



**MINISTRY OF FINANCE AND ECONOMIC  
MANAGEMENT**

**GOVERNMENT OF THE COOK ISLANDS**

# **GENDER POLICY**

## **2018**

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## INTRODUCTION

### The overarching Cook Islands national framework on gender equality and women's empowerment

The Cook Islands National Policy on Gender Equality and Women's Empowerment and Strategic Plan of Action, recognises that women and men are equal partners to the development of the Cook Islands, and places gender equality at the heart of economic and social progress, giving equal value to the roles and responsibilities of Cook Islands women and men. It also recognises that in order to redress gender it is necessary to create the conditions for women's empowerment while women and men work together to address attitudinal and institutional barriers to gender equality.

The **operating principles** underpinning the National Policy are that:

- Women and men are equal partners in the development of the Cook Islands and gender equality is at the heart of economic and social progress, and equal value needs to be given to the roles and responsibilities of the country's women and men.
- Women's empowerment will help achieve the national objective of ensuring the benefits of development are shared equally throughout the islands and the population, in order to ensure real improvement in their standard of living.
- The realisation of women's human rights is the basic guiding principle for the National Policy on Gender Equality and Women's Empowerment.
- Gender equality is a right and customary practices are subject to the principle of equality enshrined in the Constitution of the country.
- The principle of equality is guiding the adoption of affirmative actions for compensating for historical and social disadvantages women undergone which have deprive them of equal opportunities.
- Identified priority outcomes are linked to the national priorities in the revised National Sustainable Development Plan (NSDP).
- While Government policy priorities may change, the priority outcomes identified in this Policy will remain valid.
- Women economic empowerment is critical for achieving the social and economic development goal of the country.
- Policy makers and managers need to develop their capacity to mainstream gender and address women human rights issues into their field of intervention and sector.
- Strong partnerships and coordination mechanisms need to be in place between the national women machinery – the Gender and Development Division (DAD) housed under the Ministry of Internal Affairs – and other line and sectoral ministries and with outer islands governance mechanisms.

The aim of the National Policy on Gender Equality and Women's Empowerment is to guide the Cook Islands Government in implementing and monitoring its commitments to advancing gender equality and the empowerment of women. The Policy is also a tool for dialogue with and between different sectors and agencies to achieve the following **objectives**:

1. Define agreed priorities for empowering women and achieving gender equality;
2. Create an enabling environment for translating Government commitment to gender equality into reality;
3. Align national plans and implement Government's international and regional commitments on gender equality and women's empowerment; and
4. Define a mechanism for monitoring and reporting on the progress in line with the Cook Islands commitment to regional and international state obligations.

The **vision** of the National Policy on Gender Equality and Women's Empowerment is:

A society in which social justice enable all individuals to live in dignity, enjoy their human rights, achieve their full potential and contribute to the development and wellbeing of the society; where women and girls have equal access to and benefits from the development and growth of the country; where women and girls are protected from all forms of discrimination and violence.

Government institutions in partnership with civil society and all key stakeholders will strive to achieve the **mission** of the National Policy on Gender Equality and Women's Empowerment, to:

Establish and reinforce mechanisms to eliminate gender inequalities and for addressing the needs of women of the Cook Islands and ensure that they fully enjoy their human rights.

The **goal** of the National Policy on Gender Equality and Women's Empowerment is:

To advance gender equality and enhance women's empowerment ensuring the active contribution and meaningful participation of both Cook Islands women and men in all spheres; and at all levels, of development and decision making.

In order to achieve gender equality in the Cook Islands and further empower women, the National Policy on Gender Equality and Women's Empower proposes the six following **outcomes**:

1. Gender responsive Government's programs and policies;
2. Equitable participation of women and men in decision making and governance systems;
3. Enabling environment for the full participation of women in economic development;
4. Improved capacity of women to contribute to climate change adaptation and disaster risk reduction strategies;
5. Improved capacity of women to address health issues; and
6. Elimination of violence against women.

In line with the National Policy on Gender Equality and Women's Empowerment and to contribute positively to the achievement of the National Policy's six outcomes, the Ministry of Finance and Economic Management (MFEM) has developed its own specific Gender Policy. This Policy is also aligned to the Convention on the Elimination of Discrimination Against Women (CEDAW), which the Cook Islands ratified in 2006. Furthermore, this Policy also serves to implement Goal 9 of the National Sustainable Development Plan (NSDP), which is to "Accelerate gender equality, empower all women and girls, and advance the rights of youth, elderly and disabled".

The development of this Policy has been guided by consultations with key stakeholders, including Office of the Prime Minister, MFEM program development managers, Gender Division of the Ministry of Internal Affairs, Heads of Government Ministries and the Cook Islands National Council of Women.

MFEM's Gender Policy will enable the Ministry to serve as a key promoter of gender equality and women's empowerment. This Gender Policy should be implemented in conjunction with the MFEM Environmental and Social Safeguards Framework and its environmental and social safeguards standards.

# THE MINISTRY OF FINANCE AND ECONOMIC MANAGEMENT (MFEM) GENDER POLICY

## Rationale

The MFEM Gender Policy reinforces the recognition in the National Policy on Gender Equality and Women's Empowerment that women and men are equal partners in the development of the Cook Islands. Therefore gender equality should be at the heart of economic and social progress.

The MFEM is motivated by the fact that considerations related to gender issues and women's participation influence the success and sustainability of a project. Therefore, through this Policy, MFEM hopes to work with other parts of the machinery of Government, civil society, non-government organisations, development partners and communities to consider the different roles, needs and perceptions of women and men during the planning, implementation, and management of projects supported through MFEM. It is recognised that the lack of gender consideration can result in project delays, implementation bottlenecks, and generally unsuccessful project performance.

A focus on gender issues produces results that extend beyond good project performance. Direct involvement of both women and men through active participation in project planning, design, implementation, and evaluation empowers women and gives them a stronger sense of ownership and a more definite interest in the success of the project.

