IRC International Water and Sanitation Centre

Together for Water and Sanitation: Tools to Apply a Gender Approach

The Asian Experience

No. 24

Occasional Paper Series

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Together for Water and Sanitation:
Tools to Apply a Gender Approach

The Asian Experience

Edited by

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The Hague, 1994

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List of Abbreviations

ARTHAG	Appropriate Health Resources and Technology Action Group
BRUWAS	Baluchistan Rural Water Supply and Sanitation Programme
CHETNA	Centre for Health Education, Training and Nutrition Awareness
CWSSP	Community Water Supply and Sanitation Programme
DANIDA	Danish International Development Agency
DWACRA	Development of Women and Children in Rural Areas
IDRC	International Development Research Centre
IRC	International Water and Sanitation Centre
ITN	International Training Network
NORAD	Norwegian Agency for Development Cooperation
ORT	Oral Rehydration Therapy
PROWWESS	Promotion of the Role of Women in Water and Environmental Sanitation
PSU	Project Support Unit
SEU	Socio Economic Unit
SEWA	Self Employed Women's Association
SNY	Netherlands Development Organization
UNDP	United Nations Development Programme
UNFPA	United Nations Family Planning Association
UNICEF	United Nations Children's Fund
WB	World Bank
WATSAN	Water and Sanitation

Acknowledgements for illustrations

Page	***Source***
Cover	His Majesty's Government of Bhutan
vii	ARTHAG, United Kingdom
ix	ARTHAG, United Kingdom
4	Unknown
5	UNICEFIIJNFPA, Nepal
12	UNICEF, Nepal
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53	IRC, The Netherlands
55	IRC, The Netherlands
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61	UNICEF, Yemen
63	UNICEF, Nepal
65	UNICEF, Nepal
66	BRUWAS, Pakistan
72	Proshika, Bangladesh
77	ARTHAG, United Kingdom
78	UNICEF, Pakistan
82	Helvetas, Nepal
86	Proshika, Bangladesh
90	PSU, India
93	International Women's Tribune Centre, USA
95	SEU, India

Border illustrations, International Women's Tribune Centre, USA

Preface

For many years water supply and sanitation projects have been technical projects, focusing on construction work. Villagers were just users and beneficiaries. Since the seventies possibilities to participate in planning, maintenance, management and financing were broadened for villagers, but when project said they worked with 'villagers', 'leaders', 'committees', they almost invariably dealt only with the male population. Women were usually only a target group for health education.

In the eighties, a more gender-sensitive approach has shown that women have several roles in matters of water and wastes, by tradition and by necessity. Additionally, their participation, very enthusiastic in most cases, often enhanced efficiency and effectiveness of the use and operation of water installations and sanitation. In 1985, IRC and PROWWESS jointly published an account of the experiences with women's involvement in the book 'Participation of women in water supply and sanitation: roles and realities'.

The evidence on the importance to integrate women in the projects created a demand for practical guidelines on how to make the participation of women more visible and improve their decision-making roles in planning and implementation. Hence, the Women's Department of the Directorate General for Development Cooperation in The Netherlands, decided to fund the preparation of three regional field guides, in Africa, Asia and Latin America. The guides were to focus on a gender approach to ensure that also the roles of men, and the changes therein, would be addressed. Focusing only on women has sometimes caused men to reduce their own responsibilities, overburdened the women and brought conflicts and cultural tension.

This document is the manual made by middle-level project management staff from rural water supply and sanitation projects in Asia. It combines the joint experiences of 15 participants of the workshop from 9 countries in Asia, the IRC International Water and Sanitation Centre and the NGO Water Supply and Sanitation Decade Service. But besides much experience and skills, it also reflects the commitment these women and men have to their work for better water supplies, sanitation and water resources in their countries and the joy they had in working together.

All of us hope that the manual will be a useful tool for many others, who have similar tasks and the same commitment to a more efficient, effective and above all, development-oriented rural water supply and sanitation sector.
We want to thank Lauren Houttuin for desk topping the document and Nicolette Wildeboer for proofreading.

Christine van Wijk
Programme Coordinator

I am a woman

SOUL OF A WOMAN
DIFFERENT THAN MAN
ITS HARD TO EXPLAIN
SO EASY TO BLAME

WHEN I WANT INDIVIDUALITY
DOUBTED IS MY EQUALITY
EQUALITY AS HUMAN
THOUGH I AM A WOMAN
SO DIFFICULT TO CLAIM
IMPOSSIBLE TO GAIN

VEINS IN MY EYES
CLOUDS OF RAINS IN SKIES
PEBBLES, SANDS, WATERS, CLAY
DARKNESS AND CLOUDS OF THE DAY
ALL ACKNOWLEDGE ME HUMAN
SHARE MY SORROWS JOYS OF WOMAN

MAN WILL NEVER UNDERSTAND
WHERE I FIT WHERE I STAND
SO PERFECTLY HUMAN
IS THE SOUL OF A WOMAN

AND I AM A WOMAN

Maryam Bibi
NWFP (Pakistan)

Introduction

For whom is this manual?

"How do I get to know where ***women*** want the tapstands?"
"How do I discuss women's involvement with my colleagues?"
"What have men to do with women's involvement?"
"How do I ensure that women get a meaningful role in the water committee?"
"What is the reason behind women not using the newly constructed tapstands?"
"How do I get a good picture about who pays what within a household?"
"What is a gender approach?"

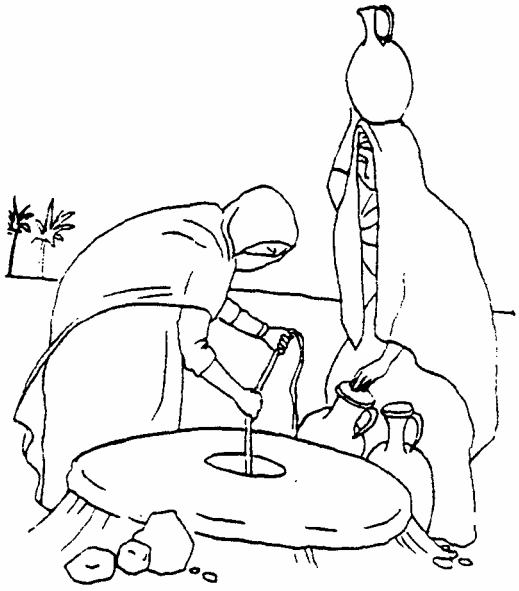
These may be some of the questions you, or staff you are working with run into when working in a water supply and sanitation project. Answering some of these questions can be rather sensitive, since they challenge the existing situation with relation to socio-cultural patterns within households and communities. If you indeed run into these type of questions and if you have to deal with sensitivity of certain issues, this manual may be of help for you.

In its first part you will find the explanation of a number of concepts. This will help you to get clear what exactly we are talking about when discussing women's involvement and gender issues. It will also strengthen you when discussing the importance of women's involvement and a gender approach.

In the second part of the manual you will find a large number of tools for use in the field if you want to apply a gender approach. You could use these tools yourself, when working with colleagues, or when working with community members. You could also ask your extension workers to use them in the field. Depending on the situation you are in you may have to:

- simplify the tools if you feel that your extension workers will find the text of the manual too difficult;
- translate certain sections of the tools;
- look for culturally appropriate drawings;
- adapt the tools to make them useful, with regard to your cultural setting and with regard to the technologies being used in your own situation.

The last point is particularly true for certain parts of Pakistan and India and for Yemen.



Drawings need to be culturally appropriate

The manual is not a final product. We can think of many more activities taking place in the context of a water supply and sanitation project. We invite you to use the manual, adapt it where you deem necessary, and add to it from you own experiences! We will be happy if you would send us your comments, adaptations and additions.

Writing a manual together

In 1992 the idea of producing regional-specific field manuals on women in water, sanitation and water resource protection came up after requests to IRC for practical guidelines on a gender approach. Almost a year passed before 18 participants from 7 Asian countries arrived at Sri Lanka Airport on a sweltering Sunday in September 1993. They were taken to a nice hotel along the beach in Mount Lavinia, 15 km south of Colombo, where the Sri Lankan participants and the facilitators joined the group. On Monday morning we started with an official opening of the workshop. We lit an oil lamp, in Sri Lanka symbolic for spreading of knowledge.

Workshop objectives
Then the work started with reviewing the objectives of the workshop. These were:

- **to understand what we mean by women's involvement, gender and gender approaches, first broadly, then as related to water supply, sanitation and water resource protection;**
- **to find out differences between concepts and actual practices;**
- **to exchange, develop and document strategies, resulting in a manual;**
- **to learn how to develop a manual.**

We, 17 women and 1 man, spent two weeks in a workshop-room of five square meters; writing, thinking, sharing information on our countries, our different projects, and on ideas about how to produce this manual.

We took some time to get to know each others' personal and professional background, using two rounds of introduction. In the first round all of us asked five of our colleagues two personal questions. Answers were listed on a flip-chart and presented by the person concerned. The same procedure was followed for work-related questions.

In this way we got to know that Dorji lives in Thimpu, the capital of Bhutan, 200 km from her home town. Padmaja told us she left Kerala to go to Uttar Pradesh, a state in northern India, to work in a Women and Water Supply Project. The same is true for Tasleem, who lives hundreds of kilometers away from her family to serve a Water Supply and Sanitation Project in Baluchistan in Pakistan. Ruthy spends more time in the office and in the Manila traffic each day than at home with her children.

Problem identification
We identified problems we encounter in our work related to the involvement of women in water, sanitation and water resource protection. We built a so-called problem tree out of these problems. Building a problem tree helps to clarify the cause-effect relationship between problems. This classification was not always easy, because one problem could have several causes and several effects. However, the exercise enabled us to identify what is at the root of the problems hampering the involvement of women. We could also identify a number of problem areas by clustering related issues.

In the course of this exercise we came to know that the total population of Bhutan is only 600,000 people. When Dorji was presenting a case study on women and water supply in Bhutan she realized that Bhutan has less people than the district in Kerala where Thresiamma is working. In Kerala water quantity is not so much a problem; most of Kerala is green and has extensive lakes. However, water quality and environmental sanitation are problematic. The opposite is true for northern Gujarat, where drought can be so severe that women have to walk up to eight hours for one bucket of water. Carrying waterpots such long distances causes bald spots on their heads.

Anberiya explained why at the Sri Lankan tea plantations it is so difficult to involve women in water and sanitation activities: all women and girls pick tea-leaves during day time, they are the family's main income earners and not much time is left for them to be organized in water committees. Men would have more time available to take part in water committees, but how then do we ensure that women's ideas and choices are taken into account?

Long discussions took place on concepts of gender, of women's and men's involvement, and of women's empowerment. We found that meeting points for women are still the village well or handpump, the bathing place along the river or irrigation canal, and the place outside the village where women go to defecate. The walk to and from those places is done in groups and provides an opportunity to exchange information. We also discovered that gender roles in the Philippines are so completely different from gender roles in Yemen that general statements can hardly be made!

Conclusions

The major conclusions from our discussions were:

1. **The ultimate aim of women's involvement is to achieve a more equitable society with reference to work burden, decision-making and planning, access to paid, official positions. Water supply and sanitation projects address the so-called practical needs of women, but through the working methods used, strategic needs can be addressed.**

2. **Women are not a homogeneous group. Caste/class differences may exist and need to be taken into account.**

3. **Women's involvement** is **more than labour contribution. It also means access to resources, decision-making processes, and management tasks.**

4. **We should prevent a further overburdening of women and take care not to automatically perpetuate and reinforce the traditional roles of women.**

5. **To achieve the above, men also need to be sensitized on gender issue, their own roles, and those of women in water supply and sanitation. Quantification of women's labour could be one tool to do so.**

6. **A gender approach is needed.**

Writing the document
Then followed some seven days of discussing and writing, to document our experiences with methods and tools for applying a gender approach in our projects.

During some evening sessions we got to know more about life in India and Nepal, we saw videos made in different projects, and we listened to SEWA's experiences in integrated projects for self-employed women.

We were all surprised that we managed to produce so much material for a manual and gave a mandate to Eveline to compile and edit the "raw material" into a draft manual. We reviewed the draft and gave our comments. The manual you have in front of you is the final result and we hope it will help you in your work. Read through it and use it. If you have any comments or additions, please let us know!

The workshop participants
Bhim Ale (Nepal)

Diana Arboleda (Philippines)

Mosharref Bhuyian (Bangladesh)

Dorji Choden (Bhutan)

Maria Cristina Gonzalez (Philippines)

Anberiya Hanifa (Sri Lanka)

Annette Kuipers (Yemen)

Joanne Leestemaker (Sri Lanka)

Ruthy Libatique (Philippines)

Thresiamma Mathew (India)

Padmaja Nair (India)

Reema Nanavaty (India)

Tasleem Paracha (Pakistan)

Fairuz Samat Al Jarfi (Yemen)

Riet Turksma (India)

The workshop facilitators
Eveline Bolt (The Netherlands)

Vijita Fernando (Sri Lanka)

PART I

A GENDER APPROACH FOR WATER SUPPLY AND SANITATION

Gender, Women's Involvement and Gender Approach: what do we mean?

Before we could document any experience, it needed to be very clear what was meant by the concepts that are used so easily: ***gender, women's involvement and the gender approach.***

What is gender?

Gender turned out to be a difficult concept to get crystal clear. It needed to be discussed from the perspective of the various cultures and socio-economic contexts of the countries represented by the participants. However, there was a common thread running through the various definitions. As opposed to sex, which refers to biological differences, gender was defined to be a result of a socialization process which assigns certain attitudes, roles and responsibilities leading to certain forms of behaviour. These are changeable! Gender is the social and therefore changeable difference between a woman and a man in a particular social situation. In their traditional roles and responsibilities women tend to be a disadvantaged group in most Asian countries.

Gender approach and women's involvement: what is the difference?

An underlying assumption of the gender approach is that the community - women and men - are the agents of their own development, with development agencies in a supportive role. Women, in a number of respects a subordinate group, can easily be denied an active role in development processes. The self-determination of the community may then become the self-determination of men. The gender approach means that attitudes, roles and responsibilities of men ***and*** women are taken into account, that it is recognized that both sexes do not necessarily have the same access to resources and that work, benefits and impacts may be different for both groups. The gender approach requires an open mindedness and aims at the fullest possible participation of both women and men.

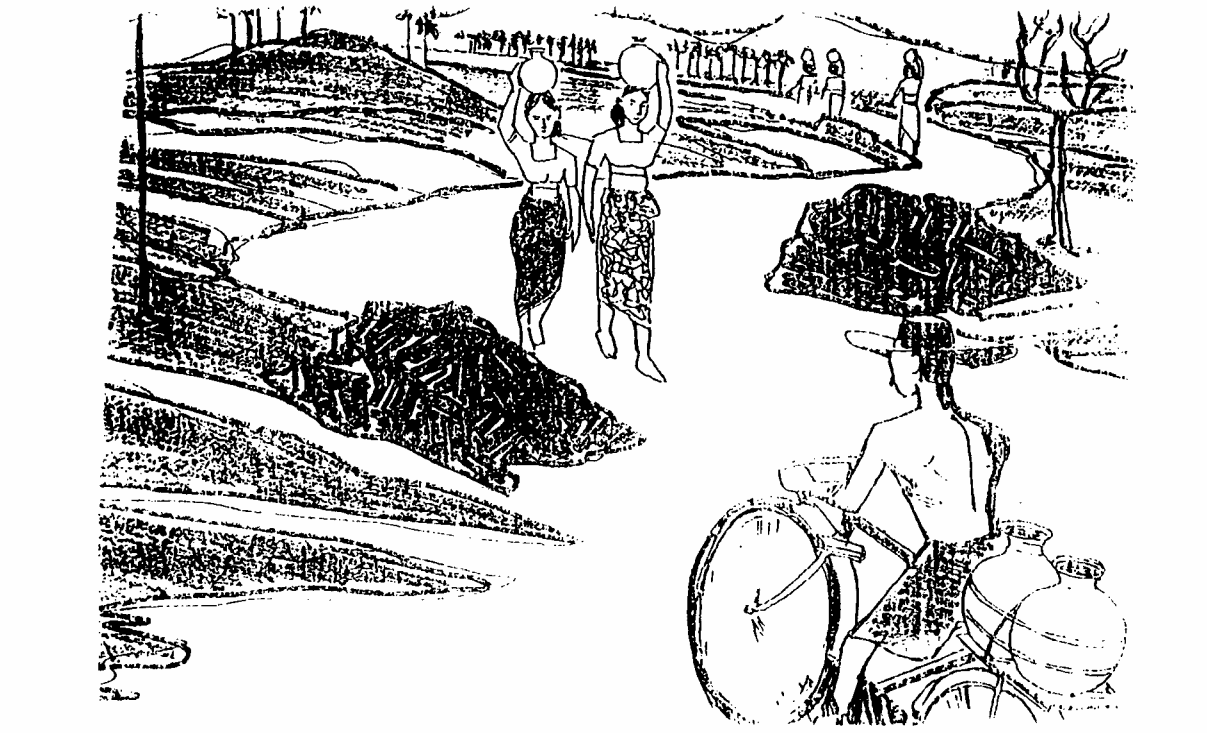
In discussing the gender approach it is also appropriate to look at women's involvement. These are two different concepts. Women's involvement would mean that due to their disadvantaged position in most countries, there is a perceived need to uplift them and bring them into the mainstream of development.

Programmes for women's involvement often want to change women's conditions and position, overlooking what ***men*** and ***the relationships between women and men*** have to do with it. Activities geared toward increasing women's involvement may then turn out to be ineffective or even have a negative impact, eg. because they increase women's workload.

The ***gender approach*** seeks to change existing situations into situations where more equality and justice prevail, but takes into account existing attitudes, roles and responsibilities of women and men. It thus becomes an effective approach to give more opportunities to women and to have men share the burden and recognize the women as equal partners. It provides mechanisms for women and men to recognize and (re)value existing patterns and to look for possible actions to improve the balance between women's and men's work, control and benefits.

In the context of the gender approach we often come across the so-called ***practical gender needs*** and *strategic gender* ***needs*** of women. Practical gender needs of women are related to the condition of women in society, and projects addressing practical needs help women to

improve their conditions. Women's strategic gender needs are related to their **position** in society and projects addressing these needs help women to improve their position.



Women's access to resources is different from men's: where men use improved forms of transport, women still head-carry the water pots

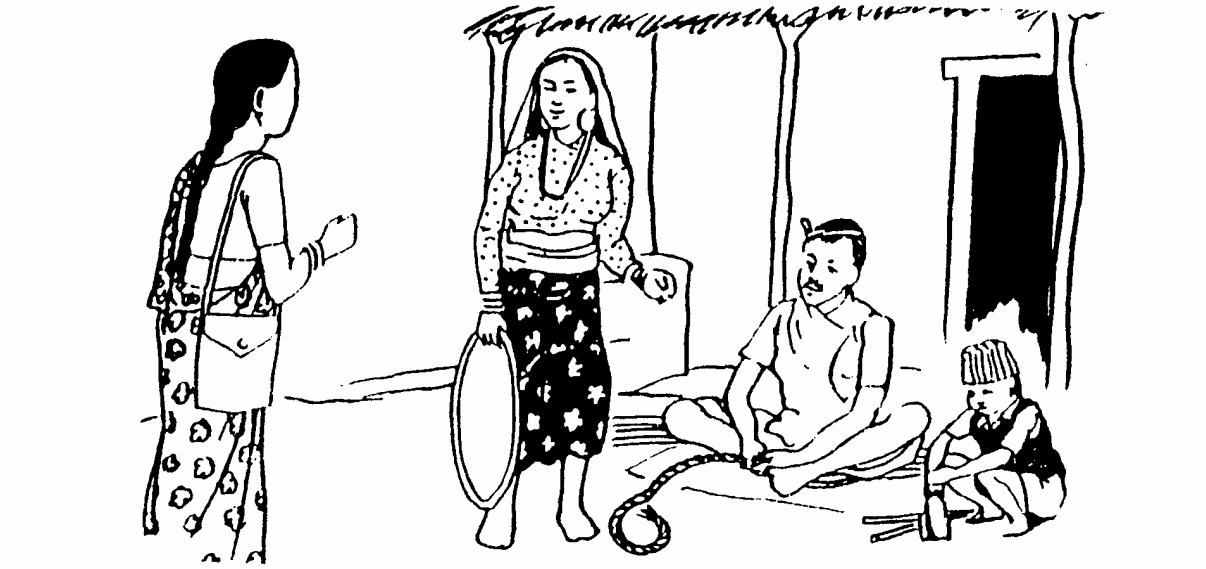
Water supply and sanitation projects basically address women's *practical* gender needs: improving their conditions through the provision of water and sanitation closer to their houses. However, the working methods we use in our projects may address women's *strategic* gender needs; improving her position in society by increasing her awareness of her situation, increasing her capacity to take decisions and her capacity for change.

