Questionnaire for the collection of sex-disaggregated water data
Questionnaire for the collection of sex-disaggregated water data

V. Pangare, M. Miletto and L. Thuy
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We would like to thank Francesca Maria Burchi, former Gender and Migration Officer at WWAP; Di Kilsby, Independent Consultant and Gender and Social Inclusion Specialist at the Water for Women Fund Coordinator Team; Paola Piccione, UN Consultant on Gender, Results-based Management and Partnerships; Ilaria Sisto, Gender and Development Officer in Training and Capacity enhancement at the FAO Social Policies and Rural Institutions Division, and Lesha Witmer, Women for Water Partnership (SC member), for their valuable inputs to the Tool 4 (Questionnaire).

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Women and men have an equal stake in water management, yet inequalities persist with regards to who participates in, contributes to and benefits from water resources management.

This matters because women make up nearly half of the global population involved in agriculture and food production. They have different household responsibilities, which have an impact on hygiene, sanitation and even public health. Moreover, the lack of water and sanitation diminishes in different ways women’s opportunities for health, education and employment.

Designing any effective action to achieve equality between men and women begins with ensuring the availability of sharp and reliable data. Such sex-disaggregated data is important to inform programmes and policies that mainstream gender as an overarching development issue. Yet only around a third of countries in the world currently collect sex-disaggregated data for water management.

This toolkit, prepared by UNESCO’s World Water Assessment Programme, aims to tackle the information gap on water and gender, as the scarcity of data is a major obstacle to the production of scientific evidence of gender inequality. Following field testing, this second edition contains improved indicators and a refined methodology to better meet the needs of all countries and reflect the realities on the ground.

The overall goal of this publication is to provide the indicators and methodology to build an information stock of internationally comparable data on sex-disaggregated water data. It is only through this data that we can inform policy-oriented action, compare experiences between countries and regions and, crucially, apply concrete solutions in the field.

Gender equality is a human right and one of UNESCO’s two global priorities. It is essential to meet the commitments of the United Nations 2030 Agenda for Sustainable Development. Strengthening gender equality in water management can also strengthen social inclusion, improve environmental sustainability and ensure food security.

This updated toolkit embodies UNESCO’s commitment to human rights and international cooperation in science, by ensuring gender equality in the field of water for a more sustainable, inclusive and peaceful future.

by Audrey Azoulay
Director-General of UNESCO
When the United Nations 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) were adopted in 2015, it marked a new era in the efforts to shift the world towards a sustainable and resilient path. Today, access to water and sanitation for all (SDG 6) and achieving gender equality and empowering all women and girls (SDG 5), are considered major drivers of sustainable development.

Water assessment can only be meaningful with a gender perspective. It is therefore indispensable to identify women’s and men’s different roles and needs in their interaction with water resources, as well as the social and cultural constructions they are based upon. Taking these factors into consideration will improve the management and governance of the world’s water resources for the benefit of all.

The role of women in water management was first recognized at an international gathering of water experts in Dublin, Ireland in January 1992, where the participants declared the following:

“Women play a central part in the provision, management and safeguarding of water ... [and that] acceptance and implementation of this principle requires policies to address women’s specific needs and to equip and empower women to participate at all levels in water resources programmes, including decision-making and implementation, in ways defined by them” (Dublin Statement on Water and Sustainable Development, Principle 3)

Yet, after more than a quarter of a century, and in spite of their acknowledged and documented critical role in water management for livelihoods, women still remain marginalized from decision-making, have slim control over the use and allocation of water resources, and have marginal access to assets, such as technologies and relevant vocational training.

As a means to address the imbalance between responsibilities and power, and/or rights between men and women, it is paramount to first understand the underlying drivers and the root causes for these discrepancies, and to quantify them so that appropriate changes can be made in the design, planning, monitoring and evaluation of water projects or programmes, as well as in water policies and strategies.

In recognition of these gaps, the 2030 Agenda pledges the need for high-quality, timely and reliable disaggregated data, including by sex, as they are key to ensuring that no one is left behind, and are essential to the measurement of progress in achieving the SDGs.

Considering that data are the lifeblood of decision-making, there is evidence that sex-disaggregated water data are among the least available across the national-level indicators. The lack of sex-disaggregated water data is a major obstacle to the production of scientific evidence on gender inequalities related to water and to the formulation of gender-transformative policies. Investing in ‘engendering’ water contributes to the strengthening of social inclusion, eradicating poverty and advancing environmental sustainability.
In this respect and following UNESCO’s global priority on gender equality, WWAP is committed to advancing women’s empowerment and gender equality in the water realm. Its work produces meaningful and significant insights and understanding of the role of women and men in the management of water resources as well as in income-generating opportunities. The creation of clear-cut benchmarks of sex-disaggregated water data is therefore crucial to inform regional, national and transboundary water policies, and to set up gender-transformative strategies in water governance. The accuracy of evidence strengthens women’s claim for a meaningful participation in decision-making mechanisms, access to job opportunities and capacity development.

The key message is vibrant — we urgently need to achieve human rights for all, including gender equality and the empowerment of all women and girls in water resources management and governance. In this process, we need to recognize women and girls as agents of change within their communities, and value their knowledge and achievements. This must include decision-making in water-related issues, where we can draw on the leadership of women in formulating equitable water policies also transcending national borders, thus contributing to peace building. Building a better future for all requires the full and equal participation of both women and men in the water realm and the empowerment of all members of society (stakeholders), creating a wellspring for innovation and dynamism.

For all these reasons, in 2014, UNESCO WWAP started a ground-breaking initiative on gender-responsive water assessment, monitoring and reporting, which included the identification of key indicators, the creation of a methodology, as well as guidelines and questionnaires to collect sex-disaggregated water data. Bolstered by the contributions of 35 international experts who were part of the WWAP Working Group on Sex-disaggregated Water Indicators, these elements constituted the first edition of *WWAP Toolkit on Sex-Disaggregated Water Data* published in 2015.

From this date onwards, the *WWAP Toolkit* has gained official recognition in the international water arena. Funded by the Italian Government since the beginning, it was the first global effort to promote the collection of sex-disaggregated water data, and positioned the first overview of the status of gender equality with regard to access, participation in and contribution to water resources management around the world.

In 2016, *WWAP Toolkit* was included as a resource in the technical paper prepared for Parties to the United Nations Framework for Climate Change Convention (UNFCCC). At its 23rd meeting in June 2018, the Inter-Governmental Council of the UNESCO International Hydrological Programme (IHP) endorsed the Toolkit, through Resolution XXIII-2, to be adopted by and disseminated among Member States. These recognitions provided the impetus and motivation to improve the document and produce a new edition.

I am pleased to introduce the 2019 version of the *Toolkit*: in this edition, we have updated the original key indicators and included new ones consistent with the 2030 Agenda. WWAP was supported by a group of specialists in the fields of gender equality, water resources, agriculture, sanitation, social science, anthropology and transboundary waters, who all provided valuable inputs in the discussion of new priority topics for indicators and the design of the questionnaire. Relevant changes in the indicators (Tool 1) and in the *Questionnaire* (Tool 4) are in line with the SDGs, and the results of the intra-household surveys undertaken within the Groundwater Governance in Transboundary Aquifers (GGRETA) project, funded by the Swiss Agency for Development and Cooperation (SDC) and led by UNESCO-IHP. The gender component of the project is developed by UNESCO WWAP.

I urge you to read this new edition, and fully use the knowledge gained in future water assessment programmes and projects, with the hope that it would help to bridge the gap of sex-disaggregated water data in national water statistics and inform evidence-based, gender-transformative actions and policies at regional, national and transboundary levels.

Michela Miletto
INTRODUCTION
Water assessment can only be meaningful with a gender perspective. Identifying the factors that contribute to the inclusion or exclusion of women and men belonging to different social and cultural groups, and the ways in which they interact with water resources for different uses, could improve the provision, management and conservation of the world’s water resources for the benefit of all. The collection of sex-disaggregated water data is the first step towards a transformative process in achieving the goals of improving gender equality in the management of water resources and water governance.

UNESCO WWAP has created an innovative toolkit for the collection and analysis of sex-disaggregated water data to address the data gap on gender and water issues at the global level. The UNESCO WWAP Toolkit on Sex-disaggregated Water Data (WWAP Water and Gender Toolkit) is designed to assist the UN Member States in:

- Filling the gap of sex-disaggregated water data of national/regional water statistics;
- Creating a gender baseline knowledge related to water at the regional and national level and a global standard for gender-responsive/transformative water assessments;
- Strengthening capacity for the collection and analysis of sex-disaggregated water data, and providing tools to users in different regions and climates;
- Empowering women for their role and contribution in the field of water, which connects all Sustainable Development Goals (SDGs), with particular focus on the SDGs 6 and 5; and
- Informing national and regional water policy frameworks, plans and strategies to enable gender-transformative actions to achieve the 2030 Agenda.

The work on the first edition (2015) of the WWAP Water and Gender Toolkit started in 2014 with the creation of the WWAP Working Group on Sex-disaggregated Water Indicators, a team of 35 international gender experts (see Annex), who identified 40 gender-sensitive priority indicators.

WWAP’s Water and Gender Indicators were first recognized during the Gender, Development and Water Conference in South Africa in 2014, and since then, the Toolkit has gained official recognition in the international water arena (Box 1).

The 2015 Toolkit has been tested in different regions in cooperation with national authorities, research institutes and international organizations. The intra-household surveys were carried out in Namibia and Botswana in the context of the GGRETA project1 funded by the Swiss Agency for Development and Cooperation (SDC) and led by UNESCO-IHP.

The Toolkit constitutes the core of the WWAP capacity development programme on gender analysis for water resources assessments and projects. As part of WWAP’s capacity development efforts, several trainings on the collection and analysis of sex-disaggregated water data took place in several countries in Europe, Latin America and Southern Africa. The Toolkit has also been used by practitioners in Asia.

1 The Toolkit was tested by WWAP for the first time in the area of the Stampriet Transboundary Aquifer System as part of the Groundwater Governance in Transboundary Aquifers (GGRETA), an SDC-UNESCO-IHP project.
The positive response of the Member States with regard to the usefulness of the 2015 Water and Gender Toolkit inspired the development of a second edition. Along with lessons learnt in the field during the testing of the WWAP methodology, the international acknowledgement of the interlinkage between the Goals and Targets of the 2030 Agenda served as an important driver for the new 2019 edition of the 2015 WWAP Toolkit.

In this edition, a set of new conceptual indicators aligned with the 2030 Agenda were introduced, notably in the categories of human rights-based water resources management, water and education, indigenous knowledge and community water rights, migration, displacement, and climate change. Significant revisions were made in the other Tools, particularly in the Guidelines (Tool 3) and Questionnaire (Tool 4), where new and current questions have been simplified and made more specific, to further increase its applicability in the field. As such, it is worthwhile to follow the common thread that runs through the indicators covered in this Tool and the questionnaire in Tool 4, and through the methodology and guidelines described in Tools 2 and 3, respectively.

The 2019 edition of the WWAP Water and Gender Toolkit consists of four tools:

**Tool 1 – Gender-responsive indicators for water assessment, monitoring and reporting** provides a list of conceptual gender-responsive indicators covering the following priority topics:

1. Gender-responsive water governance;
2. Safe drinking water, sanitation and hygiene;
3. Gender-specific knowledge resources;
4. Transboundary water management;
5. Water for agricultural uses;
6. Water for industry and enterprise;
7. Human rights-based water resources management;
8. Water, migration, displacement and climate change;
9. Indigenous and traditional knowledge, and community water rights; and
10. Water education and training.

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**Box 1 Official recognition of the WWAP Toolkit on Sex-disaggregated Water Data**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>OFFICIAL RECOGNITION/ENDORSEMENT</th>
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<tbody>
<tr>
<td>2014</td>
<td>WWAP indicators recognized by the African Ministers’ Council on Water (AMCOW) to be used in water assessments and monitoring</td>
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<tr>
<td>2015</td>
<td>WWAP Toolkit adopted in the Global Environment Facility’s (GEF) International Water Learning, Exchange and Resources Network (IW:LEARN) to support international water projects</td>
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<tr>
<td>2016</td>
<td>WWAP Toolkit included in the Guidelines for Gender and Climate Change of the United Nations Framework Convention on Climate Change (UNFCCC)</td>
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<tr>
<td>2016</td>
<td>WWAP Toolkit is officially recognized by the 60th Commission on the Status of Women (CSW60)</td>
</tr>
<tr>
<td>2018</td>
<td>WWAP Toolkit is endorsed by the 23rd Inter-Governmental Council of the UNESCO International Hydrological Programme (IHP) (Resolution XXIII-2)</td>
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The WWAP Water and Gender Toolkit has been tested in different regions... and constitutes the core of the WWAP capacity development programme.
Tool 2 – Methodology for the collection of sex-disaggregated water data describes the methodology and its conceptual pillars for the collection of sex-disaggregated water data.

Tool 3 – Guidelines on the collection of sex-disaggregated water data considers the data collection methods covering the needs and focus areas of a broad range of users, making it applicable in different regions of the world.

Tool 4 – Questionnaire for the collection of sex-disaggregated water data lists over 400 questions, and suggests a methodology for the collection of data on the ten priority categories, which can be tailored according to the scope of interest.
DESCRIPTION OF ICONS

- Collecting background information
- Desk review
- Individual interview
- Group interview
- Data analysis
- Validation
- Phone survey
- Separate interviews for female and male interviewees
- Observation

ACRONYMS

- F/M: Female/male
- GFP: Gender Focal Point
- GR: Gender responsive
- GS: Gender sensitive
- GT: Gender transformative
- HH: Household
- M&E: Monitoring and evaluation
- SDG: Sustainable Development Goal
- TWM: Transboundary water management
PRE-INTERVIEW DATA SHEETS

Form for individual interview

Form number: __________________________
Date: __________________________

Location or address where the interview is taking place (for example: name of the institution, organization, community, village, town, city, neighbourhood, watershed, river basin, etc.): ______________________________________

Name of the interviewer (optional): _______________________________________________________________
Sex of the interviewer: / Female / Male / Other Age of the interviewer: ______________
Organization, if any, with job title: ______________________________________________________________

Purpose of interview (what information do you want to get from this interview?): __________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Name of the interviewee: __________________________________________________________

Sex of the interviewee: / Female / Male / Other Age of the interviewee: ______________
Details about the person being interviewed (for example: job title in the organization, board member, community leader, community member, member of local institution, etc.): ________________________________________________________________

Literacy level (reading and writing) with no formal education or highest level of education of interviewee:
_________________________________________________________________________________________

Number of members in the household: __________________________________________________________

Position within household:
/ / Head of household / / Spouse/Partner of head of household / / Single head of household. Please explain
/ / Grandparent / / Child, age ___________ / / Other family members ___________
Form for group interview

Form number: ____________________

Date: __________________________

Location or address where the interview is taking place (for example: name of the institution, organization, community, village, town, city, neighbourhood, watershed, river basin, etc.): ______________________________

Name of the interviewer (optional): _________________________________________________

Sex of the interviewer: // Female   // Male   // Other    Age of the interviewer: ___________________

Organization, if any, with job title:

______________________________________________________________________________

______________________________________________________________________________

Purpose of the group interview (what is the reason for the group interview? What will be the topic of discussion?):

______________________________________________________________________________

______________________________________________________________________________

Composition of the group being interviewed (describe who is participating in the group interview, such as staff members of the organization, members of the community, farmers’ group, women’s group, etc.):

Information about the participants in the group interview:

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Age</th>
<th>Position (such as group member/group leader/staff member, board member)</th>
<th>Literacy level (reading and writing) (such as no formal education/highest level of education)</th>
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</table>
Form for intra-household surveys

Tip ➔ Draw a list of the households identified for the survey.

Tip ➔ Give a number to each household. This number will be the identification code. The identification code will indicate the names and address of the household and will help to maintain confidentiality.

Tip ➔ For household surveys, all members of the household would need to be interviewed, either separately or together, depending on the situation and the question being discussed.

Form number: __________________

Date: _______________________

Location or address where the interview is taking place (for example: name of the institution, organization, community, village, town, city, neighbourhood, watershed, river basin, etc.): ________________________________________________________________

Household identification code: ________________________________________

Name of the interviewer (optional): ________________________________________

Tip ➔ When interviewing a single head of household, it is relevant to understand the reason behind their status as it may have implications for water rights. However, the sensitivity of this question needs to be considered.

Sex of the interviewer: / / Female / / Male / / Other Age of the interviewer: __________________

Organization, if any, with job title: _________________________________________

Purpose of survey (what information do you want to get from this survey?): ________________________________________________________________

Details about the household being interviewed

Number of members of the household: _______________________________________

Composition of the household and respective positions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Age</th>
<th>Position in the household</th>
<th>Literacy level</th>
<th>Occupation</th>
<th>Interviewed Yes or No</th>
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</table>

ALERT: After interview, please make sure that their responses are recorded in a separate sheet of paper.
Form for telephone/mobile survey

Form number: ____________________

Date: ___________________________

Geographical location of the household in the survey area (for example: organization, community, village, town, city, neighbourhood, watershed, river basin, etc.): ____________________________________________________________
______________________________________________________________________________________________________

Name of the interviewer (optional): __________________________________________________________

Sex of the interviewer: // Female   // Male   // Other   Age of the interviewer: ______________________

Organization, if any, with job title:

Purpose of survey (what information do you want to get from this interview?): ____________________________________________________________
______________________________________________________________________________________________________

Name of the interviewee:

Sex of the interviewee: // Female   // Male   // Other   Age of the interviewee: ______________________

Telephone/Mobile number: __________________________

Number of members in the household:

No. of adults (specify F/M): __________________________________________________________

No. of children (specify F/M): __________________________________________________________

Composition of the household and respective positions:

<table>
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<tr>
<th>Name</th>
<th>Sex</th>
<th>Age</th>
<th>Position in the household</th>
<th>Literacy level (reading and writing)</th>
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ALERT: If time permits and the interviewee is willing, then fill in the following table. Otherwise, enter the number of members in the household (please make sure that their responses are recorded in a separate sheet of paper.)
GENDER-RESPONSIVE WATER GOVERNANCE

Capacity building exercise for local youth to learn about water and sanitation. © India Water Portal; www.flickr.com; (CC BY-NC-SA 2.0).
1a. Gender-responsive water policy frameworks

Indicator 1a.i. Number and percentage of regional, national, sub-national and sectoral water policy frameworks that are gender-sensitive/responsive/transformative, and status of implementation (such as planning phase, early implementation and full implementation).

Collect background information

- Draw a list of all the water policy frameworks that you need for your research. The policies could be regional, national, sub-national or sectoral. Visit the relevant ministry or government authority to verify your list. You may have to take official permission according to the rules and regulations of the ministry or government authority.
- Obtain the following documents and any other relevant material from the concerned ministry or government authority or, if possible, through online sources:
  1. Policy documents
  2. Records or documents concerning the policy formulation process
  3. Records of meetings, workshops, consultations with stakeholders for identifying and integrating gender concerns in the policies
  4. Organization or administrative chart of the ministry or government authority

Questions for desk review

Tip ➔ While doing the desk review, identify key officials for interviews. You may need to interview more than one official.

Q1. What is the total number and scope (regional, national, sub-national, sectoral) of policy frameworks being reviewed?
Q2. How many policies being reviewed have gender-specific objectives, commitments and outcomes?
   a) Write down the gender-specific objectives, commitments and outcomes for each policy.
   b) Review the gender-specific objectives, commitments and outcomes and assign these categories to the policies; Gender Sensitive (GS), Gender Responsive (GR), Gender Transformative (GT).
   4 Make a note for each policy.
Q3. What kind of executive orders are issued to implement the gender-specific objectives and commitments in the policy? (For example: directives, declarations, issuances, rules, orders of government department or ministry. Write down details for each policy).

Individual interview with key officials

Tip ➔ Discuss the information you have collected during background information collection and desk review. You may need to interview more than one official.

Q4. Which policies do you or the ministry describe as gender sensitive, gender responsive or gender transformative?
   Tip ➔ Explain and discuss the definitions of GS, GR and GT with the interviewee.
Q5. What is the implementation status of these policies?
   / / Planning phase / / Early implementation / / Full implementation. Please explain.

This section on water governance addresses issues at the national, sub-national and sectoral policy level. Transboundary agreements and arrangements are dealt with separately in Indicator Topic 4.

Gender-sensitive (GS) water policy: the water policy framework identifies and acknowledges the existing differences and inequalities between women and men. Gender-responsive (GR) water policy: the water policy framework identifies and acknowledges the existing differences and inequalities between women and men AND articulates policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men. Gender-transformative (GT) water policy: the water policy framework implements actions and initiatives that challenge existing discriminatory policies and/or practices and carries out changes for the betterment of quality of life for all (Source: UNESCO (United Nations Educational, Scientific and Cultural Organization). 2014. UNESCO Priority Gender Equality Action Plan 2014-2021. Paris, UNESCO. unesdoc.unesco.org/images/0022/002272/227222e.pdf).

Idem.
Q6. What are the steps in implementing the executive orders issued for the gender-specific objectives and commitments in the policy? Please provide details for each policy.

Q7. How will the gender outcomes be achieved?
   a) What are the mechanisms for ensuring gender outcomes? For example: appointing gender officers or gender focal persons/points, discussion of gender issues in regular or special meetings, gender training for officials, etc.
   b) Is there a monitoring and evaluation (M&E) plan to ensure that the gender-specific outcomes are achieved? / / Yes / / No. Please explain.

Q8. What are the difficulties in implementing the gender-related policy objectives and commitments, and in achieving the gender outcomes? Please explain.
   a) What are the plans for overcoming these difficulties?

Consolidate/organize the information collected in the table below:

<table>
<thead>
<tr>
<th>Scope of policy</th>
<th>No. of gender-sensitive (GS) policies</th>
<th>No. of gender-responsive (GR) policies</th>
<th>No. of gender-transformative (GT) policies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sub-national</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sectoral</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name or title of policy</th>
<th>Scope of the policy</th>
<th>GS/GR/GT</th>
<th>Status of implementation</th>
<th>Implementation mechanism</th>
<th>Constraints/difficulties in implementation</th>
</tr>
</thead>
</table>

Indicator 1a.ii. Percentage of national, sub-national, sectoral budget allocations, and procedures⁵ for integrating gender concerns in water policy frameworks.

Collect background information

- Draw a list of all the water policy frameworks that you need for your research. The policies could be regional, national, sub-national or sectoral. Visit the relevant ministry or government authority to verify your list. You may have to take official permission according to the rules and regulations of the ministry or government authority.
- Obtain the following documents and any other relevant material from the concerned ministry or government authority or, if possible, through online sources:
  1. Policy documents
  2. Records or documents concerning the policy formulation process
  3. Records of meetings, workshops, consultations with stakeholders for identifying and integrating gender concerns in the policies
  4. Organization or administrative chart of the ministry or government authority

---

⁵ Such as multi-stakeholder consultation.
Questions for desk review

Q9. How many policies reviewed have a budget allocated for procedures or mechanisms for identifying and integrating gender concerns (such as consultations, workshops, meetings)?
   a) What is the amount (specify local currency and US$ equivalent) allocated for this purpose?
   b) Are the policies national, sub-national or sectoral?

Q10. Are there any records or documents that provide information about consultations, meetings, workshops with stakeholders for identifying gender-specific objectives, commitments and outcomes?
   a) Draw a list of consultations, meetings, workshops organized for identifying the gender-specific objectives, commitments and outcomes.
   b) Draw a list of the stakeholders involved in the identification of gender concerns while formulating water policy frameworks. (For example: officers from the same ministry, other ministries, civil society organizations, subject experts, gender experts.)
   c) Identify key officials for individual interviews.

Questions for individual interviews with key informants in the ministry or department

Tip Discuss the information collected during the desk review. You may need to interview more than one informant.

Q11. What percentage of the total budget (in local currency and US$ equivalent) for policy formulation and implementation is allocated for procedures for identifying and integrating gender concerns?

   Tip The answer could be zero.

   a) Was the budget sufficient to cover the expected costs? Please explain.
   b) If there is no allocated budget, can you access other funds? Please explain.

Q12. What method was used for identifying gender concerns? (For example: consultations, dialogues, workshops, web-based interactions, surveys.)

   Tip If possible, interview stakeholders involved in the identification of gender-specific objectives and commitments. Refer to the list of stakeholders from the desk review.

   a) Which gender concerns were identified?
   b) Which methods were most useful in identifying the gender concerns?
   c) Why do you think these methods were most useful?
   d) How will the gender concerns be addressed?
   e) Are gender-specific objectives, commitments and outcomes formulated to address these concerns?
Questions for interviews with stakeholders

Q13. To which policy framework did you contribute?
   a) What was the process used by the ministry or department for getting your contribution? For example: meeting, workshop, verbal or written consultation.
   b) What contribution did you make?
   c) Was your contribution used by the ministry or department? Explain how it was used.
   d) Was the process useful?
   e) Do you have any suggestions for improving or changing the process? // Yes // No

The following table can be used to consolidate/organize the information collected. Please use a separate sheet of paper to record the information.

<table>
<thead>
<tr>
<th>Title and scope of policy</th>
<th>Type of consultation</th>
<th>Who was consulted?</th>
<th>Gender-specific objective or commitment identified</th>
</tr>
</thead>
</table>

Indicator 1a.iii. Measures for creating public awareness regarding gender-specific content in water policy frameworks; evidence of implementation of measures.

Collect background information

- Find out if the ministry or department has a programme/project/campaign for creating public awareness about the gender-specific objectives and commitments in the policy. Obtain the following and any other relevant materials:
  1. Records and documents, media reports, publications, audiovisuals, brochures, flyers used for creating public awareness about the policies.
  2. Reports of feedback received from the public.

Questions for desk review

Q14. Does the Ministry or Department have a programme or project for creating public awareness about gender-specific objectives and commitments in the policy? If the answer is Yes, then continue with the following questions.

   Tip ➔ If the answer is No, then you can ask the key informants during the individual interview if there are any plans for creating public awareness.

   a) Which method is used for creating public awareness about the gender-specific objectives and commitments of the water policy? (For example: use of social media, publications, websites, audiovisuals, billboards, brochures, flyers, etc. Give details.)
   b) What are the key gender messages used for creating public awareness? Draw a list of key gender messages.
   c) What kind of images are used to convey gender equality in water management?
   d) Are the key messages and images GS, GR or GT?*  

* Gender-sensitive water policy: the water policy framework identifies and acknowledges the existing differences and inequalities between women and men; Gender-responsive water policy: the water policy framework identifies and acknowledges the existing differences and inequalities between women and men AND articulates policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men; Gender-transformative water policy: the water policy framework implements actions and initiatives that challenge existing discriminatory policies and/or practices and carries out changes for the betterment of quality of life for all (Source: UNESCO (United Nations Educational, Scientific and Cultural Organization), 2014.)
e) Does the ministry/department keep records about the methods used for creating public awareness? (For example: number of brochures distributed, number of people attending the public meetings, number of people visiting the Ministry or Department website, etc.). If yes, review these records.

f) Does the ministry/department collect feedback from F/M members of the public regarding the effectiveness of the methods for creating public awareness? If yes, what methods are used? (For example: through surveys, etc.)

g) What kind of feedback has the ministry/department received? (For example: Is the content easy to understand? Is it useful?)

Questions for individual interviews with key informants

Tip ➤ Discuss the information collected through the desk review. You may need to interview more than one informant.

Q15. How do you identify the key gender messages to be conveyed in the awareness raising programme or project?

Tip ➤ Discuss/explain the meaning of GS, GR, GT.

a) What is the aim of the awareness raising programme or project? Please explain.

b) Would you categorize the messages as GS, GR, or GT?

c) In what way could the programme/project lead to the achievement of this aim?

Q16. Which method for creating public awareness was successful? Why?

a) Which method was not successful? Why?

Q17. Do you think the public feedback was useful? / / Yes / / No. Please explain.

a) Was the feedback used to improve the contents of the materials and messages, or methods for creating public awareness? / / Yes / / No. Please explain.

The following table can be used to consolidate/organize the information collected. Please use a separate sheet of paper to record the information.

<table>
<thead>
<tr>
<th>Method for creating public awareness</th>
<th>Gender messages written in the public awareness materials</th>
<th>Feedback received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Tip ➤ You may further assess if the gender messages and images are appropriate for creating awareness about gender equality.

