Module B12
Delivery of programmes and projects

Target Group
Project Managers and Policy Makers

Time
2 hrs

Material
The teaching aids required for the session are:
- Whiteboard
- Whiteboard markers
- Flipchart and markers

Examples/Handouts
International Examples
Examples from Pakistan

Note: depending upon the target group of participants either use the examples to illustrate training points or explain concepts or give these as a handout.

Guideline / Procedures and Main Training Points

1. Introduction to Module B12

Procedure
- Start the session by stating the topic and objective of the module

Topic: **Delivery of programmes and projects**
Objective: **to make a clear understanding of adopting a gender sensitive approach at different stages of gender sensitive project development**

- Introduce and state the main training points of Module B12

Introduction

- The element of gender mainstreaming in IWRM projects is one on which there has been most emphasis in recent years. The project approach allows gender mainstreaming experiments in manageable controlled environments, from which the learning and experience may be disseminated and taken to scale later. There are many examples of such projects in the water sectors that have shown that gender mainstreaming in IWRM programmes is possible.
- In order to develop a gender sensitive water sector project, a gender analytical approach should be adopted in all stages of project development cycle i.e. situation analysis, project planning, implementation and monitoring & evaluation. Equitable and sustainable water policies can effectively be implemented through gender sensitive programmes and projects.

Main Training Points

1   A gender analytical framework for development of gender sensitive water sector projects.

2.   A check list of key questions which should be answered at different stages of developing gender sensitive projects.

2.   <u>Training Points</u>

2.1   <u>Training Point 1</u>
     A gender analytical framework for development of gender sensitive water   sector projects.

Procedure

- Brainstorm with the participants on training point 1 and write down the relevant responses on the whiteboard.
- Ask 1 or 2 participants to summarize main training points on the whiteboard as you go along.

Training Points

o Gender planning is based on the underlying rationale that because men and women have different roles in the society, they often have different needs. A gender sensitive project/programme must address the needs of both, men and women in their particular context. Understanding and awareness regarding gender situation of the project area, is the first step of developing a gender sensitive project. A gender diagnosis technique is usually used for that purpose

o Gender diagnosis requires a description and analysis of gender relations in a given community; but it provides no guidance in determining development directions. The Harvard Analytical Framework is a useful tool for gender diagnosis that charts and organizes information and can be adapted to many situations. The framework can be an effective training and consciousness-raising tool, both within development organization/project/programme and at the community level. It has three main components; Activity profile, Access and control profile and Influencing factors.

o Activity profile:
The activity profile identifies all relevant productive and reproductive tasks and addresses the question: who does what? A community work category can be added to complete the information base. Depending on the context (e.g. water), the time, frequency and location of work may also be indicated, as well as additional subgroups (e.g. girls/boys, elder women/men).

- Access and control profile:
The access and control profile identifies and lists the resources used to carry out the work identified in the Activity profile. It indicates who has access to resources and control over their use. Categories may be added for political and economic resources, and the resource of time. Benefits realized from household (and community) production and use of

resources are also identified and listed. Columns indicate   whether or not women and men have access to them and control over their use.

- Influencing factors:
  The influence factors chart the effects of the gender differentiation identified in the   profiles. Identifying past and present influences can give an identification of   shifts   and tends for the future. These factors can also be considered for the   opportunities   and constraints they present for increasing the involvement of   women in water   development and management projects and programmes.

2.2   Training Point 2
A check list of key questions which should be answered at different stages of developing gender sensitive projects.

Procedure
- Read through the summary of training point 1 to lead on to training point 2.
- Brainstorm with the participants on training point 2 and write down the relevant responses on the whiteboard.
- Ask 1 or 2 participants to summarize main training points on the whiteboard as you go along

Training Points
o Key questions for gender analysis of overall project:
o Does this project identify problem(s) and /or Solution(s)?
o Are all the groups affected by the problem identified, and is the disadvantaged group(s) specified among the groups affected? Is this identification gender-based?
o Are the disadvantaged named as the intended beneficiaries? Is the naming gender-specific or gender-inclusive?
o What was the level of participation of the affected and the disadvantaged groups of women and men in the project(s) identification process?
o What was the level of participation of the institutional systems in the project identification process?
o Are there groups or organizations, which will be negatively affected by the projects?

