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Purpose of the checklist

The checklist is meant to assist staff and consultants in implementing the Bank's policy and strategic objectives on gender and development (GAD) (see the Bank's Policy on Gender and Development, June 1998). It guides users through all stages of the project/program cycle in determining access to resources, roles and responsibilities, constraints, and priorities according to gender in the water supply and sanitation (WSS) sector and in designing appropriate gender-sensitive strategies, components, and indicators to respond to gender issues.

ADB staff should use the checklist in identifying gender issues in the initial social assessment (ISA) during the fact-finding phase of project preparatory technical assistance (PPTA). Consultants should use it in carrying out more detailed social analysis during the PPTA. Bank staff, DMC officials, and consultants can also use it during project implementation and monitoring and evaluation (M & E). It should be emphasized, however, that not all questions are relevant to all projects, and staff and consultants must select the questions that are most relevant in the specific context.

Guidelines on the preparation of gender-sensitive terms of reference for the PPTA feasibility study and for

project implementation and M & E are also included, as are case studies from ADB's project portfolio, to demonstrate good practices in mainstreaming gender in WSS projects.

The checklist is designed primarily for rural and community-based urban WSS projects, although many issues and methodologies highlighted here apply generally to all WSS projects. For urban WSS projects, refer also to the Gender Checklist on Urban Development and Housing Projects (ADB, forthcoming).

For project preparation, the checklist may be used together with the Bank's *Handbook for Incorporation of Social Dimensions in Projects* (1994), *Guidelines on Benefit Monitoring and Evaluation*, and *Briefing Papers on Women in Development* series. Other useful references are listed at the back of this brochure.

The checklist was drawn up by Sonomi Tanaka of the Social Development Division (SOCDD), Office of Environment and Social Development, using a draft prepared by staff consultant Penelope Schoeffel and under the technical guidance of Shireen Lateef of SOCDD. Mary Ann Asico edited the text and, with the help of Jun dela Cruz, prepared the final layout. Marivic Guillermo provided production assistance.

Why is gender important in water supply and sanitation projects?¹

Water supply and sanitation (WSS) projects undertaken by the Bank over the past few decades have suggested a strong positive link between a focus on gender and women's participation, on the one hand, and the degree of project success and of WSS management sustainability, on the other. Among the major lessons learned are the following:

How can conflicts in water allocation, between agricultural and domestic uses, be resolved?

Women are the primary collectors, transporters, users, and managers of domestic water and promoters of home and community-based sanitation activities. Yet, in many societies women's views are not systematically represented in decision-making bodies. WSS projects provide major opportunities to close this gap.

¹This section draws heavily on Wakeman (1995) and Fong et al. (1996).

Focus on gender has multiplier effects

Focusing on gender leads to benefits that go beyond good WSS project performance as manifested in such aspects as better procurement, O & M, cost recovery, and hygiene awareness. Those other benefits include the following:

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

- *Benefit to children:* Freed from the drudgery of water collection and management, children, especially girls, can go to school. Hence, the impact can be expected to be intergenerational.

- *Empowerment of women:* Involvement in WSS projects empowers women, especially when project activities are linked to income-generating activities and productive resources such as credit.

Women have primary roles in the collection, transport, use, and management of water and the promotion of sanitary practices, and yet are hardly involved in decision making in the sector

The participation of beneficiaries and focus on poverty reduction are two other key determinants of the effectiveness and sustainability of WSS management. A WSS project must address the constraints on women's participation in project design, construction, operation and maintenance (O & M), training, and monitoring and evaluation (M & E). The project must also focus on the linkage between gender and poverty, by identifying, for example, households headed by females and those households' special needs.

An adaptive, learning, and process-oriented approach works better than a blueprint approach; continuous dialogue between the project authority and the beneficiaries is therefore important

Project beneficiaries are likely to have a stronger sense of ownership when the project gives them enough time, design flexibility, and authority to take corrective action. In this way, they find it easier to incorporate their earlier learning and negotiate with project staff and service providers. Therefore, a mechanism must be built into the project to allow such two-way interactions between the beneficiaries and the service providers.