1b. Gender-responsive management in water governance institutions

Tip ➔ For this Indicator sub-topic use separate questionnaire and answer sheets for (i) national ministries that deal with water resources, and (ii) public/private utilities and commissions for water-related services.

Indicator 1b.i. Number of female/male (F/M) staff in different job positions (levels), job field, and salaries (scales) in (a) national ministries that deal with water resources, and (b) in public/private utilities and commissions for water-related services.

Collect background information

Visit the concerned authorities for (a) and (b), or explore online resources, and obtain the following documents which you will need for this Indicator:

1. Organization or administrative chart
2. Human resources (HR) policy, sample of vacancy announcements, terms of reference for various positions, complaints and redressal records. Any other documents or records which can provide information about recruitment of staff, promotions.

Questions for desk review

Tip ➔ Review the organization/administrative chart. Verify with the HR department which job positions are senior, middle, junior management, or of other levels.

Q18. What is the number of F/M staff in different positions, field of job and salary scales?

Tip ➔ Consult the HR official to find out which job positions are considered senior management, middle management, junior management.

Job position: Management level

Field of Job: Area of work or department, type of work (such as technical, administration, services)

Consolidate/organize the information collected and complete the following table separately for 1b.i. (a) and 1b.i. (b):

Tip ➔ Write salary scales in local currency and the equivalent in US$.

<table>
<thead>
<tr>
<th>Field of job</th>
<th>Senior management (No.)</th>
<th>Middle management (No.)</th>
<th>Junior management (No.)</th>
<th>Other (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Salary scales</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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7 Water ministries and public/private utilities and commissions contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
8 Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.
9 Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
10 Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.
11 Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
Indicator 1b.ii. Nature of measures for improving gender parity, equity and redressal mechanisms in human resources (HR) policies of (a) national ministries that deal with water resources, and (b) public/private utilities and commissions for water-related services; evidence of implementation of these measures, and perception of F/M staff with regard to these measures.

Tip ➔ Write separate answers for (a) and (b).

Collect background information

Visit the concerned authorities for (a) and (b), or explore online resources, and obtain the following documents which you will need for this Indicator:
1. Organization or administrative chart
2. Human resources (HR) policy, sample of vacancy announcements, terms of reference for various positions, complaints and redressal records. Any other documents or records which can provide information about recruitment of staff, promotions.

Questions for desk review

Tip ➔ Consult the concerned officials while completing this section.

Q19. Where are the vacancy positions advertised?

Q20. Do the vacancy announcements encourage both F/M applicants to apply for the positions? / / Yes / / No
   a) Explain what is written in the vacancy announcement that encourages F/M applicants to apply.
   b) Are the terms of reference included in the vacancy announcement? / / Yes / / No
   c) Is there any indication in the vacancy announcement and/or the terms of reference that the job may be better suited to F/M applicants? / / Yes / / No. Please explain.

Q21. What are the steps in the selection process?
   a) Are there any differences in the selection process for F/M candidates?
   b) Are applicants or candidates informed about the different steps in the selection process? / / Yes / / No
   c) Does the selection panel consist of female and male interviewers? / / Yes / / No
   d) Do the time and venue of the interviews/tests take into account the different needs of F/M? (For example: provisions in place to accommodate interview postponements requests from candidates during their parental leave?)

Q22. What is the process for making a complaint to the redressal or complaints committee?
   a) Is there a functioning committee for receiving and addressing complaints in the organization?

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13 Redressal mechanisms for complaints against discrimination and harassment, including sexual harassment in the workplace.
14 Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.
15 Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
16 Includes opinions, personal experience, any other evidence from a personal source.
17 Applicants are job seekers who have “applied” for a job opening.
18 Candidates are applicants that have been screened and are minimally qualified for the job opening.
b) What is the composition of the committee? Consolidate/organize the information collected and complete the following table.

<table>
<thead>
<tr>
<th>Field of job</th>
<th>Senior management (No.)</th>
<th>Middle management (No.)</th>
<th>Junior management (No.)</th>
<th>Other (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
</tbody>
</table>

Sex of the complainant | Number and type of complaints received | Number of complaints addressed

Q23. Is there a policy for promotions? What are the criteria for promotion? Review the policy.

Questions for individual interviews with key informants

Tip ➔ Discuss the information collected from the desk review.

Q24. What is your view about the selection and recruitment process?

a) Do you think that the selection process is effective in recruiting both suitable F/M candidates for the different positions? / / Yes / / No. Please explain.

b) Do you think that F/M staff have different abilities or are better suited for certain fields of work (such as administrative work, communication, field work)? / / Yes / / No. Please explain.

c) What are the constraints in the recruitment and selection process of male staff for different positions?

d) What are the constraints in the recruitment and selection process of female staff for different positions?

e) What efforts, if any, are made to improve the recruitment of men and women for different positions? Please provide details. (For example: provide incentives or conduct campaigns, head hunting.)

Q25. What is your view about the policy and criteria for promotions?

a) Are promotions made according to the stated policy?

b) In what situations is the policy for promotions not followed? Give examples.

c) Does the promotion policy consider F/M staff equally? Please explain.

Q26. Do you think the complaints committee is effective in handling complaints? / / Yes / / No. Please give reasons.

Questions for group interviews

Tip ➔ Have separate group discussions with F/M staff for each management and non-management level. Refer to the organization chart and consult the HR official for identifying participants to the group interviews.

Q27. What are your views regarding the HR policy, its implementation and redressal mechanisms?

a) Are F/M management and non-management staff treated equally in the recruitment process? / / Yes / / No. Please explain.

b) How are promotions made? Do you see any difference in the promotions for F/M staff? / / Yes / / No. Please explain.

c) Is it easy to approach the complaints committee? / / Yes / / No. Why?

d) Are you satisfied with the working of the complaints committee? / / Yes / / No. Why?

e) What changes would you like to make in the HR policy?

f) Is there an anti-harassment, including sexual-harassment, policy? If yes, how was it developed?
Consolidate/organize the information collected from the group interview, including the information in Q22.

<table>
<thead>
<tr>
<th></th>
<th>Responses of female staff</th>
<th>Responses of male staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior management</td>
<td></td>
<td></td>
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<tr>
<td>Middle management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior management</td>
<td></td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicator 1b.iii. Participation by F/M staff (position)/board members/committee members in decision-making processes in (a) national ministries that deal with water resources, and (b) public/private utilities and commissions for water-related services, reasons for participation/non-participation; proportion of F/M participation; number of gender-specific decisions adopted resulting from contributions made by F/M participants.

Collect background information

Visit the concerned authorities for (a) and (b), or explore online resources, and obtain the following documents which you will need for this Indicator:

1. Organization or administrative chart
2. Human resources (HR) policy, sample of vacancy announcements, terms of reference for various positions, complaints and redressal records. Any other documents or records which can provide information about recruitment of staff, promotions.
3. Records of meetings, attendance registers, minutes of meetings and any other documents (such as meetings announcements and correspondence related to the meetings).

Questions for desk review

Tip: Verify the information with the concerned administrative official. If different levels of staff participate in the decision-making related to strategic management decisions and routine operational decisions, please note down the information separately for each type of decision-making process.

Tip: You may try to get an invitation or permission to attend a meeting as a participant observer. If you are able to do so, you can observe the decision-making process and validate the information collected from the desk review and from the group or individual interviews.

Q28. Who participates in the meetings held for taking (a) strategic management decisions and (b) routine operational decisions?
   a) What is their role in the meeting? (For example: chair of the meeting, taking notes, facilitation, keeping minutes, participant, observer, etc.)

---

19 Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.
20 Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
21 Gender-sensitive/responsive transformative decisions in general, and decisions addressing specific gender issues, in particular.
22 Routine decisions are of repetitive nature, do not require much analysis and evaluation, are in the context of day-to-day operations, and can be made quickly at middle management level. Strategic decisions relate to policy matters, are taken at higher levels of management after careful analysis and evaluation of various alternatives, and may involve large expenditure of funds. www.managementstudyguide.com/strategic-decisions.htm
Q29. Who decides the date, time, venue for the meetings and sets the agenda for the meeting?
   a) What is the method used for announcing the meeting or sending out meeting invitations?
   b) Can other staff members add or suggest items to the agenda?

Q30. Is there any evidence in the minutes of the meetings that the views, opinions or suggestions made by F/M participants
      are accepted while taking (a) strategic management or (b) routine operational decisions?
      a) Have any decisions been changed as a result of these suggestions? Please explain.

Q31. Is there any evidence that gender-specific decisions were taken as a result of suggestions made by F/M participants?
      // Yes  // No

Questions for group interviews

Tip ⇒ It will be necessary to have a number of group interviews. For example, have separate group interviews with board
members, committee members, staff members according to their job positions. If there are F/M members in each group,
then interview F/M participants separately.

Tip ⇒ If an important informant is not available or does not participate in the group interviews, then you may conduct
an individual interview with that person. Ask the same questions.

Q32. How often do you participate in meetings held for taking strategic management decisions?
      // Every meeting  // Frequently  // Sometimes  // Never
      a) Why do you attend the meetings? (For example: to contribute, to meet others, etc.)
      b) Why do you not attend the meetings? (For example: date and time not convenient, venue not convenient, did not receive
          the notice in time, cannot express opinion, etc.)

Q33. How often do you participate in meetings held for taking routine operational decisions?
      // Every meeting  // Frequently  // Sometimes  // Never
      a) Why do you attend the meetings? (For example: to contribute, to meet others, etc.)
      b) Why do you not attend the meetings? (For example: date and time not convenient, venue not convenient, did not receive
          the notice in time, cannot express opinion, etc.)

Tip ⇒ For the following questions, note down responses separately for strategic management decision-making meetings
and routine operational decision-making meetings.

Q34. How are the meetings conducted?
      a) Is there a discussion around every item on the agenda? // Yes  // No
      b) How and by whom is the discussion monitored and facilitated?

Q35. Do you think that suggestions made by F/M participants are accepted equally in the decision-making process?
      // Yes  // No
      a) How often are suggestions by male participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being
          always accepted (cross the corresponding number):

          1  2  3  4  5

      b) How often are suggestions by female participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being
          always accepted (cross the corresponding number):

          1  2  3  4  5
c) Are decisions changed as a result of the suggestions made by F/M participants? / / Yes / / No

d) Are the views/suggestions/opinions of F/M participants given more, or less, importance?
   Give examples from your experience.

e) What do you think are the reasons for giving more, or less, importance to F/M participants?

f) Do you have any suggestions about how the participation of F/M participants can be made more equal?
   How can the decision-making process be improved?

g) How are disagreements resolved when there are differences or disagreements between the views or suggestions
   of F/M participants?

**Q36. How many decisions have been taken in the past five years that contribute to improving gender equality in the organization?**

a) Do you think that the decisions were taken because of suggestions made by F/M participants? / / Yes / / No

b) Give examples of how these decisions have contributed to improving gender equality in the organization.

Consolidate/organize the information collected in the tables below, according to position and sex in strategic management decision-making

<table>
<thead>
<tr>
<th>Senior management</th>
<th>Middle management</th>
<th>Junior management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
</tbody>
</table>

Consolidate/organize the information collected in the tables below, according to position and sex in routine operational decision-making

<table>
<thead>
<tr>
<th>Senior management</th>
<th>Middle management</th>
<th>Junior management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
</tbody>
</table>

Can new issues be added to the agenda by F/M staff (specify their position)?

<table>
<thead>
<tr>
<th>Female staff (number)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male staff (number)</td>
<td></td>
<td></td>
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</tbody>
</table>

Are interventions and suggestions by F/M staff accepted (specify their position)?

<table>
<thead>
<tr>
<th>Female staff (number)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male staff (number)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reasons for attending or not attending

<table>
<thead>
<tr>
<th>Reasons for attending given by female participants</th>
<th>Reasons for attending given by male participants</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Reasons for not attending given by female participants</th>
<th>Reasons for not attending given by male participants</th>
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</table>

**Tip** Similarly, compile the responses of F/M participants of all the group interviews. For further assessment, compare the responses related to participation in strategic management decision-making and operational routine decision-making.
Indicator 1b.iv. Presence of F/M job positions (such as Gender Focal Point) responsible for gender policy and gender concerns in (a) national ministries that deal with water resources,\textsuperscript{23} and (b) public/private utilities and commissions for water-related services;\textsuperscript{24} contribution of these staff positions to gender-specific decisions/actions.

Collect background information
Find out if there is a GFP system or staff positions responsible for gender policy and gender concerns. If there is such a system or mechanism then obtain the records and documents (such as the names of staff members responsible for gender work, their terms of reference, job responsibilities, positions and any other information). Also obtain records about their work such as reports.

Questions for desk review
Tip. During the desk review, identify the key informants who can provide details about the Gender Focal System or about the job positions responsible for process for addressing gender concerns in the organization.

Q37. Is there a Gender Focal Point system, in the organization? If the answer is yes, then continue with the questions below. If the answer is no then conduct interviews with key informants using Q38.
   a) How many F/M GFP are there?
   b) How are the GFP selected/appointed?
   c) What are their roles and responsibilities?
   d) Do they receive any training to perform the role of GFP?
   e) Have the GFPs contributed to or influenced any gender-specific decisions for improving gender equality in the organization or improving services for female and male water users/consumers? Please explain.

Questions for individual interviews with key informants
Q38. What is the procedure for improving gender equality in the organization and improving services for female and male water users/consumers?
   a) Please explain the procedure
   b) How has this procedure contributed to gender-specific decisions for improving gender equality in the organization or improving services for female and male water users/consumers? Please explain.
   c) What are the challenges and how are they overcome?

Questions for individual or group Interviews with Gender Focal Points or other staff members responsible for gender concerns
Tip. Discuss the information collected during the desk review
Q39. How were you selected for this position?
   a) What are your roles and responsibilities?
   b) Did you receive any training? / / Yes / / No
   c) How has your work contributed to gender-specific decisions?
   d) How has your work contributed to improving gender equality in the organization?
   e) How has your work contributed to improving services for male and female water users/consumers?
   f) What are the challenges and how do you overcome them?

\textsuperscript{23} Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.
\textsuperscript{24} Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
Consolidate/organize the information collected and complete the following table.

<table>
<thead>
<tr>
<th>Sex of GFP</th>
<th>Position and department</th>
<th>Contribution to gender-specific decisions/actions</th>
</tr>
</thead>
</table>

**Indicative 1b.v.** Procedures for coordination between (a) national ministries that deal with water resources, (25) (b) public/private utilities and commissions for water-related services, (26) with the national ministry/agency for women’s welfare, and actions taken to improve water services for F/M consumers as a result of this coordination.

**Collect background information**

- Contact the ministry or agency that deals with women’s welfare. Find out if there is a procedure for coordinating with the (i) national ministries that deal with water and (ii) public/private utilities and commissions for water-related services. Also contact (i) and (ii) to identify the concerned officials responsible for coordinating with the ministry/agency for women’s welfare. Obtain records and documents related to this coordination process. Identify the key informants from (i) and (ii) and also from the agency or ministry for women’s welfare for the interviews.

**Questions for desk review**

**Q40.** What is the coordination mechanism between the (a) national ministries that deal with water resources, (27) (b) public/private utilities and commissions for water-related services, (28) with the national ministry/agency for women’s welfare?

a) Explain the coordination process.

b) Is there any evidence in the records, documents, reports, of actions taken for improving water services as a result of this coordination? Give examples.

**Questions for key informants in the national ministry/agency for women’s welfare and (a) and (b)**

**Tip** Validate the information by asking these questions to both (a) or (b), and the women’s welfare ministry/agency.

**Q41.** Do you think that the mechanism for coordination between the agencies is useful for improving water services for F/M consumers?

a) Please explain the reasons for your answer.

b) In what way have services improved for F/M consumers as a result of this coordination? Please give examples.

c) Are there any difficulties in coordination between the agencies? Please explain.

d) How were these difficulties overcome?

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25 Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.

26 Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).

27 Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.

28 Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
1c. Gender-responsive implementation of water programmes and projects

Indicator 1c.i. Percentage of budget allocation, and procedures for collection and analysis of sex-disaggregated social, economic and livelihoods data of local populations when planning for national, sub-national and sectoral water programmes and projects; number of programmes and projects that followed these procedures.

Collect background information

- Draw a list of the water programmes or projects to be studied. Identify the authorities responsible for the programmes/projects. Obtain the following documents online or if needed request them with the authorities:
  1. Project proposals, records, reports, data and any other documentation related to these programmes/projects that provide information about the plans and about the local population.
  2. M&E reports.
  3. Identify the key informants for interviews.

Questions for desk review

Tip ⇒ If the projects reviewed are from all three categories, national, sub-national and sectoral, then write the information separately for each category or type of project

Q42. What is the total number of projects/programmes reviewed?
  a) Are the projects national, sub-national or sectoral?
  b) How many projects/programmes reviewed have collected, analysed and used disaggregated data about the local population in the planning process?
  c) What percentage of the total budget of the project or programme was allocated to the collection of disaggregated data?
  d) What indicators were used for collection of information about the local population? Draw a list of the indicators used.
  e) Was the data disaggregated by sex? / / Yes / / No. Please explain.
  f) Is there any evidence in the documents or reports that the data was analysed and used in the planning process? Please explain.

Interviews with key officials responsible for designing and planning the project/programme

Tip ⇒ Discuss and verify the information collected during the desk review

Q43. What is your view about the budget allocated for collection of information about the local population?
  a) Was the budget adequate? / / Yes / / No. Please explain.
  b) If the budget was not sufficient, did you undertake any specific actions?
  c) What was the budget dedicated to carry out a gender analysis or to study specific gender issues?

Q44. What procedure or methods were used for the collection and analysis of data and information about the local population? Please explain.
  a) Was the procedure and method useful? / / Yes / / No. Please explain.
  b) Did you get the results you wanted?
  c) What constraints did you face in collecting disaggregated data?
  d) How did you overcome these constraints?
Q45. How did you use the data about the local population in the planning of the water project/programme?

a) At what stage of the planning process was the data collected and analysed?

b) Give examples of how the data was used. Did you make any changes to the objectives, activities, outcomes as a result of the analysis of data?

c) Did you face any difficulties in using the data in the planning of the projects? Please explain.

d) How did you overcome the difficulties?

Consolidate/organize the information collected (such as the indicators used for data collection) and complete the table below.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Disaggregated by sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Note the changes made to the plans and design of the project as a result of gender analysis.

**Indicator 1c.ii.** Number and percentage of national, sub-national and sectoral water projects that integrated quantitative and qualitative gender-specific outcomes, results and impact indicators in M&E systems; accountability mechanisms; and status of achievement/non-achievement of these outcomes and results with reasons.

**Tip** If the projects reviewed are from all three categories, national, sub-national and sectoral, then write the information separately for each category or type of project.

**Collect background information**

- Draw a list of the water programmes or projects to be studied. Identify the authorities responsible for the programmes/projects. Obtain the following documents online or if needed request them with the authorities:
  1. Project proposals, records, reports, data and any other documentation related to these programmes/projects that provide information about the plans and about the local population.
  2. M&E reports.
  3. Documents about the social and environmental safeguards and reports about the assessment of the implementation of these safeguards.
  4. Identify the key informants for interviews.

**Questions for desk review and individual interviews with key informants**

**Tip** Answers to these questions need to be discussed and verified with key informants (such as M&E officers and senior management of the project/programme).

Q46. Out of the total number of projects reviewed, how many are implementing M&E systems?

a) For projects using M&E systems, describe how the M&E system is implemented.

b) For projects not using M&E systems, explain the reasons for not implementing an M&E system.

c) What are the differences in the level of achievement of gender outcomes in projects using an M&E system as compared with projects not using an M&E system? Please explain.

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29 Projects such as provision of drinking water and sanitation; wastewater treatment; dams and reservoirs and provision of irrigation; hydropower generation; management and conservation of environment including forest, wetland, coastal marine ecosystems.
Q47. Identify the gender-specific indicators in M&E plans.
   a) Are the indicators GR, GS or GT? 

Q48. What gender outcomes are recorded or measured in M&E reports?
   a) Are the gender outcomes achieved? / / Yes / / No
   b) What is the number and type of outcomes that have been met/not met? If they have not been met, specify the reasons.
   c) What are the constraints in integrating and assessing gender indicators and outcomes?
   d) What measures have been taken to overcome these constraints?
   e) What measures are taken to ensure that efforts are made to achieve the gender outcomes?

Q49. Who has the authority to ensure that efforts to achieve gender outcomes are being made, or that they are achieved?
   a) How does the designated authority monitor the steps taken to achieve the gender outcomes?

Q50. What is the process for assessing the achievement of gender outcomes?
   a) Do men and women members of target groups (for example local communities) participate in the assessment? / / Yes / / No
   b) If yes, explain the process
   c) Was there a separate space (for example, single gender focus group) for women and men to discuss these issues and participate in this assessment? / / Yes / / No. Please explain.

Q51. What is the budget for M&E in local currency and US$?
   a) Is it adequate for M&E gender results? / / Yes / / No. Please explain.
   b) Are any additional costs (beyond M&E budget) for assessing gender indicators and outcomes made available? / / Yes / / No
   c) If yes, then please provide details.

Indicator 1c.iii. Number and percentage of national, sub-national and sectoral water projects that include social and environmental safeguards to protect local F/M livelihoods; use of sex-disaggregated data in planning safeguards, nature of these safeguards and accountability mechanisms to ensure implementation.

Tip ➔ If the projects reviewed are from all three categories, national, sub-national and sectoral, then write the information separately for each category or type of project

Collect background information

- Draw a list of the water programmes or projects to be studied. Identify the authorities responsible for the programmes/projects. Obtain the following documents online or if needed request them with the authorities:
  1. Project proposals, records, reports, data and any other documentation related to these programmes/projects that provide information about the plans and about the local population.
  2. M&E reports
  3. Documents about the social and environmental safeguards and reports about the assessment of the implementation of these safeguards
  4. Identify the key informants for interviews.

Gender sensitive: identifies and acknowledges the existing differences and inequalities between women and men; Gender responsive: identifies and acknowledges the existing differences and inequalities between women and men AND articulates actions and initiatives which address the different needs, aspirations, capacities and contributions of women and men; Gender transformative: implements actions and initiatives that challenge existing discriminatory policies and/or practices and carries out changes for the betterment of quality of life for all (Source: UNESCO (United Nations Educational, Scientific and Cultural Organization). 2014. UNESCO Priority Gender Equality Action Plan 2014–2021. Paris, UNESCO. unesdoc.unesco.org/images/0022/002272/227222e.pdf).

Projects such as provision of drinking water and sanitation; wastewater treatment; dams and reservoirs and provision of irrigation; hydropower generation; management and conservation of environment including forest, wetland, coastal marine ecosystems.
Questions for desk review

Q52. How many water projects reviewed include a strategy for implementing (a) social and (b) environmental safeguards?
   a) Describe the strategy for implementing social safeguards.
   b) Describe the strategy for implementing environmental safeguards.
   c) Identify and list the indicators in the M&E plans related to social safeguards.
   d) Identify and list the indicators in the M&E plans related to environmental safeguards.

Q53. Is there a procedure for assessing the impact of the implementation of the strategies for social and environmental safeguards?
   a) What is the procedure?
   b) Is there any recorded evidence that the procedure is being followed (such as reports)?
   c) Is there any evidence that F/M livelihoods are protected as a result of the (a) social and (b) environmental safeguards?
      Note down examples.

Questions for individual interviews with M&E officers

Tip Verify the information and analysis of the desk review in the individual interviews with M&E officials and senior management of the project or programme.

Q54. Do you have a procedure for assessing the impact of the measures taken to protect the livelihoods of F/M members of local communities and to protect the environment? / Yes / No
   a) Do you think that the measures are effective in protecting the environment and the livelihoods of local F/M members of local communities? / Yes / No
   b) Describe and give examples of how F/M livelihoods are protected as a result of the (a) social and (b) environmental safeguards.
   c) What are the constraints in implementing the safeguards?
   d) What steps are taken to overcome the constraints?
   e) Do F/M members of local communities participate in the assessment of the safeguards? / Yes / No. Explain the process.
   f) Is the assessment made by F/M members of local communities used for improving the projects? / Yes / No. Please explain.

Q55. Who has the authority to ensure that the safeguards are being implemented?
   a) Please explain how the authority monitors the implementation of the safeguards.

Tip There may be separate authorities for monitoring the (a) social safeguards and (b) environmental safeguards.

Questions for officials of the designated authority to monitor the implementation of social and environmental safeguards

Tip Ask about the projects that are included in your research.

Q56. How do you monitor the steps taken to implement the safeguards?
   a) How do you measure the success or failure of the safeguards? Explain the process.
   b) How many projects are implementing the safeguards successfully? Please explain.

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1d. F/M participation in local or community, formal and informal water institutions

Indicator 1d.i. F/M membership with position and responsibility in local or community, formal and informal institutions, for managing irrigation or water supply.

Collect background information

- For this Indicator sub-topic, draw a list of the local formal and informal water institutions to be studied.
- For the formal institutions, obtain the registration and other relevant documents, membership list, rules and regulations.
- For the informal institutions, obtain any written documents that are available.
- Records and minutes of meetings will be required for both formal and informal institutions.

Questions for desk review and interviews with management and/or administrative staff of the institutions

Tip ➔ Verify the information by reviewing available documents

Tip ➔ These questions are the same for formal and informal institutions.

Q57. What is the total membership of the institution?
   a) What is the number of F/M members in the institution?
   b) What are the conditions/criteria for membership?
   c) Are the criteria the same for F/M members?
   d) What efforts are made to increase the number of F/M members in the institution?
   e) Is the membership open to all members of the community? If the answer is No, please explain the reasons.
      (This question is about social inclusion. Is the membership open to all social groups in the community?)
   f) Is there a membership fee? How much is the fee?
   g) Do F/M members pay the fees regularly? Please explain the reasons for regular/not regular payment of fees.

Q58. How is the institution managed?
   a) Is there a management committee?
   b) How many F/M members are there in the committee?
   c) How is the committee appointed? Explain the process.
   d) Is there any feedback available on the functioning of the committee?
   e) Have there been complaints on the functioning of the committee?

Q59. Does the institution employ staff?
   a) What is the number of F/M staff in paid and unpaid positions?
   b) What are their roles and responsibilities?
   c) What is the process for recruitment and selection of paid and unpaid staff?
   d) Is the selection process the same for F/M staff?

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33 Please see also Tool 1 - Gender-responsive indicators for water assessment, monitoring and reporting.
34 Ordinary member/committee member/board member.
35 Technical maintenance, upkeep, day-to-day operations
36 Registered organizations/legal entities such as water users associations (WUAs).
37 Non-registered groups of community members/farmers.
e) What are the constraints in the recruitment and selection process of male staff for different paid and unpaid positions?

f) What are the constraints in the recruitment and selection process of female staff for different paid and unpaid positions?

g) What actions are taken to overcome the constraints in the recruitment of F/M paid and unpaid staff?

Questions for group interviews with members of the formal and informal local institutions

Tip ➔ Separate group interviews with female and male members

Q60. Do you think that it is easy for F/M members to get membership to the institution? / Yes / No
   a) Explain why you think it is easy or difficult.
   b) Do you think that the institution encourages F/M members to join the institution?
   c) Are you able to pay the fees regularly? Please explain the reasons.

Q61. Is it easy or difficult for F/M members to join the committee?
   a) Explain why you think it is easy or difficult.
   b) Do you agree with the process for appointing the committee? If not, please explain.
   c) What changes would you like to make?
   d) How is the management responsibility allocated or shared by committee members?
   e) Do you think that the sharing of responsibility is appropriate? / Yes / No
   f) If not, then what changes would you like to make?

Q62. Are members involved in the recruitment and selection of paid and unpaid staff?
   a) In what way are the members involved?
   b) Do you think there is any difference in the way that jobs are given to male and female applicants/candidates? / Yes / No
      In what way?
   c) What changes would you like to make to the selection and recruitment process?

Indicator 1d.ii. Participation by F/M members (with position) in decision-making meetings in local or community, formal and informal institutions, for managing irrigation or water supply; reasons for participation/non-participation; proportion of F/M participation; number of gender-specific\(^{38}\) decisions adopted resulting from contributions made by F/M members.

Tip ➔ Participant observation is the preferred methodology here; therefore, the researcher should attempt to attend a meeting.

