



**Gender Mainstreaming Field Manual
For Water Supply & Sanitation Projects**

**Ministry of Water Resources
Women's Affairs Department**

**In collaboration with Ethiopian Water Resources Training
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Gender Mainstreaming Field Manual For Water Supply & Sanitation Projects

Definitions & Descriptions of Gender Concepts

- Gender**
- ☞ The socially constructed roles and responsibilities assigned to women and men in a given culture or location. Gender identity is learned and changes over time.
 - ☞ UNDP further describes the term “Gender” as a word used to describe a set of social qualities and behaviors expected from men and women by their societies. A person’s social identity is formed by these expectations. These expectations stem from the idea that certain values, behavior, characteristics, needs and roles are ‘natural’ for men, while certain other qualities and roles are ‘natural’ for women.
 - ☞ Moreover, it describes Gender not as a biological factor: girls and boys are not born knowing how they should look, dress, speak, behave, think or react. Their gender masculine and feminine identities are constructed through the process of socialization, which prepares them for the social roles they are expected to play. These social roles and expectations differ from culture to culture and at different periods in history. They can and do change.
 - ☞ Patriarchal social structures and institutions are sustained and strengthened by value-systems and cultural rules which propagate the notion of women’s inferiority. Every culture has its own example of customs, which reflect the low value placed on women. Patriarchy makes women powerless in many ways- by convincing them of their own inferiority to men; by

demanding that they conform to certain stereotyped ‘appropriate’ roles and behaviors: by denying them control over their own bodies, lives and labors; by limiting their access to resources and by restricting their opportunities to participate in decisions which affect their own lives.

Gender Roles & Relations: Ways in which a culture or society defines rights, responsibilities, and identities of men and women in relation to one another.

Gender Equality: Refers to an equal sharing of power between women and men, in their equal access to education, health, administrative and managerial position, equal pay for work of equal value and equal seats in parliament, among others the same status, rights and responsibilities for women and men.

Gender Sensitive: Being aware of the differences between women’s and men’s needs, roles, responsibilities, and constraints.

Gender Analysis: An organized approach for considering gender issues in the entire process of program or organizational development. The purpose of gender analysis is to ensure that development project and programs fully incorporate the roles, needs, and participation of women and men. Gender analysis requires separating data and information by sex (known as gender disaggregated data) and understanding how labor, roles, needs and participation are divided and valued according to sex. (whether one is a man or a woman). Gender analysis is done at all stages of development projects.

Sex Disaggregated Data: Means information that is collected and analyzed separately for men and women.

Reproductive Work (Role): The reproductive role comprises the childbearing/rearing responsibilities and domestic tasks undertaken by women, required to guarantee the maintenance and reproduction of the labor force. It includes not only biological reproduction but also the care and maintenance of the workforce (husband and working children) and the future workforce (infants and school-going children).

Productive Work (Role): The productive role comprises work done by both women and men for Payment in cash or kind. It includes both market production with an exchange value, and subsistence/ home production with an actual use-value, but also a potential exchange value. For women in agricultural production this includes work as independent farmers, peasants' wives and waged workers.

Community Managing and Community Politics: The community-managing role comprises activities undertaken primarily by women at the community level, as an extension of their reproductive role. This is to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. It is voluntary unpaid work, undertaken in free time. The community politics role in contrast comprises activities undertaken by men at the community level and in organized formal political level. It is usually paid work, either directly or indirectly, through wages or increases in status and power.

Access to and Control over Resources: Refers to the concept that individuals have the access to resources for carrying out their activities and the command that have over the benefits that derive from these activities.

INTRODUCTION

I. Background

Women's empowerment and their full participation on the basis of equality in all spheres of society are fundamental for the achievement of sustainable development. Sustainable development and environmental protection require the involvement of women in economic and social development, equal opportunities and the full and equal participation of women and men as agents and beneficiaries.

Women fulfill important roles as managers of natural resources. They have the knowledge, experience and skills of fetching, handling and use of water and sanitation resources. However, no matter the level of responsibility, they have no opportunity to participate fully in the development process of this important resource for a variety of reasons. Thus it becomes quite a necessity to reverse this situation and bring women frequently on the scene for consultation and allow their full participation in water resources management.

Today there is a general improvement from the side of the government in terms of availing favorable environment for gender equality. The Ethiopian Water Resource Management Policy, in this case, recognizes the importance of considering gender issues in the overall development of the sector. This could be ensured mainly through mainstreaming gender at all level of water supply and sanitation development activities.

The Women's Affairs Department of Ministry of Water Resources has been exerting a lot of efforts to promote gender mainstreaming at different levels in the sector. Similarly, the department has developed this manual to enable the field practitioners to integrate gender in all the stages of a project life cycle.

II. Objective of The Manual

This manual is designed to complement efforts made on the Gender Mainstreaming Guidelines and Checklist in interpreting gender issues stated in the Water Sector Policy and Strategy papers in the development process of WSS. (Water Supply & Sanitation) The major objective of this quick reference field manual is therefore to interpret the already developed Gender Mainstreaming Guideline and Checklists in to a more simplified and practical level.

Thus, the manual enables the regional water sector personnel to easily understand and optimally utilize the gender equality perspectives in their day-today operations.

The Manual widely presents gender analysis tools and mainstreaming methodologies to facilitate gender sensitive development process in the sector.

The Manual targets woreda level staff, community participation promoters and technicians operating in water supply and sanitation sub-sector.

The Manual is such a useful quick reference/hand book that can also be further utilized by various level government and non-government structures engaged in the development of rural water supply sanitation sub sector.

III. Structure of The Manual

This Gender Mainstreaming Field Manual is divided into four major chapters that include:

The **Introduction part** presents some important issues around objectives, methodological aspects of gender perspectives.

Chapter One, An Overview of Gender Mainstreaming deals with gender issues along WSS Sub Sector development. With in this chapter issues such as Global national and perspective, conceptual framework of gender, the rationale for involving participation and consultation in WSS Sub Sector development are fairly discussed.

Chapter Two - Four Presents Participatory Project Cycle Management (Reconnaissance/ Problem Identification), Phase of Design & Planning of Water Supply & Sanitation Project, Phase of Project Implementation, and Phase of Operation & Maintenance. Particularly these chapters provide separate treatment and a set of recipe of activities for the major phases of WSS development projects.

IV. Approach & Methodology

The primary tasks that were undertaken in the preparation of this manual were collecting, familiarizing and analyzing the previous studies undertaken in areas of rural water supply and sanitation projects. Particularly the secondary data gathering practice that included desk review was so instrumental in providing an informative background on the overall-enabling environment of the water supply and sanitation sub sector. Specially understanding the challenges that this sub sector currently faces along policy, strategy, institutional and gender perspectives were important in determining the focus of the study and start up activities.

In general, the preparation of this field manual has reviewed major policy and strategy documents of the Ministry of Water Resources. Some of these include Policy and Strategy Papers, Gender Mainstreaming Guideline and Checklists for the Water Sector.

This manual is designed as a field guide to orient those involved in water and sanitation development activities with some of the tools and techniques for gender mainstreaming in major activities of all phases of project cycle management.

Moreover, opinions and comments of stakeholders who participated in the consultative meeting were quite useful and relevant in the overall effort of designing a more practical and acceptable outline, which has remained a basis for the preparation of this field manual.

The next step was validating the information gathered from secondary sources through site visits and interviewing focal personnel, community groups, and local government structures on selected WSS schemes.

The schemes selected for this purpose were Ground Water Development and Water Supply Training Center (GWDWSTC) Model Project Area in Western Showa Zone and a Project by the Water Action around Butajira in Southern Nation; Nationalities & People (SNNP). On the site-visited women and men in the community particularly users of WSS services, project personnel and sector local government structures, etc, were interviewed and discussion were held in an attempt to examine the level of realization of the policy and strategy at grass roots levels. Comments, suggestions and feedback extended from such grass root level stakeholders were so instrumental in developing a field manual that responds to the requirements of such groups.

CHAPTER-1

AN OVERVIEW OF GENDER MAINSTREAMING IN WATER SUPPLY AND SANITATION (WSS)

1.1. Global and National Overview of Gender Perspective in WSS

1.1.1 The Global Trend

Today the global world recognizes that women and girls of the developing world are the most responsible for the supply and use of water and sanitation services both at household and community levels. As a result there is a growing emphasis on separate assessment of roles and responsibilities of women and men in terms of handling and use of water and sanitation facilities.

The argument often forwarded is that the fact that women and girls are primary users of water and sanitation facilities, any improvement in the delivery of water and sanitation services will shorten their time of carrying water. This in turn increases their extra time to spend in various social and productive activities to improve the welfare of the family and the community.

It further concludes that women have a greater incentive to keep water and sanitation facilities fairly functioning justifying the need to involve active participation of women in planning, management and decision making of projects designed to deliver water and sanitation services.

1.1.2 The National Trend

Ethiopia is one of the least developed countries of the world in terms of water supply and sanitation coverage and the society is so heterogeneous where women and men play different roles and responsibilities concerning the development, management and use of water and sanitation resources.

Similar to many parts of the developing world, women and girls in Ethiopia by and large are the most responsible group for handling, distributing and utilizing of water and sanitation resources among household members. Unfortunately, however the multiple roles and responsibilities of women often subject them to crushing workloads leaving practically with no breathing spaces to be involved in influential decision-making practices with regard to the development of water and sanitation resources of their own communities.

I) The Policy Environment

In the last couple of years number of policies have been issued in Ethiopia, which in one way or another help women of this country to come out of the multi-faceted socio- economic and cultural barriers that hinder their development. Today there is a general improvement from the side of the government in terms of availing favorable environment for gender equality. One of such polices is the Ethiopian Women Policy of 1993 that facilitated women with better legal and institutional environment to improve their well being in the country.

Today significant amounts of efforts are underway in the overall attempt of interpreting the policy framework into practice. One of such efforts is setting up of Women's Affairs Departments and Offices within government structures at federal, regional and woreda levels with overall objective of improving the enabling environment for women.

II) An Overview of the National Water Resources Management Policy & Strategy

A) The Ethiopian Water Resources Management Policy

The Ethiopian Water Resources Management Policy is based on the constitution of the Federal Democratic Republic of Ethiopian Government (EDREG) macro-economic, social policies and development strategies. The Policy recognizes the importance of considering gender issues in the overall development of the sector and has devoted an article to that effect. This particular Article (Article 2.2.10) under the title **Gender Issues** states the following in promoting involvement of women:

Article 2.2.10 Gender Issues: -

Promote the full involvement of women in planning, implementation, decision-making and training as well as empower them to play a leading role in self-reliance initiatives

B. The Ethiopian Water Resources Management Strategy

The Ethiopian Water Resources Management Strategy on Article 4.1.8 States the following on gender issues:

Article 4.1.8 Gender issues:

1. Ensure that gender issues are incorporated in the process of planning & implementation of water resources management.
 - a) Involve women in the development and management of water resources and small-scale irrigation activities. Provide women with opportunities to play leadership roles in community based development structures.
 - b) Stimulate women to participate in water resources management activities to ensure continuity in service delivery and thereby sustainability. Sensitize and encourage women to participate in the management of water schemes.
 - c) Enable women to have influential roles in decision-making. Moreover, assist women, to get out of the crushing workload of fetching and carrying water for family use.
2. Improve situations where women can easily access to water and sanitation facilities to reduce the impact of poor environmental sanitation of their health. Educate women on water, sanitation and health situations so that those community health situations can improve.
3. Enhance the operation and maintenance capacity of women through technical and systems management training services. Improve the enabling environment for women to play influential roles in water sector management.
4. Develop mechanisms to deal with situations those hinder women from playing important roles in management of water sector development systems.

