAid 2016a 'The first month of life: ensuring every child gets the water, sanitation and hygiene they need' available at: https://washmatters.wateraid.org/sites/g/files/jkxooof256/files/WaterAid_Healthy_Start_The_First_Month_Of_Life_US_version.pdf

33 Benova, L. O. Cummings, B.A. Gordon, M. Magoma and O.M. Campbell. 2014. "Where there is no toilet: water and sanitation environments of domestic water facility births in Tanzania", PLoS ONE 9.9, Available at: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0106738>

34 Say, L. D. Chou, A. Gemmil, Ö Tunçalp, A Moller, J. Daniels, A. Metin Gülmezoglu, M. Temmerman and L. Alkema, 2014, 'Global cases of maternal death: A WHO systematic analysis', *Lancet Global Health*, 2, 6 (June), e323-33.

35 Beach M., T. Streit, D. Addiss, R. Prospero, J. Roberts and P. Lammie. 1999. 'Assessment of combined ivermectin and albendazole for treatment of intestinal helminth and wucheraria bancrofti infections in Haitian schoolchildren', *American Journal of Tropical Medicine and Hygiene* 60, 479-486.

ANNEX D – EXTERNAL CHECKLIST

The external checklist (**see accompanying excel tool**) should be asked as part of conducting your analysis. The checklist can help relevant staff involved in the project development and implementation to identify opportunities and requirements for incorporating gender into different phases of the project, to adjust the project to mitigate the potential to contribute to gender inequalities or even to decide not to move forward on a project. You should refer to the list of vulnerable populations in **Annex C** to be sure that when you are asking the questions you cover these groups and are able to probe on specific issues for specific vulnerable populations.

Questions: External Check List

The external checklist has been structured with the following key points to consider in relation to using the actual tool, in preparing for the field and in connecting it to the drafting of the report and completion of other parts of the Toolkit. The checklist questions are included at the end of this Annex, as well as in an accompanying excel tool – for ease of filling-out.

a. Identifying differences

In keeping with the GAD framework, the table below includes three separate columns: 1) women and girls; 2) vulnerable populations; and 3) men and boys. Where possible, when posing the questions try to gather an understanding of the differences for these three groups and capture them in the table below under the separate columns. For vulnerable groups, identification of vulnerable groups should be done using the Table from Annex C prior to going to the field and can be used again to cross verify vulnerable populations that are identified when conducting the field work. There is reference to “women and girls” and “men and boys” as the situation and issues may be different depending upon the age group you are consulting. Ideally you should try to consult with adolescent and youth separately as their issues are often different from those of adults as well as seeking to gather any issues related to children and babies such as those connected to the impact of water-borne diseases.

For the purposes of simplicity, the questions refer to “different population groups” as a way of encompassing women, girls, men, boys and different vulnerable populations that you will identify.

When asking the questions, you tailor them depending upon whether you are asking as a homogeneous group e.g. of women or heterogeneous groups.

Gender And Development (GAD) Framework

Gender is not a ‘women’s issue’ but an interpersonal issue between men and women; women and men have different and specific needs;

Women and men cannot be treated as a standardised group because they are affected by various cross-cutting issues such as class, race, poverty, ethnicity, age, geographical location (i.e. the urban/rural divide) religion and culture such that it is important to also address vulnerable populations; and

Women tend to be disadvantaged relative to men, but that gender differences can result in men being disadvantaged.

Target Audience

The questions have been written in a style to enable you to pose questions directly of the different groups you are consulting. You may need to adapt them if you think there may be differences connected to culture, gender, age, marital status or any other issue. You should also be considering how you can capture the differences for women, men, girls and boys and vulnerable people when you prepare your overall survey instrument.

Approach to questions

The questions include overarching questions as well as questions where you can do additional probing. For example, when asking about the benefits that a project will provide, you are encouraged to probe about where and how these benefits will occur i.e. at the household level (reproductive e.g. work load), at the work level (productive) and at the community level (opportunity to participate in community activities).