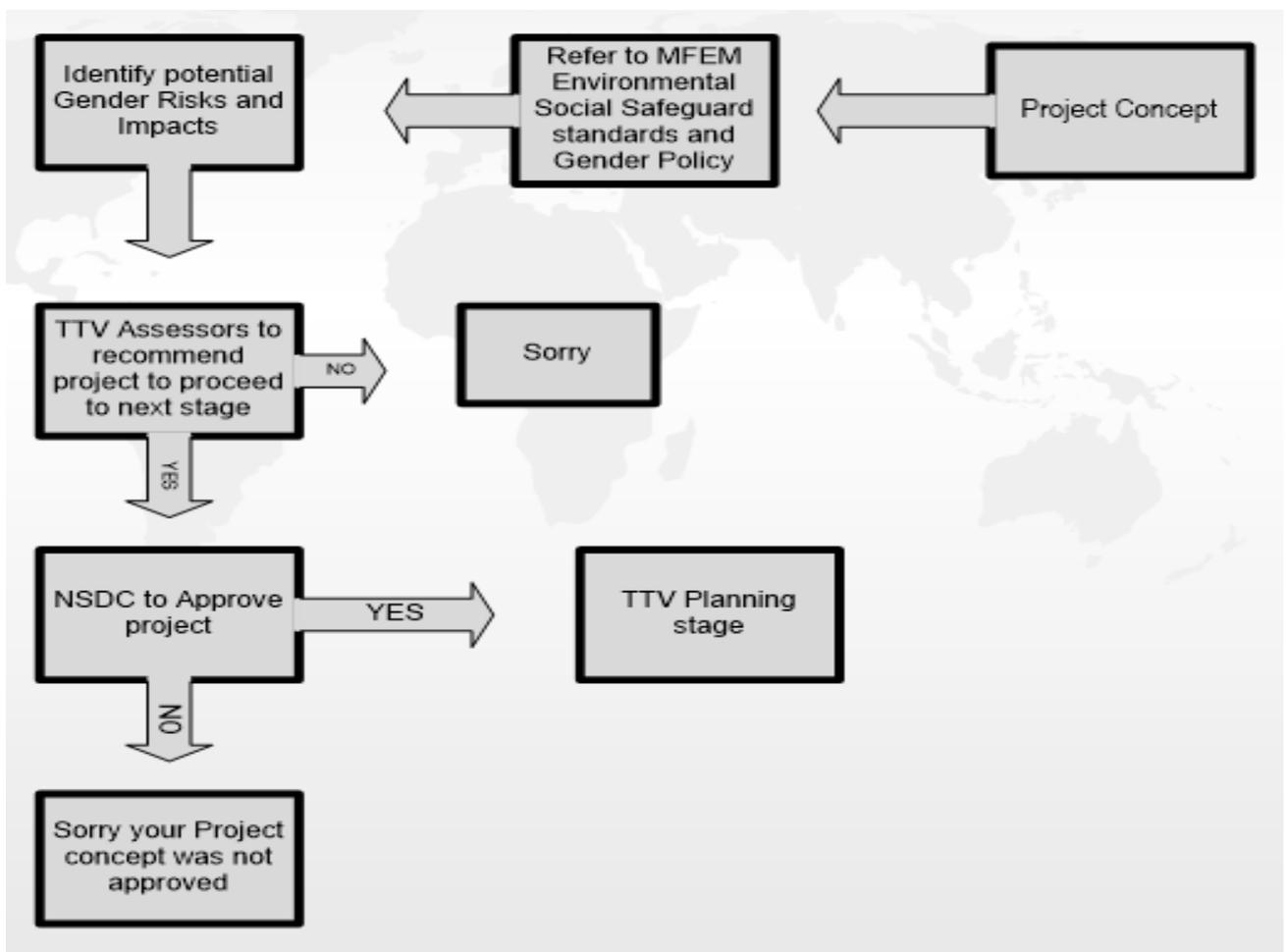
## Objectives

- To adopt a gender sensitive approach which will achieve greater and more sustainable development results, in an efficient manner.
- To ensure that women and men equally benefit from activities which are funded through MFEM from both national resources and development partner assistances.
- To avoid or minimise potential risks and impacts on women and men from projects funded through MFEM.
- To contribute positively to removing the institutional barriers to gender equality.

## Scope

The applicability of this Policy is established as soon as an approach is made to MFEM to support a project. During the Concept stage of the Te Tarai Vaka (Cook Islands Government Activity Management System), the implementing agency should identify the potential environmental and social risks and impacts of a proposed project, including risks and impacts on gender relations. The implementing agency should use the MFEM Environmental and Social Safeguards Framework and the tools annexed with this Gender Policy to guide its determination of gender risks and impacts.

When the proposed concept is approved to progress to the Planning stage of Te Tarai Vaka, the implementing agency will again refer to the MFEM Environmental and Social Safeguards Framework and complete the appropriate Environmental and Social Safeguards Standard/s (ESSS). Where there are gender issues associated with the proposed project, the implementing agency will refer to this Gender Policy and particularly the tools annexed for guidance.



In the case, where GCF funding is being sought and MFEM has been identified as the accredited entity for the project, the implementing entity must first approach the National Designated Authority for a ‘No objection’, before progression to the MFEM and compliance with the MFEM policies, procedures, systems and processes.

## MFEM’S ACTIONS FOR POLICY IMPLEMENTATION

14. The key elements and actions of MFEM’s Gender Policy are:

### 1. Gender Sensitivity

To observe how MFEM’s operations affect women and men, and to account for women’s needs and perspectives in planning the Ministry’s systems and operations.

### 2. Gender Analysis

To assess systematically the impact of a project, funded through MFEM, on men and women, and on the economic and social relationship between them.

### 3. Gender Planning

To ensure the formulation of specific strategies (within the parameters of MFEM’s mandate) that aim to bring about equal opportunities for men and women to reduce disparities where they exist.

### 4. Mainstreaming

To consider gender issues in all aspects of MFEM’s operations, accompanied by efforts to encourage women’s participation in the decision making process of development activities.

## 5. Non-discrimination

When on-granting MFEM will ensure that there is no discrimination in the benefits and remuneration, for both men and women employed by the project.

## 6. Improving data collection

The MFEM will improve data collection relating to gender. As such the MFEM, will disaggregate data on grant funding support provided to women or women/gender related projects in comparison to overall grant funding support provided. The MFEM will ensure that this must be undertaken for all projects supported by the Green Climate Fund (GCF).

## IMPLEMENTATION STRATEGY

The MFEM's Gender Policy is conjoined with its Environmental and Social Safeguards Framework and is a key part of the Te Tarai Vaka Activity Management System. This will ensure that the policy actions articulated will be followed through and will become part of the MFEM's normal business. Gender Checklists have been designed (and annexed) to help guide the MFEM staff, implementing agencies and consultants in the implementation of this Policy.

The MFEM also recognises that its own capacity and appreciation of the importance of gender in development requires strengthening. It is therefore imperative that the MFEM builds gender awareness, and the capabilities to recognise and address gender issues amongst all its staff – male and female, with particular emphasis on those involved in the Te Tarai Vaka Activity Management System and in ensuring the implementation of this Policy.

