

SOCIAL DEVELOPMENT & INFRASTRUCTURE

Making Water Supply and Sanitation Work for Women and Men Tools for Task Teams



December 2010

This paper has not undergone the review accorded to official World Bank publications. The findings, interpretations, and conclusions expressed herein are those of the author(s) and do not necessarily reflect the views of the International Bank for Reconstruction and Development / The World Bank and its affiliated organizations, or those of the Executive Directors of The World Bank or the governments they represent.

The World Bank does not guarantee the accuracy of the data included in this work. The boundaries, colors, denominations, and other information shown on any map in this work do not imply any judgment on the part of The World Bank concerning the legal status of any territory or the endorsement or acceptance of such boundaries.

To request copies of the paper or for more information on the series, please contact the Social Development Department

Social Development
The World Bank
1818 H Street, NW
Washington, DC 20433

Fax: 202-522-3247

E-mail: socialdevelopment@worldbank.org



Printed on Recycled Paper

Copyright The World Bank 2010

Table of Contents

| | |
|---|-----|
| Acknowledgements | ii |
| Guide for Using the Tools: | iii |
| Suggested Use of the Tools: | iii |
| Introduction: | 1 |
| 1. Entry Points for Integrating Gender in WSS Policy Dialogue | 4 |
| 2. Rapid Gender and WSS Review Questions | 5 |
| 3. Key Questions during WSS Project Cycle for Integrating Gender and other Social Dimensions | 7 |
| 4. What Governments Can Do to Make Water Supply and Sanitation Services Equitable and Sustainable | 9 |
| 5. Developing Effective Project Gender Plans/Frameworks | 11 |
| 6. Inclusive Involuntary Displacement and Resettlement Checklist..... | 14 |
| 7. Results Indicators: Gender-Responsive Examples | 18 |
| 8. Good Practice Cases..... | 20 |
| 9. Website Resources on Gender and Water Supply and Sanitation..... | 31 |
| 10. Suggested Reading on Gender and Water Supply and Sanitation..... | 34 |

Acknowledgements

Mari Clarke compiled and adapted these materials from many sourcebooks, resource guides, guidelines and other documents on gender and water and sanitation prepared by the World Bank and other international development agencies, under the guidance of Nilufar Ahmad (Task Team Leader), with assistance from Caroline Mendizabal-Betancourt. This work was carried out in collaboration with the Gender Focal Points of the Water Anchor. These materials benefited from the suggestions and comments made by Anne Kuriakose, Saana-Leena Rautanen, Rosemary Rop, Doreen Kirabo, Nina Bhatt, Helle Buchhave and Florian Kitt.

This activity was partially financed by the Gender Action Plan

For Technical Advice on Gender in Water in Sanitation Contact

Nilufar Ahmad, Sr. Gender Specialist, SDV, nilufarahmad@worldbank.org

Olusola Ikuforiji, TWIWA. oikuforiji@worldbank.org

Nishta Sinha, Economist, PRMGE, nsinha@worldbank.org

Guide for Using the Tools:

Objective: The primary objective is to provide brief, relevant, and practical tools for World Bank task teams and their country counterparts to facilitate their work in addressing gender and other related social issues in water supply and sanitation (WSS) policies and projects. This responds to the need, expressed by task teams, to repackage and condense existing gender and WSS tools in formats more relevant to WSS operations. These tools can also serve as resources for training on gender and WSS. The term “tool” was selected to convey the notion that these materials are nuts and bolts resources to be used when needed; and to emphasize that they are not requirements or directives.

Suggested Use of the Tools:

Introduction: (a) Why Gender is a Water Supply and Sanitation Issue and (b) approaches to integrate gender in operations. The introduction provides (a) key gender issues and rationale for addressing gender in its broader social context in WSS policies and programs; and (b) approaches to integrate gender in operations. The introduction can also serve as a resource for dialogues with clients as well as WSS colleagues that attention to gender can reduce risks and enhance benefits to marginalized groups and steps needed for gender integration.

1. Entry points for Gender in WSS Policy Dialogue.

The first tool is a checklist for entry points for mainstreaming gender and WSS issues in policy dialogue for Poverty Reduction Strategy Papers (PRSPs), Country Assistance Strategies (CAS), Development Policy Loans (DPL), and Country WSS Sector Strategies. While all of the items may not apply to a given policy or strategy, they provide suggestions for key entry points and actions to take.

2. Rapid Gender and WSS Review Questions.

The second tool provides a list of questions for task teams to assess whether and the extent to which gender, in its broader social context, is likely to be an issue in the project at the project concept note stage. Not all questions apply to all projects. If the review identifies gender-based risks, constraints or opportunities for greater development effectiveness by addressing gender, further gender analysis during the preparation phase will identify actions for reducing gender and other related social constraints and disparity, and increasing equitable benefits.

3. Key Questions during WSS Project Cycle for Integrating Gender and other Social Dimensions:

The third tool provides sets of questions that can be used during the WSS project cycle for mainstreaming gender and other social dimensions. While all of the items may not apply to a given project, they provide suggestions for key entry points and actions to take.

4. What Governments Can Do to Make Water and Sanitation Services Equitable and Sustainable

Tool four provides a selection of action items submitted to the UN Council on Sustainable Development by Interagency Task Force on Gender and Water in 2004. This can be used in project planning or policy dialogue.

5. Developing Effective Project Gender Plans/Frameworks.

This tool describes the purpose of gender plans/frameworks when gender is a significant factor that needs to be addressed in a WSS project. Where the preceding checklists assess whether or not gender is an issue and flag areas needing attention, the gender plan provides a blueprint for implementing gender-targeted interventions within project components. It presents key steps for quality plan development and also provides a good practice example of a gender plan, linked to the gender-relevant WSS project components that can easily be adapted to other projects. The example also illustrates that these plans need not be complex to provide a valuable tool for tracking planned gender activities in a WSS project.

6. Inclusive Involuntary Displacement and Resettlement Checklist.

This Tool provides a checklist of considerations to ensure that affected women as well as men are consulted about their needs and priorities, and receive fair compensation for loss of livelihood and property.

7. WSS Results: Examples of Gender-Responsive Indicators.

This tool provides examples of the types of gender responsive indicators that can be used to measure progress toward common WSS project objectives. The list is illustrative not exhaustive. No project will need all of the indicators.

8. Good Practice Cases.

The eighth tool includes WSS good practice cases that illustrate the use of effective approaches for mainstreaming gender and improving project effectiveness and sustainability. Highlights of innovative approaches to gender in WSS projects are also included.

9. Web based resources on Gender and WSS.

Tool nine provides web addresses for web-based groups with useful resources and initiatives on gender and WSS. This list is not exhaustive. Additional site suggestions are welcome.

10. Suggested Reading on Gender and WSS.

The final tool provides a list of reports and articles addressing various aspects of gender and WSS. This also is not exhaustive. Additional suggestions are welcome.

Introduction:

(a) Why Gender is a Water Supply and Sanitation Issue

Women's role in water management: Since the 1970s, women's integral role in water management has been recognized as crucial to improving program and product effectiveness, given their traditional roles in managing water and hygiene in the household and community. Across the globe, women invest significant amounts of time collecting water for drinking, cooking, and washing. They also manage household hygiene. Women generally know the locations of existing water sources, their quality and reliability, and any restrictions on their use. However, the pivotal role of women as providers and users of water and guardians of environment is rarely reflected in institutional arrangements for the development and management of water supply and sanitation and other water resources. Gender inequality in the water supply and sanitation sector means that women and girls' full potential is not realized, and sustainability is diminished by women's lack of voice to ensure maintenance and repair of water facilities.

Gender-based differences in roles and existing gender disparity: In most developing countries, girls and women have less access to health, education, infrastructure and other services. They also lack ownership of asset/resources due to inherent social and structural constraints, which result in low level of literacy and skills, malnutrition; and less social and economic opportunities. Women also have primary responsibility for domestic tasks, and these commonly include fetching water and collecting fuel-wood for their families; cooking meals; and caring for children, the sick, and the elderly. Time-use surveys revealed that women are severely time-constrained, having to work longer hours than men. The arduous, time-intensive tasks of collecting fuel and water consume much of women's energy and take their toll on women's health. In Asia and Sub-Saharan Africa, women often carry 20-kg headloads; the carrying of such heavy loads usually causes chronic fatigue, spinal and pelvic deformities, and sometimes spontaneous abortion.

Women's voice in water and sanitation: Sustainable water supply and sanitation and gender equity are mutually reinforcing. Involving women and men in influential roles in water and sanitation programs at all levels can hasten achievement of sustainability. Management of water in an integrated way can contribute significantly to gender equity by providing both women and men access to water and water related services to meet their needs. Inclusive, effective water and sanitation programs contribute to gender equality by reducing the time, health, and care-giving burdens through improved water services. This gives women more time for productive activities, adult education, community activities and leisure, and gives girls more time for school. Water and sanitation facilities in or near houses and separate facilities for girls and boys in schools reduce the risk of sexual harassment and assault. Community-based management of water can provide women opportunities for leadership and networking with other women. There is strong evidence that a demand-driven, participatory approach to water and sanitation that empowers women leads to greater impact of health, more efficient and sustainable projects and programs, and enhanced productivity and income for families

Direct benefits of women's time savings: Studies indicate that there are direct benefits of time saving to women and children from improved infrastructure services. For example, a study on improved water access revealed that these improved women and children's health, security (as they were less exposed to risks), as well as increased school attendance for children, particularly girls. A recent study on several water operations also found that in countries where substantial gender gaps in schooling exist, both boys' and girls' enrollments improve as a result of a reduction in the time needed to collect water. Also children's welfare increased as water quality is better and women spent more time for child care.

Sources:(Gender and Water Alliance 2003 Ivens 2008; Kuriakose 2005; Stockholm International Water Institute 2005.).