Project Reference

A number of the questions are generic. However, there are some that are more relevant to particular CRIDF projects. For example, questions on land are likely to be more relevant to irrigation projects whereas questions about toilets and ablutions are more relevant to border post projects. In asking questions, you should therefore adapt them to your project context by selecting or dropping questions that align to the project under consideration. In referencing the project, you should also be careful to manage expectations by posing questions in the hypothetical. For example, you could ask, “if there were to be a water project that would improve access to water for irrigation...” CRIDF has also developed a briefing note on Gender and Irrigation that provides more specific context on this type of water infrastructure and can serve as a guide for putting forward targeted questions. **Annex G** also contains additional information on the different water contexts.

Methodology

In **Annex F**, there are links to examples of participatory approaches that could be used to gather the information rather than simply asking the questions through focus group discussions or individual interviews. Particularly with women and vulnerable groups, participatory approaches are the preferred approach as they address some of their barriers such as literacy and comfort level in expressing themselves publicly. Participatory approaches can also be a more interesting and creative way to get information than posing questions directly. For example, there are questions that seek to understand the amount of time people spent on collecting water and who does it that could be gathered by conducting a participatory exercise to collect information about daily activities and to map out how women, men girls and boys and vulnerable populations spend their day, what activities they undertake and how much time it takes.

Applying the Results

In addition to soliciting input on potential benefits that a project of this nature could provide, many of the questions have been structured to enable you to solicit views and input on some of the challenges (issues), how they can be addressed (recommendations) and who could address them (roles & responsibilities) that should be directly incorporated into:

- 1) The narrative within the report including the overall section for the social assessment;
- 2) The section on Gender and Inclusion;
- 3) The Executive Summary
- 4) The recommendation and decision-making section
- 5) The Gender Action Plan including issues, recommended actions and responsible people (role players). In terms of possible responsible people, **Annex B** is where you can source possible stakeholders that you will have identified through conducting a stakeholder mapping exercise.

Question	Women & Girls	Vulnerable Groups	Men & Boys
ACCESS			
Access to Water			
<p>How is water used by men and women? How is water distributed among men and women? Who can decide on the the use and management of water resources?</p> <p>Do different household structures / population groups have direct access to water resources? <i>*(‘women’ & ‘men’ columns can be replaced with ‘female’ and ‘male’ headed households if more appropriate)</i></p> <ul style="list-style-type: none"> - for domestic use? - for community gardens? - for agricultural & livestock purposes? - for income-generating opportunities? - for employment? -For other needs? <p>If not direct, how do they access water? (at a river, well, borehole)</p> <p>In cases where income is generated from the water infrastructure project e.g. through irrigation, are women and men able to access the benefits equally from income generated?</p> <p>Are there differences in terms of access to water institutions such as water committees and water user groups of relevance to the project?</p> <p>Barriers What are barriers that could affect access to the proposed water infrastructure project? (money, transport, distance, cultural barriers)</p> <p>In the case of irrigation projects, are there specific barriers to access such as to land, inputs and other resources?</p> <p>Recommendation How should these barriers be addressed?</p> <p>Roles & Responsibilities Who could play a role in addressing these barriers and negative impacts? What could they do?</p>			

Access to Other Resources		
<p>For different household structures/population groups to be able to benefit fully from this water infrastructure project, what other resources do they need to access? Do they need to have access to:</p> <ul style="list-style-type: none"> - land? - cash? - training? - other inputs? - decision makers? - decision making committees <p>Barriers What are the barriers that different household structures/population groups that could affect access to these resources? For example barriers such as access to information could impede women's ability to participate in a project.</p> <p>Recommendation How should these barriers be addressed?</p> <p>Roles & Responsibilities Who could play a role in addressing these negative impacts? What could they do?</p>		
PARTICIPATION		
<p>Roles and Responsibilities What roles, responsibilities and positions of women, men and vulnerable groups within a community or society or at the household level should be considered in terms of ability to participate in:</p> <ul style="list-style-type: none"> - Water committees or related committees? - Development and implementation of the water project (e.g. construction, maintenance, water committees)? - Income-generating activities including farming activities - Employment opportunities - Collection of water - Maintenance of water infrastructure - Construction of water infrastructure <p>Barriers to Participation What are specific barriers to participation in any of these roles that should be considered?</p> <ul style="list-style-type: none"> - e.g. time, lack of access to resources, cultural practices, physical, fear of gender-based violence <p>Recommendations How can these barriers be addressed?</p> <p>Roles & Responsibilities Who could play a role in addressing these negative impacts? What could they do?</p>		
PREFERENCES		
<p>Currently, what do people like and don't like about their water and sanitation system/options? Is there sufficient consideration of decency and respect that takes into account the needs of the different population groups?</p> <p>What are the preferences in terms of use, location and availability of water by the different population groups?</p> <p>In the case of irrigation projects, do women have different preferences that could include accommodating their tendency to prioritize multiple uses of water for productive and reproductive services?</p>		
POSITIVE IMPACTS		