1.2 Conceptual Framework of Gender Mainstreaming

Various organizations have described the practice of gender mainstreaming from the viewpoints of their organizational values and principles. One perhaps agreeable definition of gender mainstreaming to all parties is one of United Nations Development Program (UNDP). The UNDP Human Development release of 1997 defines Gender Mainstreaming as women's participation and empowerment to address the issues of gender inequality. Moreover, it describes that gender equality should be taken into account in all policy, program, administrative and financial activities, and also in organizational procedures.

1.3 The Rationale for Gender Mainstreaming

The previous gender approach that was considering women, as central focal problem have not made significant results in terms of bringing changes in their equality. Thus, the need for current gender mainstreaming practice became a necessity due to a general shift in understanding of the problem of inequality between women and men. The current gender mainstreaming approach considers that society and institutions must change ideas and practices in support of equal choices and opportunities. This manual, therefore, focuses on gender mainstreaming that brings about improvement in equality of opportunity for all people (women & men) in society and equal opportunity by women and men to make choices.

1.4 Gender Consultation and Participation

As mentioned earlier women have the knowledge, experience and skills of fetching, handling and use of water and sanitation resources. However, no matter the level of responsibility, they are often denied the opportunity of participating in the development process of this

important resource for a variety of reasons. Thus, it becomes quite a necessity to reverse this situation and bring women frequently on to the scene for consultation and allow their full participation in the development process.

Past experience in Water Supply and Sanitation (WSS) had demonstrated that even a people-centered approach does not automatically ensure women's needs; and priorities are reflected in programming, limiting the possibility of project resources where there was no guarantee that woman will receive a fair share of development resources.

The process of gender consultation and participation, which is part of gender mainstreaming process, is therefore expected to bring about changes on the level of involvement of women, and thereby ensure them with better rights and benefits. In other words, the process will allow women to voice out their needs and preferences to be able to receive a fair share of development resources and benefits.

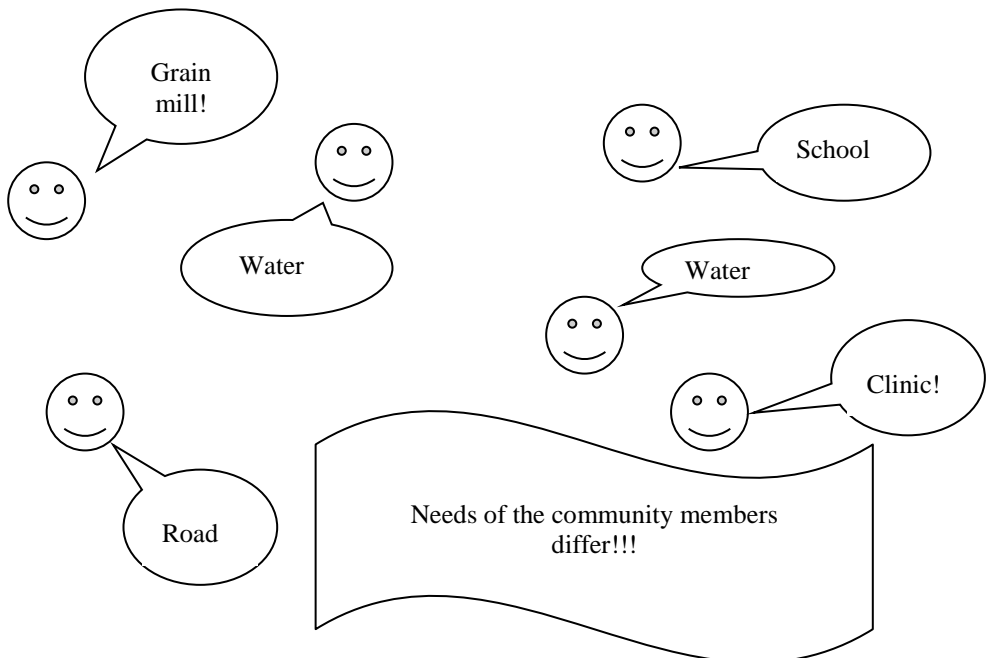
Furthermore, the process of gender consultation and participation ensures that the values women place on various ways of supply and uses of water resources will be respected. In other words, the economic, social, health and other values of water resources will be respected. Thus, in turn help ensure establishment of equitable and improved management structures as well as sustainable delivery of Water Supply and Sanitation services maintained.

Therefore, the need to recognize and mainstream gender can help development agencies to determine appropriate partnership with the community particularly with women to take the maximum advantage of ownership to develop water resource schemes that can be continually used, operated and maintained by the community.

CHAPTER-2
GENDER SENSITIVE
PARTICIPATORY PROJECT CYCLE MANAGEMENT
(Phase of Reconnaissance/ Problem Identification)

2.1. Phase of Reconnaissance/Problem Identification

The objective of problem identification is to identify the felt needs of the target population, their priorities, potentials and resources available at the households and community level. It is commonly said that, throughout the development project process, it is very important to consider the diversity of society. Different social groups of people may have different needs, priorities, problems and concerns and these differences may have critical implications for the project outputs. For example different needs of community maybe:



Since your mandate is to focus on water and sanitation sub-sector, which is already identified, you may not need to prioritize the problems mentioned above. Your responsibility is to assess specific problems related to water and sanitation demands of a particular community. In particular, at the project identification stage, it is also recommended to collect gender-disaggregated data on priority problems and needs of the target community on how the specific problems affect men and women differently. Thus the following major activities can help to undertake such gender needs and roles assessment.

Activity 1: Desk Assessment

Purpose: To obtain basic information on water and sanitation situations and community life, as well as to collect secondary data that can help to verify/determine water and sanitation demands of the community.

Activity 1.1: Collect secondary data




Procedure: Review documents

Preparation: List of required information and data

Example: Type of Information by Source

Required information	Source of information	Materials to be collected
Village boundaries and location	Woreda Administration	Village boundary map
Village Population Number of male/female Headed households	Woreda Administration or Kebele Administration	-Population data list of kebele members
Woreda development plans And priority areas of Intervention	Woreda Administration	- Woreda development plans of _____ year - Meeting minutes






Required information	Source of information	Materials to be collected
Prevailing water borne diseases in the area	Kebele Clinic	Top ten diseases and number of patients of the last & present years
Educational facilities, names and locations	Woreda Administration	List of Schools and enrolment

-  Review gender related policies and strategies issued on water and sanitation development of the region.
-  Review percentage of population (male and female) benefiting from the existing water and sanitation facilities.
-  Review the previous evaluation reports in order to asses the time required for women (men, girls & boys) from unprotected and improved water supply schemes

Activity 1.2: Rank the needy villages according to eligibility criteria

Purpose: To give priority or address the most needy villages within available resources.

Procedure: use the following eligibility criteria for water and sanitation services:

-  Prevalence of water borne and inadequate sanitation related diseases and health care needs
-  High number of population without basic water supply and sanitation services
-  Poorest community
-  Equity of spatial importance in the areas
-  Remoteness in Km from zonal major towns

You can use additional criteria in order to prioritize the community beneficiaries.

Example of format for identifying eligible village

No	Criteria	Village 1	Village 2	Village 3	Total %
1	Population				
2	No Access to water				
3	Number of poor people or households				
4	Prevalence of water related disease				
5	Distance in k.m from zonal major towns				
	Total				
	Average total				

Activity 2: Collect Primary data on water & sanitation situation of the selected needy community using gender analysis tools and other techniques

Information required for primary data

Socio Economic information required for preliminary planning

- Level of support/participation of the community
- How many people might benefit from an improved water supply
- Information on the health of the community
- Information on peoples awareness of the connection between water and health:
- Information on existing community sanitation practices
- Information on water sources and collection patterns
- Information on time spent collecting water
- Information on community structures
- Information on previous development experience of the community and willingness to pay.






Purpose: - To verify the secondary data collected, and to get specific and detailed information on how the problems of water and sanitation affect differently men and women in order to design appropriate plan of action to respond to the different needs of men and women.

Activity 2.1. Organize Community Meeting, which includes both men and women of the target population

Purpose: To create a situation in which both community members and project staff feel free to exchange ideas and to learn from each other, as well as gather general information.

Preparation: Flip chart & marker, notebook, any other local materials, meeting place. Identify meeting place, prepare discussion agenda, and invite the key informants both men and women representatives from the community for a meeting. Extend invitation to key stakeholders through Community based organizations, peasant associations, kebeles, influential elders and religious groups:

The following measures will help to ensure women's participation:

-  Time and place: organize the meeting time and place, which are also suitable for women.
-  Size and setting: Smaller, neighbor-hood-level meetings are easier for women to attend and speak out than in large mass meetings.
-  Announcement and encouragement: Make sure that information about place and purpose of the meeting reaches the women promptly and in a good time.
-  Seating arrangements: Do not leave these to chance, as the women tend to sit at the back end or out side. Rather, arrange the meeting in such a way that men sit on one side, women on the other, or arrange the meeting in circle or square.
-  Meeting language: Conduct the meeting in the local language, or include translation by a person who speaks the local vernacular.

Organize the meeting as per the program:

- a) Formulate two groups for men and women meeting participants and if necessary you can form another group for particular participants
- b) Ask each group to identify and prioritize 1-3 development needs
- c) Carry out plenary discussion on the identified priorities by each group. If possible assist the participants to reach at consensus, if not possible you should note the differences.
- d) Encourage them to establish water supply sanitation committee. Orient the committee members on the duties and responsibilities, their expected roles in the local development programs. Ensure the representation of women in the committee.

Key Questions

- a) The locally available main water supply and sanitation services
- b) Possible related problems with the existing WSS services
- c) Percentage of house holds who use pit latrine
- d) Women's and men's separate problems due to absence of pit latrine
- e) The expected role of women and men to overcome this problem
- f) How many households have received health education (water borne diseases, family health house hold and environmental sanitation, how to keep the sanitation of the water supply schemes)
- g) Note the final results of the discussions

Activity 2.2: Collect detailed sex disaggregated data

There may be a variety of problems concerning water as other problems of rural communities. It can be **distance** to the water sources, **quantity** of water, **quality** of water or **water born diseases**. It is often true that in many Ethiopian rural villages, women and girls are playing important roles in identifying water sources, fetching water as well as managing water use at home. Thus make sure that you have gathered information both from men and women.