Where gender specialist skills are required to assist the MFEM in complying with this Policy, the MFEM will engage such expertise. In doing so, the MFEM will ensure that the expert engaged has the relevant qualifications and experience to fulfil the Terms of Reference, as annexed to this Policy. For projects seeking Green Climate Fund (GCF) support, it is a requirement that MFEM will engage gender expertise to ensure the implementation of this Policy, in all GCF supported projects.

## REVIEW AND REVISION

As the MFEM gains experience in the application of this Gender Policy, and lessons learned are appreciated, the MFEM may adjust this Gender Policy. Any revision to the Cook Islands National Policy on Gender Equality and Women's Empowerment, may also require the MFEM to effect changes and align this Policy to the National Policy. In light of this, MFEM will review its Gender Policy after three years of being operational.

## INDICATORS OF IMPLEMENTATION

- 100% of funding proposals submitted considered gender and social inclusion
- Number of training sessions conducted the implementation of the MFEM Gender Policy
- 100% of all approved funding proposals contain a gender and social inclusion action plan
- % of projects that apply gender and social inclusive stakeholder consultations
- Number of funding proposals whose principle objective is to promote gender equality and social inclusion

## REFERENCES

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**MINISTRY OF FINANCE  
AND ECONOMIC  
MANAGEMENT**

**GENDER POLICY  
TOOLS**

## Annex 1

### GENDER CHECKLIST FOR AGRICULTURE AND NATURAL RESOURCES PROJECTS

This checklist follows a gender analysis framework and is intended to be flexible and adaptable. Gender analysis assumes that women and men differ in the goods and services they produce and in their degree of access to and control of resources. Gender differentiated data should be collected to identify women's contribution to the productive system for which the development assistance project is designed.

#### Key questions in a project cycle

Two cluster of questions arising from the gender analysis should be asked when examining the feasibility of a project and designing the project:

- a. What are the practical implications of the different roles and status of women and men in the project area for the feasibility of the project and its effective design? How will the project accommodate the different roles of women and men?
- b. What is the strategic potential of the project for enhancing the status of women and promoting gender equity? How will the project affect women and men? How can the project contribute to long-term strategies to achieve gender equity?

In the 'Concept' stage of Te Tarai Vaka, implementing agencies are urged to use the checklist as part of the process of identifying environmental and social risks and impacts of proposed project. The checklist will assist in finding the social dimensions of a project, including gender issues. Box 1 below summarises the main gender issues to be explored at the project 'Concept' stage.

**Box 1: Key gender questions for the initial social assessment during the project 'Concept' stage**

- a. Who are the target beneficiaries?
  - Disaggregate the beneficiaries according to gender.
  - Talk to both women and men.
- b. Are the women visible in the sector?
  - Determine the gender division of labour in general.
  - Are women's needs in the sector the same as those of men?
  - Identify if possible, the main sources of income for women and men.
- c. How might the project affect women? Is the project likely to have the same positive and negative effects on women and men?
- d. Can a gender inclusive design be drawn up for the project, and could it effectively and equitably target women?
- e. Identify, if possible, legal, cultural, or religious constraints on women's potential participation in the project?
- f. Does the implementing agency have the capacity to deliver benefits to or involve women?
- g. Will the project planning stage require the services of a consultant with specialised gender and development expertise to assist in developing a gender inclusive design?

During the project 'Planning' stage, more detailed analysis may be required. Box 2 summarises the key gender considerations for social analysis and design. Box 3 suggest some key gender considerations in project design. These considerations will also be part of the requirements to meet the Environmental and Social Safeguards Standards applicable to the project.

## Box 2: Key gender issues for the Social Assessment

- a. **Identify and describe the target population.** Disaggregate demographic data by gender. Consider how women and men differ in their roles and their economic, educational, and health status.
- b. **Collect information on the gender division of labour.** How the production, household, and social responsibilities are shared – who does what, where, when, and for how long?
- c. **Assess the target population's needs and demands in relation to the project.** Consider whether women and men have different priorities and how these differences might affect the proposed project.
- d. **Assess the absorptive capacity.** Consider how women and men will participate in the project – their motivation, knowledge, skills, and organisational resources - and how the project will fit into their community.
- e. **Assess the resource access and control.** Will project activities adversely affect women's access to and control of resources? For example, will the project lead to loss of land or land use or reduce access to markets?
- f. **Assess institutional capacity.** Does the implementing agency have the capacity to deliver the services to women? Does the implementing agency have female staff and female extension workers?
- g. **Identify institutions.** Consider with government and nongovernment agencies and organisations with a focus on women or an interest in gender and development might contribute to the project.

**Box 3: Key gender considerations in project design**

*Participatory approach: Consult and involve women and men equitably in project planning, design, and implementation.*

**Gender analysis**

- a. Have both men's and women's needs in the project sector been defined?
- b. Have cultural, social, and other constraints on women's potential participation been identified?
- c. Have strategies been formulated to address the constraints?
- d. Have local women's organisations been consulted?
- e. Will women directly benefit from all project components?

**Project design**

- a. Apply the information and analysis from the social and gender analysis to all phases of the project cycle.
- b. Does the project design include components, strategies, design features, or targets to promote and facilitate women's active involvement in the project?
- c. Is there a budgetary allocation for these design features, strategies and mechanisms?
- d. Consider setting aside a separate budget for facilitating the participation of women?
- e. Consider using gender expertise during project implementation.
- f. Consider strengthening implementing agency staff to plan and implement gender-inclusive projects.

**Benefit monitoring and evaluation**

- a. Are there indicators to measure progress in achieving benefits for men and women?
- b. Develop indicators that define benefits to women and men.
- c. Ensure that sex disaggregated data are collected to monitor gender impact.
- d. Consider involving women in monitoring and evaluation.

## GENDER ISSUES IN FISHERIES

The following key issues should be considered to ensure that women's role in fisheries activities are taken into account.

### Key issues

- a. What different activities are carried out by girls and women and by men and boys in fish catching and processing, aquaculture, and marketing? Do women catch or buy fish for processing, or process the catch of male household members?
- b. What activities are performed jointly by women and men?
- c. Are there differences in time spent, or seasonal differences for separate or joint activities?
- d. Will the project affect any of these activities and the level of female involvement or women's incomes?
- e. Will the project increase the burden on women's time? Will this be to their advantage or disadvantage?
- f. Do women work in fish processing centre as wage labourers or are they self-employed (buy fish to process and market)?
- g. Do women regularly go fishing or is this a seasonal activity?
- h. Is marketing of fish a regular activity or an extra source of income for the women?
- i. Do women depend on middlemen to market their fish or do they market it themselves?
- j. Do women fish sellers have a place to sell in the market?
- k. Do women and men have fishing equipment, such as boats and nets? How is such equipment financed?
- l. Do women and men fisher folk have enough skills in fishing, as required for sustainable fish harvesting/catching?
- m. Are women involved in pond fishery?
- n. Will the project activities change the gender division of labour in catching, processing, and marketing of fish?