<p>Benefits How will a project of this sort improve the current situation for women, men and vulnerable group in terms of activities such as:</p> <ul style="list-style-type: none"> - work load at the household level? - potential to earn additional income? - improved employment opportunities ? - gaining new skills? - participation within the community? - anything else? <p>Barriers What are some of the barriers that would prevent different population groups from benefiting from a water project of this sort in terms of issues such as:</p> <ul style="list-style-type: none"> - Socio-Cultural e.g. the differences in roles and work loads of women and men, ability to participate at meetings, to speak at meetings, - Practical e.g. time available, lack of skills - Economic e.g. lack of access to land, financial resources, other inputs - Access to information e.g. if husbands are primarily targeted for dissemination, do they share it with their wives? <p>Recommendations How should these barriers be addressed?</p> <ul style="list-style-type: none"> - e.g. through training, access to cash or other inputs, anything else? <p>Roles & Responsibilities Who or what organizations could play a role in helping to address these barriers?</p> <ul style="list-style-type: none"> - e.g. local NGOs or CBOs, government programs, other? What could they do? 			
NEGATIVE IMPACTS			
<p>Challenges/Problems What are possible negative impacts of this sort of project on different population groups?</p> <ul style="list-style-type: none"> - e.g. safety issues (gender-based violence); conflicts in the community or between men and women; changes to livelihoods; cultural clashes or loss of cultural practices <p>Recommendations How should these negative impacts be addressed?</p> <p>Roles & Responsibilities Who could play a role in addressing these negative impacts? What could they do?</p>			
SOCIAL CONSIDERATIONS - questions to be altered/refined based on project context (type of project, urban vs rural, etc.)			
Health			
<p>Are there health or security threats to women, men or other vulnerable populations because of the present water and sanitary conditions?</p> <p>What are specific health challenges reported connected to water infrastructure?</p> <ul style="list-style-type: none"> - Who does this impact? - How does this impact them? e.g. time requirements in caring for sick children? <p>Who plays a role in family health and hygiene?</p> <p>Are there specific challenges for women and girls connected to reproductive health and access to water in terms of:</p> <ul style="list-style-type: none"> - pregnancy - menstruation - bearing and caring for children - HIV/AIDS <p>Does the current water infrastructure accommodate menstrual health needs at school, at clinics, other public places?</p>			

<p>Do the clinics and hospitals have sufficient water to address the health needs? What services are available to respond to Gender-Based Violence?</p>			
Education			
<p>What is the current literacy level for men, women and vulnerable populations? What is the current level of education for women, men and vulnerable populations? Do the schools have toilets and ablutions that are safe, secure and accommodate menstrual health needs? Do people learn about safe water practices? If so where?</p>			
Social Welfare			
<p>What are the specific social issues? e.g. poverty, unemployment, malnutrition How do they impact on women, men and vulnerable populations' ability to access or benefit from water resources? e.g. to pay for services What modalities are available to address them? e.g. public services, NGO support etc. Are provisions or assistance given to vulnerable populations who face specific barriers? How would the proposed water project impact on any of these social welfare issues?</p>			
Employment and Income Generation			
<p>What are current employment options in the area? Are there differences for men and women in terms of options? How do women, men and vulnerable populations generate income? Is there any connection to employment and income generation and their ability to access water? If so what is it? What are barriers to generating income or to accessing employment? How could these be addressed? Would a project of this type help to improve the potential for employment and income generation?</p>			
Poverty			
<p>What are the current rates of poverty? (disaggregate by household type if possible) What are the impacts of poverty? What government services are available to address poverty? What about other services or programs? Are there or assistance given to vulnerable populations including children and the elderly?</p>			
Climate Change³⁶			
<p>Are men and women affected by the impacts of climate change? What are the differences Do women and men have different responsibilities during extreme climate events? What are they? How has the access to and control over land and water of men and women (of different ages and ethnic groups) been affected as a result of the changing climactic conditions? Who participates in decision making such as on choices of what crops to grow as a result of climate variability?</p>			