Approaches to integrate gender in operations

Definitions of key terms: Gender, Inclusion, and Empowerment¹²³

Gender is not another word for women: Gender refers to the socially constructed roles, and socially learned behaviors and expectations associated with males and females. It is about women and men, their socially defined roles, responsibilities, and the power and other relations between them. Like race, ethnicity, and class, being male or female shapes individuals' opportunities to participate in the economy and society.

Gender equality refers to equality under the law, equality of opportunity (rewards for work, equality of access to human capital, and other productive resources), and equality of voice (ability to influence and contribute to the development process).

Empowerment refers to change in relationships among individuals and groups. Empowerment is a process of enhancing an individual's or group's capacity to make strategic choices and transform those choices into desired actions and outcomes. This involves improving their assets and their capabilities so they can become agents of positive social change on their own behalf.

Social inclusion refers to change in institutions. Social inclusion refers to the development of inclusive institutions, policies, social norms, and behaviors that provide an opportunity for previously marginalized groups to increase their voice and access to assets.

Social analysis and sustainability: Social analysis is an integral part of the project cycle, especially during preparation and appraisal, as it helps task teams to understand the inherent differences between social groups, constraints and risks. It also identifies possible actions that can be taken to reduce disparity and enhance opportunities that can facilitate improved social and economic impacts of investments, and makes development more equitable and sustainable. Social analysis is often informed by a social assessment undertaken by client country as part of project design, especially when social safeguards are triggered. If there is no project social assessment, this analysis relies on other upstream work by the Bank or other agencies.

Gender analysis: Women and men are the largest social groups and gender analysis is usually undertaken within social analysis; and includes examination of gender-based roles, responsibilities, access to resources and power relations, as well as needs and constraints. This is carried out through a number of instruments, including desk review, survey and consultation with women and men; and contributes to the social sustainability of operations by facilitating (a) equal participation and "voice" of both women and men; (b) reduction of gender specific risks, if any; and (c) enhanced social and economic opportunities for poor and marginalized women.

In World Bank operations, gender integration is usually undertaken in the following way that is aligned with the project cycle:

Step 1: Rapid gender review of the proposed operation at the identification or concept stage. The project task team

1 World Bank (2001), *Engendering Development through Gender Equality in Rights, Resources, and Voice*. New York: Oxford University Press.

2 World Bank (*2006), *Gender Equality as Smart Economics: A World Bank Group Gender Action Plan*

3 World Bank (2008) *Social Development and Infrastructure: Working in Partnership for Sustainable Development*. Social Development Department.

4 OECD/DAC (2004), *Why Gender Matters in Infrastructure*. DAC Working Group on Gender Equality.

conducts this review supported by a social development specialist with gender expertise. A checklist (Tool 2) helps the team to undertake this review and identify key gender issues, potential risks and benefits. Consultations with women and men can also provide in-depth information. If the review identifies substantial gender-based risks and constraints in accessing project benefits, further gender analysis can be undertaken during the preparation phase for identifying actions for mitigation. If there are no significant gender-based constraints and risks, further steps on gender analysis and actions may not be necessary. The findings of the rapid review can be documented in the project concept note (PCN).

Step 2: Gender-responsive social analysis: The counterpart government usually undertakes social and/or environmental assessments, especially when safeguard policies are triggered. The Bank task team comments on the TOR and supports the field survey and gender-inclusive consultative process. Findings of gender analysis identify possible actions and indicators; and can be incorporated into the project design and Bank's Project Appraisal Document (PAD). Consultations with women and women's groups can help prioritize key gender actions. A gender plan or framework, with activities, budget and targets can also be developed that helps monitoring progress and getting results. In a WSS project, for example, separate toilets/latrines girls and boys in schools are considered gender-responsive activities. Projects can also take targeted activities such as a quota for women as decision makers in Water User Associations (WUA).

Step 3: Implementation Support: Bank team provides regular implementation support to activities and monitors progress using the indicators established in the Results Framework, which are usually recorded in the ISR. If needed, capacity building support can be provided to counterpart governments and implementing agencies.

Step 4: Completion and Impact assessment: Bank team can support a gender-responsive mid-term review and end project evaluation; which helps document gender-based outcomes in the Implementation Completion Report (ICR).

1. Entry Points for Integrating Gender in WSS Policy Dialogue

This checklist provides suggestions to identify entry points and actions needed for integrating gender and other social dimensions of WSS into country policy dialogues (PRSPs, Country Partnership Strategies, Country Assistance Strategies and Country WSS Sector Strategies) in order to reduce gender inequities and increase development effectiveness and sustainability. Each of the points listed can provide an entry point for dialogue if it is in place in the client country. If not in place, some of the points, (such as attention to gender in sector strategy and procedure) could provide the basis for dialogue on actions needed, depending on the stage of development of sector policy and procedures. It could also lead to discussion of possible capacity building needs of the client agency. Any dialogue would tap only some of the entry points and actions, not the entire list.

- Does the country have a gender equality (or Women in Development) policy? What are the country requirements? Does it have strong support at the executive level?
- Is there a ministry focal point or unit (e.g. Ministry of Women) responsible for advocacy and gender inclusion at the policy and project level?
- Is there significant gender disparity in social sector indicators (health, literacy, education), labor force participation, wage rate, ownership of asset, business, etc?
- Does the country have a water and sanitation (WSS) sector strategy? Does this strategy address gender issues, especially in the following areas?
 - Do labor policies provide, opportunities for women in labor based work and women contractors?
 - Is the participation of women promoted or required in the prioritization and design of works?
 - Are there measures to eliminate discriminatory labor or contracting practices?
- Do WSS policy and planning procedures explicitly take gender into account?
- Are gender gaps and gender specific needs, capacities, constraints and opportunities identified?
- Is socioeconomic empowerment an integral element?
- Have women and men from the civil society been consulted on WSS policies and reforms? Are they included in teams analyzing policy and strategy? Are they included in decision-making?
- Is privatization of WSS services under consideration? What are the implications of pricing for poor women and men?
- Are there other policy reforms with significant social and gender impacts (e.g., increased fuel levies, increased connection costs, downsizing of WSS sector workers)?
- Is there a system for monitoring the implementation of gender and other components of sector policies and strategies?
- Does the WSS sector budget include resources for:
 - Sex disaggregation of beneficiary data and key gender indicators?
 - Outreach and capacity building on gender and other social dimensions?
- If there are management Boards for semi-autonomous water utility companies, do these have women representation?

Sources: Adapted from the Sub-Saharan Africa Transport Policy Program 2007, Gender and Transport Resource Guide, Tools Section, based on Cecelski, E and D. Lallement. 2008. "Strategic Framework for Mainstreaming Gender Equality in Energy in ESMAP and the World Bank," Workshop on Horizon Scanning and Planning for Mainstreaming Gender in Energy, World Bank; ENERGIA and UNDP.2006.a. Incorporating Women's Concerns into Energy Policies.

2. Rapid Gender and WSS Review Questions

This tool was developed in response to requests from task teams and it emphasizes the importance of assessing the extent to which gender may be an issue at the beginning of the project cycle, rather than an afterthought. The tool provides a series of questions from which task teams select those most relevant. If the review identifies gender-based risks and constraints in accessing project benefits, further gender analysis during the preparation phase will identify actions for reducing gender-based risks; and providing equitable benefits. If there are no significant gender-based constraints and risks, further gender analysis and actions may not be necessary. The findings of the rapid review are documented in the project concept note (PCN) and inform the design of environmental and social assessments and other studies conducted during project preparation and appraisal.

Country Social and Institutional Context *(If responses are mostly positive, the proposed project can design gender-responsive actions to support national mandates, assist reducing disparity, and promote equitable benefits.)*

- Does the country have policies or laws related to gender equality or equity (labor law, property and business ownership, opening a bank account, holding public office)?
- Does the WSS sector have strategies or policies that address gender issues?
- What are the key social, cultural or legal constraints of female compared to male access to WSS planning, services and jobs? Do these vary by other social characteristics (ethnic, minority, rural/urban, age)?

WSS Needs *(If there are gender-based differences in needs, better understanding and targeting of WSS can improve project benefits)*

- Do women and men have different WSS needs? To what extent are they being served?
- Do women and men use WSS services differently? Does this vary by social characteristics (ethnic, minority, rural/urban, age)?

Economic Opportunities and Constraints *(The proposed project can provide equal economic opportunities for both women and men)*

- Will the project use local labor for WSS construction, management and maintenance?
- Are there barriers to women's participation in construction, management and maintenance?
- Is privatization of WSS planned? Could changes in service fees limit access of the poor, particularly women?

Access to health and Education *(If responses are positive, the proposed project can improve health and education)*

- Are there high rates of maternal, infant and child mortality? Can WSS help address this problem?
- Are there low rates of school enrollment and completion, particularly for girls? Can nearby water supply help to address the time aspect of this problem?

Personal Security *(If responses are positive, the proposed project can take actions for reducing risks)*

- Is gender-based violence a significant problem when collecting water or when removing human waste?

Gender Aspects of Social Safeguards *(If there are gender-based differences, the proposed project can take actions for reducing risks)*

- What are the gender differences in effects of involuntary resettlement in WSS projects?
- What are the gender differences in project impacts on indigenous people?

Source: Format is based on from: World Bank 2010, Rapid Gender Review Tool for Transport Operations developed under World Bank GAPSNP(Activity, Capacity Building for Mainstreaming Gender in Transport Project, G Banjo

TTL. Content is adapted from Asian Development Bank. Nd. Gender Check List: Water Supply and Sanitation and World Bank 1996. Toolkit on Gender in Water and Sanitation. Gender Toolkit Series NO. 2 prepared by Monica Fong, Wendy Wakeman, Anjana Bhushan.

3. Key Questions during WSS Project Cycle for Integrating Gender and other Social Dimensions

This tool provides key questions for identifying potential entry points and actions for addressing gender and other social issues during each phase of the project cycle. This also includes suggestions to identify opportunities, risks and benefits for designing effective projects with positive distributional impacts. These questions can be answered through social assessments, environment and social impact assessment (ESIA), poverty and social impact assessment (PSIA) and/or other assessments. All points may not apply in a given project.