Why apply a gender approach?

When identifying needs and priorities of women and men, a gender-specific assessment of health, environmental and socio-economic aspects and living conditions is an asset. The health condition of women may be very different from the health condition of men. A general, gender neutral assessment will not reveal this. The same is true for the access to resources and the impact of a project on women and men. When formulating gender-specific strategies and objectives, the need for a gender approach cannot be overemphasized.

A gender approach also seeks to prevent further overburdening of women and stresses the importance of not automatically reinforcing and perpetuating traditional roles. It wants to increase women's decision-making capacities, empower them and achieve a more equal and just situation with reference to their workload. This implies the need to address ***men*** also, since men are required to change their attitude and behaviour to support this.

This manual is based on the participants' experiences on how women can be more effectively involved in water supply, sanitation, hygiene education and water resource protection projects through a gender approach. It has taken into account the need such projects have for greater support from the men and therefore stresses a gender approach.



Men also need to be addressed when discussing women's involvement

Women's position and empowerment

From the experiences we shared we learned that, even within one region, the position of a woman within a household or within society may vary substantially. However, in many cases we see that the lot of women, especially that of rural women, is an unenviable one, due to their triple burden of work at home, in the field and in the community. This may leave her overtired, undernourished, with too much work and too many pregnancies. She is a prey to stronger forces within the family and the larger society outside her home. She hardly makes any decisions, and has little voice in matters that concern her or her children outside the home. Usually, in public affairs that concern her vitally such as water and sanitation, hygiene education, and protection of the environment, the decisions are left to the men. The physical well-being of her body, her only possession, is influenced by these factors and even in these she has no voice. Traditions and culture shackle her. Illiteracy isolates her. A girl-child (in Uttar Pradesh, India) is unwelcome as she entails a tremendous financial burden to her family.

Water is scarce for many people in the represented regions. This is a special burden for the already overburdened woman or girl-child. In some parts of India a woman spends four to five hours a day fetching water for her family. She may have to walk five to eight kilometres carrying pot loads of water on her head.

General illiteracy and unawareness make their plight worse. In most rural situations women do not know why they are overburdened with work. They may not realize that sometimes they themselves contribute to their own overburdening as in instances of deforestation and its ill effects on water sources. As in Nepal this results in women, and not men walking longer distances to fetch water.

But the picture is now slowly changing. Strong consciousness at policy level in some regions of Balochistan, Pakistan and a commitment to gender issues from governmental and non governmental organizations (NGOs) and agencies in Nepal and the Sri Lankan tea plantations are responsible for these emerging silver linings.

Empowerment of women is looked upon in different ways. It means different things to different people in different situations. But it has a common goal - control of women over their own lives as individuals, in the family, the community and the larger society. In the Philippines, economic advancement and equal access to and control of resources would be an approximation to empowerment of women. It would mean a greater consciousness of time and energy resources in Sri Lanka. For women in several regions of India empowerment would mean more political autonomy, less dependence on the men and being able to have their voices heard. Equal opportunities in creating an environment for women to play a more decisive role in Bhutan, and self-reliance, employment and economic equality and justice in Bangladesh are factors that empower the women of these nations.

Employment for women is a major factor in empowerment of women in many countries of the Asian region. When women get full employment, their economic empowerment increases their decision-making capacity. They become able to take part in various committees, boards and social organizations, which will help them influence the changes that help to reduce their drudgery and burden. However, in cases where women are overburdened with work, instalment of time-saving facilities, such as water supplies, are then conditional.

In the areas of water supply, sanitation and water resource protection these emerging trends towards women's empowerment are a great expression of hope for women, especially poor, disadvantaged urban and rural women.

An inventory of the problems and their interrelation

How it was done

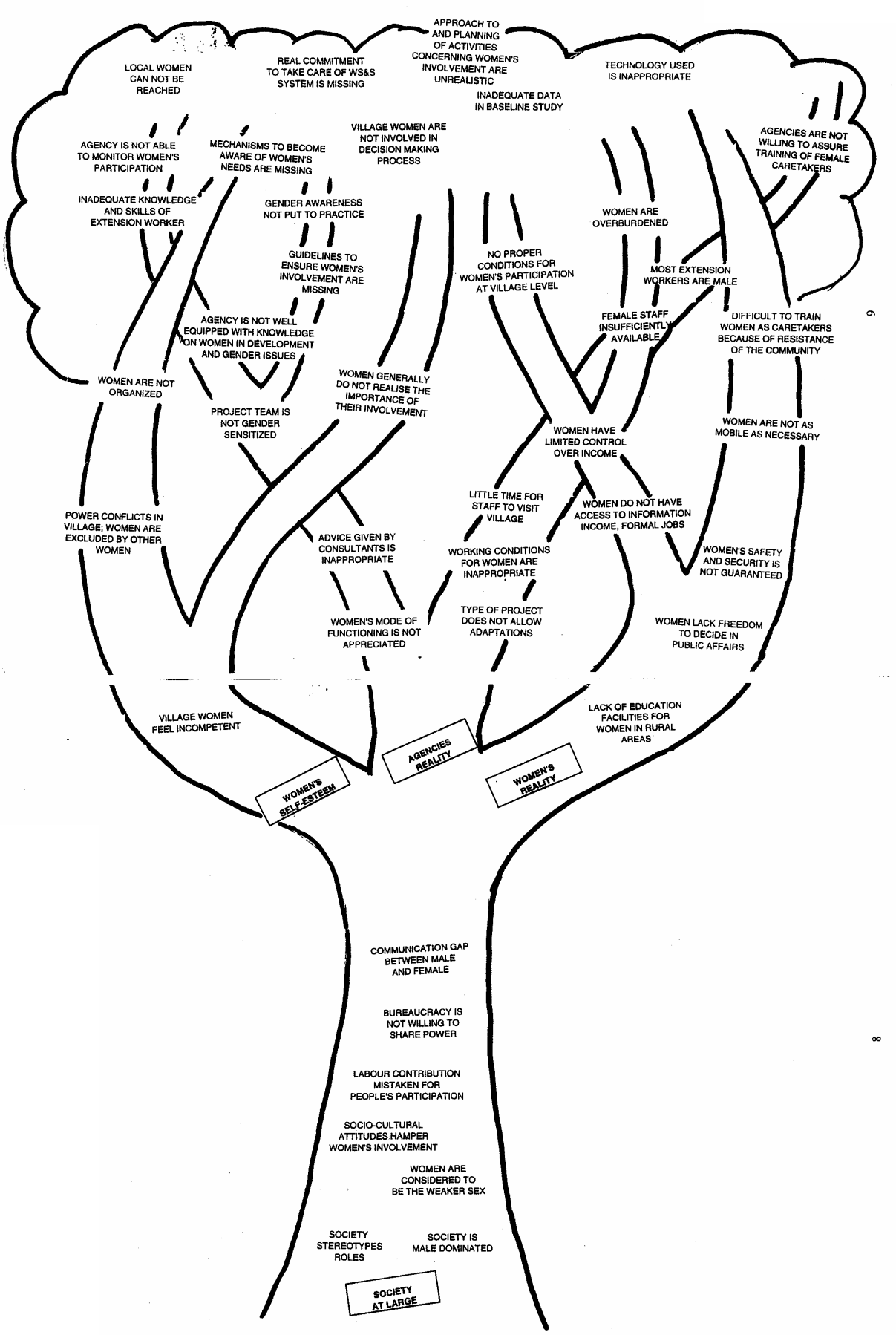
During the workshop we wanted to work systematically on documenting experiences and ideas related to applying a gender approach. As mentioned in “Writing a manual together” we first listed all the ***problems*** we encounter related to the involvement of women in water supply, sanitation and water resource protection and to the impact of projects on women. We were able to identify a large number of problems. Some were country specific, some were of a more general nature. Looking for relationships between the problems yielded a lot of discussion and we ended up with a rather complicated picture of cause-effect relations. In a number of cases it was very clear that one problem was caused by another; inadequate knowledge and skills of field workers to involve women in decision-making may cause the technology used to be inappropriate. However, sometimes vicious circles appeared and in other instances the effect of a certain problem was different for Yemen than for Nepal; wrong location of standposts as a result of not involving women when deciding on where to build them, may apply for Nepal, but does not apply for certain areas in Yemen, where house connections are provided.

Clustering the problems into ***problem*** areas simplified the picture and made it somewhat easier to handle. We identified a number of wider problem areas: society at large, women’s reality, agencies’ reality, women’s self-esteem and consequences of not using a gender approach. The result is depicted in figure 1. See next pages.

Problem analysis

Looking at the picture a number of things become clear. First of all we see that ideas and convictions in society concerning women and men, and concerning participation in general have an impact on women’s self-esteem, on women’s reality in their living environment and on the agency. These ideas and convictions can easily lead to wrong assumptions when designing a project, resulting in an unrealistic project. The same is true if the agency does not properly involve women in project planning and does not check its ideas concerning women’ knowledge and practices against reality.

PROBLEMS RELATED TO THE INVOLVEMENT OF WOMEN IN WATER SUPPLY, SANITATION AND WATER RESOURCES PROTECTION.



Male domination of society and women being considered the weaker sex has, of course, an impact on how women look upon themselves. They may feel incompetent, especially if it concerns public affairs. Since they feel incompetent they will not be convinced that their involvement in project affairs is important.

Attitudes and convictions in society are also reflected in agencies' internal organization and strategies. Working conditions for female staff often hamper their functioning and the agency may not be sensitive to gender issues. Even if the agency is gender sensitive, capacity may be lacking to put gender awareness into practice and consequently the agency lacks mechanisms to become aware of women's needs. Last but not least the attitudes and convictions in society are to a large extent determining women's reality in their living environment. Women may be overburdened with work and lack the freedom to move around and make decisions in public affairs. They often lack access to paid jobs, income, public positions, influence, information and training facilities.

The figure also shows the interrelationship between the agency and women's reality and self-esteem. The agency may accept women's feeling of incompetence and not bother to ask women's opinion. This can easily lead to wrong location of tapstands or selection of the wrong technology. However, the agency could also actively try to change women's reality or self-esteem by adopting innovative approaches and use roleplays, games or focus group discussions to make women realize they have an important contribution to make.

All three agency, women's reality and their self-esteem influence the consequences of our work in the water supply, sanitation and water resource protection project.

We extensively discussed how to solve certain problems, for example to improve women's reality in order to improve women's involvement in project decision-making. A major thing we realized was that ***we should not only address ourselves to women, but we should also try to find out how men and the relation between women and men influence women's reality.*** In other words, we should apply a gender approach in all phases of a project to improve the results and impact of what we do. The example on the opposite page shows us how things can go wrong if a gender approach is not applied.

The assumption of "one household, with the woman and man having the same needs and desires, carrying only one purse" must be avoided. In all households you find a man's economy and a woman's economy. Sometimes the husband and wife discuss economic issues and negotiate what to do with the money. However, water supply is often paid for by women and is therefore no point of discussion.

In the same way one may think that all households are more or less homogenous and have the same socio-cultural patterns and the same access to water sources. However, households in different castes/classes may show substantial differences, eg in spending time and resources, in water use and hygiene behaviour.

Time gained by improved water supply, used for dairy farming

A rural water supply programme in india added a component to its project in Prakasam District, Andhra Pradesh. This component was added in order to involve women in dairy production.

The assumptions of the dairy project component were that:

1. *Women's workload would reduce after improvement of the water supply system; saved time and improved water could be used productive/yin dairy farming.*
2. *Increased family income (from dairy) could strengthen the basis for recovery of operation and maintenance costs of the water supply scheme.*
3. *Community participation in rural water supply and sanitation projects will be stimulated if people find secondary reasons to organize themselves.*

Buffaloes were provided partly on loan and partly subsidized. Training was organized and female extension workers visited women in the villages involved on a regular basis.

After five years a team[1~] evaluated the dairy component of the project. Their obse,vations include the following points:

* *The assumption of a reduced workload of women due to improved water supply cannot always be validated: if traditional sources, such as tanks, open wells and even boreholes are located in the village or close by, improvements will be made in the field of health rather than in time and energy savings.*
* *The women do not see the connection between improved water supply and income-generating activities. In this project daily activities were implemented in a later stage and brought a different group of extension workers in the field. The connection was not emphasized and it became difficult to convince women to pay part of the money earned with dairying for a service water supply which had always been free of charge.*
* *If cooperation in an income generating activity (such as dairy) is expected to stimulate participation in water supply and sanitation, then extension efforts of the various project components have to be coordinated right from the beginning of the project.*

Case by Joanne Leestemaker, from Sri Lanka

1) Madhavan, E., Baviskar, S. Naidu, G. (1992). Integrating Women into Mainstream Dairying, report of the evaluation mission

What to do?

You will agree that applying a gender approach in water supply, sanitation and water resource protection projects is crucial. However, to apply a gender approach is easier said than done. The tools and examples we brought together in Part H will help you to do so. We also found that lack of gender awareness among staff and the absence of a policy towards gender hamper applying a gender approach. Therefore we also included some tools to address this.
Part II will start with an explanation about how the tools and examples are arranged.

Applying a gender approach requires participation of men and women at all levels

You will first find a glossary of terms. When working on the manual we found that we use a large variety of words for seemingly the same type of work, for the same group of people or for the same feature. We came to the conclusion that we needed to explain very clearly what we mean by the various terms in order not to confuse our readers. After extensive discussion we drew up the glossary of terms on the following pages.

Glossary of Terms

Agency
The office in charge of assisting the community in executing a project.

Assessment
Process in which the value of a certain situation is determined.

Community
Group of households in an area sharing a number of public facilities and belonging to a particular administrative entity.

Evaluation
A systematic way of learning from experience and using the lessons learned both to improve the planning of future projects and also to take corrective action to improve functioning, utilization and impact of existing projects.

Water supply and sanitation facilities
Physical means provided for easy drawing of water and for safe excreta disposal.

Field staff
Those staff members who are in regular and frequent contact with the community, like grassroots level workers or organizations, field technicians, community workers, extension workers.

Gender
The social and therefore changeable difference between a woman and a man in a particular social environment.

Gender approach
The approach that seeks to change existing situations into situations where more equality and justice between women and men prevail, taking into account existing attitudes, roles and responsibilities of women and men.

Monitoring
A continuous assessment of project activities with relation to implementation plans and schedules, and of the use of facilities by intended users.

Office staff
Those staff members who carry out a larger part of their work in an office.

Practical gender needs
Needs of women that improve their condition.

Project
A set of planned activities aimed at achieving certain objectives within a given time span.

Project phase
A period within the duration of the project in which a number of related project activities take place.

Identification and assessment phase
The phase in which all sorts of data are collected in order to be able to formulate and plan project objectives, to assess support needed. At a later stage these data also serve a purpose for monitoring and evaluation.

Planning with the community
Now improved water and sanitation conditions are planned with community mobilization, and arrangements for construction are made.

Implementation phase
Here, plans are put into practice by dividing tasks, arranging community finances etc.

Preparing for operation and maintenance
During this phase activities ensure proper operation and maintenance of facilities by building O&M capacity at the community level.

Strategic gender needs
Needs of women that improve their position.

Water committee
Group of selected people with organizational responsibilities concerning the use and upkeep of a water supply system.

Women's involvement
The process which seeks to uplift women and to bring them in the mainstream of development, by improving their conditions and position.

PART II

TOOLS FOR APPLYING A GENDER APPROACH TO OVERCOME THE PROBLEMS IDENTIFIED

Organization and Use of the Manual

Your own experiences and a problem analysis similar to the one you found on the previous pages may have made you want to apply a gender approach already, before reading this document. Still, for some reason its application may not have been fully realized. As we found out during the problem analysis this can have various reasons, like: a working environment not (yet) willing to follow your ideas, or your own lack of time to develop gender-sensitive tools to use with community members. To bridge the gap between theory and practice, this manual brings together a set of **tools** which are developed and used by others. It also contains a large number of field experiences in the form of short, **illustrative cases**. The cases show the need for a gender approach and sometimes show how the gender approach succeeded. You will find that all tools and cases have been classified according to their usefulness during the ***various phases*** of a project. These phases are:

- preparing for a project,
- project identification and assessment,
- planning with the community,
- project implementation,
- preparing the community for operation and maintenance, and
- monitoring project progress and impact.

The yellow pages tell you where these phases can be found in the manual. There you will first find a sheet with text explaining what the authors mean by that particular project phase. On this sheet you also find a list of the tools related to activities that usually take place during that phase and that require a gender approach. This is followed by a description of the tools and the cases. In the top right corner of each page the specific problem addressed by the tool concerned is indicated.

You may find that the project phases as used in this manual are not completely familiar to you, or are not totally applicable to your own situation. Please remember that the way we divided the project cycle into phases is only one of numerous possible ways. This manual also contains a number of useful tools and cases for projects with different phases!

Also remember the following: the project phases will partly take place simultaneously, and some of the tools can be used in more than one project phase. Monitoring, for example, will in fact start as soon as the project starts.

Chapter 1 Preparing for a gender approach

If we want to make field activities gender-sensitive, a project policy on how to include gender issues in the project should be formulated first. The next step is then to ensure that this policy is translated into practice.

Often decision-makers, be it project planners or implementors, are not aware of the importance of applying a gender approach or do not know how to apply it. As a consequence they may not know how to supervize or carry out the field work in this respect.

The tools and cases in this chapter are related to the first step: policy formulation, gender-sensitization of project staff and training project staff in applying a gender approach. The tools aim at making a gender approach an integral aspect of a project and not something "added on". They can be applied when preparing a project.

This chapter includes:

a. Checklist for policy development

b. Gender sensitization of project staff

c. Workshop issues for project staff

1a.
CHECKLIST FOR THE DEVELOPMENT OF A PROJECT POLICY ON THE INTEGRATION OF GENDER ISSUES

Before designing a project policy with regards to the integration of gender issues, it is useful to have a good look around. Others may have good suggestions and useful experiences.
A few winks:

1. Be aware of the policies of federal, state and local government towards gender and gender-sensitive programmes!
2. Find out which is the government agency charged with gender issues. What is its role and function?
3. Have a chat with staff of other water supply and sanitation projects. Which lessons did they learn concerning integration of gender issues in their water! sanitation programmes?
4. Look up the statistical data available and find the data gaps related to gender issues in water/sanitation, such as separate time use data for women and men, separate income data and data on spending patterns.
5. Are there other development programmes in the project area with specific references to women-oriented programmes and groups? Could a link be made?

Programming water projects for women's needs

"On the plantation the policy is to construct water schemes for the supply of water for domestic use to families living and working in the estates. Often the water supply systems are damaged and the environment is polluted. The following reasons have been identified:

1. *There are no provisions for bathing, washing clothes and washing children. Therefore, these activities are done at the tapstand, which may cause damage to the facility. Also, as the water is not properly drained, a large amount of wastewater collects, damaging the environment.*
2. *Pipelines also get damaged when the estate people use water for home gardens, which give them produce for home consumption as well as for a little pin money.*
3. *Some pipelines run through villages without providing water for the people. Villagers then damage the pipes to obtain water.*

It is recommended that whenever water is available in abundance, women's needs be accommodated by providing washing and bathing facilities, provisions for watering home gardens, and adequate facilities for wastewater drainage."

Case by Anberiya Hanifa, from Sri Lanka

1b.
GENDER SENSITIZATION OF PROJECT STAFF

How are you going to do it?

Organize a workshop to sensitize project staff to the importance of women's involvement and a gender approach in all phases of a project.

