

Gender Mainstreaming in Water Policies and Actions

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The why, how and what of gender equality in relation to water policies and actions

This Memo accompanies the Factsheet 'Gender Mainstreaming in Water Policies and Action'. It gives background information on the arguments for gender mainstreaming and describes pathways and instruments for use in enhancing the integration of gender aspects in water policies and actions. It also provides concrete examples of gender approaches in water programmes and policies, as well as references and sources for further guidance.

Rationale

To better achieve the goals of water policies and programmes

- ❖ A gloomy outlook for water, requiring 'all hands on deck': 'Accessible and high quality freshwater is a limited and highly variable resource. OECD projections show that 40% of the world's population currently lives in water-stressed river basins and that water demand will rise by 55% by 2050' (OECD, 2015).

Women – like men – are key actors and agents of change in achieving **MFA's three goals of improved water management**:

1. **Drinking water and sanitation:** Women and girls are key actors, given that they are generally responsible for water for domestic purposes as well as being those most affected by the absence of proper sanitation.

- ❖ Women and girls are the primary water carriers for their families, doing the fetching in 77% or more of households (UN, 2015).
- ❖ Experts estimate that lack of ready access to clean water causes annual economic losses of up to 7% of gross domestic product (GDP) in some countries: in India it is estimated that the time women spend every year fetching and carrying water is equivalent to USD160 million of potential national income (Connell, 2017).

2. **Raising water productivity:** Women play an important role in irrigated and rain-fed agriculture and are often more motivated to save water for multiple uses and for the future.

- ❖ Both men and women adopt small-scale private irrigation at significant scales but in different ways; female-headed households, however, adopt labour-intensive manual technologies (such as buckets) more often, whereas men use water pumps and river diversion (van Koppen et al., 2012).
- ❖ 'Women are good at water saving' (woreda official, Oromia, Ethiopia, Small Scale & Micro Irrigation Support (SMIS) project) (SMIS, 2016).

3. **River basin and delta management:** Women's participation and representation in decision-making and interventions on water management in river basins and deltas are limited; considering their knowledge and needs, their participation is likely to lead to better decisions and more sustainable interventions.

- ❖ Research has shown that women's participation in decision-making bodies improves natural resource management (*Bentvelsen, 2014*).
- ❖ 'In order to increase efficiency, impact and sustainability overall in the water sector, women need to take part in all levels of decision-making, using of their knowledge' (*AMCOW, 2011*).
- ❖ Women play an important role as mediators in conflict resolution in multi-purpose reservoirs in crop-livestock agro-ecosystems in the Volta River Basin, being effective in behind-the-scene persuasive discussions, but are not (yet) involved in public mediation (*Ayantunde et al., 2016*).

To reduce gender inequalities and/or empower women

- Water policies and actions have different impacts on men and women: gender-unaware policies and interventions could therefore increase existing gender inequalities.

- ❖ 'Gender unawareness' of hydropower projects increased gender disparities by imposing a disproportionate share of social costs on women, without giving them a fair share of the benefits (SADC, 2015) (e.g. increased insecurity owing to displacement and/or no compensation for non-monetised resources, which are more commonly used by women than by men (*Mehta, 2011*)).

- Involving women in water-related decision-making and actions will increase their knowledge and status, contributing to their empowerment.

- ❖ Enhancing access to (improved) irrigation for women (and not only for men) also increases women's productivity and income.
- ❖ The Blue Gold programme (Bangladesh) found that leadership of women (and men) developed within water management groups (WMGs) empowered them to stand as candidates for local government (Union Parishad) elections. In 2016, 20 women from Blue Gold-supported WMGs were elected.

- Targeting (also) women in irrigated and rainfed agriculture not only increases water efficiency (more crop per drop) but also tends to increase gender equality and women's economic empowerment.

- ❖ 'Irrigation has the potential to challenge and change gender relations of power and control' (*SMIS, 2016*).
- ❖ More equal gender relations and the participation of all members of the community can contribute to greater social cohesion and cooperation, supporting improved resilience to food shortages (*REFEPA EN KARKARA with Oxfam Novib, 2016*).

- Improved access to water and sanitation reduces women's work load, freeing time for productive work, care or rest, contributes to the dignity and health of women and girls, and reduces school dropout of girls.