Collect background information

- For this Indicator sub-topic, draw a list of the local formal and informal water institutions to be studied.
- For the formal institutions, obtain the registration and other relevant documents, membership list, rules and regulations.
- For the informal institutions, obtain any written documents that are available.
- Records and minutes of meetings will be required for both formal and informal institutions.

\(^{38}\) Gender sensitive/responsive/transformational.
Questions for desk review

**Tip** ➔ Verify the information by consulting leaders or committee member of the institution and validate by participating in a meeting as an observer.

Q63. Who participates in the decision-making meetings?
   a) What is their role in the meeting? (For example: chair of the meeting, taking down notes, facilitation, keeping minutes, no specific role, etc.)

Q64. Who decides the date, time, venue for the meetings and sets the agenda for the meeting?
   a) What is the method used for announcing the meeting or sending out meeting invitations?
   b) Can other staff members add or suggest items to the agenda?

Q65. Is there any evidence in the minutes of the meetings that the views, opinions or suggestions made by F/M participants are accepted while taking decisions?
   a) Have any decisions been changed as a result of these suggestions?

Q66. Is there any evidence that gender-specific decisions were taken as a result of suggestions made by F/M participants?

Questions for group interview

**Tip** ➔ Separate focus group discussions for F/M members.

**Tip** ➔ If some members are unable to participate in the group discussion but are important informants, then individual interviews may be conducted with these members, using the same questions.

Q67. How often do you participate in decision-making meetings?
   / / Every meeting  / / Frequently  / / Sometimes  / / Never
   a) Why do you attend the meetings? (For example: to contribute, to meet others, etc.)
   b) Why do you not attend the meetings? (For example: date and time not convenient, venue not convenient, did not receive the notice in time, cannot express opinion, etc.)

Q68. How are the meetings conducted?
   a) Is there a discussion around every item on the agenda? / / Yes  / / No
   b) How and by whom is the discussion monitored and facilitated?

Q69. Do you think that suggestions made by F/M participants are equally accepted in the decision-making process? / / Yes  / / No
   a) How often are suggestions by male participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):

   1  2  3  4  5

   b) How often are suggestions by female participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):

   1  2  3  4  5

   c) Are decisions changed as a result of the suggestions made by F/M participants? / / Yes  / / No
Formal institutions

Questions for desk review

Tip

Verify the information by consulting leaders or committee member of the institution and validate by participating in a meeting as an observer.

Q63. Who participates in the decision-making meetings?

a) What is their role in the meeting? (For example: chair of the meeting, taking down notes, facilitation, keeping minutes, no specific role, etc.)

Q64. Who decides the date, time, venue for the meetings and sets the agenda for the meeting?

a) What is the method used for announcing the meeting or sending out meeting invitations?

b) Can other staff members add or suggest items to the agenda?

Q65. Is there any evidence in the minutes of the meetings that the views, opinions or suggestions made by F/M participants are accepted while taking decisions?

a) Have any decisions been changed as a result of these suggestions?

Q66. Is there any evidence that gender-specific decisions were taken as a result of suggestions made by F/M participants?

Questions for group interview

Tip ➤ Do separate group interviews with F/M members

Tip ➤ If some members are unable to participate in the group discussion but are important informants, then individual interviews may be conducted with these members, using the same questions.

Q67. How often do you participate in decision-making meetings?

/ / Every meeting / / Frequently / / Sometimes / / Never

a) Why do you attend the meetings? (For example: to contribute, to meet others, etc.)

b) Why do you not attend the meetings? (For example: date and time not convenient, venue not convenient, did not receive the notice in time, cannot express opinion, etc.)

Q68. How are the meetings conducted?

a) Is there a discussion around every item on the agenda? / / Yes / / No

b) How and by whom is the discussion monitored and facilitated?

d) Do you think that suggestions made by F/M participants are equally accepted in the decision-making process? / / Yes / / No

a) How often are suggestions by male participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):

b) How often are suggestions by female participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):

c) Are decisions changed as a result of the suggestions made by F/M participants? / / Yes / / No

d) Are the views/suggestions/opinions of F/M participants given more or less importance? / / Yes / / No

Give examples from your experience.

e) What do you think are the reasons for giving more or less importance to F/M participants?

f) Do you have any suggestions about how the participation of F/M participants can be made more equal?

How can the decision-making process be improved?

g) Are there occasions when the views or suggestions of women and men are different when decisions are being taken? / / Yes / / No. Please explain.

h) If yes, then are these differences or disagreements discussed?

i) How are such disagreements resolved?

Q70. How many decisions have been taken in the past five years that contribute to improving gender equality in the organization?

a) Do you think that the decisions were taken because of suggestions made by F/M participants? / / Yes / / No

b) Give examples of how these decisions have contributed to improving gender equality in the organization.

Informal institutions

Questions for group interview

Tip ➤ Do separate group interviews with F/M members

Tip ➤ If some members are unable to participate in the group discussion but are important informants, then individual interviews may be conducted with these members, using the same questions.

Q71. How is the institution managed?

a) What is the system of management? Is there a committee?

b) How many F/M members are there in the committee?

c) Do you pay fees or charges for using/consuming the water? / / Yes / / No

d) Who collects the fees?

e) How are the finances managed?

f) Do you have any suggestions for changing the management system? / / Yes / / No

g) What is the level of involvement of male members in the management and decision-making? In a scale from 1 to 5, where 1 is less involved and 5 very involved

1 2 3 4 5

h) What is the level of involvement of women in the management and decision-making? In a scale from 1 to 5, where 1 is less involved and 5 very involved

1 2 3 4 5
Questions for researcher participating in meetings of formal and informal institutions as observer

Q72. Observe the process for collective decision-making on water allocation and use for agriculture.

Q73. What is the level of participation* by F/M participants in the meetings?

- a) Did you observe any constraints in participation for male members? Please explain.
- b) Did you observe any constraints in participation for female members? Please explain.
- c) How was the final decision taken?
- d) Who took the final decision?
- e) Was an external (limiting) factor (formal or other authority) present? / / Yes. Specify which one / / No
- f) Are there rules and regulations for participation by male members? / / Yes / / No. Please explain.
- g) Are there rules and regulations for participation by female members? / / Yes / / No. Please explain.

Consolidate the information collected and complete the following table:

<table>
<thead>
<tr>
<th>Sex of the participant</th>
<th>Level of participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicator 1d.iii. Presence and role of local women's groups/organizations/self-help groups receiving technical and/or financial support from government/non-government organizations for managing local drinking water or irrigation schemes.

Collect background information

- Draw a list of the women’s organizations, groups, self-help groups in the area of study that are managing local water projects for drinking water or irrigation.
- Obtain and review documents and records of these organizations. Identify key informants.
- Identify the government/non-government organizations that are supporting these women’s organizations.
- Obtain and review relevant documents and records. Interview key informants.

Questions for desk review

Q74. How many local women’s groups/organizations are managing water projects in the study area?

Consolidate/organize the information collected and complete the following table

<table>
<thead>
<tr>
<th>Type of group</th>
<th>Type of water project being managed</th>
<th>Source of finance and technical support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a) How many F/M members are there in the group?

Q75. Is there any evidence in the documents and reports that the group has successfully managed the local drinking water or irrigation scheme, or improved the services to the local community? Please explain.

* There are different levels of participation in the functioning of a group or committee. Some individuals may be present at every meeting, while others may attend only when the topic to be discussed is important to them. Yet others may attend occasionally in order to retain their membership, or for a specific personal reason. The different levels of participation are described in Tool 3. Mainly one can differentiate: Core group - Active participants - Occasional participants - Peripheral participants - Transactional participants. Similarly, within a specific meeting or group, people participate in different ways; some may participate actively in the discussion, others may only lend support to the views of others, or provide information without getting into a discussion.

* Women's groups may or may not be specific to water.
Questions for individual interviews or group interviews with members

Q76. How is the group managed?
   a) What is the management structure?
   b) What are the roles of different F/M group members?
   c) Would you make changes to the management structure? Please explain.

Q77. Who started the water project?
   / / Women’s group  / / Government authority  / / Non-government authority  / / Private sector
   a) Why was the water project started?

Q78. If the project was not started by your group, why was your group given responsibility to manage the project?
   a) Has your group improved the water project? / / Yes  / / No. Please explain.
   b) In what way has the project improved?
   c) What are the constraints in managing the project?
   d) How are they overcome?
   e) Has your group addressed particular gender concerns? / / Yes  / / No. Please explain.

Q79. What kind of technical and/or financial support does the group receive?
   a) Who provides the support?
   b) Is it adequate? / / Yes  / / No. Please explain.
SAFE DRINKING WATER, SANITATION AND HYGIENE
2a. Household access to safe water for drinking and domestic use

Indicator 2a.i. Number of F/M registered subscribers/consumers/users connected to piped water supply disaggregated by geographical location of the house within the survey area.

Collect background information

- Contact the utility that provides piped water supply in the survey area, and the relevant government authority. Identify key officials from the water utility for interviews. Obtain the following documents:
  1. List of registered subscribers/consumers.
  2. Census data for the survey area.
- If possible, collect any other documentation that can provide information about water use in the community, after consulting the local government authority.
- Identify key informants (such as government officials, water utility officials).

Questions for desk review

Q80. How many registered subscribers/consumers/users are there in the survey area? Disaggregate the data by sex of registered consumers and geographical location in the survey area.
   a) Consolidate/organize the information collected and complete the following table.

<table>
<thead>
<tr>
<th>Geographical location</th>
<th>Number of female consumers</th>
<th>Number of male consumers</th>
<th>Number of female HH heads</th>
<th>Number of male HH heads</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Tip This question provides information about social inclusion/exclusion from piped water supply systems

b) Are the F/M consumers the heads of the households? Explain.

<table>
<thead>
<tr>
<th>Geographical location</th>
<th>Number of female consumers who are head of HH</th>
<th>Number of male consumers who are head of HH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Which geographical areas/locations have less registered F/M consumers?

Questions for water utility official

Q81. What are the (alleged) reasons for more, less, or no F/M consumers in a particular location?
   a) In locations where there are less F/M consumers, what efforts are being made by the utility to increase the number of registered consumers (such as extending the service through new pipelines, repairing old pipelines, reducing the connection fees)?

Location refers to the neighbourhood/community/locality within the city/town/peri-urban/rural area/village. This is an indicator for social inclusion.
Indicator 2a.ii. Number of households not connected to piped water supply disaggregated by sex and age of the head of the household, and geographical location of the house within the survey area.

Collect background information

• Contact the concerned government authority and obtain census data for identifying households not connected to the piped water supply. The water utility may also provide this information.
• Contact the mobile phone network company and landline telephone company if you want to conduct a phone survey. Obtain the necessary permissions and telephone/mobile numbers for residents of the survey area.

Questions for desk review

Q82. How many households in the survey area are not connected to piped water supply?

Tip ➔ Disaggregate the data by sex and age of the head of the household as well as geographical location of the household.

Q83. Is the utility making any effort to connect these households to piped water connections? What are these efforts?

Questions to members of households not connected to piped water supply

Tip ➔ This question can be asked to F/M members of the community or neighbourhood over mobile phone for a quick survey in different locations. If most of the subscribers are male, you can ask to speak separately to a female member of the household.

Q84. What is your reason for not connecting to piped water supply?

a) What is your expectation from the utility?
b) Do you want to get connected to the piped water supply system? / / Yes / / No. Please explain.

Indicator 2a.iii. Number of households collecting/fetching water for drinking/domestic use from protected/unprotected sources of water\(^{42}\) disaggregated by sex and age of the head of the household, and geographical location of the house within the survey area.

Collect background information

• Contact the concerned government authority and obtain census data for identifying households not connected to the piped water supply. The water utility may also provide this information.
• Contact the mobile phone network company and landline telephone company if you want to conduct a phone survey. Obtain the necessary permissions and telephone/mobile numbers for residents of the survey area.
• Information about the sources of water used by the community.
• Official data about the number of households collecting water form protected/unprotected sources.
• If possible, collect any other documentation that can provide information about water use in the community, after consulting the local government authority.

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Questions for desk review

Tip ➤ Verify the information by consulting the relevant government official.

Tip ➤ Visit the area or locality where you are conducting the survey. Contact community leaders who can help you to collect information.

Q85. How many households collect/fetch water from protected/non-protected sources of water?

Tip ➤ Disaggregate the data by location and source for F/M headed households.

a) What sources are used for collecting water? Draw a list of water sources used.

b) How many F/M households are collecting water from these sources?

c) Are they required to pay any charges for collecting the water from these sources? If yes, what are the charges?

d) Does everyone have access to the water source?

e) If not, what are the reasons?

Questions for individual interviews with household members

Tip ➤ It is not necessary to speak to all household members. However, try. You may interview the head of the household or a senior member of the household. If the majority of the heads of household are male, then ask to interview a senior female household member in order to have an equal number of F/M individuals from the neighbourhood interviewed.

Tip ➤ For this question a mobile phone survey can be done. Try to create a sample of F/M subscribers from the list of telephone/mobile subscribers which you have obtained from the telephone or network company. If most of the subscribers are male, you can ask to speak to a female member of the household. This survey will be conducted only in the neighbourhoods or areas where a large number of households are known to collect water from protected/unprotected water sources.

Q86. From where do you collect water for the household?

a) Is the source protected or unprotected? / Yes / No

b) Why do you collect water from this source?

c) Do you have to pay any charges for collecting water from this source? / Yes / No

d) How much do you pay?

e) What is the reason for not connecting to the piped water system?

Indicator 2a.iv. Number of households purchasing water for drinking/domestic use from water vendors on a regular basis disaggregated by sex and age of the head of the household.

Tip ➤ Review the information and database collected from the water vendors to identify households that buy water on a regular basis in the survey area.

Collect background information

• Contact the concerned government authority and obtain census data for identifying households not connected to the piped water supply. The water utility may also provide this information.

• Contact the mobile phone network company and landline telephone company if you want to conduct a phone survey. Obtain the necessary permissions and telephone/mobile numbers for residents of the survey area.

• Draw a list of water vendors.

• Draw a list of households that purchase water from the water vendors.

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Questions for desk review

Q87. How many F/M headed households purchase water regularly from water vendors?
Disaggregate the information according to the geographical location of the house in the survey area.

// No. of female headed households ______________
// No. of males headed households ______________
Geographical location of each household ___________________________________________________
  a) At what price are the households purchasing the water?

Questions for households

Tip ➔ For these questions a mobile phone survey can be done. Try to create a sample of F/M subscribers from the list of telephone/mobile subscribers which you have obtained from the telephone or network company. If most of the subscribers are male, you can ask to speak to a female member of the household. This survey will be conducted only in the neighbourhoods or areas where a large number of households are known to purchase water from water vendors.

Q88. Why do you purchase water from water vendors?
   a) Are you satisfied with the quality of water provided by the water vendor? / / Yes / / No. Please explain.
   b) Are you satisfied with the price of water purchased from the water vendor? / / Yes / / No. Please explain.
   c) Are you also connected to piped water supply? / / Yes / / No
   d) If no, what are the reasons for not connecting to the piped water supply?

2b. Intra-household responsibility and decision-making

Indicator 2b.i. Division of responsibility by sex, age and position in the household for collecting/fetching or acquiring/purchasing, transporting, storing, and making water safe for drinking/domestic use; unpaid time spent on these tasks.

Collect background information

• Refer to the samples of households identified/interviewed for Indicators 2ai, 2aii, 2aiii, 2aiv.

Questions for household members (individual or group depending on the situation)

Tip ➔ Talk to all household members (both women and men). Conduct group or individual interviews as appropriate to the situation. Fill out an interview data form for each household member.

Q89. How are responsibilities divided in the household for various tasks related to water? Consolidate/organize the information collected and complete the table below.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Position in the household</th>
<th>Task(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q90. What method(s) do you use for making water safe for use and/or consumption?

/ / None / / Boiling / / Filtering / / Storing / / Covering the water
/ / Other, specify
Q91. What is the amount of unpaid time that is spent by household members, on a daily basis, in supplying (obtaining, collecting, transporting the water from the source to the house) water, making it safe and managing it at the intra-household level?

Tip: Please answer the question per household member. If necessary, use more level of disaggregation, as suggested for the indicator.

Consolidate/organize the information collected and complete the following table.

<table>
<thead>
<tr>
<th>Task (personal time spent on):</th>
<th>Time (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting water</td>
<td></td>
</tr>
<tr>
<td>Obtaining water</td>
<td></td>
</tr>
<tr>
<td>Purchasing water</td>
<td></td>
</tr>
<tr>
<td>Transporting water to the house</td>
<td></td>
</tr>
<tr>
<td>Time spent on making it safe for use</td>
<td></td>
</tr>
<tr>
<td>Time spent on managing water at intra-household level*</td>
<td></td>
</tr>
</tbody>
</table>

* Allocating water for activities, such as washing, bathing, cleaning, cooking, etc.

Indicator 2b.ii. Perception of F/M household members regarding time spent on collecting/fetching water; social and community interactions while fetching, type of constraints in fetching water; personal willingness/unwillingness to connect to piped water supply; positive/negative implication of subscribing to piped water supply.

Collect background information

- Refer to the samples of households identified/interviewed for Indicators 2ai, 2aii, 2aiii, 2aiv.

Questions for individual interviews with household members

Tip: Talk to all household members (both men and women). Conduct group or individual interviews as appropriate to the situation. Fill out an interview data form for each household member.

Q92. Who allocates the task to fetch water?

a) Do you volunteer to fetch water? / / Yes / / No
b) How much time do you spend on water tasks in the house? (validate the information in Q91.)
c) If you were not required to spend time on water tasks, what would you do with this time?
d) Do you engage in social interaction with other F/M members in your community/neighborhood when you go to fetch water? / / Yes / / No
e) Do you go alone or with friends/relatives? / / Yes / / No. Please explain.
f) What difficulties do you face while fetching the water?
g) Do you have any suggestions for making the task of fetching water easier for you?
h) Have you shared your suggestions with other household members? / / Yes / / No. Why?
i) What is your opinion about connecting/subscribing to piped water supply?
Indicator 2b.iii. Perceptions and opinions of household members disaggregated by sex and age regarding intra-household decision-making (including resolution of disagreements) about allocation of water for different uses, water-use efficiency and re-use, if any, in the household.

Collect background information

- Refer to the samples of households identified/interviewed for Indicators 2ai, 2a(ii), 2a(iii), 2a(iv).

Questions for individual or group interviews with household members

- **Tip** Interviewer/researcher would need to build trust with family members before discussing these questions. Talk separately to each household member.
- **Tip** Talk to all household members (both women and men). Conduct group or individual interviews as appropriate to the situation. Fill out an interview data form for each household member.

Alert: Be aware that respondents may not be able to quantify the amount of water in litres or gallons, but rather by type of container used (such as bucket or bottle). In this case, the researcher would have to make an estimate of the quantity in litres or gallons per container and calculate the total amount in litres or gallons. Researcher should explain how the calculation was done.

Note: A structured self-assessment tool could be prepared consisting of the questions below by putting them in a form, and given to interviewees to fill in, if personal household visits are not possible. This can only be done if the interviewees are able to read and write.

Q93. What is the total amount* of water used in the household on a daily basis? (For households connected to piped water supply, the water bill would be useful in getting an average)

   a) What is the quantity of water used for different purposes? Estimates are acceptable, if it is not possible to get exact amounts. Explain the method of calculation.

   **Tip** Be consistent in the use of the units of metrics and time (for example, litres or gallons per day; litres or gallons per month), make the calculation as explained in the alert above.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>No. of litres or gallons used*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinking</td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td></td>
</tr>
<tr>
<td>Bathing</td>
<td></td>
</tr>
<tr>
<td>Washing</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Total litres or gallons available per day</td>
<td></td>
</tr>
</tbody>
</table>

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* Such as quantity allocated for bathing, washing, laundry, cooking, home gardens.

* Such as reducing wastage, saving water, closing taps, repairing leakage, using flush tanks and washing machines that require less water.

* Such as using wastewater for the garden.
b) Who uses the water and for what purpose?

<table>
<thead>
<tr>
<th>Sex (or role in the household)</th>
<th>Age</th>
<th>Purpose of use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Which purpose gets priority in water use (for example, cooking, drinking, cleaning, bathing, laundry, gardening)?
d) What are your priorities for water use? Are they the same or different from the household priorities?

Q94. How are decisions taken related to the use of water in the household?

a) Do you think that F/M members of the household and of different ages have different views about water use? / Yes / No
b) In what way are these views different? Give examples.
c) How are the differences of opinion regarding water use resolved?
d) Are your opinions and views taken into consideration in household decisions?
e) Do you think that the views of F/M members of the household are given equal importance? / Yes / No. Please explain.
f) What would you change in the household decisions if you could?

Q95. Do you or other F/M household members of different ages try to save water? / Yes / No

Explain the ways and methods used to save water. Consolidate/organize the information collected and complete the following table.

<table>
<thead>
<tr>
<th>Age, sex and position of the household members</th>
<th>Methods to save water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) Do you take care to save water or use it efficiently in the household? / Yes / No. Please explain.
b) Do you re-use water for any purpose such as gardening? / Yes / No. Please explain.

2c. Household access to safe sanitation and hygiene

Indicator 2c.i. Willingness and ability of F/M household members to allocate household budget to build and maintain a sanitation facility including a handwashing facility with soap and water. Reasons for unwillingness.

Collect background information

- Contact the local government authority. Find out from records and census data the number and location of households with and without access to improved sanitation.
- Identify key informants in the government agency.
- Identify community leaders who can provide information and assistance in contacting households.
- Draw a sample of F/M headed households from different geographical locations in the survey area (such as streets, neighbourhoods, etc.), for household interviews that do not have sanitation facilities.
- Aim for an equal number of F/M headed households. If there are less F headed households, include them all.

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67 The Joint Monitoring Program (JMP) for Water Supply and Sanitation defines “improved” sanitation as consisting of the following kinds of toilets: flush toilet; connection to a piped sewer system; connection to a septic system; flush/pour-flush to a pit latrine; pit latrine with slab; ventilated improved pit latrine (VIP latrine); composting toilet (Source: WHO/UNICEF. 2012. Improved and unimproved water and sanitation facilities. Geneva/New York, WHO/UNICEF).

68 SDG Indicator 6.2.1: Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water.
Questions for desk review

Q96. What is the total number and percentage of households with improved sanitation facility in their houses (as per records)?
   a) Disaggregate the data by sex and location of the household in the survey area.
Consolidate/organize the information collected and complete the following table.

<table>
<thead>
<tr>
<th>Households with access to improved sanitation facility</th>
<th>Number</th>
<th>Percentage of total households</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flush toilet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection to a piped sewer system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection to a septic system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flush/pour-flush to a pit latrine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pit latrine with slab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ventilated improved pit latrine (VIP latrine)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composting toilet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions for individual interviews with F/M members of households without sanitation facility

Tip ➔ Interview M/F separately. Conduct individual interviews with household members. Talk to all the members in the household.

Q97. Do you think that the existing facilities protect the privacy of their users? / / Yes   / / No
   a) Are there separate toilets for women and men?

Q98. What is the reason for not having a sanitation facility at home?
   a) Are you willing to pay for building a sanitation facility? / / Yes   / / No
   b) If yes, then why have you not yet built the facility? Give reasons.
   c) If no, why are you not willing to spend money for building a sanitation facility in the house?
   d) In the absence of a sanitation facility in your house, what do you do?
      / / Use communal facility     / / Other facility (explain)
   e) Do you feel safe⁴⁹ in using the toilet located outside the house? On a scale of 1 to 5, with 1 for least safe and 5 for most safe (cross the corresponding number):
      1 2 3 4 5
   f) Why do you feel safe/unsafe?

Q99. What social and economic problems do you face because there is no sanitation facility in the house?
   a) How does the absence of household sanitation affect your health?
   b) How does the absence of household sanitation affect your education?
   c) How does the absence of household sanitation affect your livelihood?

⁴⁹ Measures for safety include adequate lighting, short distance from the house, latches on toilet doors, presence of security guards or sanitation staff, protection from violence and sexual harassment.
Consolidate/organize the information collected and complete the table below.

<table>
<thead>
<tr>
<th>Sex of household member</th>
<th>Age and position in the household</th>
<th>Problems faced (impact on health, education, livelihood)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 2c.ii. Intra-household F/M usage and perception of 1) usefulness, 2) accessibility, 3) quality (cleanliness, hygiene, amount of water for cleaning) of the existing sanitation and hygiene facility (specify type of facility) and washing area.**

**Collect background information**

Using the information collected for Q95 for indicator 2ci, draw a sample of households that have sanitation facilities in their homes. Disaggregate by sex of head of household and geographical locations in the survey area (such as streets, neighbourhoods, etc.). Aim for an equal number of F/M headed households. If there are less F headed households, include them all.

**Questions for individual interviews with F/M members of households with a sanitation facility**

*Tip* ♦ Visit the households to observe the type and condition of the sanitation facility.

*Tip* ♦ Interview F/M separately.

**Q100. What type of sanitation facility do you have in your house?**

- / / Flush toilet
- / / Piped sewer system
- / / Septic tank
- / / Flush/pour flush to pit latrine
- / / Ventilated improved pit latrine (VIP)
- / / Pit latrine with slab
- / / Composting toilet
- / / Other (specify)

a) Who uses the sanitation facility in the house?
   - / / Women
   - / / Men
   - / / Girls
   - / / Boys
   - / / Children
   - / / Guests
   - / / Nobody
   - / / Others (specify)

b) How often is the sanitation facility used?
   - / / Everyday
   - / / Often
   - / / Sometimes
   - / / Rarely
   - / / Never

c) If the facility is not used by household members, what are the reasons for not using it?

**Q101. Who cleans the sanitation facility?**

a) Do you have enough water to clean it? / / Yes / / No

b) How often is the sanitation facility cleaned?
**Indicator 2c.iii.** Number of households connected/not connected to a sewage network or an alternate means of sewage disposal (specify type of system) disaggregated by sex and age of the head of the household and geographical location of the house in the survey area; F/M reasons for connecting/not connecting to a sewage network or an alternate means of sewage disposal.

**Collect background information**

- Collect the data from the utility that manages the sewage system in the survey area about the households connected to the system. Disaggregate the data by sex and age of the person in whose name the connection is registered and geographical location of the house. Include F and M headed households in the sample, aim to have an equal number of both.

**Questions for desk review and officials of the sewerage agency**

**Tip** Find out if the person in whose name the connection is registered is the head of the household. This can be done through a phone survey.

Q102. What is the number of households connected to the sewage system in the survey area? Disaggregate the data by sex, age of head of household and geographical location in the survey area.

  a) What are the reasons for less connections to sewage in a particular location?
  b) In locations where there are less F/M connected households, what efforts are being made by the utility to increase the sewage network, get more houses connected to the system?

Q103. How many households in the survey area are not connected to the sewage system? Disaggregate the data by sex, age of the head of the household and geographical location of the household.

**Questions for individual interview with head of household**

**Tip** For these questions a mobile phone survey can be done. Try to create a sample of F/M subscribers from the list of telephone/mobile subscribers which you have obtained from the telephone or network company. This survey will be conducted only in the neighbourhoods or areas where a large number of households are not connected to the sewage system.

Q104. What are the reasons for not connecting to the sewerage system?

  a) Is the household using an alternate system for sewage disposal? / Yes / No
  b) If Yes, then which method of sewage disposal is being used?
  c) If No, then how is the sewage disposed?

Consolidate/organize the information collected through the interviews with F/M heads of households in Q104 and complete the following table.

<table>
<thead>
<tr>
<th>Geographical location</th>
<th>Reasons given by female head of household</th>
<th>Reasons given by male head of household</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare reasons provided by the utility in Q102 and the reasons provided by F/M households in Q104.

---

50 Neighbourhood/community/locality within the city/town/peri urban/rural area/village.
**Indicator 2c.iv. F/M access to formal/informal credit or government/non-government subsidies for:**

a) building and maintaining a sanitation facility including a handwashing facility with soap and water,

b) building and maintaining a sewage disposal system.

**Collect background information**

- Find out which government or non-government authority and financial institution provides loans for the construction of sanitation facilities in households.
- Obtain and review their policies and documents for providing loans for building sanitation facilities at the household level.
- For individual interviews with F/M heads of households refer to the sample of households identified/interviewed for indicators 2ci, 2cii, 2ciii.