³⁶ adapted from FAO. 2012. Passport to Mainstreaming Gender in Water Programmes Key Questions for interventions in the agricultural sector

Are men and women able to benefit equally from new institutions e.g. village committees established to support flood risk management / drought relief / climate mitigation?



ANNEX E – GENDER ACTION PLAN

One of CRIDF’s key gender tools is an Action Plan. It serves as a guide for decision makers in the project as it progresses and serves as useful tool for reporting on compliance and results. In applying the checklist described above, the field assessment should identify key issues that could impact both positively and negatively on men’s and women’s equality, opportunity and/or benefits with the project as well as recommendations of actions that could be taken to address predicted or possible unintended impacts. As part of the stakeholder mapping and analysis process, it should also have identified possible role players including local institutions and individuals that can take responsibility for some of the actions. To be able to measure progress against any actions taken, it is also important to develop indicators.

The Gender Action Plan should include categories and respond to the following questions:

Issue: What is the problem or challenge that could have a negative impact on women, men or vulnerable populations to access or benefit from the water infrastructure project?

Activity: What are possible activities or actions that can be taken to address the issue identified?

Indicator: What are targets that can demonstrate that a change or improvement has been made and which are understood by the community – including specific targets for men, women and sub-groups within the communities (See **Annex G** for links on tools and examples of how to develop an indicator)

Responsibility: Who within CRIDF or externally will be responsible for ensuring that the activity is implemented?

Project Cycle Stage: At what stage in the project cycle should this action be implemented (planning or implementation). Since this should be updated at every phase of the project, it is important to note where in the project cycle this action should be undertaken. For example, some activities may take place in terms of construction and maintenance.

Cost estimate: The anticipated cost of the activity must be indicated in the action plan, to ensure follow-on project stages adequately budget for the resources required to address the identified issue.

Issue	Activity	Indicator	Responsibility	Project Cycle Stage	Cost estimate

ANNEX F – METHODOLOGY

Below are additional considerations, tools and references to help you prepare your methodological approach to use when conducting field work.

Additional Considerations for Conducting Field Work

A. Identifying and Addressing Obstacles to Participation

Facilitating equal participation of men and women requires consideration of barriers that each may face. ³⁷It is important to identify potential obstacles that could make it difficult for men and women to participate. Below are potential constraints to participation of women that should be kept in mind³⁸:

- Socio-cultural beliefs and norms that can determine the kinds of activities that are considered appropriate for women or other vulnerable groups and which are not (determined by social class, age, etc.)
- Skills limitations
- Low literacy levels
- Competing demands on women's time and energy (including their existing workload)
- The social rules that determine women's public and private roles
- Lack of mobility/freedom of movement
- Lack of information
- Difficulty or impossible of attending predominantly male meetings, especially in male meeting places
- Lack of communication skills or ability to speak the language in which official meetings take place
- Little experience in public meetings.

Potential obstacles could be identified through asking the following questions. These questions should be determined prior to going to the field or when meeting with key people who can help with setting up the consultations³⁹:

- Can women speak openly in public?
- Are women likely to talk freely in a mixed group together with men?
- Should separate discussion groups for women and men, and/or different groups of women and men (for example subgroups by age) be used?
- Are men and women likely to be available at the same time to attend meetings?
- If a household survey is necessary, when are men and women likely to be at home?
- If a public meeting is planned, when are women and men most likely to attend?
- If it's necessary for people to travel to the meeting, will women as well as men come?