Purpose: to identify the different problems and needs of men and women in order to design gender sensitive water and sanitation project. The need for obtaining Gender Disaggregated Data for WSS Project: can be illustrated in examples as summarized in the following table:

Important information for water supply and sanitation projects

Obtain Gender Disaggregated Information	Reason, (example...)
Gender roles in relation to water use and management	<ul style="list-style-type: none"> - When you consult with the community about the intervention, you should be sure to whom you have to talk. For example, when you design the water supply facility, you need to consult with women who are responsible for fetching water. - One project intervention may affect men and women differently due to different gender roles. For example, men may be negatively affected due to the increased workload on construction, while women may be positively affected due to the reduced workload on fetching water.
Access to and control over Resources	<ul style="list-style-type: none"> - Questions like: Who can benefit from the planned intervention? Who may gain and may loose? Who controls Cash, tools, or training opportunities? May have critical Implications for the outcomes. - For example, when the planned intervention involves payment, you need to know who is controlling household expenditures. Otherwise you may end up with women unable to play, or men complaining for increased expenditures.
Water demand of Men and Women	<ul style="list-style-type: none"> - Your region may have operational guidelines on how to calculate the water demand. You may need to verify whether it is suitable for the local contexts. For example, water demand of Tella brewers requires more amount of water for their production than normal. - Men and women may have different ideas and experiences on water use and management.

Activity 2.3. Collect information on the socio-economic structure and resources of the target population

Purpose: To learn about the social structure and settlement pattern of the community as well as the natural resources in general such as forests, water sources, etc. in order to determine the quantity and distribution of water and sanitation facilities in the project area.





Tools: For Collecting Information

a) Social Mapping



The tool can assist you to assess the demographic patterns and the social structure of a community, the social problems, rich households, poor male and female-headed households in the community under study. It also helps to discuss the different social needs of men and women.

Preparation: Sticks, pebbles, leaves, sawdust, flour, drug, or any other local material. Flip chart paper and markers also may be used.

Procedure:

-  Organize a focus group, which include women and men or separate focus group from each sex.
-  Ask the group to draw the village map on the ground using locally available materials; and encourage the participants to locate female and male-headed households, write the names of places, size, population and other basic information. The participants may take a village tour to observe and discuss various issues, such as topography, demographic distribution, and lives of the people.
-  Ask them to identify who is benefiting from the existing water supplies or garbage/pits, latrines etc.
-  Identify which sector of the household or communities are the most needy.
(See Annex 1 & 2 an example of Social Map & Transect)

Key questions

-  How many households are there? Size of the households? What is the total number of people?
-  Is the village growing or shrinking? Why? (Birth-rates, out-migration, in-migration)

- 📖 Are families polygamous or monogamous? Are living arrangements by nuclear family or extended family? How are these defined?
- 📖 Is there some part of the village where poorer people or landless people are concentrated?
- 📖 What are the local definitions for “rich” and “poor”? Which households are rich? Poor? Medium?
- 📖 How many households are female-headed? Is the number growing? If so, Why?

b) Resource Mapping

Preparation: Meeting place, sticks, pebbles, leaves, sawdust, flour, drug, or any other local material. Flip chart paper and markers also may be used.

Procedure:

- 📖 Invite selected groups of women and men.
- 📖 Explain the objectives of the assessment to the participants
- 📖 Divide the participants into small groups like women’s group, men’s group, or mixed focus group
- 📖 Ask the group to draw the PA/Village map on the ground with locally available materials.
- 📖 Ask them to make the community resources such as water points, rivers, springs, garbage disposals, sewerage facilities, forest, indicate female and male-headed households or settlement partners in the village. Encourage them to show who has access and control on water and sanitation facilities. (See Annex 3 - example of Village resource map)

Key questions

- 📖 What resources are in ample supply, which ones are in shortage?
- 📖 What resources are used? Unused?
- 📖 Who makes decisions about who can use the resources like water?

- 📖 Where do the village people go for water? Waste disposal?
- 📖 Are the rights of access to water and other resources different for women and men?
- 📖 Which of the indicated resources are critical problems? Why?

Activity 2.4: Conduct interview using unstructured questionnaire with key informants, particularly with male & female-headed household, local health personnel and administrative structure.

Purpose: To identify water and sanitation demands as well as water related problems.

Preparation: Design guiding questions for the interview.

Key guiding questions

- 📖 What are the sources of water for household consumption and sanitation?
How many households use the existing water sources?
- 📖 How is the water allocated and used among family members for consumption and sanitation?
- 📖 What are the risks involved in fetching water from the existing water sources for men and women such as physical health problems, rapping, kidnapping of women and girls during fetching water and disposing waste garbage.
- 📖 What is water related diseases? Who is mostly affected-women, men, girls or boys?
- 📖 What sanitary facilities are available- latrines waste disposal, etc.? How are these facilities being utilized? What are the effects on women, men and community at large?

Key Questions

- 📖 How do you feel about the present water sources?
- 📖 How about the distance to the water sources?
- 📖 How is the quality of water?
- 📖 How is the hygienic environment of the water source?
- 📖 Is the water at XX (name of the place) available throughout the year?
- 📖 From which month to which month water is available at XX (name of the place) point?
- 📖 How do you maintain the XX water source?
- 📖 What about the personal security at the water points or on the way to there?
(Any incidents like abduction, rape and other violent practices?)
- 📖 How is the distance for fetching water affects women/girls physical health, free time and to undertake or accomplish other activities such as reproductive, productive and community role.
- 📖 It is useful to collect information on each water sources (its use, water quality, distance from homestead, etc.). Please refer to the water source profile sheet on next page.

Ask the interviewees to fill in the Water Source Profile

Water Source Profile

Date-----Name of Kebele-----

Informant' name-----Responsibility-----

Recorder-----

1	Name of the water source	
	Type of Source	
	Distance from Home	(range of xx km-xx km)
	Time taken for 1 trip	(range of xx hour-xx hour)
	Season to be used (month)	Reason
	Water Quality	Colour, test & smell
	Water use	Drinking, cooking, cleaning kitchen utensils, watering domestic animals, bathing, washing clothes, backyard garden, others (specify)
2	Name of the Source	
	Type of Source	
	Distance from Home	(range of xx km-xx km)
	Time taken for 1 trip	(range of xx hour –xx hour)
	Season to be used (month)	Reason
	Water Quality	Colour, test & smell
	Water use	Drinking, cooking, cleaning kitchen utensils, watering domestic animals, bathing, washing clothes, backyard garden, others)
3	Name of the water Source	
	Type of Source	
	Distance from Home	(range of xx km-xx km)
	Time taken for 1 trip	(range of xx hour-xx hour)
	Season to be used (month)	Reason
	Water quality	Colour, test & smell
	Water use	Drinking, cooking, cleaning kitchen utensils, watering domestic animal, bathing, washing clothes, backyard garden, others

Activity 2.5: Identify existing roles and responsibilities of women and men in the water & sanitation use and management in the target area.

Women could contribute better than men in the following aspects:

- ❑ Women are universal collector and decision-maker about water use
- ❑ Women are active planners and change agents
- ❑ Women are best source of information
- ❑ Women have traditional practices and net works
- ❑ Women are motivated administrators and treasurers
- ❑ Women are excellent maintenance workers

Purpose: To assess the division of labor between men and women, and identify their workloads in water and sanitation activities using activity profile.

Tool: Activity profile helps to assess “who does what” in water and sanitation activities. (See an example for Activity profile)

Preparation: Flip chart, markers, papers, meeting place etc.

Procedure:

- 📖 Invite randomly selected representatives from the target population
- 📖 Explain the purpose of the exercise
- 📖 Divide the participants into small focus groups and ask the group to respond to the following key questions:

Key questions

- 📖 Who fetches water? (women, girls, men, etc) Who disposes waste?
- 📖 Who takes care of the hygiene of the water? (women, girls, men, etc)
- 📖 Who stores and uses it? (women, girls, men, etc)
- 📖 How far are the sources/distance, time, and the workload on women and men in fetching water and disposing waste?

Format 1: Activity Profile of Water and Sanitation

Activities	Men	Women	Girls	Boys
a) Water				
Who identify water source?				
Who participates in the construction of water site?				
Who fetches water for family consumption?				
Who stores and manages water?				
b) Sanitation				
Who manages sanitation facilities at household level?				
Who constructs household latrine?				
Who uses latrine?				
Who manages latrine				
Who gets health education?				
Who disposes waste?				
Who constructs garbage pit?				
Who cleans house?				
Children bathing				
Who detects water related diseases?				
Who manages community water				

Example Format 2:

Activity Profile to Assess the Workloads of Women in Relation to Men

	Activities	Women	Girl	Men	Boy
	Productive Work				
1	Crop production				
	1.1. Land preparation				
	1.2. Sowing				
	1.3. Weeding				
	1.4. Applying fertilizers				
	1.5. Applying pesticides				
	1.6. Bird-scaring				
	1.7. Harvesting				
	1.8. Transporting harvest from field				
	1.9. Threshing				
2	Vegetable Production				
	2.1. For domestic consumption				
	2.2. For marketing				
3	Tree planting				
	3.1. Seedling production				
	3.2. Plantation				
4	Animal husbandry				
	4.1. Oxen/Cows				
	4.1.1. Grazing				
	4.1.2. Feeding and watering				
	4.1.3. Milking				
	4.1.4. Manure disposal				
	4.1.5. Processing				

	4.2. Goat/sheep				
	4.2.1. Grazing				
	4.2.2. Feeding and watering				
	4.2.3. Milking				
	4.3. Poultry				
	4.4. Bee keeping				
5	Storing				
	5.1. Making of container				
6	Maintenance				
	6.1. Maintenance of farming tools				
7	Irrigation management				
	Reproductive work				
8	Food Preparation				
9	Washing utensils				
10	Washing clothes				
11	Looking after children				
12	Cleaning the house				
13	Building and maintenance of the house				
14	Taking care of sick person				
15	Fetching water				
16	Collecting fuel				
	16.1. Collecting fuel wood				
	16.2. Collecting animal dung				
	Community work				
17	Management/maintenance of water source				
	17.1. Water Committee meetings				
	17.2. Cleaning water source				

18	Care for old/sick person				
19	Social organizations				
	19.1. “Idir”				
	19.2. “Mahiber”				
	19.3. “Sanbate”				
	19.4. “Iquib”				
	19.5. “Debo”				
	19.6. PA				
	19.7. Service Cooperative				
20	Ceremony				
	20.1. Weddings				
	20.2. Funerals				

Activity 2.6: Summarizing Findings and Problem Analysis

Purpose: To identify the major problems related to water and sanitation needs and the roles of women in relation to men in designing a WSS project.