**Questions for individual interview with F/M head of household**

Q105. Have you tried to get a loan or subsidy for building a sanitation and hygiene facility and sewerage disposal system?

/ / Yes / / No

**Tip** Refer to the information collected about government or non-government authorities and financial institutions that provide loans for the construction of sanitation facilities in households while asking Q105.

a) If Yes, then from which source? What was the result?

b) If No, why? Give reasons.

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**2d. Access to safe sanitation and hygiene in communal and public places**

**Indicator 2d.i. F/M perceptions and concerns regarding the 1) availability, 2) accessibility, 3) quality (cleanliness, hygiene, amount of water for cleaning); and 4) safety for F/M adults/children/elderly/differently abled, of shared (located outside the home) or communal sanitation and hygiene facilities, by geographical location in the survey area.**

**Collect background information**

- The data for the location of communal facilities will be available with local government/municipal authorities. Observe the condition of the sanitation facility.
- Draw a sample of households that use the communal facilities for individual interviews with F/M household members.
- Disaggregate the data by sex, age, differently abled, and geographical location of the sanitation facility in the survey area. Aim for an equal number of F/M headed households.

---

Measures for safety include adequate lighting, short distance from the house, latches on toilet doors, presence of security guards or sanitation staff, protection from violence and sexual harassment, etc.
Questions for individual interviews with F/M users of communal facilities

Tip ➔ Interview F/M users of the communal facilities of different ages.

Q106. What is your perception of the shared or communal sanitation facility with regard to the following?

- Availability: can use when necessary without having to wait.
- Accessibility: easy to reach, easy to use.
- Cleanliness: sanitation facility is kept clean and there is adequate water for cleaning.
- Hygiene: handwashing facility with water.
- Safety: ensure privacy, door can be latched, adequate lighting, presence of sanitation worker, not far from your house.

On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied, what is your perception of:
(cross the corresponding number)

<table>
<thead>
<tr>
<th>Availability</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hygiene</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Safety</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

What are the main concerns regarding the above? (List main concerns by importance, from more to less important)

Compile the information disaggregated by sex, age, differently abled, and geographical location of the sanitation facility in the survey area. Make a separate table for each type of respondent disaggregated by sex of the respondent.

<table>
<thead>
<tr>
<th>Sex of the respondent</th>
<th>Concerns</th>
<th>Geographical location of sanitation facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicator 2d.ii. Number of primary, secondary and high schools (with geographical location) having separate sanitation and hygiene/washing facilities for boys and girls and F/M teachers/staff including safe disposal of used menstrual materials; F/M perceptions and concerns about 1) availability; 2) accessibility; 3) quality (cleanliness, hygiene, amount of water for cleaning); and 4) safety^2 of these facilities.

Collect background information

- Draw a list of the primary, secondary and high schools in the area of survey, disaggregated by geographical location.
- Contact the school authorities and obtain permission to interview staff and students.
- Visit the school and observe the sanitation facility.
- Identify a sample of students and staff disaggregated by sex and age. Aim for a balanced sample group, representing all age categories in both sexes and include staff and students who are differently abled.

^2 Measures for safety include adequate lighting, short distance from the house, latches on toilet doors, presence of security guards or sanitation staff, protection from violence and sexual harassment, etc.
Questions for individual interviews with school authorities

Q107. Does the school have separate sanitation and hygiene facilities for boys and girls? / / Yes / / No
   a) If No, then what are the reasons?
   b) Will the facilities be built in the future?
   c) Is there a handwashing facility? / / Yes / / No
   d) If No, then what are the reasons?
   e) Will the facilities be built in the future?
   f) Is there a facility for disposal of used menstrual materials for girls and female staff? / / Yes / / No
   g) If Yes, what type of facility?
   h) If No, why? Are there plans for providing this facility in the future?

Questions for individual or group interviews with F/M students and staff

Tip ➤ Interview female and male staff and students of different ages separately.

Q108. What is your perception of the sanitation facility in the school?
   • Availability: can use when necessary without having to wait.
   • Accessibility: easy to reach, easy to use. (including easy to use for differently abled)
   • Cleanliness: facility is kept clean and there is adequate water for cleaning.
   • Hygiene: handwashing facility with water, disposal of used menstrual materials.
   • Safety: door can be latched, adequate lighting, presence of sanitation worker.

On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied, what is your perception of:
(cross the corresponding number)

<table>
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<tr>
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<td>Accessibility</td>
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<td>Cleanliness</td>
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<td>Hygiene</td>
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<tr>
<td>Safety</td>
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</tbody>
</table>

a) What are the main concerns regarding the above? (List main concerns by importance)

Q109. Would you come to school every day if there was no sanitation facility in the school? / / Yes / / No. Please explain.

Complete the table for each respondent. Compile the information disaggregated by sex, age, differently abled, school and geographical location in the survey area. Make a separate table for each group of respondents (for example: table no.; name of respondent group).

<table>
<thead>
<tr>
<th></th>
<th>Sex of the respondent</th>
<th>Concerns</th>
<th>Geographical location of sanitation facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
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<td></td>
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<tr>
<td>Accessibility</td>
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<tr>
<td>Cleanliness</td>
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<td>Hygiene</td>
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<tr>
<td>Safety</td>
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</tbody>
</table>
Indicator 2d.iii. Perception of F/M staff regarding the availability, and access at “normal intervals” of sanitation and hygiene facilities in the workplace and safe waste and wastewater disposal.

Collect background information

- Draw a list of the different workplaces you want to include in the sample, disaggregated by type and geographical location of the workplace.
- Contact the relevant official and obtain permission to interview the staff. The sample of staff to be interviewed should be disaggregated by sex, age, and level of accessibility for differently abled.
- Aim for a balanced sample group, representing all age categories in both sexes and include staff who are differently abled.

Questions for individual or group interviews with F/M staff

Tip ➔ Interview female and male staff of different ages separately.

Q110. What is your perception of the sanitation facility?

- Availability: can use when necessary without having to wait.
- Accessibility: easy to reach, easy to use, including for differently abled.
- Cleanliness: facility is kept clean and there is adequate water for cleaning.
- Hygiene: handwashing facility with water, safe disposal of used menstrual materials.
- Safety: door can be latched, adequate lighting, presence of sanitation worker.
- Waste and wastewater disposal: type of sewerage disposal.

On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied, what is your perception of:

(cross the corresponding number)

<table>
<thead>
<tr>
<th>Perception</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td></td>
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<td></td>
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<tr>
<td>Accessibility</td>
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<tr>
<td>Cleanliness</td>
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<tr>
<td>Hygiene</td>
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<td>Safety</td>
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<tr>
<td>Waste disposal</td>
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</tr>
</tbody>
</table>

a) What are the main concerns with regard to the above? (List main concerns by importance, from more to less important)

Complete the table below for each respondent group. Compile the information disaggregated by sex, age, differently abled, type of workplace and geographical location in the survey area (specify respondent group).

<table>
<thead>
<tr>
<th>Sex of the respondent</th>
<th>Concerns</th>
<th>Location of workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td></td>
<td></td>
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<tr>
<td>Cleanliness</td>
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<tr>
<td>Hygiene</td>
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<tr>
<td>Safety</td>
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<td></td>
</tr>
<tr>
<td>Waste disposal</td>
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<td></td>
</tr>
</tbody>
</table>

Normal usage of sanitation facility would be 4 to 8 times in a working day.
Indicator 2d.iii. Perception of F/M staff regarding the availability, and access at “normal intervals” of sanitation and hygiene facilities in the workplace and safe waste and wastewater disposal.

Collect background information

- Identify the public places to be reviewed. Obtain the necessary permissions. This will be a random survey. Identify the individuals to be interviewed, disaggregated by sex, age, level of accessibility. Aim for a balanced sample group, representing all age categories in both sexes and include staff who are differently abled.

Questions for individual interview with F/M staff

Tip

Interview female and male staff of different ages separately.

Q110. What is your perception of the sanitation facility?
- Availability: can use when necessary without having to wait.
- Accessibility: easy to reach, easy to use, including for those who are differently abled.
- Cleanliness: facility is kept clean and there is adequate water for cleaning.
- Hygiene: handwashing facility with water, facility to dispose used menstrual materials.
- Safety: door can be latched, adequate lighting, presence of sanitation worker.

On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied, what is your perception of:
(cross the corresponding number)

<table>
<thead>
<tr>
<th>Availability</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hygiene</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Safety</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

a) What are the main concerns with regard to the above? (List main concerns by importance, from more to less important)

Complete the table below for each respondent group. Compile the information disaggregated by sex, age, differently abled, public place and geographical location in the survey area.

<table>
<thead>
<tr>
<th>Sex of the respondent</th>
<th>Concerns</th>
<th>Public place and geographical location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
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<td>Cleanliness</td>
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<td>Hygiene</td>
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<td>Safety</td>
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<tr>
<td>Waste disposal</td>
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</tbody>
</table>

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14 Measures for safety include adequate lighting, distance from the house, latches on toilet doors, presence of security guards or sanitation staff, protection from violence and sexual harassment, etc.
Collect background information

- Identify the camp or camps where the survey is to be conducted. Obtain the necessary permissions. Decide the sample disaggregated by sex, age, level of physical accessibility. Aim for a balanced sample group, representing all age categories in both sexes and include staff and who are differently abled.

Questions for individual interviews with F/M users of the sanitation facility

Q112. What is your perception of the sanitation facility?

Tip ➔ Interview female and male users of different ages separately, include differently abled

- Availability: can use when necessary without having to wait.
- Accessibility: easy to reach, easy to use, including for differently abled.
- Cleanliness: facility is kept clean and there is adequate water for cleaning.
- Hygiene: handwashing facility with water.
- Safety: door can be latched, adequate lighting, presence of sanitation worker.

On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied, what is your perception of:
(cross the corresponding number)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Availability</td>
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<tr>
<td>Accessibility</td>
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<td>Cleanliness</td>
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<tr>
<td>Hygiene</td>
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<tr>
<td>Safety</td>
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</tbody>
</table>

a) What are the main concerns with regard to the above? (List main concerns by importance)

Complete the table below for each respondent group. Compile the information disaggregated by sex, age, differently abled, and geographical location in the survey area.

<table>
<thead>
<tr>
<th>Sex of the respondent</th>
<th>Concerns</th>
<th>Camp with Geographical location</th>
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</thead>
<tbody>
<tr>
<td>Availability</td>
<td></td>
<td></td>
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<tr>
<td>Accessibility</td>
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<td>Cleanliness</td>
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<tr>
<td>Hygiene</td>
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<tr>
<td>Safety</td>
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</tbody>
</table>

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55 Measures for safety include adequate lighting, short distance from the house, latches on toilet doors, presence of security guards or sanitation staff, protection from violence and sexual harassment, etc.
Indicator 2d.v. F/M perceptions and concerns of the 1) availability; 2) accessibility; 3) quality (cleanliness, hygiene, water for cleaning); and 4) safety for F/M adults, children, elderly, differently abled, sanitation and hygiene services in camps for refugees, migrants, asylum seekers and displaced people(s).

Collect background information

• Identify the camp or camps where the survey is to be conducted. Obtain the necessary permissions. Decide the sample disaggregated by sex, age, level of physical accessibility. Aim for a balanced sample group, representing all age categories in both sexes and include staff and who are differently abled.

Questions for individual interviews with F/M users of the sanitation facility

Q112. What is your perception of the sanitation facility?

Tip

• Availability: can use when necessary without having to wait.
• Accessibility: easy to reach, easy to use, including for differently abled.
• Cleanliness: facility is kept clean and there is adequate water for cleaning.
• Hygiene: handwashing facility with water.
• Safety: door can be latched, adequate lighting, presence of sanitation worker.

On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied, what is your perception of:

(a) What are the main concerns with regard to the above?

(List main concerns by importance)

Complete the table below for each respondent group. Compile the information disaggregated by sex, age, differently abled, and geographical location in the survey area.

Measures for safety include adequate lighting, short distance from the house, latches on toilet doors, presence of security guards or sanitation staff, protection from violence and sexual harassment, etc.
3a. Documents and publications related to gender and water

Indicator 3a.i. Number and type of gender-specific declarations, position papers, guidelines resulting from major international, regional and national water-related meetings and conferences disseminated in public domains; evidence of access and feedback from F/M readers/users, policy makers, governance institutions.

Collect background information

- Draw a list of the international, regional, and national water-related meetings and conferences that are to be reviewed.
- Find out if there are any gender-specific outputs or publications from these meetings and conferences. The answer could be 0. You can further classify the gender-specific content into GS, GR or GT, if required.
- Find out if there was a strategy for dissemination of the outputs and publications, and how and where this information was disseminated.
- Verify through the internet and other relevant sources if the outputs were disseminated. Find out if and how feedback was taken from the readers/users.

Tip ➡️ You can use the same format for sub-national and local meetings.

Questions for desk review

Tip ➡️ Verify the information with officials of the international, regional and national water-related meetings and conferences

Q113. What is the number and type of gender-specific declarations, position papers, guidelines resulting from major international, regional and national water-related meetings and conferences?

Q114. Was there a dissemination strategy? / / Yes / / No
   a) If Yes, what was it?
   b) If No, why?
   c) Was there any monitoring or follow-up of the dissemination strategy? / / Yes / / No
   d) If Yes, what was the strategy?
   e) If No, why?
   f) Was there a record of the number and type of users/readers who accessed or received the documents? / / Yes / / No. Please explain.
   g) If any, what feedback was received from the users/readers?

Complete the table below. You can make a separate table for conferences and meetings and for each level (such as international, regional or national), if required.

<table>
<thead>
<tr>
<th>Name of meeting/conference</th>
<th>Scope/level</th>
<th>Total number and type of outputs with gender-specific content</th>
<th>Number and type of outputs disseminated with method of dissemination</th>
<th>Remarks</th>
</tr>
</thead>
</table>

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56 Downloads from websites, references in publications, inclusion in policy frameworks, use in project planning and implementation.
Follow-up questions for individual interviews with conference/meeting officials

Q115. What is your opinion about the gender-specific content of the outputs of the conference/meetings?
   a) Is the content appropriate/adequate? Please explain.
   b) What can you do to improve the gender-specific content from the conference/meeting?
   c) Are you satisfied with the dissemination strategy? Please give reasons.
   d) How can you improve the dissemination and use of the outputs from the conference/meeting?

Indicator 3a.ii. Number of reports\(^{57}\) and audiovisuals disseminated in the public domain that contain gender-specific results of water programmes, projects and actions from UN agencies, and international/regional/national organizations, non-governmental organizations (NGOs), foundations and academia; evidence\(^{58}\) of access and use of these documents and feedback from F/M users.

Collect background information

- Draw a list of the water programmes, projects you want to study. Alternately, select the organizations/agencies who have implemented water programmes/projects.
- Obtain the reports, audiovisuals and documents related to the water programmes and projects you want to study. Review evaluation reports/annual reports/best practices/M&E methodologies/gender budgeting methodologies.
- Review the dissemination strategy/plan and the reports related to the dissemination and feedback from users of the material.
- Look for evidence (such as downloads from websites, references in publications, inclusion in policy frameworks, use in project planning and implementation).
- Identify the key informants for interviews.

Questions for desk review

Tip ➔ Verify the information with key informants in the UN agencies, and international/regional/national organizations, NGOs, foundations and academia.

Q116. What is the number and type of reports and audiovisuals containing gender-specific results of water programmes, projects, and actions that you are studying? Complete the table below. You can make a separate table for each organization.

<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Scope/level</th>
<th>Total number and type of reports with gender-specific results and methodologies</th>
<th>Number and type of audiovisuals with gender-specific content</th>
<th>Number available in the public domain and method of dissemination. Write separately for reports and audiovisuals</th>
</tr>
</thead>
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</table>

Q117. Is there any evidence of a dissemination strategy in the reports and related documents?
   a) If Yes, describe the strategy.
   b) Was there a record of the number and type of users/readers who accessed or received the documents? // Yes // No. Please explain.
   c) If available, what feedback was received from the users/readers?

\(^{57}\) Evaluation reports/annual reports/best practices/M&E methodologies/gender budgeting methodologies.

\(^{58}\) Downloads from websites, references in publications, inclusion in policy frameworks, use in project planning and implementation.
Follow-up questions for individual interviews with the officials from the UN agencies, and international/regional/national organizations, NGOs, foundations and academia

Q118. What specific efforts were made to disseminate the gender-specific results of the water programmes/projects? Please explain.
   
   a) If specific efforts were not made, what were the reasons?
   
   b) How was the dissemination monitored and assessed?
   
   c) Did you review the feedback from users/public in general on the reports/audio-visuals or any other material used for dissemination of the results?
   
   d) Are you satisfied with the feedback? / Yes / No. Please explain.
   
   e) Which actions will you be taking to address issues raised in the feedback?

Indicator 3a.iii. Number of water-related flagship publications (international, regional, national) having gender-specific content (in the area of study or work) produced by UN agencies, and international/regional/national organizations, NGOs, foundations and academia available in the public domain; evidence of access and use of the publications and feedback from F/M users.

Collect background information

- Draw a list of the water-related flagship publications having gender-specific content that you wish to study. Identify the publications available in the public domain and obtain them.
- Contact the relevant organizations and obtain information about the evidence of use of the publications and feedback from users/readers.
- Identify key informants from the organizations.

Questions for desk review

Tip → Verify the information with officials of the concerned UN agencies, international/regional/national organizations, NGOs including women's groups and other organizations dedicated to the promotion of gender equality, foundations and academia.

Q119. What is the number of water-related flagship publications (international, regional, national) having gender-specific content (in the area of study or work) produced by UN agencies, and international/regional/national organizations, NGOs, foundations and academia available in the public domain? Complete the table below.

Q120. Is there any evidence of a dissemination strategy in the reports and documents?
   
   a) If yes, describe the strategy.
   
   b) Was there a record of the number and type of users/readers who accessed or received the documents?
      / / Yes / / No. Please explain.
   
   c) What feedback was received from the users/readers?

Compile the information in the table below:

<table>
<thead>
<tr>
<th>Name of organization and area of work/study</th>
<th>Scope/level</th>
<th>Total number and type of outputs</th>
<th>Number and type of outputs with gender-specific content</th>
<th>Remarks</th>
</tr>
</thead>
</table>

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10 Downloads from websites, references in publications, inclusion in policy frameworks, use in project planning and implementation.
Follow-up questions for individual interviews with officials from the UN agencies, and international/regional/national organizations, NGOs, foundations and academia

Q121. What specific efforts were made to disseminate the flagship publications having gender-specific content? Please explain.
   a) How was the dissemination monitored and assessed?
   b) Did you review the feedback from readers/users of the flagship publications? Please explain.
   c) Are you satisfied with the feedback? Please explain.
   d) If specific efforts were not made, what were the reasons?

3b. Outputs from water-related scientific panels and advisory boards

Indicator 3b.i. Number of documents, messages and advisories of scientific panels and advisory bodies including those related to climate change adaptation and mitigation that include water-related gender-specific content; their dissemination and use.

Collect background information

- Draw a list of the scientific panels and advisory bodies working in climate change adaptation and mitigation at the national, regional and international levels.
- Draw a list of the documents, messages and advisories related to water. Among these, identify the ones that have gender-specific content. You could separate the documents, messages and advisories related to water that deal with different subjects, including climate change adaptation and mitigation. You could further classify the gender-specific content into GS, GR or GT, if required.
- Find out through review of documents, websites, and other sources the names of panel and board members. Interview key informants from the panels and boards. Obtain lists of members, and documents related to their appointments.
- Identify F/M members for individual interviews.
- Consult the administrative officials of the scientific panels and advisory boards and obtain records of meetings, minutes and reports of decisions taken.
- Identify key informants.

Questions for desk review

Tip ▶ Verify the information with officials of the water-related scientific panels and advisory boards

Q122. How many documents, messages and advisories of scientific panels and advisory bodies reviewed, including those related to climate change adaptation and mitigation, include water-related gender-specific content? Complete the table below.

<table>
<thead>
<tr>
<th>Name of scientific panel/advisory board</th>
<th>Area or topic addressed by the panel/advisory board</th>
<th>Total number and type of outputs</th>
<th>Number and type of outputs with gender-specific content</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

65
**Indicator 3b.ii.** F/M membership with positions and area of work on nationally, regionally and internationally convened water-related scientific panels and advisory boards, including those related to climate change adaptation and mitigation.

**Collect background information**
- Draw a list of the scientific panels and advisory bodies working in climate change adaptation and mitigation at the national, regional and international levels.
- Draw a list of the documents, messages and advisories related to water. Among these, identify the ones that have gender-specific content. You could separate the documents, messages and advisories related to water that deal with different subjects, including climate change adaptation and mitigation. You could further classify the gender-specific content into GS, GR or GT, if required.
- Find out through review of documents, websites, and other sources the names of panel and board members. Interview key informants from the panels and boards. Obtain lists of members, and documents related to their appointments.
- Identify F/M members for individual interviews.
- Consult the administrative officials of the scientific panels and advisory boards and obtain records of meetings, minutes and reports of decisions taken.
- Identify key informants.

**Questions for desk review**

**Q123.** What is the number of F/M members in the internationally, regionally and nationally convened scientific panels and advisory boards?

Consolidate/organize the information collected and complete the following tables.

<table>
<thead>
<tr>
<th>Panel/boards</th>
<th>Number of female members</th>
<th>Number of male members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

a) What are the positions and areas of work of female members?

<table>
<thead>
<tr>
<th>Panel/board</th>
<th>Positions and area of work of female participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) What are the positions and areas of male members?

<table>
<thead>
<tr>
<th>Panel/board</th>
<th>Positions and area of work of male participants</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Questions for individual interviews with officials of the scientific panels and advisory boards**

**Q124.** How are the selections made to these panels/boards?

a) What are the constraints in appointing male members?

b) What are the constraints in appointing female members?

c) How are the constraints overcome?

**Questions for individual interviews with F/M members of the scientific panels and boards**

**Tip** ➔ Interview F/M members separately.

**Q125.** How are selections made to these panels/boards?

a) Is the selection process identical for F/M members?

b) If not, then what is the difference?

c) What are the constraints for F/M members to be appointed to these boards and panels?

d) Are F/M members treated equally in terms of assigning roles and responsibilities, access to funding, research etc.? Please explain.

---

*Climate change adaptation and mitigation is treated separately in this questionnaire.*
Indicator 3b.iii. Participation/non-participation with reasons, by F/M members (position) in decision-making meetings in nationally, regionally and internationally convened water-related scientific panels and advisory boards, including those related to climate change adaptation and mitigation; proportion of F/M participation; number and nature of gender-specific decisions, documents, messages, advisories, resulting from F/M contribution.

Collect background information

- Draw a list of the scientific panels and advisory bodies working in climate change adaptation and mitigation at the national, regional and international levels.
- Draw a list of the documents, messages and advisories related to water. Among these, identify the ones that have gender-specific content. You could separate the documents, messages and advisories related to water that deal with different subjects, including climate change adaptation and mitigation. You could further classify the gender-specific content into GS, GR or GT, if required.
- Find out through review of documents, websites, and other sources the names of panel and board members. Interview key informants from the panels and boards. Obtain lists of members, and documents related to their appointments.
- Identify F/M members for individual interviews.
- Consult the administrative officials of the scientific panels and advisory boards and obtain records of meetings, minutes and reports of decisions taken.
- Identify key informants.

Questions for desk review

Tip ➔ Verify the information with the concerned administrative official of the board/panel.

Q126. Who participates in the decision-making meetings?
   a) What is their role in the meeting? (For example: chair of the meeting, taking down notes, facilitation, keeping minutes, no specific role, etc.)

Q127. Who decides the date, time, venue for the meetings and sets the agenda for the meeting?
   a) What is the method used for announcing the meeting or sending out meeting invitations?
   b) Can other staff members add or suggest items to the agenda?

Q128. Is there any evidence in the minutes of the meetings that the views, opinions or suggestions made by F/M participants are accepted while taking decisions?
   a) Have any decisions been changed as a result of these suggestions?

Q129. Is there any evidence that gender-specific decisions were taken as a result of suggestions made by F/M participants?

Questions for individual interviews with F/M board/panel members

Tip ➔ Interview F/M members separately

Q130. How often do you participate in decision-making meetings?
   / / Every meeting / / Frequently / / Sometimes / / Never
   a) Why do you attend the meetings? (For example: to contribute, to meet others, etc.)
   b) Why do you not attend the meetings? (For example: date and time not convenient, venue not convenient, did not receive the notice in time, cannot express opinion, etc.)

---

61 Climate change adaptation and mitigation is treated separately in this questionnaire.
62 Gender sensitive/responsive/transformative.
Q131. How are the meetings conducted?
   a) Is there a discussion around every item on the agenda? / / Yes   / / No
   b) How and by whom are discussions monitored and facilitated?

Q132. Do you think that suggestions made by F/M participants are equally accepted in the decision-making process? / / Yes   / / No
   a) How often are suggestions by male participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):
      1 2 3 4 5
   b) How often are suggestions by female participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):
      1 2 3 4 5
c) Are decisions changed as a result of the suggestions made by F/M participants? / / Yes   / / No
d) Are there occasions when the views or suggestions of women and men are different when decisions are being taken? / / Yes   / / No
e) If Yes, then are these differences discussed?
f) Are the views/suggestions/opinions of F/M participants given more or less importance? Give examples from your experience.
g) What do you think are the reasons for giving more or less importance to F/M participants?
h) Do you have any suggestions about how the participation of F/M participants can be made more equal? / / Yes   / / No
   How can the decision-making process be improved?
i) How are disagreements resolved when there are differences or disagreements between the views or suggestions of F/M participants?

Q133. How many decisions have been taken in the past five years that contribute to improving gender equality in the scientific panels/advisory boards?
   a) Do you think that the decisions were taken because of suggestions made by F/M participants? / / Yes   / / No
   b) Give examples of how these decisions have contributed to improving gender equality in the panel/board?

Q134. What contribution have you made to improve gender-specific content in the documents, messages, advisories related to the specific subject which is addressed by the panel/board? Give examples.
TRANSBoundary Water Management
4a. Gender-responsive governance in national/international water authorities and commissions that deal with transboundary waters

Indicator 4a.i. Number and percentage of transboundary water projects and programmes that collected and reviewed sex-disaggregated social, economic, livelihoods data in the transboundary basin, sub-basin, region/area, and consultations with F/M in local populations before planning for infrastructure investments; reasons for reviewing/not reviewing sex-disaggregated data of, and consultations with, local populations.

Collect background information

- Draw a list of the transboundary water authorities and commissions that deal with transboundary waters that you want to study.
- Draw a list of the national and international transboundary water projects and programmes that you want to study. Obtain the following documents:
  1. Project proposals, records, reports, data and any other documentation related to these programmes/projects that provide information about the plans and about the local populations in the transboundary basins.
  2. Reports and minutes of decision-making meetings, meetings announcements, and any other documents that provide information about decisions taken.
  3. Reports of consultations with local communities from transboundary basins.
  4. Records of past assemblies, community councils/meetings and programmes organized jointly with authorities responsible for transboundary water management.
- Identify the key F/M informants for interviews (such as those who wrote the project proposals, administrative officials, committee members).

Tip ➤ The same methodology can be used for national and international transboundary water authorities and commissions.

Questions for desk review

Q135. From the total number of transboundary water programmes/projects to be studied, how many had collected sex-disaggregated data?
   a) What indicators were used for collection of information about the local population when planning for transboundary water projects? Analyse the information collected and complete the following table:

<table>
<thead>
<tr>
<th>Indicators used</th>
<th>Disaggregated by sex (Yes/No)</th>
<th>Disaggregated by social, economic and livelihood status (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions for Individual interviews with relevant officials in the transboundary water authorities and commissions

Tip ➤ Discuss the information collected in the desk review

Q136. How were the indicators for collection of information about the local population identified?
   a) Was information about the social, economic and livelihoods status collected? / / Yes / / No. Please explain.
   b) Was this data disaggregated by sex? / / Yes / / No. Please explain.
   c) What are the constraints in collecting disaggregated data?
   d) What efforts are being made to deal with these constraints?
   e) How was the disaggregated data used in the planning of the water projects? Give examples of how the data was used.