Applying a gender approach in a water supply and sanitation project not only requires a positive attitude towards gender issues, but also skills. In your project you may be one of the few women and almost automatically you are assigned all the tasks that "have to do with women". Since you are there, male staff may feel exempted from applying a gender approach. However, if a gender approach is to be applied effectively all project staff should work on it. Suppose you discuss the task division between women and men and try to convince community members that before dividing tasks you need to look carefully at the contents of the task and the criteria the person to be selected needs to meet. In your discussion you may conclude that financial management for operation and maintenance can best be done by the woman who runs the teashop. If an engineer then comes in who automatically assumes that the financial management is to be done by the village secretary, usually a man, a lot of confusion will be created.
If a gender approach has not been applied it does not necessarily mean that the other person is unwilling to do so. It may also be that he/she is not aware of the importance of applying a gender approach or is willing to do so, but does not have the skills. This tool addresses both creating awareness and raising willingness among project staff. The next page gives an idea as to what to focus discussion on with the various levels of project staff.
Skills needed for its application include general skills like the ability to guide a discussion. Ideas for implementing a gender approach can be found in other sections of the manual.

What do you want to achieve?

a. Project staff who are aware of the need for women's involvement and are ready to use a gender approach in all phases of a project.
b. Project staff who are willing to apply a gender approach in practice.

What steps are you going to take?

1. Make all the necessary arrangements for a workshop, including inviting participants and, if necessary, inviting a workshop moderator.
2. Assess participants' knowledge and sensitivity concerning women's involvement and gender through exercises, brainstorming or open-ended questions.
3. Put up conclusions deriving from the discussions.
4. Analyze the job description and responsibilities of the staff members and jointly identify where women's involvement and a gender approach need particular attention.
5. Review the various tools and methods available for a gender approach with the staff members you are working with (like Focus Group Discussion and Resource Mapping) and identify abilities and skills needed for using these tools.
6. Identify areas for further training by comparing the necessary abilities and skills with the existing capacity.

What materials and how much time do you need?

- Exercises and audio-visual aids.
- Flipovers or blackboard with chalk.
- Copies of job descriptions.
- Copies of this manual.
- Other background literature.

This workshop may take one or two days, depending on the size of the group and the level of awareness.

Other important in formation

Since discussing gender issues is sometimes still rather sensitive it may be good to first get the support from the project leader and to ask her/him to invite staff members for the workshop. This also has the advantage that the workshop does not take place in isolation, but has a broader basis within the organization.
The workshop will serve its purpose best when staff providing technical and those providing social inputs participate together.
Do not wait too long with further training. If you have been able to motivate staff members for women's involvement and applying a gender approach they should quickly be enabled to put this into practice.

Gender orientation workshop

"The International Training Network or /TN (Philippines) conducted a five day seminar workshop on the role of women in water supply and sanitation. It created a significant impact on the 32 trainers, community organizers, technical officers and health educators of 11 Participating Institutions (PIs) and 9 Affiliate Members (AMs) of the Network. The significant role of women in water supply and sanitation projects and this role viz-a-viz men was thoroughly discussed. It was then realized that a basic orientation on gender and development had to be conducted.
A gender orientation workshop was organized, which aimed to equip trainers with basic knowledge and skills in sensitizing women and men of their respective roles in the management of water supply and sanitation projects. The main features of the workshop included: gender and sex differentiation, key concepts and principles of gender and development, and the various gender analysis methodologies and techniques."

Case by Diana Arboleda, from the Philippines

1c.
WORKSHOP ISSUES FOR PROJECT STAFF

A project team consists of staff of several levels. Usually there are management staff, staff for planning and implementing, and community-based workers. Awareness raising on women's involvement and gender issues is important for all levels, but the actual content of a workshop needs to be closely related to their specific tasks. Below you will find some useful issues to address for each level.

Management staff

For management staff the starting point of the workshop could be the **impact of women's involvement and a gender approach on project efficiency. Project** managers need to realize that women are the prime users and carriers of water. Water supply technology, location, additional facilities, and reliability need to be according to women's needs and they should be able to influence local operation, maintenance and management. Only then the facilities are likely to be properly used and maintained. Applying a gender approach helps in selecting the right technology and location. Project managers therefore need to be convinced to increase the project's capacity to apply a gender approach and allocate a budget for training of planners and field staff.

Staff planning and implementing

In order to be able to put gender theory into practice a workshop for project planners and implementers needs to **provide insight in socio-cultural factors contributing to gender inequality** (such as access to the labour market, the purdah-system, the division of household tasks). The workshop should start with an orientation on basic concepts of sex and gender and be followed by a discussion on visible and non-visible gender-based inequalities, **which can be different in different social groups (castes and class**) **in society**. It should then open up a discussion about how a water supply and sanitation project may perpetuate or decrease gender inequality.

Staff working at the community level

These staff members are the ones who are in real touch with community members. To a certain extent the issues discussed with project planners and implementers also need to be dealt with. They may, however focus more on practical examples of gender-based inequality at the community and household level. The outcome of the **time budget** (tool 2c) or the film **If I were a woman** (see page 61) can be used to create awareness on gender inequalities. Then the workshop should look at the impact which the project activities have on gender inequality. Do we perpetuate inequality by only involving men in discussions about the location of the standpost? Or do we apply a gender approach? This manual may then be used to select examples of how a gender approach is put into practice.

Workshops on gender issues may be conducted by a specialized agency or a consultant. If you invite such a person you will need to make sure that the training is not going to be too theoretical. Clear links between theory and project practice will have to be made regularly.

Female and male participants may sit in the same workshop. This may help to have discussions in a more objective and balanced way. Participants can re-assess their own status and perception with men or women.

Experience with workshops only attended by men shows that an all-male group prefers a male workshop facilitator. This makes it easier for them to honestly express their views on gender issues. For the same reason all-female groups prefer a female facilitator.

Among themselves men may find it easier to discuss gender issues

These kind of illustrations can be used during workshops to evoke discussions on women's involvement and gender issues

Chapter 2 Project identification and assessment

The project identification and assessment phase first of all seeks to **collect and assess baseline data** on needs, priorities and conditions of both women and men, of resources available and willingness to participate. Knowledge, needs and priorities of men and women may differ and women's access to and control over information and resources usually lags behind. Therefore special efforts need to be put into getting a good view on their opinion. Women may also have more detailed knowledge on water sources, water use, etc. than men. This also makes it imperative to make sure they are being heard. All data collected need to be gender-specific, reflecting the knowledge, needs, priorities and commitment of men **and** women.

Another reason for the data to be gender specific is to prevent a further overburdening of women in the course of a project in cases where they do have a heavier workload than men. One-sided information may easily lead to wrong assumptions. We should also try to assess the impact a project will have on women and men in advance.

There is a growing concern about the negative impact which issues such as deforestation, the extraction of groundwater for irrigation or industrial purposes, and human settlement and land use in catchment areas have on available water resources. Gender-specific environmental studies therefore need to be included in this phase to ensure a more holistic approach towards water.

All data can be used for formulating project objectives that are realistic and gender-sensitive, for assessing the project support needed and for further planning. The data collected during this phase also serve a purpose for monitoring and evaluation, since they reflect the pre-project situation.

Baseline information can be collected from primary and secondary sources. The primary information sources are basically the various groups in a community.

Methods to tap primary sources include:

- Rapid Rural Appraisal techniques like:
  - * Resource mapping
  - * Focus Group Discussion
  - * Discussion with key-informants
- KAP survey
- Needs assessment
- Environmental assessment at macro- and micro-level
- Direct observations

Secondary sources include:

- Research reports
- Published documents like books, census reports and newspaper articles
- Aerial photographs

This chapter includes the following tools:

a. Checklist for gender-specific baseline data

b. Focus Group Discussion

c. Our time budget

d. Environmental assessment

Meeting with only women may provide particular information

1) Rapid Rural Appraisal is a general term for all kinds of participatory techniques used to appraise the situation in a community with relation to your field of work.

2) KAP survey stands for Knowledge, Attitude and Practice survey. It is a survey in which you try to get a view on people's knowledge of water and sanitation issues, their attitude towards these issues and their water and sanitation-related behaviour. The survey methods usually include structured observation and the use of questionnaires. It provides a lot of information, but may turn out to be time-consuming and expensive. A KAP survey needs to be supplemented by exercises to get insight in why people perform certain behaviours and by exercises to become more action-oriented.

2a.
CHECKLIST FOR GENDER SPECIFIC BASELINE DATA

Questionnaires can help to gather the baseline data we need for project formulation. Questionnaires have to satisfy a few criteria. The questions have to:

- address specific issues with no scope for different interpretations;
- be exhaustive enough to cover all the dimensions of a specific project; and
- be developed within a logical framework.

On top of this we need to ensure that the information we generate through the questionnaire is gender-specific. This means that we need to know where development needs for women and men differ and how access to resources like land and money is arranged. When we have this type of information, project formulation and planning can be done more meaningfully.

The checklist below may help you to assess your questionnaire on its capacity to generate gender-specific data. After having used the questionnaire you should have:

1. data on male-female-child composition of the project households and have a view on the number of woman-headed households

2. data on the roles and responsibilities and practices of men, women and children in the water and sanitation activities in the project area, including time spent

3. responses from both women and men separately

4. data on the project community's perceived roles of women and men in water and sanitation-related activities and practices

5. data enabling you to assess the impact of the existing water and sanitation situation on the work burden and health risks of women, men and children

6. data enabling you to assess the needs of women and men in relation to improvement of the water and sanitation situation

7. data enabling you to assess the extent to which women and men are willing to and can participate in the project

8. both qualitative and quantitative information on the status of women and gender issues for project planning

9. a view on data gaps or discrepancies in the gender issues which will require further study and analysis.

2b.
FOCUS GROUP DISCUSSION

How are you going to do it?

Facilitate a Focus Group Discussion (FGD) with groups of women and men separately.

The FGD is a tool for qualitative research. It enables you to have a closer look at the knowledge, attitudes, practices and motivations of people. It can also be used to verify the findings of a survey or observation tour.
An FGD with a group of women may trigger surprising information, that may be quite different from the information obtained from a group of men. Information from a group of older women or of high caste may also differ from the information from a group of young women or of low caste. Discussing the differences will increase gender awareness of community members and project staff. Combined with observation of the village environment a wealth of information can be gathered. This information will be used to take a decision about a project, for gender-sensitive project objectives and for realistic planning of project implementation.

What do you want to achieve?

a. Gender-specific insight in the knowledge, attitudes and practices of a community towards a specific project or subject, in this case water supply and sanitation.
b. Gender-specific insight in the factors that influence behaviour in a certain community.
c. Insight in how the above differs for women and men.

What steps are you going to take?

1. Decide on the topic for discussion.
2. Formulate a set of questions for the discussion.
3. Formulate criteria for selection of group members.
4. Select the group members.
5. Select a venue and agree upon a time for the discussion.
6. Establish rapport before starting the discussion.
7. Ask for permission to record the discussion and discuss the results.
8. Answer any queries and thank the group for their participation.
9. Serve snacks.

What materials and how much time do you need?

- FGD participants (minimum of four to a maximum of twelve).
- A tape recorder and tapes.
- A documenter.
- Snacks for FGD participants.
- A quiet venue.

The Focus Group Discussion may take one to two hours

Other important information

When you organize an FGD with a group of women take care that the meeting venue and meeting time are convenient for them. You may also need to make sure that both the facilitator and the documenter are female.
Before starting the discussion you have to explain the purpose of the discussion and make clear that any answer is OK. Prepare yourself well and make a list of guide questions. What people say is not the only thing that matters. Body language may also give useful information. The documenter should not only note down important points of what is being said, but also make notes of what s/he observes and bring this to your attention.
Try to avoid answering questions from participants immediately if they are not crucial to the issue being discussed. This may distract the discussion from the real issue. Have the documenter note down the questions and deal with them after the FGD.

In fact, an FGD may be used in any of the project phases in which an in-depth discussion is required.

Learning from village women

"Many rural women suffer from kidney problems. Because they are not allowed to be seen going to the toilet, they can only go at night time or very early in the morning. To prevent the need to go to the toilet during the day they will hardly drink during the day. The lack of fluid causes the kidney problems."

Case by Annette Kuipers, from Yemen

"Before we started our programme women were not consulted about the location of the household latrine. Consequently latrines were built next to the guest room of the compound, which made them inaccessible to them."

Case by Tasleem Paracha, from Pakistan

"Sometimes the standpost, at the place where rural women and men usually take a rest while going up to their houses after working in the field, is not cared for. This is a place where for a moment both women and men are freed from their heavy load to be re-strengthened. But unluckily, they cannot relieve themselves of their heavy thirst. If you pass along these places in the hills of Nepal you can find pipes that were dug up and cut, by thirsty people with water flowing out. The need for fresh water after a day of hard work in the field could be satisfied by a standpost not only in, but also outside the village."

Case by Bhim Ale, from Nepal

2c.
OUR TIME BUDGET

How are you going to do it?

Develop a "time budget" with community women.

When doing a baseline survey the resources available must also be looked at. Often women's time is not included as a resource. On the one hand project staff and community women may not always sufficiently realize the burden of water and sanitation-related activities. On the other hand it may be overlooked that time spent on these activities could be diminished and that the time thus saved could be spent in alternative ways. The major reason for this is that women's time is usually not valued, not even by the women themselves. Time spent on water and sanitation-related activities could also be spent otherwise and has an economic value.
A time budget is a method to visualize time spending, to motivate women and men to put a value on this time and to realize that time can be spent in a variety of ways. It helps a lot for a discussion and makes women and men realize how women spend their day and how water drawing consumes their time. It also motivates them to value this time.
Realization is a first step towards critically assessing the existing situation and to deciding whether changes are needed.
Developing a time budget before the start of a project will also give you the information you need when monitoring and evaluating the project on its social and economic benefits.
On the opposite page you will find an example of the time use chart. The next page contains an example of the activity chart and blank copies of formats.

What do you want to achieve?

a. Women who realize the value of their time, one of their scarce resources.
b. Women who are motivated to improve control over their time use related to water and sanitation[1].

[1] An exercise to increase men's awareness of gender differences in time use:

* Show three large pictures of a woman, a man and a couple and put them next to each other on the ground or a table;
* Give the group 15 small cards showing women performing daily tasks;
* Ask small groups to sort out the tasks as either male, female or common to both;
* Discuss the outcome.

Source: Wakeman, W. (1993). Gender Issues Sourcebook (UNDP/ World Bank)

What steps are you going to take?

1. Sit together with a group of women and hand them an empty copy of the time budget chart and the activity path (see next pages).
2. Explain, using the examples and the watches, how they are to be filled in.
3. Make sure that women understand how the materials are to be used and decide on when you will meet again to collect the filled-in copies, and when to discuss the results.
4. Collect the filled-in copies and ask the women whether they had any difficulty with the task.
5. Analyze the copies you collected.
6. Sit together with the women again and discuss the results, using questions like:
    - How much time do you spend in total on water supply and sanitation activities?
    - Are there differences in time-spending between the various neighbours?
    - Did you expect that you spent so much time on water collection?
    - How could you use this time otherwise?
    - Is water use what you expected it to be?
    - Can the amount of water-fetching trips be limited?
    - Is the time spent in the wet season different from the time spent in the dry season?
    - In what period of the year is water fetching most time consuming?
    - You may think of other relevant questions.
7. For monitoring or evaluation purposes you can repeat the exercise after some time in the wet/dry season, compare the outcomes, and discuss the differences and whether the project changed the situation as expected.

What materials and how much time do you need?

- An example of a filled-in time budget chart.
- Empty time budget charts.
- Activity path.
- Watches to measure time.
- Pencils.

You need at least three meetings. The first two will take about one hour and the third one will take a few hours. The women also need some time to record time and water use.

Other important information

Take enough time for analyzing the copies after collecting them from the women. Try to find someone to discuss them with and use the results of the analysis to formulate questions for the discussion with the men.
In case you feel that reading watches and filling in the time budget chart and the activity path are too difficult for the women you work with, you or one of your staff could stay with the women and observe her time spending and the water use.

HOW MEN AND WOMEN SPEND THEIR DAY

TIME	WOMAN	MAN
A.M.		
12.00	Sleeps	Sleeps
04.30	Wakes up & does household chores	Sleeps
05.00	Fetches water, tidies the house,	
05.30	prepares lunch and breakfast	Wakes up
06.00	Serves food to the husband & children, packs children's lunch for school, and prepares food to	Occasionally helps in household activities
06.30	be taken to the crèche	Goes to the field for work
	Takes children to the crèche	
07.00	Leaves for paid employment	Paid employment
07.30	Paid employment	Prunes
09.00	Plucks tea, carries the basket for	
09.30	weighing (sometimes weighing is done at 09.00 A.M. too)	Cuts drains
12.00	Household chores	Uproots tea bushes
	Leaves for lunch, on the way, runs to the crèche, fetches the children, takes the children back to the crèche and returns to work	
P.M.		
01.30	Paid employment	Comes home
	Plucks tea etc.	
	Household chores	Sometimes fetches firewood
05.30	Reaches home after collecting the children from the crèche.	Spends very little time on household chores
06.00	(Sometimes firewood is also collected on the way)	May engage in income earning activities such as cultivation or looking after the cattle
06.30	Washing clothes, children and themselves, cooks and does other domestic chores	
09.30	Sleeping time	
12.00	Sleeps	

Figure 2: time spending of women and men at a tea estate in Sri Lanka

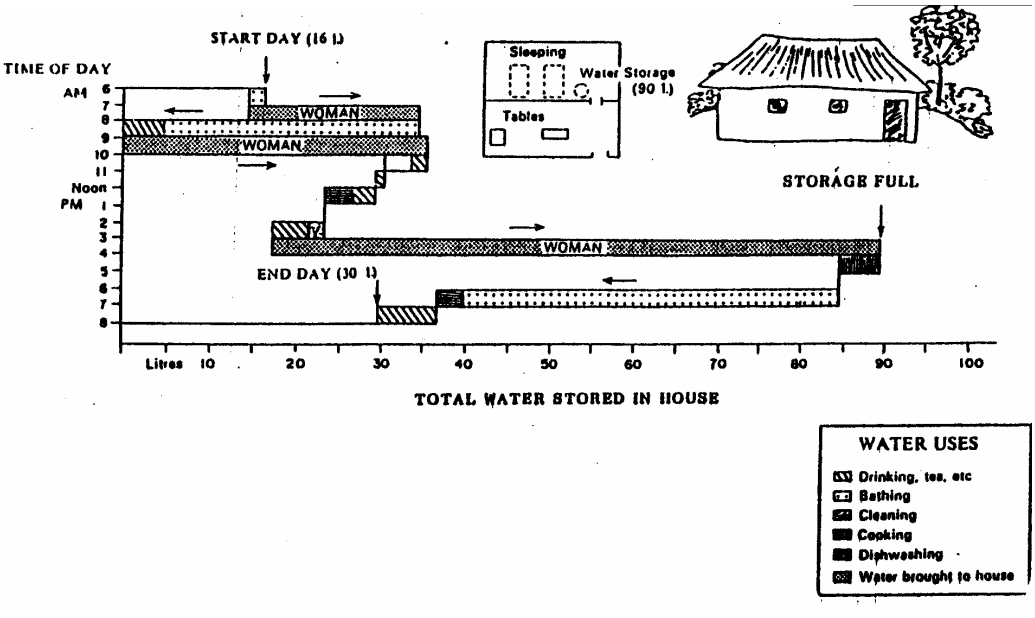
HOW MEN AND WOMEN SPEND THEIR DAY

TIME	WOMAN	MAN

You may fill this table in with community members. It will probably evoke a lot of discussion if done together with women and men. Care is needed not to create resistance in/among either of the groups.

The activity path below shows you how and at what times Fatima fetches water and how the water is used. At 6:00 AM there are still 16 litres of water left from the day before. This water is used for bathing. Fatima goes out to fetch more water. When she gets back there is a total of about 35 litres of water in the house. This is used for bathing and cooking. Again Fatima goes out to fetch water and again this is used, etc.