³⁷Sourced directly from *SADC Handbook on Mainstreaming Gender in the Water Sector*, p. 45

³⁸Sourced directly from *SADC Handbook on Mainstreaming Gender in the Water Sector*, p. 47

³⁹Sourced directly from *SADC Handbook on Mainstreaming Gender in the Water Sector*, p. 45

- If only community leaders are invited to a meeting, how gender representative will it be?
- If the venue for the meeting is associated with men, or women, could it affect the gender-balanced participation?
- Are the communication channels that are used to invite women and men to participate gender aware?

Once identified, it is important to develop strategies to address the difficulties so that they do not entirely prevent women or men – especially vulnerable groups – from participating. Some key points to consider include the following:

- Ensure that meetings and processes are timed appropriately to allow for men's and women's participation;
- Make sure that interviews and groups are convened that include men and women together but that women are also facilitated to meet separately;
- Ensure that language and any other material is accessible to women and other vulnerable groups – where possible include female facilitators and interpreters
- Make sure that young and older people's views are collected, and male and female perspectives are equally represented in data collection;
- Involve representatives from different cultural, ethnic or socio-economic groups from within the community – as a means of identifying practical and cultural barriers to specific group's participation and ways to overcome these.

B. *Preparing a Survey Instrument*

Below are a few links to useful articles describing the construction and creation of the ideal survey questionnaire, particularly looking at how to make the questionnaire concise, humane and easy to follow and understand.

- Larossi, G. 2006. World Bank Open Knowledge Repository. Available online at: <https://openknowledge.worldbank.org/bitstream/handle/10986/6975/350340The0Powe1n0REV01OFICIALOUSE1.pdf>
- Hilder, K.F., Oo, E. & Tatian, P.A. 2015. Preparing and Fielding High-Quality Surveys. Available online at: <https://www.urban.org/sites/default/files/publication/54336/2000271-Preparing-and-Fielding-High-Quality-Surveys.pdf>

Below are Some Examples of Surveys that you could examine for reference

- World Health Organisation. 2016. Core questions and indicators for monitoring WASH in schools in the Sustainable Development Goals. Available at: <http://washdata.org/file/547/download>
- United Nations World Water Assessment Programme. 2015. Questionnaire for collecting sex-disaggregated water data. Available at: <http://unesdoc.unesco.org/images/0023/002345/234514E.pdf>

To do an effective gender analysis, you can use both traditional and non-traditional methods to collect data. Examples of traditional methods could include formal interviews and surveys, mapping and statistical research on the internet or through contacting organizations. Non-traditional methods could include interviews and focus group discussions, walking tours to observe community or organizational practices. Other methods could include the use of participatory methods which are often the most effective in engaging women and vulnerable populations and can put them more at ease in expressing themselves. (See **Annex E** for tools and resources on participatory methods).

C. Stakeholder Engagement

Akerkar, S. 2001. Gender and Participation. Available at: **Error! Hyperlink reference not valid.**

CANTERA- Popular Education and Communication Center. Available online at:

<http://www.oneworld.org/cantera/education/index.html>

Doerge, S. & Burke, B. 2000. Starting with Women's Lives: Changing Today's Economy. A facilitator's guide to a visual workshop methodology. Canadian Labour Council and the Women's Inter-Church Council of Canada.

Inter- American Development Bank. 2013. *Guidelines on Consultation and Stakeholder Engagement in IDB Projects*. Available at:

<https://publications.iadb.org/bitstream/handle/11319/5801/Guidelines%20on%20Consultation%20and%20Stakeholder%20Engagement%20in%20IDB%20Projects%20.pdf?sequence=3>

Inter-American Development Bank. 2013. *Guidelines on Consultation and Stakeholder Engagement in IDB Projects*. Available at:

<https://publications.iadb.org/bitstream/handle/11319/5801/Guidelines%20on%20Consultation%20and%20Stakeholder%20Engagement%20in%20IDB%20Projects%20.pdf?sequence=3>

International Finance Organisation: *Stakeholder Engagement: A Good Practice Handbook for Companies Doing Business in Emerging Markets*.

https://www.ifc.org/wps/wcm/connect/topics_ext_content/ifc_external_corporate_site/sustainability-at-ifc/publications/publications_handbook_stakeholderengagement__wci__1319577185063

Navigating Gender: A framework and a tool for participatory development. Arja Vanio-Mattila. 1999. Ministry for Foreign Affairs, Department of International Development Cooperation, Helsinki, Finland. Available online at: http://global.finland.fi/julkaisut/taustat/nav_gender/text.htm

D. Participatory Methods

Below are a few examples of tools that could be used. There are also links to places where you can get more ideas for using participatory methodologies.

