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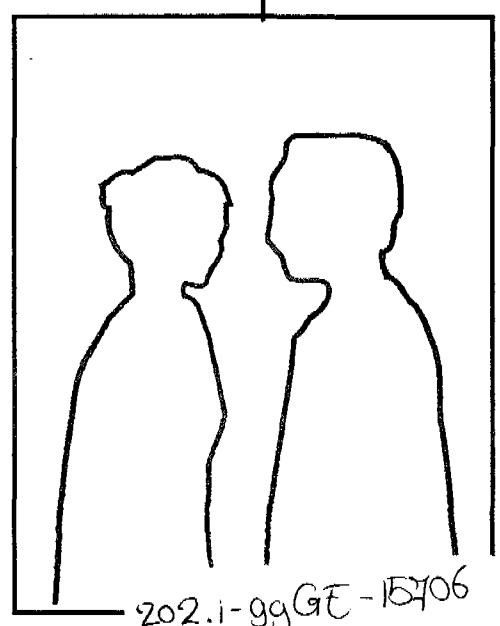
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Ministry of Foreign Affairs
Danida/S.Q

Gender in Water Supply and Sanitation

Guiding Questions



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1. Introduction

The Guiding Questions on Gender in Water Supply and Sanitation have been prepared as a tool for assessment of various reports, studies and Sector Programme Support Documents at the different stages of the programme cycle. At present the following guidelines have been developed by Danida: Gender and Sector Programme Support, Gender in Institutions, Gender in Agriculture and Guide to Gender Sensitive Terms of Reference.

The Guiding Questions: Gender in Water Supply and Sanitation do not include issues on water resources and management.

The Guiding Questions may serve as a tool and a help for staff of the Regional Departments, at the Embassies and external consultants in course of the process of sector programming.

The Guiding Questions should be applied in a selective manner. All questions are not relevant to each and every programme or component, and it must be up to each consultant to select which guiding questions are most relevant in the specific context.

March 1999

S.Q

2. Gender issues in water and sanitation

Danida defines the water supply and sanitation sector as including:¹

- Water supply, primarily for domestic use, in rural and urban areas
- Sanitation and sewerage services
- Health/hygiene promotion
- Water resources assessment and promotion

The Guiding Questions attach a gender perspective to these sector elements, drawing at lessons learnt in water and sanitation from Danida-funded projects as well as from other agencies. The main lessons learnt on gender can be summarised in the following points:²

1. Gender is a central concern in water and sanitation
2. Ensuring both women's and men's participation improves project performance
3. Specific, simple mechanisms must be created to ensure women's involvement
4. Attention to gender needs to start as early as possible
5. Gender analysis is integral to project identification and data collection
6. A learning approach is more gender-responsive than a blueprint approach
7. Projects are more effective when both women's and men's preferences about "hardware" are addressed.
8. Women and men promote project goals through both their traditional and nontraditional roles.
9. Non-governmental organisations and especially women's groups can facilitate a gender-balanced approach
10. Gender-related indicators should be included when assessing project performance.
11. Participation methods should be applied ensuring that women and men can express their needs.

¹ Danida Sector Policies: Water Supply and Sanitation 1992, p. 1.

² WB Toolkit on Gender in Water and Sanitation. Gender Toolkit Series No. 2. 1996.

Question / Issue	Action	Examples
<p>Problems, Needs and Priorities</p> <ul style="list-style-type: none"> • Has the analysis of the sector taken into consideration the <u>problems, needs and priorities of women and men by social group? By age (girls, boys)?</u> • Have gender differences in activities, access, control and benefits of household water usage been analysed? • Has water been analysed as an economic and social good? 	<ul style="list-style-type: none"> • Support gender disaggregated data collection by social group and carry out specific gender-oriented studies to cover information gaps (e.g. on women's and men's traditional roles in the sector) • Consult with women stakeholders, women's organisations, NGOs/CBOs and gender experts with sector experience • Collect documents produced by other organisations such as gender profiles and gender policies etc. • Identify factors that promote women's and men's participation in the programme and constraints that hinder such participation • Support research by national institutions or women's organisations on gender issues in water and sanitation 	<p>Data collection on:</p> <ul style="list-style-type: none"> • The role of women, men and children in water management: <ul style="list-style-type: none"> • Collection • Handling • Financing • Decision-making • The interaction between women's and girls' duties regarding water and other duties /activities in a seasonal perspective: <ul style="list-style-type: none"> • Distance home – water point • Time used for water collection • Physical burden – energy • Time left for income generation, education (particularly girls drop out)