HOUSEHOLD WATER USE FOR ONE DAY = 113 LITRES

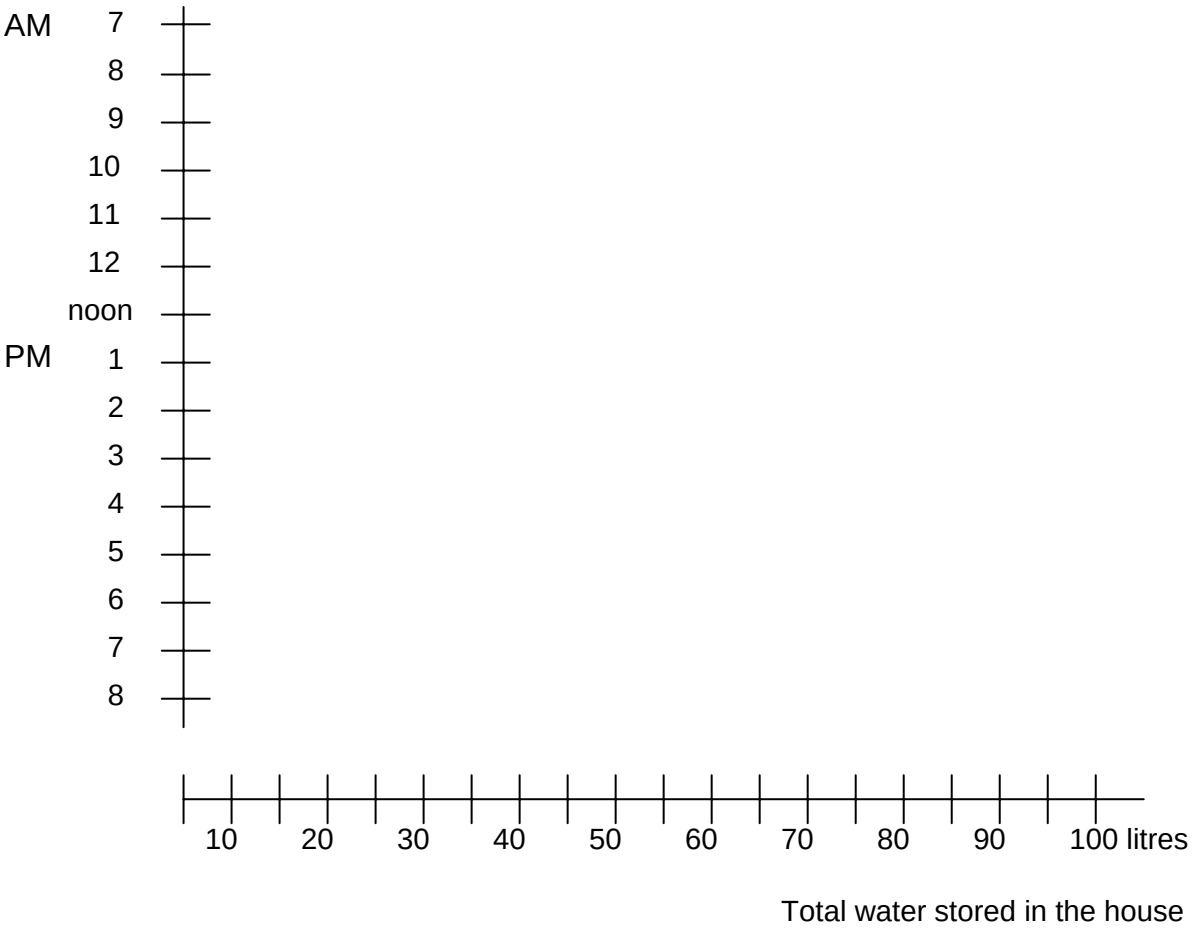


Source: White: G.F. Et Al. Drawers of water: Domestic Water Use in East Africa, University of Chicago Press. London: 1972.

Figure 3: Activity path showing water trips being made

Activity path

Household use for one day = …. litres



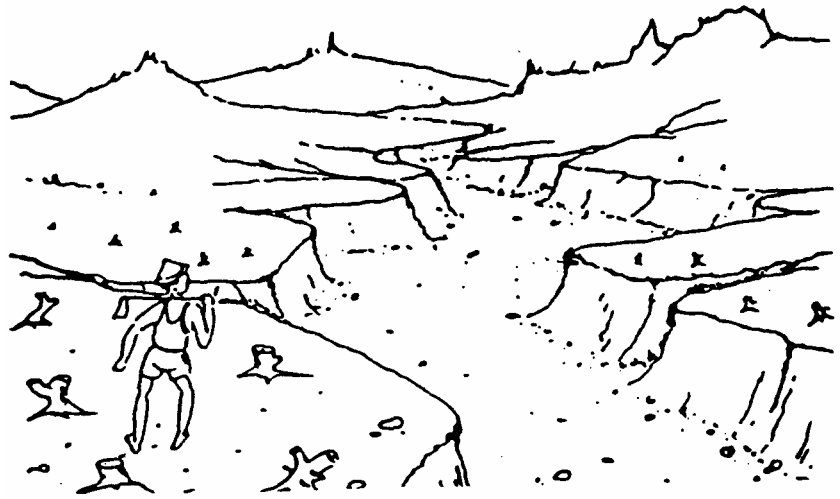
You may use the graph on this page in your own project villages. It will help to get a view on the number and timing of water-fetching trips and of the amount of water needed at the various times of the day.

2d.
ENVIRONMENTAL ASSESMENT

How are you going to do it?

Assess and predict the condition of the environment of a requested project.

For every project it is important to assess the condition of the environment and to try to predict the impact of the project on the environment. Experience has shown that, for example, deforestation or over-extraction of groundwater (e.g. for irrigation purposes) have a negative impact on the amount of drinking water available. Women are the first to notice this, for example because the discharge of a tap diminishes or because the water level in domestic wells gets lower, making water collection a heavier task than before. Water pollution can also be caused by land use on the catchment area or over-extraction of groundwater, which makes it more difficult for a woman to provide her family with good drinking water. In the catchment areas women and men often use land and water for economic purposes. This practice may have to be changed if they have a negative environmental impact, eg. cause water pollution or erosion. Having a closer look at male and female use of the environment may give you the information needed to plan and implement a project in such a way that negative impact on the environment can be prevented or minimized. It may also help to get a good view on the availability of water resources for domestic purposes. Since women walk around and use this environment daily because they are in charge of water fetching, firewood and fodder collection, they will be able to provide you with detailed and up-to-date information.



Deforestation, a first step towards water source depletion

What do you want to achieve?

a. Project planners who are well informed about a requested project's environmental impacts and the consequent impact on women.
b. Greater awareness among male and female community members about environmental issues and their relationships with land and water use.
c. Good quality, sustainable water resources for domestic water supply.

What steps are you going to take?

1. Gather a small group of community members representing different social groups, including migrant labourers and people living in the periphery of the village. Initiate and guide a discussion about the request for a water supply system made by the community leaders and about water availability and water use. Men and women may be together, or each group gathered separately.
2. Make notes of what is being said. Include information on changes that occurred over time.
3. Discuss the purpose and importance of an environmental tour.
4. Invite community members, in particular women, to join you.
5. Make clear that the environmental tour should provide data about the local situation regarding:
    - factors influencing water quality (pollution by use of fertilizers, pesticides, wastewater)
    - water quantity in streams and factors influencing it
    - afforestation/deforestation
    - soil condition, soil erosion and landslides
    - differences between dry and wet season
    - you may think of other data of particular interest
6. Walk around the area, to the proposed source. Observe, ask questions and make notes, drawings, etc.
7. When you get back, discuss the findings with the group that accompanied you and with village leaders, and try to draw conclusions that are of importance for further planning of the project.

What material and how much time do you need?

- Schedule to focus the meeting.
- Visual aids to stimulate the discussion.

Depending on the size of the area (the distance to the proposed source) it may take three hours to a day.

Other important in formation

For most of us environmental issues are rather new. You may want to organize an in-house training to get more acquainted with the subject before discussing it with the community. Being more acquainted with the issues will also help you to pose the right questions and to observe in a more structured way.

The above describes community-level information gathering. Next to this, you may arrange that technical and socio-economic staff in e.g. the irrigation department supplement this information with an overview of water resources and water use in the whole watershed area. This will make visible that various water users are competing for the same water resources. Although domestic water consumption is limited as compared to water consumption for irrigation, domestic water use needs to be included in water resources management at the watershed (or even higher) level.

Tool 3e can be used to clarify for what purposes men and women use the catchment area (watershed area).

Declining water sources - impacts on women

"In various ways deforestation has an impact on drinking water supply. The erosion caused by deforestation surfaces the pipelines; run-off causes pollution of the water source and insufficient ifit ration of rain water into the soil, which leads to depletion of the source. The impact on women is obvious. Surfacing of pipelines ultimately leads to a water system falling into disrepair; source pollution causes an increase in illnesses women have to attend to; and depletion of water sources will lead to more time needed to get containers filled or to walk longer distances to other sources."

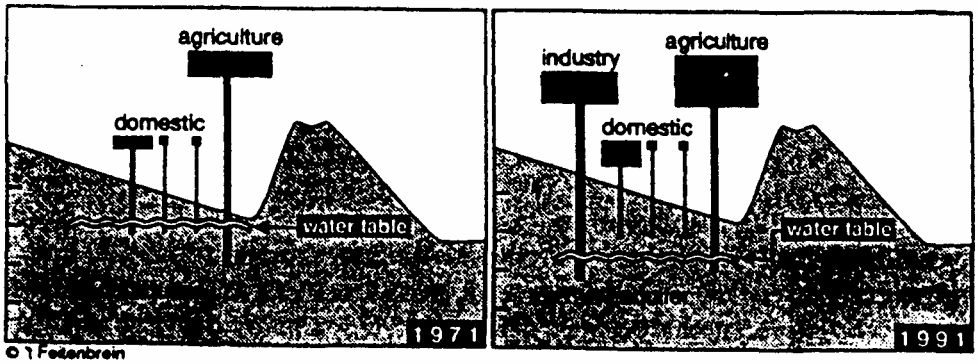
Case by Bhim Ale, from Nepal

"In India, Eucalyptus tree plantations were taken up on a large scale by the government. As the trees have value both as medicine and as fuel wood it was thought they could be used for commercial activities. Moreover, Eucalyptus trees grow very fast and they mature in a short period of 5- 6 years. However, insufficient research on negative impacts of the tree was done and the result today is that wherever the trees are planted in large numbers, the groundwater level has dropped. Since they are drought resistant they have deep-going roots."

Case by Padmaja Nair, from India

"Due to over-extraction of groundwater for irrigation and industrial use the water table in Bangladesh is falling rapidly. The infiltration rate of rainwater is low, causing an insufficient recharge. It is expected that by the year 2000 a majority of the shallow tube wells will not be functioning anymore. Therefore the TARA-handpump, a deep-set pump, has been introduced. However, women face difficulty when using this pump, since its operation is not easy and its discharge rate is low. Moreover, maintenance is difficult and spare parts are not available. To overcome these problems PROSHIKA developed a new tube well head and provides a two-day caretakers training and maintenance tools. This addresses the symptoms of the problem, but does not take away its causes."

Case by Mosharref Bhuyian, from Bangladesh



Effects of dropping water table on domestic water supply

Chapter 3 Planning with the community

In this chapter we deal with planning for improved water and sanitation conditions at the community level. Together with men and women in the community one can plan how to achieve the "village of my dreams" situation (see tool 3a). It includes raising gender awareness among community members, the formation of water and sanitation committees, selecting a water supply technology etc.

During the planning phase, community mobilization will be enhanced and arrangements for construction are made. it is also the phase in which we try to find out what hygiene education strategy will be useful. It will get clear what will be included in the hygiene education component of the programme, so it can be planned for implementation simultaneous with construction. Well-planned hygiene education may prevent hygiene education from becoming an added-on project component to be implemented after construction.

It is stressed that, unlike what has usually been the case, hygiene education should also be given to men, since they need to support any changes related to hygiene. Hygiene education for children also is an important factor to increase its impact.,

For planning at village level the following tools have been included:

a. Developing gender-sensitive material

b. The village of my dreams

c. Defining the tasks of a water committee

d. Bees and lions in the water committee

e. Water resources need careful handling

f. Hygiene and sanitation assessment

3a.
DEVELOPING GENDER-SENSITIVE MATERIAL

How are you going to do it?

Develop gender-sensitive material for information and training in a user-oriented way.

Using audio-visual materials helps us to discuss certain issues with community members. They may support what we are saying or be meant to provoke discussion. In order to do so materials need to meet certain criteria, such as being adapted to the local situation and being able to provoke discussions on gender issues.
There is a discrepancy in this. If we want community members to be able to fully identify with what they see or hear, you may end up with materials that fully reflect the existing situation with relation to women's and men's existing roles tasks between and access to resources. The material is then not likely to provoke any discussion about existing differences between women and men. They may even show a situation that leads to a further overburdening of women. In this way we may violate our own wish to also use our materials for discussing women's involvement and gender issues. If we want the latter to happen we need to proceed carefully. Materials that are too provoking may also be rejected and thus not serve any purpose at all, wasting our efforts and money.
The application of the user-oriented method in developing materials will ensure that the produced materials will be useful in terms of creating awareness on women's involvement and gender, yet also be acceptable and appropriate for the community.

What do you want to achieve?

a. Production of audio-visual materials that create awareness of women's involvement and gender issues and are acceptable and appropriate for the community.

What steps are you going to take?

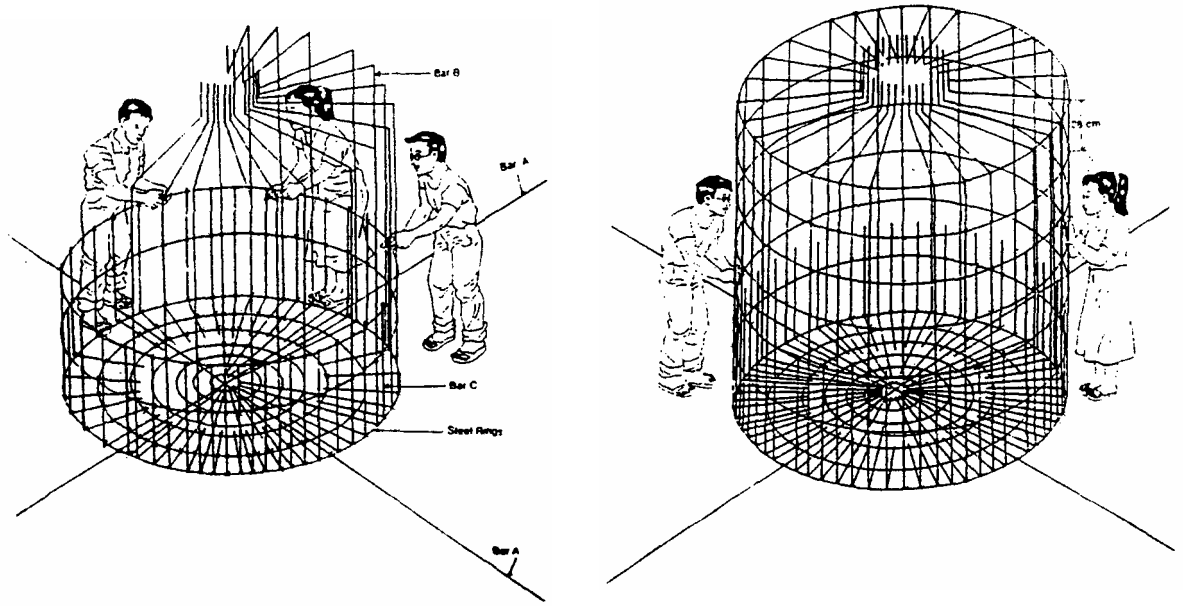
1. Study the community or area with special focus on its gender issues and hygiene education concerns.
2. Identify the group(s) to be reached.
3. Identify the hygiene education messages to use and the materials you want to (have) produced.
4. Make a profile of the group for whom the material is meant. Is the material meant for women? How old is the average woman addressed? Is she married? How many children? To which social group does she belong? What does she do with her leisure time if she has any? Are there differences between groups of women (caste/class).
5. Take time to get to know the group(s) better and to get gender data needed to make realistic and useful material. What are the present knowledge, attitudes and practices of the group? Are there differences in knowledge, attitudes and practices of female and male members? What do women and men want to know? How do women and men get information? Can women and men read or not? etc. Try to find out how women and men feel about redressing gender inequalities in roles and responsibilities.
6. Determine the most appropriate medium and channel for distribution of the material.
7. Prepare a first gender-sensitive draft of the material, including (slightly) redressed gender inequalities.

8. Pre-test the material (see under "other important information") among a representative sample of your group. The pre-test can be done through one-on-one interview or a group interview.
9. Revise the materials using the comments obtained through the pre-test. If the illustrations or the text have to be changed, change them. This is what is meant by user-oriented method.
10. Field test the second draft, as much as possible in a real (training) situation, and see if it evokes any response from your group.
11. If reactions are positive the material may be reproduced and used on a larger scale. If not, make a next version for field testing.

What materials and how much time do you need?

- An artist, preferably from the area.
- Paper, paint, recording material (depending on the type of material you decide to produce).

Altogether it may take a few weeks to a few months to produce the right type of material.



Gender-sensitive materials help create gender awareness

Other important in formation

There are two types of pre-testing: a technical pre-test and the audience pre-test. The technical pre-test is done to verify the accuracy of the information given in the material (eg. is the instruction for repairing the handle of the handpump the right information). The audience pre-test is done to find out the appropriateness, the comprehensibility and the acceptability of the material to the group. The material may look inappropriate to sophisticated and educated people, but what counts is the group you work with. **Their** opinion and feedback should be your prime consideration. After all, the material is for them.
You may leave copies of the material produced in the community. Make sure this is known to a number of people and that it can be used.

Make female roles in print

"Sometimes a situation arizes where we would like to prevent that visual aids rein force gender roles in a society. However, proposed changes in the visual aids might not be culturally acceptable. We once tried to convince our technical partners to change a certain picture on a poster about latrine building. This picture depicted a woman cleaning a latrine and it was proposed to have this woman replaced by a man. Two of the partners accepted this change. The third disagreed, assuming that in the Muslim communities where he was working it would not be accepted. It was also argued that a water project should not be used to change gender roles. Actual testing with these groups can help to find out if a different design is acceptable and raise discussions on male/female responsibilities."

Case by Thresiamma Mathew, from Kerala, India.

"The Women's Unit reviewed a manual of the Department of Public Works and Highways, which was used for project orientation at community leveL The Unit found that the illustrations in the manual were reinforcing traditional roles of women and men in water supply and sanitation. It suggested to the Department to adapt some of the illustrations. The Department accepted the suggestions."

Case by Cristi Gonzalez, from the Philippines.

3b.
THE VILLAGE OF MY DREAMS

How are you going to do it?

Through community mapping, discuss with women the changes they would like to see in their living area.

Community mapping allows women to explore the needs of their community by asking them to draw a picture of the kind of community they would like to live in. Mapping helps participants to use their imagination as well as to put into words and visualize their "dream village". It assists them to develop a common vision and to present and promote the news in meetings with male community leaders and members.

What do you want to achieve?

a. A clear view on elicit the needs of women with relation to water supply and sanitation.
b. Women who realize that their needs may differ from the "general" needs.
c. Enthusiasm among the group members to work on improvement of their environment.

What steps are you going to take?

1. Get together with a group of women and divide them into small groups.
2. Give the women all the materials needed for making a map of their dream community and explain how to go about it.
3. Ask them to discuss in small groups how their dream community would look using the following question: If you were allowed to plan a community, what kind of facilities, people etc. would you include?
4. Ask them to make a map of this dream community, using newsprint, pens and all kinds of scrap material.
5. Let the small groups report in the big group, possibly by going around in the community and having group members point out where they would like improvements to take place.
6. Compare the various dream communities and list the differences between the dream communities and their actual community. Discuss the dream communities by:
   - listing the common wishes and the resources needed to get from the actual community to the dream community;
   - looking into which of the resources needed are present and which need to be obtained.
7. Ask whether the women feel their wishes will differ from the wishes of men and how they will handle differences.
8. Jointly develop criteria for prioritizing the wishes (like: realism, the amount of money/time needed), put the wishes in order of priority according to these criteria.
9. Agree upon a date for a meeting to discuss the women's wishes with men, to plan activities, and to look into which of the activities can best be done by women or men and which can best be done by women and men together.

What materials and how much time do you need?

- Newsprint and coloured paper.
- Pens, pencils and charcoal.
- Scrap material and material that can be found in the vicinity of the place where the exercise takes place.

The exercise may take 2 ½ hours to half a day.

"We did this mapping exercise as a tool to ensure sustainability of the ward water committees, by activating them and helping them to visualize the services/changes they wanted to bring about.
The committees consist of seven women and men and at least two of them are women. The "dream ward" was drawn by all nine committees of the panchayats and all committee members participated. At first the committees were not very enthusiastic. They felt unable to map out and visualize their dreams. After an initial set-back, ideas began to flow and soon the groups became lively. It was noted that in two groups one of the women became the leader, since they had some artistic talent. In all groups each member was eagerly participating and coming up with new suggestions for further beautification of her/his ward. In one of the groups a woman said "In my dream ward I want to see all well sanitary and with a device to put buckets up and not on the floor". The men folk did not give much attention to her remark, but she cleverly took some paper, cut out a well, a bucket and a string. She then pasted the well on the map near a house. A straw pipe piece was then pasted near the well on top of which she placed the bucket. When the map was presented in a plenary session, this caught the attention of all. The map was used for making an action plan and the plan included the woman's idea."