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63 Such as national level River Commissions.
64 Such as Joint River Commissions
65 “Transboundary water agreements are the result of negotiations between different nations or provinces to determine how water resources can be shared” (Source: Alberta WaterPortal Society, n.d. How Water is Governed: Transboundary Water Agreements and Climate Change Adaptation. albertawater.com/how-is-water-governed/transboundary-water-management/transboundary-water-agreements-and-climate-change-adaptation). For more information, please also see: www.unwater.org/water-facts/transboundary-waters/
Q137. What percentage of the total budget of the transboundary water project is allocated for collection and analysis of disaggregated data?
   a) Is the budget sufficient? Please explain.

Q138. Were any consultations held with the local populations for identifying and integrating gender concerns? / / Yes / / No
   a) If No, why were consultations not held?
   b) If Yes, what was the process of consultation?
   c) What was the number of female/male participants in the process?
   d) Did the consultations result in gender-specific decisions or plans? / / Yes / / No. Please explain.
   e) If Yes, what were the decisions? Give examples.
   f) If No, why did the consultations not result in gender-specific decisions?
   g) Were the results of the consultations used in the planning of the transboundary water project? Give examples.
   h) What gender-specific objectives and commitments were included in the project design as a result of the consultations?
   i) What are the main constraints in including gender objectives and commitments?
   j) What efforts were made to overcome the constraints?

Indicator 4a.ii. Participation by F/M staff/board members/committee members with position in decision-making processes in national/international water authorities and commissions that deal with transboundary waters; F/M reasons for participation/non-participation in the decision-making process; proportion of F/M participation; number and nature of gender-specific decisions resulting from F/M contribution to decision-making.

Collect background information
- Draw a list of the transboundary water authorities and commissions that deal with transboundary waters that you want to study.
- Draw a list of the national and international transboundary water projects and programmes that you want to study. Obtain the following documents:
  1. Project proposals, records, reports, data and any other documentation related to these programmes/projects that provide information about the plans and about the local populations in the transboundary basins.
  2. Reports and minutes of decision-making meetings, meetings announcements, and any other documents that provide information about decisions taken.
- Identify the key F/M informants for interviews (such as those who wrote the project proposals, administrative officials, committee members).

Tip ➜ The same methodology can be used for national and international transboundary water authorities and commissions.

Questions for desk review
Tip ➜ Verify the information with the concerned administrative official.

Q139. What is the number of F/M staff, board members, committee members in the national/international water authorities and commissions that deal with transboundary waters?
   a) What are their positions?

Consolidate/organize the information collected and complete the following table:

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibility in the board/commission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of females</td>
<td></td>
</tr>
<tr>
<td>Number males</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

** Gender sensitive/responsive/transformative.
Q140. Who participates in the decision-making meetings?
   a) What is their role in the meeting? (For example: chair of the meeting, taking down notes, facilitation, keeping minutes, no specific role, etc.)

Q141. Who decides the date, time, venue for the meetings and sets the agenda for the meeting?
   a) Are the different needs of F/M taken into account?
   b) What is the method used for announcing the meeting or sending out meeting invitations?
   c) Can other staff members/board members/committee members add or suggest items to the agenda?

Q142. Is there any evidence in the minutes of the meetings that the views, opinions or suggestions made by F/M participants are accepted while taking decisions?
   a) Have any decisions been changed as a result of these suggestions?

Q143. Is there any evidence that gender-specific decisions were taken as a result of suggestions made by F/M participants?

Questions for individual interviews with F/M members of the transboundary water authority/commission

Tip ➔ During the desk review, identify the key persons for interviews. Have separate interviews for F/M members of the transboundary water authority/commission.

Q144. How often do you participate in decision-making meetings?
   / / Every meeting / / Frequently / / Sometimes / / Never
   a) Why do you attend the meetings? (For example: to contribute, to meet others, etc.)
   b) Why do you not attend the meetings? (For example: date and time not convenient, venue not convenient, did not receive the notice in time, cannot express opinion, etc.)

Q145. How are the meetings conducted?
   a) Is there a discussion around every item on the agenda? / / Yes / / No
   b) How and by whom is the discussion monitored and facilitated?

Q146. Do you think that suggestions made by F/M participants are accepted equally in the decision-making process? / / Yes / / No
   a) How often are suggestions by male participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):
      1 2 3 4 5
   b) How often are suggestions by female participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):
      1 2 3 4 5
   c) Are decisions changed as a result of the suggestions made by F/M participants? / / Yes / / No
   d) Are the views/suggestions/opinions of F/M participants given more or less importance? Give examples from your experience.
   e) What do you think are the reasons for giving more or less importance to F/M participants?
   f) Are there occasions when the views or suggestions of F/M are different when decisions are being taken? / / Yes / / No
Q147. What contribution have you made to decisions that have resulted in improving gender equality in the organization, and/or resulted in the inclusion of gender concerns in transboundary water management?

a) Give examples of the decisions that have contributed to improving gender equality in the organization.

b) Give examples of how gender concerns were included in transboundary water management as a result of your contribution.

Q148. Are informal meetings held to discuss different issues? / / Yes / / No

a) Do male members participate in informal meetings, if any?

b) Do female members participate in informal meetings, if any?

c) Do informal meetings influence the decisions taken in formal meetings?

d) Do female members get opportunities to contribute to these informal decisions? Give examples.

Indicator 4a.iii. Presence and nature of procedures for participation by F/M members of local communities in decision-making in transboundary water management (TWM); number and nature of gender-specific decisions/actions as a result of this participation.

Tip ➞ Validate the information with key informants, if required.

Collect background information

- Draw a list of the transboundary water authorities and commissions that deal with transboundary waters that you want to study.
- Draw a list of the national and international transboundary water projects and programmes that you want to study. Obtain the following documents:
  1. Project proposals, records, reports, data and any other documentation related to these programmes/projects that provide information about the plans and about the local populations in the transboundary basins.
  2. Reports and minutes of decision-making meetings, meetings announcements, and any other documents that provide information about decisions taken.
  3. Reports of consultations with local communities from transboundary basins.
  4. Records of past assemblies, community councils/meetings and programmes organized jointly with authorities responsible for transboundary water management.
- Identify the key F/M informants for interviews (such as those who wrote the project proposals, administrative officials, committee members).

Tip ➞ The same methodology can be used for national and international transboundary water authorities and commissions.
Questions for desk review

Q149. In the projects being reviewed, did local communities participate in decision-making in transboundary water management? / / Yes   / / No
   a) Is there any evidence in past records of the consultations or dialogues with local communities?
   b) Is there any evidence that a policy was applied to guarantee equal F/M participation from the communities?
   c) Is there any evidence in the reports and documents of changes made in decisions as a result of participation by local communities?
   d) Are these decisions related to gender concerns? / / Yes   / / No
   e) If Yes, specify if how many decisions were GR, GS or GT?67

4b. Gender-responsive transboundary water programmes and projects

Indicator 4b.i. Number and percentage of transboundary water projects and programmes that included quantitative and qualitative gender-specific outcomes and impact indicators in M&E systems; accountability mechanisms to ensure gender-responsive implementation; and status of achievement of these outcomes and results.

Collect background information

• For the transboundary water programmes and projects identified for Indicator sub-topic 4a., obtain the M&E reports.
• Identify the key M&E officials for interviews.
• Identify the key senior officials

Questions for desk review

Q150. Out of the total number of transboundary water projects reviewed, how many are implementing M&E systems?
   a) For projects using M&E systems, describe how the M&E system is implemented.
   b) Identify the gender-specific indicators and objectives/outcomes in M&E plans.
   c) Are the indicators quantitative or qualitative?
   d) Are the indicators GR, GS or GT?68
   e) What gender outcomes are recorded or measured in M&E reports?
   f) Is there inclusion of analysis of gender outcomes in M&E impact statements and agreements? / / Yes   / / No
      If yes, please make a note of these statements.

67 Gender sensitive: identifies and acknowledges the existing differences and inequalities between women and men. Gender responsive: identifies and acknowledges the existing differences and inequalities between women and men AND articulates actions and initiatives which address the different needs, aspirations, capacities and contributions of women and men. Gender transformative: implements actions and initiatives that challenge existing discriminatory policies and/or practices and carries out changes for the betterment of quality of life for all (Source: UNESCO (United Nations Educational, Scientific and Cultural Organization). 2014. UNESCO Priority Gender Equality Action Plan 2014–2021. Paris, UNESCO. unesdoc.unesco.org/images/0022/002272/227222e.pdf).
68 Idem.
Questions for individual interview with M&E and other key management officers

Tip Discuss the information collected in the desk review. Refer to the M&E plan and log frame/theory of change/results framework that is applicable to each project.

Q151. What are the reasons for not implementing an M&E system for certain projects?
  a) Do you see any difference in the level of achievement of gender outcomes in projects using an M&E system as compared with projects not using an M&E system? / Yes / No. Please explain.

Q152. What is the number and type of gender outcomes that have been achieved/not achieved in the projects?
  a) Specify the reasons for achievement/non-achievement of gender outcomes?
  b) What are the constraints in recording and measuring gender indicators and outcomes?
  c) What measures have been taken to overcome these constraints?
  d) What measures are taken to ensure that efforts are made to achieve the gender outcomes?

Q153. Who has the authority to ensure that efforts to achieve gender outcomes are being made, or that they are achieved?
  a) How does the designated authority monitor the steps taken to achieve the gender outcomes?
  b) Are actions taken when efforts were found to be insufficient? Please explain.

Q154. What is the process for assessing the achievement of gender outcomes?
  a) Do F/M members of the local communities participate in the assessment? / Yes / No
  b) If Yes, please explain the process.
  c) What is the number of F/M participants in the process?
  d) Did the consultations result in gender-specific decisions or plans? / Yes / No
  e) If Yes, give details.
  f) If No, what are the reasons?

Q155. What is the budget for M&E? Please provide the amount in the local currency and US$.
  a) Is it adequate for M&E of gender results?
  b) Are any additional resources (beyond M&E budget) for assessing gender indicators and outcomes made available?
  c) If yes, then please provide details.

Indicator 4b.ii. Number of transboundary water management agreements, projects and programmes that included either cooperation mechanisms or social and environmental safeguards to protect local F/M livelihoods. Nature of the cooperation mechanisms and safeguards; accountability mechanisms for ensuring implementation; and status of implementation.

Collect background information

- Refer to the documents and information collected for indicator 4a.i; obtain the M&E reports.
- Identify the key M&E officials for interviews.
- Identify the key senior officials.
Questions for desk review

Q156. How many transboundary water management projects/programmes being reviewed include

   a) cooperation mechanisms that protect F/M livelihoods?
   b) cooperation arrangements or mechanisms to protect the health of the environment?
   c) a strategy for implementing social and environmental safeguards?*

Q157. Identify and list the indicators in the M&E plans related to the use and impact of social and environmental safeguards.

Questions for senior officials responsible for the management of transboundary water projects/programmes

Tip: Verify the information by reviewing the documents and agreements related to the management of the transboundary projects which you are studying.

Q158. What is the nature of the cooperation mechanisms or actions that are included in the transboundary agreement?

   a) Do you think that the cooperation mechanisms or actions included in the transboundary agreement will serve to improve the socio-economic situation with a gender perspective? / Yes / No. Please explain.
   b) Which aspects of the cooperation mechanism or actions will improve the socio-economic situation?
   c) How are these mechanisms implemented? Please explain.
   d) In what way will they benefit F/M members of local populations? Please explain.
   e) What have been the results so far? How do you assess the benefits? Please explain.
   f) Can the mechanisms, arrangements and actions be revised if the impacts are negative? / Yes / No. Please explain.

Q159. Which aspects of the cooperation mechanisms will improve or protect the environment?

   a) In what way? Please explain.
   b) What have been the results so far? How do you assess the benefits? Please explain.
   c) Can the mechanisms, arrangements and actions be revised if the impacts are negative? Please explain.

Q160. What is the nature of the social and environmental safeguards in the projects?

   a) Was sex-disaggregated data used in the planning of the safeguards? Give examples.
   b) Describe and give examples of how F/M livelihoods are protected as a result of the social and environmental safeguards.
   c) What is the status of implementation of the safeguards?
   d) What measures are taken to ensure that efforts are made to implement the safeguards?
   e) Who has the authority to ensure that the safeguards are implemented? Please explain.

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4c. Impact of transboundary water actions and projects on F/M members of local communities

Indicator 4c.i. Perception of F/M members of local communities regarding the impacts on local water resources (surface water bodies and aquifers), ecosystems, and livelihoods as a result of TWM actions, programmes and projects.

Collect background information

- Contact the local government authorities and the decision-making bodies of the transboundary water project.
- Obtain records and census reports about the local communities/populations residing in the transboundary basin/sub-basin.
- Obtain records of impact on local water resources, scientific and technical reports and data about the water resources.
- Identify the local communities in the transboundary basin/sub-basin where the transboundary projects which you are studying, are being implemented.
- Obtain records of efforts made by local communities towards mitigation or solution of social or political conflicts related to transboundary waters
- Draw a sample of F/M members in the communities residing in the transboundary basin/sub-basin and identify the key informants.

Questions for group interviews with local F/M community members

Tip: Have separate discussions with F/M groups. If necessary, use the same questions for individual interviews

Q161. Has the transboundary water project or agreement (provide the name and location of the project or agreement) affected (positively/negatively) the local water resources? Please explain.
   a) What is the effect on the local ecosystems? Please explain.
   b) Is there any positive or negative impact on your livelihoods? // Yes // No
   c) Have these positive or negative impacts affected F/M of the communities in a different way? Please explain.
   d) What are the positive and negative impacts? Please explain.
   e) Do you have any suggestions for mitigating the negative impacts and increasing the positive impacts? Please explain.

After discussing with the community members, complete the table below for each community group.

Name of the transboundary water project/programme __________________________
Name and place of local community __________________________________________

Consolidate/organize the information collected in the table below:

<table>
<thead>
<tr>
<th>Impact on</th>
<th>Views of female members</th>
<th>Views of male members</th>
<th>Comments of interviewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surface water bodies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Springs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aquifers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecosystems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Livelihoods</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Indicator 4c.ii. Number of F/M members (with age and position) in local households migrating seasonally or permanently due to impact on local water sources as a result of disputes over shared water resources at national, sub-national and international levels.

Collect background information

- This indicator will apply to the transboundary basin/sub-basins where there are known disputes over shared waters.
- Collect information about these disputes and the impact on local water resources.
- Obtain reports from government authorities, media reports and any other relevant documentation.
- Contact the local government authority and find out information about the impact on local populations residing in the transboundary basins/sub-basins as a result of these disputes.
- Obtain census reports and information about migration of local populations.
- Identify the local communities and local community leaders who can provide information and assist in contacting households for interviews.

Questions for desk review of census and government reports

**Tip** ➔ Verify the information with government officials and community leaders

**Q162.** How many households have been migrating seasonally due to the impact on local water resources as a result of the disputes over shared waters?

a) What is the number of female and male migrants from the local households?

b) Has the number increased or decreased over the past five years? Record the information per year.

**Q163.** How many households have migrated permanently due to the impact on local water resources as a result of the disputes over shared waters?

a) What is the number of F/M headed households that have migrated permanently from the area?

b) Has the number increased or decreased over the past five years? Record the information per year.

**Q164.** How many female and male migrants have moved to transboundary areas where water resources are available as a result of better cooperation mechanisms or actions?

a) What kind of cooperation mechanisms or actions are in place for improving water resources? Please explain.

b) In what way have these cooperation mechanisms or actions improved access to water resources for F/M water users? Please explain.

Questions for individual or group interviews with F/M members of households in the local community

**Tip** ➔ Separate interviews with male and female members.

**Q165.** Have any members of your household migrated because of the negative impact on water resources as a result of the disputes over shared waters?

a) If yes, who are these members? Use the following table as a guide for recording the information.

b) Have they migrated permanently?

c) Will they return after the problem is solved?

d) Do they migrate on a seasonal basis?

Consolidate/organize the information collected in the table below:

<table>
<thead>
<tr>
<th>Sex and age</th>
<th>Position in the household</th>
<th>Seasonal or permanent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Indicator 4c.iii. Number and nature of actions by F/M members of local communities and social groups, towards the mitigation or solution of social or political conflicts related to transboundary waters.

Collect background information
- In the same way as Indicator 4c.ii, this indicator will be used in the areas where social and/or political conflicts are taking place due to shared water resources, and where local communities are making efforts to mitigate these conflicts at the local level.
- Obtain the records, reports and any other relevant material regarding the conflicts and the actions taken by local communities to mitigate the conflicts.
- Identify key informants from government authorities, and local communities.

Questions for desk review
Q166. What is the nature of the social or political conflict related to transboundary waters?
   a) What is the effect on local water resources?
   b) What is the impact on the lives of F/M members of local communities?

Q167. What actions have been taken by local communities? Note down the details of these actions.

Questions for individual interviews with key informants from government authority
Q168. Do you think that the actions taken by the local communities will help to mitigate or solve the social or political conflicts related to transboundary waters? / / Yes / / No
   a) If Yes, please explain.
   b) If No, what are the reasons?
   c) What is the government authority’s official view of the actions taken by local communities?

Questions for individual or group interviews with F/M community members or social groups
Tip ➔ Have a mixed group or separate F/M groups of according to the situation.
Q169. Describe the nature of the social or political conflict.
   a) What is the impact of the conflict on the lives and livelihoods of the F/M members of your community?
   b) How would you describe the problem that the community is facing?
   c) What actions have you taken to solve or mitigate the problem?
   d) How was the action planned?
   e) Who are the leaders in this action?
   f) What role did the male members of the community play?
   g) What role did the female members of the community play?
   h) Was the problem solved or mitigated? / / Yes / / No. Please explain.
   i) If the problem was not solved or mitigated, what do you plan to do?
   j) What challenges do you face? Please explain.
   k) What are the next steps?
WATER FOR AGRICULTURAL USES

Farmers in Mongolia. © Rawpixel/iStock/Getty Images
5a. Access to irrigation

Indicator 5a.i. Number of irrigated and non-irrigated farms, with size and type of F/M land ownership rights and tenure, in the survey area or region.

Collect background information

- Identify the area for irrigated and rainfed agriculture for the survey and the irrigation schemes that you want to study.
- Identify the villages and communities that are located in the survey area.
- Departments to be contacted:
  1. Agriculture department, irrigation department, statistics or census authority.
  2. Irrigation authority that manages the irrigation scheme in your survey area.
  3. Groundwater management department/authority
  4. Banks in the area that give credit to the farmers
  5. Government department or municipal authority that can provide information about urban and peri-urban farmers
- Obtain the following records:
  1. Irrigation and groundwater management data, agricultural data, landownership data
  2. Records and reports of the formal irrigation scheme or schemes in the survey area, including the list of registered irrigators, irrigation schedules, tariffs, system of water allocation.
  3. List of registered irrigators in the irrigation schemes with location of farms in the irrigation system.
  4. List of farmers engaged in rainfed agriculture.
  5. List of farmers engaged in urban agriculture in the survey area.
  6. Records of water user associations (WUAs), list of members, minutes of meetings, records of water charges and fees.
- Samples for interviews with farming households:
  1. Sample of F/M irrigators who have plots upstream/downstream
  2. Sample of F/M rainfed-agriculture farmers
  3. Sample of urban and peri-urban farmers
- Tip: Include all the farms owned by female farmers and all female registered farmers if the number is small. Aim for a balanced sample with equal number of F/M.
- Identify key informants:
  1. Officials of the agriculture and irrigation department, including the line officers/extension officers who interact with the farmers
  2. Officials of the irrigation authority including the staff that manages the allotment and release of water
  3. Officials of the groundwater department
  4. Bank managers
  5. Community leaders
  6. Farmers who manage the local informal irrigation schemes

Alert: It may be necessary to visit the survey area or region to verify the information collected before starting the research.
### Questions for desk review of landownership, agriculture and irrigation data

**Tip** For this question refer to the official records obtained from the agriculture and irrigation department and census records. If there are differences in the records of all three departments, then consult the officials from all three departments and select which one you will use. Mention in your study which data you are using.

**Q170. What is the number of irrigated and non-irrigated farms in the survey area or region? (Use official records)**

<table>
<thead>
<tr>
<th></th>
<th>Female number</th>
<th>Male number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landowners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irrigated-agriculture farmers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rainfed-agriculture farmers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban-agriculture farmers</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**a) What is the type of land ownership\(^\text{70}\) for F/M landowners? (Use official records)**

Male landowners

<table>
<thead>
<tr>
<th>Ownership type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>Common land</td>
<td></td>
</tr>
<tr>
<td>Type of association</td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Female landowners

<table>
<thead>
<tr>
<th>Ownership type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
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<tr>
<td>Common land</td>
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<tr>
<td>Type of association</td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

**b) What is the average size of irrigated farms run by/owned by F/M farmers? (Use official records)**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Average size of farm (ha)</th>
<th>Owned</th>
<th>Managed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicator 5a.ii. Number of F/M holders of irrigation water rights in (a) formal surface and groundwater irrigation schemes; (b) informal, community/group irrigation schemes; and/or (c) permits for private groundwater withdrawal for irrigation; F/M perception of the a) tariff structure, b) schedule and quantity of water supply, c) safety for women irrigators.

Tip ⇒ If more than one irrigation scheme is being studied, then record the responses for each irrigation scheme separately.

Tip ⇒ Interview F/M irrigators separately even when they belong to the same extended family. Some questions can be asked in group interviews, but these should also be done separately for women and men.

Collect background information

- Using the information collected for 5a.i, draw a sample of F/M holders of irrigation water rights in (a) formal surface and groundwater irrigation schemes, and (b) informal, community/group irrigation schemes; and/or (c) permits for private groundwater withdrawal for irrigation. Include all female farmers/irrigators if their number is small.

Formal Irrigation Scheme

Questions for desk review of the records of the irrigation scheme and for interviews with agriculture/irrigation department officials

Tip ⇒ It is important to obtain basic information and understand the operation of the irrigation scheme in order to conduct interviews with key informants.

Q171. Is this a surface water or groundwater irrigation scheme?

Q172. How is the irrigation scheme managed?
   a) Is there a WUA for the irrigation scheme?
   b) Are decisions regarding the management of the irrigation network taken by the irrigation authority or is the WUA also involved?
   c) If there is no WUA is there any other mechanism for involving the irrigators in the management?
      If yes, please explain the mechanism.
   d) If there is no mechanism for involving the irrigators in the management, please explain the reasons.

Q173. What is the number of F/M landowners/farmers who have irrigation water rights in the irrigation scheme?
   a) What is the distribution/location of the plots of F/M irrigators in the irrigation network?
      Location of the plots of female irrigators in the irrigation network
      / / Uphill (number) / / Downhill (number) / / Valley (number)
      Location of the plots of male irrigators in the irrigation network
      / / Uphill (number) / / Downhill (number) / / Valley (number)

Q174. How is the volumetric allocation of water decided? Is it by size of land holding, per irrigator, or any other? Please explain.
   a) What is the time schedule for each rotation for releasing water for irrigation?
Questions for individual interviews with F/M irrigators identified in the sample

Tip ➔ You could do group interviews with small groups with the same questions, separately with male and female irrigators.

Tip ➔ Farmers may not irrigate all their plots with the water from the irrigation scheme being studied. Try to isolate the plots being irrigated by this scheme and relate all the questions to these plots.

Q175. How much land do you own?
   a) Who is the final decision-maker concerning the land use?
   b) Are you also cultivating land under tenure agreement? If yes, how much?
   c) How much land is irrigated with water from the irrigation scheme? Explain in hectares and number of plots.
   d) Where is the location of your irrigated plots in the irrigation network?
      / / Uphill (number) / / Downhill (number) / / Valley (number)

Q176. What is the volume of water that you receive in the water allocation rotation? Explain.
   a) Is it sufficient? / / Yes   / / No. Give reasons.
   b) What system of irrigation do you use (manual, flooding, sprinkler, drip irrigation)?

Q177. How much do you pay for the water per cropping season?
   a) What is your view about the tariff structure? Give reasons.

Q178. What is your view about the time schedule for each rotation for releasing water for irrigation? Please explain.
   a) Do you think that the schedule is fair or acceptable for F/M irrigators? / / Yes   / / No
   b) What problems are faced specifically by female and specifically by male irrigators? Please explain.
   c) Do you think it is safe for F/M to irrigate their plots, especially after dark? / / Yes   / / No. Give reasons.

Q179. In addition to the formal irrigation scheme, do you also have other means of irrigation? / / Yes   / / No
   a) What is the source of water for irrigation?
      / / Rainwater harvesting (RWH) / / Groundwater / / Surface water
      / / Open well / / Other, specify _________________________
   b) What is the distance between your irrigated land and the water source?
      Tip ➔ In case the distance cannot be determined in terms of meters or kilometres, then the time of travel and/or the speed of transport can be used to estimate the distance. In some cases, other traditional means to measure distance can be used.
   c) What method do you use to bring the water to the fields?

Separate questions for female irrigators

Q180. Have you ever paid extra money to get irrigation water, in addition to the fees or water charges? Please explain.
   a) Have you ever experienced physical or verbal abuse when asking for water rights? Please explain.
   b) What is the frequency of these experiences? / / Frequently   / / Sometimes   / / Never
   c) What efforts have you made to complain or take action against this?
   d) What was the result?
   e) How can the problem be solved?
Questions for individual interviews with F/M farmers who have private permits for groundwater withdrawal for irrigation

Q181. How many hectares of land are you irrigating with groundwater? Please explain in terms of hectares and number of plots.
   a) Does the land belong to you?
   b) Are you farming land under a tenure agreement?
   c) What is the procedure for obtaining the permit for groundwater irrigation?
   d) What are the constraints in obtaining the permit?
   e) How much water does the permit allow you to withdraw?
   f) Is this enough? / / Yes / / No. Please explain.
   g) How much do you pay for the water?
   h) What is your view of the tariff? Please explain.

Questions for desk review of the records of the informal irrigation scheme and for interviews with the leader of the irrigation scheme

Tip ➡ It is important to obtain basic information and understand the operation of the irrigation scheme in order to conduct interviews with key informants.

Q182. Is this a surface water or groundwater irrigation scheme?
   a) What is the source of water?
   b) Is the scheme recognized or permitted by the government authority? Please explain.

Q183. How is the irrigation scheme managed?
   a) Is there a water users group (WUG) or committee for managing the irrigation scheme? Please explain
   b) How is the water distributed or allocated to the farmers? Is it according to the size of the plot or per irrigator? Please explain.
   c) What is the time schedule for each rotation for releasing water for irrigation?
   d) Do you charge fees? What is the tariff structure?

Q184. What is the number of F/M landowners/farmers who are members of the irrigation scheme?
   a) What is the distribution/location of the plots of F/M irrigators in the irrigation network?

   Location of the plots of female irrigators in the irrigation network
   / / Uphill (number) / / Downhill (number) / / Valley (number)

   Location of the plots of male irrigators in the irrigation network
   / / Uphill (number) / / Downhill (number) / / Valley (number)
Questions for individual interviews with F/M members of the informal irrigation scheme identified in the sample

Tip ➔ You could do focused group interviews with small groups with the same questions, separately with female and male members.

Tip ➔ Farmers may not irrigate all their plots with the water from the irrigation scheme being studied. Try to isolate the plots being irrigated by this scheme and relate all the questions to these plots.

Q185. How much land do you own?
   a) Are you also cultivating land under tenure agreement? If yes, how much?
   b) How much land is irrigated with water from the irrigation scheme? Explain in hectares and number of plots.
   c) Where is the location of your irrigated plots in the irrigation network?
      / / Uphill (number) / / Downhill (number) / / Valley (number)

Q186. Is the water that you receive sufficient for irrigating your crops? Give reasons.
   a) What system of irrigation do you use (manual, flooding, sprinkler, drip irrigation)?

Q187. How much do you pay for the water per cropping season?
   a) What is your view about the water fees or charges? Give reasons.

Q188. Do you receive water when you need it for your crops? / / Yes / / No
   a) Do you think that the time schedule for releasing water to your fields is appropriate? Please explain.
   b) What problems do you face if the water is not released at the correct time?
   c) What problems do you face if the time is changed?
   d) Do you think it is safe for women and men to irrigate their plots at night? Please explain.