- ❖ Drinking water programmes shorten the distance to wells. The time gained per household is approximately one to eight hours per day/night. This time is used in a variety of ways. In Niger, women use it mainly for parenting and for small trade. In other countries, girls who used to get water now go to school on a regular basis (Nicaragua) or have time for much-needed rest (Moldova) (*SDC, 2008*).

Policy Challenges and Opportunities

It is important to incorporate gender in the design, implementation (objectives and outcomes, separately or integrated), monitoring and evaluation of policies and programmes. This poses a number of challenges at policy-making level while at the same time there are opportunities.

Challenges

- Water management policies and actions in river basins, deltas and trans-boundary water management are often considered as mainly technical areas, ignoring or not addressing social dimensions and impact.
- Within water productivity/efficient water use in agriculture, gender issues are often recognised, but mainly by referring to women farmers as a certain proportion of the beneficiaries – not by acknowledging gender-specific constraints (such as access to water rights) and/or women as (potential) decision-makers on water.
- In WASH projects, a common pitfall is that the focus on women and children may reinforce their commonly accepted reproductive gender roles without empowering them and without involving men and boys in sharing responsibilities and workloads.
- Gender indicators, if available, tend to focus on gender-disaggregated output data; gender-specific performance indicators at outcome level are often lacking.

Opportunities

- The Letter to Parliament (*Kamerbrief*) of January 2012 recognises the role of women in decision-making processes on water management in river basins, for example through participation in water management committees.
- Gender analyses will provide insights into gender-specific constraints, to be reflected in the design of interventions; Dutch experience demonstrates successful women's participation in decision-making in water management committees (Char Development and Settlement Project (CDSP) and Blue Gold, Bangladesh). See also the World Bank's Checklist for Integrating Gender-Related Issues into Agricultural Water Management.¹
- Targeting men (and boys) will not only reduce the workload of women but also contribute to changes in attitude and gender norms among these actors.

'The project has helped men and women to talk properly together and listen. Men are able to listen to the women more compared to the past' (male community member, Fiji) (Halcrow et al., 2010).

- Dutch water expertise – from the private sector and knowledge institutes – is rated as among the best worldwide (Water as '*Economische Topsector*'); gender expertise within the water sector should become a more integrated part of this *topsector* product.
- Gender analysis studies should recommend gender indicators at outcome level appropriate for the project. See below for examples of gender indicators.

1

<http://documents.worldbank.org/curated/en/391981468329439819/pdf/859810BRI0Chec00Box382171B00PUBLI C0.pdf>

Approaches and Tools

There is a need to move from gender-unaware and 'do not harm' towards gender-sensitive and gender-transformative approaches, resulting in changes in harmful/unequal gender norms, roles and structures towards increased gender equality and women's empowerment. Below are suggestions for promising pathways and strategies in terms of contributing to the goal of increased gender equality. Programmes and projects can integrate these within their theories of change and/or result chains.

Pathways to enhance effective gender mainstreaming within the water sector

Enhance equitable decision-making on water by women and men

- Ensure (relevant) women are represented and meaningfully participating in decision-making bodies at all levels: from local water users' associations (WUAs)² to (trans-boundary) river basin organisations.
- Build the capacity of men and women within the above bodies, on technical, gender and leadership issues.
- Create equal opportunities for men and women to influence decision-making and be promoted to key positions within the organisation.
- Make internal policies or bylaws of such organisations more gender-aware, e.g. by incorporating gender-related responsibilities in members' task descriptions.
- Base decision-making on context-specific gender needs and gender relations.

Gender and leadership development training for all executive committee men and women members of WMGs in the Blue Gold programme

The objective of this three-day training is to improve women's active participation in dialogues and decision-making of WMGs and to encourage men to create 'space' for women – i.e., listen to women's opinion, to enhance joint decision-making. Training participants are the men and women executive committee members of WMGs as well as several potential women leaders from the general membership of each WMG. In 2016/17, 132 WMGs were trained (Blue Gold, n.d.a.), with about 15 men and women per WMG. Preliminary findings demonstrate that the attitude of men executive committee members towards women members generally improved after the training. A woman executive committee member reported that several women who had participated in the training had also convinced their husbands (who did not attend the training) to contribute more to domestic work.

Source: Blue Gold (2017).

Increase women's contribution to and benefits from 'more crop per drop'

- Promote women's rights and access to (irrigation) water, such as by disconnecting water rights from land ownership – given that, in many irrigation schemes, the right to irrigation water is linked to land ownership. For example, ensure bylaws of WUAs do not require land ownership as a prerequisite to membership and/or restrict membership to household heads only.