Case by Thresiamma Mathew, from India

Other important information

Take good care not to create expectations that cannot be realized. When explaining the mapping exercise it has to be made clear that the community members themselves will be the ones to build the dream community with limited outside assistance. The group therefore needs to be realistic when discussing their plans. For a comparison of the dream community with the actual situation you may also ask one or two groups to make a map of the actual situation. This exercise can serve as a springboard for planning and implementation of a project. During the planning phase it can be followed up by looking more closely into the resources and activities needed to get from the existing situation into the "dream situation". The matter of division of tasks between women and men will then also be discussed.

3c.
DEFINING THE TASKS OF A WATER COMMITTEE

How are you going to do it?

Identify with a number of influential community members, the tasks to be done by a water committee.

The sustainability of water supply and sanitation facilities depends to a large extent on the adequate functioning of a water committee. Sufficient attention must therefore be paid to the tasks of a committee and the selection of its members. Identification of the tasks of the committee can best be done by project staff and formal or informal community leaders. To enable them to do so they need to be aware of the various phases in a project. They also need to be aware of gender issues and the impact of gender issues on the committee's tasks. Too often certain tasks related to the upkeep of water supply and sanitation facilities are automatically assumed to be done by women living around the facility. They may then miss the status and the decision-making capacity of a water committee member. For other tasks, automatically men are chosen, while women could be more reliable and do the job better.

Identification of the tasks of a water committee precedes identification of the criteria water committee members should meet. The latter, including for what tasks and rights to choose women, and for what tasks and rights to choose men, is addressed in **Bees and lions in the water committee** (tool 3d).

What do you want to achieve?

a. Formal and informal community leaders who have basic knowledge about community roles and tasks planning, implementation, monitoring and evaluating of the water supply and sanitation project.
b. Agreement on the tasks to be carried out by a water committee.

What steps are you going to take?

1. Meet with all the formal and informal community leaders.
2. Explain the objective of the meeting.
3. Discuss the concepts 'project', 'project management' and 'project phases' (planning, implementation, monitoring and evaluation) and gender. This can be done through brainstorming with the use of cards and feltpens.
5. Discuss each of the project phases in more detail with a continuing focus on gender issues.
6. Define with the community leaders the possible tasks, duties and responsibilities of the water committee and how they, being community leaders, can support it.
7. Write down the tasks on flip-charts and group them according to the project phase in which they take place. Some of them will appear to run through all phases.
8. Make an action plan for the water committee for the first six months or one year.
9. Discuss the support to the water committee that could or even should be given by the community leaders.
10. Make a report of the meeting which includes the agreements made and leave a copy of the report at the community secretariat.

What materials and how much time do you need?

- Flip-charts and feltpens.

A thorough discussion will take about one day.

Other important in formation

Make sure you include female formal and informal leaders of the community. They may not be mentioned in first instance, but a bit of research will undoubtedly reveal them.
To prepare yourself for the discussion on project phases and gender issues you may use the yellow sheets at the start of each chapter.
Doing role plays may be a good method to start up discussions. If these are incorporated you will have to take more time, since role plays need to be prepared and thoroughly discussed.

Women may have outspoken ideas about the tasks of a water committee

TASKS OF WATER COMMITTEES: EXAMPLES FROM INDIA AND BHUTAN

*"In **Uttar Pradesh (India) village water committees** (male and female members) are assigned the following tasks:*

1. *Assist Jal Nigam (the implementing agency) in selection of socially acceptable and technically suitable sites for water points.*
2. *Maintain close rapport with Jal Nigam staff for getting efficient services in case of major repairs.*
3. *Identify and recommend persons for training on maintenance of water points.*
4. *Hold regular meetings with water point caretakers and monitor the status of water supply, quality of water and cleanliness of the water point.*
5. *Identify measures for wastewater disposal in consultation with JaI Nigam staff.*
6. *Undertake social awareness activities for improving environmental sanitation.*

***Water point committees** have the following tasks and rights:*

1. *Ensure proper use and upkeep of the water point.*
2. *Provide full support to the caretaker to take up preventive maintenance, recording of defects and also for sending in formation to Jal Nigam for major repairs.*
3. *Encourage users to keep platforms and surroundings clean.*
4. *Determine necessary requirements near the water point, like drains, soakpits, bathing platform and ensure their construction.*
5. *Regularly monitor water quality and request Jal Nigam for periodical water tests."*

Case by Padmaja Nair, from India

*"In **Bhutan** the **village maintenance committee** was assigned the following tasks:*

1. *Keep records of voluntary labour mobilized, inspection dates of scheme, repair work done, spare parts used and tools damaged.*
2. *Collect and manage the maintenance fund.*
3. *Inform district staff in case of major repairs.*
4. *Organize voluntary labour if needed.*
5. *Act as intermediary in case of disputes between users regarding the scheme.*
6. *Supervise and guide the caretakers.*

***Caretakers** are supposed to:*

1. *Regularly inspect the water supply system.*
2. *Carry out minor repairs.*
3. *Store and use tools, spare parts and other materials properly.*
4. *Keep village maintenance committee informed about the following:*
   - *the general condition of the water supply system*
   - *spare parts, new tools, other material, voluntary labour needed*
   - *minor repairs done*
   - *major repairs needed."*

Case by Dorji Choden, from Bhutan

A well functioning water committee greatly helps to keep the water supply system in good order

"Once a standpost attendant was working as helper at the construction site of a house. The owner and the workers, without any pricks of conscience, began to take water from the nearby standpost by connecting a pipe to it to lead the water to the construction site. The poor women in the neighbourhood were thus obstructed from collecting water for their daily needs. Seeing this, the standpost attendant told the owner this it was not a right thing to do. However, the house owner did not pay attention to what she said. The attendant tolerated the situation for that day, but in the evening she in formed the water committee and the committee took immediate action. As a result the standpost attendant was dismissed by the house owner. She shared the incident during a meeting of standpost attendants and said she felt proud to be an attendant and to be faithful to it, even when she lost her work."

Case by Thresiamma Mathew, from India

3d.
BEES AND LIONS IN THE WATER COMMITTEE

How are you going to do it?

Develop selection criteria for water committee members.

The quality of water committee members is very important for the work we expect from this committee. Committee members need to be willing to spend time and energy in keeping the water supply system operational; they need to be able to motivate people to contribute in operation and maintenance costs and to take care of environmental hygiene, etc. You should therefore allocate sufficient time to stimulate community members to thoroughly think about selection criteria. This tool builds on defining the tasks of a water committee (tool no. 3c), where the tasks of a water committee have been determined.

What do you want to achieve?

a. A list of selection criteria developed by the community members themselves.
b. Increased sense of responsibility among members towards the functioning of the water committee.

What steps are you going to take?

I. Get together with a large portion of the people living in the area the water committee is supposed to look after.
2. Divide the group in five small groups and give each of the groups a picture of an animal.
3. Ask the groups to list the characteristics of the animal depicted in the picture.
4. Have each group present its findings, get an agreement on the characteristics assigned to each animal, and write them down on flip-charts.
5. Jointly discuss which of the characteristics the group likes. Also discuss which of them are important for a water committee to carry out its tasks.
6. Continue the discussion by asking which of the characteristics can be found in women and/or men. Indicate the answers on the flip-chart.
7. Conclude the meeting by saying that the characteristics listed may help the community to select its water committee members. Agree upon a procedure for the selection of the committee members.

What materials and how much time do you need?

- Pictures of a lion, a fox, a bee, a pig and a monkey.
- Flip-charts and feltpens.

This activity may take two to three hours.

Other important information

Before applying this tool the community members need to have identified the tasks of a water committee. Only then is it useful to discuss the necessary qualities and characteristics of the water committee members. You will find examples of possible tasks of committee members with the previous tool.

After this exercise was done in a village in Nepal the following remarks were made:

"The people of my village selected me for the water committee. I have to work like a bee for the water supply system."

"Even though she is illiterate, we selected her as a member of the water committee. She is old and all villagers obey her. She is leader of the women's group and has the capacity and skills to motivate others."

Case by Bhim Ale, from Nepal

In Kerala the following guidelines are followed for the selection of water committee members:

"Panchayat ward member	*1 man/woman*
Representative from women's association	*2 women*
An active social worker	*1 man*
Youth representatives	*2 men*
One worker from ICDS/Junior public health Nurse	*1 woman*

It is ensured that at least two of the ward committee members are women. In such a way women's views are taken care of in the decisions made regarding the project.

A complaint book is maintained in the panchayat office in order to register defects and leaks in the supply lines and taps. The standpost attendant, selected by the committee, voluntarily assumes responsibility to notify the complaint to the technical department through the panchayat. This helps speed up the maintenance work
Usually the standpost attendants are women, since they are most engaged in water collection. They are given orientation regarding proper handling and use of water, standpost maintenance, cleaning surroundings, checking vandalism and misuse, etc."

Case by Thresiamma Mathew, from India

3e.
WATER RESOURCES NEED CAREFUL HANDLING

How are you going to do it?

Assess the roles of women and men in water resources handling and plan for improvement of the watershed area.

Careful handling of water resources is becoming increasingly important. Water quantity and quality need to be preserved if we want to fully benefit from water supply facilities. However, watershed areas are usually not only areas where we find our water resources. They are often used for different purposes, like firewood and fodder collection and animal grazing. We therefore need to get a good view of practices within the watershed area. In many cases these practices appear to differ between women and men. Any alternatives for those practices that have a negative impact need to be suitable for the group involved. We may also look into strengthening practices having a positive impact.

What do you want to achieve?

a. Understanding with community members about the impact of certain practices on water resources.
b. A jointly prepared plan for improved use of the watershed area.
c. Project staff who are sensitized about the gender aspects involved.

What steps are you going to take?

1. In preparation of the actual visit to the watershed area, discuss the water cycle and the various water resources with community members. Do this as much as possible with the use of visual aids and by asking questions related to the area.
2. Discuss the various water resources used by the community members, and what these resources are used for, and identify the watershed area. Also discuss whether over the years any changes have been noticed regarding water use, availability and quality. Make sure you get information from both women and men.
3. If changes have occurred, ask the community members about possible reasons. The reasons may include practices and physical circumstances. Make an inventory of the opinions and discuss them in depth.
4. Explain that, after having heard all this, it will be useful to visit the watershed area. A visit enables us to check if what we thought is indeed true and to get ideas for improvement of the situation.
5. Draw up a checklist for observation.
6. Visit the area with the group; observe; discuss the practices observed, possible alternatives for these practices and above all their implications (eg. on workload) for women and men.
7. Identify for which of the proposed alternatives rules and regulations need to be established.
8. Arrange for a community delegation to undertake the necessary steps. Provide support when needed.
9. Arrange for village meetings to discuss the activities and rules and regulations, their implementation and the necessity of sanctions.
10. Draw up a plan of action with the community members.

What materials and how much time do you need?

- Paper and feltpens.
- Posters showing the water cycle and water resources.

Depending on the size of and the distance to the watershed it may take one or two days.

Environmental changes may lead to source depletion

Other important information

For this type of activity it is useful to have an artist come along with you who can make drawings of what is being said. Visualization of what is being discussed is a very strong tool. It may also be helpful if you are accompanied by staff from the forestry and veterinary offices, since their activities also have a large impact on water resources. You may even want to prepare the whole visit with them.
When working on improvements make sure you get a good idea of possible land disputes and landownership patterns. They may counter any proposed improvements.

Environmental assessment (tool 2d) could replace step 1-5.

Possible things to note when observing the condition of the watershed area

1. Presence of cattle and cattle dung.

2. Type of vegetation.

3. Deforestation; are trees completely cut or trimmed.

4. Erosion and small landslides.

5. Settlements, including latrines.

6. Agricultural activities and use of fertilizers and pesticides.

7. Activities around the source.

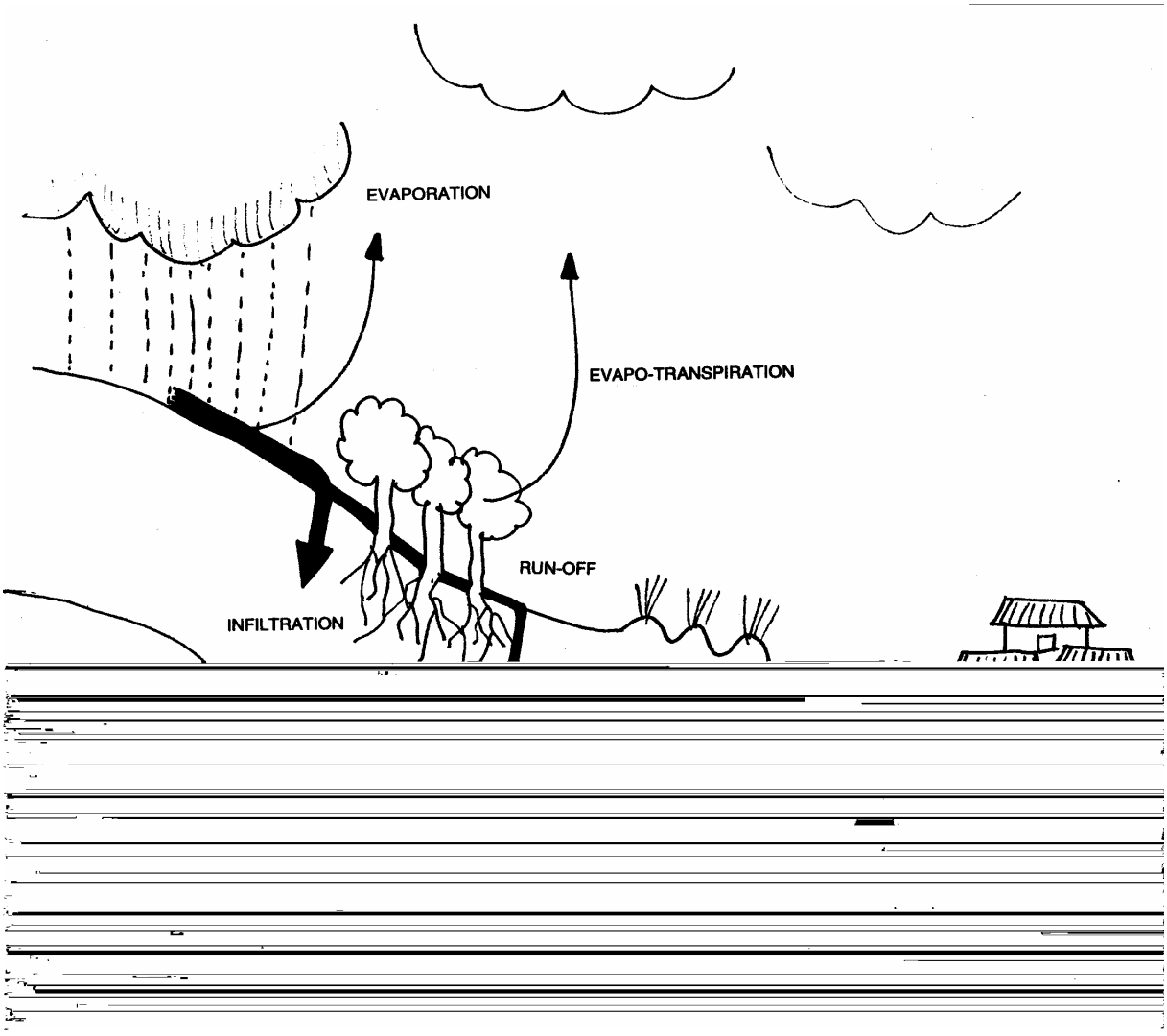
Water sources are "developed" - but not for women

"A project wanted to use the water from a good source for catchment for a water supply systems. However, this source was being used by women for bathing and washing clothes. The project staff promised the women that they would be provided with an alternative source close to their homes, next to the water source which they originally used for washing and bathing. Later it was found that the washing and bathing facilities were completely forgotten."

Case by Anberiya Hanifa, from Sri Lanka.

"Quat grows in different parts of Yemen and needs a lot of care (fertilizer) and water to grow. During the Gulf-war, many Yemeni men came back from Saudi Arabia, where they worked, and they started growing quat as a source of income. They made their own boreholes and bought their own pumps for quat irrigation. Due to this the fossil groundwater level goes down very quickly, in some places at a rate of over 20 meters per year. Due to the present overuse of water Yemen will face very serious water problems for the next generation. Rainfall alone is not sufficient to replenish the water table and serve the need of the people."

Case by Annette Kuipers, from Yemen.



Rainwater infiltrates soil and feeds aquifer when run-off is tapped by vegetation or man-made bunds. The groundwater may be pumped up or tapped otherwise for use as drinking water

Reaching women and men on hygiene

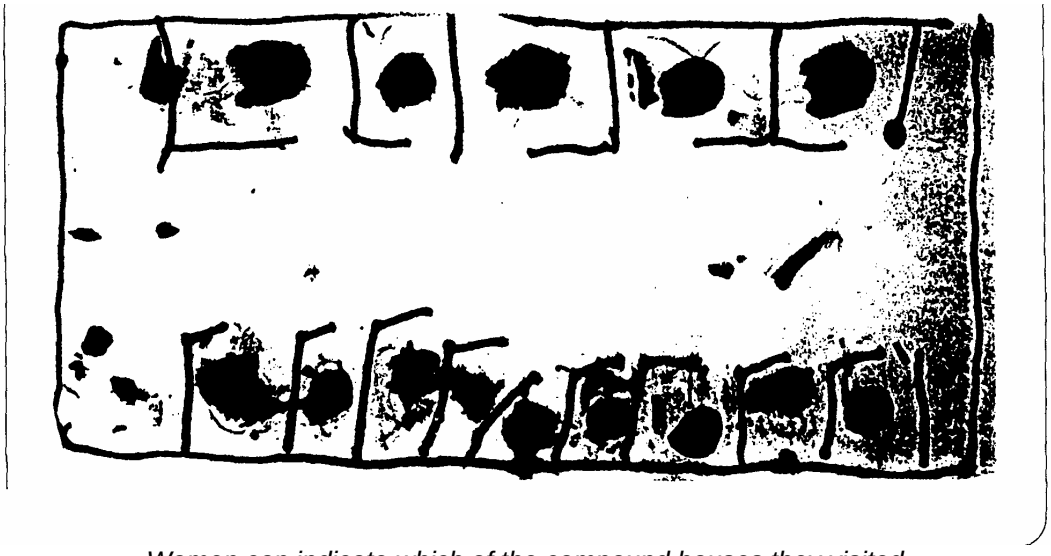
"Hygiene education messages need reinforcement, and one way to do so is using various channels at the same time to deal with a particular issue. A week was organized on diarrhoea. When diarrhoea was discussed with women this was also done in hygiene education sessions for men and at schools. The Imam took the issue up when delivering his messages from the minaret."

Case by Fairuz Samat Al Jarfi, from Yemen.

"Women can only be reached in their compound and we always need the consent of the men to enter a compound and to talk to their wives. Therefore we spend quite some time discussing our hygiene education programme with the men. We use verses from the Koran to illustrate the need for community development and for hygienic behaviour."

"In certain areas of Pakistan the Purdah system restricts women's mobility, and contact with male project staff is impossible. Only elderly women are allowed to leave their compound, which houses a number of families, to go to a compound of a friend, and she may take a girl to accompany her. Since project resources were too limited to visit all compounds, this possibility was used by project staff to get women from a number of compounds together. These women were asked to come to a centrally located compound to discuss project matters like siting of the handpump, and hygiene issues. Another topic for discussion was how to pass on this information to others. They were then made responsible to disseminate the in formation to the other people living in their compound. Before doing so each woman made a drawing of her compound on a card, indicating the various households. These cards were used to keep track of the households visited."