Activity Calendar

This method⁴⁰ can be used with individuals or with groups and can be done when researching a community, an organization or a program. Ask participants to map out, calendar style, the activities that they undertake during an entire week with approximate time spent (in hours) doing that activity. You may want to do the exercise separately with men and women.

Activity calendar, female participant:

Sun	Mon	Tue	Wed	Thur	Fri	Sat

Activity calendar, male participant:

Sun	Mon	Tue	Wed	Thur	Fri	Sat

Access and Control Assessment

Access and Control Tool

The following table⁴¹ breaks down the relationship between productive and reproductive activities. The checklist offers another way to identify the roles and responsibilities that are typically attributed to each gender.

Activities	Women/Girls	Men/Boys
Productive Activities Agriculture: Activity 1 Activity 2, etc Income Generating: Activity 1 Activity 2, etc Other:		

⁴⁰Taken from Vibrant Communities: Gender and Poverty Project, Gender Analysis Tools.

⁴¹Sourced directly from March, C., Smyth, I. & Mukhopadhy, M. *A Guide to Gender-Analysis Frameworks* pp. 34-35.

Reproductive Activities		
Water Related: Activity 1 Activity 2, etc		
Fuel Related:		
Food Preparation:		
Childcare:		
Health Related:		
Cleaning and Repair:		
Market Related		
Other:		

Access and Control Profile⁴²:

This tool is meant to help you to identify what resources people use to carry out the tasks identified in the activity profile. It will show where men and women have access to resources, who controls their use and who controls the benefits of a household’s or community’s use of resources. Looking at access will tell you about who uses the resources. However, control is more about who has power over or is able to directly benefit from the resources. For example, women may have access to local political processes, but little influence or control over which issues are discussed and who takes the final decisions. The person who controls the resources is the one who in the end is able to make decisions about its use.

Activities	Women/Girls	Men/Boys
Resources Land Equipment Labour Cash Education/Training etc Other		
Benefits Outside Income Asset Ownership Basic Needs (food, clothing, shelter, etc)		

⁴² Sourced directly from: March, C., Smyth, I. & Mukhopadhy, M. *A Guide to Gender-Analysis Frameworks* pp. 34-35. Available online at: <http://bit.ly/1E50MgC>

Education Political Power/Prestige Other		
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Influencing Factors

This tool allows you to chart factors that influence the division of labour. Identifying past and present influences can help to give an idea of future trends.

Influencing Factors	Constraints
<ul style="list-style-type: none"> ● Community norms and social hierarchy ● Demographic Factors ● Institutional Structures ● Economic Factors ● Political Factors ● Legal Parameters ● Training ● Attitude of community to development workers 	

Community Mapping Tools

The community mapping tools suggested below can be used and adapted to assist with the mapping out key locations such as where people would prefer the location of water infrastructure, where they feel safe and whether there are any other cultural concerns that should be taken into account with the placement and location of water infrastructure.

Participatory Asset Management Toolkit. 2012. Available online at:
www.communityscience.com%2Fknowledge4equity%2FAssetMappingToolkit.pdf&usg=AOvVaw2e-nu-VI7r6UJwG6EH_Gh8

E. Walking Tours Through the Community

Social scientists can accompany community members as they point out physical features of the village or district and identify community resources or problems that could be relevant to the project under investigation. It can be useful to participate in separate walks with men and women and with poorer individuals as well as community leaders as they may each consider different features in very different ways.

F. Ranking

Community and gender-differentiated priorities, problems and potential solutions can be identified during community planning sessions. They can then be evaluated, ranked and voted on by the community members either as a whole community or using separate sub-groups to aid in the selection of projects, in the location of water services or to provide guidance on project implementation.