² The term WUA is used here as a general term to also cover similar groups, such as water users' organisations, water management groups, water committees, irrigation committees, etc.

- Consult women in the design of water management infrastructure, thereby also facilitating other uses of the water, such as for animals, clothes washing or aquaculture.
- Apply women-friendly criteria for water-lifting/irrigation technologies promoted, such as being relatively light-weight, also suitable for (often smaller) women's plots and financially accessible for women.
- Involve women in establishing operation plans for water management, which also address gender-specific water needs, for example creating irrigation opportunities for homestead gardens and/or not allocating irrigation night shifts to female-headed households.
- Involve women in designing/adopting water-saving and water-harvesting technologies measures/technologies, including by giving them relevant background information .
- Target men and women for extension activities, for example by using targets for women's involvement. Also address women's constraints (time, place, safety) to attendance.
- Increase women's access to loans, inputs, services and markets.
- Improve intra-household joint decision-making on productive decisions and spending of the income resulting from (increased) productivity.

Example: The SMIS project in Ethiopia

The SMIS project in Ethiopia incorporates several of the above-suggested measures, such as changing the rule that only one person per household can attend agricultural training. This rule effectively excluded women, as men were reluctant to have their wives participating without themselves attending.

Source: SMIS (2016)

Enhance sustainability in WASH through new roles for women and men

- Conduct a thorough stakeholder consultation process to ensure designs meet the needs of women and men, girls and boys.
- Design, in consultation with women, water supply systems that allow and promote water-saving, thus also reducing water bills.
- Ensure interventions for safe water-harvesting and safe recycling of (domestic) water also target and empower women, enhancing their access to, and capacities to manage, such technologies.
- Ensure women are represented and meaningfully participating in water/WASH committees, but without reinforcing traditional roles and increasing their workloads.
- Target and involve men and boys in reducing women's workload and sharing responsibilities for hygiene, nutrition and health within the family (keeping in mind 'Fathers are also parents!') as well as in paying for water.
- Promote the application by Water Operators³ of gender aware activities (e.g. acknowledging both men and women are customers) as well as within their organisation.

³ Water Operators are the utilities (*waterbedrijven*) responsible for providing drinking water services.

- Enhance a more women-friendly working environment within Water Operators, with a greater focus on recruitment, training and promotion of women staff as well as making all staff more gender-aware.

Example: WOP++

The WOP++ (the Water Operators Partnership programme, led by Vitens International) has the objective that all Water Operators will develop gender strategies and integrate them in their activities.

Instruments and tools to promote (more effective) gender mainstreaming

Gender in Policy Frameworks and Terms of Reference

An effective measure is to ensure right from the start that gender equality is reflected in Policy Frameworks (*Beleidskaders*) and Terms of Reference for new programmes or projects or new phases of existing ones. This is especially relevant when proposals or concept notes will be submitted by implementing organisations in case of tenders or Calls for Proposals. This works best when selection criteria (i.e. the scoring system) also reflect the extent to which gender equality is demonstrated in the project design.

Example: Policy Framework for FDW16

In the Policy Framework for FDW16 (the third Call for Proposals of the Sustainable Water Fund), the gender requirements are stronger and more explicit than in the first two calls.

Proposed initiatives submitted under this third Call are required: *Integration of gender, preferably by involving women in the decision-making, planning and implementation (of the project), for example by engaging them as change agents and by activities that contribute to the social and economic empowerment of women or create an enabling environment for this.*

The Policy Framework also requires that the proposed gender approach be based on a thorough gender analysis. The extent to which gender is integrated in the proposal is a criterion in the assessment of the proposals.

All water projects/programmes at least have gender equality policy marker 'Significant'

Under the European Union Gender Action Plan 2016-2020, all Member States are committed to ensuring that 85% of all new programmes score gender marker G1 (Significant) or G2 (Principal); all projects scoring G0 (gender equality not, or not significantly, targeted) must provide explicit justifications for the score.

→ Considering that all water-related interventions are likely to somehow affect or involve men and women, all new water projects/programmes are expected to be designed in such a way that they at least meet the criteria for a G1 ('significant') gender marker.

Current situation: 11 out of 17 (65%) of MFA's water projects (*ODA Integraal Waterbeheer*) are classified as G1 (significant); none is classified as G2.