Case by Tasleem Paracha, from Pakistan



Women can indicate which of the compound houses they visited

Health weeks in Yemen

"In Yemen it was decided to organize health weeks in the villages. Starting point was that women, men and children have a role to play when ft comes to improving hygiene conditions in the community. School teachers and the Imam were also involved in getting messages across.
The health weeks activities are described below:

1. *Introduction to village representative by the project technician working in the community involved.*
2. *Introduction sessions with groups of women, groups of men and school teachers to discuss the hygiene education programme and arrange when and where project staff would go for hygiene education sessions.*
3. *A short community walk for detailed obseniation to get more information on what to focus on with hygiene education.*
4. *Community walk with the groups of women, men and school children separately (see tool 3f). A questionnaire was filled in to record the situation before the hygiene education sessions.*
5. *The Imam was asked to use Koran texts related to water, sanitation and hygiene in his minaret prayers.*
6. *Selling or giving ORS, worm tablets etc. and explaining their use.*
7. *Hygiene education sessions for women, men and school children. When going for hygiene education with a group of women, two trainees went together. One organized the group, kept children quiet, and put up the drawings in support of the colleague who facilitates the discussion with the women.*
8. *Cleaning day in the community to remove all waste disposed of randomly.*
9. *One set of educational materials was left behind for school teacher or health centre for use in future.*
10. *The community was visited after six months for discussions and observations to find out whether people still remembered the messages and if habits had changed. The questionnaire was again filled in and the answers were compared to the ones obtained at the start of the programme.*
11. *The results and follow-up actions were discussed with the community representatives.*

By involving the Imam the project tried to give more strength to the hygiene education programme. Women in rural areas are generally not able to read the Koran themselves. Besides, they do not go to the mosque. Because women like to be good Muslims they easily accept Mohammed's message on water, health, sanitation, child care, family planning etc. Project staff give messages to the Imam together with the Koran texts and ask him to use them in his minaret prayers during health weeks organized by the project."

Case by Annette Kuipers, from Yemen

4d.
IDENTIFICATION OF FINANCIAL RESOURCES

How are you going to do it?

Identify resources for paying for operation and maintenance or latrine construction.

Operation and maintenance of water supply systems and the construction of sanitation facilities need to be financed. It is increasingly acknowledged that government agencies can not bear all the costs and that users need to pay for the facilities. Within a community decisions have to be taken as to who pays for what. Too often agencies have their own assumptions about payment structures and financial decision-making. If community members are not involved in deciding how operation and maintenance and/or sanitation facilities are going to be financed, the burden of payment may fall on the wrong shoulders. Since women are the collectors of water and look after latrines, water storage and drawing vessels, wastewater disposal, etc. they may be asked to pay for operation and maintenance without having access to income. Analyzing household income and expenditures with community members and deciding jointly who is going to pay for what may prevent mistakes.

What do you want to achieve?

a. A realistic, gender-sensitive division of the financial burden of operation and maintenance of water supply and/or the construction of sanitation facilities.

What steps are you going to take?

1. Develop three prototype lists of the income of a typical but imaginary household by asking participants to give detailed information about the average cash and kind income for the period before and after the harvest. Write them on flip-charts.
2. Develop three prototype lists of the expenditures of an average household by asking participants to give detailed information about their costs in cash and kind. Write them on flip-charts.
3. Discuss the lists of income and expenditures together with the members of the water committee. Behind each item on the lists, note who earns or spends it (husband, wife or both).
4. Draw some conclusions on the role of women and men in financing household expenditures.
5. Discuss the costs involved in operation and maintenance of water supply and/or a sanitation facility.
6. Operation and maintenance costs for water and/or the costs of a sanitary facility will be added to the list of household expenditures. Have the female and the male committee members discuss separately who could and should pay for what?
7. Ask both groups to present their opinions and discuss them until you reach a solution which is acceptable to all.

What materials and how much time do you need?

- Flip-charts and feltpens.
- Information on actual costs for operation and maintenance and construction materials for the sanitation facilities.

You need about three sessions of a few hours, each.

Other important information

Keep in mind that joint financing by women and men is also possible; certain cost items being paid by women and others by men. On the next page you find an example of a list of operation and maintenance costs for a gravity water supply system in Bhutan.

Tool 4f describes that in some cases newly built water supply facilities create possibilities for women to start up income-generating activities. If profit is being made using (part of) this profit for operation and maintenance of the system could be considered.
Other possibilities for fund raising for operation and maintenance include organizing cultural shows, bingo socials, sports contests. Permission from officials may be needed for these types of activities, and responsibility should be with a (water) committee.

Women's and men's views on financing

"Women want to collect small amounts of money on a regular basis, whereas men prefer to pay a large amount once after harvesting. Women spend the money on necessities, whereas men often go for larger, prestigious things."

Case by Reema Nanavaty, from India

"Women prefer to deposit the maintenance fund in the bank, whereas men would like to use it for giving loans. Through consultation it was decided to put the money in the bank in the name of a group of four people, two men and two women. Whenever money is to be drawn from the bank the signatures of at least one man and two women are needed."

Case by Bhim Ale, from Nepal

Maintenance costs in Bhutan

"The Bhutanese government agency provided a broad guideline for setting up a maintenance fund. This facilitates community discussions and decisions regarding the contributions from community members.

- *The maintenance fund is meant for compensating the caretakers and the*
- *purchase of spare parts.*
- *The caretakers may be compensated in kind or cash. If in cash it can be assumed that a caretaker will work for 2 days in a month at the rate of US$ 0.75 per day. This will mean that for 2 caretakers per water supply system there is a total expenditure of US$36 per year.*
- *For a gravity-fed water supply system, having five public tapstands and covering about 30 households the cost of spares for minor repairs are estimated to be:*

5 m of pipe	*= US$ 1.50*
2 tapstand valves	*= US$ 1.50*
Washers	*= US$ 0.50*
Miscellaneous	*= US$ 0.50*
	US$4.00

This means that the community as a whole will have to contribute a total of US$40 for maintenance funds per year.
The community is asked to discuss:
- *If the whole amount has to be collected from the community members at one time or if people may pay in instalments.*
- *When to collect, in advance or as and when needed.*
- *Who will collect and keep the accounts.*
- *Where to keep the money (the community is informed that if they choose for a bank account, training will be given).*
- *What needs to be done if a community member does not pay.*

The decisions made are documented for the purpose of monitoring of maintenance.

From the previous pages it becomes clear that it is also necessary to discuss which gender is going to pay for what, and the gender aspects of making a man or a woman the scheme's treasurer."

Case By Dorji Choden, from Bhutan

Gender aspects not jet considered

"In Yemen each village household has to pay for the water they use. The price is fixed by the village men and covers costs of salary for the maintenance technician, the purchase of spare parts, tools and diesel, and transport costs. Men appear to be fully responsible for payment of the water tariff Women do not pay, but also do not know and have no influence on how this money is used."

Case by Annette Kuipers, from Yemen

4e.
INCREASING WOMEN'S SELF-ESTEEM THROUGH ECONOMIC ACTIVITIES

How are you going to do it?

Make women feel confident to take part in community-level decision making and at the same time motivate and enable them to contribute to operation and maintenance activities and costs.

Sometimes the provision of water offers scope for women to start up income-generating activities. However, a number of conditions need to be fulfilled to make these activities successful. The water supply system should enable time savings, there needs to be a market for the products the women choose to produce, production should not have a negative impact on the environment, etc. Good research is needed before starting any activity.
The impact of income-generating activities may include higher self-esteem of women, a more respected position for women in the community and increased family welfare. If women are conscious of the link between improved water supply and income generation you may also expect a commitment from women to contribute to operation and maintenance activities and costs.

What do you want to achieve?

a. Women who are empowered and who become active and respected members of the water committee in their community.
b. Increased capacity to pay for operation and maintenance.
c. Improve maintenance of the facilities.

What steps are you going to take?

1. Meet with various community groups and with groups of women to find out the need for economic activities and to get a feeling about existing socioeconomic structures.
2. Identify the skills of local women and identify conditions to be fulfilled to make an income-generating activity work, eg. a regular and sufficient supply of water, sufficient raw materials, customers for buying the food, someone to mediate between the community and the customers, having quality control and credit facilities.
3. Make a first assessment with the women about the possibilities to generate income with their skills.
4. Do market research to check your own assessment, if possible with the assistance of an economist or market researcher.
5. Also check possible environmental and social impact of the income-generating activities the women have in mind, again using relevant expertise.
6. If everything looks promising, make a work plan with women who are interested in a pilot period and an inventory of their need for training. Also discuss this plan with relevant men in the community.
7. Assist the women, where necessary, to carry out the work plan, i.e. to procure raw materials, to produce the product, to get the product to the market and to put the earnings on a bank account. Specific training activities can increase their managerial capacities and improve the quality of their products.

8. When the pilot period is over, evaluate and adapt the way of working where necessary. Discuss the possibility of using part of the money earned for services the women value (water, sanitation, education, etc.). Also discuss the side effects of their income earning, such as increased respect from men, men feeling threatened, and if their newly acquired skills can also be used in different settings.
9. Discuss the results of the pilot period with community leaders and other men, including the side-effects and the questions how women's newly acquired skills may be used.
10. Agree on a continuation.

What materials and how much time do you need?

- Research data from other government departments.
- Approval from the bank that women may open accounts.

The whole process from getting women interested to join, the research and the pilot phase may take a year or more.

Skills training creates opportunities for women

Other important information

Proper market research and research on environmental and social impact is imperative. Many examples tell how insufficient research can cause income generation activities to fail. When doing research make use of (local) expertise and look into history. The same type of economic activities may have been tried and failed in the same or a neighbouring community a few years ago!

It may take some time for women to be convinced about the possible benefits of their efforts, in particular when investments other than their own labour are to be made. They may also be hesitant because they do not think they can do it! You may therefore have to come back several times before they get really enthusiastic. Often when working with a group, one or two women will emerge who would make excellent water committee members.
Also be prepared for resistance from men. Your ideas may turn their thinking upside down. In case this happens you may want to first have discussions with influential men, who could help you to convince others about the benefits of your activities with the women.

Women got a say

"The Santalpur water supply system series a large number of villages in a desert region, where droughts occur frequently. Women spend four to five hours collecting fodder and firewood. As a result of the newly built water supply system women saved a fair bit of time and energy. However, although the villages had water, there were no possibilities for employment. This forced the inhabitants to migrate to other areas and hence there was no community to use the water supply scheme. Through the intervention of SEWA women organized themselves around economic activities. In the process of setting up their business their decision-making capacities increased. This helped them to identify women with local leadership who could play an active role in water committees. It also motivated the women in the communities to participate more in decision making concerning public affairs like water supply and sanitation. The activities also improved the economic status of households and their capacity to contribute towards costs of operation and maintenance. This is positively affecting the viability and the self-sustenance of the system."

Case by Reema Nanavaty, Gujarat, India

4f.
BOOKKEEPING FOR MANAGEMENT

How are you going to do it?

Develop an appropriate financial management system.

It is becoming common practice nowadays for communities to manage their water supply systems and pay for operation and maintenance costs. For that purpose a water committee often gets the task of collecting money from community members. The committee then has to make sure that the money is spent well and that community members remain satisfied and willing to pay. Good bookkeeping and accountability for financial management are useful tools to monitor financial activities. Project staff therefore need to make sure that the water committee becomes capable of keeping books and of running a financial management system. In many cases it is the women who pay operation and maintenance costs. Their opinion on how financial management should be arranged is of utmost importance. Experience also shows that women are most trustworthy when it comes to handling funds. They may therefore need to get a prominent task in the financial management system.

What do you want to achieve?

a. Capacity and motivation within the water committee to keep records of incoming and outgoing money for operation and maintenance.
b. Confidence among community members that their money is well spent.

What steps are you going to take?

1. Get together with the water supply committee and discuss the importance of bookkeeping for managing a water supply system.
2. Ask the committee members to write on strips of paper possible problems that may occur due to mis-management of money collected from community members.
3. Stick all strips of paper on a flip-chart and discuss now each of the problems come about and the consequences.
4. Discuss possible actions that can be taken to prevent the problem situation. Also write those actions on strips and stick them next to the problems.
5. Brief the committee members on useful tools like financial guidelines, bookkeeping and regular feedback (accountability) to community members. Show some examples while doing so.
6. Elicit from the participants the books they would like to have and/or the formats they want to develop to ensure that their financial activities are well documented and transparent.
7. Divide the committee members in small groups and ask them to:
   a. list the financial guidelines for the water committee.
   b. prepare an outline for bookkeeping formats.
   c. prepare any other tool they think can be useful for financial management.
8. Ask the small groups to present their ideas and agree with the whole committee on the final output. Have the committee divide the tasks related to financial management.
9. Ask the committee to present their financial management plan to community members to ensure transparency.
10. Arrange to find out from the committee members and community how the management system works and help them adapt it if needed.

What materials and how much time do you need?

* Paper and feltpens.
* Flip-charts.
* Examples of bookkeeping forms.

The meeting with the water committee members may take a number of hours.

Other important information

This tool may be used before or after a community fund is established. When done after the establishment of the fund you may ask some community members to join the discussion. However, in case you expect mis-management of funds to have taken place, be prepared that an atmosphere of accusing each other may develop. Try to prevent this by giving members of the water committee and community members equal chance to talk and by mediating in case of conflicting opinions. Keep in mind that transparency and trust are key words when it comes to financial management of community funds.

Who to hold the purse

"In the Philippines it was found that women prefer a fellow woman to be the treasurer of a water supply fund because of her honesty."

Case by Ruthy Libatique, from the Philippines

4g.
SELECTING THE RIGHT TECHNOLOGY

How are you going to do it?

Ensure that the water supply technology used is also to the satisfaction of women.

Water supply and sanitation projects tend to use standard technologies. These technologies do not necessarily suit the community you work with. Maybe the community members are willing to pay a bit extra for a higher service level. Maybe women would love to stretch their backs and do the laundry on a lifted washing plate. Technology selection needs to be done in a participatory way and since women are usually the main users of the facilities their opinion is most important. Conflicts may arise, for example, if women would like to spend a bit more than men to get a higher service level. Efforts then need to go into convincing men about the benefits of the higher service level, for their wives, for their families and also for themselves.

What do you want to achieve?

a. Use of a technology that suits women's needs as much as possible.

What steps are you going to take?

1. Get together with a group of women and discuss the purpose of your meeting.
2. Discuss the present water points and their positive and negative aspects. List them on a flip-chart.
3. Discuss the community's request for an improved water supply system and ask the women what benefits they expect from the improved system. A more general discussion on water use may trigger some more ideas. You could use drawings or photos depicting water uses to stimulate the discussion. List all ideas on a flip-chart and compare the results with the flip-chart made under point 2. You will probably see that these benefits include the positive aspects and solutions to the negative aspects of the existing water points.
4. Explain that the technology that will be used will determine to what extent their expectations will be met. Their input in the discussion on technology selection is therefore very useful.
5. Discuss the following criteria which a water supply system should meet. Use drawings to illustrate the criteria.
   - Technically feasible
   - Meets the needs of the users
   - Environmentally sound
   - Not too complicated to maintain
   - Within financial reach of community members

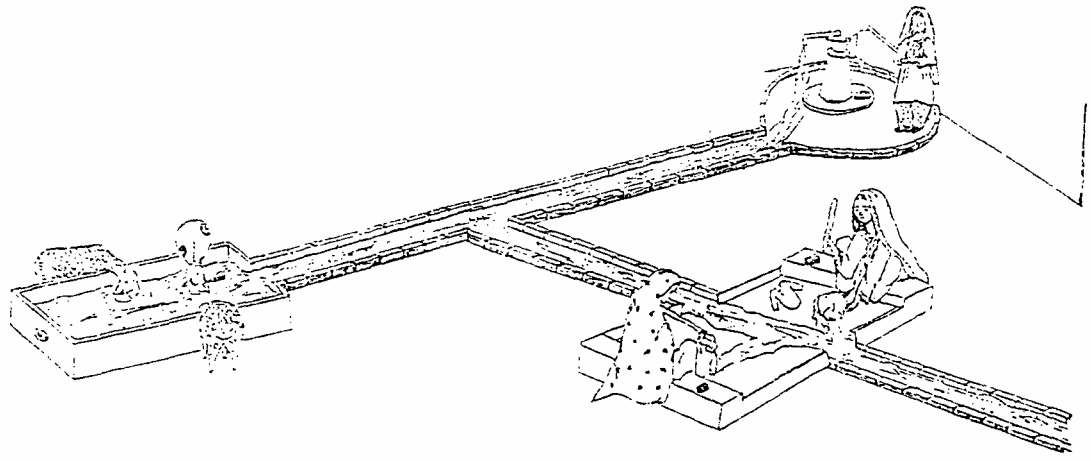
   Stimulate the women to come up with examples of where these criteria have not been met. Also illustrate the importance of the criteria using the examples from your own experience. Together you may come up with additional criteria.
6. Show drawings of those technology options that are technically feasible. Discuss each of the options in relation to the other criteria. Make sure you provide sufficient information for the women to form opinions about each of the options. Visualize the discussion as much as possible (see example on the next page).

7. When discussing if the options meet the needs of the users, show drawings of the options with and without additional facilities like a washing slab, a drainage channel and soakpit, etc. Always discuss the options and the additional facilities in relation to costs and labour involved and the consequences for environment, maintenance and management (who will be in charge, etc.).
8. Try to reach a consensus on the most preferred option and the additional facilities.
9. Have representatives of the group take up contact with the men and with project staff to discuss the outcome of the meeting. In case it is not culturally appropriate that women contact men you may do so yourself.
10. Also discuss how the women will be involved during construction, eg. for indicating the most appropriate height of the washing slab, proper curing of the concrete, etc.

What materials and how much time do you need?

- Drawings or an artist who can depict what is said on the spot.
- Flip-charts and feltpens.

Altogether this activity may take a whole day.

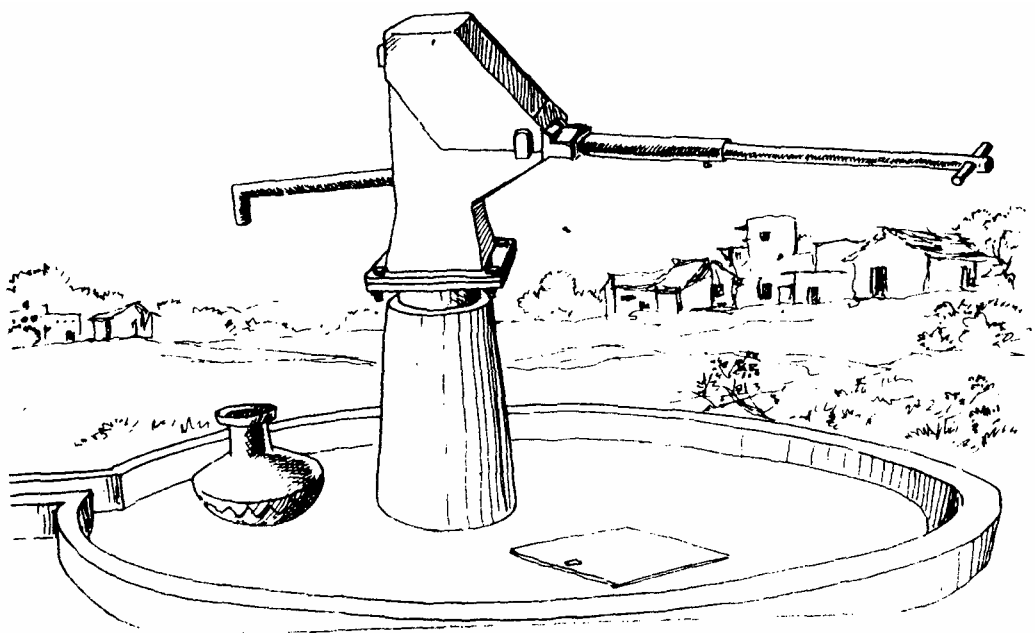


Women, who are often taking care of cattle, may want a special cattle trough

Other important information

Before you start the discussion with the women, you need to make sure that you are well-informed about the technical options possible and about the support that can possibly be given by the project. You need this information in order to be able to be accurate and realistic to the women.

It may be best not to take male staff members to the meeting. As soon as technical matters are being discussed men tend to take over the discussion and to stick to conventional options. This may stop women from freely expressing their wishes and ideas about alternative options. In case the need for small-scale irrigation comes up e.g. for fruit or vegetables, you may have to see whether this need can be met through the drinking water system, or whether other sources can/need to be explored.