## GENDER ISSUES IN NATURE BASED ECO-TOURISM

### Key issues

- a. Does tourism provide a source of income for women through the sale of goods and food? If so, is it a major or an extra source of income for them?
- b. What types of activities are involved in the tourism industry for men and women?
- c. Will the project activities relating to tourism negatively affect the activities of women in the tourism industry?
- d. Will the project activities change the involvement of women in the tourism industry?

## GENDER ISSUES IN FORESTRY AND WATERSHED MANAGEMENT

### Key Issues

- a. In the project area, is there a gender division of labour and responsibilities in the forestry use and related activities? The following should be considered:
  - Gathering forest products for domestic/household use;
  - Gathering fuelwood;
  - Gathering forest materials for use for craft or commercial products;
  - Planting, protecting, or caring for seedlings and small trees;
  - Planting and maintaining wood lots and plantations on public or government lands;
  - Attitudes and knowledge with respect to forest and tree uses;
  - Destructive practices with respect to forest, soil and tree use;
  - Income earning and employment opportunities in general; and
  - Varieties of trees used or preferred by each gender group.
- b. Will the project affect the level of women's involvement in each of these activities?
- c. What are the time, time, financial, and social constraints on the participation of women in the project forestry activities? Do these vary at different times of the year?
- d. Will the project impose an extra burden on women's workday or patterns of work? Will this benefit or disadvantage women?
- e. What is the nature of ownership of the forest? Is the forest on crown land? Community forest? Are men and women both owners? Do women or men or both own the indigenous people's forest or does the whole tribe/community own it?
- f. What are the traditional pattern of ownership of forest land by women and men?
- g. Are there any constraints on women collecting and using forest products?
- h. Does ownership determine access to, collection, use, and benefits from forest products?
- i. Will the project affect women's and men's traditional right to collect and use forest products?
- j. Will the project change indigenous women's and men's rights to forest use?
- k. Will the project introduce new plantation and reforestation work? If so, how will the project activities affect:
  - Women's and men's traditional source of livelihoods?
  - Employment opportunities?
  - Access to community forests and development of forests?

## GENDER ISSUES IN COASTAL ZONE MANAGEMENT

### Key Issues

- a. What activities are carried out by women and girls and by men and boys in coastal areas?
- b. What activities are performed jointly by women and men?
- c. What are the traditional resource users' rights for women and men?
- d. Do families sell products from the coastal zone or do they use them for subsistence? If the products are sold, who does the selling – women and girls, men and boys, or both women and men?
- e. Will the project activities affect any of these activities and the level of women's involvement in meeting family subsistence needs or their access to cash income?
- f. Will the project introduce activities that will affect women's workload or diminish their income earning opportunities?
- g. Will the project affect the traditional user rights of women or their access to common resources in the coastal area? If so, how? What are the implications?

## GENDER ISSUES IN INTERGRATED RURAL/ISLAND DEVELOPMENT

### Key Issues

- a. Are data about the population(s) in the project area disaggregated by gender (population, socioeconomic characteristics, gender division of labour, and time inputs in the main productive activities, etc.)?
- b. If the project is focused on integrated sectors, such as agriculture, fisheries, or livestock, collect data on gender division of labour in the agriculture, livestock, or fishery sector.
- c. Are there significant numbers of female headed household in the client population?
- d. What impact will the project have on women's food production activities?
- e. Will the project provide support for women's crops?
- f. What type of social structure exist in the project area and what groups have access to and control over land, community resources, business and other activities?
- g. What other non-farming activities do women engage in?
- h. Do women have property rights? Land rights?
- i. What type of social organisations or community groups exist in the project area, and what control do they have over resource distribution, such as the distribution of development project inputs to women in the project area?
- j. Is there an informal network of women in the project area? If so, what kind of support does it provide to women?
- k. Where do women access finance from?
- l. Who markets the products of women?
- m. What impact will the project activities have on the gender division of labour; on subsistence activities; on women's workload; income earning activities; and access to land, livestock, or common property resources?
- n. Does the implementing agency have the capacity to develop and deliver services to women?

## GENDER ISSUES IN INDUSTRIAL CROPS AND AGRO-INDUSTRY

### Key Issues

- a. Are the data about the population(s) in the project area disaggregated by gender (population, socioeconomic characteristics, gender division of labour, and time inputs in the main productive activities)?
- b. What percentage of farming households are headed by women? In what percentage of these is there an absent (emigrant) husband?
- c. What field tasks are traditionally performed by women, and which by men?
- d. What factors determine tasks defined as women's work and men's work?
- e. How will new technologies introduced affect the work done by women and men, with particular emphasis on the impact on women?
- f. How will changes proposed within the project affect the gender division of labour in the areas to be covered?
- g. What is the pattern of land ownership? To what extent do women own, co-own and or have right to use land?
- h. How are the decisions made about what to plant on land made?
- i. Who controls the earnings made from cash crops? How are these earnings allocated and spent?
- j. How are the men's earnings from agricultural production spent? How are women's earnings from agricultural production spent?

- k. Could increase cash crop production lead to a loss of land for women's household subsistence farming? With what effects?
- l. What constraints prevent women from growing and marketing cash crops?
- m. Does female household head have legal ownership rights, rights to production from land, rights to earnings from production? What are these rights?

## GENDER ISSUES IN LIVESTOCK

### Key Issues

- a. What roles do women and men play in livestock husbandry and in the project area?
- b. For which aspects of animal care are women mainly responsible, for example, which of the following activities are women involved daily or regularly:
  - Collection and fodder preparation, feeding;
  - Watering;
  - Cleaning;
  - Herding;
  - Milking, sheaving, or other harvesting activities, or
  - Care of sick animals?
- c. How will the project affect the amount labour men and women spend on livestock care? Will women or men do more work or less?
- d. If the project involves new productive tasks, will these be done by women or men? Will the labour have to be shifted from other activities? How will such changes affect women?
- e. Will the project inputs to livestock development affect women's roles in the overall farming system? How?
- f. If the care of large livestock is thought to be a responsibility of men, do women actually do some of the work? How much?
- g. If commercial livestock production technologies are provided to men, how will women's traditional workload and responsibilities be affected?
- h. Will the project create extra work for women? If so, how will they benefit from it?
- i. Will new livestock production methods or new forms of livestock affect land use? Will they affect women's access to land?
- j. Do women have access to the resources (land and capital) to participate in the project and benefit from the improved stocks, feeds, or other inputs?
- k. Do women own the animals they tend, and do they have control over or access to the income derive from project activities?