Project Identification and Concept Stage:

- Does the task team include a gender or social development specialist with experience in gender and WSS and/or consult with gender experts in the client country? Was a rapid gender and WSS review (Tool 2) conducted to identify potential gender and other social issues and potential gender-based risks and benefits?
- If any gender or other social issues were identified in the rapid review, were they discussed in the project concept note?

Preparation and Design (If the rapid gender review identified significant gender issues that need to be addressed, then the following steps can be taken)

- Did the TOR of social assessment include key gender WSS questions highlighted by rapid review, especially to identify the gender-based needs, constraints and opportunities?
- Were both females and males affected by the project included in stakeholder consultations?
- Were separate male and female focus groups used to enable women to voice their views separately from men?
- Was the prioritization of gender-targeted activities within project components done in consultation with both women and men who are expected to benefit from the project?
- Were gender related WSS issues that need to be addressed identified? Were approaches for addressing the gender-related issues identified developed?
- Were indicators developed to measure progress on gender-related issues within the relevant project components?

Appraisal

- If gender was identified as an issue, were approaches for addressing key gender issues incorporated in the Government project design and Bank's Project Appraisal Document?
- Were adequate resources included in the budget for gender-related activities?
- Do the Project Operations Manual and Implementation Manual include the gender and WSS activities, budget and indicators for implementation, monitoring, and evaluation of project components?
- Does the institutional capacity development component include ensuring that the implementing agency has the capacity to manage and monitor the gender and WSS activities effectively?
- Is the beneficiary data disaggregated by sex in the results framework and include gender equality indicators where appropriate?
- Do the resettlement action plans provide provisions to compensate women as well as men for loss of livelihood, address gender issues in planning and establishing resettlement sites and ensure sustainability of rehabilitation?

Supervision

- If the project has included a quota for women in project jobs, do the contracts for labor based construction, rehabilitation, or maintenance include clauses that require contractors to hire local women?
- Does the project implementation team involve gender experts throughout the life of the project?
- Is the project team collecting, analyzing and reporting sex-disaggregated beneficiary data and other relevant gender information?
- Have gender-specific risks identified during planning been mitigated?

Monitoring and Evaluation

- Are sex-disaggregated beneficiary data and relevant measures of gender equality integrated into the baselines and other WSS monitoring and evaluation processes?
- Are gender-responsive data collection methods used to gather baseline and other data(e.g. is information collected from women as well as men, using female as well as male data collectors speaking in local languages)
- Are there measures for the impacts of the project components on women and men?
- Will the value added by women's participation in the project be assessed?

- Does the mid-term review examine progress toward addressing gender issues identified in the project design? Are mid-term corrections needed to ensure that gender issues are addressed?
- Were the gender and WSS related results, and lessons learned included in the Implementation Completion Report?
- Is there a plan to disseminate the evaluation findings and use them to inform other policy and projects about gender and WSS issues?

Sources: Based primarily on World Bank 1996. Toolkit on Gender in Water and Sanitation. Gender Toolkit Series NO. 2 prepared by Monica Fong, Wendy Wakeman, Anjana Bhushan. Additional information from Source: Asian Development Bank. nd. Gender Checklist Water Supply and Sanitation, OECD/DAC, Gender Tip Sheet on Waters Supply and Sanitation WEDC 2007.

4. What Governments Can Do to Make Water Supply and Sanitation Services Equitable and Sustainable

The following actions are drawn from a longer set of recommendations submitted to the United Nations Commission for Sustainable Development. The argument was made that governments need to have a clear commitment to incorporate water and especially sanitation programs explicitly into their national development or poverty reduction strategies and into their budgets and incorporate gender perspectives into all policies and programs aimed at sustainable development. These suggested actions could be used in dialogue with government counterparts or in project planning.

1. Strengthen legislation and mobilize resources for increasing access to safe water and adequate sanitation:

- Enact and reinforce water legislation that promotes small-scale water development, gives priority to water allocation for basic domestic and productive water needs, and builds upon equitable customary arrangements.
- Ensure that health and hygiene are taught to both girls and boys as a subject in schools.
- Change discriminatory laws that prohibit women from getting loans or opening bank accounts.
- Encourage women to participate in businesses: in rural areas, to set up shops to store spare parts for boreholes; in urban areas, to manage water systems; in water user associations, to manage finances.
- Target public funding towards: promoting responsible use of water and sanitation facilities and hygienic practices in communities; improving public and school water and sanitation services; and delivering targeted subsidies where these can be demonstrated to be effective in increasing access.
- Allocate funds and other resources to civil society organizations and small-scale providers of water and sanitation services, particularly those that include women as full partners in water and sanitation projects.
- Provide micro-credit and creative alternative financing mechanisms to gender-sensitive organizations for improving or building community-based safe drinking water and sanitation services, particularly for women.
- Consider innovative low-cost and sustainable technological options and service levels in water supply and sanitation that benefit both women and men.
- Focus efforts and resources in targeted service delivery to the poor communities, especially those in urban slums, peri-urban areas and rural areas.

2. Promote access to sanitation

- Ensure that sanitation policies are in place, institutional responsibilities are clear, and the over-all sanitation framework is gender sensitive.
- Enable women to participate in the policy-making process and selecting the design and technology of water and sanitation systems.
- Be open to discussing traditional rules and beliefs that tend to inhibit women from using available latrines (e.g. that a daughter-in-law is prohibited from using the same latrine as her father-in-law).
- Use innovative media (posters, stickers, T-Shirts, etc) to promote sanitation and latrines, and to avoid the stigma of a latrine as being a poor person's toilet.
- Support public awareness campaigns that emphasize gender equality and promote women's roles in planning, decision-making and implementation of sanitation and hygiene programs.
- Invest in training or retraining front line staff to work effectively with women, men and children.
- Commission gender analyses to identify where social or economic groups are persistently excluded from access to sanitation.
- Seek sustainable household sanitation options that promote the closed loop system, e.g., ecological sanitation.

3. Develop capacity and encourage participation

- Use women's and indigenous people's traditional knowledge to locate water sources, to decide on the location of facilities, and to repair pumps.
- Develop gender-sensitive tools at the institutional level, including sex-disaggregated data, gender analysis, gender-sensitive indicators (for MDG and JPOI implementation), gender budget initiatives, and training.
- Promote gender-sensitive participatory processes that not only empower women but also raise awareness among men and create an environment where women and men can work together towards common goals.

4. Ensure public discussion and equitable tendering procedures in privatizing water services

- Measure the differential impacts on women and men of private sector involvement in providing water services, and ensure that the essential access to water for small-scale agriculture purposes and household use be safeguarded as priority allocations.
- Make available (through radio and other media channels) adequate information on potential privatization plans to civil society, including NGOs and community representatives, and involve them in discussions relating to public-private partnerships.
- Assist small-scale entrepreneurs and providers, both men and women, to improve delivery of adequate water and sanitation services and to generate income from the business.
- Identify legal and institutional ways to define the local ownership of water resources (i.e., local water user associations), and to allocate water among competing users.

Source: Interagency Task Force on Gender and Water. 2004. A Gender Perspective on Water Resources and Sanitation. Submitted to the Commission on Sustainable Development 12th Session, United Nations Commission on Social and Economic Affairs.

5. Developing Effective Project Gender Plans/Frameworks

Why Use Project Gender Plans/Frameworks?

Gender plans or frameworks are valuable roadmaps for project implementation when gender emerges as a significant issue requiring interventions in one or more project components. In contrast to checklists which identify gender problems and flag possible entry points that might occur across transport projects, a gender plan charts the objectives, activities, indicators, and targets for specific gender-related activities within a project's components, providing a means to monitor their implementation and make mid-course corrections, if needed. Gender Plans can also be incorporated into Social Development Frameworks. An Asian Development Bank gender assessment of programs it has financed found that well designed project gender plans contributed to the achievement of overall project objectives by reducing the vulnerability of women and their families to poverty and by enhancing the sustainability of benefits to the poor. Gender plans did this by identifying constraints to poor women and men as well as ways to address them. This has resulted in more equitable access to project and program resources including skills training, technology, and government services. Gender plans also contributed to progress toward gender equality in decision-making patterns in the household, mobility, and leadership of community-based organizations.

Well Designed Gender Plans/Framework

Gender plans/frameworks are most effective at delivering results when they incorporate the following good practices. No single element by itself is a formula for success.

1. Counterparts are responsible for designing the gender plans

- Counterparts may need technical support in developing a good social and gender assessment for designing the project.
- A participatory social/gender assessment can facilitate practical gender plans with targets.
- A social/ gender assessment can identify gender-based constraints that hamper equal participation of and benefits to women and men from the proposed project
- If there are constraints, counterparts need to design actions for projects to ensure that women and men can participate and benefit equally from project interventions.
- Counterparts may need capacity building and/or technical assistance in developing these plans.

2. Integrate Gender Plans into the overall project design and project implementation process.

- Gender plans need to be tested and reviewed early in implementation.
- Realistic activities, targets, resources, and responsibilities for implementation need to be identified and included in the project design and incorporated into the project implementation plan and Manual.

3 Identify realistic gender targets linked to project objectives.

- Targets and actions can enable step-by-step progress by bringing incremental changes in reducing gender disparity.
- Linking targets to project objectives helps all stakeholders to understand the rationale for focusing on enhancing women's access to and benefits from projects.
- Targets facilitate monitoring of participation and benefits by gender and other relevant social groups.

4. Include gender capacity building in the gender plan.

- Both formal training and ongoing support and mentoring of project implementation staff are needed for developing skills, ownership, and commitment.

5. Provide adequate skills and resources for gender plan implementation.

- Gender specialists in the implementing agency and/or project team and adequate resources are important to ensure implementation of gender plans.
- Non-governmental organizations contracted to implement project activities should have a demonstrated gender capacity.