- Key questions for gender analysis at the stage of situation analysis:
o Were there provisions for disaggregating the baseline data covering needs of disadvantaged target groups and affected groups? Does this include gender disaggregation?
o Did women and men in the disadvantaged target groups participate in identifying the baseline variables and indicators?
o Did the situation analysis specify the benefits and imputs that would accrue to the men and women in disadvantaged target groups?

- Key questions for gender analysis at the stage of project planning:
o Were there biases in the composition of the project team and/or consultants who planned the project(s)?
o Did the terms of reference specify that the position of disadvantaged women and men be

safeguarded or advanced by the project(s) in their objectives, in its implementation, and in its outcomes?

- o What were the organizations of the affected and disadvantaged groups? How did disadvantaged men and women participate in these organizations?
- o What was the level of participation of the institutional systems concerned in specifying the problem, formulating the objectives, the plan, and the budget?
- o Did the design team's terms of reference include looking at the interactions between the disadvantaged groups, the affected groups, and the institutional systems in terms of building the organizational strength of men and women in disadvantaged target groups?
- o Were there adequate budget and time frame provisions for the organized participation of disadvantaged women and men in the design stage?
- o Were there adequate budget and time frame provisions for the organized participation of disadvantaged women and men in the design stage?

- Key questions for gender analysis at the stage of project implementation:
- o Do the objectives specifically describe and quantify disadvantaged groups of men and women as intended target groups and beneficiaries as precisely as possible?
- o Were there specified measurable project outputs (benefits) for men and women in disadvantaged target groups?
- o To what level do the women and men in disadvantaged target groups participated in the implementation and management of the project(s)?
- o Are they trained and organized for this purpose?
- o Are the considerations of social sustainability raised in the previous stage adequately identified and dealt with?
- o Does the project budget take adequate consideration of social sustainability and participation costs, given the level of handicaps of the disadvantaged women and men?
- o If there are disadvantaged groups of men and women who were negatively affected by the project, did the project minimize the adverse effects? How?
- o Do the work plans ensure the termination of the project through adequate training and organization of disadvantaged women and men?

- Key questions for gender analysis at the stage of monitoring and evaluation:
- o Are there provisions for the women and men in disadvantaged target groups, affected groups and institutional systems to participate systematically in the monitoring?
- o To what extent are the institutional systems, the affected and disadvantaged groups organized and empowered to take corrective action in response to discovery of weakness or failure during programmed implementation?
- o Do the reporting requirements include information disaggregated by gender, class, or other relevant characterisristics?
- o How do the institutional system, the affected group, and the disadvantaged groups participate in evaluation process?
- o Is information presented in such a way as to report separately on the impact for the women and men in the affected, and the disadvantaged target groups?
- o Is there information about the differential participation in the project of men and women in the target groups, the affected groups and institutional systems?
- o Is there information included on the social sustainability of the project?

o Is there clear and implement able recommendations consistent with the information obtained through monitoring and/or evaluation processes?

3. Winding up

Procedure
- Wind up the module with a summary and thanks to the participants.
- If more than one session in the workshop, announce break and time to return for the next session.

Examples of Module B12
Delivery of programmes and projects

INTERNATIONAL EXAMPLES

Success in Gender Mainstreaming Programmes and Projects

This element is one on which there has been most emphasis in recent years, and where in some cases there has been success in gender mainstreaming. The project approach allows gender mainstreaming experiments in manageable controlled environments, from which the learning and experience may be disseminated and taken to scale later. There are many examples of such projects in the water sectors that have shown that gender mainstreaming in IWRM programmes is possible.