A well designed standpost stimulates good up-keep

Chapter 5 Preparing a Community for Operation and Maintenance

It could be argued that it is a bit odd to mention operation and maintenance as a separate project phase. Preparing for operation and maintenance, with activities like selecting and training caretakers, and arranging for a maintenance fund and a maintenance system, usually take place when implementing a project. The actual operation and maintenance, of course, takes place after the project. The same holds true for monitoring of operation and maintenance.

Still, it may be useful to mention preparing for operation and maintenance as a separate phase. Operation and maintenance is crucial for the sustainability of facilities, and women are the first to suffer if facilities fall into disrepair. Therefore we want to give operation and maintenance the importance it needs by dedicating a separate chapter to it. It should however be kept in mind that many issues concerning operation and maintenance will have to be discussed at a much earlier stage in the project cycle. This includes such issues as who to train for maintenance tasks (tool 3c Dividing the tasks of a water committee), what are maintenance and cost implications of the technology (tool 4g Selecting the right technology), and how to finance operation and maintenance costs.

There are quite a number of examples where women play a vital role in operation and maintenance. Special care is needed to prevent them from getting an additional workload when there is nothing in return, leaving them without any net timegain from the water supply system.

This chapter includes tools related to training and income generation.

a. Training for operation and maintenance

b. Spare parts supply by women’s group

5a.
TRAINING FOR OPERATION AND MAINTENANCE

How are you going to do it?

Train those community members who have been selected as caretakers of the water supply system.

For many communities the technology used for the water supply system is a new technology. This implies that the capacity to maintain the system and to carry out minor repairs is not necessarily present. The project therefore needs to train those who have been selected as caretakers. This will also help to clarify roles and responsibilities of women and men towards operation and maintenance and thus help to prevent women living near the facilities from being held responsible for defects not being repaired.

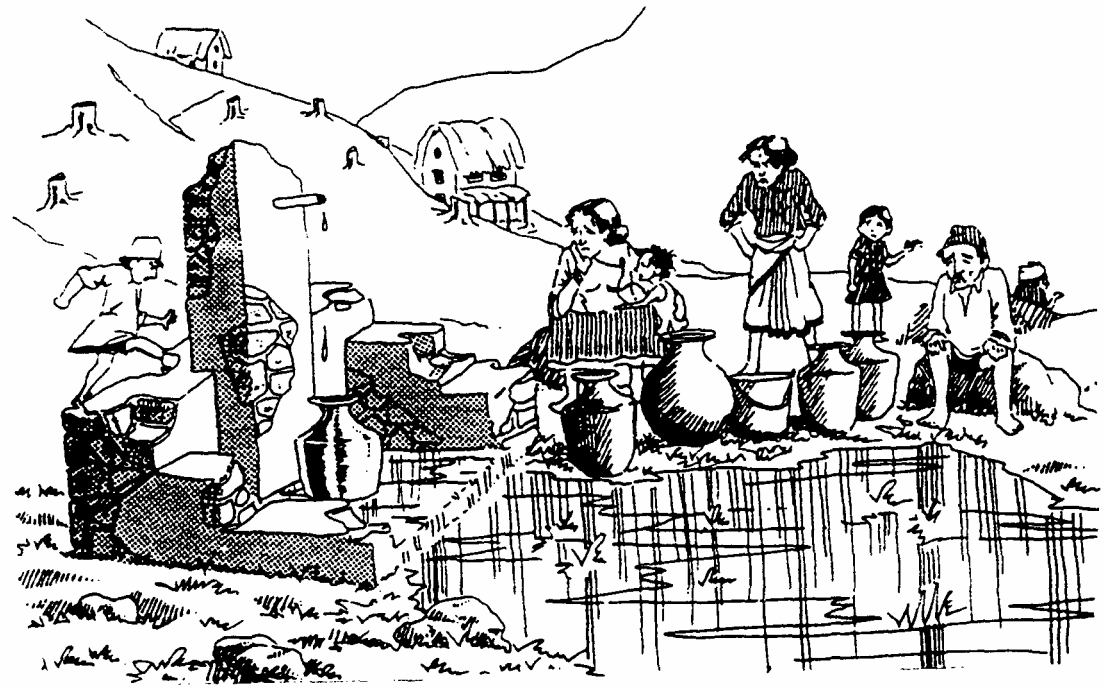
What do you want to achieve?

a. Men and women who are familiar with the different below- and above-ground components of the water supply system.
b. Capacity and confidence at community level for maintenance and minor repairs of the system.
c. Increased clarity within the community on responsibilities towards operation and maintenance.

What steps are you going to take?

1. Discuss the current status of the project, condition of the water supply and sanitation systems, the relation between hygiene education and operation and maintenance, participation of women and men in operation and maintenance.
2. Discuss the roles and responsibilities of all parties involved in operation and maintenance: themselves, community women and men, the water supply agency, the water committee.
3. If there are aspects of the above mentioned items that need clarification, take sufficient time to tackle them before proceeding to the sessions on familiarization with the water supply system and the practicalities of maintenance and minor repairs.
4. Make sure that the project sites to be visited by the participants are prepared and/or ready for the hands-on activity. Discuss with the participants the importance of informing women about when maintenance work is going to be carried out and the consequences for the supply of water. Women may need time to collect more water than usual at one time for storage during the maintenance period.
5. Provide the participants with the necessary materials they need in the practicum such as: notebook, pen, manual and tools for repair work.
6. Together with the participants look into the above-ground components of the system. Assess their condition by observing the various parts. Meanwhile have the participants use this opportunity to draw up a checklist of observation points. Facilitate discussion and exchanges of ideas. When assessing the condition of the facility also look at its environment. Is drainage taken care of? Is the source well protected? Is hygienic handling possible?
7. In case of handpumps assist the participants in pulling and assessing the below-ground components. In case of a gravity flow system also look at and assess the inside of the intake, and the storage and break pressure tanks.

8. Discuss the function of the various parts. Also discuss where breakdowns are most likely to occur and the maintenance needed to prevent breakdowns. Again make checklists.
9. When getting back to the training venue put up the checklists, discuss them and complete them if necessary.
10. Put the list of parties involved (see point 2) next to the list of possible breakdowns and maintenance activities. Discuss for each breakdown and maintenance activity who would be the most suitable party to undertake action.
11. Take a few days to have participants practice repairs and maintenance activities.
12. Discuss their role in the remaining repairs and maintenance activities. This may reveal when to get in touch with a technical agency to report major repairs to be done or to motivate community members to properly use the facilities.



Lack of maintenance leads to unsanitary conditions

What materials and how much time do you need?

* Paper and pens.
* Flip-charts and feltpens.
* Tools, spare parts and samples of facilities.

The training may last three to five days, depending of the water supply technology.

Other important information

If possible involve future caretakers as much as possible in construction activities. This will be an excellent learning activity and a good preparation for their job as caretaker. Female trainers are a help when it comes to training women.
In case you do not feel confident enough to give technical training it will be useful to have a technical staff member assist you.
Roles and responsibilities towards operation and maintenance of all parties involved should also be discussed with representatives of all those parties.

"Repairing handpumps was a man's job until recently in Sri Lanka. When handpumps are installed in village communities and they break down – as much as ten times in two years – the community has to wait for the "specialist" to repair it. Now, through a programme by the Sarvodaya (an NGO), women have been trained and the repairs are done instantly by the women, as they know that otherwise they themselves, who have to suffer."

Case by Vijita Fernando, from Sri Lanka

5b.
SPARE PARTS SUPPLY BY WOMEN'S GROUP

How are you going to do it?

Set up a women's group for spare part supply and minor maintenance.

Water supply and sanitation facilities may create excellent opportunities for income generation for women. Not only will this improve the economic situation of a family, it will also have a positive impact on the self-esteem and status of the women concerned. You may actively pursue the possibilities for income generation. One way to go about it is to invite a group of women to use a revolving fund for the supply of the spare parts, and to be trained in minor maintenance.

What do you want to achieve?

a. Income generation for a group of women in spare parts supply and maintenance of domestic water systems and/or construction of household sanitary provisions.
b. Local capacity to ensure good functioning water supply and sanitation facilities.

What steps are you going to take?

1. Investigate the possibilities for group to obtain a revolving fund from the government or from a bank.
2. Organize about eight women interested in income generation through water supply maintenance or sanitation construction and repairs.
3. Assist the group in getting formally registered and in obtaining the loan or revolving fund.
4. Get a list of spare parts from the agency implementing the water supply project, including information on the quantities required, quality criteria and average prices.
5. Train the women (on the job) in the identification of defects and of the spare parts and repairs needed to remedy these defects.
6. Identify the nearest wholesale supplier of spare parts that meet the quality and price criteria and familiarize the women with this supplier and the purchasing procedures.
7. Discuss what type of support the group may need from the agency or from others. Discuss the support requirements with those concerned and arrange how support will be given.
8. Discuss the training requirements with the women (record- and bookkeeping, setting prices for rendered services, planning, etc.).
9. Arrange for their training.
10. Pay follow-up and support visits.

Similar steps can be taken for other types of income-generating projects, such as construction of latrines, smokeless stoves, soakpits and water reservoirs; well chlorination, etc., as illustrated by the case overleaf.

What materials and how much time do you need?

- The possibility for a group of women to obtain a loan or revolving fund.
- A financing organization to start the project.

The whole process may take a few weeks to a few months, depending on the length of registration procedures etc.

Other important information

You may choose to only work with poor women. You will then need to carefully describe what you mean by poor and how you are going to verify that. In case the wholesale supply of spare parts is not privatized, arrangements need to be made with the agency taking care of this.

The cases on the next page show that there is a variety of possibilities for income generation related to water supply and sanitation. The training should be preceded by setting up a support system for the group. Support may include technical advice and major repairs.

Women earn income as mechanics, well chlorinators and latrine builders

"In Gujarat (India) 20 people, including a group of 9 women, were trained to become maintenance workers. For various reasons only the group of women continued its maintenance work. Although the women were very keen to continue, their work came to a stand still after 1 1/2 years because of the inability of the agency to support them any longer. In collaboration with the technical agency the Support Unit of the programme is looking for alternative, more viable ways to support the maintenance group."

Case from Reema Nanavaty, from India

"In Kerala there are a lot of open wells in the rural areas. Since water supply schemes are not sufficient in quantity and efficiency, villagers still depend a lot on well water for all purposes. The need for protecting traditional sources became a necessity and individual households needed to be educated and equipped to maintain their wells.The POTWAS project (Protection of Traditional Water Sources) was set up, which has the following objectives:

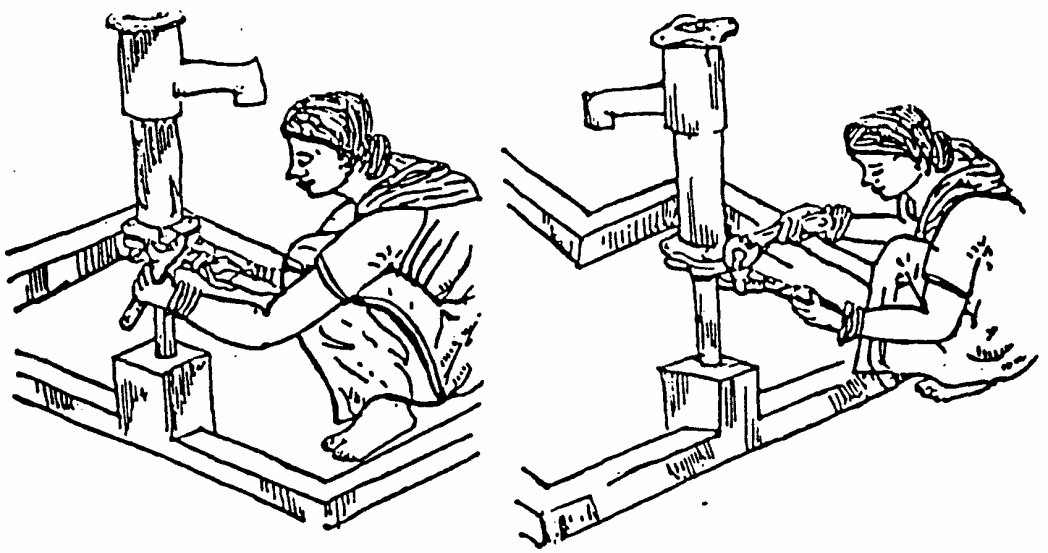
- *awareness-raising about water-borne and water-related diseases and promotion of hygienic behaviour;*
- *ensuring chlorination of wells as a measure to protect well water.*
- *empowerment of women through employment and income generation.*

Young women belonging to a women's association which got actively involved in water and sanitation-related activities of the Socio Economic Unit were chosen to form the POTWAS Unit. They were given orientation and training in technical aspects of well chlorination and in communication skills. Bleaching powder could be purchased in bulk from the factory.
Households pay for a packet of bleaching powder and for the seivice delivered by the women. Each of the "promoters" is thus able to earn an average of As. 25-30 per day. Their self-confidence also increased."

Case by Thresiamma Mathew, from India

"Through PROSHIKA women's groups in Bangladesh set up nurseries for homestead gardening, growing tree saplings, etc. These activities are integrated in the WATSAN programme, since they need water sources for minor irrigation. In this way women get involved in the water project, but are also employed. Family welfare and the status of the women increase."

Case by Mosharref Bhuyian, from Bangladesh



Being a caretaker allows women to earn an income

"Project staff in Kerala took up the challenge to change the traditional role of women as helpers in the construction work to actual masons holding and using the masonry equipment. About thirty women helpers are trained and employed full-time in the production of cement blocks, construction of low-cost twin-pit latrines, working independently and earning the same wages as men. They are now in the process of getting registered as a women masons cooperative, so they can stand on their own feet. The exploitation by contractors, who used to make them work very hard and carry heavy loads for very low payment, has come to an end. In their present job the women are treated with respect and esteem by households, other women, the general public and by officials. Some women are also hired to construct bathing rooms, toilets, cachets, go-downs, compound walls, etc. A group is presently employed in a joint project with the fisheries department in the construction of latrines for fishermen."

Case by Thresiamma Mathew, from India

Chapter 6 Monitoring and Evaluating Project Progress and Impact

Usually monitoring takes place throughout the project and is meant to find out whether the project goes according to plan and whether adaptations in the programme or the way of working are needed. Evaluations take place either years after project completion or mid-term to get a view on the project's effectively and efficiency. Monitoring and evaluation complement each other and should tell us whether we are doing the right things in the right way. In order to give a value to monitoring and evaluation data we need a good idea of what the situation in the project area was before we started our project. For this purpose we can use methods mentioned under Chapter 1.

Often only physical outputs of a project are monitored and evaluated. Monitoring and evaluating, the use of facilities, community participation, the impact of health education etc. are less common. A reason for this may be that qualitative measurements are difficult. Project monitoring and evaluation needs to be gender-specific. Not only because the participation of and impact on women and men might differ considerably, but also because women and men may come up with different answers to the same questions. Community members can play a role in monitoring and evaluation by collecting and interpreting data, by suggesting project adaptations where necessary and even by monitoring indicators. Monitoring should be simple, to the point and quick (we often tend to collect too much data). Monitoring can have a very stimulating impact on both project staff and community members, since it can clearly show the progress being made.

The following tools are included in this chapter

a. Monitoring the project's impact on women

b. The village water book

c. Development of indicators

d. Monitoring use and maintenance of latrines

e. Partners in evaluation

6a.
MONITORING THE PROJECT'S IMPACT ON WOMEN

How are you going to do it?

Make the monitoring system gender-sensitive.

Is has already been said: women and men are different and this has consequences for the way you plan and implement a project. Also the project impact will differ for women and men. Men may be assigned some paid jobs related to construction and thus provide them with some extra income, whereas women voluntarily prepare food. Water supply facilities may save women's time, but also have as a result that men and children do not help them to carry water any longer, leaving their total amount of time spent on water carrying unchanged.

It is important to collect data that give gender-specific information, so these types of things are revealed. This will allow you to propose adaptation in project planning and implementation and to prevent further negative impacts on women.
However, if the project applies a gender-sensitive approach, a gender-sensitive monitoring system may reveal a very positive impact. Such data can be used to convince policy makers to apply a gender approach on a larger scale.

What do you want to achieve?

a. A monitoring system that also looks at the impact the project has on women.
b. Identification of possible improvements of the project in order to make women's involvement more meaningful and to prevent a negative impact of the project on women.

What steps are you going to take?

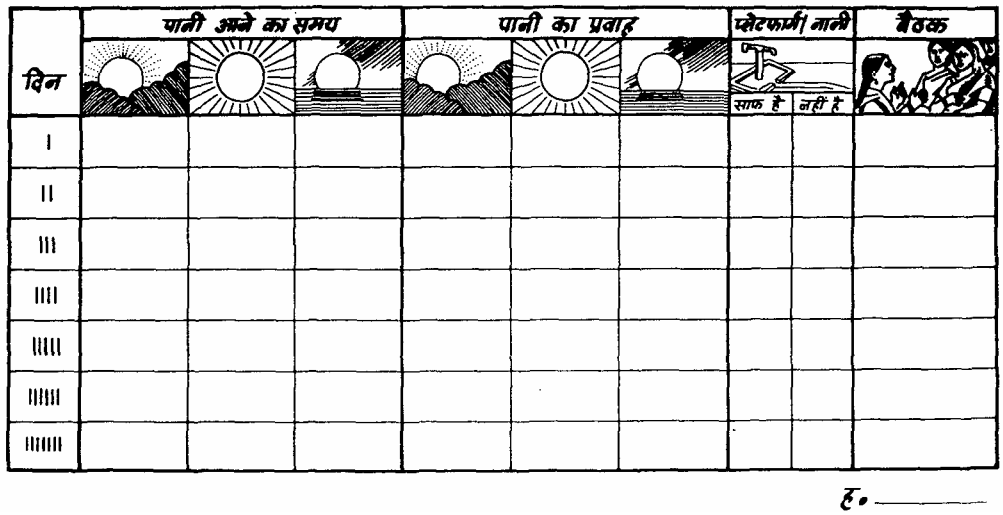
1. Identify the mechanisms used in the project for enhancing women's participation and improving their conditions.
2. Formulate some guide questions that will help the monitoring team identify the indicators necessary to monitor impact of the WS project on women's conditions and position.
3. Develop indicators based on the guide questions and using data collected before the start of the project eg.:
    a. Has the project increased the number of women who participate in the project?
    Indicator: number of women participating in project meetings.
    b. Has the project increased the level of women's participation in the committees and in trainings?
    Indicator: number of women occupying important positions in water supply committees.
    c. Has the project decreased the workload of women with regards to water collection (using the data gathered from the "activity profiling" scheme)?
    Indicator: number of hours women spend on water collection.
    d. Has the project created opportunities for women to engage in other income-generating activities?
    Indicator: number of women who were able to enhance their various means of livelihood eg. in jobs, homecrafts, vegetable growing, animal raising, due to the improvement in the water supply condition.

4. Integrate the indicators in the already existing standard monitoring forms.
5. Try out these indicators and adapt them if necessary.
6. Take corrective action in case monitoring reveals that the project does not accomplish the project objective towards women or that the project has a negative impact on women. In that case corrective action should be taken.

What materials and how much time do you need?

- Existing monitoring forms.
- Data on the position of women and their living conditions. Formulating the indicators and adapting the forms may take a few days.

Formulating the indicators and adapting the forms may take a few days



Monitoring water collection patterns and women's participation in the project

Other important information

This tool looks specifically at improving the monitoring system by including questions and observation points related to the impact of the project on women. However, the impact of the project on, for example, the community as a whole and on the environment should not be neglected.

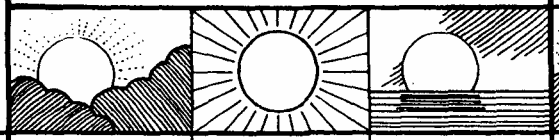
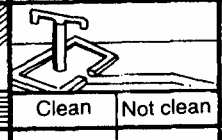
Monitoring and indicator development may also be done by community members. In that case a dialogue needs to take place between you and community members on women's involvement and their position and on project objectives related to women. Care should then be taken that the indicators are clear and simple enough for them to use.

Whatever monitoring system you choose, feeding back information to the community members is extremely important. Not only do they have the right to know how the information they give is being used, they may also have excellent suggestions related to the monitoring results.