Question / Issue	Action	Examples
<p>CONSTRAINTS</p> <p>Water Rights</p> <ul style="list-style-type: none"> • Have gender differentials in existing water rights been identified? • Have existing pattern of access and control of water sources been analysed and addressed? 	<ul style="list-style-type: none"> • Promote a recognition of equitable and transferable legal property rights over water • Consider gender differences in water usage (productive, non-productive) • Consider special measures (e.g. creation of regulations) to protect women's interests in conflict situations (i.e. competing water resource uses, scarce water supply, drought). 	<ul style="list-style-type: none"> • Although women have access to water resources, they may not have control over use and allocation, and they may not have the same capacity or ability as men to defend rights to water • Women manage water resources for productive uses alongside men: Women may primarily be engaged in subsistence farming, whereas men are engaged in commercial production (irrigation, cattle) • Informal rights may already exist (for women) which can form the basis for new structures recognising all users' rights.

<p>Technical Design / water and sanitation</p> <ul style="list-style-type: none"> • Have both <u>women's and men's</u> views about ^{were not} technology options and design features been sought? • Do the design criteria for technical installations include: <ul style="list-style-type: none"> • Social acceptability criteria 	<p><i>Apply a demand-based participatory approach that includes both women's and men's preferences on design</i></p> <ul style="list-style-type: none"> • Apply a demand-based participatory approach that includes both women's and men's preferences on design • Promote a strategy where technology is suited to users' needs and finally chosen by users themselves (women and men) • Ensure that design features allow all user groups to use the facilities and take into account predominant behavioural customs, norms and practices (siting) 	<ul style="list-style-type: none"> • Women's and men's preferences about: <ul style="list-style-type: none"> • Siting • Reliability • Convenience • Select types of facilities that can easily be used also by children, pregnant women, elderly people (foot pumps, handpumps; height of laundry block)
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<p>User contributions</p> <ul style="list-style-type: none"> • Have differences been determined between women's and men's willingness and ability to contribute: <ul style="list-style-type: none"> • Labour • Materials • Funds 	<ul style="list-style-type: none"> • Elicit both women's and men's views early in the component cycle to establish demand and willingness to pay. • Consult with women and men on ability and willingness to contribute resources to: <ul style="list-style-type: none"> • Capital cost contributions (investments) • Operational costs (user fees) • Maintenance and repair cost (spare parts) • Consider social subsidy schemes when establishing user fees • Involve women in fund-raising by assuming responsibility for actual resource mobilisation, collection of community capital cost contributions and contributions for O&M. 	<ul style="list-style-type: none"> • Households that cannot afford to pay financial contributions may be female headed households. • Women raise funds through savings mobilisation, communal labour (women / men), small income generating schemes (selling handicraft), community projects (theatre, musical performances), house to house solicitation of funds.
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<p>Time</p> <ul style="list-style-type: none"> • Does the component increase women's/ men's/ girls'/ boys' workload: <ul style="list-style-type: none"> • In the construction period? • In the post-construction period? • Does the demand for women's and girls' unpaid labour increase? Are there conflicting demands? 	<ul style="list-style-type: none"> • Consult women in the community concerning time, labour or material contributions that women could and would make • Suggest mechanisms for ensuring that women's and girls' time constraints are lessened • Payment of compensatory benefits to women heavily involved in regular O&M activities (income generation being a motivating factor) 	<ul style="list-style-type: none"> • When women's workload increases, girls may be given additional duties in the household. • Ascertain women's willingness and ability to carry out such tasks as: <ul style="list-style-type: none"> • Cleaning • Maintenance • Collection of additional water (cleaning, flushing) • Income-generating activities may comprise: <ul style="list-style-type: none"> • Paid construction activities • Work as trained caretakers / technical maintenance workers • Running of water kiosks (purchasing water in bulk, selling retail) • Waste recycling plants (produce and sell compost to vegetable gardeners) • Make and sell latrine slabs
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<p>Labour</p> <ul style="list-style-type: none"> • Have obstacles been identified in the sexual division of labour that may keep women and men from participating? • Have opportunities for expanding women's and men's traditional roles been considered? 	<ul style="list-style-type: none"> • Increase women's authority in management decisions by involving them in tasks beyond manual labour. • Include newer roles such as: <ul style="list-style-type: none"> • maintaining and repairing water points • imparting health and hygiene education • collecting and managing funds • constructing latrines • Train and employ women in construction skill /work, hence offering them a potential source of income (latrine construction, latrine slabs, digging, etc.). This is of particular importance to female headed households, landless. 	<ul style="list-style-type: none"> • Women are traditionally responsible for managing water: <ul style="list-style-type: none"> • Collecting • Conserving • Recycling • Teaching children • Women are traditionally responsible for : <ul style="list-style-type: none"> • disposing of household waste • maintaining sanitation facilities • educating /training children in hygiene • managing waste and soil use • providing labour • Organise adequate arrangements for women construction workers (in particular in contractor-managed construction): <ul style="list-style-type: none"> • Child care facilities • Flexible scheduling • Private spaces • Equal pay of women and men.