Gender should be addressed through an approach that is participatory and responsive to the needs of the poor

Box 1: Sector Projects: A Clear Institutional Framework for Subproject Implementation

A WSS project often takes the form of a sector loan, in which subprojects are selected in support of sector policy reform and a demand-based approach. In sector lending, it is not possible to define a detailed project design at the time of approval. It is therefore very important that clear rules and mechanisms are in place to ensure an appropriate response to gender needs and women's participation during subproject implementation. Among the areas that require special focus during the overall sector lending project preparation are:

- Legal and sectoral policy agenda, e.g., incorporation of gender dimensions in new water legislation.
- Subproject selection criteria, e.g., equal women's representation in water users groups and their executive committees.
- Capacity building of staff, consultants, and NGOs in subproject social assessment and social preparation, e.g., identification of good-quality NGOs, training of project staff and NGOs in gender awareness and participatory methodologies.
- Capacity building of beneficiaries in subproject planning and implementation, and M & E

training for beneficiaries (men and women) on technical, financial, organizational and hygiene/sanitation matters.

- Decentralized decision-making structure, e.g., establishment of water users groups and, where required for cultural and other reasons, a separate women's group.
- Clear division of responsibilities between central and local government, project office, and water users groups, e.g., cost sharing, land arrangements, labor arrangements, O & M, grievance mechanisms, M & E.
- (If a pilot approach is taken for the first few subprojects) Dissemination of the demonstration effects of gender-responsive WSS projects to other subprojects.
- Clear M & E arrangement allowing women's feedback and gender-disaggregated indicators.

Some WSS sector projects are: PAK: Punjab Rural Water Supply and Sanitation (Sector) Project (1994, Loan 1349 PAK), IDO: Rural Water Supply and Sanitation Sector Project (1994, Loan 1352 INO), PHI: Rural Water Supply and Sanitation Sector Project (1996, Loan 1440 PHI).

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Key questions and action points in the project cycle

Three major tools are used to identify and deal with gender issues in the project cycle: gender analysis, project design, and policy dialogue.

Gender analysis is an integral part of the initial social assessment (ISA) in the fact-finding phase of project preparatory technical assistance (PPTA) and the social assessment (SA) during PPTA implementation. Gender-responsive *project designs* are based on the gender analysis, and should be included in the final report on the PPTA and in the report and recommendation of the President (RRP). *Policy dialogue* with executing and other agencies in the developing member country (DMC) should be an ongoing process, applicable to all stages in the project cycle. The findings and recommendations from the gender analysis during project planning and feedback from beneficiaries during implementation must be discussed thoroughly to determine the need for further action.

When are these tools used in the project cycle? What actions should be taken at which stage? Table 1 summarizes the key action points for each stage of the project cycle.

Though Table 1 generally applies to all WSS projects, sector loans, in which detailed project designs for all subprojects are not clearly defined at the time of appraisal, require attention of a different kind. In particular, building a gender-sensitive institutional framework should be given the highest priority. Box 1 gives some ideas of what should be addressed during WSS sector loan preparation.

Table 1

Addressing Gender in the Project Cycle: Key Action Points

PROJECT CYCLE	RESPONSIBILITY
ISA in PPTA fact finding	Mission Leader/ Consultant
SA in PPTA Feasibility Study	Consultant in collaboration with Social Development Division, Office of Environment and Social Development (SOCD) and DMC counterpart
Drafting and finalization of RRP and loan agreement	Mission Leader, SOCD
Loan negotiations	Mission Leader
Implementation	Projects Department, DMC personnel
Benefit monitoring and evaluation (BME)	Projects Department, DMC personnel