DISCHARGE OF STANDPOSTS

(collected by the water committee)

VILLAGE: STANDPIPE:
WATER COMMITTEE CHAIRMAN: DAY: MONTH: YEAR:

DAY	TIME WATER IS BEING SUPPLIED			FLOW OF WATER			STANDPIPE PLATFORM		MEETING
							 Clean	Not clean	
I									
II									
III									
IIII									
IIIII									
IIIIII									
IIIIIII									

Flow: fast (|||) medium (|) yes ( ) no (X)

Monitoring form used in Uttar Pradesh to monitor conditions of the standpipe

6b.
THE VILLAGE WATER BOOK

How are you going to do it?

Make monitoring interesting for community members.

Monitoring is a very important aspect of a project. It enables you to measure progress and to find out where adaptations in the approach are needed. It is often thought that monitoring is a task for project staff. They visit the project time and again with questionnaires or checklists to see whether progress is being made. However, too often their observations are limited and the information gathered is not shared with the community members. Developing a village water book will help you to raise community members' interest in project progress and will create a sense of ownership.

What do you want to achieve?

a. Awareness and a sense of ownership among community members concerning their water supply system.

What steps are you going to take?

1. Enable a group of village men and women to take pictures or make maps and drawings of the pre-project situation during the baselin$_1$ study.
2. Produce the first few pages of the Village Water Book[2] using these pictures or drawings with community members and add information on the watershed area (see Environmental Assessment tool 2d). Make your pictures or drawings also show the roles of women and men.
3. Use this material in a meeting to create an awareness among community members about the existing situation with relation to water supply and sanitation and the community's place in the water cycle.
4. Monitor all project activities and continue making pictures or drawings. Discuss with community members what kind of photos or drawings should be made.
5. Assist community members in producing additional pages of the Village Water Book, using the photos or drawings and adding text to explain how the photos and drawings relate. Positive and negative events or aspects may be pointed out, for example related to labour available for construction, location of water points and fund-raising.
6. Continue this process during the project cycle.
7. Discuss with groups of women and men the contents of the Village Water Book at regular intervals. Try to find out if community members are satisfied with what is happening in the village and whether workplans need to be adapted.
8. Show the book to visitors, also if it is not yet finished. Community members will feel proud to show their project, and showing the book to others and explaining what is in it may evoke useful discussions.
9. Make sure that suggestions for adaptation of the workplan are followed up.

[2] When the 'book' is a set of loose-leaf photos/drawings and descriptions it can also be used in village exhibitions

What materials and how much time do you need?

- Photo camera or drawing materials.
- Typewriter.
- Stationery to make the book.

Women may write their own contribution for the Village Water Book

Other important information

Often it is not possible to have photos developed and printed on a regular basis. In that case you may opt for drawings. It is then important that you can hire an artist and that you make sure that s/he depicts the real situation, with existing houses, trees, people, etc.
Copies of the book should be available and accessible to both women and men.

6c.
DEVELOPING INDICATORS

Developing good indicators is not easy. Major criteria are that they are directly related to your project objectives, that they are objective and as much as possible independent of developments outside the water and sanitation project, and that they measure what you think they measure. For example, the gender approach you apply may have an impact on school enrolment of girls. However, it is no use to take up school enrolment of girls as an indicator, since school enrolment of girls is dependent on many factors outside your project and it is most probably not one of your project objectives. In a project in Gujarat women's names were listed as water committee members, but they had been appointed by male leaders; often did not know what the committees were about; and did not play any active role.

EXAMPLES OF GENDER-SPECIFIC INDICATORS FOR CHANGE DUE TO A WATER AND SANITATION PROJECT

- Time saved per woman/man, girl/boy.
- Number and quality of female leaders in the community related to water and sanitation issues.
- Participation ratio per sex in water supply and sanitation activities and in improved hygiene practices.
- Percentage of men carrying water/giving children a bath/or helping them to go to the toilet and washing their hands afterwards.
- Percentage of complaints (handpumps/taps/pipes disfunctioning) made by men/women.
- Percentage of female/male caretakers.
- Percentage of women active in income-generating activities.
- Increased mobility of women (means of transport used, range of meetings attended).
- Is a more comprehensive approach developed for the water supply and sanitation programme, eg. taking into account resource protection, the impact of the programme on water resources, the macro/micro situation of women.
- Percentage of women from conservative groups, low castes, religious or ethnic minorities, etc. participating in the project.

Monitoring may reveal that the communal water taps are not used by certain groups of women. In that case you need to find out why this happens and look for ways to change this situation.

Monitoring may also reveal that in the course of a project women start spending more time on water carrying than right after implementation of the facilities. Investigation into this may show that water from the system is also being used for irrigation. When the design cannot accommodate it, this use can make the supply of drinking water very irregular and unreliable. Knowing such effects helps to solve the problem women encounter.

Water serves various purposes

"It was found that a newly-built water supply system was also being used for irrigation purposes. This led to an insufficiency of drinking water, which made women's task of drinking water collection more difficult. To solve this problem the matter was discussed with male members of the community. They suggested to revive traditional sources for irrigation purposes."

Case by Reema Nanavaty, from India

The percentage of men cleaning the latrine is a gender specific indicator

6d.
MONITORING USE AND MAINTENANCE OF LATRINES

How are you going to do it?

Gender-specific monitoring of latrine use and maintenance

Many water supply and sanitation programmes include the construction of latrines. Like the functioning of water supply systems the use and maintenance of latrines needs to be monitored. Monitoring may reveal that latrines are being used as storage place, for example, for firewood. In other cases latrines are not kept clean enough, which makes them a health hazard rather than a facility contributing to improved health. These types of discoveries indicate that our approach and methodology concerning motivating community members to construct, use and maintain latrines need adaptation.

It is important to collect gender-specific information. Behaviour of women could be different from behaviour of men, women and men sometimes have different perceptions, and the impact of a programme may be different for women and for men. Also this information can help to judge whether the approach and methodology applied need adaptation.
Good monitoring requires observation and communication skills and training.

What do you want to achieve?

a. Gender-specific forms for monitoring use and maintenance of latrines.
b. Monitoring capacity at community level.
c. A gender-specific view on use and maintenance of latrines in a particular community.

What steps are you going to take?

1. Get together with those responsible for monitoring use and maintenance of latrines; they may be members of the water committee.
2. Ask them, one by one, to tell how they think latrines are being used and maintained. Write keywords on a flip-chart.
3. Look at the outcome. You will probably find a variety of opinions, even though all group members live in the same community. Data on use and maintenance of latrines has not been collected systematically, so no one knows exactly what the situation is.
4. Discuss what happens if there is no clear, common view on the existing situation. A result is, for example, that one cannot really target hygiene education. People not using latrines require different hygiene education than those not keeping their latrines clean.
5. Discuss the importance of monitoring and the importance of looking at the same things and using the same standards when monitoring. Also discuss the importance of asking and observing both women and men when monitoring.
6. Jointly develop a list of so-called indicators that could tell us if latrines are being used and/or well-maintained (see under Other important information).
7. Draw up a checklist or questionnaire using the indicators. A filled-in checklist or questionnaire should give you a good indication of the use and maintenance of a latrine.

8. Discuss how to approach households to be visited for monitoring. A major point to be discussed is that one should avoid creating the impression that monitoring is meant to criticize.
9. Ask the water committee members to visit a few households for latrine monitoring in pairs of two.
10. Ask them to report their findings, both concerning the use and maintenance of the latrine, as well as concerning their contact with the members of the household and the use of the monitoring form.
11. Discuss the importance of meeting community members regularly about the monitoring findings. In this meeting the water committee should first highlight positive findings and then look, with community members, for ways to solve problems that may have been revealed.
12. Ask the water committee members to prepare and convey a meeting with community members and give feedback on their performance.

What materials and how much time do you need?

- Flip-chart and feltpens.
- Examples of monitoring forms.

Other important information

When developing indicators make sure that they are gender-sensitive.
If you want to get gender-specific information by asking and observing women and men separately, it may be necessary to have a female monitor talk with women and a male talk with men.

Try to avoid words like “clean” and “smooth” (for example when looking at the condition of the latrine slab). Different people apply different standards to what is clean and smooth. They are so-called subjective. Even one person may apply different standards in different situations. To prevent the application of different standards words like “clean” and “smooth” need to be specified. “Clean” may mean: without faeces laying around. “Smooth” may mean: without cracks in the concrete. Using these specifications reduces the risk that latrines in similar conditions are judged differently.

Please note that a similar exercise can be done with regard to use and maintenance of a water supply system.

6e.
PARTNERS IN EVALUATION

How are you going to do it?

Evaluate the project with community members.

Often too little time is taken to look back, while this is an important thing to do. On the one hand we want to see whether the project achieved what was planned within the estimated costs. On the other hand it is useful to look back at the strategy we followed and the processes that took place, for example to find out if women are satisfied about the way they have been involved in the project. We may learn a lot from these experiences and either decide to replicate our approach in a next project or to adapt it. This is valid for the project as a whole and for our gender approach in particular. Community members have been our partners in project planning and implementation. They should therefore also be partners in evaluation. We know that women and men may have different perceptions and experiences. The evaluation method you apply should be such that there is enough room for both air their views.

What do you want to achieve?

a. A good view on the overall accomplishments of the project viz-a-viz the formulated or set objectives and activities.
b. Identification of the problems encountered, how these problems were managed, and the lessons learned from the project, with special focus on women's and men's participation in the process.

What steps are you going to take?

1. Review the project background, its objectives and activities with project staff and community members.
2. Give an overview of what the evaluation is all about. Divide the participants into small groups of about five people. Ask the groups to discuss the following questions:
    a. Has the project accomplished its objectives? (Use the project objectives as reference. Visualization in drawings will help discussions.)
    b. How were these objectives achieved? Was the way of working satisfactory?
    c. Was sufficient attention given to differences between women and men?
    d. What were the problems encountered during project preparation, planning and implementation?
    e. How were these problems solved?
    d. Suppose you were to advise staff of other projects or other communities on project preparation, planning and implementation. What would you say?
3. Request the groups to choose a form they would like to use to present their opinions (theatre, song, drawings, flip-chart etc.) and to prepare a presentation.
4. Ask each group make their presentation and allow others to ask questions about what they see and hear.
5. Jointly identify key points and write them on a flip-chart.
6. Give a synthesis on the overall activity with emphasis on the lessons learned and recommendations for future projects. Focus on lessons learned and recommendations concerning the role of women and men and their partnership.

What materials and how much time do you need?

- Flip-charts.
- Feltpens.
- Copies of project document.

Depending on the size of the community this activity may be carried out at neighbourhood level. For each neighbourhood the evaluation may take four hours.

Other important information

A village walk may be part of the work of the small groups.
People may not always think of new ways to present their views. However, during the project you may have had a chance to expose them to some innovative ways of working.

"It is well known that in many instances water collection has an important social function for women. It allows them to be together, to chat with each other while on their way to the water source and waiting for their turn to fill their water containers. Having a water system near the house may deprive women of this possibility to be amongst themselves, undisturbed. Group formation around income-generating activities provides new opportunities for women to be together."

Case by Reema Nanavaty, from India.

ANNEXES

ANNEX

A: Getting to know the authors of this manual

Bhim Ale from Nepal.
Bhim is a rural sociologist and works as Programme Coordinator with the Self-Reliant Water Supply and Sanitation Programme of the Swiss organization HELVETAS in Pokhara. “I am a Programme Coordinator by official identity, a Rural Sociologist by educational identity, but I consider myself as a Community Worker.”
Her address: SRWSSP-Helvetas, P.O.Box 204, Pokhara, Nepal.

Diana Arboleda from the Philippines.
Diana is a social scientist and works as Deputy Head of the Training Network Centre of the International Training Network (ITN) in the Philippines. In this capacity she is also trainer in community participation. Besides her work she studies Women and Development at University of the Philippines.
Her address: Training Network Centre, 4th Floor, LWUA Building, Katipunan Road, Balara Quezon City, Metro Manila, The Philippines.

Mosharref Bhuyian from Bangladesh.
A graduate in library science, Mosharref holds a postgraduate diploma in Environmental Science and Technology. He is Programme Coordinator for the water supply and sanitation projects of Proshika. In this capacity he also develops and innovates hardware and software materials.
His address: Proshika Water Supply and Sanitation Programme, G.P.O.Box 3149, Ramina, Dhaka-1000, Bangladesh.

Eveline Bolt from the Netherlands.
A health educator by profession, Eveline works at IRC International Water and Sanitation Centre in the fields of hygiene education and women’s involvement. She was facilitator of the workshop.
Her address: IRC Water and Sanitation Centre, P.O.Box 93190, 2509 AD The Hague, The Netherlands.

Dorji Choden from Bhutan.
Dorji is a graduate in civil engineering. Within the Public Works Department she has worked in various fields, such as design and estimates of buildings, water supply, roads etc. Presently she is involved in programming, planning, designing and monitoring the rural water supply and sanitation programmes funded by UNICEF.
Her address: Urban Water Supply and Sanitation Department of Works and Housing, P.O.Box 129, Thimpu, Bhutan.

Vijita Fernando from Sri Lanka.
Vijita is a journalist, working as an independent consultant. She has been writing a lot about the water sector and about the role of women in this sector. On the request of the NGOs’ Water Supply and Sanitation Decade Service, IRC’s partner in the organization of the workshop, Vijita acted as co-facilitator of the workshop.
Her address: do NGOs’ Water Supply and Sanitation Decade Service, 29 1/16 Edward’s Avenue, Colombo 06, Sri Lanka.

Maria Cristina Gonzalez from the Philippines.
Cristi graduated in sociology and political science and is a Planning Officer at the National Commission on the Role of Filipino Women, a policy-making body of the government, on women's issues. She provides assistance to government bodies and conducts orientation trainings on gender-responsive development planning.
Her address: National Commission on the Role of Filipino Women, 1145 J.P. Laurel Street, San Miguel, Manila, The Philippines.

Anberiya Hanifa from Sri Lanka.
Anberiya studied economics and development studies. She is Women's Participation Advisor of the Technical Assistance Team in the Social Welfare Programme in the plantation sector. This Social Welfare Programme is an integrated approach to housing, water, sanitation, and maternal and child care.
Her address: Technical Assistance Team ifi, 46/5, Nwam Mawatha, Colombo, Sri Lanka.

Annette Kuipers from the Netherlands
Annette has a long experience in the health care sector as Health Care Manager/Public Health Nurse. She now works as coordinator of the Women, Health and Small Scale Research Section of the Netherlands Support Rural Water Supply Department Project.
Her address: Netherlands Support RWSD Project, P.O.Box 87381, Dhamar, Yemen.

Joanne Leestemaker from the Netherlands.
Joanne is a geographer, working as Programme Officer/Natural Resource Manager with the FAO in Sri Lanka and the Maldives. As such she is involved in regional planning and applied demographics for water resources planning. She also facilitates a Sri Lanka Professionals Network on Women and Rural Development.
Her address: FAO, 202 Buddhaloka Mawatha, P.O.Box *1505*, Colombo, Sri Lanka.

Ruthy Libatique from the Philippines.
Ruthy is a communications specialist and Deputy Executive Director of a foundation that wants to provide the population with access to health information, technologies and products. Through her involvement in the International Training Network she also has a lot to do with the water and sanitation sector. She wrote a number of manuals on health issues.
Her address: Kabilakatang by Pamilyang Pilipino Foundation, Gamboa St., Legaspi Village, Makati, Metro Manila, The Philippines.

Thresiamma Mathew from India.
As a social worker Tresiamma works as programme officer in the Socio-Economic Unit. This unit supports the Kerala Water Authority in implementing water supply and sanitation projects. The unit is primarily responsible for software aspects of the projects.
Her address: Socio-Economic Unit, G.P.O.Box 6519, Vikas Bhavan, Trivandrum *695* 033, Kerala, India.

Padmaja Nair from India.
Three years ago Padmaja shifted from the urban development to the water sector. She is an economist by education and she now works as training coordinator in the Programme Support Unit of the Indo-Dutch bilateral programme. This unit is to ensure community participation, and institution building.
Her address: Programme Support Unit, G.P.O.Box 285, Lucknow, 226001, Uttar Pradesh, India.

Reema Nanavaty from India.
Although she graduated in microbiology Reema works as a community organizer with the Self-Employed Women's Association. This organization works on the basis of Gandhian principles. She also coordinates this organization's rural development projects.
Her address: Self Employed Women's Association, Bhadra, Ahmedabad, 380 001, Gujarat, India.

Tasleem Paracha from Pakistan.
Tasleem is a social scientist and public health worker and works as a consultant in the Baluchistan Rural Water Supply and Sanitation Project. Her major task is to develop the women's involvement and hygiene education components of this project.
Her address: IWACO Baluchistan RWSS Project, P.O.Box 119, Quetta, Pakistan.

Fairuz Samat Al Jarfi from Yemen.
Apart from being a schoolteacher, Fairuz works as a health educator for the Support Rural Water Supply Department Project. She also trains female staff members from other projects and is active in the women's association.
Her address: Netherlands Support RWSD Project, P.O.Box 87381, Dhamar, Republic of Yemen.

Riet Turksma from the Netherlands.
Riet is sector specialist Women and Development at the Royal Netherlands Embassy in New Delhi. One of the basic principles of the Dutch development cooperation effort is that women are equally entitled to a fair share of the rural water supply and sanitation programmes. Hence Riet's professional interest in the workshop. She was able to attend the workshop for one week.
Her address: Royal Netherlands Embassy, 6/50 F Shantipath, Chanakyapuri, New Delhi 110 021, India.

ANNEX

B: List of useful videos, reports and books

Videos

- If you were a woman, DANIDA, India
- Yama's worry, SEU Kerala, India
- Immunization, ORT, SEWA Ahmedabad, Gujarat, India
- Ujeli, UNICEF-Nepal
- Prescription for health, IDRC, Canada
- Cleanliness is happiness, UNICEF, India
- Pani ki kahani, UNICEF, India (in Hindi)
- Latrine no Problem, DANIDA, India (in Tamil)
- Story of the handpump, DANIDA, India
- Users' participation, slides from the ITN materials, c/o UNDP-World Bank Water and Sanitation Programme Office, Washington D.C.
- Learning to unlearn, UNICEF, India

Reports

- Where women are leaders, SEWA
- Study on Pani Panchayats, SEWA
- DWCRA-SEWA experience, SEWA
- Curriculum for Sanitation Women Workers, CWSSP, Helvetas, Nepal
- Women's Involvement Programme, CWSSP
- Sanitation Handbook, CWSSP
- Operation and maintenance Handbook, CWSSP (in Nepali)

Books

- Asian Development Bank and UNDP (1990). *Women and water: domestic shallow well water supplies, the family handpump scenario: proceedings of a regional seminar, Manila, 29 August - 1 September 1989.* Manila, Philippines, Water Supply Division, Asian Development Bank.
- Bogaarts, Yvonne (1991). *Report on the gender analysis training, 21-28 November 1990. Indonesia, Mitra Dalam Pembangunan.* Palopo, Indonesia, Pampengan Integrated Area Development Project, DHV Consultants.
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ANNEX

C: If you need funds. An example:

If you are in a Dutch-funded bilateral project you must have a budget for WID activities planned right from the start. Know what the budget lines are and how much is allocated for what. Once the budget is set it is difficult to get (extra) funds allocated.

KAP (Small Embassy Projects). Funding is possible up to a maximum of Dfl. 15,000. Proposals should adhere to the format available at the Netherlands Embassy in your country. A KAP leaflet, and often guidelines, are available from the Embassy. The fund should be applied for from village level, coops or groups. You may however, intermediate. Disbursement takes place directly from the Embassy.

Women Fund (local) This fund can provide the initial capital for innovative activities and capacity building for women and women's groups. Examples range from support for women's labour unions to drama-based information campaigns. The maximum amount available is Dfl. 50,000. Disbursement takes place directly from the Embassy, often in instalments.

The WID sector specialist at the Embassy manages this fund. It is used to fund activities that enhance the understanding of the position of women in the region. In India funds for 25 projects have been disbursed since June 1992 . The projects range from films on witch hunting to financing the preparatory committee meetings for the International Women's Conference in Beijing in 1995.

Women Fund (general) The special programme for WID has its own general fund from which interregional projects are paid: dissemination WID policy lines, international conferences (Women and Violence), enhancement of expertise in Women and Development (local consultants training, gender-sensitization training) and promotion of strong independent and professional women's organizations. Beijing preparations in East Africa and preparing for the World Population Conference in Cairo are block funded.
In India the fund has been used for the India Chapter research on women living under Muslim law and the strengthening of the National Commission on Women to adhere to labour laws.