Q189. Do you also have other means of irrigation? / / Yes / / No
   a) What is the source of water for irrigation?
      / / Rainwater harvesting (RWH) / / Groundwater / / Surface water
      / / Open well / / Others. Please specify.
   b) What is the distance between your plots and the water source?
   c) What method do you use to bring the water to the plots?

Separate questions for female members

Q190. Have you ever paid extra money to get irrigation water, in addition to the fees or water charges? Please explain.
   a) Have you ever experienced physical or verbal abuse when asking for irrigation water?
   b) What is the frequency of these experiences? / / Frequently / / Sometimes / / Never
   c) What efforts have you made to complain or take action against this?
   d) What was the result?
   e) How can the problem be solved?
Indicator 5a.iii. Number of F/M farmers engaged in urban/peri-urban agriculture with average size of plots and accessibility to paid and unpaid irrigation with source of water.

Tip ➔ The local government authority of the urban and peri-urban area will be able to provide information about urban and peri-urban agriculture in their jurisdiction.

Collect background information

- From the relevant local government authority and the local agriculture department, obtain a list of farmers engaged in urban agriculture in the survey area.
- Identify the government and agriculture officials who can provide information about urban and peri-urban agriculture.
- Draw a sample of F/M urban and peri-urban farmers.

Questions for desk review of the records of the local government and for interviews with government officials

Q191. What is the number of F/M farmers engaged in urban/peri-urban agriculture?
   a) Does the government authority provide any extension services to the farmers? Please provide details.
   b) Are such extension services identical for F/M? / / Yes / / No
   c) Does the government authority regulate or monitor the use of land and water for urban/peri-urban farming? / / Yes / / No
      Please provide details.

Questions for individual interviews with F/M farmers

Q192. What is the size of your plots?
   Tip ➔ It is important to be consistent when recording this information: for example, use acres or hectares. In case the interviewee does not know, try to explore other means of measurement (for example, a 10-minute walk east-west and 5-minute walk north-south could give an estimation of size)

Q193. What is the source of water that you use for irrigation?
   a) Do you pay for the water? How much? To whom?
   b) What system of irrigation do you use (pipeline, channels, etc.)?

Q194. Do you receive any support from a government department or authority?
   a) Which department or authority is it?
   b) What support do you receive? Please explain.

Indicator 5a.iv. Number of households with sex and age of head of the household that access irrigation water free of charge from freshwater sources (such as rivers, lakes and aquifers); type of irrigation system.

Collect background information

- Using the same sources of information identified for 5ai, obtain official records of farmers using freshwater sources for irrigation free of charge and identify F/M farmers who are using water from freshwater sources for irrigation free of charge.

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71 Urban and peri-urban agriculture (UPA) can be defined as the growing of plants and the raising of animals within and around cities. Urban agriculture provides employment and incomes for poor women and other disadvantaged groups. It also contributes to food security (Source: FAO (Food and Agriculture Organization of the United Nations). n.d. Urban agriculture. FAO website. www.fao.org/urban-agriculture/en).
Questions for desk review of government records and for interviews with government officials

Tip ⇒ Use official records for this question.

Q195. How many households access irrigation water free of charge from freshwater sources? Disaggregate the data by sex and age of the head of household.
   a) What are the sources of water?
   b) What systems are used for irrigation?
   Consolidate/organize the information in the table below.

<table>
<thead>
<tr>
<th>Sex and age of head of household</th>
<th>Source of water</th>
<th>Irrigation system used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions for F/M farmers/irrigators

Tip ⇒ In the same community where you are doing the research for Indicators 5a.i and 5a.ii, you can ask Q196 to a sample of F/M farmers/irrigators.

Q196. Do you access irrigation water free of charge from freshwater sources?
   a) What are the sources of water?
   b) What are the systems of irrigation do you use?

Indicator 5a.v. F/M perceived changes in irrigation water quantity and quality, if any, with causes, such as climate variability, climate change, increased withdrawal, pollution; effect on crop productivity; and type of adaptation strategies used, such as crop diversification, rainwater harvesting systems, improving soil moisture conservation.

Collect background information

• Use a sample of F/M interviewees identified under Indicator sub-topic 5a: 5a.ii, 5a.iii, 5a.iv.

Questions for individual or group interviews with F/M farmers

Tip ⇒ You could have separate focused group interviews with groups of F/M farmers.

Q197. What changes have you perceived in the quantity of water over the past ten years? Please explain.
   a) What do you think are the causes for changes in water quantity?
   b) What are the effects on crop productivity?
   c) Have you changed the crops that you cultivate over the past years?
   d) What are you doing to overcome (any potential) shortage in water for irrigation?

Q198. What changes have you perceived in the quality of water over the past ten years? Please explain.
   a) What do you think are the causes for changes in water quality?
   b) What are the effects on crop productivity?
   c) Have you changed the crops that you cultivate over the past years?
   d) How are you dealing with the change in water quality? What are you doing to solve the problem?
**Indicator 5a.vi. F/M access to sources of formal and informal credit (banks, cooperatives, self-help groups, social networks, moneylenders, etc.) for improving irrigation, including rainwater harvesting measures.**

**Collect background information**
- Use the sample of interviewees identified under Indicators 5aii, 5aiii, 5aiv.

**Questions for individual or group interviews with F/M farmers**

- **Tip** You could have separate focused group discussions with groups of female and male farmers.

Q199. What sources are available to F/M farmers for taking a loan or financial assistance for improving irrigation?

<table>
<thead>
<tr>
<th>Sources for female farmers</th>
<th>Sources for male farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) What are the difficulties faced in getting loans from these sources for both F/M farmers?</td>
<td></td>
</tr>
<tr>
<td>b) How can these difficulties be overcome? Please explain.</td>
<td></td>
</tr>
</tbody>
</table>

Q200. Have you or any member of your household taken a loan or financial assistance for improving irrigation? / / Yes / / No

| a) If Yes, from whom did you take the loan (such as bank, family, community funds, etc.)? |
| b) Which household member has taken the loan? |
| c) How will the loan be repaid? |
| d) Who is responsible for repaying the loan? |
| e) Did you face difficulties in obtaining the loan? Please explain. |
| f) Do or did you face difficulties in repaying the loan? Please explain. |
| g) Is there a written or verbal record or agreement about the loan? Please explain. |
| h) How did you use the loan money for improving irrigation? (bore-well, pipelines, sprinklers, etc.) |

**Indicator 5a.vii. F/M access to extension support, including incentives, for adopting sustainable water and soil management practices, and reducing the use of chemical fertilizers and pesticides.**

**Collect background information**
- Using the information collected for 5ai, review the records of the extension department and identify the officials of the agriculture and irrigation department, including the line officers/extension officers who interact with the farmers.
- For the individual and group interviews with F/M farmers, refer to the samples identified for indicators 5a.ii, 5a.iii and 5a.iv.

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72 Extension is a process of working with farmers to improve the productivity of agriculture (Source: FAO (Food and Agriculture Organization of the United Nations). n.d. Understanding extension. FAO website. www.fao.org/docrep/t0060e/T0060E03.htm).

73 Including crops requiring less water, drought resistant crops, techniques for improving soil moisture.
Questions for desk review of the extension/agriculture department and interviews with agriculture extension officers

Q201. What extension services are provided to both F/M farmers? Please explain.

- Training
- Information
- Subsidies
- Free agriculture inputs

a) Where are the services provided?
- Extension officer visits the farms
- Extension officer visits the community
- Subsidies
- Free agriculture inputs
- Farmers have to visit the department

b) Are incentives provided for improving farming practices? Please explain.
- Sustainable water and soil management practices
- Reducing use of pesticides and chemical fertilizers
- Other. Please specify.

Questions for individual or group interviews with female and male farmers

Tip ➔ Discuss with F/M farmers about access to services, for example, if the services are offered in the agriculture department, is it easily feasible for male and especially female farmers to travel to the agriculture department? Do the extension workers make an effort to contact female farmers? Record the different answers of F/M farmers.

Q202. What kind of extension services are available to you? Please explain.

a) How do you get information about the extension services?

b) Does the extension officer or agriculture officer visit the farm? What is the frequency?
- Frequently
- Sometimes
- Never

c) What kind of assistance does the officer provide?

d) Have you received any information, training, from the officer? Was it useful? / / Yes / / No

e) Can you contact the officer if you have any questions? What is the method of communication?

f) What are the difficulties in getting information, advice or training from the officer?

g) Do you have any suggestions for improving extension services?

Q203. Were you offered information or incentives for adopting improved farming practices? / / Yes / / No

If Yes, please check one of the following:
- Reduction of the use of chemical fertilisers and/or;
- Reduction of the use of pesticides and/or;
- Sustainable soil management practices and/or;
- Improvement of the efficient use of irrigation water and/or;
- Other. Please specify.

a) If yes, did you use the information?

b) What incentive did you receive?

c) Are you following the improved farming practices? / / Yes / / No

d) If yes, are they useful?

e) If no, why are you not following these farming practices?
5b. F/M paid and unpaid labour in agriculture and irrigation

**Indicator 5b.i. F/M paid/unpaid labour with wages and tasks in the construction and management of local/community level irrigation systems (traditional or recent).**

**Collect background information**

- Identify the community in which you want to do the research. You can ask these questions in the same community where you have asked questions under indicators 5a.ii, 5a.iii, 5a.iv.

**Key informants:**

- Person or persons in the community responsible for the construction of the local or community irrigation system.
- Government officials who can provide information about the local irrigation systems and prevailing agriculture wages.
- For household level interviews, you can use the same sample used for Indicator 5a.

**Records:**

- Records maintained during construction and management of the system.
- Government records related to agriculture and labour wages in the area.

**Questions for individual or group interviews with key informants in the community**

**Q204.** What is the type of community level irrigation system?

**Q205.** How many F/M labourers worked in the construction of the irrigation system?

  a) What tasks did they perform?
  b) Were they paid/not paid?

Consolidate/organize the information collected in the table below:

<table>
<thead>
<tr>
<th>Type of Tasks</th>
<th>Performed by women and wages paid/not paid</th>
<th>Performed by men and wages paid/not paid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Indicator 5b.ii. Intra-household F/M division of unpaid labour by crop and season in irrigated and non-irrigated or rainfed agriculture** in the area of study.

**Tip** Interview female and male household members separately, if required. Make sure to have a sample of households engaged in irrigated and non-irrigated farming.

**Collect background information**

- Identify a sample of F/M households engaged in irrigated and non-irrigated farming from the communities in which you have carried out the surveys for Indicator sub-topic 5a: 5a.ii, 5a.iii, 5a.iv.

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“Rainfed agriculture produces much of the food consumed globally and by poor communities in developing countries. It accounts for more than 95% of farmed land in sub-Saharan Africa; 90% in Latin America; 75% in the Near East and North Africa; 65% in East Asia; and 60% in South Asia. Though many farmers in rainfed areas capture and store water for use as supplemental irrigation, millions more are entirely dependent on rainfall.” (IWMI (International Water Management Institute). n.d. Rainfed agriculture. Summary. IWMI website. www.iwmi.cgiar.org/issues/rainfed-agriculture/summary/).
Questions for individual interviews with F/M members of the household

**Tip** ➔ Interview F/M household members separately, if required.

**IRRIGATED AGRICULTURE**

**Q206.** What is the nature of irrigated farming?

// Household // Family business // Cooperative

**Q207.** Which tasks are performed by F/M members in the household in irrigated agriculture? Make a separate table for each cropping season. Complete the table below.

<table>
<thead>
<tr>
<th>Sex, age and role in the household</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
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</table>

**Q208.** Identify the roles and responsibilities for F/M members in irrigation within the household (including irrigation system maintenance) with time schedules. Make a separate table for each cropping season.

<table>
<thead>
<tr>
<th>Sex/position in the household</th>
<th>Role in irrigation</th>
<th>Responsibility</th>
<th>Time schedule</th>
</tr>
</thead>
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</table>

**RAINFED AGRICULTURE**

**Q209.** Which tasks are performed by female and male members in the household in rainfed agriculture? Complete the table below. Make separate tables for each cropping season.

<table>
<thead>
<tr>
<th>Sex, age and role in the household</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Q210.** Are you using any farm level rainwater harvesting (RWH) method to provide irrigation for your crops? // Yes // No. Please explain.

**Tip** ➔ This question can be discussed in a group interview with key informants from the community for verification.

**Indicator 5b.iii.** F/M wage labour, by crop and season, in irrigated and non-irrigated or rainfed agriculture in the area of study (farm level or community level) with respective tasks and wages.

**Collect background information**

- Using the information collected for 5a, identify the government officials from the agriculture department for these questions and obtain records that provide information about prevailing wages in the survey area.

**Questions for individual interviews with government officials and review of government records**

**Q211.** What are the prevailing wages paid to F/M labour for certain tasks? Consolidate/organize the information collected in the table below. Make separate tables for each cropping season and for irrigated and rainfed agriculture.

**Tip** ➔ This question can be discussed in a group interview with key informants from the community for verification.

<table>
<thead>
<tr>
<th>Type of Tasks</th>
<th>Performed by female labour and wages paid</th>
<th>Performed by male labour and wages paid</th>
</tr>
</thead>
<tbody>
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</table>
5c. Intra-household decision-making

For this Indicator sub-topic, use the sample of households identified for sub-topics 5a and 5b. If possible request the household to allow you to observe an intra-household discussion related to 5c.i and 5c.ii. The following tips apply to 5c.i and 5c.ii:

Tip ➔ Assess whether it is appropriate to interview all household members in a group or to do interviews on an individual basis.

Tip ➔ Ensure plenty of time for obtaining this information; this cannot be done in a hurry.

Tip ➔ If the researcher happens to be a direct observer of the decision-making process, then take note of this process, using Q212, Q213 and Q214 wherever appropriate, as a guide.

Indicator 5c.i. Participation by F/M members in intra-household decision-making regarding allocation of financial resources for improving irrigation (with type of irrigation).

Questions for individual or group interviews with F/M household members

Q212. What is the process of decision-making at the household level related to irrigation?
   a) Is there a discussion about the decision? / / Yes / / No
   b) Which F/M household members take part in the discussion?
   c) Are F/M household members allowed to voice their opinions? / / Yes / / No
   d) Are the opinions of F/M members taken into account? / / Yes / / No
   e) Who usually takes the final decision?

Q213. Is part of the household income used for growing irrigated crops (such as purchase of inputs)? / / Yes / / No
   a) What is your opinion about using household income for growing irrigated crops?
   b) What is your opinion about investing more money in irrigation? Please explain.
   c) What is your opinion about growing more irrigated crops? Please explain.

Indicator 5c.ii. F/M participation in intra-household decision-making in the prioritization and use of water for different uses on the farm, such as for crops, livestock, aquaculture, and participation in the value chain (value addition to crops such as processing of produce). For example, selling wheat flour instead of wheat grain, packaged fruit juice instead of fruit.

Questions for individual or group interviews with F/M household members

Tip ➔ Assess whether it is appropriate to interview all household members in a group or to do interviews on an individual basis.

Q214. How are decisions taken regarding the use of water on the farm?
   a) When limited water is available, what is given priority (for example, irrigation of fields, for livestock, or for processing of harvested produce)?
   b) Do you agree with this prioritization? / / Yes / / No
   c) If No, how would you use the water?
   d) Is there a discussion about the decision on how to use the water? / / Yes / / No
   e) Which F/M household members take part in the discussion?
   f) Are F/M household members allowed to voice their opinions? / / Yes / / No
   g) Are the opinions of F/M members taken into account? / / Yes / / No
   h) Who takes the final decision?

Increasing the value of the produce by processing, packaging, quality assurance. For example, selling wheat flour instead of wheat grain, packaged fruit juice instead of fruit.
6

WATER FOR INDUSTRY AND ENTERPRISE
6a. Gender-responsive management in water-related industries and enterprises

Indicator 6a.i. Number of large- and small-scale water-related industries and enterprises managed/owned by F/M.

Tip: Information about management may not be reflected in ownership records. This information can be obtained directly from the owners.

Collect background information

- From the relevant authority find out the number of water-related industries and enterprises in the study area. Draw a list for small- and large-scale enterprises.
- Try to find out if the owners/managers of the industries/enterprises are female or male. If this information is not available in the records, then it will have to be obtained by contacting the industry/enterprise.
- Disaggregate the data on the basis of sex of the owner/manager, type and scale of the enterprise/industry.
- From the above list draw a sample of industries/enterprises for the research. Try to obtain a balanced sample in terms of F/M. Include all the female owned/managed ones if they are few in number. Aim for a balanced number of F/M in the sample.
- For each industry/enterprise obtain the following documents:
  1. Organizational or administrative chart.
  2. Human resources (HR) policy, sample of vacancy announcements, terms of reference for various positions, complaints and redressal records. Any other documents or records which can provide information about recruitment of staff, promotions.
  3. Records of meetings, attendance registers, minutes of meetings and any other documents (such as meetings announcements and correspondence related to the meetings).
- Find out if there is a women’s association in any of the industries or enterprises. Include them in the sample.
- Obtain records of the women’s associations and identify key informants from the association for interviews (for example, government officials, HR officers in the industries/enterprises included in the sample, employees in different job positions, members of women’s associations in the industry or enterprise).

Questions for desk review of official records and individual interview with relevant government authority

Q215. What is the number of large- and small-scale water-related industries and enterprises in the study area managed by/owned by F/M? Complete the table below.

<table>
<thead>
<tr>
<th>Type of industry/enterprise</th>
<th>Number owned/managed by female</th>
<th>Number owned/managed by male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Indicator 6a.ii. Number of F/M employees in different job positions and type of job or field, including labour, with respective salaries/wages in water-related industries and enterprises.

Collect background information

- Using the sample of industries/enterprises and information collected for 6ai, review the following for each industry/enterprise, and identify the HR officials for interviews.

---

36 Such as small and large dairy, food and beverages, small-scale tanning and dyeing, plant nurseries, water supply and sanitation enterprises, energy production.

37 Idem.
1. Organizational or administrative chart.
2. HR policy, sample of vacancy announcements, terms of reference for various positions, complaints and redressal records. Any other documents or records which can provide information about recruitment of staff, promotions.

**Questions for desk review and individual interviews with HR officials**

**Q216. What is the number of F/M staff in different positions, field of job and salary scales?**

Tip ➔ Consult the HR official to find out which job positions are considered senior management, middle management, junior management.

Please indicate job position, management level and field of job (for example: area of work or department, type of work (e.g. technical, administration, services). Consolidate/organize the information collected and complete the following table:

<table>
<thead>
<tr>
<th>Job position</th>
<th>Field</th>
<th>Senior management (No.)</th>
<th>Middle management (No.)</th>
<th>Junior management (No.)</th>
<th>Other (No.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
</tbody>
</table>

Salary scales

Tip ➔ Write salary scales in local currency and the equivalent in US$.

**Indicator 6a.iii. Nature of measures for gender parity, equity and redressal mechanisms in HR policies of water-related industries and enterprises; perception of F/M employees with regard to these measures and redressal mechanisms; and evidence of implementation of these measures.**

**Collect background information**

- Using the sample of industries/enterprises and information collected for 6a.i, review the following for each industry/enterprise, and identify the key informants for interviews.
  1. Organizational or administrative chart.
  2. HR policy, sample of vacancy announcements, terms of reference for various positions, complaints and redressal records. Any other documents or records which can provide information about recruitment of staff, promotions.
  3. Records of meetings, attendance registers, minutes of meetings and any other documents (such as meetings announcements and correspondence related to the meetings).

**Questions for desk review of HR records and individual interview with HR official**

**Q217. Where are the vacancy positions advertised?**

**Q218. Do the vacancy announcements encourage both F/M candidates to apply for the positions? / / Yes / / No**

a) If yes, explain what is written in the vacancy announcement that encourages F/M applicants to apply.
b) Are the terms of reference included in the vacancy announcement? / / Yes / / No
c) Is there any indication in the vacancy announcement and/or the terms of reference that the job may be better suited to F/M applicants? / / Yes / / No. Please explain.

---


19 Complaints against discrimination and harassment, including sexual harassment in the workplace.

80 Includes opinions, personal experience, any other evidence from a personal source.
Q219. What are the steps in the selection process?
   a) Are there any differences in the selection process for F/M applicants?
   b) Are applicants and candidates informed about the different steps in the selection process? / Yes / No
   c) Does the selection panel consist of female and male interviewers? / Yes / No

Q220. What is the process for making a complaint to the redressal or complaints committee?
   a) Is there a functioning committee for receiving and addressing complaints in the organization?
   b) What is the composition of the Committee?

<table>
<thead>
<tr>
<th>Sex</th>
<th>Job position</th>
<th>Position in the committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

c) How many requests for redressal or complaints have been received and addressed in the past five years?
   Complete the table below after reviewing the registers and documents.

<table>
<thead>
<tr>
<th>Sex of the complainant</th>
<th>Number and type of complaints received</th>
<th>Number of complaints addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Q221. Is there a policy for promotions? What are the criteria for promotion? Are these criteria equal for F/M? Review the policy.
   a) Is there an anti-harassment, including sexual-harassment, policy? If yes, how was it developed?
   b) Are provisions in place to grant parental leave (both paternal and maternal)?

<table>
<thead>
<tr>
<th>Sex of the complainant</th>
<th>Number and type of complaints received</th>
<th>Number of complaints addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Questions for individual interviews with HR officials and senior management

Tip ➔ Discuss the information collected from the desk review.

Q222. What is your view about the selection and recruitment process?
   a) Do you think that the selection process is effective in recruiting suitable F/M candidates for the different positions? Please explain.
   b) Do you think that F/M staff have different abilities or are better suited for certain fields of work (such as administrative work, communication, field work)? Please explain.
   c) What are the constraints in the recruitment and selection process of male staff for different positions?
   d) What are the constraints in the recruitment and selection process of female staff for different positions?
   e) What efforts are made to improve the recruitment of F/M staff for different positions? Please provide details.

Q223. What is your view about the policy and criteria for promotions?
   a) Are promotions made according to the stated policy?
   b) In what situations is the policy for promotions not followed? Give examples.
   c) Does the promotion policy consider F/M staff equally? Please explain

Q224. Do you think the complaints committee is effective in handling complaints? / Yes / No. Please explain.
Questions for individual and group interviews with employees in different job positions

Tip ➔ If you are conducting group discussions, have separate discussions with F/M staff for each management level. Refer to the organization chart and consult the HR official for identifying participants of the group interviews

Q225. What are your views regarding the HR policy, its implementation and redressal mechanisms?
   a) Are women and men treated equally in the recruitment process? / / Yes / / No. Please explain.
   b) How are promotions made? Do you see any difference in the promotions for F/M staff? Please explain the reasons.
   c) Is it easy to approach the complaints committee? / / Yes / / No. Why?
   d) Are you satisfied with the working of the complaints committee? / / Yes / / No. Why?
   e) What changes would you like to make in the HR policy?

Consolidate/organize the information collected in the table below:

| Indicator 6a.iv. Participation by F/M employees/board members/committee members with position in decision-making processes; F/M reasons for participation/non-participation in decision-making; proportion of F/M participation; and number and nature of gender-specific decisions resulting from F/M contributions. |
|---|---|
| Collect background information |
| Questions for desk review |
| Tip ➔ Verify the information with the concerned administrative official. |

Q226. Who participates in the decision-making meetings?
   a) What is their role in the meeting? (For example: chair of the meeting, taking down notes, facilitation, keeping minutes, no specific role, etc.)

Q227. Who decides the date, time and venue, and sets the agenda for the meetings?
   a) What is the method used for announcing the meeting or sending out meeting invitations?
   b) Can other staff members add or suggest items to the agenda?

Gender sensitive/responsive/transformative.
Q228. Is there any evidence in the minutes of the meetings that the views, opinions or suggestions made by F/M participants are accepted while taking decisions?
   a) Have any decisions been changed as a result of these suggestions?
   b) If yes, if possible, specify by whom these suggestions were made (F/M).

Q229. Is there any evidence that gender-specific decisions were taken as a result of suggestions made by F/M participants?

Questions for group interviews

From the response to Q224, you will be able to identify participants for the group discussion or individual interview.

Tip ➔ It may be necessary to have a number of group interviews. For example, have separate group interviews with staff members according to their job positions. If there are F/M members in each group, then interview F/M participants separately.

Tip ➔ If an informant is unable to participate in the group interview, conduct an individual interview with that person. Ask the same questions.

Q230. How often do you participate in decision-making meetings?
   / / Every meeting / / Frequently / / Sometimes / / Never
   a) Why do you attend the meetings? (For example: to contribute, to meet others, etc.)
   b) Why do you not attend the meetings? (For example: date and time not convenient, venue not convenient, did not receive the notice in time, cannot express opinion, etc.)

Q231. How are the meetings conducted?
   a) Is there a discussion around every item on the agenda? / / Yes / / No
   b) How and by whom is the discussion monitored and facilitated?
   c) How often are suggestions by male participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):
      
      | 1 | 2 | 3 | 4 | 5 |

   d) How often are suggestions by female participants accepted? On a scale of 1 to 5, with 1 being never accepted and 5 being always accepted (cross the corresponding number):
      
      | 1 | 2 | 3 | 4 | 5 |

   e) Are decisions changed as a result of the suggestions made by F/M participants? / / Yes / / No
   f) Are there occasions when the views or suggestions of F/M are different when decisions are being taken? / / Yes / / No
   g) If yes, then are these differences discussed?
   h) How are disagreements resolved?

Q232. Do you think that suggestions made by F/M participants are accepted equally in the decision-making process? / / Yes / / No
   a) Are the views/suggestions/opinions of F/M participants given more or less importance? Give examples from your experience.
   b) What do you think are the reasons for giving more or less importance to F/M participants?
   c) Do you have any suggestions about how the participation of F/M participants can be made more equal? How can the decision-making process be improved?
**Q233.** What contribution have you made to decisions that have resulted in improving gender equality in the industry/enterprise? Give examples.

Consolidate/organize the information collected in the table below:

<table>
<thead>
<tr>
<th>Reasons for attending (by female participants)</th>
<th>Reasons for attending (by male participants)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons for not attending given (by female participants)</th>
<th>Reasons for not attending given (by male participants)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table for analysis of participants by management position and sex

<table>
<thead>
<tr>
<th>Senior management</th>
<th>Middle management</th>
<th>Junior management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
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<tr>
<td></td>
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</tbody>
</table>

Can new issues be added to the agenda by F/M staff? Please specify their position.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female staff (number)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male staff (number)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are interventions and suggestions by F/M staff accepted?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female staff (number)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male staff (number)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicator 6a.v.** Presence of women’s associations/unions in water-related industries and enterprises and their role in improving gender equality in the industry/enterprise.

**Collect background information**

- Using the sample of industries/enterprises and information collected for 6a.i, find out if there is a women’s association in any of the industries or enterprises. Include them in the sample.
- Obtain records of the women’s associations and identify key informants from the association for interviews (for example, government officials, HR officers in the industries/enterprises included in the sample, employees in different job positions, members of women’s associations in the industry or enterprise).

**Questions for group interview with the women’s association/union**

**Q234.** Is the association/union formal/registered or informal/not registered with the authorities?

- **a)** How was the group formed?
- **b)** How many members are in the group?
- **c)** Are there any male members? If the answer is no, why?
Questions for individual interview with senior management of the industry/enterprise

Q235. How does the management view the association/union? Please explain

a) How is the relationship between management and the union?

b) Is the presence of the association/union justified? Please explain

c) Has the association/union been successful in improving gender equality in the industry/enterprise?
   What actions were taken?

Questions for individual interviews with senior management, employees and technicians

Q236. What actions have been taken to improve water use efficiency in the industry/enterprise? Give examples.

a) Are efforts to improve efficiency supported/not supported by F/M management and employees? Please explain

b) Who took the initiatives to improve water use efficiency?

c) Were any specific technical or technological interventions developed by F/M employees? Please explain.

Q237. How is waste water managed?

a) What is the method of waste water disposal? Please explain.

b) Is the waste water treated? / / Yes / / No. Please explain.

c) Is the treated/untreated waste water reused? / / Yes / / No. Please explain.

d) Were any contributions made by F/M employees with regard to technical aspects of waste water management? / / Yes / / No. Please explain.

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62 Methods employed to conserve water and prevent wastage, adopting techniques to reduce water usage in processing or reduce wastewater generation.