KEY ACTION POINTS

- Identify key gender and women's participation issues and further information needs for PPTA.
 - Identify the role of gender in the project objectives.
 - Prepare terms of reference (TOR) for the PPTA gender specialist or social scientist.
-
- Conduct gender analysis as part of overall SA.
 - Draw up a socioeconomic profile of key stakeholder groups in the target population and disaggregate data by gender.
 - Examine gender differences in knowledge, attitudes, practices, roles, status, well-being, constraints, needs, and priorities, and the factors that affect those differences.
 - Assess men's and women's capacity to participate and the factors affecting that capacity.
 - Assess the potential gender-differentiated impact of the project and options to maximize benefits and minimize adverse effects.
 - Identify government agencies and nongovernment organizations (NGOs), community-based organizations (CBOs), and women's groups that can be used during PPTA and project implementation. Assess their capacity.
 - Review the related policies and laws (e.g., inheritance law, bylaws of water users groups), as necessary.
 - Identify information gaps related to the above issues.
 - Involve men and women in project design.
 - Incorporate gender findings in the project design.
-
- Ensure that gender concerns are addressed in the relevant sections (including project objectives, scope, poverty and social measures, cost estimates, institutional arrangements, social appendix, and consultant's TOR for implementation and M & E support).
 - Determine the project's classification in terms of women-in-development (WID) objectives (i.e., primary, secondary, none).
 - List major required gender actions in assurances and legal covenants to ensure the DMC government's or client's actions and compliance.
-
- List outstanding actions as conditions.
-
- Review progress reports.
 - Modify the project design, as required.
-
- Monitor gender-disaggregated benefit indicators.
 - Modify the project design, as required.

Box 2

Social Development Fund in Maldives: “Flexible” Financing for Diverse Community Needs

In the Regional Development Project in Maldives (1999) a Social Development Fund (SDF) targeted mainly at women will be established under the Bank of Maldives to accommodate different needs across 13 focus islands. The US\$2 million SDF is designed to increase the participation of beneficiary households in identifying and managing income-generating microprojects of their own choice (e.g., vegetable and fruit gardens, shops, skills training). Special attention has been paid to women’s active participation, especially given the high rate of male out-migration to other resort islands (often leading to divorce), which was identified during the participatory social assessment. Half of the SDF will be spent on income-generating activities in agricultural and nonagricultural sectors, while the other half is expected to go to WSS improvement, such as for individual sep-

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tic tanks, solid waste disposal, and the introduction of sanitation facilities using appropriate technology. Equal representation of men and women in the decision-making body is also mandated: an SDF Committee of three women and three men, to be named jointly by the Island Development Committee and the Women’s Committee, will collect repayments, sift through applications, and monitor SDF-funded activities, under the guidance of the project office. The committee will regularly review the project activities and recommend modifications to the project office. Such a clear feedback mechanism is expected to provide room for corrective actions during project implementation. Furthermore, in addition to employment benefits for women, the SDF is expected to create job opportunities for out-migrated men back home and to reunite disjointed families.

Project teams in the field should have adequate gender balance and sensitivity to cultural and gender concerns

Gender analysis

Gender analysis for a project is usually done as part of the overall ISA or SA. Consultant services for gender analysis and preliminary project design during PPTA implementation could require from one to three person-months, depending on the scale and nature of the project. Attention should also be paid to the methodologies to be used. Key actions to be taken and questions to be asked during the analysis are listed below:

Continuous dialogue with beneficiaries makes for better designed and better implemented projects and a stronger sense of ownership

Methodologies

Desk review

- ☑ Review available information (e.g., statistics, gender analysis, documents of previous donor-funded WSS projects) on the WSS services in the project area and the socioeconomic profile of the target population.
- ☑ Review the relevant legal (e.g., inheritance law), policy (e.g., water fee subsidy policy), and institutional framework (e.g., current administrative system for water supply services) and their gender implications.

Do men and women differ in their access to productive resources and services?

Household surveys

- ☑ Draw up gender-disaggregated socioeconomic profiles and identify the WSS practices, constraints, and needs of the target population.
- ☑ Collect quantitative information.