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<p>Operation & Maintenance</p> <ul style="list-style-type: none"> • Do women as the direct users of facilities participate in monitoring of system functionality? 	<ul style="list-style-type: none"> • Train individual women, couples, teams of women as caretakers • Establish teams of women and men for preventive maintenance and repairs and use local strategies to develop sustainable community based systems to maintain facilities. 	<ul style="list-style-type: none"> • The incentive for women to keep systems functioning is higher than for men: avoid travelling far to fetch water; less health risk of family / children. • Train teams where men and women are responsible for technical tasks
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<p>Representation and Decision-making</p> <p>Do women take part in management and decision-making at the lowest appropriate level?</p> <p>• Have gender barriers and constraints to women's equal participation in decision-making been identified and addressed?</p> <p>• Are women represented in user committees and other decision-making bodies at community level (chairperson, vice-, treasurer, etc.)?</p> <p>• Are women represented among salaried and paid staff?</p> <p>• Which women?</p>	<p>• Promote women's participation in management and decision-making at lowest appropriate level.</p> <p>• Promote adequate representation of women in local planning and management committees such as WATSAN committees, Water User Groups, and higher levels etc.</p> <p>• Encourage women to assume leadership roles</p> <p>• Promote election of women as office-holders and employment of women in paid positions</p>	<p>• Promote affirmative action in election to committees:</p> <ul style="list-style-type: none"> • Mandatory minimum number • Representation of certain women groups /associations /social institutions (e.g. queen mothers) • Election of women to certain positions (e.g. chairperson, treasurer, health & hygiene) <p>• Nominate women to non-traditional positions such as:</p> <ul style="list-style-type: none"> • Water point caretakers • Pump mechanics. <p>• Organise specific training /awareness sessions on:</p> <ul style="list-style-type: none"> • Leadership • Meetings and facilitation • Awareness training of male leaders
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<p>Extension Services and Training</p> <ul style="list-style-type: none"> • Have constraints been considered i.e.: <ul style="list-style-type: none"> • Equal participation of women and men in extension and training services? • Equal benefits to women and men from extension and training services? • Are certain groups of women / men excluded from extension and training? 	<ul style="list-style-type: none"> • Ensure that programme planning and management emphasise gender issues in all extension and training activities • Ensure that extension and training activities take account of women's and men's needs and prevent stereotyping of gender roles (gender specific cultural constraints) • Recruit (more) female extension staff • Ensure that logistic arrangements take account of gender specific constraints 	<ul style="list-style-type: none"> • Include gender aspects in training of extension agents (male and female extension staff, gender in curriculum) • Train women and men in all subjects on equal basis: <ul style="list-style-type: none"> • Train women in technical aspects (e.g. design of facilities, pump specifications and maintenance requirements) • Train men in hygiene (e.g. water point cleanliness, transport and storage) • Consider acceptability and impact of: <ul style="list-style-type: none"> • Mixed groups vs. women-only groups • Female or male trainers • Culturally appropriate seating (women in back) adverse effects on learning • Separate meetings for women • Assure that meetings and events are convenient to both women and men: <ul style="list-style-type: none"> • Seasons (labour intensive periods of sowing, harvesting) • Week day (market day, taboo days) • Timing (cooking, child care) and place.
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Health & Hygiene		
<p>⑥ Have specific and different customs related to sanitation and cleanliness for women, men and children been explored?</p> <p>• Do the health & hygiene education activities target women, men as well as children?</p> <p>• Have constraints to women's execution of H&H promotion and activities been identified and addressed?</p>	<ul style="list-style-type: none"> • Include specific studies with regard to health, hygiene and sanitation. • Tailor component design to recognise social norms and customs to ensure that facilities will be used by both sexes and use customs and norms as design criteria for facilities. • Focus on women, men and children in hygiene education to address the need for men to support and adopt improved hygiene practices. • Shift some responsibility for H&H to men • Deal with male opposition by involving husbands and male leaders • Use Child to Child approaches in both formal and non-formal education 	<ul style="list-style-type: none"> • Norms may preclude time-sharing of one facility and prescribe separate locations and facilities for women and men (age, sex, marital relations, father-daughter (in-law)) • Choose suitable times and meeting places for women, especially where they are secluded, and provide child care facilities; Utilise sites where women gather (wells, washing platforms, markets, clinics) as contact points • Select women trainers or health promoters and organise women's health clubs • Involve husbands and male leaders: <ul style="list-style-type: none"> • Appoint negative elders as official advisors • Host ceremonial dinners for husbands • Invite husbands to accompany wives to graduation ceremonies.