Procedure: Read all the data collected and analyze them such as

summarize the identified needs of women and men, for example:

- 📖 Shortage of water and problems of sanitation facilities at household and community levels.
- 📖 Women and girls are traveling a long distance for fetching water for household consumption.
- 📖 High incidences of water born diseases due to contamination conditions of the environment.

- 📖 Women and girls are more vulnerable to health hazards due to schistosomiasis- infected water than men, and women are exposed to abuses like raping, kidnapping etc.
- 📖 Women have limited time than men to participate in the development activities of their respective community due to tedious reproductive activities at household.
- 📖 Women may not be in a position like that of men to make decision on resources allocation for improving water and sanitation facilities.
- 📖 Women's contribution on water and waste disposal management are less recognized than that of men.

CHAPTER-3 GENDER SENSITIVE

PARTICIPATORY PROJECT CYCLE MANAGEMENT

3.1 Phase of Design & Planning of Water Supply & Sanitation Project

Planning involves a continuous process of decision making what to do and how to do it. It contains a set of techniques and procedures/ steps that questions who should be the target groups, what to do for solving the identified problems, how to allocate resources, administer and deliver services to achieve the intended goals/ objectives of policies and programs (NLC, June 2001).

Thus, the following major activities should be conducted to ensure the planning processes:



Activity 3: Identify stakeholders who can participate in WSS project planning

Local level possible stakeholders

- Government Administration (Zonal, Woreda, Kebele,)
- Sector Bureaus (Regional, Zonal Department, Woreda Desk)
- Community level (Users, WATSANCO Water Board, Local community club)

Purpose: “Projects to supply drinking water, improve sanitation and protect drinking water resources have both functional and developmental aims. Functional aims are that the quantity and quality water resources are maintained, the water supplies and waste disposal systems function well, the environment is protected, and conditions and practices of environmental sanitation and hygiene are improved (IRC, 1995, p.39).” Hence, the involvement of the target population and agency in charge of water resources

etc., in the planning process is essential because it can help the local people to develop feeling of ownership, and build capacity to manage and sustain the project to meet the desired goals.

Preparation: meeting place, flipchart, papers, and any other relevant materials

Procedure: Organize planning workshop

- 📖 Identify jointly with Woreda Water Desk influential men and women in the community
- 📖 Extend invitation to individuals to participate in the project planning process
- 📖 Facilitate the workshop and focus on issues like what will be the contribution of the target and relevant government and non-government organizations in promoting water and sanitation facilities in the area
- 📖 Find solution on how to reduce women's workload and travel time in fetching water for household consumption's?
- 📖 Document the proceedings of the planning workshop

Activity 4: Analysis of Gender/Social differences & incorporate Gender Analysis in your planning process.

Different social groups of people have different roles to play, different resources that he/she can access to and control over. They may have different decision-making power to exercise. Therefore, one project intervention may affect men, women, boys and girls in the community differently. For example, construction of a water supply facility may bring a shortened distance to the water points for women, but may increase men's labor due to the construction work.

In addition to the general information of the area, required information in this stage can be:

- 📖 Gender roles in relation to water and sanitation facilities use and management
- 📖 Access to and control over (household) the facilities by sex
- 📖 Water demand of men and women
- 📖 Preference of men and women in potential water supply and sanitation scheme (technical choice)

The suggested gender tools are:

Decision-making profile,

- **Brief Activity Description**
- **Access and Control Profile-**
- **Water Demand Assessment sheet**

Activity. 4.1: Gender Role Analysis in Water & Sanitation Use & Management


Purpose: To identify gender roles in water source, use and management as well as sanitation at household level can help to find out what activities are carried out by women and men and who makes decision on utilization of the facilities.

Preparation: Meeting place, flip chart paper, colored markers and rulers





Tool: Activity and Decision-making profile. It can help to assess who does what and how much time is spent on water and sanitation activities.

Procedure:

- 📖 Ask the women and men's groups to mark 'X' for the major responsibility or the major role for the decision-making, and mark "I" for supporting some work or some influence to the decision -making in the appropriate column.




 There might be more than two Xs on the same row (e.g. men and women are responsible equally for an item, mark X in both columns).

Key Questions:

-  Who makes a decision on selection for water points & latrines?
-  Who decides on construction and utilization of sanitation facilities?
-  Who is responsible for garbage pit for waste disposal?
-  Who manages the water and sanitation facilities?

Optional Key Questions for Further Discussion;

If you have enough time with the community and they are comfortable, you can lead to the discussions with the key questions like:

-  What are the most tedious works of men/women?
-  Why do you think that they are tedious?
-  Do you have any ideas/opinion to have any changes in these aspects?

Activity and Decision Making Profile Exercise for Water Supply and Sanitation Development project

Date _____

Name of PA _____ Informants _____

Recorder _____

	Who makes decisions?	Women	Girl	Men	Boy
1	Water Fetching				
	1.1. Water fetched by				
	1.2. Water source selected by				
	1.3. Water source consulted with				
	1.4. Payment controlled by				
2	Water Quality				
	2.1. Water quality processed by				
	2.2. Water quality checked by				
	2.3. Water quality consulted with				
3	Sanitation and Hygiene				
	3.1. House cleaned by				
	3.2. House cleanliness controlled by				
	3.3. Child bathing taken care by				
	3.4. Child bathing controlled by				
	3.5. Waste disposal by				
	3.6. Latrine constructed by				
	3.7. Health education attended by				
4	Water and Sanitation Management				
	4.1. Water and sanitation related meetings attended by				
	4.2. Water source cleaned by				

Activity 4.2: Collect information on who has access to and control over water and Sanitation facilities at household and community level.

Purpose: To understand how lack of access to and control over resources affects men and women differently and to design appropriate strategies. To ensure water and sanitation facilities benefited equally men and women.

Tool: Access and Control Profile

Preparation: Meeting place, prepare 15 cards that depicting different resources and possessions owned by local community members, flip chart, and stick tape

Procedure:

- 📖 Place the three large drawings on the ground, in a row. Underneath the drawings, scatter the smaller cards at random. Include some blank cards.
- 📖 Ask the participants to sort the cards by categorizing them under the three large drawings in columns, depending on who owns or controls the resource.
- 📖 Facilitate discussion among the participants about why they make the choices they did.

Key Questions:

- 📖 Who has access to adequate potable water (women or men Or both)?
- 📖 Who has access to sanitation facilities (women or men or both)?
- 📖 Who has access to information related to water borne diseases (women or men or both)?
- 📖 Who determines the utilization and management of water and sanitation facilities at household and community levels? Women? Men? or both?

Please see an example of a format for the exercise on the next page.

Activity 4.3. Water Demand Assessment

Purpose:

- 📖 To identify the water demand of the community
- 📖 To compare knowledge levels on water use/management of men and women

Preparation: Water Demand Assessment Sheet

Procedure: Individual Interview

- 📖 Fill-in the Water Demand Assessment Sheet. Ask the composition of family as well
- 📖 If possible, collection formation on the water amount required both in dry and rainy season.
- 📖 Estimate a fair distribution of water among the number of households in the locality.

Water Demand Assessment Sheet

Name of "Gott"/Community			
Type of family Member		Adult	Child
Average Number of Family Members			
Date & time			
Recorded by			
		Dry Season	Rainy Season
1	Container		
2	Volume of the Container		
3	No. of Trips /day		
4	Amount of water required for domestic use/Lt/day		
5	Amount of water required for domestic animals/Lt /day		

Activity 5: Consult Men and Women users in the Designing of Water Supply & Sanitation Schemes

Consultation with the local people (both men and women) is required in choice of technology, arrangement for local maintenance and construction, to determine the roles of men and women in local management and financing etc., for the sustainable operation and maintenance of the water supply scheme. Thus, you may organize consultation sessions with community people to determine the type of intervention during the planning process.

Purpose:

- 📖 To introduce user's friendly water and sanitation scheme designs
- 📖 To identify choice of appropriate technology to ensure technical feasibility and sustainability
- 📖 To identify and allocate locally available resources for project implementation
- 📖 To develop organization and management of the WATSAN scheme

Preparation: Meeting place, flipchart paper or tentative selection criteria of your own

Procedure:

- 📖 Invite selected representatives of men and women from the target groups or village
- 📖 Formulate a set of criteria prior to the consultation with the community (shown on next page)
- 📖 Prepare the possible technical options depends on the suggestions by hydro-geologists or engineers.

- 📖 Consult with the community men and women. You may consult with men and women in separate groups, or either do it in a mixed group.
- 📖 Discuss particularly with women and girls on alternative designs in terms of the convenience of the scheme design to their water carrying practices; convenience of sanitary facilities designs for bathing, cloth washing, the dry latrine's and waste disposal facilities to their preference.
- 📖 In addition discuss the feasibility of the scheme with Woreda Water Desk on simplicity of technology to be operated and maintained by women and girls.
- 📖 Discuss community share in terms of labor, cash or material for the construction and operation of water and sanitation facilities

Suggested Timing and Participants for the Consultation Process

ITEM FOR CONSULTATION	WHEN	WITH WHOM
Selection of water lifting device	After the reconnaissance survey (pre-feasibility study)	Male and female representatives from the potential target “Gott”
Site selection	After the determination of water lifting device and technical feasibility verified.	Male and female representatives from target “Gott”
Water supply system design	After drilling of borehole survey, and hydraulic calculation conducted.	Male and female representatives from identified user communities.

Suggested Selection Criteria for Technical Design

	Suggested Criteria for Selection	In Charge/ responsibility
Technical feasibility	<ul style="list-style-type: none"> - Potential water availability - Logistic arrangement - Possible effects/damages on environment - Availability spare parts - Power supply 	<ul style="list-style-type: none"> - Hydro-geologists - Engineers
Financial feasibility	<ul style="list-style-type: none"> - Budget availability for construction - Population settlement pattern and potential users 	<ul style="list-style-type: none"> - Funding agency
Social Considerations	<ul style="list-style-type: none"> - Capacity to pay - Access road - Seasonal changes in water availability - Men and women's preferences - Potential conflicts between/among the communities 	<ul style="list-style-type: none"> - Community Participation Promoters facilitate the consultation process
Operation & Maintenance aspect	<ul style="list-style-type: none"> - Access to technical support - Capacity of the community in operation and maintenance - Fuel transportation - Community or users contribution in terms of labor, cash etc 	<p>WATSANCO and CARE Takers</p>




Note: Refer Annex 8 for Facilitation skills.

Activity 6: Develop organization and management of WATSAN scheme, which facilitates women's participation in the process

Involving women in the project is often more difficult than involving men. In traditional planning processes, it has tended to reflect only men's ideas; needs, priorities and daily life activity patterns, and women often had been less benefited than men, if not totally neglected. In addition, cultural factors that influence women's behavior have not been well considered in project planning and management. In order to encourage women's participation in project processes, it is useful to consider seasonal activities and daily routine activities of men and women, as well as cultural factors to influence men and women's behaviors.