63 Appropriateness and adequacy of the method of disposal and/or re-use (such as removal of pollutants, percentage of the presence of residual chemicals).
6b. Access to income and credit for F/M managers of water enterprises

Indicator 6b.i. Perception of F/M owners of water-related enterprises with regard to quantity and quality of water available (purchased and free) and tariff structure for the purchase of water.

Tip ➔ Use the same sample of industries/enterprises as 6a.i.

Tip ➔ If owners are not able to provide the information then management would need to be interviewed.

Questions for individual interviews with F/M owners and senior management

Q238. How much water is used in the industry on a daily basis?
   a) For what purposes is the water used?

Q239. What is the quantity of water purchased?
   a) From whom is the water purchased?
   b) What are the costs for purchasing water?
   c) If the water is purchased from the government water supply, what is the tariff structure?
   d) What are your views about the tariff structure?
   e) Is sufficient quantity of water available? / / Yes / / No
   f) Do you use multiple sources of water? / / Yes / / No. Please explain.
   g) Has there been any change in water availability over the past 10 years? / / Yes / / No. What are the reasons?

Q240. What is the quantity of water obtained free of cost?
   a) From where is the water obtained?
   b) Is the quantity of the water sufficient? / / Yes / / No. Please explain.
   c) Has there been any change in water availability over the past 10 years? / / Yes / / No. What are the reasons?
   d) Do you experience any tensions or conflicts with other users? / / Yes / / No. Please explain.

Q241. Is the quality of the purchased water adequate for use in the industry/enterprise?
   a) Does the water have to be treated before using it? / / Yes / / No. Please explain.
   b) Have there been any changes in water quality over the past 10 years? / / Yes / / No. Please explain.
   c) What are the (alleged) causes for changes in water quality?
   d) What are you doing to prevent water pollution? Please explain.
   e) What are the difficulties in applying measures to prevent water pollution?
   f) What techniques are available to you for maintaining/improving water quality? Please explain.

Q242. Is the quality of the water free of cost adequate for use in the industry/enterprise?
   a) Does the water have to be treated before using it? / / Yes / / No. Please explain.
   b) Have there been any changes in water quality over the past 10 years? / / Yes / / No. Please explain.
   c) What are the (alleged) causes for changes in water quality?
   d) What are you doing to prevent water pollution? Please explain.
   e) What are the difficulties in applying measures to prevent water pollution?
   f) What techniques are available to you for maintaining/improving water quality? Please explain.
Indicator 6b.ii. F/M access to credit from different sources (banks, financial institutions, government and non-government funds) for investing in setting up/managing/improving large and small-scale water-related industries and enterprises.

Tip ➡ Use the same sample of industries/enterprises as 6a.i.

Tip ➡ Discuss different sources of credit (such as banks, financial institutions, government and non-government funds).

Questions for individual interviews with F/M owners and managers

Q243. What sources are available for you to take a loan or financial assistance?
   a) What are the difficulties in taking a loan or financial assistance?
   b) Have you ever taken a loan? / Yes / No
   c) From whom have you taken a loan?
   d) How will you repay the money?
   e) Are there any documents or agreements regarding the loan? / Yes / No
   f) Are you having any difficulties in returning the loan? / Yes / No
   g) Do you have any suggestions for improving access to loan for F/M industry/enterprise owners? / Yes / No
   h) Have you ever experienced physical or verbal abuse when asking for a loan or financial assistance?
      / Yes / No. Please explain.
   i) What is the frequency of these experiences? / Frequently / Sometimes / Never
   j) What efforts have you made to complain or take action against this?
   k) What was the result?
   l) How can the problem be solved?

Q244. For what purpose was the loan taken?
   a) Were there any difficulties in using the money for the purpose for which the loan was taken?
   b) How did you overcome the difficulties?
   c) Were you successful in achieving the purpose for which you took the loan?

Consolidate the responses in the table below.

<table>
<thead>
<tr>
<th>Purpose of the loan</th>
<th>Response (by female respondents)</th>
<th>Response (by male respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulties encountered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Such as small and large dairy, food and beverages, small-scale tanning and dyeing, plant nurseries, water supply and sanitation enterprises, energy production.
**Indicator 6b.iii. Number of F/M small-scale entrepreneurs having a sustainable income from the provision of water delivery/sanitation/wastewater management services.**

Tip: From the background information collected for 6a.i, identify the F/M small-scale entrepreneurs for this set of questions.

### Questions for individual interviews with F/M small-scale entrepreneurs

**Q245. What type of enterprise do you own/manage?**

- a) Do you get an adequate income from the enterprise? / / Yes / / No
- b) Is it adequate for running the enterprise / / Yes / / No?
- c) What are the main expenses?
- d) Do you regularly make a profit? / / Yes / / No
- e) How many customers do you have? Is the number adequate for maintaining the business?
- f) What are the constraints in running the enterprise? How do you overcome them?
- g) What are the reasons for success of the enterprise?
- h) Do you think it makes a difference if the owner/manager is female or male to own and manage such an enterprise and make a profit? / / Yes / / No. Please explain.
HUMAN RIGHTS-BASED WATER RESOURCES MANAGEMENT

Children drinking pure water at arsenic affected Titabor, Assam. © India Water Portal; www.flickr.com; (CC BY-NC-SA 2.0).
7a. Gender-responsive governance framework and implementation of the human rights to water

Indicator 7a.i. Evidence of State ratification, commitments and implementation of actions, related to human rights charters relevant to water and sanitation in water policy frameworks, and policies of public/private utilities and commissions for water services such as water allocation priorities for water, sanitation and hygiene, and creating accessibility for the most vulnerable. (F/M who are differently abled, in migrant and displaced populations, refugee camps and shelters, Indigenous People, ethnic minorities, vulnerable neighbourhoods, communities and localities).

Collect background information

- Identify the authorities responsible for ratification and implementation of human rights charters relevant to water and sanitation.
- Obtain the important documents and reports on the progress towards implementation of the charters.
- Review water policy frameworks to verify if the human rights are embedded in the policies.
- Identify key informants from the relevant government departments for interviews

Questions for desk review of government documents and reports and for individual interviews with government officials

Q246. Does the national water policy and other key water policy frameworks clearly reflect the commitment of the authorities to water and sanitation?

a) How is this commitment reflected in the policy? Identify the parts of the text which reflect this commitment.

Q247. Is water and sanitation given priority while allocating water to different sectors?

a) Does the water allocation data reflect the priority? Please explain.

b) What are the constraints in giving priority to water and sanitation?

c) How are these constraints overcome?

Q248. What efforts are being made to ensure that water and sanitation is made accessible to all sections of the population especially the most vulnerable?

a) Identify the processes, mechanisms, directives that are being implemented to achieve this.

b) What progress has been made in this regard?

c) What are the sources of evidence? Can evidence be seen in reports, media, reviews?

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85 On 28 July 2010, through Resolution 64/292, the United Nations General Assembly explicitly recognized the human right to water and sanitation and acknowledged that clean drinking water and sanitation are essential to the realization of all human rights. The resolution, adopted by consensus by the Human Rights Council, affirms that the right to water and sanitation are part of existing international law. This body has therefore confirmed that these rights are legally binding upon States. States parties to the International Covenant on Economic Social and Cultural Rights can no longer deny their responsibility to provide safe water and sanitation for all individuals (Source: UNGA (United Nations General Assembly). 2010. The human right to water and sanitation. Sixty-fourth session of the General Assembly).

86 Actions include measures taken for implementation of policies.

**Indicator 7a.ii.** Transparency in water delivery services for F/M consumers, including information about water delivery schedules, periods of non-availability, water tariffs, etc., by neighbourhood/community.

**Collect background information**

- Visit the customer service facility of the water utility and obtain information about mechanisms and methods for informing consumers about water delivery schedules, periods of non-availability, water tariffs, etc.
- Obtain records of communication with consumers regarding water delivery schedules, periods of non-availability, water tariffs, etc.
- Obtain printed and digital material used for conveying information about water delivery schedules, periods of non-availability, water tariffs, etc.
- Identify key informants in the customer service facility of the water utility for interviews.
- Identify a F/M sample of consumers from the census data or from the consumers data. Make sure that the sample represents every neighbourhood/community. Try to ensure a balance in F/M and, if possible, also in terms of age.

**Questions for individual interviews with officials of the water service delivery agency**

**Q249.** Do you provide information to the consumers regarding the following:

- a) Water delivery schedules
- b) Period of non-availability with reasons
- c) Advance warning of non-availability
- d) Water tariffs
- e) Any other information (please specify)

**Q250.** How is this information given to the consumers?

- a) What steps do you take to make sure that a maximum number of consumers, including the most vulnerable groups, receive the information in all parts of the city/town/peri-urban area?

**Questions for individual interviews with F/M consumers**

**Tip** For these questions a mobile phone survey can be done. Try to create a sample of F/M subscribers from the list of telephone/mobile subscribers which you have obtained from the telephone or network company. If most of the subscribers are male, you can ask to speak to a female member of the household. Aim to obtain a balanced sample in terms of the number of F/M consumers to be interviewed.

**Q251.** Do you receive information about the following?

<table>
<thead>
<tr>
<th>Information</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water delivery schedules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period of non-availability with reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance warning of non-availability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water tariffs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other information (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a) Are you satisfied with the information provided? Give reasons.
- b) Are you satisfied with the manner or method used to provide the information? Give reasons.
- c) What are your suggestions for improving the method and type of information provided?
**Indicator 7a.iii.** Access for F/M consumers to mechanisms for redressal of complaints such as technical, billing, repairs; effectiveness and promptness of redressals; and processes for contribution to decision-making and feedback regarding water service delivery.

**Collect background information**

- Visit the customer service facility and obtain information about mechanisms and methods for receiving and addressing complaints from consumers, receiving feedback.
- Interview key informants from the customer service facility and senior management, if required.
- Identify a F/M sample of consumers from the census data or from the consumers data. Make sure that the sample represents every neighbourhood/community.

**Questions for desk review of records of complaints received and for individual interviews with officials of the customer service facility of the water service delivery agency**

**Q252. How are complaints received?**

   a) In the past year, how many complaints have you received from F/M users?
   b) Were you able to address these complaints? / / Yes  / / No
   c) How are the complaints dealt with? Please explain the procedure.
   d) How much time does it take to deal with the complaint?
   e) Do you keep records and data of the complaints and consumers who make the complaint? / / Yes  / / No
   f) Is there an increasing/decreasing trend of complaints, both from female and male consumers?
   g) What kind of follow-up is done to ensure that the consumer is satisfied?
   h) Do you take feedback and suggestions from the consumers? / / Yes  / / No. What is the mechanism?

Consolidate/organize the complaints received in the table below:

<table>
<thead>
<tr>
<th>Geographical location</th>
<th>Complaint made by female consumers</th>
<th>Was the consumer satisfied with the way the complaint was addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Geographical location</th>
<th>Complaint made by male consumers</th>
<th>Was the consumer satisfied with the way the complaint was addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Questions for individual interviews with F/M consumers**

**Tip** ➔ For these questions a mobile phone survey can be done. Try to create a sample of F/M subscribers from the list of telephone/mobile subscribers which you have obtained from the telephone or network company. If most of the subscribers are male, you can ask to speak to a female member of the household. Aim to obtain a balanced sample in terms of the number of F/M consumers interviewed.

**Q253. Have you ever made a complaint to the customer service of the water supply service agency?**

   a) Are you satisfied with the mechanism for making the complaint?
   b) Was your complaint dealt with?
   c) Are you satisfied with the time taken to solve your problem?
   d) Are you satisfied with the way in which the complaint was dealt with?
   e) Do you have any suggestions for improving the customer service for consumers? / / Yes  / / No. Please explain.

**Tip** ➔ You can further compare the responses of female and male consumers and also compare them with the responses in Q252.
Indicator 7a.iv. Reports of discrimination by sex and cultural, or any other identity (physical, social or economic), in access to water supply and sanitation by location/neighbourhood/community.

Collect background information

- Review the consumer network to understand inclusion/exclusion issues.
- Identify key informants from the water and sanitation utilities.
- Review media reports, reports from advocacy groups and any other relevant sources.
- Take a balanced sample of F/M consumers from different localities. Include all female consumers if the number is less. Aim to obtain a balanced sample in terms of the number of F/M consumers.

Questions for individual interviews with officials of the water service utility/agency

Q254. Are there any localities which are not provided with water and sanitation services? Which localities are these and what are the reasons?

Q255. Have you received any reports or feedback from certain localities or consumers about discrimination by water and sanitation service personnel? Please explain.
   a) Do you use such feedback to improve the services? / / Yes / / No
   b) How do you deal with the personnel against whom the complaint has been received?
      Do you have a procedure for dealing with such personnel? / / Yes / / No

Questions for individual interviews with F/M consumers

Tip: Interview F/M consumers from different localities, particularly those who are not receiving water supply and sanitation services

Q256. Have you ever felt that there is discrimination in water supply and sanitation to certain localities or communities?
   a) What are the reasons?
   b) Have you faced any discrimination? / / Yes / / No. In what way?
   c) What steps did you take to make a complaint or seek help to deal with the situation?
   d) What was the result of this?
   e) Was the situation resolved? / / Yes / / No. Please explain.
   f) Do you now have access to water and sanitation? / / Yes / / No

Indicator 7a.v. Presence and nature of mechanisms and systems for accountability, inspection and penalties for ensuring maintenance and safety of water, sanitation and hygiene facilities in communal and public places, including schools, workplaces, hospitals, markets, town squares, tourist places, etc.; evidence of implementation of these systems.

Collect background information

- Identify the authority responsible for inspection of water and sanitation services in public places.
- Identify the private sector agencies responsible for maintenance of these public services.
- Identify key informants in the inspection authorities and maintenance agencies.
- Obtain documents and records maintained in connection with the inspection.
- Take a sample of female and male users of the public services in each locality.
Questions for individual interviews with inspection authorities

Q257. **What is the procedure for inspection of public water and sanitation facilities?**
   a) Do you have standards for safety, hygiene and cleanliness? / / Yes / / No
   b) Are the standards different for sanitation facilities for female and male users?
   c) In what way are they different?
   d) What is the frequency of inspection? / / Frequently / / Sometimes / / Never
   e) Do you charge penalties if the standards are not met? / / Yes / / No
   f) From the records, can you point out the problem areas?
   g) In the past year how many times has a penalty been charged?
   h) Do you see any improvement after the penalty has been paid? / / Yes / / No
   i) Do you accept/receive feedback and complaints from F/M users? / / Yes / / No
   j) Do you know how to make a complaint? / / Yes / / No
   k) How is the complaint dealt with?
   l) In the past year, how many complaints have you received from F/M users?
   m) Were you able to address these complaints? / / Yes / / No
   n) Is there an increasing/decreasing trend of complaints, both from F/M users? / / Yes / / No

Questions for individual interviews with officials of the service provider for communal and public places, authorities in schools, workplace, hospitals, markets, town squares, tourist places

Q258. **Do you have standards for cleanliness, hygiene of the public facilities and safety of users?**
   a) Are the standards different for facilities for F/M users? / / Yes / / No
   b) What are the differences?
   c) Are the facilities equipped with proper disposal systems to ensure menstrual hygiene? / / Yes / / No
   d) How often are the facilities inspected by you?
   e) What measures do you take to ensure cleanliness and hygiene?
   f) How often do you carry out maintenance (such as on taps and leakages, etc.).
   g) What measures are in place to ensure safety of F/M users?
   h) Do the government inspection authorities visit your facility?
   i) What are the penalties for not maintaining cleanliness and hygiene?
   j) Have you ever paid a penalty? Please explain.
   k) Do you take feedback from F/M users?
   l) If yes, how do you address this feedback?

Questions for individual interviews with F/M users

Q259. **Are you satisfied with the water and sanitation facility? Give reasons.**
   a) Do you know who is responsible for maintaining cleanliness and hygiene?
   b) How often are the facilities inspected?
   c) Are repairs done promptly? Give examples.
   d) Do you know where to complain if you find a fault or if the facility is not clean? / / Yes / / No
   e) Do you feel safe to use the facility? Give reasons.
   f) Have you ever made a complaint or suggestion?
   g) What was the result?
7b. Availability, affordability, acceptability and quality of water for F/M consumers

Indicator 7b.i. Level of satisfaction of F/M consumers regarding quantity and quality of water available from piped water supply to the household, disaggregated by geographical location within the study area.

Collect background information

- Draw a sample of F/M consumers from different localities/neighbourhoods/communities from the census or consumer database.
- The sample of F/M consumers can be identified in different ways. Make sure that the sample represents every neighbourhood/community.
  1. Census data.
  2. Consumers data from the water and sanitation utilities and service agencies.
  3. Data of mobile users from the network service provider.
  4. Data of landline users from the telephone company.

Tip: For these questions a mobile phone survey can be done. Try to create a sample of F/M subscribers from the list of telephone/mobile subscribers which you have obtained from the telephone or network company. If most of the subscribers are male, you can ask to speak to a female member of the household. Aim to obtain a balanced sample in terms of the number of F/M consumers.

Questions for individual interviews with F/M consumers

Q260. Are you satisfied with the quantity of water provided through the piped water supply? On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied (cross the corresponding number):

1 2 3 4 5

Q261. Are you satisfied with the quality of water? On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied (cross the corresponding number):

1 2 3 4 5

Indicator 7b.ii. Affordability of water tariffs for F/M consumers; proportion of income spent and sex and intra-household position of the household member who pays the water bills.

Collect background information

- Draw a sample of F/M consumers from different localities/neighbourhoods/communities from the census or consumer database.

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88 Availability, affordability, acceptability and quality of water as mandated under the human rights to water.


The sample of F/M consumers can be identified in different ways. Make sure that the sample represents every neighbourhood/community.

1. Census data.
2. Consumers data from the water and sanitation utilities and service agencies.
3. Data of mobile users from the network service provider.
4. Data of landline users from the telephone company.

Tip ➔ For these questions a mobile phone survey can be done. Try to create a sample of F/M subscribers from the list of telephone/mobile subscribers which you have obtained from the telephone or network company. If most of the subscribers are male, you can ask to speak to a female member of the household.

Questions for individual interviews with F/M consumers

Tip ➔ Use the same sample as for 7b.i.

Q262. Are you satisfied with the water tariff? On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied (cross the corresponding number):

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<td>3</td>
<td>4</td>
<td>5</td>
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</table>

Q263. How much is your monthly water bill?

a) Would you agree that the amount is less than 3% of your monthly income? / / Yes / / No

b) From whose income is the water bill paid? State the sex and position of the household member.

Indicator 7b.iii. Number of households that purchase water on a regular basis from water vendors; proportion of income spent; sex and intra-household position of the household member who pays for the water, disaggregated by geographical location of the house within the study area.

Collect background information

• Draw a list of water vendors that supply water to households in the survey area.
• Request the water vendors to share the list of customers.
• Identify a representative sample from different locations for interviews

Questions for individual interviews with F/M household members

Q264. Are you satisfied with the amount you spend on purchasing water from the water vendor? On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied (cross the corresponding number):

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<td>5</td>
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</table>

Q265. How much do you pay to the water vendor per month?

a) Would you agree that the amount is less than 3% of your monthly income?

b) From whose income is the payment made to the water vendor? State the sex and position of the household member. Please explain.
Indicator 7b.iv. Impact on health of household members disaggregated by sex and age, due to poor water quality, sanitation, and wastewater disposal by geographical location of the house within the study area.

Tip ➔ For these questions a mobile phone survey can be done. Try to create a sample of F/M subscribers from the list of telephone/mobile subscribers which you have obtained from the telephone or network company. If most of the subscribers are male, you can ask to speak to a female member of the household. Aim to obtain a balanced sample in terms of the number of F/M consumers.

Tip ➔ These questions can be asked to the samples identified for 7b.i., 7b.ii., and 7b.iii.

Questions for individual interviews with F/M household members

Q266. Are you or any of your household members suffering from health problems due to poor water quality, poor sanitation or lack of proper wastewater disposal?

Consolidate/organize the information collected and complete the table below.

<table>
<thead>
<tr>
<th>Geographical location</th>
<th>Sex, age and position of household member</th>
<th>Type of health problem</th>
</tr>
</thead>
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</table>

Indicator 7b.v. Sex and age of the household member who collects water from a common or shared water source; distance to common or shared water source (common tap, common well or handpump) from the house; length of time taken to collect water; and number of people fetching per water source.92

Collect background data

• Review the consumers’ data of the water utility.
• Identify the area where there are less or no consumers connected to piped water supply.
• Take a sample of F/M respondents from among the households not connected to piped water supply. Include female respondents, disaggregated by location.

Tip ➔ If there is a large number of mobile phone subscribers in the area, a phone survey can be done. If most of the subscribers are male, you can ask to speak to a female member of the household. Aim to obtain a balanced sample in terms of the number of F/M consumers.

Questions for individual interviews with F/M household members

Tip ➔ Confirm if the house is connected/not connected to piped water supply

Q267. Is your household connected to piped water supply? If the answer is yes, then do not ask any more questions. If the answer is No, then ask the next set of questions.

If the answer is No, then ask the next set of questions.

a) Do you collect water from a common or shared tap, handpump or well? / Yes / No. Please specify.

b) Which member (specify F/M) of your household usually collects the water?

c) What is the age of the person who collects the water?

d) How many households share the same source?

e) How far is it from your house?

f) How long does it take for you or your household member to collect and bring the water to your house? / Yes / No

---

92 Water source has to be within 1 000 meters from home; collection time should not exceed 30 minutes.
Indicator 7b.vi. Social, physical, economic, impact on household members disaggregated by sex and age when the quantity of water is not sufficient\(^9\) for drinking/domestic use; source of water (piped water/common or shared source); reasons for insufficiency of water.

**Tip** For this indicator, the same samples 7b.i to 7b.v can be used, but it may not be possible to get the answers in a phone survey. If you decide to do a phone survey, remember that if most of the telephone/mobile subscribers are male, you can ask to speak to a female member of the household. Depending upon the situation the researcher will have to decide. Make sure to cover all localities and also households not connected to piped water supply. Aim to obtain a balanced sample in terms of the number of F/M consumers.

Questions for individual interviews with F/M water consumers

Q268. Is your household getting sufficient water to fulfil the needs for drinking and domestic use? / / Yes / / No
   a) If no, what are the reasons?

Q269. What happens when water is not available or not sufficient for the needs of the household members? Please explain.

Consolidate/organize the information collected in the table below:

<table>
<thead>
<tr>
<th>Sex/Age/Position of household member</th>
<th>Water usage (such as cooking, washing)</th>
<th>Main impact perceived (indicate whether the impact is social, physical or economic)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Indicator 7b.vii. Level of availability, accessibility and affordability of/to water source for F/M who are differently abled, in migrant and displaced populations, refugee camps and shelters, Indigenous Peoples, ethnic minorities, by location/neighbourhood/community/displacement or refugee settings.

Collect background information

- Contact relevant government authorities, departments in order to get information about the locations of the vulnerable communities and groups. There could be other sources of information (such as UN agencies, NGOs and civil society organizations working in the area).
- A sample can be selected, disaggregated by sex, age and location.

Questions for individual interviews with F/M consumers

Q270. Are you satisfied with the quantity of water available to you? Is it sufficient for your daily needs?
On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied (cross the corresponding number):

1 2 3 4 5

Q271. Is it easy or difficult for you to collect and transport the water to your house? On a scale of 1 to 5, with 1 being most difficult (least easy) and 5 being least difficult (most easy) (cross the corresponding number):

1 2 3 4 5

---

Q272. Are you satisfied with the quality of water available to you? Is it sufficient for your daily needs? On a scale of 1 to 5, with 1 being least satisfied and 5 being most satisfied (cross the corresponding number):

| 1 | 2 | 3 | 4 | 5 |

Q273. Do you take any actions to prepare the water to make it more suitable for consumption and/or use? If yes, please explain.

Q274. Can you afford the cost of water? Do you find it easy or difficult to pay the water bill or to purchase the water? On a scale of 1 to 5, with 1 being most difficult (least easy) and 5 being least difficult (most easy) (cross the corresponding number):

| 1 | 2 | 3 | 4 | 5 |

Q275. What are the reasons for your responses?

a) What are the constraints?
b) How can they be overcome?
c) What are your suggestions to improve the services?
WATER, MIGRATION, DISPLACEMENT AND CLIMATE CHANGE
When did they migrate?

What was the reason for migration?


Vulnerability to climate change is the degree to which geophysical, biological and socio-economic systems are susceptible to, and unable to cope with, adverse impacts of climate change (Source: Füssel, H.-M. and Klein, R. J. T. 2006. Climate change vulnerability assessments: an evolution of conceptual thinking. Climatic Change, Vol. 75, pp. 301–329.). The term ‘vulnerability’ may therefore refer to the vulnerable system itself, e.g., low-lying islands or coastal cities; the impact to this system, e.g., flooding of coastal cities and agricultural lands or forced migration; or the mechanism causing these impacts, e.g., disintegration of the West Antarctic ice sheet (Source: IPCC (Intergovernmental Panel on Climate Change). 2007b. Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge, United Kingdom, Cambridge University Press).

Climate variability refers to variations in the mean state and other statistics (such as standard deviations, statistics of extremes, etc.) of the climate on all temporal and spatial scales beyond that of individual weather events. Variability may be due to natural internal processes within the climate system (internal variability), or to variations in natural or anthropogenic external forcing (external variability) (Source: IPCC (Intergovernmental Panel on Climate Change). 2007a. Climate Change 2007: Working Group II: Impacts, Adaptation and Vulnerability. Glossary. www.ipcc.ch/publications_and_data/ar4/wg2/en/ annexes/glossary-a-d.html).

Migration from rural to urban and vice versa, within rural or urban locations, within the country or outside.

### Indicator 8i. Number of household/community members disaggregated by sex and age who have permanently migrated, displaced or relocated due to impact on freshwater systems, coastal ecosystems, groundwater caused by climate vulnerability or climatic variability in the survey area.

### Collect background information

- The area of study will be one in which there is known impact of climate vulnerability or variability on water systems. Identify the communities in the area of study.
- Obtain data from government authorities about migration, displacement, relocation from the area, with causes if the information is available. There could be other sources of information (such as civil society organizations, advocacy groups working in the area).
- Interview key informants from these sources.
- Visit the area of survey, talk to key informants in the communities to get a better idea about the situation.
- Identify the households from which family members have migrated.
- Draw a sample of households for the study. If there are few female headed households, include all of them in the sample. Aim to obtain a balanced sample in terms of the number of F/M consumers.
- Collect background information about the climatic event and the communities affected by displacement.
- Identify a sample of households for interviews.
- Collect background information about the impacts of climate variability and vulnerability on coastal ecosystems and the local communities.
- Identify a sample of households for interviews.

### Questions for group interviews with households whose members have migrated permanently due to impact on freshwater

**Tip** For these questions, have a group discussion with household members. Ask these questions separately to F/M household members if female members are not talking freely. You could also have a group discussion with members of the community.

**Q276. How many members of the household have migrated permanently? Disaggregate by sex, age, position in the household.**

a) When did they migrate?

b) What was the reason for migration?97?

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94 *Climate-induced migrations, either permanent, long term or seasonal, are responses to ‘extensive climate risks’, as reported in many studies on individuals and households that migrated due to risks related to rainfall variability and livelihood insecurity (Sources: Warner, K. and Afifi, T. 2014. Where the rain falls: Evidence from 8 countries on how vulnerable households use migration to manage risk of rainfall variability and food insecurity. Climate and Development, Vol. 6, No. 1, pp. 1–17. doi.org/10.1017/S17565529.130383707; Wilkinson A., Kirbyshire A., Mayhew L., Batra P. and Milan A. 2016. Climate-induced migration and displacement: closing the policy gap. ODI Briefing. London, Overseas Development Institute (ODI)).


97 Climate variability refers to variations in the mean state and other statistics (such as standard deviations, statistics of extremes, etc.) of the climate on all temporal and spatial scales beyond that of individual weather events. Variability may be due to natural internal processes within the climate system (internal variability), or to variations in natural or anthropogenic external forcing (external variability) (Source: IPCC (Intergovernmental Panel on Climate Change). 2007a. Climate Change 2007: Working Group II: Impacts, Adaptation and Vulnerability. Glossary. www.ipcc.ch/publications_and_data/ar4/wg2/en/ annexes/glossary-a-d.html).
Consolidate/organize the information collected and complete the table below.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Position in the household</th>
<th>When and where migrated</th>
<th>Reason for migration</th>
</tr>
</thead>
</table>

**Q277. What changes have you noticed with regard to sources of water over the past 10 years?**
- Variations in water flows in the stream/river/spring
- Increased/decreased sediment in surface water
- Lowering of water table
- Any other observed changes

Describe each observation with a timeline, if possible.