Participatory methodologies (e.g., participatory rapid appraisal, focus group discussions, random interviews, walking tours)

- ☑ Collect qualitative information which cannot be collected through surveys.
- ☑ Define ways in which men and women beneficiaries and other stakeholders, especially poor women, can participate in the project.
- ☑ Map out the target areas. Which are the most disadvantaged areas in terms of access to services and poverty level?
- ☑ Identify major stakeholder groups and their stake.

Staffing

- ☑ Ensure adequate gender balance in field teams.
- ☑ Select field team members with gender awareness, local knowledge, cultural understanding, and willingness to listen.

Data to Be Collected

Macro institutional framework

- ☑ Gender impact of sector policy; legal and institutional framework.
- ☑ Executing agency's capacity and commitment to participatory approaches and gender focus.

Socioeconomic profile

- ☑ Demographic
 - ☑ Composition by subregion, gender, ethnicity/ caste, age, etc.
 - ☑ In and out migration trend (male and female)
 - ☑ Percentage of households headed by females
 - ☑ Household size
 - ☑ Age at marriage, by gender
- ☑ Economic
 - ☑ Income level and sources, by gender
 - ☑ Expenditure patterns and decision making, by gender
 - ☑ Land tenure and use, by gender
- ☑ Health
 - ☑ Population growth rate
 - ☑ Infant and maternal mortality rates
 - ☑ Service availability
 - ☑ Fertility level and decision making
 - ☑ Food allocation and nutrition level within households, by gender
 - ☑ Incidence of domestic violence

TIP

To promote the active participation of women in water user groups, make leadership and management training for women one of the project training components.



- ☑ Education
 - ☑ Literacy and school enrollment ratios, by gender
 - ☑ School dropout ratio, by gender
 - ☑ Child labor, by gender
- ☑ Status of women
 - ☑ Political representation and awareness
 - ☑ Sociocultural perceptions and practices of men and women
 - ☑ Gender-discriminatory policies and laws
- ☑ Gender roles and responsibilities
 - ☑ Broad gender division of labor in productive (e.g., agriculture, income-generating activities) and reproductive (e.g., household chores, child care) responsibilities, and time allocation for each responsibility

Water use and knowledge, attitudes, and practices

- ☑ Availability, quantity, and quality of WSS services
 - ☑ Who provides the services (e.g., local government, NGO, private company)?
 - ☑ Are the services available 24 hours a day?
 - ☑ Are there seasonal differences in availability, quantity, or quality?
 - ☑ Are service agents friendly?
- ☑ Costs
 - ☑ Is there a fee for water or sanitation services?
 - ☑ Who pays to whom (e.g., user committee, local government, private company)?
 - ☑ How much is the fee?
- ☑ Water sources
 - ☑ What sources (e.g., public streams, rivers, tanks, lakes, communal wells or tanks, ponds, privately owned wells or tanks, water pipes) are used?
 - ☑ How far away are the water sources?
- ☑ Water collection and storage
 - ☑ Who collects and stores water? How?
 - ☑ How much time is spent in water collection and storage?

TIP

In societies that practice purdah or gender segregation, use women interviewers. Women sometimes find it easier to express their views to other women.



- ☑ Water transport
 - ☑ Who carries water and how?
 - ☑ How much time is spent transporting water?
 - ☑ Are there any health hazards resulting from the transport of water?
- ☑ Use of domestic water
 - ☑ How is the collected water used differently by men and women (e.g., for cooking, sanitation, home gardens, livestock)?
 - ☑ Who decides the allocation?
- ☑ Dry-season management
 - ☑ Is water available in the dry season?
- ☑ How is water use managed during the water-scarce season? By whom?
- ☑ *Roles in agricultural water:* Who collects, transports, and manages water for agricultural use and how?
- ☑ Conflicts in water distribution
 - ☑ Is there any conflict between agricultural and domestic water allocation? How can these needs be prioritized?
 - ☑ Are there conflicts in water distribution in general, based on gender, income level, ethnicity/ castes, etc.? How can these be solved?
- ☑ Community (domestic) water management responsibilities
 - ☑ Who is responsible for the upkeep of the community water infrastructure?
 - ☑ Who could be key informants?
 - ☑ Are there significant differences in responsibilities based on gender, income level, or ethnicity/ caste?