Other Methodologies to Facilitate Inclusive Participation

Below are other sources to get ideas on using participatory methodologies that you could review and adapt to your own context:

The SADC Handbook on Mainstreaming Gender in the Water Sector (pages 43-44) includes guidance on what to consider when selecting participatory options. It can be accessed at: <https://www.sadc.int/documents-publications/show/4815>

Bamberger, M. M. Blackden, L. Fort, and V. Manoukian. 2002. "Gender in a Sourcebook for Poverty Reduction Strategies." In *A Sourcebook for Poverty Reduction Strategies*. Ed. Jeni Klugman, chapter 10, 333-74. Washington, DC. Available online at: <http://documents.worldbank.org/curated/en/156931468138883186/Core-techniques-and-cross-cutting-issues>

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

Gender and Water Alliance. 2003. *Gender, Water and Development Report 2003: Gender Perspectives on Policies in the Water Sector*. Loughborough: Water Engineering Development Centre. Available online at: http://www.gewamed.net/share/img_documents/19_rep_iwrm1.pdf

Harvard Analytical Framework: Canadian International Development Agency. 1999. *CIDA's Policy on Gender Equality*. Minister of Public Works and Government Services Canada. Available online at www.acdi-cida.ac.ca/equality/course

J. Keith Rennie and Naresh C. Singh. 1995. *Participatory Research for Sustainable Livelihoods L A Guide Book for Field Projects*. Available Online: https://www.iisd.org/sites/default/files/publications/participatory_research.pdf

March, Candida; Smyth, Ines & Mukhopadhy, Maitrayee, *A Guide to Gender-Analysis Frameworks*. Available online at: <http://bit.ly/1E50MgC>

Navigating Gender: a framework and a tool for participatory development, Arja Vainio-Mattila, 1999. Ministry of Foreign Affairs, Department for International Development Cooperation, Helsinki, Finland, includes things to consider and examples of tools that can be used to facilitate participatory consultations. It can be accessed at: https://www.gdrc.org/gender/framework/gender_01.pdf

World Food Programme. 2001. *Participatory Approaches*. Available at: <https://www.wfp.org/sites/default/files/Participatory%20Approaches.pdf>

ANNEX G – ADDITIONAL INFORMATION

Gender Disaggregated Data

The SADC Handbook on Mainstreaming Gender in the Water Sector (pages 68-69) includes additional guidance on things to consider connected to gathering gender disaggregated data.

The following are possible sources of gender-disaggregated data. You should also consider contacting UN organizations, donors and civil society working in and around the area to ask if they have disaggregated data:

Examples of Sources of disaggregated data connected to water infrastructure

Multiple Indicator Cluster Surveys

The Multiple Indicator Cluster Surveys (MICS⁴³) is an international household survey programme developed by UNICEF in the 1990s. Since then, close to 300 surveys have been carried out in over 100 countries. MICs cover topics and indicators related to children's well-being, women, and households, ranging from health and education to child protection and water and sanitation. To learn more about the topics covered in MICS and the complete list of indicators, visit the Tools pages. Available at: <https://www.sadc.int/documents-publications/show/4815>

Demographic Health Information Surveys⁴⁴

There are two main types of DHS Surveys: **Standard DHS Surveys** have large sample sizes (usually between 5,000 and 30,000 households) and typically are conducted about every five years, to allow comparisons over time; **Interim DHS Surveys** focus on the collection of information on key performance monitoring indicators but may not include data for all impact evaluation measures (such as mortality rates). These surveys are conducted between rounds of DHS surveys and have shorter questionnaires than DHS surveys. Information is available for the following topics, among others: anaemia, child health, domestic violence, education, family planning, gender and domestic violence, HIV/AIDS, infant and child mortality, malaria, maternal mortality, nutrition, women's empowerment.