Therefore, the suggested tools in this section are:

Tools:

-  Seasonal Activity Calendar
-  Daily routine
-  Gender Myths

6.1 Seasonal Activity Calendar

Purpose:

-  To assess the slacks periods of women and men in the seasons in order to encourage them to participate in the construction of water supplies, sanitation facilities
-  To identify seasonally of water availability
-  To reflect findings to planning of project activities

Preparation: Seasonal Activity Calendar Format

Procedure:

- 📖 Form women's and men's groups or mixed groups on the basis of cultural specificity
- 📖 Construct seasonal activity calendar

Key Questions:

- 📖 What work do you perform in XX month?
- 📖 What do you do in dry /rainy season?
- 📖 Ask the participants to divide the year into months and seasons.
- 📖 Ask them to mark the busiest period for men and women, and discuss how these affect the contribution of men and women to participate in project activities.

Seasonal Activity Calendar

Month/year	JAN.	FEB.	MAR.	APR.	MAY	JUN.	JUL.	AUG.	SEP.	OCT.	NOV.	DEC.
Eth. Month												
Season												
Work load Heavy												
Stress Period Food shortage Many Expenses												
Major Livelihood Farming Livestock												
Household Tasks Cooking Cleaning Washing Cloth Child Care Fetching Water Grinding Grain Small Livestock												

Remark 1

Continuous activity (→)

Sporadic activity (_ _ _ _ _)

Agricultural work ()

Heaviest activity (_____)

Remark 2



Adult Male ● Adult Female +

Boy ● Girl +

Refer to Annex 5 for an example of season format.

6.2. Daily Routine





Purpose:

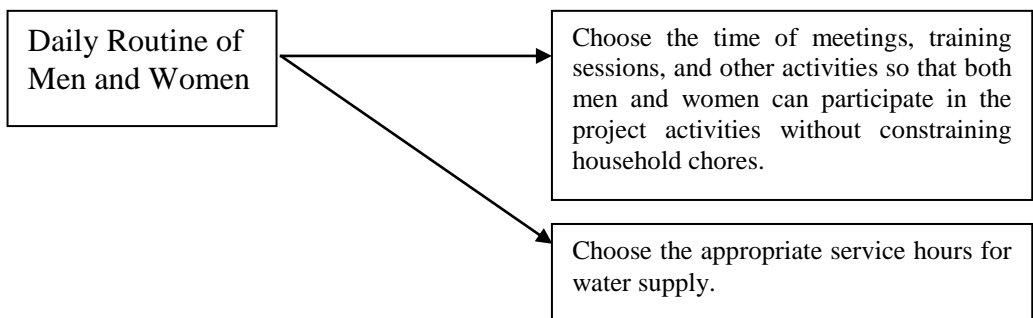
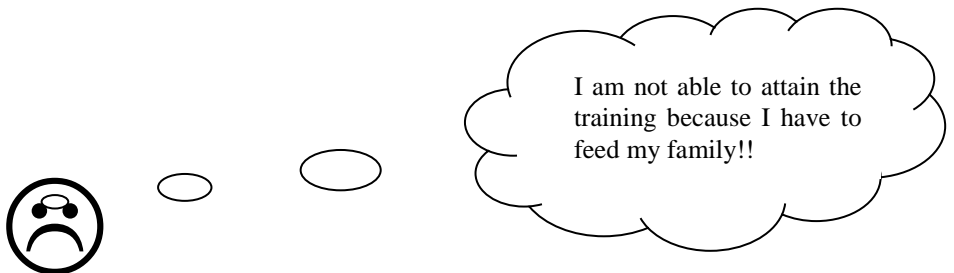
-  To assess men and women's daily activities and workloads of women in relation to men.
-  To reflect findings into planning of project activities, i.e. time setting for meetings, time used for water fetching and to dispose waste.

Preparation: Daily Routine Chart (next page)

Procedure: Construct daily routine chart

Key Questions:

-  What works did you perform today from morning till now?
-  What do you plan to do today after this time?
-  How is the family time divided?
-  How much time in a day do men and women devote?



Daily Routine Chart

Date _____

Name of PA _____

Informants _____

Recorder _____

WOMEN

4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12

AM

PM

MEN

4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12

AM

PM

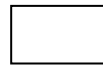
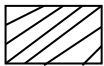
FEMALE HOUSEHOLD

HEADS

4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12

AM

PM



Household
Duties



Income
generating
Activities

Time for self

(Refer annex 4 – for the Daily Clock)







6.3: Assess that hinder or facilitate full participation of women in project activities using gender *Myths Analysis*

Purpose:




-  To identify cultural factors that may contribute/ constrain women's participation in development activities.
-  To use the information obtained to raise awareness among participants in their own perceptions of men and women.

Preparation: meeting place, flipchart and markers, some local proverbs that describe stereotypical perceptions of women and men.

Procedure:

1. Present the examples of local proverbs to the participants, and ask them to make their own collection of local sayings, proverbs, songs, etc. Some examples of popular perceptions include:
 -  Men are farmers; women are housewives.
 -  Women are emotional; men are rational.
 -  Women are weak; men are strong.
 -  Men provide most of the household income.
 -  Women are shy, lack knowledge and are difficult to reach; men are easier to talk to and know more.
 -  Men spend money and drink; women care for family.
2. Lead the discussion on the image of women and men using the key questions below.

Key Questions:

-  What is the most important role of women/men?
-  What makes a good husband/wife? Daughter/son? Father/mother?
-  What are major characteristics of good leaders? What?

Gender Mainstreaming Checklist (1)

- Will the project in its plans state clear objectives and strategies to integrate gender at each phase?
- Will the project intend to integrate periodic training and awareness creation forum for project personnel and beneficiary women and men on gender issues?
- Did women and men among the beneficiary community participate in baseline information gathering and were they consulted about their desires, situations, wants and needs?
- Will the Project contribute to reduce women's workload?
- Are women and men satisfied with the cost sharing expenses incurred during the project implementation?
- What measures are taken to address cultural and existing obstacles preventing women's participation?

For example,

- Sensitization and awareness creation for community leaders
- Utilizing women's indigenous communication skills (e.g. coffee ceremony, Mahiber) as the project communication

Activity 7. Develop gender sensitive objectives and strategies

Purpose: **Gender sensitive objectives** provide the basis for a specific agenda that identifies which gender needs are to be selected, and the strategies for achieving this.

The data collected using different tools and techniques should be analyzed in order to identify the core problems, opportunities and constraints to draw specific objectives and strategies.

Procedure:

Draw columns and row as need to analyze cause-effect relationships of the identified critical issues to design specific objectives and appropriate strategies to respond to the felt needs of men and women of the target area. (Refer to the following table as an Example)

Example

Problem	Causes	Effect	Gender Sensitive Objectives	Strategy
Scarcity of water supply	Lack of adequate water supplies in close vicinity	<ul style="list-style-type: none"> -Women travel long distances to fetch water from rivers, springs etc. -Women are exposed to sexual abuses while fetching water. -Inadequate water for household consumption. -Health hazards to women e.g. Schistosomiasis, etc. 	<ul style="list-style-type: none"> -Women's workload reduced -Incidence of violence against women such as kidnapping, rapping etc, reduced. -Adequate water for household consumption made available and easy for women to manage. -Health hazards reduced for men and women 	<ul style="list-style-type: none"> -Provision of adequate and safe water supply in nearby sites -Promotion of hearth education -Establish measures to protect water sources like drainage, fencing etc...
Poor environmental sanitation	<ul style="list-style-type: none"> -Lack of appropriate sanitation facilities -Lack of awareness on personal & environmental hygiene and Utilization of unsafe water 	<ul style="list-style-type: none"> -High incidence of communicable disease like diarrhea, Trachoma, Cholera, Typhus, Typhoid etc. 	<ul style="list-style-type: none"> -Reduced incidence of communicable diseases that affects men and women, -Proper disposal of waste in place -Women's contribution in promotion of environmental sanitation recognized by men 	<ul style="list-style-type: none"> -Provision of an appropriate sanitation facilities that can be managed by local men and women -Promote health and hygiene education -Train proper utilization and management of water and sanitation facilities -Involve men and women in choice of appropriate site and technology

CHAPTER-4 GENDER SENSITIVE

PARTICIPATORY PROJECT CYCLE MANAGEMENT

4.1 Project Implementation, Operation & Maintenance, Monitoring & Evaluation

4.1.1. Phase of Project Implementation

Implementation phase is a phase for drawing and action plan that determines schedules of activities, time, and delineate roles and responsibilities of partners involved. The action plan can help also when and how to mobilize resource, coordinate and supervise or monitor whether the project activities are done as per the schedule with quality of works expected or not.

Activity 8: Facilitate drafting of by-laws for appropriate governance and management of the scheme

Purpose: To develop governing rules and regulations that can help proper distribution and use of the water supply, and administering sanitation facilities, as well as to define roles between men and women in the implementation of the activities.

Preparation: Sample by-laws developed by the office or already functioning water site users.

Procedure: The following Key Questions shall be answered during preparing the by-law:

- 📖 What should be the organizational structure and roles of the WATSAN Committee?

- 📖 What should be the proportion of male & female committee members?
- 📖 What should be the contribution of men and women users during administration and maintenance of the project activities?
- 📖 What should be source of funds? How it should be managed?
- 📖 What mechanisms should be employed to monitor and evaluate the performance of the Committee and other involved in the operation of the project.

Activity 9. Identify roles and responsibilities of men and women members in WATSAN Committee to delineate roles in Project Activities

Purpose:

- 📖 To encourage women to play a role in decision-making process of the project activities like that of men in leadership positions.
- 📖 To facilitate a process where women can share benefits as members of the WATSAN Committee such as training in leadership, coordination and maintenance of project activities
- 📖 To facilitate women representatives to involve in coordination and administration of WATSAN project.
- 📖 To mobilize men, women and children to attend personal hygiene/health education.
- 📖 To facilitate at least, 50% of women committee member to participate in monitoring and evaluation of WATSAN project in their respective village.

Tool: Refer activity profile format. (next page)

Preparation: Meeting place and discussion agenda, flipchart, paper, any other relevant materials

Procedure: Focus group discussion with selected representatives of men and women from the target population

- 📖 Extend invitation to the selected representatives of community members
- 📖 Discuss on women’s human rights and importance of their involvement in all stages of the project activities.
- 📖 Facilitate and encourage the participants to identify the roles of men and women play in the Committee.
- 📖 During the meeting, if available, use examples of good practices using posters, slid projectors etc.