## Annex 2

### GENDER CHECKLIST FOR WATER SUPPLY AND SANITATION PROJECTS

Water supply and sanitation projects undertaken everywhere suggest a strong positive link between a focus on gender and women’s participation, on the one hand, and the degree of project success and of water supply and sanitation management sustainability, on the other. Amongst major lessons learned are that women are the primary collectors, transporters, users, and managers of domestic water and promoter of home and community based sanitation activities. Yet, in some instances, women’s views are not systematically represented in decision making bodies. Water supply and sanitation projects provide opportunities to close this gap.

#### KEY QUESTIONS AND ACTION POINTS IN THE PROJECT CYCLE

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

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

Project Cycle	Key Action Point
Concept stage of Te Tarai Vaka	<ul style="list-style-type: none"> <li>• Identify key gender and women’s participation issues and further information needs.</li> <li>• Identify the role of gender in the project purpose, outcomes and outputs.</li> <li>• Prepare terms of reference (TOR) for gender specialist or social scientist, if so required.</li> </ul>
Planning stage of Te Tarai Vaka	<ul style="list-style-type: none"> <li>• Conduct gender analysis as part of the overall Environmental and Social Impact Assessment.</li> <li>• Draw up a socioeconomic profile of key stakeholder groups in the target population and disaggregate data by gender.</li> <li>• Examine gender differences in knowledge, attitudes, practices, roles, status, wellbeing, constraints, needs, priorities, and factors that affect those differences.</li> <li>• Access men’s and women’s capacity to participate and the factors affecting that capacity.</li> <li>• Access the potential gender differentiated impact of the project and options to maximise benefits and minimise adverse effects.</li> <li>• Identify government agencies and nongovernment, community based organisations, and women’s groups that can be used during the planning and project implementation. Assess their capacity.</li> <li>• Review related policies and laws, as necessary.</li> <li>• Identify information gaps related to the above issues.</li> </ul>

	<ul style="list-style-type: none"> <li>• Involve men and women in project design.</li> <li>• Incorporate gender findings in the project design.</li> </ul>
Assessing the project/activity design	<ul style="list-style-type: none"> <li>• Ensure that gender concerns are addressed in relevant sections (including project objectives, scope, cost estimates, institutional arrangements, and technical assistance for implementation and monitoring and evaluation support.</li> <li>• List major required actions in assurances to ensure the implementing agency's compliance.</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• Review progress reports.</li> <li>• Modify the project design, as required.</li> </ul>
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• Monitor gender disaggregated indicators.</li> <li>• Modify the project design, as required.</li> </ul>

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

## GENDER ANALYSIS

Gender analysis for a project is usually done as part of the overall initial social assessment during the 'Concept' stage of Te Tarai Vaka or as part of the Environmental and Social Assessment in the project 'Planning' stage. Attention should also be paid to the methodologies used. Key actions to be taken and questions to be asked during the analysis are listed below:

### METHODOLOGIES

#### *Desk review*

- Review available information (e.g. statistics, gender analysis, documents applicable to the project) on the water supply and sanitation proposed in the project area and the socioeconomic profile of the target population.
- Review the relevant legal, policy, and institutional framework and their gender implications.

#### *Household surveys*

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

***Participatory methodologies*** (e.g. participatory rapid appraisal, focus group discussions, random interviews, project site visits)

- Collect quantitative information which cannot be collected through surveys.
- Define ways in which men and women beneficiaries and other stakeholders can participate in the project.
- Map out the target areas. Which are the most disadvantaged areas in terms of access to services.
- Identify major stakeholder groups and their interest.

#### *Staffing*

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

## **DATA TO BE COLLECTED**

### ***Macro institutional framework***

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

### ***Socioeconomic profile***

- Demographic – Composition of project area (gender, age, etc.); Migration trends – male and female; Percentage of households headed by women; and Household size.
- Economic – Income level and sources, by gender; Expenditure patterns and decision making, by gender; Land tenure and use, by gender.
- Health – Population growth rate; Infant and maternal mortality rates; Service availability; Fertility level and decision making; Food allocation and nutrition level within households, by gender; Incidences of domestic violence.
- Education – Literacy and school enrolment ratios, by gender; School dropout ratio, by gender.
- Status of women – Political representation and awareness; sociocultural perceptions and practices of men and women; gender discriminatory policies and laws.
- Gender roles and responsibilities – Broad gender division of labour in productive (e.g. agriculture, income generating activities) and reproductive (e.g. household chores, child care) responsibilities, and time allocation for each responsibility.

### ***Water use and knowledge, attitudes and practices***

- Availability, quantity, and quality of services – Who provides the service; Are the services available 24 hours a day? Are there seasonal differences in availability, quantity, or quality?
- Costs – Is there a fee for water and sanitation services? Who pays to whom? How much is the fee?
- Water sources – What sources are used?
- Use of domestic water – How is water used differently by men and women (e.g. for cooking, sanitation, home gardening, livestock)? Who decides the allocation?
- Dry season management – Is water available in the dry season? How is water use managed when water is scarce? By whom?
- Roles in agricultural water – Who collects, transports, and manages water for agricultural use and how?
- Conflicts in water distribution – Is there any conflict between agricultural and domestic water allocation? How can these needs be prioritised? Are there any conflicts in water distribution in general, based on gender, income level, etc.? How can these be resolved?
- Community water management responsibilities – Who is responsible for the upkeep of the community water infrastructure? Who could be key informants? Are there significant differences in responsibilities based on gender, income level, etc.?

### ***Sanitation knowledge, attitudes, and practices***

- Family hygiene education – Is hygiene taught in the family? By whom?
- Sanitary arrangements – What are the sanitary arrangements for men and women? How is privacy ensured?

- Treatment of human waste – How is human waste treated? How is it collected and disposed of? By whom? Is human waste used as fertilizer? If so, who are the collectors?
- Community hygiene responsibilities – Who is responsible for community hygiene? Who could be key informants? Are there significant differences in the responsibilities based on gender, income level, etc.?

#### ***Access, control, constraints (non-water issues)***

- Access to productive resources or services – How do men and women differ in their access to and control of land, agricultural inputs, extension, markets, employment opportunities, etc.?
- Is external assistance provided to improve access/control? By whom?

#### ***Needs, demands, perceptions, and priorities***

- Sectoral priority – Does domestic water have priority over other infrastructure services for men and women? Are men or women interested in the project? Why? Or Why not?
- Needs – Given current practices and constraints, what are the needs of men, women, the elderly, and children in the design and location of water supply and sanitation facilities and services? Why?
- Willingness to pay – Are men and women in the community willing to pay for improved water supply and sanitation services, and up to how much?