USAID-funded DHS Program

The DHS Program works with governments to collect and share key information about people, their health and their health systems. This includes information on infant and child mortality, fertility, family planning use, maternal health, child immunization, malnutrition levels, HIV prevalence, and malaria. Anyone can access the data from these surveys⁴⁵, and the indicators are comparable over time and across countries. Governments, donors, researchers, and civil society (such as faith-based

⁴³Sourced from https://www.unicef.org/statistics/index_24302.html

⁴⁴Can be sourced by searching for the Demographic and Health Surveys for a particular country

⁴⁵Sourced from: <https://www.usaid.gov/what-we-do/global-health/cross-cutting-areas/demographic-and-health-surveys-program>

organizations and other domestic and international organizations) use the information from these surveys to inform health-related programming, policies, funding priorities, and research.

African Development Bank has a thematic area. See African Water Facility at [https://www.afdb.org/en/topics-and-sectors/initiatives-partnerships/african-water-facility/ which includes a sub-theme on women and water](https://www.afdb.org/en/topics-and-sectors/initiatives-partnerships/african-water-facility/which-includes-a-sub-theme-on-women-and-water)

Most national Bureau of Statistics carry similar data sets.

The OECD Social Institutions and Gender Index (SIGI) is a good source of national gender data. It can be sourced at: <http://www.oecd.org/development/development-gender/theoecdsocialinstitutionsandgenderindex.htm>

The OECD has gender-disaggregated data and information is available and used to inform gender analysis in the education sphere. It can be sourced at: <http://www.oecd.org/gender/>

UNESCO has data on water infrastructure and looks at impact on girl's school going at <http://unesdoc.unesco.org/images/0024/002439/243938e.pdf>

UNFPA State of the World's Population 2017 has a chapter on "The intersection of inequalities in women's health and rights and economic inequality". It can be sourced at: <https://www.unfpa.org/press/state-world-population-2017>

UNICEF State of the World's Children data includes data on WASH: <https://data.unicef.org/>

The UN has data on water and gender <http://www.un.org/waterforlifedecade/gender.shtml>

The UN has an agency called UN Water at <http://www.unwater.org/water-facts/gender/> and includes The United Nations World Water Development Report 2016 where data can be sourced.

UNESCO is also gathering data and developing tools on water at:

<http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/water-and-gender/>

World Bank has developed data and publications on gender, social development and infrastructure some of which can be accessed on its Water Homepage: <https://www.worldbank.org/en/topic/water>

Preparing Gender Indicators

The following are some possible sources for gender-disaggregated indicators:

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

Canadian International Development Agency (CIDA). 1997. Guide to Gender-Sensitive Indicators. Available online at: [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Policy/\\$file/WID-GUID-E.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Policy/$file/WID-GUID-E.pdf) <http://bit.ly/1bJGBxf>

Canadian International Development Agency (CIDA). 1997. The Why and How of Gender-Sensitive Indicators: A Project Level Handbook. Gatineau, Quebec. Available online at: <http://www.pacificwater.org/userfiles/file/IWRM/Toolboxes/gender/a%20project%20level%20handbook.pdf>

Seager, J. 2015. Sex disaggregated indicators for water assessment, monitoring and reporting. United Nations World Water Assessment Programme. Available online at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/Sex_disaggregated_indicators_for_water_assessment_monito.pdf

United Nations Development Programme (UNDP). 2006. Measuring Democratic Governance: A Framework for Selecting Pro-Poor and Gender-Sensitive Indicators. New York and Oslo. Available online at: <http://www.undp-aci.org/publications/other/undp/gender/propoor-indicators06.pdf>

Segar, J. The innovative Gender & Water Toolkit developed by WWAP provides a conceptual framework and sex-disaggregated indicators for the monitoring of the SDGs, with particular reference to SDGs 5 (gender) and 6 (water and sanitation). It can be accessed at: <http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/water-and-gender/>

Mainstreaming Gender Considerations

Below are sources to access tools that can facilitate mainstreaming into the water sector and more broadly:

African Development Bank. 2009. *Checklist for Gender Mainstreaming in the Water and Sanitation Sector*. Available online at: <https://www.afdb.org/fileadmin/uploads/afdb/Documents/Policy-Documents/Checklist%20for%20Gender%20Mainstreaming%20in%20the%20Water%20and%20Sanitation%20Sector%20EN.pdf>

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