Rural Water Supply and Sanitation

In Morocco, the Rural Water Supply and Sanitation Project of the World Bank aimed to reduce the burden of girls who were traditionally involved in fetching water in order to improve their school attendance. In the six provinces where the project is based, it was found that girls' school attendance increased by 20 % in four years, attributed in part to the fact that girls spent less time fetching water. It was also found that convenient access to safe water reduced the time spent fetching water by women and young girls by 50 to 90 (*Completion Report, Rural Water Supply and Sanitation Project, Kingdom of Morocco, quoted in A Gender Perspective on Water Resources and Sanitation, Background Paper submitted by the Interagency Task Force on Gender and Water, pp 5, Jan 2004*).

Community Water Management

In the Fergana Valley in Kyrgystan, local villagers, having successfully participated in improving their drinking water supply, wanted better bathing facilities. With the assistance of NGO's, women leaders initiated a programme to build and manage public bathhouses in two villages. The bathhouses address hygiene concerns but also create jobs for the unemployed women of both villages. It is anticipated that in constructing facilities based on women's felt needs, use of the bathhouses will be high, so reducing the rates of water related disease and providing a positive focal point for further health campaigns (*Community Water Management in Kyrgystan and Uzbekistan: Strengthening the Role of Women*).

Productive Use of Domestic Water Supplies

Boreholes meant business for the women of Diass in Senegal *(Moriarty P, Butterworth J,F The Productive Use of Domestic Water Supplies, IRC International Water and Sanitation Centre, , May 2003)*. Sale of water from community boreholes to households and herders raised revenue that was partly loaned to women's groups. This was utilized in enterprises like selling fruit, vegetables and groundnuts. Money from water sales and interest on loans was re-invested in the network. In this example, water finances business, which in turn finances water development.

Many of the examples in section 2 have been in the project and programme mode, and these modes remain widespread in gender mainstreaming efforts in the water sector. Clearly for many IWRM initiatives starting with pilot projects would be a useful way to begin, especially if they are tied in with institutional and policy changes.

Integrating Gender into the Promotion of Hygiene in Schools

In the Est-Mono region of **Togo**, where only 10 per cent of the population have access to potable water, a project aimed at improving access to water and sanitation facilities in schools did not adequately take a gender perspective into account. Thus, the facilities did not meet everyone's needs and fell into disuse. A new project design encouraged the participation of all villagers, boy and girl students, men and women teachers and administrators, and an action plan for hygiene promotion was approved by the schools and the villages. The project provided separate water and sanitation facilities for boys and girls, as well as educational resources, to each village school. Addressing gender imbalances among students and ensuring the participation of the entire community has led to impacts far beyond the immediate results. Girls have taken a leadership role and increased their self-esteem. Gender-balanced School Health Committees are responsible for the equipment and oversee hygiene.

Source: S. Alouka, 2006. Integrating Gender into the Promotion of Hygiene in Schools. In: Office of the Special Adviser on *Gender Issues and Advancement of Women, Gender, water and sanitation: case studies on best practices*. New York, United Nations (in press).

In **Mozambique**, a project supported the construction of latrines for boys, girls and teachers, and hand-washing facilities for hygiene practice. Not only have these initiatives provided safer, healthier learning environments, they have also encour- aged girls to complete their basic schooling. In Bangladesh, a school sanitation project with separate facilities for boys and girls helped boost girls' school attendance 11 per cent per year, on average, from 1992 to 1999.

Source: United Nations Children Fund (UNICEF), 2003. At a glance: Mozambique. See: *http://www.unicef.org/infobycountry/mozam- bique_2231.html* and UNICEF, 2003. Sanitation for All.
See: *http:// www.unicef.org/wes/sanall.pdf*.