6. Monitor and follow up gender-responsive targets and activities.

- Systematic follow up is needed to ensure that policy reforms and gender plans are implemented. Routine monitoring and reporting promotes good results.
- Gender-responsive indicators and gender-related risks must be included in project results frameworks.

Source: Adapted from Asian Development Bank Gender Network E-News. Examples of ADB ICT Projects with Gender Action Plans. T. Pulley and J. Acharya. <http://www.adb.org/documents/periodicals/gnn/gender-and-ICT.asp>

Good Practice Example: Gender Plan for the Nepal Small Towns Water Supply and Sanitation Sector Project

Small urban centers have grown rapidly along major highways in Nepal as a result of migration from rural areas. Inadequate water and sanitation in towns has had an adverse effect on the quality of life and health. Women carry 84 percent of the water and 12 percent of the households in the small towns are headed by women. Women are also less educated than men. This project aims to improve health and quality of life in 40-50 small towns by constructing water supply and drainage facilities, providing health and hygiene education, developing the institutional capacity of community-based water user and sanitation committees, and promoting community water quality.

The Project design included gender provisions to sensitize the District WSS staff on women's active participation in water user and sanitation committees (WUSC); involve women in socioeconomic surveys, public awareness campaigns and health and hygiene education programs; ensure one woman out of two representatives of WUSC in the Town Project Office (TPO) on a full-time basis and one female social mobilizer in town project offices. The project consultants also included a gender and community development specialist and a health and hygiene education specialist to implement the Project's gender and development objectives.

Based on ADB's mid-term loan review mission, an agreement was reached with the project implementing agency to systematically implement the Project's Gender Plan with specific features, benchmarks and resources to promote women's participation and benefits. The GAP included the following features and targets:

- Initiate policy dialogue to increase women's representation to 33 percent in the sector
- Assign female staff to the Project Management Office and at least one worker in the TPO
- Increase women's representation and participation in Town Project Office (TPO) meetings
- Require implementing NGOs to recruit at least 50 percent female field staff
- Undertake gender sensitivity training for NGOs, DWSS, Project Management Office, and TPO staff
- Sensitize WUSC and consumers to work towards achieving more gender balanced representation in project activities

- Administer household surveys jointly to heads of households and their spouses, as women provide more accurate estimates on water related tasks
- Provide gender-disaggregated data and information in project progress reports to monitor the level of participation and differential access to project benefits
- Integrate gender training in the project training plan
- Provide gender-sensitive monitoring indicators

Source: Asian Development Bank. Loan 1755 - NEP: Small Towns Water Supply and Sanitation Sector Project 2000. www.adb.org/gender/practices/water/nep002.asp

6. Inclusive Involuntary Displacement and Resettlement Checklist

Another important entry point for addressing gender and WSS issues is through the resettlement and livelihoods restoration process. Although women, the elderly, children and the handicapped are often recognized as vulnerable groups that need assistance, this does not necessarily translate into equitable allocation of compensation and livelihood rehabilitation. Too often compensation is provided to male heads of households assuming it will be shared within the household. There is ample evidence that this is often not the case. When empowered as decision-makers and mobilizers in the resettlement process, women's organizations have facilitated equitable resettlement processes with minimum complaints or conflict. When gender is ignored in this process, women may lose access to resources and networks vital to the survival of their children and themselves and their role as mobilizers and mediators is lost as well. Key questions to guide attention to gender throughout the resettlement process (consultation and participation, resettlement planning, and resettlement and rehabilitation) are listed below.

Consultation and Participation

- Have women as well as men, representing all socioeconomic categories, been consulted about the project?
- Do women as well as men have any information about the proposed project?
- Have women as well as men been consulted on the resettlement plan?
- Were women as well as men involved in developing the resettlement plan? Were their inputs solicited?
- Have women as well as men been consulted in identifying affected persons?
- How will the plan be shared with affected women and men?
- Is there a mechanism for ensuring women's as well as men's participation at each stage of the project?
- Should there be separate meetings for women using female facilitators to solicit women's views (especially on such sensitive issues as toilets, sanitation, water, and house plans)?

Resettlement Planning

Data Collection

- Is the socioeconomic survey gender-disaggregated?
- Has information been collected on women's as well as men's land and property status?
- Does the survey include questions on household division of labor, household decision-making on finances and resource use, women's and men's formal and informal income sources, extent of women's and men's dependence on livestock, home garden, and forest use, and women's and men's contribution to family income?

Determining Eligibility for Compensation

- Do women and men have legal title to land and property?
- What ownership, access, and control do women have over resources and property, compared with men? (Examine existing land and property laws to identify any provisions or entitlements for women.)
- Will women's and men's sources of livelihood be affected?
- What legal instruments apply?
- Do women and men have customary or informal rights to land, property, and other resources?

Developing Resettlement and Compensation Options

- How does the law for compensation define "persons eligible for compensation"?
- Does the law entitle women to compensation assistance?

- What are the compensation and resettlement options selected by women compared with men?
- Were women as well as men included in consultations on compensation options?
- Did the planners consider making payments or giving land titles in the name of both spouses?
- Did the planners consider providing separate compensation to women for loss of income, even from informal sector activities and loss of assets like ponds, forests, rivers, etc.?
- Did the planners consider developing separate options for livelihood restoration programs for women?

Rehabilitation and Resettlement

Site Selection

- Have affected women as well as men, representing all socioeconomic groups, been shown the alternative sites?
- How far is the site from their existing homes?
- Have women as well as men approved the site?
- What concerns have they expressed? Have these concerns been taken into account?
- Is the site close to the women's and men's current places of employment or income generation?

Housing

- Were women as well as men consulted on the structure and design of the housing? What are their specific needs?
- Do women and men prefer to undertake the construction on their own with money or materials from the government or do they want the government to provide the housing?
- Are women and men willing to contribute toward housing finance?
- What measures are being taken to address women's concerns regarding housing?
- What are the women's as well as men's suggestions regarding settlement design?

Habitability and Safety

- Have issues of habitability and safety been addressed with both women and men?
- Are women more vulnerable to violence in the new settlement? How will this be addressed?
- Are there potential safety issues in the new settlement? How will these be addressed?
- Do the location and/or design of the new settlement restrict women's mobility?

Infrastructure

- What infrastructure needs have women identified?
- What services will be needed for men, women and children?
- How will the site and services be maintained?

Sanitation

- Will there be bathing areas within the houses or common bathing spaces? How many families will use each common facility? What are the mechanisms for maintaining these?
- Is there a requirement for separate bathing places/toilet facilities/washing slabs for women? What is the best design and location for these facilities?
- Where are the community toilets located? How many families are there per toilet?
- Is there lighting in public spaces and around toilet facilities to ensure the safety of women and girls?
- What are the mechanisms for waste disposal and sewage disposal and what is the role of the community?

Education

- How many school age girls and boys are there?
- Are there existing facilities in the relocation site, such as an elementary or a high school?
- Is it physically accessible to the new settlers?
- Can existing facilities accommodate the children of the new settlers? If not, what are the requirements to meet their schooling needs?

Health Care

- What are the common diseases of women, men, children in the area? Are they related to existing living conditions?
- What health facilities are available at the new site? Will they be sufficient for new settlers?
- Are health facilities accessible to women and children?
- Is there any risk for introduction of new diseases in the relocation site?

Transition to New Settlement

- Have women been consulted on transportation and transit issues?
- Is transportation provided? Are women aware of the transportation arrangements?
- Have women and other vulnerable groups, who may need special assistance with transportation, been identified?
- Is ample time provided for dismantling and resettlement, especially for female-headed households and the elderly?
- What arrangements have been made for ensuring access to basic facilities and access to schools for children in the transit phase?

Compensation

- What form of compensation do women receive—cash, bank account, or check?
- Has the payment of compensation in joint names been considered?
- Do the women have bank or postal accounts in their name to receive compensation?
- Are there provisions to ensure that women have an account?
- Have men been consulted on payment of compensation in joint names?
- Is there any possibility of separate cash compensation payment for women?
- What is the likely risk to women of paying compensation and other cash assistance in joint names or wholly to women? Can the risks be minimized?

Security of Tenure

- Is the resettlement land allocated as ownership title or lease?
- Have women been informed about the nature of titles to the new land and housing?
- What provisions are made for women as well as men who do not have ownership rights over land/property taken over by the project?

Livelihood Restoration

- Are the women and men being thrust into a cash economy from a rural subsistence economy? Does it mean loss of subsistence?
- Will women's and men's income sources be affected?
- How will women's and men's livelihoods be affected? Will there be total loss of livelihood source or a decrease in income only?

- Does the new site provide the same or alternative opportunities for both women and men to earn incomes?
- What are the existing levels of women's and men's skills and training?
- Is there a need to upgrade women's as well as men's skills; and are the facilities available?

Grievance Redress Mechanisms

- Is the grievance redress mechanism structured to address gender issues?
- Is the Grievance Redress Committee (GRC) gender sensitive?
- Does the GRC take into account special problems faced by women?
- Are there any women members on the GRC or related group that has been or will be constituted?

Resettlement Budget

- Does the resettlement plan identify the financial resources required for gender-targeted activities?
- Are specific provisions to address gender issues included in the budget line items?

Source: Adapted from Asian Development Bank. 2003. Gender Checklist Resettlement.

7. Results Indicators: Gender-Responsive Examples

Gender-Responsive monitoring and evaluation is important to ensure that gender issues addressed in the project design are implemented, progress monitored and the impacts assessed. Indicators are linked to development objectives; and measure the outcomes of projects. Gender-responsive indicators track gender-related changes. The World Bank, especially the Sustainable Development Network (SDN) has established core indicators for monitoring progress. For IDA, the projects also need to report on the number of direct male and female beneficiaries. The following list provides examples of Gender-Responsive indicators for a number of common WSS project outcomes. **These are not the WSS core indicators.** These are suggested additional indicators that task teams can include in their Results Framework if these are relevant for monitoring gender outcomes. The list is not exhaustive. A WSS project with gender issues would only apply those indicators relevant to the gender actions taken and/or project development objective.