Gender analysis

Gender analysis is critical to the design of new activities, including for the water sector; MFA also considers it a prerequisite. Ideally, a thorough gender analysis is conducted during the context and problem analysis phase in order to inform actual design. If for practical reasons this is not feasible, an alternative option is to address gender as well as possible in the design phase based on available information and insights, and to conduct a more detailed gender analysis during the inception phase and use the findings to improve the project design.

Example: Water Supply and Sanitation Collaborative Council Phase III

The proposal for the Water Supply and Sanitation Collaborative Council Phase III programme included a general gender analysis as an annex, prepared with support from the Inclusive Green Growth Department gender advisor, which addressed menstrual hygiene in a taboo-breaking manner. The appraisal (BEMO) indicates that country-specific gender analyses and strategies will be developed after the start of the programme.

Source: BEMO WSSCC 2016-2020 (28 April 2016)

A gender analysis is conducted by an individual or team with gender expertise and experience as well as technical/substantive knowledge on the content of the programme, in this case water management/WASH knowledge, preferably also involving local expertise. Such an analysis typically uses information from various sources: relevant existing documents, discussions with key persons (experts, government officials) and discussions or interviews with target groups/community members (e.g. focus group discussions or surveys).

Key questions for a gender analysis

- Who does what? (looks at gender division of labour including current and potential roles of men and women in water management/WASH)
- Who has access to what? (means, resources, information, services, water rights)
- Who owns what? (assets, resources, e.g. ponds, irrigation equipment)
- Who controls and/or decides what? (e.g. who decides about the location of water taps or latrines, the irrigation rotation schedules or the division of water over competing uses)
- Why is it this way? (influencing factors)
- How do legal systems, policies and government practices support equal access to and control over water? (e.g. the government guideline in Bangladesh that 30% of members of executive committees of water management groups should be women at least ensures women are represented in these committees, although it does not guarantee actual participation in decision-making)
- What is the potential impact of the proposed activities on gender equality? How can any possible negative effects be mitigated?
- How do the proposed activities contribute to MFA's policies related to water and gender equality?
- Last but not least: a gender analysis is also expected to inform how gender inequality will be addressed in the design and implementation of the proposed programme, including gender-specific indicators, in particular at outcome level.

Source: Bentvelsen (2014).

Gender equality in objectives and/or outcome-level results

The purpose of gender mainstreaming is to contribute to gender equality and women's empowerment. To avoid limiting gender mainstreaming in water projects to women's participation within activities, it is crucial to make the envisaged effect of gender mainstreaming at outcome and/or impact level explicit in the project design, e.g. in the Theory of Change or Results Chains.

Example: Theory of Change of the Blue Gold programme

In the revised Theory of Change of the Blue Gold programme, 'Gender Equity' had entered explicitly as a result at impact level, next to Poverty Reduction, Improved Food Security and Improved Household Income.

Source: Blue Gold (2015).

Gender indicators

These are indicators that help assess or measure the effects of a policy, programme or project on gender equality and/or women's empowerment. Although (output) indicators for the participation of men and women also need to be measured, they are not sufficient.

Example: The Consolidated Project Implementation Plan for the Drylands Development Programme (DryDev)

The Consolidated Project Implementation Plan for DryDev stated that '*Participation rates of male and female not to be used as a proxy for meaningful participation. Differential gender impacts to be assessed*'.

Source: DryDev (2015).

Selecting gender-specific impact and outcome indicators is important to measure gender-related changes, positive or negative, intended or unintended. Having such gender indicators in the monitoring framework also enhances insights for project staff and partners into the intended effects of gender mainstreaming and motivates them in pursuing these effects.

Example: The Gender Audit of the SMIS project

The Gender Audit of the SMIS project found the absence of specific indicators that measure changes in gender relations. Project staff wanted a way to know whether and how the project was gender-aware, going beyond only collecting gender-disaggregated data.

Source: Drost (2016).

Gender-aware indicators should be part of a results framework and/or monitoring and evaluation protocol, which is based on (and derived from) the Theory of Change – including its results pathways – of the particular programme or project. In particular, they should be gender-disaggregated.

Examples of outcome-level gender specific indicators for water projects

- The extent that women are involved in dialogues and influence decision-making within water committees, such as WUAs, WASH committees, river basin organisations, etc.