3. Key areas in programme planning and implementation when mainstreaming gender

1. Emphasise gender issues in Terms of Reference for reviews, evaluation, etc.
2. Include gender specialists (not necessarily a woman) on missions, on component team to systematically incorporate gender analysis in component planning, implementation and monitoring
3. Build in flexibility in programme design
4. Include unallocated funds earmarked for gender initiatives
5. Identify gender-differentiated results and draw out lessons learnt in completion and evaluation reports
6. Describe special efforts used to increase women's participation
7. Train staff in gender issues to increase awareness and sensitivity (role models, the manager showing the good example)
8. Assess progress on gender-related actions during reviews and prevent "fade-out"

4. Key areas in monitoring and evaluation

1. Establish clear, explicit and manageable objectives for gender actions
2. Include gender sensitive monitoring of effective utilisation of systems in the monitoring system
3. Incorporate gender considerations in indicators for sustainability
4. Assessment of system utilisation involves:
 - Gender differentials in access and use
 - Women's use of safe water sources, when traditional sources are closer
 - Coverage of unserved areas and groups
 - Awareness about hygienic behaviour
 - Hygienic storage and handling of water
 - Change to health-promoting behaviour
 - Distance/time used for fetching water
5. Assessment of sustainability aspects involves:
 - Breakdown rates and duration for handpumps, standposts or latrines
 - Attitude of users to breakdowns
 - Availability of spare parts and repair skills among local women and men
 - Attitudes to cost-sharing, willing to pay
 - Representation by sex on committees
 - Decision-making on committees by sex
 - Emergence of women leaders
 - Organised sharing of knowledge and skills among men and women
 - Women's access to training courses
 - Women in management decisions.

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