Applying a Gender Mainstreaming Approach to a Sanitation Project

In eight slums in the Tiruchirapalli district of Tamil Nadu State, **India**, latrines constructed by the munic- ipal corporation had all become unserviceable due to poor maintenance. The women reported that the poor maintenance of the latrines caused faecal worms to generate and reproduce, and they could be found near the water taps, and even inside the walls of their houses. Poor sanitation and contaminated
water affected all families and increased their medical expenses. Male community leaders did not take any steps to provide improved facilities. Finally, the people joined forces with Gramalaya, an NGO working on water and sanitation projects. The project design called for the installation of drinking water facilities and individual toilets, as well as community mobilization, with a focus on gender mainstreaming. WaterAid covered the equipment and installation costs, while Gramalaya covered the capacity building and community mobilization components. The government provided the land sites, electricity, water supply, and loans to community members. The community benefits from improved water and sanitation facilities, better health and increased resources for community development, and the women have gained self-confidence.

Source: I. V. Berna, 2006. India: From Alienation to an Empowered Community - Applying a Gender Mainstreaming Approach to a Sanitation Project. In: Office of the Special Adviser on Gender Issues and Advancement of Women, Gender, water and sanitation case studies on best practices. New York, United Nations (in press).

Women in Sanitation and Brick Making

The Mabule Sanitation Project in **South Africa** is a joint initiative between the Department of Water Affairs and Forestry (DWAF) and the community, with funding from Mvula Trust. The DWAF provides funding for sanitation projects in communities where there is gender-balanced decision-making. The initiative established a brick-making project for latrine construction that employs mainly women, generates cash, and provides the community with affordable bricks. Mabule village now has safe and attractive toilets and improved health and hygiene. There is increased acceptance of women's leadership roles by community members, as well as an increased collaboration between women and men.

Source: M. Jabu, 2006. South Africa: Women in Sanitation and Brick Making Project, Mabule Village. In: Office of the Special Adviser on Gender Issues and Advancement of Women, Gender, water and sanitation: case studies on best practices. New York, United Nations (in press).

NATIONAL EXAMPLES

Success in Gender Mainstreaming Programmes and Projects

We can say that in Pakistan gender approaches in the projects and programmes of rural water and sanitation have made a difference and there are some success stories. While there has not been an overall analysis of all rural water and sanitation programmes in Pakistan together, the individual project documentation indicates clearly that women's lives have been impacted, and that their have been improvements in terms of increasing understanding of gender issues among both practitioners and beneficiaries, both men and women, and the burden of women in terms of carrying water has been reduced.

The Punjab Rural Water Supply and Sanitation -Ladies First

For example, under the recently completed seven-year Punjab Rural Water Supply and Sanitation Project (*The Punjab Rural Water Supply and Sanitation Project -Ladies First: Assessable Water for Entrepreneurial Women in Pakistan, funded by the ADB, CASE STUDY 1, WATER FORALL, www.adb.org/water*), which involved both women and men in all aspects of planning, design and implementation, brought water to 325 poor and remote villages and transformed the lives of 800,000 people. The availability of water has significantly altered the lives of women and girls in these communities. They previously spent two to six hours a day gathering water and additional five to eight hours a week washing clothes at sources far from their homes and villages. As the primary beneficiaries of the project, women were encouraged to carry out projects, operate and maintain them, collect tariff and evaluate projects as active participants in CBOs and community development units.

An internal project survey showed that when relieved of water collection, women become increasingly involved in income generation – women surveyed said that about 45% of the time saved was now being used for income-generating activities. The monetary value of the time saved adds up to about Rs 135 to Rs 337 ($4.35 to $10.87) monthly to household incomes of the Project area. Other impacts a 90% reduction in reported water-related diseases, an average household income increase of 24%, and as much as an 80% increase in school enrolment of children.