Women and men differ in their roles, needs, and perceptions regarding WSS; failure to consider these differences can cause poor performance or even suspension of projects

Sanitation knowledge, attitudes, and practices

- Family hygiene education: Is hygiene taught in the family? By whom?
- Sanitary arrangements
 - What are the sanitary/latrine arrangements for men and women?
 - How is privacy ensured? Are there any taboos in latrine sharing between men and women, and family members?
- Bathing*: How and where do men and women bathe?
- Treatment of human waste
 - How is it collected and disposed of? By whom?
 - Is human waste used as fertilizer? If so, who are the collectors?
- Community hygiene responsibilities
 - Who is responsible for community hygiene?
 - Who could be key informants?
 - Are there significant differences in responsibilities based on gender, income level, or ethnicity/ caste?

Access, control, constraints (nonwater issues)

- Access to productive resources or services
 - How do men and women differ in their access to and control of land, agricultural inputs, extension, markets, employment opportunities, and credit?
 - Is external assistance provided to improve access/control? By whom?
- Availability of and access to social services* (e.g., health and hygiene, literacy program): Is external assistance available?

Needs, demands, perceptions, and priorities

- Sectoral priority
 - Does domestic water have priority over other infrastructure services (e.g., irrigation water, roads, schools) for men and women?

- ☑ Are men or women interested in the project? Why? Or why not?
- ☑ *Needs*: Given current practices and constraints, what are the needs of men, women, the elderly, and children in the design and location of water supply facilities, latrines, and other WSS facilities and services? Why?
- ☑ Willingness to pay
 - ☑ Are men and women in the community willing to pay for improved WSS services, and up to how much?
 - ☑ Are they willing to contribute labor instead, and to what extent?
- ☑ *Credit*: Is there any need for credit for WSS services?

Participation

- ☑ Factors affecting participation
 - ☑ What factors affect the level of men's and women's participation?
 - ☑ What are the incentives and constraints?
- ☑ *Seasonality*: During which season is the demand for labor highest?
- ☑ *Modes*: Which modes of participation do men and women favor (e.g., decision making in planning, cash contribution, labor contribution for construction, training, O & M, financial management, organizational management)? Why?

Project impact

- ☑ Perceptions and distribution
 - ☑ Do men and women perceive positive and negative impacts of the project differently?
 - ☑ Are the benefits likely to be distributed equitably?
 - ☑ How can negative effects be mitigated?
- ☑ Disadvantaged or vulnerable groups
 - ☑ Are there any?

TIP

If men pose barriers to women's participation, try discussing the benefits of women's participation with male community leaders.



- ☑ Who are they? Where do they live? What are their socioeconomic characteristics?
- ☑ How will the project affect these groups?
- ☑ Land acquisition/Resettlement
 - ☑ Is any expected? To what extent?
 - ☑ What are the gender-specific implications?
 - ☑ Is there any possibility of land donation by the community?

Organization

- ☑ Water users groups (WUGs)
 - ☑ Are there WUGs for agricultural and domestic water?
 - ☑ If domestic WUGs exist, assess their (i) performance in O & M and financial management; (ii) legal status; and (iii) organizational structure (e.g., size, committee members by gender, membership by gender, membership rules).
 - ☑ If domestic WUGs do not yet exist, are men and women willing to establish WUGs?
 - ☑ Are women interested in participating in WUGs? Why, or why not?
- ☑ *Women's representation*: What is the current level of women's representation in other community decision-making bodies?
- ☑ Local organizations
 - ☑ Are there local organizations (e.g., local governments, international and national NGOs, CBOs, mass organizations) that address women's constraints and needs? How can the project link up with them?

Train women to help run and maintain water supply and sanitation facilities

- ☑ What organizations can be used to mobilize and train women in the project activities?