#### ***Participation***

- Factors affecting participation – What factors affect the level of men's and women's participation? What are the incentives and constraints?
- Modes – Which modes of participation do men and women favour (e.g. decision making in planning, cash contribution, labour contribution for construction, training, operations and maintenance, financial management, organisational management? Why?

#### ***Project impact***

- Perceptions and distribution – Do men and women perceive positive and negative impacts of the project differently? Are the benefits likely to be distributed equitably? How can negative impacts be avoided or mitigated?
- Disadvantaged or vulnerable groups – Are there any? Who are they? Where do they live? What are their socioeconomic characteristics? How will the project affect these groups?
- Land acquisition/resettlement – Is any expected? To what extent? What are the gender specific implications? Is there any possibility of land donation by the community?

#### ***Organisation***

- Water user groups – Are there water user groups for agriculture and domestic water? If domestic water user groups exist, assess their performance in operations and maintenance and organisational structure (size, committee members by gender, membership rules); If water user groups do not exist, are men and women willing to establish water user groups? Are women interested in participating in water user groups? Why or Why not?
- Women's representation – What is the current level of women's representation in other community decision making bodies?
- Local organisations – Are there local organisations that address women's constraints and needs? How can the project link up with them? What mechanisms can be used to ensure women's active participation in project activities? What organisations can be used to mobilise and train women in the project activities?

## PROJECT DESIGN

### SPECIFIC COMPONENTS

#### *Hardware options*

- Incorporate the preferences of community men and women on such issues such as: type of infrastructure; number and location of facilities; sharing vs. individual arrangement of facilities; etc.

#### *Financing options*

- Incorporate the preferences of men and women in the community on financing arrangements (e.g. level of fixed cost and operations and maintenance fees, cash vs. in-kind/labour contribution); possible preferential treatment for the female headed and disadvantaged families; credit or community based revolving funds for water supply and sanitation services.

#### *Community participation mechanism*

- Develop a participation strategy for men and women during the project implementation and monitoring and evaluation. Avoid overly high expectation of women's participation and develop a practical schedule, as women often have time and financial constraints. The strategy could incorporate the following:
  - Organisational setup: Establish a water users group and promote women's representation in the executive committee. Consider stipulating a mandatory number of women in the executive committee to ensure their representation.
  - Group rules: Clearly define rules and responsibilities of members. Establish and document grievance mechanisms and water sharing rules.
  - Construction: Ensure work conditions that are conducive to women's participation (e.g. gender equal wage rates, construction season, toilet and child care facilities).
  - Operation and Maintenance: Appoint female operators, caretakers, water monitors, where possible.
  - Sanitation/hygiene: Use women as active agents, while also ensuring the involvement of husband and male leaders.
  - Monitoring and evaluation (M & E): Develop a feedback mechanism in which both male and female beneficiaries have a voice.
  - NGOs/CBOs: Identify organisations that could facilitate women's participation during implementation and M & E.

#### *Training Options*

- Develop a program of community hygiene education and awareness raising. Consider types media to be used, depending on the target group (e.g. school curriculum, posters, billboards, radio, television, print media).
- Consider training women in mechanics and operating and maintenance.
- Consider training in financial and organisational management, especially for women.
- Provide gender-awareness training for all project staff, male and female.
- Train implementing agency officials and project staff in M & E.

## POLICY DIALOGUE

What is discussed in the policy dialogue depends very much on the counterpart agencies acceptance of gender issues, their commitment to help resolve those issues, and the nature and complexity of the issues. Continuous policy dialogue between the MFEM and the implementing agency is important.

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

Some potential issues to be discussed during the project and policy level dialogue with the implementing agency is presented below.

<b>Key Issues</b>	<b>Suggested Actions</b>
Gender participation capacity building for Implementing Agency	<ul style="list-style-type: none"><li>• Conduct gender and participation training for all Implementing Agency staff.</li><li>• Obtain the support of the GAD division of the Ministry of Internal Affairs.</li></ul>
Government-NGO collaboration	<ul style="list-style-type: none"><li>• Identify active women's NGOs and explore government-NGO partnerships in service delivery and strategy building.</li></ul>
Staffing	<ul style="list-style-type: none"><li>• Obtain the implementing agency's commitment towards engaging female staff on the project.</li></ul>
Budgeting	<ul style="list-style-type: none"><li>• Ensure budget allocation for gender and participation training in the project budget.</li></ul>
Sector work	<ul style="list-style-type: none"><li>• Suggest separate sector work or 'piggyback' technical assistance to investigate gender-discriminatory or sectoral legal and policy issues.</li></ul>
Legal and policy reform	<ul style="list-style-type: none"><li>• Consider incorporating legal and policy reforms in the project to increase the involvement of women.</li></ul>

## Annex 3

### GENDER CHECKLIST FOR INFRASTRUCTURE DEVELOPMENT AND HOUSING

Infrastructure development and housing (IDH) encompasses the following subsectors: waste management, drainage, transportation, electrification, housing, land use planning, environmental management, and employment generation. Women and men differ in their roles, needs, and perceptions regarding IDH. Conscious efforts to address their views lead to better project design and performance.

#### KEY QUESTIONS AND ACTION POINTS IN THE PROJECT CYCLE

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

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

Project Cycle	Key Action Point
Concept stage of Te Tarai Vaka	<ul style="list-style-type: none"> <li>• Identify key gender and women’s participation issues and further information needs.</li> <li>• Identify the role of gender in the project purpose, outcomes and outputs.</li> <li>• Prepare terms of reference (TOR) for gender specialist or social scientist, if so required.</li> </ul>
Planning stage of Te Tarai Vaka	<ul style="list-style-type: none"> <li>• Conduct gender analysis as part of the overall Environmental and Social Impact Assessment.</li> <li>• Draw up a socioeconomic profile of key stakeholder groups in the target population and disaggregate data by gender.</li> <li>• Examine gender differences in knowledge, attitudes, practices, roles, status, wellbeing, constraints, needs, priorities, and factors that affect those differences.</li> <li>• Access men’s and women’s capacity to participate and the factors affecting that capacity.</li> <li>• Access the potential gender differentiated impact of the project and options to maximise benefits and minimise adverse effects.</li> <li>• Identify government agencies and nongovernment, community based organisations, and women’s groups that can be used during the planning and project implementation. Assess their capacity.</li> <li>• Review related policies and laws, as necessary.</li> <li>• Identify information gaps related to the above issues.</li> <li>• Involve men and women in project design.</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate gender findings in the project design.</li> </ul>
Assessing the project/activity design	<ul style="list-style-type: none"> <li>• Ensure that gender concerns are addressed in relevant sections (including project objectives, scope, cost estimates, institutional arrangements, and technical assistance for implementation and monitoring and evaluation support.</li> <li>• List major required actions in assurances to ensure the implementing agency's compliance.</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>• Review progress reports.</li> <li>• Modify the project design, as required.</li> </ul>
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• Monitor gender disaggregated indicators.</li> <li>• Modify the project design, as required.</li> </ul>