The following are Water Supply and Sanitation core indicators that can be divided and monitored by male and female

Water supply

[People provided with access to “Improved Water Sources” under the project \(number\)](#) (If possible, this can be divided by number of male and female with access to improved water sources)

[New piped household water connections that are resulting from the project intervention \(number\)](#) (If possible, number of poor female headed households connected)

Other suggested indicators:

Access

- Number and percentage of rural women and men within 1.5 kilometers of an improved water source
- Number and percentage of urban women and men within 1 kilometer of an improved water source
- Number and percentage of males and females with access to improved sanitation near houses
- Number and percentage of schools with separate toilet or latrine facilities for girls and boys
- Ratio of toilets or latrines per girl and per boy in schools
- Number and percentage of male and females with access to hand-washing facilities

Participation

- Number of men and women involved in hygiene promotion activities
- Male/female ratio of persons trained in maintenance and repair
- Number of women and men who collect or produce inputs for project (e.g., stones, gravel, sand for construction, pump parts, well pipes, latrine slabs, water carrying and storage containers, pottery basins for hand washing)
- Numbers of males and females cleaning toilets
- Number of males and females trained in health education (male/female ratio)
- Number of males and females managing the operation, maintenance and repair of facilities

Effective Use

- Number of males and females using toilets or latrines
- Number of males and females washing hands at the right time (after using toilet, before eating)
- Number of males and females using improved water source

Time savings

- Time saved in collecting and carrying water for women and men
- Time reduced in caring for children and adults with waterborne diseases

Affordability

- Percentage of income spent by women and men on water services
- Percentage of income spent by women and men on sanitation

Voice in Water and Sanitation Decision-making

- Male/female ratio in community water management committees
- Male/female ratio in leadership of community water management committees
- Male/female ratio in decision-making for services selection (initiation of services, choice of technologies and service levels, location of facilities, fees for service, local maintenance system)
- Number of women in technical and management positions in WSS agencies

Income

- Amount of increased income for women and men due to use of improved water source (beer brewing, laundry, cash crops, etc)

Health benefits

- Reduced number of male and female deaths from waterborne diseases by age
- Reduced number of male and female cases of waterborne diseases by age

Sources: Asian Development Bank, nd. Gender Checklist Water Supply and Sanitation.; IRC, 2007. Towards Effective Programming for WASH Schools: A Manual on Scaling Up Programs for Water, Sanitation and Hygiene in Schools. Delft, Netherlands; Water and Sanitation Program (WSP). 1995. Gender Issues Sourcebook for Water and Sanitation Projects. Prepared by Wendy Wakeman.

8. Good Practice Cases

Uttar Pradesh & Uttaranchal Swajal Rural Water Supply and Environmental Sanitation Project (India, FY1996 – FY2003)

Country Context

In the early 1990s, when the Uttar Pradesh and Uttaranchal Rural Water Supply and Environmental Sanitation Project was implemented, almost half of the population of India lacked adequate access to safe drinking water and less than 10 percent of the rural population had access to sanitary latrines. As a result, water-related diseases were a major health problem in India. Infant mortality rates were 80 per 1000 births and maternal mortality was 550 per 10,000 births, due in large part to diarrhea and other waterborne diseases. As of 2001, access to safe drinking water had increased to 85 percent nationwide, thanks in part to this and other large-scale water and sanitation projects. Accordingly, infant and maternal mortality rates have declined to 54 per 1000 and 450 per 100,000 births respectively.

Uttar Pradesh is India's largest state, with a population according to the 1991 census of 139 million. Over 80 percent of these people live in rural areas. Uttar Pradesh is also one of the poorest states in India, with an annual per capita income in 1991-92 of only Rs. 4,012, which is 29 percent below the average for the country. In 1988, an estimated 41 percent of the population was below the poverty line.

In the early 1990s, families frequently sent only the boys to school, keeping girls at home to help with domestic work, such as collecting water, despite the launch of programs such as District Primary Education Program, a national program to expand primary education and the Mahila Samakhya Program, which aimed to give girls and boys the same rights to primary education and empower rural women.

Limited education and literacy constrained women's ability to participate in the public and political sphere, even at the village level. Similarly, women had legal rights to inherit and own land, but traditions that disenfranchised women persisted in favor of their sons or brothers. Even the women who owned land rarely had effective control over it. Land rights did not always imply water rights. Traditionally in India, water was a communal property and women had informal use rights over it. With the formalization of traditional water management and the introduction of water user associations, women's position vis-à-vis water has deteriorated further. Because household water use and small-scale agriculture in which many rural women engage are considered to be in the private domain outside of the reach of law and policy, women are further excluded from water access rights.

Project development objectives

To deliver sustainable health and hygiene benefits to the rural population through improvements in water supply and environmental sanitation services. This will increase rural incomes through time saving and income opportunities for women, test an alternative to the current supply-driven service delivery mechanism, and promote sanitation and gender awareness.

To promote the long term sustainability of the rural water supply and sanitation sector by providing assistance to state governments to identify and implement an appropriate policy framework and strategic plan.

Commitment: Total: US \$48.63 million; World Bank: US \$40.7 million; GOUP/GOUA: US \$3.17 million; Community contribution: US \$4.76 million.

Project components

Strengthening and operating the Project Management Unit

Selection and construction of water supply and environmental sanitation facilities for single and regional schemes

Studies and sector development

Project results

Installation of 1,214 water supply schemes, 54,000 latrines, 186 drainage works, and 35,778 soak and compost pits. Covered 1,214 communities and a population of 992,000, versus an appraisal estimate of 1,000 communities and a population of 785,000.

Delivery of sustainable health and hygiene benefits to the rural population has been achieved through the village communities' change in attitude as demonstrated by the significant improvements in performance indicators, including reduction of incidence of diarrhea in children under 5, improvements in washing hands before eating, safe use of water and disposal of infant excreta, and increased use of latrines. The project increased the number of women as committee members and also focused on non-formal education, hygiene and environmental sanitation awareness, and women's development initiatives. The formation of self help groups allowed women to come together, discuss issues, save money, and explore possible income generating activities. The time saved through improvements in infrastructure has allowed women to actively participate in these activities, which have contributed to greater empowerment of women in the project communities of Uttaranchal (UA) and Uttar Pradesh (UP).

Initiatives to empower women

Women were encouraged to take advantage of the women's development initiatives program, which provided skills and management training to increase the scope of income generating activities and would help women gain access to formal credit systems. Self help groups were organized to assist women in accessing micro-credit systems. Women formed groups to collect monthly operation and maintenance fees, which have improved the management of the water supply. There is anecdotal evidence that when women have a voice in the selection of the location for the water supply, it is much more likely to be used and to benefit the community as a whole.

Approaches that Worked

The project's design recognized the importance of community involvement and women's participation in implementing and maintaining water and sanitation systems. Previous projects in India had been supply driven and designed and implemented by the water supply companies. As a result, many of the water schemes prior to this one had failed. In many cases, water supplies were no longer functioning. In addition, the project components allowed women to develop skills in order to put the time saved from collecting water into income generating activities. In order to maximize the use and sustainability of the project, community users, particularly women, were consulted about their preferences and a range of options, from compost to flush toilets and hand pumps to household water catchment systems. It has been shown that community input into site selection and planning and operation of the water and sanitation systems has a significant impact on use of and payment for the services.

Gender balance in Project Management Unit

While there was no formal gender specialist in the Project Management Unit, staff were selected to maintain a gender balance, providing 1,105 woman-months of employment at Rs 12,000 per month. This greatly enhanced women's empowerment in the communities.

Women's role in equipment and scheme maintenance

One of the areas for the promotion of women was training female maintenance workers. This had a positive effect on the project outcome as women tended to take the work more seriously than men. In many cases, women were responsible for the collection of fees and the distribution of funds for fees and repairs.

Creation of self help groups for women

1,045 self help groups have been formed in UA and about 504 in UP. In UP these groups have saved Rs 4 million (equivalent to US \$88,000 at that time) and have loaned about Rs 2 million to their members to encourage income generating activities.

Scale-up and adaptation

This project design has been incorporated into India's national water policy. In 2007, a memorandum of understanding was signed between the Government of Uttar Pradesh and the Department of Drinking Water Supply, Ministry of Rural Services, Government of India. It outlined the responsibilities of both parties with regards to operationalizing the project in rural areas across the state of UP. While the goal is to have all communities covered by 2008/2009, communities that are mostly made up of scheduled castes and tribes will given priority and are not required to pay the ten percent upfront costs in cash. Instead, they may pay them over a period of time or through in-kind contributions.