Project design

Specific Components²

Hardware options

- ☑ Incorporate the preferences of community men and women on issues such as:
 - ☑ number and location of facilities (e.g., wells, pumps, latrines)
 - ☑ sharing vs. individual arrangement of facilities
 - ☑ type of wells, water pumps, taps, etc.
 - ☑ type of latrines and other sanitary facilities (note that where female seclusion is the norm, separate facilities are preferred to shared ones)
 - ☑ type of acceptable intermediary means of water transport (e.g., bullock cart, bicycles, mules, etc.)

Financing options

- ☑ Highlight women's strengths in mobilizing savings and resources.
- ☑ Incorporate the preferences of men and women in the community on:
 - ☑ financing arrangement (e.g., level of fixed cost and O & M fees, cash vs. in-kind/labor contribution)
 - ☑ possible preferential treatment for very poor, female-headed and other disadvantaged families
 - ☑ credit or community-based revolving funds for WSS (see Box 2)

²See also Fong et al. (1996) and Pfohl (1997).

Community participation mechanism

(see also Box 3)

- ☑ Develop a *participation strategy* for men and women during project implementation and M & E. Avoid overly high expectation of women's participation and develop a practical schedule, as women often have time and financial constraints. The strategy should incorporate the following:
 - ☑ *Organizational setup*: Establish WUGs and promote women's representation in executive committees (e.g., chairperson, treasurer). Consider stipulating a mandatory number of women in the executive committees to ensure their representation. If necessary, form separate women's committees.
 - ☑ *Group rules*: Clearly define rules and responsibilities of members. Establish grievance mechanisms and water-sharing rules to avoid competition between men and women over user rights (e.g., regarding water requirements for home gardens and livestock). Document the agreements in bylaws.
 - ☑ *Construction*: Ensure work conditions that are conducive to women's participation (e.g., gender-equal wage rates, construction season, toilet and child-care facilities).
 - ☑ *O&M*: Appoint female pump operators, caretakers, and water source monitors, where possible.
 - ☑ *Sanitation/hygiene*: Use women as active agents but be sure to involve husbands and male leaders.
 - ☑ *Monitoring and evaluation (M & E)*: Develop a feedback mechanism in which both male and female beneficiaries have a voice.
 - ☑ *NGOs/CBOs*: Identify organizations that could facilitate women's participation during implementation and M & E.

TIP

Consult both men and women on their choices of technology, facility design, and O & M arrangements. If women are to be included in O & M activities, they should have basic management training.



Training options

- ☑ Develop a program of community hygiene education and awareness raising. Consider the types of media to be used, depending on the target group (e.g., teacher training, school curriculum, posters, billboards, radio).
- ☑ Raise community awareness of any possible health hazards caused by the transportation of water.
- ☑ Consider training women in mechanics and O & M.
- ☑ Consider training in financial and organizational management, especially for women.
- ☑ Provide gender-awareness training for all project staff, male and female.
- ☑ Train executing agency officials and project staff in M & E.

Overall Project Framework

Objectives

- ☑ Ensure that sector and project goals focus on poverty reduction, human development, and gender equity.

Modality

- ☑ Explore a pilot project approach, if there is not enough experience in participatory and gender-responsive WSS projects.
- ☑ Determine the practical level of project area coverage, based on the assessed capacity of executing agencies and community participants.

Poverty reduction and women's empowerment

- ☑ Identify ways to link up with income-generation, literacy, and other activities to support an integrated approach to poverty reduction and women empowerment (e.g. linking up with ongoing or future mi-

cro credit projects, dissemination of information on available services, as project components).

Support for decentralization

- ☑ Support a decentralized structure to allow linkages between WUGs and local government.
- ☑ Include financial and technical capacity building for relevant local government bodies to enable them to effectively support WUGs.