An Example of an Activity Profile format

No	Activity	Men	Women	Both
1	Site Selection by			
2	Undertaking construction by			
3	Coordination and administration by			
4	Follow up of day-to-day activities by			
5	Periodic evaluation of project performances by			
6	Technology Choice			
7	Tariff Setting			
8	Scheme Maintenance			
9	Collection of bills			

Activity 10: Orient the target population or users on the handling and use of WATSAN schemes

Purpose: To ensure proper use of the facilities

Preparation: meeting place, agenda for discussion

Procedure: A call for a meeting for introduction/orientation

- 📖 Identify and select care takers from men and women users
- 📖 Orient on their involvement in the project implementation
- 📖 Provide training on health, environmental sanitation, personal hygiene, food hygiene etc.
- 📖 Use posters that depict the negative effect of poor sanitation and positive effects similar to the project intervention, discuss contamination route, barriers and etc.

Gender Mainstreaming Checklist 2

- What kind of contribution can be obtained from women and men for the project in terms of voluntary labor and financial contribution?
- Area women able to contribute in construction work **without incurring additional workload** on them?
- Are their training opportunities to help women's involvement and is there any form of compensation for additional workload and time spent?
- Are there adequate opportunities for women to participate in **project management position**?

4.1.2 Phase of Operation & Maintenance

This is a phase where the project management mobilizes scheme users and communities to organize themselves and takeover the responsibility of managing the already established schemes by their own. In this process there is still distinction between women and men. There are series of prior activities, which should be undertaken in an attempt to bring about effective community self management on WSS schemes.








Activity 11: Enhance Operational management capacity of schemes

Activity 11.1. Enhance management capacity of WATSANCO members

Purpose: To effectively manage a scheme

Preparation: Design curriculum, teaching materials, training place, contact trainer, stationary materials etc.

Procedure:

- 1) Organize short-term training to WATSAN committee on fund mobilization, utilization, reports writing, etc, particularly on:
 -  How to manage WATSAN facilities
 -  How to operate and maintain the water supply scheme
 -  Mobilizing users and their resource
 -  Utilizing of water and sanitation facilities
 -  How to collect sex disaggregated data
 -  Raising gender awareness
 -  Documentation recording and report writing on gender disaggregated data.

2) Recommended Training at Community Level

Self Organization

- Conducting community meeting
- Problem identification, need assessment and prioritization
- The role and responsibility of the committee
- Involvement of women

Hygiene and Sanitation

- Transmission routes
- Prevention Methods
- Water Supply & Sanitation Management
- Environmental Sanitation around the water point
- Water use education

Preparation of Project Proposal

- Gender task analysis
- Gender resource analysis
- Selection of technology
- Environmental sanitation
- Mechanism for raising funds

Planning of Construction

- Selection of care taker
- Identification of technicians.

Training in operation and maintenance of WATSAN facilities








- Training in operation and maintenance
- Training in simple book keeping

Training in participatory monitoring and evaluation

Training by Local Community Facilitators (LCFs) at community level can be summarized into three major types;

- Assisting communities to identify their priority needs for assistance and to prepare project proposals
- Training on management of WATSAN Schemes
- Training and follow-up in post construction of WATSAN facilities (This will go hand in hand with monitoring and evaluation activities)



3) Ensuring women who are involved in WATSANCO play influential roles during operation and management related to:

-  Tariff setting
-  Budget preparation
-  Users fee collection
-  Simplified bookkeeping
-  In technology choice
-  In bill collection
-  In making decisions on operation and maintenance of the scheme

Activity 11.2 Enhance the skill capacities of Caretakers




Purpose: To enable them to properly handle the schemes

Preparation:

-  Design curriculum, teaching materials, training place, contact trainer, stationary materials etc...
-  The training venue should be closer to where the women live. It could be a community-based training; particularly in culture women's mobility is restricted.

Procedure:

Provide training on technical skills particularly to women and men care takers on areas such as:





-  Repair and maintenance activities,
-  Installation and fixation,
-  Operating machines and facilities etc.

The training should be simple and practical

Activity 12: Encourage WATSNACO to develop job descriptions, procedures, etc.

Purpose:

To enable the committee to monitor day-to-day planned activity implementation for example to:

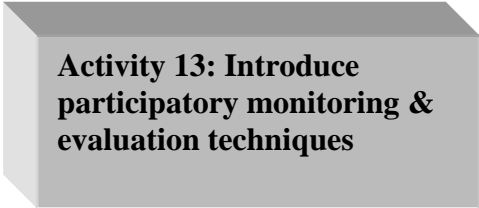
-  Check whether the assigned women and men are fully involved in operating and managing the water and sanitation activities according to the action plan or not.
-  Ensure that the water and sanitation facilities are properly functioning to provide adequate services to meet the needs of women and men. If not, facilitate and encourage women and men, who are trained, to maintain the services.
-  Encourage female and male technicians to participate in operation and maintenance of water sites and sanitation facilities.
-  Managing resources of the scheme that can help them to:
 - Make regular collection of water fees from users
 - Mobilize and build the capacity of the users to secure special funds for construction, repair and maintenance's of the facilities.
 - Establish simple accounting and recording systems that could be easily administer by women and men in charge of the activities.
 - Make annual auditing and assess how much of the allocated resources have been utilized to improve women's situation the project areas.

Procedures:

Collect documents that are related to the issue on other similar projects encourage and assist the committee members to draft their own job description/working procedures, etc

4.1.3 Phase of Participatory Monitoring & Evaluation

Participatory monitoring and evaluation is a management process that guided project managers or scheme users to check whether a project implementation process is going well in accordance with the planned schedule and resources. Evaluation is often associated with impact issues such as what changes the project has brought about on the quality of life of the target groups at the end of the project phase.



Activity 13: Introduce participatory monitoring & evaluation techniques



Purpose:

To encourage full participation of women and men in monitoring and evaluation activities of the project.

Preparation:

Discussion agenda, identify participants, invitation letters, meeting place, and other relevant materials etc...

Procedure:

-  Organize a general meeting of the WATSAN users and facilitate the discussion on the following issues:
-  Encourage the water and sanitation project users (both women and men) to nominate evaluation team that fairly represents both sexes.

- 📖 The team with the agency in charge of the project develops the terms of reference, which include objectives of the evaluation and expected outputs, the methodologies to be used, as well as the work plan.
- 📖 Facilitate and encourage the evaluation team to use gender disaggregated data collection, water consumption and sanitation facilities.
- 📖 Develop gender disaggregated data collection system on usage of WATSAN facilities at household and community levels.

Key issues to be looked into:

- 📖 Ensure women of the community participated in monitoring and evaluation activities including operations and management.
- 📖 Impact on women's time spent in fetching water
- 📖 Impact on energy spent on carrying water
- 📖 Impact on women's time spent to handle reproductive activities
- 📖 General satisfaction of technical designs of WATSAN facilities
- 📖 Impact on the general health situation of women
- 📖 Use the findings of the evaluation to improve the performance of the project and to create a positive impact of the welfare of the users, in particular on women.

Activity 14: Formulating Gender Sensitive Indicators of Monitoring and Evaluation

The importance of monitoring and evaluation is increasingly understood among development practitioners. It may be useful for you to have indicators and framework to monitor and evaluation the project from gender perspective. Monitoring and evaluation should be conducted from two aspects. One is to assess yours as well as the community's performance and project processes, and the latter is

to look at the changes of the community and the project outputs due to the interventions.

Purpose:

To evaluate how the project is progressing in its process of implementation and to measure the changes brought about on the community, particularly on women and girls as the primary users of the WATSAN facilities.

Procedure:

Design your own gender sensitive indicators in consideration of the following criteria:

Suggested Criteria for Formulation of Gender Sensitive Indicators

- Indicator should be developed in participatory fashion, including all stakeholders whenever possible.
- Indicators should be relevant to the needs of the users and at a level that the users can understand.
- All indicators should be set to gender disaggregated data
- Both qualitative and quantitative indicators should be used.
- Indicators should be easy to use and understand.
- The number of indicators should not be too many.

Example 1: Gender sensitive monitoring and evaluation matrix

Phase	Level of project development	Gender sensitive indicator
Phase 1	Project Identification	<ul style="list-style-type: none"> - Number of women and men participated in need identification - Number of women and men participated in priority setting
Phase 2	Project Designing	<ul style="list-style-type: none"> - Number of women and men attended the planning meeting - Number of women and men played influential roles in determining the critical issues and objective of water and sanitation project - Number of women pledged to contribute resources in terms of labor cash and information - Number of women participated in choice of technology for both water and sanitation
Phase 3	Implementation	<ul style="list-style-type: none"> - Number of women benefited from water and sanitation project - Number of women and men contributed resources in terms of labor, cash and participated in administration of water and sanitation project, - Number of women whose workloads have been reduced due to the project intervention - Number of women who have adequate leisure time to undertake other activities such as time for taking care of their children

		<ul style="list-style-type: none"> - Number of women whose technical and administration know how on water and sanitation of personal and environmental hygiene increased - Number of women actively participated on health and hygiene education activities - Number of women actively participated in committee decision regarding operation of water and sanitation site selection and construction
Phase 4	Operation and Maintenance	<ul style="list-style-type: none"> - Number of women participated in coordination and administration of water and sanitation activities - Number of women trained caretakers - Number of women fully participated in construction and maintenance activities - Number of pit latrines and water points constructed and properly utilized by women and men- for example latrines are proper utilized by member of the house-holds - Reduced percentage of incidence of water related disease - Women no more travel a long distance for fetching water

Additional Checklist:

- 📖 What are the respective roles of local women and men in operation and maintenance, management and cost financing?
- 📖 Who does the work and who gets the training, payment?
- 📖 Who uses the water supply and waste disposal facilities and for what purpose?
- 📖 Do men and women benefit differently from the project?
- 📖 Who is participating more in building new facilities? Male headed or female headed households?

Example-2 Proposed Gender Sensitive Indicators Of Monitoring & Evaluation

Objective	Indicators of Achievement
Improved water supply	<ul style="list-style-type: none"> - Number of users (male and female) - Amount of household water consumption
Reduced workload	<ul style="list-style-type: none"> - Time for fetching water - Distance from homestead to water point - Availability of spare time for men and women - Men and women's additional activities during the spare time gained by reduced time/workload in fetching water
Improved personal security	<ul style="list-style-type: none"> - Occurrence of rape, abduction and/or other harmful practices - Men and women's perceptions on personal security (in particular during fetching water)
Managerial performance of water committee and gender aspect	<ul style="list-style-type: none"> - Number of male and female committee members - Responsibilities and performance of male and female committee members - Number of male and female community members trained (technical, financial and management aspects)
Improved water use and environmental sanitation	<ul style="list-style-type: none"> - Men and women's awareness on sanitation and water related diseases - Behavioral changes in basic hygiene and use of water - Health conditions of men, women, boys and girls - Occurrence of water borne diseases
Attitudinal changes of the community related to gender/ social considerations	<ul style="list-style-type: none"> - Number and frequency of community meetings - Number of female attendants in community meetings - Men and women's perceptions on women's participation in public affairs - (Self) image of women (e.g. self-esteem, capacities in development activities, knowledge and skills)

Activity 15: Conduct Gender Analysis using Gender Analysis Matrix

The Gender Analysis Matrix is a tool for gender analysis of development projects at the community level. It separates out the different impacts on women and men so that development practitioner may accommodate the different needs and interests of men and women. It is a simple and systematic way to study the different gender effects of projects on men and women. It can be used during planning and design stages, as well as monitoring and evaluation (Refer to Annex 5 for details please).