Sources: Menon-Sen, K. & A.K. Shiva Kumar. 2001. Women in India: How Free, How Equal?; UNDP/World Bank. 2001. The Impact of Energy on Women's Lives in Rural India; UNDP. 2003. Mainstreaming Gender in Water Management; Wahaj, Robina & Maria Hartl. 2007. Gender & Water: Securing Water for Improved Rural Livelihoods: The Multiple-Uses Systems Approach. IFAD; World Bank. 1989. Aide-Memoire Proposed Rural Water Supply and Environmental Sanitation Project World Bank Identification Mission, Feb 27 – Mar 28, 1989; World Bank. 1996. Staff Appraisal Report, India, Uttar Pradesh Rural Water Supply and Environmental Sanitation Project; World Bank. 2001. India: Country Assistance Strategy; World Bank. 2003. Implementation and Completion Report, Uttar Pradesh and Uttaranchal Rural Water Supply and Environmental Sanitation Project. UNICEF Statistics: http://www.unicef.org/infobycountry/india_statistics.html

Peru National Rural Water Supply and Sanitation Project (PRONASAR) FY2003 – FY2011

Country/Gender Context

Under the guidance of the Ministry of Woman and Social Development (MIMDES), the government of Peru aims to guide gender equity by applying the Equal Opportunity Plan initiated in 2003 and updated for 2006-2010. The budget allocated to MIMDES increased 28 percent between 2003 and 2006, and represents 2.4 percent of public sector expenditure. Illiteracy for women aged 18 or older in Peru is 18 percent, compared with the Latin American average of 11-12 percent. Women's participation in agriculture has increased with the commercialization of crops and the growing cost of food has pushed women to produce more. In the central and southern Sierra women constitute almost a third of the producers. As a result of gender quotas for political offices, women represent 16 percent of the regional leaders, 22 percent of the regional advisers and 21 percent of the regional coordination councils, but only 3 percent of the local government officials. Fertility has decreased from 3 children per woman in 2000 to 2.3 in 2004-2005 (1.9 in Metropolitan Lima, 2.2 in the rest of the coast, 2.9 in the Sierra and 3.6 in the forest/jungle). Key factors affecting this drop in births per woman include women's increased

access to the labor market, education, and family planning methods. In the Andean region, where water scarcity is highest, women and children bear the burden of fetching water. Women and children typically spend an average of two and a half hours per day in water related tasks, sometimes more during dry seasons. While men often dominate community needs publicly, women also play an important role in water supply systems, particularly in collecting and safeguarding money for operating costs.

Project Development Objective: The development objective of the National Rural Water Supply and Sanitation Project (PRONASAR) is to increase the sustainable use of new and rehabilitated water supply and sanitation facilities in rural areas and small towns while emphasizing improvement in hygiene practices and training in operation and maintenance.

Commitment

Total: US \$80 million; World Bank/IBRD: US \$50 million; Government of Peru: US \$12.58 million; CIDA: US \$5 million; Local Communities: US \$7.57 million; Country Municipalities: US\$4.85 million.

Project Components

The project consists of four components:

(1a) Rehabilitation and Expansion of Existing Systems: This sub-component will finance the physical infrastructure required for the rehabilitation and expansion of piped water supply systems for about 750,000 people in approximately 2,500 communities as well as on-site sanitation systems. The project will promote the increase of coverage of these facilities to reach at least coverage of 60 percent in each community. (1b) Construction of New Systems: Construction of new water supply systems and on-site sanitation infrastructure for about 125,000 people in approximately 450 communities. Water supply options include piped networks with house connections and/or multi-family taps as well as improved point sources (capped springs, wells with hand pumps) and non-conventional technologies (e.g. rainwater catchment systems).

(2) Water Supply and Sanitation in Small Towns: Under this component the project would provide both (a) technical assistance to district municipalities interested in delegating service provision to private operators or autonomous entities (cooperatives, municipal companies etc.); and (b) water supply system investment finance for district municipalities that have signed delegation contracts. Eligible investments would include water supply system rehabilitation and expansion, operational improvements, household latrines and other appropriate sanitation solutions.

(3) Capacity Building: Under this component, consultants would be hired to strengthen the Rural Division of General Sanitation Directorate (DGSR) in its role as sector leader, train DGSR staff to assume their assigned functions, finance the training, orientation and accreditation of the project's implementing agencies (including municipalities, ROs, NGOs, contractors, artisans, etc.), carry out pilot studies on source protection and the implementation of the environmental guidelines, etc.

(4) Project Management, Monitoring, Evaluation and Supervision: This component will finance the activities of the project management unit (PMU), including equipment & software, contractual staff, external audits, the set-up and maintenance of financial management and project monitoring & evaluation (M&E) systems, vehicles for the FONCODES field offices, as well as special consultancies

Project Results

The project's final results have not yet been released, but as of August of 2008, 73,366 inhabitants of the targeted communities had connections to water and sanitation services. The project was 72 percent complete and 77 percent of the loan had been disbursed. However, the closing date had been pushed back to March 31, 2009 in order to complete the last

section of the project. Overall, the project has been well-managed and well-received by the beneficiaries. With the construction of the water facilities, women have more time to engage in income generating opportunities (IGAs), community organizing, and investing time in their families. The project has provided training on construction, hygiene practices, water systems operation, and basic accounting, all skills which can be used beyond the current project and translated into more improvements for the communities.

Value Added by women's participation

Involving women has meant redefining “work” in the projects – for example, women have always provided food for community projects, but it was not counted as a contribution to the project. Now, women receive recognition for their work and a say in the project decision-making. Experiences with women in maintenance roles indicates that while some costs may be higher (more training needed and restricted mobility leads to less pumps maintained), their effectiveness in regular and preventive maintenance is better than men’s and costs of repair campaigns are lower. Additionally, the portion of the project that women construct tends to be more carefully constructed and they are also strong advocates for completion and timely results from contractors. Given that women are frequently the direct beneficiaries of water projects, they mobilize to ensure quality supervision. Women (even when they are illiterate) typically play an important role in activities such as the safe keeping of money collected by the community for paying the operating cost of water supply systems.

Strategies that Worked

The social assessment involved visits to small and medium-size Quechua and Aymara communities with and without water services, as well as structured consultations with community leaders and members using the focus groups methodology. Three different types of focus groups were organized, constituted (i) by different members of the community; (ii) only by women; and (iii) only by water user association (JASS) members. The consultation process also included several meetings with prominent NGOs such as CARE and Caritas which execute similar projects in Peru. These consultative events provided an important source of lessons learned and knowledge on Quechua and Aymara culture. In particular, the consultations provided significant guidance on how to strengthen the traditional organizations existing among these two peoples and how to involve them, in a sustainable manner, in the management of the water supply infrastructure that the project will build.

In April and June of 2008, during the implementation phase, gender workshops were organized in Lima and in Piura to train JASS leaders, community organizers, NGO representatives and PRONASAR project staff to use the World Bank WSS Gender Toolkit. One of the activities of the workshops was reviewing the project cycle and identifying entry points for mainstreaming gender. This included reviewing good practice examples of gender inclusion and discussing participants’ experiences with gender mainstreaming and what worked for them. There was also a fair of good gender practices with posters and presentations from JASS leaders with before and after project examples. Quotas for women in JASS management have had good results: out of 52 percent of the JASS managers for Piura were present at the workshop in Piura and of those, 38 percent were women.

Sources: Caballero, Luz. 2009. The Gender Experience in a Water and Sanitation Project: PRONASAR in Peru. World Bank; JICA. 2007. Peru: Country Gender Profile; World Bank. 2002. Project Appraisal Document for Peru National Rural Water Supply and Sanitation Project. World Bank. 2008. Loan 7160-PE Aide Memoire for Supervision Mission September 11&12, 2008.

Nepal Rural Water Supply and Sanitation II (FY2004-FY2010)

Country Context

Nepal is one of the least developed countries in the world, which means that all poor Nepalese men, women and children work long hours and face discrimination in access to services and economic opportunities. Nepal can be broadly divided into two separate ethnic groups corresponding to geographical regions, and there is considerable diversity in women's status within the two groups: The Tibeto-Burman, populating mostly the midhills and mountains, and the Indo-Aryan, living in the Terai Gangetic plains and the midhills. Women from the Tibeto-Burman communities are socially less constrained than Indo-Aryan women in terms of mobility, marriage/remarriage options, and, most importantly, income-earning opportunities. However, women are socially constrained in both groups, particularly in terms of inheritance and marriage. Despite considerable gains in women's education since the 1970s, the literacy rate for women still stands at 39 percent versus 64 percent for men in 2005. There is a sharp disparity in school enrollment rates for girls and boys, with a total enrollment of approximately 80 percent for boys and 60 percent for girls. However, girls' enrollment drops as the level of education increases, and boys are twice as likely as girls to be enrolled at the secondary level. Maternal mortality is declining steadily; however, it remains high at an estimated 830 per 100,000 live births. Health and sanitation standards are extremely poor, with coverage for sanitation and sewage facilities estimated at fewer than 25 percent. Overall, women lag behind in access to property, credit, education and skills development; and while the constitution guarantees rights to women, there are no laws to back up this guarantee and most existing family laws limit women's economic options.

Project development objectives

The primary objectives of the project are to:

- Improve rural water supply and sanitation sector institutional performance and mainstream the "Fund Board" (Rural Water Supply and Sanitation Fund Development Board) approach in the Government's system
- Support communities to form inclusive local water supply and sanitation user groups that can plan, implement, and operate drinking water and sanitation infrastructure that delivers sustainable health, hygiene, and productivity benefits to rural households.

Commitment

- Total: US \$41.5 million; IDA: US \$25.3 million; Local Communities: US \$4.6 million; DFID: US \$5.0 million
- Project implementation began in FY 2005 as a follow on from the first Nepal Rural Water Supply and Sanitation Project which closed in FY2004. RWSSP II is expected to close in FY2010 (World Bank, 2004).

Project components

- Strengthening and Operation of the Rural Water Supply and Sanitation Fund
- Selection and Construction of Water Supply and Environmental Sanitation Schemes
- Institutional Development Studies

Project results

While RWSSP II is ongoing and results on its outcomes have not yet been published, the results of RWSSP I are encouraging and suggest that the outcomes of the second project will be even better. As of 2004, about 49,114 women have been economically empowered by participating directly in 1,366 WTSS groups and have been able to increase their incomes and establish linkages with other income generating activities. Groups used NRs 8,964,400 (US\$129,000) provided by the Fund Board and saved an additional amount of NRs 1,976,056 (US\$28,000) of their own money. Additionally, many NGOs, sometimes working in conjunction with SOs, have provided additional capital support or seed reimbursable funds to WTSS groups. These funds have again gone towards running various small income generating activities and have facilitated the

expansion of their income generating and development activities. Many of the WTSS women members are graduates of NFE and are also members in Water Users Committees (WUC), tap stand Mother and Child Health (MCH) groups, work as Village Health promoters (VHP), and as treasurers many of the schemes. All of these roles, as well as the ability to earn money to support their families give women personal status in their communities as well as access to cash and credit opportunities. They are able to use those opportunities to provide further linkages with other resources in order to further enhance their social and financial status. One of the proposed improvements to the WTSS component to find ways to create linkages with other NGOs and BDS programs in order to make the results more sustainable and effective.