Community Water Supply Management

Another example shows how it is crucial to work on the gender education of men in order to enable the women to participate. In Hoto village, Baluchistan (*International Water and Sanitation Centre, undated Community Water Supply Management. Case studies, Hoto Community, Pakistan. See: http://www2.irc.nl/manage/manuals/cases/hoto.html, 25 March 2004*), where women follow a strict form of purdah, a participatory action research team went to help the village improve its water management in 1994. For a year the men would not give permission to the NGO team to meet the women of the village. Eventually, the women were able to participate in a joint meeting and put up a proposal to build a new water tank on unused land, which would provide water to the non-functioning public standpipes. The women's solution, which was far more effective, was adopted over a proposal made by men. Moreover, after this initial success, women became active participants in decision-making, and significant changes have been

made in their lives through water and hygiene education. Through empowerment and participation, women were able to influence other decisions that have a gender impact. Most significant has been the demand for education for their daughters. In 1998, a new girl's school was opened in Hoto, a great achievement given the cultural and tribal norms of the region.

Orangi Pilot Project

In the urban context of Pakistan water and sanitation projects are more difficult due to the density of population and haphazardly built environment. However there have been several NGO-led initiatives that originated in the 1980s and that have shown sustainability, largely due to pragmatic approaches and the participation of both men and women.

The best known of these, the Orangi Pilot Project, was established in 1981 to meet the huge environmental drainage, water and poverty challenges. It is world famous for the drainage infrastructure it has developed and maintained:

Infrastructure	Quantum in 2004
Sewer lines	7000 plus
Length of sewer lines	1.8 million plus rft
Secondary sewers	500 plus
Length of secondary sewers	200,000 plus rft
Latrines	100,000 plus

Source: OPP Quarterly Reports 2003-4

The people of Orangi have invested over US$ 2.5 million in just this one programme to improve their living environment. OPP reports over the last 24 years emphasize the participation of women in all stages of local discussions and development, and in maintaining this infrastructure.

The lessons of this successful programme are that poverty, environment and water issues can be tackled successfully within the same package and that working with the government is essential for tackling development to scale "external" development (such as the laying down of trunk sewers and for water mains). Another lesson is that there were no "targets" or "time frames" in the conventional sense. The "process" – participation and self-financing for putting in a drainage system and improving the living environment of the poor – was and is paramount (*www.gwpforum,org/IWRM Toolbox, and OPP Scaling Up of the Orangi Pilot Project programmes; Successes, Failures and Potential, May 2000*).

Drainage Advisory Services programme in Sindh

In some projects undertaken by the government of Pakistan with donor support, systematic research studies were carried out to solicit the views of community men and women in maintaining the infrastructure and, in a few cases, actually placing the infrastructure. One such project was the Drainage Advisory Services programme in Sindh, aimed at countering some of the previously gender blind and non-participatory approaches of the Left Bank Outfall Drain (LBOD) project. The gender strategy of DAS was based on a commitment to the development of equitable, gender-balanced and sustainable agrarian society in Pakistan and Sindh. It was developed and implemented in a systematic way, beginning with the exploration and

classification of women's role in the rural economy (including drainage and irrigation) and built upon the detailed knowledge of community relationships, the environment and key aspects of the agrarian economy that women were found to possess. Women were also found to be traditionally involved with key elements of the environment: water, fuel, fodder and foodstuffs.

The gender work in DAS was developed through Women Action Groups (WAGs) in three districts and tried three different approaches (one in each district): working directly with user groups, working with local NGOs and teams of women and men approaching community groups together. These approaches demonstrated that women can play an important role in regulation and management of water projects (*Communication Strategy, SV2: Working with Women: Gender, Development and Participation, MMP/DFID/Raasta, April 1998*).

The experience of these projects has shown that there are enormous social repercussions of water infrastructure and that it would be far better to design social participation (of communities, women, local institutions and individuals) as the most important and integral part of water projects.

1)

National Drainage Programme

The National Drainage Programme, that followed the more conventional infrastructure projects in irrigation, drainage and salinity control, social Design and gender issues have been emphasized. According to *Staff Appraisal Report Pakistan, National Drainage Program Project, September 25, 1997, Document of the World Bank*, social assessments are now routine in provide frameworks for incorporating participation, gender, poverty focus and social analysis into the design and delivery of project interventions to beneficiaries, particularly poor and women beneficiaries, and project-affected persons.