Blue Gold includes in its participatory outcome monitoring system the following 'outcome challenge': Women are elected in the executive committees and are involved in dialogues and influencing decisions of the WMG.

Progress markers can be assigned based on the following criteria (Blue Gold, n.d.b.):

0 - Though women may be elected to the executive committee, they attend hardly any meetings.

1 - Women executive committee members attend meetings but do not speak out.

2 - Women executive committee members speak out in meetings but men members hardly take their opinions into account in decision-making.

3 - Women executive committee members speak out and men listen to them, and women's opinions influence WMG decision-making.

- Increased access to and control over irrigation water by women (e.g. water rights for women).
- For water for production: Use of (or being inspired by) the Women's Empowerment in Agriculture Index indicators (Alkire et al. 2013), as also used by DryDev (ICRAF, 2015). For example: *Input in productive decisions; Ownership of assets; Control over use of income; Speaking in public; and Leisure time.*
- For water supply: Increase in freed time that women use for productive work, care and/or leisure.
- For school sanitation: Increase in enrolment and/or attendance of girls in the targeted schools (or increase in education level of girls).
- For river basin or trans-boundary water management: The extent to which gender policies or strategies of river basin organisations are actually operationalised and implemented.

N.B. A good gender analysis will help identify relevant and measurable gender indicators.

Gender action plan

A gender action plan (GAP) is a tool used to make 'gender mainstreaming' tangible and explicitly visible in the design and implementation of water projects. The project GAP is not a separate component, but it mirrors the project interventions and results and is an integral part of project design.

Main elements of a GAP for water management/WASH projects

- A GAP needs to translate gender policies into actions relevant for achieving gender equality/women's empowerment within water projects.
- A GAP includes gender-specific activities, such as gender analysis, gender capacity-building, gender-specific studies (e.g. measuring the impact of women's membership in WUAs) and/or specific activities needed to close gender gaps (e.g. training of women farmers on water management topics where previously only men were trained; or training of men on WASH and nutrition issues previously only conducted for mothers).
- A GAP explains how gender is integrated in the regular activities of the water project, referring to the gender analysis where appropriate.
- A GAP summarises the gender outcomes, indicators, targets and responsibilities for gender mainstreaming, including explaining how gender expertise is made available and accessible.
- Activities in the GAP need to be clearly defined, also indicating when they will be implemented and who is responsible, and ensuring activities are covered by the budget.

Some Selected Examples

Targets for women's participation

Although women's participation alone is not a relevant proxy for 'meaningful participation' or women's empowerment, it is often a first step towards it. It is therefore common for water and food security projects to set targets for women's participation, e.g. of women farmers or women water users. In practice, such targets are not always achieved, and it is important to analyse why. Examples or reasons include (1) men project staff not being motivated to look for women candidates (IFMC (Integrated Farm Management Component – a Danish-financed programme in Bangladesh)) as it is 'easier' to find men candidates⁴; (2) training conducted at times and locations not appropriate for women (SMIS);⁵ and (3) targeted women (i.e. female household heads) not interested as they prefer to lease out their land for irrigated horticulture, owing to insufficient resources for own cultivation (Horti-LIFE⁶ (a commercial horticulture project in Ethiopia, financed by EKN) and SMIS, 2016⁷). Setting targets and instructing field staff to adhere to these (or else cancel the training) turned out to work for IFMC and SMIS. The Horti-LIFE project aimed to achieve its target by also including women from male-headed households.

Lessons learnt: Setting targets are a first step towards women's participation, though insufficient as the only measure to achieve more gender equality. Setting targets requires insight into the local (gender) situation. If targets are not achieved, quotas can be considered; if such quotas are set, they need to be rigidly applied.

Targeting men as well

Only setting targets for women's membership of water committees – such as WUAs or river basin organisations – does not automatically result in women actively and meaningfully participating in dialogues and decision-making. The Integrated Planning for Sustainable Water Management (IPSWAM) project⁸ (2003-2008) therefore organised gender and leadership development training for men and women executive committee members of WMGs. See example below.

⁴ Personal communication with the Gender and Marketing Adviser of IFMC. See also "Gender in Marketing Activities", an undated 4 pager summary of IMFC's activities in this field (received in 2016).

⁵ Personal communication of team leader of SMIS project/SMIS Gender Audit.

⁶ Discussed during the Gender Workshop with Horti-LIFE project staff on January 30, 2017, in Addis Ababa.