Initiatives to empower women

The goal of the gender-related activities in this project and its previous incarnation, RWWSSP I, is to empower women in the installation and use of village water supply and to enable them to use the time saved from water collection to pursue income generating activities that will benefit themselves and their families. To this end, Women's Technical Support Services have been instituted, in order to provide the means for women to use that time effectively. Additionally, RWSSP I had a strong literacy component, as it has been proven that literacy is a useful tool for empowerment. RWSSP II will continue the non-formal education activities as it is also useful for mobilizing women in communities with no previous experience in cooperative action. The project is run by the Rural Water Supply and Sanitation Fund Development Board (Fund Board), which was established by the Government of Nepal in 1996 prior the implementation of RWSSP I. Its focus is demand-driven and inclusive water supply and sanitation development. The Fund Board's strategy is to play a facilitating role in water and sanitation projects, to establish and support community institutions, and to mobilize NGOs and private sector organizations to provide support for community capacity building and project implementation. The goal of the current project is to empower rural communities and promote cost-effective and sustainable rural water supply and sanitation projects in order to reduce rural poverty. Women's inclusion in project cycle and management has been highlighted and involves:

- Representation of at least 33 percent women members in Water Supply and Sanitation User Committee (WSUC) is mandatory and the treasurer is preferably a woman
- Health and Sanitation Education (HSE) and Non-Formal Education (NFE) activities focus on women
- Women are encouraged to take advantage of Women's Technical Support Services (WTSS) program, providing specific skill and management training to increase the scope of income generating activities, and help women gain access to formal credit systems
- Women are encouraged to form Mother and Child Tap Stand Groups (MCTGs) to collect monthly operation and maintenance fees and to maintain sanitation conditions at tap-stands
- Selection and training of female Village Health Promoters
- All program communications are translated into several indigenous languages, which women are more likely to speak

Approaches that worked

Women's Technical Support Services (WTSS)

The original intention of the project design in RWSSP I was for the money dedicated to the program to provide technical support and linkages to sources of business development rather than direct financial assistance. As mentioned, in certain communities the project diverged somewhat from the initial intention of the project design in the first project; however, this is being addressed in the second phase and the program is expected to work as follows: Project support would be in the

form of training, materials development and provision of materials for Community Development activities. Planning for WTSS would take place during the development phase as part of the community planning exercise. SOs would assist potential participants to define a menu of activities that could be supported as part of the Community Action Plan (CAP). The proposal should show that women groups have been formed, activities are clearly indicated and the proposal is prepared by the women's groups themselves. SOs would ensure that WTSS groups are well aware of the organizations, opportunities, inputs and services available within the locality. Project support for each community submitting an acceptable proposal would not exceed NRs. 10,000 or NRs. 200 per woman participant, whichever is lower.

In practice, the project has worked as a revolving credit, enabling women to access funds to start their own businesses or improve their access to markets. There is at least one WTSS group in each community/water scheme area. The Fund Board provided a grant of up to NRs. 10,000 per community which was used in most cases to form a Savings and Credit program. Each month members of the WTSS group deposit NRs. 5 to 20 into their established fund and take loans as needed for income generating activities such as goat keeping, poultry farming, cattle farming, vegetable farming, sewing and prepared foods. Each group decides on a repayment schedule, usually 3 to 6 months, with a low interest rate. These activities have supported the women financially and increased their decision-making roles both in the household and in the communities. WTSS groups hold regular monthly meetings which help them to share ideas and experiences among them and to increase the level of their awareness. The program has helped to bring the marginalized, the disadvantaged, dalit, the janajatis and the illiterate women into the social mainstream.

Literacy

RWSSP I had a strong literacy component, as it has been proven that literacy is a useful tool for empowerment. RWSSP II will continue the non-formal education (NFE) activities as it is also useful for mobilizing women in communities with no previous experience in cooperative action. The NFE consists of participatory classes in an informal setting that increases participants' problem solving capabilities and leads to greater confidence in mobilizing other community members. The priority for NFE classes is for communities without previous literacy programs, communities with extremely low rates of literacy, and classes that are specifically geared towards groups such as women, indigenous and lower-caste people. The Support Organizations (SOs) assess the need for NFE in communities and arrange for classes and tutors. The number of classes, content, location and language are decided in group meetings with the community members, and SOs are responsible for liaising with organizations and institutions with experience with facilitating NFE. The content will deal primarily with water usage, hygiene, environmental sanitation and community participation. NFE is optional for communities and is in addition to water schemes and community mobilization.

Sources: ADB. 1999. Country Briefing Paper: Women in Nepal; Bennett, L. 2005. Gender, Caste and Ethnic Exclusion in Nepal: Following the Policy Process from Analysis to Action. World Bank; Nepal Rural Water Supply and Sanitation Fund Development Board (Fund Board). 2007. Institutional Profile; Nepal Rural Water Supply and Sanitation Fund Development Board (Fund Board). 2008. Newsletter, Year 9, Vol. 23. World Bank. 2003. Nepal Country Assistance Strategy 2004-2007; World Bank. 2004. PAD for Second Rural Water Supply and Sanitation Project.

Highlights of Innovations for Gender in Water Supply and Sanitation Projects

Morocco Rural Water Supply and Sanitation, Project FY2006-2013

The Morocco Rural Water Supply and Sanitation Project aims to increase sustainable access to potable water supply in rural areas, and promote improved wastewater management and hygiene practices. Each water and sanitation scheme under the Project has a Social Mobilization Team (SMT) comprised of a social scientist and a hygiene specialist, including one female and one male. The SMT is responsible for disseminating information on the project and ensuring women's involvement, both in the consultative process and in the Water Users Associations.

Source: World Bank 2005, . Project Appraisal Document for Morocco Rural Water Supply and Sanitation Project.

Indonesia: Water and Sanitation Project for Low Income Communities (Project Two 2001-2006)

The Water Supply and Sanitation for Low Income communities Project Two was a community driven development project aimed at improving health status, income, and quality of life for low income communities in eight provinces covering 35 districts and 2500 villages with funding from the World Bank, AusAID, the Government of Indonesia, and the communities. Funds are channeled directly to villages with 20 percent community contributions (four percent in cash and 16 percent in kind). Communities have full responsibility for managing and maintaining water and sanitation services.

The GENFUND supported the development and implementation of a gender- and poverty-sensitive community action plan for water supply and sanitation interventions in the Second Water Supply and Sanitation for Low Income Communities Project in Indonesia. The project's gender mainstreaming strategy aims to promote equal participation of women and men at all stages of planning, decision-making, and management of water and sanitation. It also seeks to improve women's capacity to participate in these processes, ensure that women and men have a voice in selection of preferred options, and to increase stakeholder understanding of the importance of women's participation in the projects. The project implemented participation targets for women: 50 percent of the consultants and 30 percent of the community participants. Pro-poor and gender-inclusive community planning processes were utilized including social mapping of households, separate women's meetings, project approval by community members, gender equity in water committees and project processes, and gender inclusive facilitation. Results show that the use of gender and social inclusion tools enables the poor, particularly poor women, to have greater voice in community decisions and a more equitable sharing of project benefits. Poverty targeting in development planning has become more transparent, making community monitoring easier. Implementing agencies have also become more sensitized to the need to monitor projects for social inclusion and gender equality to achieve greater poverty reduction impacts. The third project began in FY2006 and runs through FY 2013.

Sources: World Bank, Nd. Water Supply and Sanitation for Low Income Communities in Indonesia: Case Study. AusAID, ADB,DFID and Government of Indonesia 2008,

Uganda: Small Town WSS Project (1994-2003)

This project was the first in the country and the region to apply a demand-driven model based on international best practice. Services to the poor are ensured by providing varying levels of service, subsidizing connection cost, and providing poor people with a voice as stakeholders and customers. The lessons and knowledge generated by the project have been replicated country-wide in over 45 towns and in other countries in the region. An impact assessment of the Small Towns WSS project concluded that the project had contributed to poverty reduction and improvement of conditions for women through reduction in the average prices paid for water in the towns and reduction in time spent collecting water. Seventy percent of the households spent about 15 minutes or less and within 50 meters of a safe water source. The study found

that the main collectors of water were women and children, who benefited most from the investments, which allowed more time for children to study. The project also empowered women by ensuring their representation on water supply and sewerage boards at the Town Councils, including them in training financed under the project, and providing them with opportunities as managers/caretakers of water kiosks and yard taps. This helped some of the women to raise capital from water sales to diversify into other economic activities. The assessment also showed that women were employed in key positions with the private operators managing the systems.

Source: World Bank 2003, Uganda Small Town WSS Project Implementation Completion Report).

Azerbaijan: Baku Water Supply Project (1995-2006)

The primary objectives of the Greater Baku Water Supply Rehabilitation Project were to: make emergency short term improvements in the water supply system to restore the water supply to Baku, in particular to the poorer elements of the population; improve the water supply system as a whole; and provide the basis for longer term planning and recovery. Prior to the project, the city of Baku faced a water supply crisis. Water quality was poor, system losses were high, and cost recovery inadequate. Although nearly all of the city's 2.5 million people were officially connected to the public water system, many households received water only six hours a day, 14 days a month. The poor suffered the most. Women spent hours each day locating and collecting water for their households. Women were also more likely to reduce the amount of water they consumed to cope with the shortage. In 1995, the World Bank approved assistance for a project to improve the quality, quantity, and reliability of Baku's water supply. Several strategies were used to facilitate gender and social inclusion. A participatory social assessment to identify stakeholders, evaluate social impact, and design mitigation measures for groups experiencing negative impact (involving 800 households, neighborhood groups, the academic community and NGOs) was critical in building community ownership and increasing women's participation. Involvement of the Women's Committee, a large women's NGO, in the social assessment, the evaluation of social and environmental project costs, the project design, and project implementation was also very important. The Women's Committee identified approaches to alleviate the water burden on women and increase sustainability, and participated in the design of the consumer outreach program raising awareness and mobilized local communities for water conservation, repair and prevention of leaks and meter repair.