Sindh Coastal Area Development (SCAD) Programme

The Pakistan Poverty Alleviation Fund (PPAF) Sindh Coastal Area Development (SCAD) Programme: Monitoring Report, World Bank / Raasta, 2008 showed that there was great scope for introducing gender concepts through women consultations and trainings at the CO level as well as envisioning similar schemes that helped in benefiting women:

- The impact of the water scheme was very clear whereby women now got water near their houses and did not have to stay away from their homes at a stretch
- Income generation for women (with easy access of water in the village, women get 2 to 3 hours free which they utilized by doing embroidery and handicraft work for both self use/making dowry/marriage tents as well as for selling purpose)
- Women also used this water for livestock and kitchen gardening to supplement their earnings
- Community families got food on time (as their women can better manage time now)
- Adult Literacy (by saving time more and more women were now attending the adult literacy classes and reportedly finished their daily chores in time)

- Improved the quality of life (communities now bathed on a daily basis and also purchased livestock for own use due to availability of water. Women also cleaned their houses and washed clothes easily)
- Better health (communities felt that water is basic need of human and they had faced this problem since several years and now they finally got good quality water within the village which eventually led to reduced health problems)

NOTE: Under the PPAF SCAD programme, an overall gender mainstreaming outline was developed and reflected in the Reporting and Monitoring Framework

Types of Water Projects in Pakistan

Water Projects in Pakistan cover the following areas:

- Drinking water projects
- Irrigation projects
- Drainage projects
- Sanitation projects
- Salinity control and reclamation project
- Urban sewerage projects
- Drought mitigation and rehabilitation projects
- Rural development projects
- Rural support programmes
- Small scale local projects

Some Examples of the larger scale projects are:

- Punjab Private Sector Ground Water Development Project
- Remodeling of Existing Thal Canal in Punjab
- Lower Indus Right Bank Irrigation and Drainage Project (Stage I) Sindh/ Baluchistan
- National Drainage Programme
- Fourth On Farm Water Management Project (all provinces)
- Chashma Right Bank Irrigation Project in NWFP/Punjab
- Pakistan Community Development Project for Rehabilitation of Saline and Water logged Lands
- Punjab Rural Water Supply & Sanitation Project (Punjab *barani* areas)
- Devolved Social Services Programme (DSSP)
- Barani Area Development Project

A review of project documentation of these projects, plus the small scale support projects and schemes run by NGOs, show the following:

- All speak of gender mainstreaming
- All define it mainly as grassroots level women's organization and representation
- Some have gender strategies that refer mostly to benefits that will accrue to women and grassroots participation
- Some speak of hiring women professionals but few are actually employed
- There is little reference to identifying gender gaps in the particular aspects of water that the project seeks to address, or how to close them
- Less concern with gender equity and equality

- Little reference to women forming part of management

Water Project Approaches

The project cycle approach is being critiqued because it has not led to sustained and sustainable development. Benefits and costs that accrue from a project or programme intervention are also not always disaggregated by gender. Consequently it becomes difficult to understand the effects of those interventions on women and men and manage gender mainstreaming effectively. If budget allocations were not originally gender-based, then it became difficult to manage the flow of funds to maintain equality and equity in services, benefits and impacts.

However, the bottom line of managing gender mainstreaming in water projects is simple: Did it lead to gender equality or reducing the gender gap? However this question is not always easy to answer because of the following reasons:

- Water projects usually measure "success" in terms of supply targets (hardware allocated, supplied and transported to sites, installed/built and handed over)
- Communities/beneficiaries measure "success" in terms of obtaining water service or supply "at the doorstep"
- Less interest in the quality of water, quality of service, maintenance of infrastructure, in the hygiene practices associated with safe water, the improvement of health, land rehabilitated, and other qualitative indicators
- While gender approaches are often included, gender equality or closing of the gender gap not usually an explicit objective to be achieved in concrete terms