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

## **GENDER ANALYSIS**

Gender analysis for a project is usually done as part of the overall initial social assessment during the 'Concept' stage of Te Tarai Vaka or as part of the Environmental and Social Assessment in the project 'Planning' stage. Attention should also be paid to the methodologies used. Key actions to be taken and questions to be asked during the analysis are listed below:

### **METHODOLOGIES**

#### ***Desk review***

- Review available information (e.g. statistics, gender analysis, documents applicable to the project) on the water supply and sanitation proposed in the project area and the socioeconomic profile of the target population.
- Review the relevant legal, policy, and institutional framework and their gender implications.

#### ***Household surveys***

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

***Participatory methodologies*** (e.g. participatory rapid appraisal, focus group discussions, random interviews, project site visits)

- Collect quantitative information which cannot be collected through surveys.
- Define ways in which men and women beneficiaries and other stakeholders can participate in the project.
- Map out the target areas. Which are the most disadvantaged areas in terms of access to services.
- Identify major stakeholder groups and their interest.

#### ***Staffing***

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

## **DATA TO BE COLLECTED**

### ***Macro institutional framework***

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

### ***Socioeconomic profile***

- Demographic – Composition of project area (gender, age, etc); Migration trends – male and female; Percentage of households headed by women; and Household size.
- Income level and employment – Household income level and individual sources, by gender; Hardship profile (e.g. % of population living below the minimum income required, income distribution, geographic distribution of hardship, nature and causes of hardship, coping strategies of those living in hardship); Gender dimensions of hardship (e.g. link between female headed households and hardship level, burden of hardship on women); Percentage of women working in the home and kind of work performed; Percentage of women employed outside the home and, if possible, An analysis of occupational categories; Unemployment rate by gender.
- Land use and Tenancy – Tenancy or ownership profile (% of distribution of dwellings owned or rented); Percentage of women owning dwellings or registered as the principal tenant); Number and distribution of squatters (male vs. female); Length of occupancy in the current place.
- Health – Population growth rate; Infant and maternal mortality rates; Service availability; Fertility level and decision making; Food allocation and nutrition level within households, by gender; Incidences of domestic violence.
- Education and Children – Literacy and school enrolment ratios, by gender; School dropout ratio, by gender.
- Status of women – Political representation and awareness; sociocultural perceptions and practices of men and women; gender discriminatory policies and laws.
- Gender roles and responsibilities – Broad gender division of labour in productive (e.g. agriculture, income generating activities) and reproductive (e.g. household chores, child care) responsibilities, and time allocation for each responsibility.

### ***Knowledge, attitude, and practices regarding infrastructure development and housing***

- Formal access to IDH (e.g. water supply, waste water and solid waste management, access to roads or paths, electricity, shelter, recreation facilities, public lighting, transport) – Who provides the services? What percentage of households has access to each service? Are there gender differences in access?
- Quality of IDH services (for each type of service) – Are the services regularly available? Are there seasonal differences in availability, quantity or quality? Are the services satisfactory? How are they improved?
- Costs and willingness to pay (for each type of service) – Is there a fee for each service? Who pays the bills? How much is the fee? Is this fee level satisfactory? If the services are improved, would people be willing to pay? To what extent?
- Private, individual, or non-formal access – Water supply: What are the sources of water beside the formal services? Waste disposal: What are the informal arrangements, if any, for solid waste and sewage disposal? Who plays the primary role? Electricity: Is there non-formal or independent access? Shelter and housing: Are there illegal squatters? For how long?
- Gender division of labour in infrastructure development and housing management – Who in the household (men or women) play the primary role in managing infrastructure development

and housing facilities? Who in the household (men or women) decide the use and allocation of water, electricity, and shelter?

- Conflicts in water distribution – Is there any conflict between agricultural and domestic water allocation? How can these needs be prioritised? Are there any conflicts in water distribution in general, based on gender, income level, etc.? How can these be resolved?
- Community water management responsibilities – Who is responsible for the upkeep of the community water infrastructure? Who could be key informants? Are there significant differences in responsibilities based on gender, income level, etc.?

### ***Sanitation and environmental knowledge, attitudes, and practices***

- Hygiene and environmental education – Are hygiene and environmental issues taught in the family, at school, or in the communities? Are there any information campaigns? Do what extent do men and women understand the messages?
- Sanitary arrangements – What are the sanitary arrangements for men and women? How is privacy ensured?
- Treatment of solid waste and sewage – How is solid waste collected and disposed? By whom? Is waste recycled? If so who are the waste collectors? How is human waste treated? How is it collected and disposed of? By whom? Is human waste used as fertilizer? If so, who are the collectors?
- Community hygiene responsibilities – Who is responsible for community hygiene? Who could be key informants? Are there significant differences in the responsibilities based on gender, income level, etc.?

### ***Access, control, constraints (non-infrastructure development and housing)***

- Access to productive resources or services – How do men and women differ in their access to employment and income generating opportunities, credit and markets? Is external assistance provided to improve access/control? By whom?
- Availability and accessibility of social services – Is external assistance available?

### ***Needs, priorities, and expectations***

- Needs – Do current practices and constraints create different needs for men, women, the elderly, and children regarding the design and location of infrastructure development and housing facilities and services? What are those needs and what are the reasons for the differences?
- Priorities – How do women and men differ in the priorities they set among the various infrastructure development and housing services? What are the reasons for these differences?
- Expectations from the project, by gender – How do women and men differ in their expectations with respect to the following: Participation in further planning, designing, construction and M & E; Employment opportunities in civil works, waste collection or recycling enterprises, manufacture of building materials, project related offices, etc. How is labour divided between men and women in these activities? Credit for housing development and for small and medium enterprise and other income generating activities.
- Willingness to contribute, by gender – How do women and men differ in the willingness to contribute to the following: Labour in construction, accounting, supply inventory, meal preparation, periodic maintenance, etc.; small parcel of land, space and locally available materials.

### ***Project impact***

- Gender differentiated effects – What are the likely positive and negative effects of the project? How differently will women and men be affected?