Source: World Bank 1996a. Gender in Water and Sanitation Toolkit.

Tanzania Rural Water and Sanitation Project (2002-2006)

The development objective of the Rural Water Supply and Sanitation Project for Tanzania was to ensure access to improved and sustained water and sanitation services in rural communities. As noted earlier, the FY 2002 Tanzania Rural Water and Sanitation Project included only gender sensitive consultation in the PAD and added gender analysis and a gender-related activity during implementation. Separate focus groups discussions with women and men were conducted to assess project benefits. A key lesson learned was that, as major beneficiaries, women must be adequately represented in water user organizations. The gender balance in the Water Committees was identified as a remarkable success for operating and managing water funds. Women's participation in other community affairs increased as well. School attendance of girls also increased with the reduced time required to access water. Risks of rape and attack from wild animals and snakes while collecting water were also reduced.

Source: World Bank 2002, Project Appraisal Document United Republic of Tanzania Rural Water Supply and Sanitation Project.).

9. Website Resources on Gender and Water Supply and Sanitation

Focusing Resources on Effective School Health (FRESH) framework was developed as a partnership of UNESCO, UNICEF, WHO, and the World Bank. Its aim is to develop an effective school health hygiene and nutrition program using interventions that are feasible to implement even in the most resource-poor schools. <http://www.freshschools.org/>

Gender and Water Alliance (GWA) was established at the Second World Water Forum (WWF) in March 2000. The mission of GWA is to promote women's and men's equitable access to and management of safe and adequate water for domestic supply, sanitation, food security and environmental sustainability. <http://www.genderandwater.org/>

Gender and Water Network in the Central Asian Republics (GWANET) is set up to improve gender awareness among water sector stakeholders at regional, national and local levels, and to strengthen their capacity in incorporating gender issues into the decision-making process. www.gender.cawater-info.net/index_e.htm

Gender Responsive Budgeting Initiatives (GRBI) provides practitioners with a variety of resources, assessments and training materials on gender responsive budgeting. It aims to promote cross-regional information-sharing about country experiences and facilitates networking and collaboration among countries, civil society and international organizations. This site is a collaborative effort between UNIFEM, the Commonwealth Secretariat and Canada's International Development Research Centre (IDRC). <http://www.gender-budgets.org/>

Global Public-Private Partnership for Hand-washing: The World Bank, the Water and Sanitation Program, the London School of Hygiene and Tropical Medicine, the Academy for Educational Development, and the private sector, in collaboration with USAID, UNICEF, and the Bank-Netherlands Water Partnership, developed a global initiative aimed at promoting the use of hand washing with soap. <http://www.globalhandwashing.org/>

Global Water Partnership (GWP) is a working partnership among all those involved in water management: government agencies, public institutions, private companies, professional organizations, multilateral development agencies and others committed to the Dublin-Rio principles. Its mission is to support countries in the sustainable management of their water resources. <http://www.gwpforum.org/servlet/PSP>

Interagency Taskforce on Gender and Water (GWTF) facilitates gender mainstreaming in water-related UN policies and planning, as part of the activities of the International Year of Freshwater. http://www.un.org/esa/sustdev/sdissues/water/Interagency_activities.htm#taskforce_water

International Water and Sanitation Center (IRC) facilitates the creation, sharing, and use of knowledge so that organizations can better support poor men, women and children in developing countries to obtain water and sanitation services they will use and maintain. It does this by improving the information and knowledge base of the sector and by strengthening sector resource centers in the South. <http://www.irc.nl/>

International Water Management Institute (IWMI) is an international research center supported by the network of governments, private foundations and international and regional organizations collectively known as the Consultative Group on International Agricultural Research (CGIAR). IWMI targets water and land management challenges faced by poor communities in the developing world. <http://www.iwmi.cgiar.org/>

Sanitation Connection: An Environmental Sanitation Network An Internet-based resource providing access to accurate, reliable and up-to-date information on technologies, institutions and financing of sanitation systems around the world.. <http://www.sanicon.net>

Toolkit on Water Sanitation and Health in Schools makes available information, resources, and tools that provide support to the preparation and implementation of hygiene, sanitation, and water in schools' policies and projects. <http://www.schoolsanitation.org/index.html>.

United Nations Educational, Scientific and Cultural Organization (UNESCO) Water Portal serves as a thematic entry point to the current UNESCO programs on freshwater. It also provides websites of other water-related organizations, government bodies and NGOs through the links and events databases. <http://www.unesco.org/water/>

United National Environmental Program (UNEP) Fresh Water Portal is a centralized resource to learn more about freshwater use, resources, and scarcity. The fully searchable site is part of UNEP's United Nations Environment Network. <http://www.unep.org/themes/Freshwater/>

UNEP Collaborating Center on Water & Environment supports UNEP in the implementation of its water activities, focusing on the environmental aspects of the management of fresh water resources and the marine environment. <http://www.ucc-water.org/>

Water and Sanitation Program (WSP) is a multi-donor partnership of [the World Bank](#). Its goal is to help the poor gain sustained access to improved water supply and sanitation services. <http://www.wsp.org/>

Water and Sanitation Collaborative Council (WSSCC) was set up in 1990 by a UN General Assembly resolution to maintain the momentum of the International Decade for Water Supply and Sanitation and to enhance collaboration among developing and developed countries. In 2001, the WSSCC launched the 'WASH' campaign (Water, Sanitation and Hygiene) – a global advocacy effort involving all partners and supporters of the Council. <http://www.wsscc.org>

Water Engineering and Development Center (WEDC): Practical Guide to Mainstreaming Gender in Water Projects has practical tools to enable engineers and managers to incorporate gender issues effectively into the project cycle for water and sanitation and other infrastructure. WEDC is an education and research institute for improving access to infrastructure and services for the poor in low- and middle-income countries. http://wedc.lboro.ac.uk/projects/new_projects3.php?id=19

WELL Project, Water and Environmental Health at London and Loughborough is a resource centre network providing information and support in water, sanitation and environmental health for the Department for International Development (DFID). <http://www.lboro.ac.uk/well>

Women for Water Initiative is a project initiated by the Netherlands Council of Women, Women in Europe for a Common Future and Business & Professional Women International as a way of working together on water, sustainable development and gender issues. They cooperate with the Women for Water initiative in the Women for Water database (<http://www.womenforwater.org>).

World Bank, Gender Issues in the Water and Sanitation Sector website provides an array of development resources on gender, including sectoral tools, publications, and data (such as GenderStats, an online database with sex-disaggregated

national-level statistics). Toolkits on this website contain ready-to-use material, including a range of tools for gender analysis and practical "how-to" strategies collected from program and project experiences.

<http://www.worldbank.org/gender/resources/wstlkt4.pdf>

World Bank Sanitation, Hygiene, and Waste Water Resource Guide links to resources, institutions, promotion of behavior change, infrastructure and finance. Type the title into search bar to find this resource.

10. Suggested Reading on Gender and Water Supply and Sanitation

Asian Development Bank. nd. Gender Checklist Water Supply and Sanitation.

Australian Government/AusAID. 2005. Gender Guidelines: Water Supply and Sanitation.

Gender and Water Alliance. 2006 Gender and Integrated Water Resource Management Resource Guide. November. Delft.

Gender and Water Alliance, Both Ends, and Comprehensive Assessment of Water Management in Agriculture. 2006. Effective Gender Mainstreaming in Water Management for Sustainable Livelihoods: From Guidelines to Practice. December. Amsterdam.

Interagency Task Force on Gender and Water (UN). 2006. Gender, Water and Sanitation Policy Brief. Developed in support of the International Decade for Action, Water for Life, 1995-2015.

International Water and Sanitation Center (IRC). 1995. Gender in Community Water Supply, Sanitation and Water Resource Protection: A guide to methods and techniques. Prepared by van Wijk-Sijbesma, Christine. Delft.
1998. Gender in Water Resources Management, Water Supply and Sanitation: Roles and Realities Revisited.

Prepared by Christine van Wijk-Sijbesma. Delft, Netherlands.

2007. Towards Effective Programming for WASH Schools: A Manual on Scaling Up Programs for Water, Sanitation and Hygiene in Schools. Delft, Netherlands.

Lockwood, Harold, Alex Bakalian and Wendy Wakeman. 2003. Assessing Sustainability in Rural Water Supply: the Role of Follow-up Support to Communities. World Bank and BNWP.

SNV Rwanda and Ministry of Gender and Family Promotion . 2006. Mainstreaming Gender into Water, Sanitation and Hygiene (WASH) Programs: A Manual for Water Professionals.

UNDP, GWA and IRC. 2006. Resource Guide: Mainstreaming Gender in Water Management.

Water Engineering and Development Center (WEDC). 2007a. Infrastructure for All: Meeting the Needs of Both Men and Women in Development Projects: A Practical Guide for Engineers, Technicians and Project Managers. Loughborough.

Water and Sanitation Program. 2000 a. Methodology for Participatory Assessments with Communities, Institutions and Policy Makers: Linking Sustainability with Demand Gender and Poverty.
2007.a. Engaging with Citizens to Improve Services.

World Bank. 1996 Toolkit on Gender in Water and Sanitation. Gender Toolkit Series No.2. Prepared by Monica Fong, Wendy Wakeman and Anjana Bhushan. August.

2003. Enhancing Women's Participation: Learning from Field Experience Kecamatan Development Programs (KDP) Indonesia. June.

2008. Mainstreaming Gender in Water Supply and Sanitation, Water and Sanitation Program, Africa.

World Bank Institute. 2004. Public Private Partnerships, Infrastructure, Gender and Poverty. June prepared by WEDC Mary Jennings and Cathy Gaynor.