Staffing, scheduling, procurement, and budgeting

- ☑ Hire more female project staff.
- ☑ Consider seasonal labor demand in scheduling civil works.
- ☑ If appropriate, set a minimum percentage of female laborers and prohibit the use of child laborers in the civil works contract.
- ☑ Ensure adequate and flexible budgeting to allow a “learning” approach (e.g., training budget, consulting service budget for women’s organizations).

Monitoring and evaluation

- ☑ Develop M & E arrangements: (i) internal M & E by project staff; (ii) external M & E by NGOs or consultants, as necessary; and (iii) participatory monitoring by beneficiary men and women.
- ☑ Disaggregate all relevant indicators by gender.
- ☑ Suggested indicators:
 - ☑ *Level of WSS use and awareness, among males and among females, e.g., level of satisfaction, level of awareness of technical package chosen, patterns of use, access rates, extent of service coverage, awareness of hygienic practices, time saved in collecting/carrying water.*
 - ☑ *Project sustainability, e.g., cost recovery, breakdown rates, cleanliness of facilities, number of user groups/members (by gender), number of meetings held.*

- ☑ *Women's empowerment*, e.g., number of women gaining access to credit, increase in women's income, career prospects for project-trained women.

Documentation

- ☑ Document the gender-responsive design features in the RRP and include covenants in the loan agreement to ensure gender-sensitive project design mechanisms to be complied by the executing agency (see Table 1).

Box 3

Ensuring Women's Participation: Rural Water Supply and Sanitation Sector Project in the Philippines

While the importance of women's participation in the planning and implementation of WSS projects is recognized in principle, this can be translated into action only with a clear implementation mechanism and guidelines. In the Rural Water Supply and Sanitation Sector Project in the Philippines (1996), subprojects were prepared and implemented in the following steps to ensure the active participation and, where possible, the leadership of women:

- National and local NGOs, including women's NGOs, were hired to mobilize communities and to carry out M & E of subprojects.
- Women's groups were identified or established in communities.
- Training of trainers was provided to NGOs, including women's NGOs, on gender issues and women's participation, project schemes, O & M,

health and hygiene, and subproject M & E.

- The newly trained NGOs, in turn, conducted training for women's community groups on gender issues, the project background, O & M, health and hygiene education, and participatory decision making.
 - Barangay waterworks and sanitation associations (BWSAs) and local executing agencies encouraged women's community groups to participate in their meetings. Women were trained to become members of BWSAs and their five-member boards of directors.
- Women were hired for the M & E of WSS facilities.

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Women have been benefiting not only through opportunities for training and decision making on WSS issues but also through paid employment with BWSAs.

Box 4

Investing in Women's Participation in Nepal: Supporting the Government's Sector Plan

The government of Nepal in 1991 adopted the Drinking Water Supply and Sanitation Sector Development Plan 1991–2000 as part of its Eighth Five-Year Development Plan (1992–1997).

The sector plan explicitly endorses women's participation in water users committees (WUCs) and their role in hygiene education and sanitation. Under the sector plan, at least two members of each WUC must be women. The Department of Water Supply and Sewerage has therefore

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been making efforts to increase the number of its female staff. The ADB-funded

Fourth Rural Water Supply and Sanitation Project (1996) actively supported this approach by strengthening

training activities. Department staff at all levels, both male and female, are trained to encourage beneficiary women's participation in WUCs. The project also supported training for women members of WUCs in both technical and management issues.

How are the communities organized for water distribution and use?

Policy dialogue

What is discussed in the policy dialogue depends very much on the counterpart agencies' acceptance of gender issues, their commitment to help resolve those issues, and the nature and complexity of the issues. In some cases, key gender issues identified through gender analysis require legal and policy reforms in combination with WSS projects. In other cases, a WSS project can be designed to support the implementation of a new policy or law (see example in Box 4). In both cases, the project design must be compatible with the law or policy. Continuous policy dialogue with DMC counterparts is important.

The policy dialogue should also confirm that the DMC counterparts understand the key gender issues and are ready to commit the appropriate implementation arrangements and adequate resources.

Some potential issues to be discussed during the project- and policy-level dialogue with the DMC counterpart are presented in Table 2.