Purpose:

It helps to analyze and measure before and after effects of the project intervention on men and women.

A Completed Gender Analysis Matrix:

(Example 1)

Project Objectives: One of the two analyses of the project in two different parts of the world.

Procedure:

Use (+) sign is used / marked if the identified effect is consistent with project goals

(-) Sign is used/marked if the effect is contrary with your project goals.

(Let us assume that Piped water is brought to all the homes in one village)

	Labor	Time	Resource	Culture
Women	+No longer need to transport water	+Time saved +Option leisure	+Water is more easily available +Garden irrigation	-Reduced mobility _Social interaction at water source stops
Men	+Acquire skills in water	-Training, building and	+Better health +More water	- Uneasy about women having

	system building and maintenance	maintenance take more time than work		free time
(Household) Family	+Net savings or increase in labor	+Women have more time for child care, other home based work	+Better health +More water	+Women at home more
Community	+Trained community committee for water system maintenance	-Less time for leisure for men, more time for women	+More easily available water	-Women not involved in community self management of water system +Women interact less with each other

Key Guiding Questions

- 📖 Are the effects listed above desirable? Are they consistent with program goals? How is the potential negative socio-cultural effect
- 📖 How will this activity affect those who do not participate
- 📖 Are all women involved?
- 📖 Unexpected results-is been identified during implementation

- Assumption:**
1. Women collect and transport water for family needs
 2. Women leave their homes regularly only to go to the water source.

A Completed Gender Analysis matrix

(Example 2)

Project Objectives: One of two analysis of the project in two different parts of the world.

Procedure:

Use (+) sign is used/marked if the identified effect is consistent with project goals

(-) sign is used / marked if the effect is contrary with your project goals.

(Let us assume that Piped water is brought to all the homes in one village)

	Labor	Time	Resource	Culture
Women	No change	No change	+More water available +Cost of pipe water reduced	+No contract with vendor
Men	-No change -Vendors out of work +Some men learn about water system	-Less leisure -Time needed for maintenance	+Cost of piped water reduced	+Less time for socializing and drinking with friends
Household	No change	No change	+Home gardens with more water +Better health	+People bathe more +Wash clothes clean +Violence in family reduced
Community	+Some people acquire skills in water system maintenance	-More time spent on water maintenance	-Maintenance requires money	+Possible income through soap making

Key Guiding Question

- 📖 Are the effects listed above desirable? Are they consistent with program goals? For community, Potential problems within family, does it involve women?
- 📖 How will this activity affect those who do not participate? Women and children may be subject to abuse. Unemployed vendors may create problems?
- 📖 Unexpected results-to be identified during implementation?

Assumption: Men transport and sale water to homes

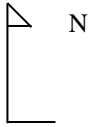
ANNEX

Annex 2 Transect Walk

Transect Walk in small keyate

Land use	grazing & crop land.	Crop land	Settlement & Crop land	Settlement & Crop land	Crop land forbidden for	Crop land & grazing
Plant	wef ankur, game kitkita bush & acacia trees	wef ankur, game kitkita bush & scattered trees	garden fruits & grass	garden fruits & grass	grass	Wefankur, game grass
Soil type	Koticha & Sand soil	Koticha	red soil	red soil	red soil	red soil
Erosion	Eroded land	-				
Water	-	-				

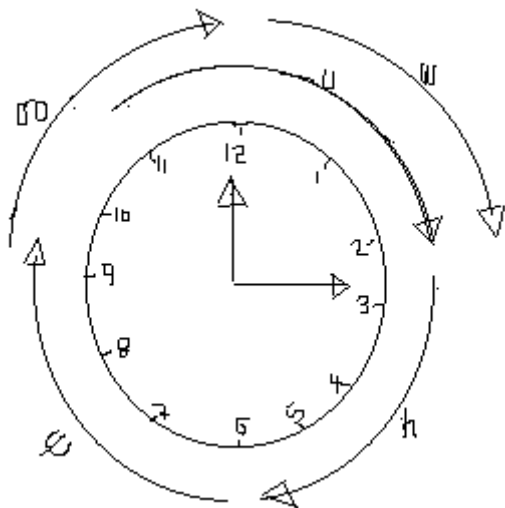
Annex 3 Vilage Natural Resource Map



Key

	Living area
	Wet land
	Grazing area
	Road
MTSW BPBPS	Crap land (crops)
	Underground store
M T S W B P B P S S	Crops Maize Teff Sorghum Wheat Barely Pick Pea Bean Pea Soya bean Spices

Annex 4 Women's Daily Routine Clock







Code	Time	Activity
A	5:30 - 9:00 am	Fetching Water
B	9: 00 - 12:00 am	<ul style="list-style-type: none"> - Looking after children - Grinding Grains - Cooking lunch & feeding family members
C	12:30 - 3:00 pm	<ul style="list-style-type: none"> - Taking lunch for husband working in the field - Working in the field
D	3: 00 pm - 6:00 pm	<ul style="list-style-type: none"> - Fetching Water - Grinding grains - Cooking dinner - Looking after children
E	6: 00 pm - 10:00 pm	<ul style="list-style-type: none"> - Feeding family members - Making Coffee - Washing husband's feet - Looking after children

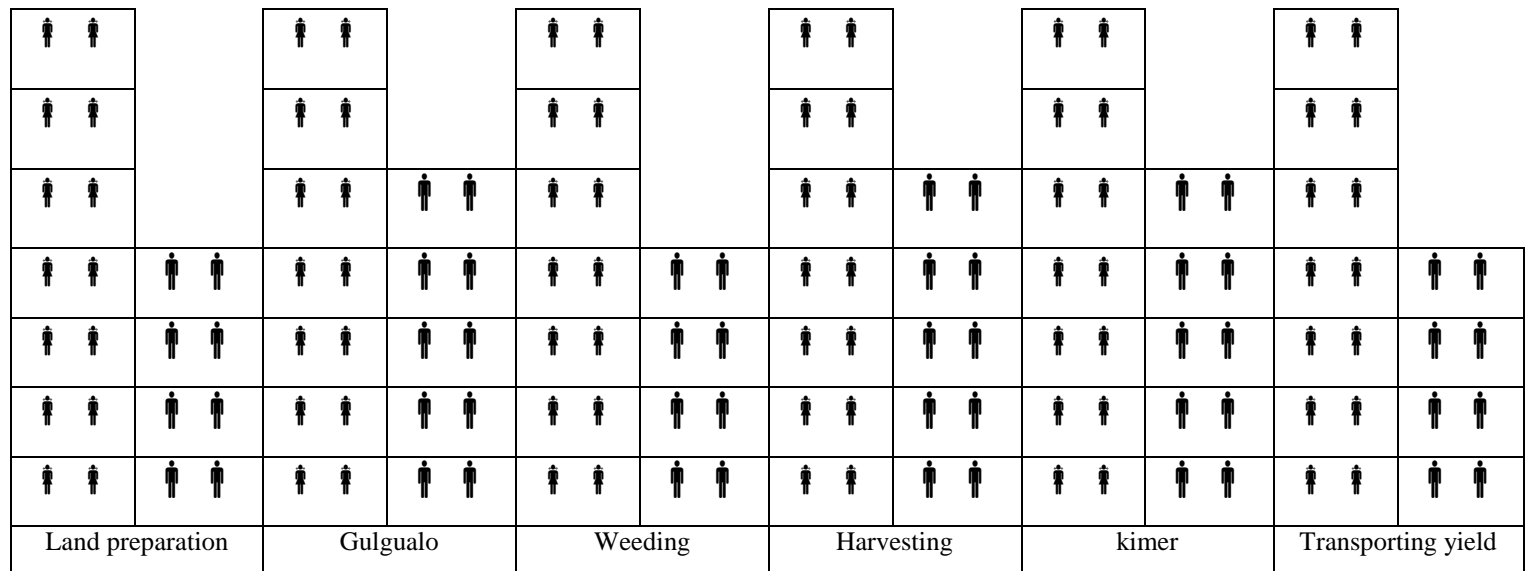
Annex 5

Men's & Women's participation On Agricultural Activities (Example)

key

		Women
		Men

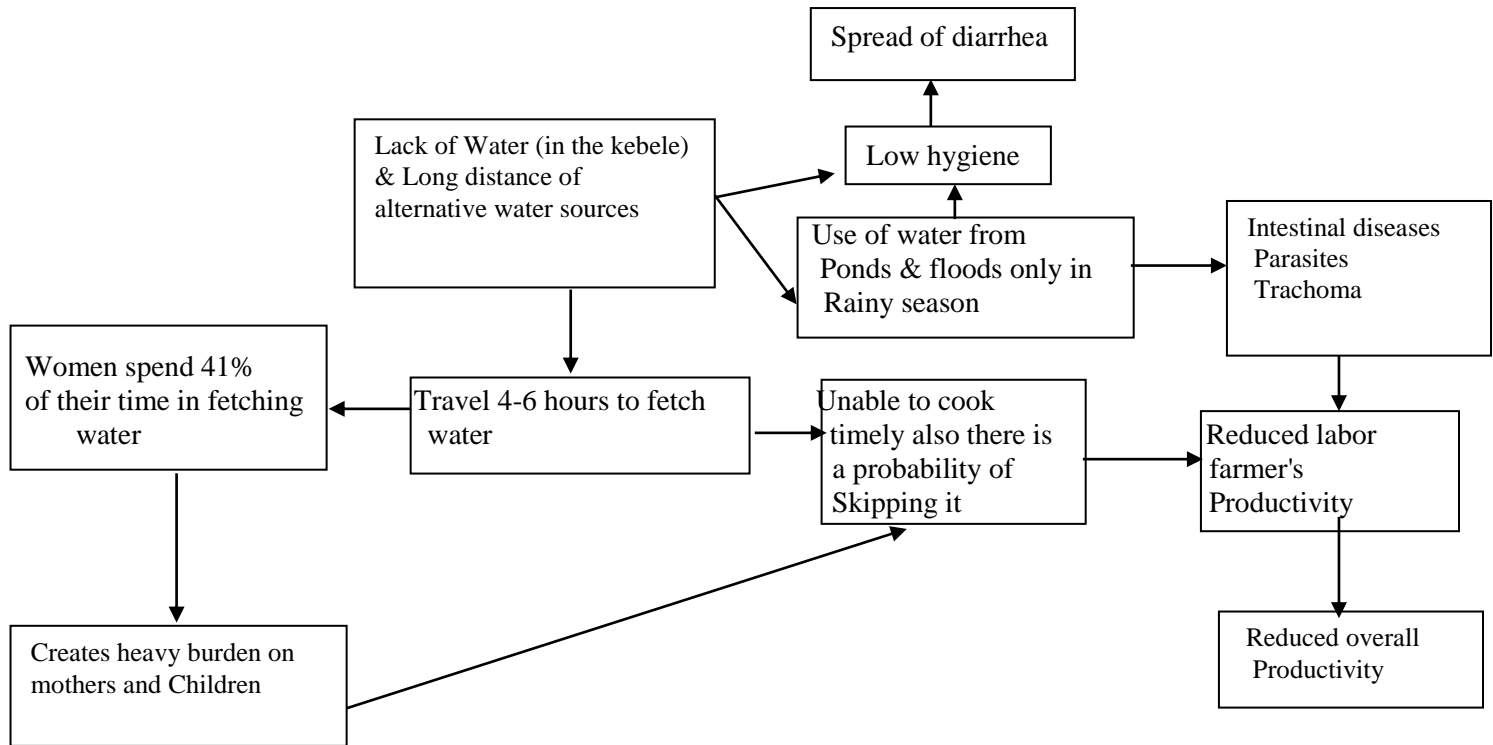
Highest



Lowest

Note: The data was gathered from 'Conso' farmers.