⁷ See the recommendation to discourage "women heading households... from renting out their land..." in SMIS, 2016.

⁸ Blue Gold is a follow-up of IPSWAM and provides similar gender and leadership training.

Example: Supporting women's participation

Dewan et al. (2014) investigated the functioning of water management organisations (WMOs) in polders in coastal Bangladesh. They found that one of the reasons for women's participation is due to the '*Expanding the use of groundwater for irrigation (that) caused many hand pumps used for drinking and domestic water to run dry, worsening women's tasks to fetch safe water especially in arsenic-contaminated areas. A major rationale for women's participation in WMOs is therefore that it can improve the integration of their needs within water management and therefore improve their livelihoods.*'

While government guidelines included women as executive committee members, women's actual participation in WMOs was nominal, and they were often not consulted or even invited to meetings. However, Dewan et al. found an exception in polders 30 and 22, where WMOs had been supported by the EKN-funded IPSWAM project. The authors suggested the gender awareness training of men and women WMO members by IPSWAM had made the difference, as it was perceived to have increased confidence in women engaging as active executive committee members in the WMOs.

Lesson learnt: Men also need to be targeted to pursue changes in gender norms towards women's active participation in decision-making about water management, whereas women need leadership training, in part to gain confidence in speaking out in public.

Transforming gender norms

To promote gender equality and women's empowerment, in particular gender-transformative change,⁹ existing gender norms and relations need to be challenged so that men and women are given equal social value and rights and receive equal opportunities and responsibilities. In practice, this means development projects, including water projects, create opportunities for men and women to reflect on and transform norms and related roles in order to benefit equally.

Successful examples from various projects include training of women in water pump maintenance, women as treasurers of WUAs and women entrepreneurs selling hardware for latrines, with men more often targeted for tasks related to domestic care, such as hygiene, nutrition and/or latrine-cleaning. But experience has also taught us that some new roles for women do not work, such as training women as masons for latrine construction in Nepal, although this did work in Vietnam (SNV Rural Sanitation Programme, which was implemented in 4 countries, including Nepal and Vietnam).

Involving men is often also crucial to address any resistance to women's participation, as well as to address men's own constraints.

Example: The WOP++ proposal

'Special attention will be given to gender during awareness campaigns. It will be particularly relevant for men to receive information on gender issues and to discuss these. There might be resistance among men to see women in jobs traditionally held by men. So this requires special attention.'

⁹ Gender-transformative change refers to addressing gender norms and relations and the social structures of gender inequity thereby actively altering the balance of power in gender relations.

Lesson learnt: Transforming gender roles can contribute to gender equality and women's empowerment, and involving men is important. Occasionally, new opportunities for women are not (immediately) successful.

Institutional cooperation for gender mainstreaming

One of the gender successes of the SMIS project, as identified in its Gender Audit, is its practical approach to creating institutional commitment and building capacity through the establishment of regional gender working groups. These working groups include representatives of all (government) partners (mainly irrigation-related agencies), who receive gender training and meet monthly to discuss and plan work as well as to share experiences, thus further building gender capacity. The agencies involved (both government and non-governmental) have signed team charters for 'mutual learning' and 'to advance the knowledge on how to systematically guide or direct women's equal participation with men as decision makers'. Government staff have expressed enthusiasm for these charters and the gender working groups, which both reduce resistance to gender issues and help staff improve job performance, especially in integrating gender into their work.

Lesson learnt: Involving (government) partners in a positive, practical and structured way in gender mainstreaming is an eye-opener for many, enhancing integration of gender concerns and making it more likely that gender approaches will be sustained.

The importance of monitoring gender mainstreaming

Especially when donors request the integration of gender equality in proposals, it is common for projects to 'promise' ambitious gender achievements. An example is the gender-transformative change proposed in the WOP++ programme. The WOP++ proposal indicates that specific gender activities and gender indicators will be elaborated after the gender analysis in the programme's inception phase. This approach is fine, but lessons from several other projects show that, once a proposal has been approved, gender issues are not always addressed during project implementation, or at least are pursued less ambitiously. If programmes such as WOP++ do successfully achieve gender-transformative change, documentation and dissemination of lessons learnt will be important.

Lesson learnt: It is not sufficient to award a gender equality policy marker at the appraisal (BEMO) stage of a project or programme; further monitoring and follow-up are essential, to ensure 'promises' are kept but also that interesting learnings are documented and shared.

Some background resources

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