What sociocultural factors should be considered in project design?

Table 2

Possible Agenda of the Policy Dialogue

KEY ISSUES	SUGGESTED ACTIONS
Gender and participation capacity building for EA	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct gender and participation training for all EA officials and staff. <input checked="" type="checkbox"/> Obtain the support of the national women's machinery, such as the Ministry of Women's Affairs.
Government-NGO collaboration	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify active women's NGOs and explore government-NGO partnerships in service delivery and strategy building.
Staffing	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Obtain EA's commitment to increase permanent female staff.
Budgeting	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure budget allocation for gender and participation training.
Sector work	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Suggest separate sector work or "piggyback" technical assistance to investigate gender-discriminatory or sectoral legal and policy issues (e.g., Water Users Associations Act, legislation on water use where a major conflict between domestic and agricultural water is identified).
Legal and policy reform	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consider incorporating legal and policy reforms in the project to increase the involvement of women.

TERMS OF REFERENCE FOR GENDER SPECIALIST

PPTA Feasibility Study

- ☑ As part of the social analysis, conduct participatory gender analysis in collaboration with other specialists (e.g., social scientists, hygiene specialist, and community participation specialist).
- ☑ Identify the socioeconomic profile of key stakeholder groups in the target population and disaggregate data by gender. Analyze the link between poverty and gender.
- ☑ Examine gender differences in knowledge, attitudes, practices, roles, constraints, needs, and priorities in the water supply and sanitation sector, and the factors that account for such differences.
- ☑ Assess men's and women's capacity to participate and the factors affecting it.
- ☑ Assess potential gender-differentiated effects of the project and options for maximizing benefits and minimizing adverse effects.
- ☑ Identify government agencies, nongovernment and community-based organizations and women's groups that can be utilized during PPTA and project implementation. Assess their capacity.
- ☑ Review the related policy and legal framework (e.g., inheritance law, water users group bylaws), as necessary.
- ☑ On the basis of the analysis, develop a gender-responsive and participatory project design and any further sector work and policy/sector reform required. In particular, recommend specific strategies and mechanisms to ensure women's active participation and address their special needs in all project activities.
- ☑ Develop a gender-responsive M & E mechanism and indicators.
- ☑ Prepare terms of reference for implementation and M & E consultants.

Project Implementation and M & E Assistance

- ☑ Develop or, if one already exists, refine the gender strategy of the project and review the implementation plan.
- ☑ Assist the project office in recruiting staff to ensure women's equal representation and gender focus. Conduct gender awareness training for project staff at all levels. Maintain the desired level of gender awareness.
- ☑ Help recruit female community mobilizers, if required. Conduct gender training for them. Assess the training needs of beneficiary women in water supply and sanitation. Supervise community-level training for these women to ensure adequate technical and skills training in water supply and sanitation suited to their needs.
- ☑ Assist the project office in monitoring the implementation of the project. Pay particular attention to potential resistance to women's participation and facilitate conflict resolution, as required.
- ☑ Assess other needs of beneficiary women (e.g., credit, literacy program, skills training for income generation) as these emerge, and propose to the project office practical ways of addressing these needs in the project.
- ☑ Assist the benefit monitoring and evaluation (BME) consultant in collecting gender-disaggregated and women-specific data. Assist female community mobilizers (if exist) in mobilizing beneficiary women for participatory monitoring and evaluation. From the findings, propose the required corrective measures to the project office.

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Abbreviations

BME	benefit monitoring and evaluation
CBO	community-based organization
DMC	developing member country
IMT	intermediary means of transport
ISA	initial social assessment
M & E	monitoring and evaluation
NGO	nongovernment organization
O & M	operation and maintenance
PPTA	project preparatory technical assistance
RRP	report and recommendation of the President
SA	social assessment
SOCDD	Social Development Division, Office of Environment and Social Development
TOR	terms of reference
WID	women in development
WSS	water supply and sanitation
WUG	water users group