Annex 6 Cause-effect relationship of water supply problem/example







Annex 7: Gender Analysis Matrix (GAM) Guide

1. What, Why, Who and When?


WHAT

- (.) The GAM is a tool for gender analysis of development projects at community level.






WHY:

-  The GAM is used to determine the different impacts of development interventions on women and men.
-  The GAM separates out the different impacts on women and men (and other vulnerable groups) so that development practitioners may accommodate the different needs and interests of men and women.
-  The GAM initiates a learning process which values the perceptions of learners about existing gender relations
-  The GAM encourages critical thinking about gender roles and the different values society places on women's and men's labor.

WHO:

-  A representative group within the community should do the analysis wherever possible: the group should include women and men of equal numbers. If the culture does not permit women and men to work together, then each gender should meet separately, and the analysis should be shared with the other gender.

WHEN:

-  The GAM can be used at the planning stage, to determine whether potential gender effects are desirable and consistent with program goals or not
-  The GAM may also be used at the design stage, where gender considerations may change the design of the project.
-  The GAM is particularly useful in expanding the scope of monitoring and evaluation beyond the stated objectives to address broader program impact
-  For monitoring, the GAM can be used to periodically verify expected impacts and identify unexpected results so that they can be addressed.
-  During evaluation, the GAM can help to determine gender impacts.

2. Definitions for the Gender Analysis Matrix

The Gender Analysis Matrix is a simple and systematic way to study the different gender effects of projects on men and women. The Matrix has four levels of analysis and four categories of analysis.

a) Level of analysis:

The four levels of analysis are women, men household (including children and other family members living together), and the larger unit-the community.

WOMEN:

This refers to women of all ages who are in the target group (if the target group includes women), or to all women in the community.

MEN:

This refers to men of all ages who are in the target group (if the target group includes men), or to all men in the community.

HOUSEHOLD:

This refers to all women, men and children residing together, even if they are not part of one nuclear family. Although the types of household may vary even within the same community, people always know what constitutes their “household” or “family”. That is the definition or unit of analysis that should be used for this level in the GAM.

COMMUNITY:

This refers to everyone within the project area as a whole. The purpose of this level is to extend the analysis beyond the family to society at large. However, communities are complex and usually comprise a number of different groups of people with different interests. So, if clearly defined, “Community” is not meaningful in the context of the project, this level of analysis may be eliminated.

b) Categories on analysis:

The four categories of analysis are the potential changes in labour, time, resources and socio-cultural factors for each level of analysis.

LABOUR:

This refers to changes in tasks (fetching water from the river), level of skill required (skill versus unskilled, formal education, training), and labor capacity (how many people and how much they can do; do people need to be hired or can members of the household do it?)

TIME:

It refers to changes in the amount of time it takes to carry out the task associated with the project or activity.

RESOURCES:

This refers to changes in access to capital (income, land, credit) as a consequence of the project, and the extent of control over changes in resources (more or less) for each level of analysis.

CULTURAL FACTORS

This refers to changes in social aspects of the participants' lives (changes in gender roles or status) as a result of the project.


Note: Levels and categories of analysis can be modified according to the local context or the type of project? activity. for example, FHI/E, an international NGO working in the northern Ethiopia adopted as additional level of analysis “female household heads” in their gender research, because they recognized that, “in many cases, the situation of women household-heads is much different from the other women and separate analysis is required”

How to use the Gender Analysis Matrix (In the project planning and design phase):

1. Describe the project in a few sentences.
2. Identify the groups that the project is intended to benefit. Be as specific as possible.
3. Restructure the Matrix to ensure that these groups are represented. Keep the Matrix as simple as possible. Do not add more than two subcategories, as that will make the matrix very difficult to manage over time. The key is to ensure that the matrix facilitates a process of analysis, rather than serving as a comprehensive database. Leave out the “Community” Category if it does not reflect the complexity of the community with which you are working.
4. Fill out the Matrix by asking why the project's potential impact is on women's time, labor, physical resources and social and cultural contexts. Next to ask the same questions for the men, the household and the community.

The categories provided in the matrix may be further sub-divided as needed; for example, labor could be household labor (domestic), Productive labor (own business), wage labor (paid for work) and unpaid labor (done out of social necessity.)

The question on this category would than be:

 What effect would the project have on women's household labor, productive labor, wage labor and non-wage labor?

The most difficult impact to anticipate is in the socio-cultural category. In this case, it is particularly useful to look across categories and across the various levels of analysis to determine the interrelationships.

As needed, the levels of analysis can also include (depending on the project goals and the community in question) age group, class, ethnic groups, or other relevant categories determined by the analyzing group. (See the above Note).

5. If there is disagreement among the group about the expected impact, it is okay to not all views even if they are contradictory. The contradiction will be addressed in subsequent analysis and resolved on the basis of actual outcomes.

After all the blocks have been filled out, determine whether the effect listed in each box is desirable or not with respect to your program's goals.

If is consistent with your programme goals, mark it with a plus (+) sign.

If it is contrary to your programme goal, mark it with a minus (-) sign.

If you are uncertain, identify it with a question mark (?)

6. Use the signs as a visual picture of the areas where expected impacts will be consistent with programme goals, and areas where impacts may be contrary to programme goals.

DO NOT add up the signs to determine net effect.

The matrix does not determine questions of equity, it simply separates out the potential impact of a particular activity. In each particular context, it is the analysts (the community group doing the analysis) who decide whether the potential consequences of a particular project are desirable.

7. Consider the effects on those who do not participate in the project. What adjustments can be made to prevent a negative result to those who cannot or do not wish to participate?








In the monitoring and evaluation phase:

1. Review the analysis and verify the expected impact at least once in a month for the first few months of a project, and at least once in every three months thereafter.
2. Identify unexpected results so that they may be addressed.






Notes:

- a) This tool should not be the sole means to decision-making. It should be used in addition to other standard tools.
- b) The completion of the GAM can take two to four hours, especially during the first few analysis. Often it is difficult for women to leave their work for such a long time. In such cases, it is possible to do two categories at a time. The goal is to ensure that both sexes have taken part in the analysis.

Strength and weakness of GAM**a) Strength**

-  Low cost
-  Easy use
-  Non-judgmental
-  Sustainable
-  Qualitative
-  Information direct from the source
-  Self analysis and critique, therefore, learning will be trans-formative

b) Weakness:

-  Need for repetition over time
-  Without repetition, risk of reinforcing negative stereotypes
-  Need a good facilitator
-  Qualitative
-  Subordination is often not explicit: when the women's view is not pulled out, there is a danger that the GAM can lead to a false consensus and false confidence that women have taken an equal part in defining the future.

Annex 8: Gender Analysis Matrix

Facilitation Skills

How to facilitate focus group: - Guideline for making focus groups

- 1) **Participants:** a small group of people (about 6 to 12)
- 2) **Facilitators:** one facilitator, one note taker /observer
- 3) **Time :** 30 minutes to one and half hours
- 4) **Setting:** Need to choose an appropriate setting (comfortable, no interruptions, culturally appropriate, informal atmosphere)
- 5) **Preparation of interview guide:**
It is important for the facilitator(s) to have interview guide prior to the focus group discussion/interview, which may include; the informants, checklists, key questions, etc.
- 6) **Group formation:**
Preferably, the characteristics of focus group are;
 - Homogeneous according to salient characteristics, such as age, race, education, sex, income level, people that share a particular problem.
 - Organize at least 2 focus groups per grouping per subject.
 - Select participants somewhat randomly if possible (within a category)

Advantages and disadvantages

Please note that there are advantages and disadvantages of focus group.

ADVANTAGES

- Useful for collecting information from a group of people who have the same background and similar characteristics.
- Cost effective (can get information from several people at a time within an hour).
- Provide some quality controls on data collection (participants tend to provide checks and balances on each other that weed false or extreme views).

- Allow for more community involvement in the generation of ideas.

DISADVANTAGES

- Require considerable facilitation skills
- Harder to analyze data than other methods
- Less control over the course of discussion
- Can be affected by power relations, which may distort information generated.

Tips for Gender Sensitive Water Supply and Sanitation

When you facilitate a focus group discussion or group interview, certain facilitation skills may be required to obtain good quality of information. The following are some general suggestions for good facilitation;

- 1) Sit in the circle with everyone else, not further in or further out (a facilitator should take a position where she/he can see every participants' faces).
- 2) Dress appropriately.
- 3) Generally, do not interrupt, especially when someone speaks slowly or has trouble expressing his or herself.
- 4) Laugh with people, but NOT at them.
- 5) Avoid the domination of a few individuals through, for example;
 - Contacting persons, who are likely to dominate the discussion and ask their opinions in advance, then request them to allow others to express themselves in the focus group
- 6) Keep participants focused.
- 7) Get quiet people to respond through, for example;

- Encouraging the participant to express her/himself by saying, “You must be familiar with the problem, because... Could you share what is in your mind?”
- 8) Handle controversy, but do not stifle it through, for example;
 - By saying, “Everyone has opinions”, “You and I can talk more about that later, if you want, but we really need to move on”.
 - 9) Pay attention to body language like;
 - Body positioning (folded arms, leaning back, covering their mouth, etc.)
 - People laughing, smiling, or looking irritated by others’ answers.
 - Tone of voice
 - 10) Allow some silences.
 - 11) Use probes effectively.
 - 12) Make summaries of what has been said.
 - 13) Use transitional statements so that people know you are finished with one question and are going to something different. For example, “All right, I think we have exhausted ideas about the issue. Now, let’s talk about the next issue”.
 - 14) Use humor.

Annex 9 WSS Participatory Tool kits

Social /Environmental Mapping

Contamination routes

Contamination Prevention

Story with a gap - O&M

Picture depicting on O&M discussion

Picture depicting on clean environment

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