- Disadvantaged or vulnerable groups – Are there any disadvantaged or vulnerable groups? Who are they? Where do they live? What are their socioeconomic characteristics? How will the project affect these groups?
- Land acquisition/resettlement – Is any land acquisition or resettlement expected? To what extent? What are the gender specific implications? Do women and men have different preferences regarding resettlement sites and housing and facility designs? Is additional support for female headed households necessary?

### ***Neighbourhood/Community***

- Nature of a community – Is there a closely knit community in the neighbourhood? What is the basis for its organisation? How old is the community? Do beneficiary women and men believe that a community based approach is suitable for the delivery of the specific infrastructure and housing development? Why?

### ***Participation***

- Factors affecting participation – What factors affect the level of men’s and women’s participation? What are the incentives and constraints?
- Modes – Which modes of participation in project activities do men and women favour (e.g. participation in planning decisions or in infrastructure design, cash contribution, training, operation and maintenance, financial management, organisational management)? Why?
- Community based organisations (CBOs) and NGOs – Are there CBOs, formal or informal such as tenants associations, property owners associations, water user groups, or waste management neighbourhood groups? What are their roles and responsibilities? Are they suitable for the project activities? Are women sufficiently represented in these groups? Are there international or national NGOs that support development activities and gender initiatives? How can the project link up with them? What mechanisms can be used to ensure women’s active participation in project activities? Which organisations can be used to mobilise and train women in the project activities?

## **PROJECT DESIGN**

### **SPECIFIC COMPONENTS**

Design of infrastructure (e.g. water supply, waste management, hygiene, transport, and electricity facilities and housing/shelters) should actively involve beneficiary women and men in determining the number, location, types of facilities and services, and incorporate their various preferences. For example where relevant:

- Consider a cost effective public lighting system to make streets and paths safer for girls and women at night.
- Consider a community space that is freely accessible to women and men.
- Where public transport is part of the infrastructure development, consider access points and schedules friendly to women.
- Consider locating public facilities where they are easily accessible to women.

Actively involve beneficiary women and men in determining housing designs and locations and incorporate their various preferences. For example:

- Avoid a housing design that would unnecessary add to women’s domestic work.
- Consider a housing design that will provide women with adequate space and facilities, such as workspaces, storage facilities, and lighting which can contribute to home based income generating activities.
- Design simple house plans that could easily be expanded as needs change.

Use technology appropriate to women’s and men’s needs and management capabilities (e.g. water supply, drainage systems, etc.), as well as to local materials, traditions and the environment.

### ***Timing of infrastructure and housing services***

To the extent possible, consider women's needs in determining the service time and frequency of services (e.g. solid waste collection, public transport).

### ***Financing and credit mechanisms***

- Consider providing financial assistance through Government assisted, private sector and NGO financial institutions that can reach women and men, particularly those living in hardship.
- If a community based approach is adopted, highlight women's strengths in mobilising savings and resources.
- Hold consultations to ensure consideration of the preferences of men and women in respect to: Financing arrangement; Possible preferential treatment of female headed and other disadvantaged families living in hardship.

### ***Women's participation mechanism***

- Develop a participation strategy directly address women's participation during the project implementation and monitoring and evaluation. Avoid overly high expectation of women's participation and develop a practical schedule, as women often have time and financial constraints. The strategy could incorporate the following:
  - Organisational setup: Establish a water users group and promote women's representation in the executive committee. Consider stipulating a mandatory number of women in the executive committee to ensure their representation.
  - Group rules: Clearly define rules and responsibilities of members. Establish and document grievance mechanisms and water sharing rules.
  - Construction: Ensure work conditions that are conducive to women's participation (e.g. gender equal wage rates, construction season, toilet and child care facilities).
  - Operation and Maintenance: Appoint female operators, caretakers, water monitors, where possible.
  - Sanitation/hygiene: Use women as active agents, while also ensuring the involvement of husband and male leaders.
  - Monitoring and evaluation (M & E): Develop a feedback mechanism in which both male and female beneficiaries have a voice.
  - NGOs/CBOs: Identify organisations that could facilitate women's participation during implementation and M & E.

### ***Employment***

- Ensure equal employment opportunities under the project for women and men.
- To the extent possible, consider locating new housing developments close to markets, to give women and men more employment opportunities.

### ***Information dissemination and marketing***

- Direct specific messages to the relevant gender in a manner that is understandable and in the relevant local language.
- Where women are the target audience, consider female information officers to reach them more effectively.
- Consider tapping women's NGOs/CBOs for information dissemination and marketing companies for marketing.

### **Training considerations**

- Where possible, consider combining training in other marketable skills with project related construction training (e.g. block laying, carpentry, welding, etc.) to provide further income generating opportunities.
- Where possible, consider providing an allowance to encourage those living in hardship to participate in the training.
- Provide gender awareness training for all project staff, male and female.

### **POLICY DIALOGUE**

What is discussed in the policy dialogue depends very much on the counterpart agencies acceptance of gender issues, their commitment to help resolve those issues, and the nature and complexity of the issues. Continuous policy dialogue between the MFEM and the implementing agency is important.

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

Some potential issues to be discussed during the project and policy level dialogue with the implementing agency is presented below.

<b>Key Issues</b>	<b>Suggested Actions</b>
Gender participation capacity building for Implementing Agency	<ul style="list-style-type: none"><li>• Conduct gender and participation training for all Implementing Agency staff.</li><li>• Obtain the support of the GAD division of the Ministry of Internal Affairs.</li></ul>
Government-NGO collaboration	<ul style="list-style-type: none"><li>• Identify active women's NGOs and explore government-NGO partnerships in service delivery and strategy building.</li></ul>
Staffing	<ul style="list-style-type: none"><li>• Obtain the implementing agency's commitment towards engaging female staff on the project.</li></ul>
Budgeting	<ul style="list-style-type: none"><li>• Ensure budget allocation for gender and participation training in the project budget.</li></ul>
Sector work	<ul style="list-style-type: none"><li>• Suggest separate sector work or 'piggyback' technical assistance to investigate gender-discriminatory or sectoral legal and policy issues.</li></ul>
Legal and policy reform	<ul style="list-style-type: none"><li>• Consider incorporating legal and policy reforms in the project to increase the involvement of women.</li></ul>

## APPENDIX 4

### TERMS OF REFERENCE FOR A GENDER SPECIALIST

#### **Project Planning**

The following are the key deliverables required of a gender specialist to be engaged in the project planning stage:

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

#### **PROJECT IMPLEMENTATION AND M & E ASSISTANCE**

The following are the key deliverables required of a gender specialist to be engaged during project and to assist in monitoring and evaluation:

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