**Q278. Have you noticed changes in climate or weather conditions?**
- Variability in seasonal temperatures
- Variability in rainfall, seasonal rains, non-seasonal rains
- Variability of onset of seasonal changes
- Any other observed changes

Describe each observation.

**Q279. Do you think there is a relation between the changes in climate or weather conditions and the changes in water systems?**
- Yes
- No. Please explain.

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Questions for group interviews with F/M members of households displaced due to climatic events

Tip ➔ For these questions, have a group discussion with household members. Ask these questions separately to F/M household members if female members are not talking freely. You could also have a group discussion with members of the community.

**Q280. How many members of the household have been displaced? Disaggregate by sex, age, position in the household.**

Consolidate/organize the information collected and complete the following table.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Position in the household</th>
<th>When and where displaced</th>
</tr>
</thead>
</table>

**Q281. Describe the climatic events that led to the displacement.**

a) What is the impact of these climatic events on local water sources?

**Q282. Have these types of climatic events happened before?**

a) What is the frequency of these events?
- Frequently
- Sometimes
- Never

b) Is the frequency higher or lower now, compared to 10 years ago?
- Yes
- No

c) Have you observed a pattern in the occurrence of these events? Try to establish a timeline.

d) What do you think are the causes for these climatic events?

e) Have you noticed changes in climate\(^9\) or weather conditions?
- Variability in seasonal temperatures
- Variability in rainfall, seasonal rains, non-seasonal rains
- Variability of onset of seasonal changes
- Any other observed changes

Describe each observation.

f) Do you think there is a relation between the changes in climate or weather conditions and the changes in water systems?
- Yes
- No. Please explain.

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\(^9\) Climate change refers to any change in climate over time, whether due to natural variability or as a result of human activity. This usage differs from that in the United Nations Framework Convention on Climate Change (UNFCCC), which defines ‘climate change’ as: “a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.” (Source: IPCC (Intergovernmental Panel on Climate Change), 2007a. Climate Change 2007: Working Group II: Impacts, Adaptation and Vulnerability. Glossary. www.ipcc.ch/publications_and_data/ar4/wg2/en/annexessglossary-a-d.html).
Questions for group interviews with F/M members of the communities and/or households in coastal ecosystems

Tip For these questions, have a group discussion with household members. Ask these questions separately to F/M household members if female members are not talking freely. You could also have a group discussion with members of the community.

Q283. What changes have you noticed with regard to water bodies over the past 10 years?

/ / Variations in water flows in the stream/river/spring / / Increased/decreased sedimentation
/ / Increase in salinity / / Lowering of water table
/ / Variability in water flows in estuaries / / Variability in water flows in coastal wetlands
/ / Variability in tidal flows / / Sea level rise
/ / Impact on mangroves, if any / / Changes in water quality, impacting biodiversity
/ / Any other observed changes

Describe each observation with a timeline, if possible.

Q284. According to you what are the causes of these changes? Please explain.

Q285. Have you noticed changes in climate or weather conditions?

/ / Variability in seasonal temperatures / / Variability in rainfall, seasonal rains, non-seasonal rains
/ / Variability of onset of seasonal changes / / Any other observed changes

Describe each observation.

Q286. Do you think there is a relation between the changes in climate or weather conditions and the changes in water systems? Please explain.

Indicator 8ii. Perception of household/community members disaggregated by sex and age about how the impact on freshwater systems, coastal ecosystems, groundwater caused by climate vulnerability or climatic variability in the survey area affects the sustainability of livelihoods, and the fulfilment of subsistence needs.

Tip The questions for this indicator follow the questions for Indicator 8.i. with the same sample of households.

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99 Vulnerability to climate change is the degree to which geophysical, biological and socio-economic systems are susceptible to, and unable to cope with, adverse impacts of climate change (Source: Füssel, H.-M. and Klein, R. J. T. 2006. Climate change vulnerability assessments: an evolution of conceptual thinking. Climatic Change, Vol. 75, pp. 301–329). The term ‘vulnerability’ may therefore refer to the vulnerable system itself, e.g., low-lying islands or coastal cities; the impact to this system, e.g., flooding of coastal cities and agricultural lands or forced migration; or the mechanism causing these impacts, e.g., disintegration of the West Antarctic ice sheet (Source: IPCC (Intergovernmental Panel on Climate Change). 2007a. Climate Change 2007: Working Group II: Impacts, Adaptation and Vulnerability. Glossary. www.ipcc.ch/publications_and_data/ar4/wg2/en/annexessglossary-a-d.html).

100 Climate variability refers to variations in the mean state and other statistics (such as standard deviations, statistics of extremes, etc.) of the climate on all temporal and spatial scales beyond that of individual weather events. Variability may be due to natural internal processes within the climate system (internal variability), or to variations in natural or anthropogenic external forcing (external variability) (Source: IPCC (Intergovernmental Panel on Climate Change). 2007a. Climate Change 2007: Working Group II: Impacts, Adaptation and Vulnerability. Glossary. www.ipcc.ch/publications_and_data/ar4/wg2/en/annexessglossary-a-d.html).
Questions for individual or group interviews with F/M household members

**Tip** ⇒ Talk to F/M members of the household separately, if necessary.

**Q287.** Describe how the changes in water quantity and quality have affected the availability of water for household and domestic needs.

a) What is the impact of the changes on different members of the household? Describe the impact on education, income and livelihoods

Consolidate/organize the information collected and complete the following table

<table>
<thead>
<tr>
<th>Sex, age and position in the household member</th>
<th>Impacts</th>
<th>Remarks of researcher</th>
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**Indicator 8iii.** Number of household/community members disaggregated by sex and age, migrating seasonally due to decreasing quantity and quality of water for drinking/domestic use and for sustaining livelihoods resulting from climate vulnerability; perception of F/M in the households and community regarding social/physical/economic impact of seasonal migration.

**Collect background information**

- The area of study will be one in which there is known seasonal migration and impact of climate vulnerability or variability on water systems. Identify the communities in the area of study.
- Obtain data from government authorities about seasonal migration from the area, with causes if the information is available. There could be other sources of information (such as UN agencies, NGOs, civil society organizations, advocacy groups working in the area). Interview key informants from these sources.
- Visit the area of survey, talk to key informants in the communities to get a better idea about the situation. Identify the households from which family members are migrating seasonally. Draw a sample of households for the study.
- Aim for a balanced number of F/M headed households. If there are few female headed households, include all of them in the sample.

**Questions for individual interviews with F/M household members**

**Q288.** How many members of the household migrate seasonally? Disaggregate by sex, age, position in the household.

a) Since when have they been migrating on a seasonal basis?

b) What is the reason for seasonal migration?

Consolidate/organize the information collected and complete the following table

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Position in the household</th>
<th>When and where do they migrate?</th>
<th>Reason for migration</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Q289.** How does the seasonal migration of some members of the household affect the economic situation of the household?

a) Has the income increased/decreased?

b) Have expenses increased/decreased?

c) Are there more or less savings?

d) Is there any change in living conditions (such as housing conditions and sanitation)?

e) Any other changes? Please specify
Q290. Are there any changes in the social networks within the community because of seasonal migration?
   a) Loss of friendship/social network, weakening of social ties
   b) Inability to participate in social and religious events, community events, festival
   c) Impact on loss of credit from social networks (not being able to take loans from friends and relatives because relations are not strong any more)

Questions for group interviews with F/M members of the community or household
Tip ➔ Talk to F/M members separately, if required.
Q291. What changes have you noticed with regard to sources of water over the past 10 years?
   // Variations in water flows in the stream/river/spring // Increased/decreased sediment in surface water
   // Lowering of water table // Any other observed changes
   a) Describe each observation with a time line, if possible.
Q292. According to you, what are the causes of these changes?
Q293. Have you noticed changes in climate or weather conditions? If so, please explain.
   a) Variability in seasonal temperatures
   b) Variability in rainfall, seasonal rains, non-seasonal rains
   c) Variability of onset of seasonal changes
   d) Any other observed changes
Q294. Do you think there is a relation between the changes in climate or weather conditions and the changes in water systems? // Yes // No. Please explain.
Q295. Is there an increase in the number of F/M members of the community migrating seasonally because of the changes in water availability and quality? // Yes // No

Indicator 8iv. Number of household/community members disaggregated by sex and age migrating seasonally or relocating due to extreme weather events (excessive precipitation, extreme drought, cyclones); perception of F/M in the households and community regarding social/physical/economic impact of migration/relocation.

Collect background information
• The area of study will be one which has been affected by an extreme weather event (such as cyclone, extreme precipitation).
• Obtain government records about these events, details about the event and its recorded impact on the communities
• Identify the communities and households for the study. Interview key informants from the government, civil society, community leaders.

Questions for individual or group interviews with F/M household members
Tip ➔ Interview F/M members separately
Q296. What is the number of F/M members in the household who have migrated or relocated due to extreme weather events?

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Position in the household</th>
<th>When and where migrated?</th>
</tr>
</thead>
</table>
Q297. Describe the extreme weather event(s).
   a) Have you experienced such event/events before?
   b) What is the frequency of these events? / Frequently / Sometimes / Never
   c) Has the number of such events increased/decreased over the years? Please explain.
   d) What is the impact on local water sources as a result of these events?
   e) How does the impact on local water sources affect the income and livelihoods of household members?

Q298. How does the migration of some members of the household affect the economic situation of the household?
   a) Has the income increased/decreased?
   b) Have expenses increased/decreased?
   c) Are there more or less savings?
   d) Do household members receive revenues from the members who migrated?
   e) Is there any change in living conditions (such as housing conditions and sanitation)?
   f) Any other changes? (please specify)

Q299. Are there any changes in the social networks within the community because of seasonal migration?
   a) Loss of friendships/social network, weakening of social ties
   b) Inability to participate in social and religious events, community events, festivals
   c) Impact on access to credit from social networks (not being able to take loans from friends and relatives because relations are not strong any more)

Indicator 8v. Number of household/community members disaggregated by sex and age migrated or migrating seasonally due to perceived intra-household stress arising from effects of climate vulnerability (such as water scarcity); details of intra-household stress and impact on the household.

Tip ➔ The area of study will be an area which has been identified for water scarcity. Identify the communities and households for the survey.

Questions for individual or group interviews with F/M household members
Tip ➔ These questions can be asked for detailed inquiry in conjunction with Indicators 8i–iv.
Tip ➔ Interview F/M household members separately.

Q300. What is the number of F/M members in the household who have migrated or relocated due to water scarcity?

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Position in the household</th>
<th>When and where migrated?</th>
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</table>

   a) Do you think that water scarcity/water stress causes tension or conflict in the household? / Yes / No
   b) What is the nature of the tension or conflict?
   c) Which household members have been affected the most?
   d) How did you deal with the situation?
   e) Did other members of the household cooperate in resolving the situation? / Yes / No
   f) Is this a recurrent situation? / Yes / No
   g) Is this one of the reasons for the migration of some household members? / Yes / No
   h) Does the tension or conflict get diffused when some members migrate? Or does it get worse?
Indicator 8vi. Perception of F/M members of the household regarding changes in gendered tasks, roles and responsibilities within the household, when some members of the household migrate seasonally or permanently, or are voluntary/involuntary displaced and others remain (feminization of agriculture, fetching water from common taps, domestic tasks, working for wages).

Questions for individual interviews with F/M household members

Tip ➔ These questions can be asked for detailed inquiry in conjunction with Indicator 8iv.

Tip ➔ Interview F/M household members separately.

Q301. Are there any changes in roles and responsibilities in the household as a result of the seasonal migration, permanent migration or displacement of some household members? Please explain these changes.

Consolidate/organize the information collected and complete the tables below for each household.

<table>
<thead>
<tr>
<th>Age, sex and position in the household (of every member)</th>
<th>Traditional role</th>
<th>Change in role during seasonal migration of some household members</th>
</tr>
</thead>
<tbody>
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INDIGENOUS AND TRADITIONAL KNOWLEDGE, AND COMMUNITY WATER RIGHTS
9a. Access to customary water rights for F/M members in the community

**Indicator 9a.i.** Numbers of F/M members of the community accessing their customary rights to land and water for different uses, types of F/M individual and community customary rights to water sources in the survey area; changes over time in access and recognition of F/M water rights with reasons; inter-generational transfer of F/M water rights; discriminatory practices, if any.

**Collect background information**
- Conduct a desk review of documents, reports and research papers pertaining to customary rights in the area identified for the survey. If there are several indigenous groups in the area, each group may have different types of customary rights which would need to be elaborated. Communities from the same indigenous group could be selected for the research even if they do not reside in the same geographical area.
- Identify key informants from the relevant government authority, civil society and advocacy groups working in the area for interviews.
- Identify F/M household/community members for interviews.

**Questions for group interviews with F/M members in the community**

**Tip** Assess whether to conduct separate group interviews with F/M members.

**Q302.** Describe the customary land and water rights of the identified community or indigenous group.

a) What are the individual rights? Please explain.
b) What are the community rights? Please explain.
c) Describe the rights for different uses of water.

**Q303.** How many F/M members of the community have land and water rights according to the customary law?

a) Are they exercising these rights? Please explain.
b) What entitlements do they have from these rights?
c) How can they use these rights?
d) For what purpose are the water rights being used?

**Q304.** Have there been any changes in customary rights over the years?

a) If Yes, then please provide a time line for the changes with reasons for each change.
b) What is the effect of these changes?
c) What are the benefits and drawbacks for F/M members of the community?

**Q305.** How are the customary rights passed on to subsequent generations?

**Q306.** Are there any discriminatory practices?

a) Towards certain sections of the community? Please explain.
b) Towards female or male members of the community? Please explain.

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101 Customary law consists of the customs and practices accepted by members of indigenous groups as binding upon them.

102 Drinking water, domestic use, agriculture, livelihoods such as fishing.
Indicator 9a.ii. Intra-household acceptance and recognition of F/M customary land and water rights; changes over time with reasons, current status of F/M water rights, and discriminatory practices, if any.

Tip ➔ Interview F/M household members separately.

Collect background information
- With the participants identified for group interviews in 9a.i, draw a sample of households for intra-household survey for this indicator.

Questions for individual interviews with F/M household members

Q307. Which members of the household hold the customary rights to land and water?
   a) What is the age, sex and position in the household of the person who hold the rights?
   b) What are the entitlements with these rights?
   c) Have these rights changed over the years?
   d) If yes, please provide a time line for the changes with reasons for each change?
   e) What is the effect of these changes?
   f) What are the benefits and drawbacks of these changes for F/M members of the community?
   g) Are the rights different for F/M in different age categories? In what way?

9b. F/M traditional knowledge, practices and roles in water management

Indicator 9b.i. F/M traditional/indigenous knowledge, practices, experiences and skills related to water resources management, sharing of water and water allocation priorities between individuals and communities; inter-generational transmission of knowledge and practices in the household and community.

Collect background information
- Find out information about the traditional water management practices in the area of study. Contact the relevant government authority.
- Collect background information about the traditional systems in the study area. Examples of traditional systems are step wells, qanats, aqueducts, etc.
- Visit the area to observe and document the traditional water management practices.
- Identify the communities to be studied.
- Identify key informants in the communities, relevant government authorities, known researchers on the Indicator topic.
- Identify F/M members of the community for group discussions.

Questions for individual or group interviews with F/M members of the community

Q308. What are the different traditional or indigenous knowledge and practices followed by the community with regard to water sharing of community water sources?
   a) Are there any differences in practices for F/M members in the community?
   b) Are there any differences in practices for different age categories of both F/M?
   c) Describe the different practices.
Q309. Are there any practices related to the following?
   a) Water sharing between members of the community?
   b) Water allocation priorities for different uses?
   c) Water allocation priorities between individuals and communities?

Q310. How is traditional knowledge related to water sharing and practices passed on through generations?

Indicator 9b.ii. F/M traditional roles, intra-household and in the community, for managing water resources; changes over time with reasons; and F/M perceptions regarding the changes in roles.

Tip ➔ Use the same samples as 9b.i.

Questions for individual or group interviews with F/M members of the community

Q311. What are the traditional roles performed by F/M household members for managing water in the household?
   a) Have these roles changed over time? Please explain how.
   b) What are the reasons for the changes?
   c) What are your views with regard to the changes in roles?
   d) What do you like/not like about these roles?
   e) How would you like the roles to change?

Indicator 9b.iii. F/M perception of acceptance/non-acceptance/acknowledgement of traditional/indigenous knowledge, experience and skills related to water management within and outside the community; recognition by government authorities; and inclusion/non-inclusion in water policy frameworks.

Tip ➔ Use the same sample as for 9b.i.

Tip ➔ Using the information collected for 6b.i, identify relevant government officials for interview.

Questions for individual interviews with government authorities

Q312. Are traditional knowledge of F/M members of local communities and practices related to water management recognized by the government in policy frameworks? / / Yes / / No
   a) If no, what are the reasons for not acknowledging F/M traditional knowledge?
   b) If yes, then in what way has F/M traditional knowledge been acknowledged, recognized in policy frameworks?
   c) Has the government recognized, or spread awareness on traditional knowledge in any other way, through brochures, publications, etc.
   d) Have any efforts been made to safeguard traditional knowledge and practices? Please explain.
   e) Have any efforts been made to preserve and promote traditional water management practices? Please explain.
Questions for individual or group interviews with F/M community members

Tip ➔ This question can be asked in the same community as Indicator 9b.ii.

Q313. Do you think the government has taken any measures to preserve traditional knowledge and management systems?
   a) In what way have they preserved traditional knowledge and practices?
   b) Do you think the measures they have used are appropriate?
   c) Were they successful in preserving or conserving the traditional water management system?

Indicator 9b.iv. F/M perception regarding the importance and relevance of local knowledge, local innovation and conservation practices in agriculture and water-related livelihoods in the context of climate change and variability.

Tip ➔ Use the same groups interviewed for Q308.

Questions for group interviews with F/M members of the community

Q314. Are you using traditional knowledge and water management practices?
   a) Are they still relevant today? Please explain.

Q315. Have you observed any changes in traditional water systems over the past 10 years?
   a) Variations in water flows in the stream/river/spring
   b) Increased/decreased sediment in surface water
   c) Lowering of water table
   d) Any other observed changes (please specify)
   Describe each observation with a timeline, if possible.

Q316. Have you observed changes in climate or weather conditions over the past 10 years? If Yes, describe each observation.
   a) Variability in seasonal temperatures
   b) Variability in rainfall, seasonal rains, non-seasonal rains
   c) Variability of onset of seasonal changes
   d) Any other observed changes

Q317. Do you think there is a relation between the changes in climate or weather conditions and the changes in traditional water systems? / Yes / No. Please explain.

Q318. Have you made any changes to the traditional water systems to adapt to the changes that you have described?
   a) Are these changes the result of local innovation, or did you get the knowledge from other sources like government extension officers, extension training, etc. / Yes / No
   b) What was the effect of the changes in traditional water systems on your livelihoods? Please explain.
   c) What measure did you take to overcome these problems? Please explain.
Indicator 9b.v. F/M participation in decision-making processes in traditional, community-based management systems; changes over time with reasons; and discriminatory practices, if any.

Tip ➔ Use the same groups interviewed for 9b.i, 9b.ii, 9b.iii and 9b.iv.

Questions for group interviews with F/M members of the community

Q319. Describe the traditional system of water management.
   a) Is there a different management system for each water body and type of use? Please explain.
   b) Is there a committee or group that manages the system?
   c) What is the composition of the committee or group? Number of F/M members
   d) Can members make suggestions regarding the management system?
   e) Can you give some examples of the suggestions for changes made by members?
   f) Were these suggestions accepted? What was the result of these suggestions?

Q320. What is the level of involvement of male members in the management and decision-making? In a scale from 1 to 5, where 1 is less involved and 5 very involved:

   1  2  3  4  5

   a) What is the level of involvement of female members in the management and decision-making? In a scale from 1 to 5, where 1 is less involved and 5 very involved:

   1  2  3  4  5

Q321. What are the constraints in participation for male members?
   a) How are these constraints overcome?

Q322. What are the constraints in participation for female members?
   a) How are these constraints overcome?

Q323. How is the final decision taken?
   a) Who takes the final decision?

Q324. Have decision-making and management systems changed over the years? In what way. Please explain.
WATER EDUCATION AND TRAINING

Group exercise during the WWAP Training on Sex-disaggregated data (2019).
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10a. F/M access to skill development for career enhancement

**Indicator 10a.i.** Official policies of (a) national ministries that deal with water resources; (b) in public/private utilities and commissions for water-related services; (c) water-related industry and enterprise with regard to provision of technical and vocational training for F/M staff/employees for skill development and career enhancement in different job positions and type of jobs; evidence of implementation of the policies; and feedback from F/M staff/employees.

**Collect background information**
- Find out from the HR department of (a), (b) and (c) if there is a policy with regard to provision of training for career enhancement.
- Review the documents related to the policy and its implementation.
- Review records of training given to the staff.
- Interview key informants from HR and other senior management.
- Have a group discussion with selected staff/employees, separately for F/M, if required.

**Question for desk review**

**Q325.** Is there a policy for provision of technical and vocational training, skill development for career enhancement for both F/M staff? Please explain.

**Questions for individual interviews with employers**

**Q326.** What type of training is given to F/M staff?
   a) What are the capacity building opportunities (such as training, study visits, training of trainers) offered to male staff for career enhancement?
   b) What are the capacity building opportunities (such as training, study visits, training of trainers) offered to women staff for career enhancement?

**Questions for individual interviews with F/M staff**

**Q327.** Have you read the HR policy regarding training for career enhancement?
   a) What is your opinion about the policy?

**Q328.** Have you received any training?
   a) Was it useful? / / Yes / / No. Please explain.
   b) Did it help to enhance your career? / / Yes / / No. Please explain.
   c) Are there any other opportunities for skill development to further your career in the organization? / / Yes / / No
   d) Do you think that the implementation of the policy is fair for both female and male employees? / / Yes / / No. Please explain.

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10a. Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.

10b. Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).

10c. “Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.” (UNESCO, n.d.).
Indicator 10a.ii. Number of F/M staff/employees with job position receiving or received water management training (technical and vocational) in (a) national ministries that deal with water resources; (b) public/private utilities and commissions for water-related services; (c) water-related industry and enterprise; and feedback on the usefulness of the training from F/M staff/employees.

Collect background information

- Find out from the HR department of (a), (b) and (c) if there is a policy with regard to provision of training for career enhancement.
- Review the documents related to the policy and its implementation.
- Review records of training given to the staff.
- Interview key informants from HR and other senior management.
- Have a group discussion with selected staff/employees, separately for F/M, if required.

Questions for individual interviews with employers

Q329. What is the number of staff/employees who have received or are receiving training related to water management?

Disaggregate by sex, and job position.

a) What was the subject of the training? Provide details about type of training, frequency, topics covered.

b) How are the trainees selected?

c) Where was the training given?

d) Who gave the training?

e) Was feedback taken from the trainees? / / Yes / / No. Please explain.

f) Was the feedback used to improve the training? / / Yes / / No. Please explain.

Questions for individual or group interviews with F/M staff/employees

Tip ➤ These questions could be asked in groups, if needed in separate groups for male and female staff/employees.

Q330. Have you received any training in water management in your job?

a) What type of training was it? Give details.

b) How and why were you selected for the training?

c) Was the training useful? / / Yes / / No. Please explain.

d) Did you give any feedback regarding the training? Was the feedback used in any way? / / Yes / / No. Please explain.

e) Are there any constraints for female staff to go for training?

f) Are there any constraints for male staff to go for training?

g) Is the selection process of F/M trainees fair for all staff? Give reasons.

h) Did you feel that F/M staff that participated to the training were treated equally? Please explain.

106 Apprenticeship Training (AT), Vocational Education (VE), Technical Education (TE), technical education, technical-vocational education (TVE), occupational Education (OE), vocational education and training (VET), professional and vocational Education (PVE), career and technical education (CTE), workforce education (WE), workplace education (WE), etc. as applicable (Source: UNESCO (United Nations Educational, Scientific and Cultural Organization). n.d. What is TVET? UNESCO website.unevoc.unesco.org/go.php?q=What+is+TVET).

107 Idem.

108 Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.

109 Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
10b. Gender sensitization training

Indicator 10b.i. Number of F/M staff/employees in different job positions participating in gender-sensitive/responsive training events in (a) national ministries that deal with water resources;\textsuperscript{110} (b) in public/private utilities and commissions for water-related services;\textsuperscript{111} (c) water-related industry and enterprise; feedback on the usefulness of the training from F/M trainees.

Collect background information

- Fact finding through desk study of records pertaining to the gender sensitization training; interview with key informants (such as trainers and trainees); validation by cross checking with trainees and trainers about training content and effectiveness.

Questions for desk review and individual interviews with employers

Q331. What is the number and job position of F/M staff/employees who have participated in gender sensitization training events?
   a) When were the training programmes initiated?
   b) What is the frequency of training? / / Frequently / / Sometimes / / Never
   c) What is the policy for participation by staff? Is it compulsory? / / Yes / / No
   d) What levels (junior, middle, senior, etc.) of staff are required to participate?
   e) Is there any incentive to participation in gender-sensitive training?
   f) Are both F/M staff equally encouraged to participate to the training?
   g) Can staff members request to participate in the training? / / Yes / / No

Q332. What is the number of training programmes conducted since they were initiated?
   a) How were the trainers selected?
   b) What are the qualifications and experiences of the trainers?
   c) What is the sex of the trainers?
   d) What is the content of the training programmes?
   e) What is the training method used?
   f) What evidence, if any, shows the effectiveness of the training?
   g) Was feedback taken from participants regarding the training? / / Yes / / No / / I don’t know
   h) Was this feedback disaggregated by sex? / / Yes / / No / / I don’t know
   i) Was this feedback taken into consideration? / / Yes / / No / / I don’t know
   j) What evidence, if any, is there that training programmes were changed and/or modified based on feedback from participants?

\textsuperscript{110} Such as drinking water, sanitation, wastewater, watershed management, irrigation, environment.

\textsuperscript{111} Public/private utilities contracted/mandated to manage and supply drinking water, sanitation and hygiene services, irrigation water, wastewater treatment and management, renewable energy production services (such as hydropower, management of reservoirs, etc.).
Indicator 10b.ii. Number of F/M staff and students in formal, vocational and technical educational institutions who have received gender equality training, with type of training and duration; feedback on the usefulness of the training from F/M trainees.

Tip ➔ The purpose of this indicator is to find out if gender equality training is given to staff and students of educational institutions that provide training in water-related subjects.

Collect background information

- Identify the educational institutions where the survey is to be done.
- Draw a sample of staff from different departments and job positions, and of students disaggregated by sex, age, department of study and level of study.
- Aim for the sample to be well balanced in terms of sex, age, department and level.

Questions for desk review and individual interviews with key informants

Q333. What is the number of F/M staff/employees who have participated in gender equality training events?
   a) What is the number of male participants and what is their position in the institution?
   b) What is the number of female participants and what is their position in the institution?

Q334. What is the number of F/M students who have participated in gender equality training events?
   a) What is the number of female students and what is their subject and level of study?
   b) What is the number of male students and what is their subject and level of study?

Q335. When were the training programmes initiated?
   a) What is the frequency of training? / / Frequently / / Sometimes / / Never
   b) Is the training compulsory for staff and students? / / Yes / / No
   c) If not, can staff members/students request to participate in the training? / / Yes / / No
   d) If not compulsory, what are the incentives for participation in gender equality training?
   e) What levels of staff/students (junior, middle, senior, for staff or specify grade for students) are required to participate?
   f) Are both F/M staff and students equally encouraged to participate?

Q336. What is the number of training programmes conducted since they were initiated?
   a) How were the trainers selected?
   b) What are the qualifications and experiences of the trainers?
   c) What is the sex of the trainers?
   d) What is the content of the training programmes?
   e) What is the training method used?
   f) What evidence, if any, shows the effectiveness of the training?
   g) Was feedback taken from participants regarding the training? / / Yes / / No / / I don’t know
   h) Was this feedback taken into consideration? / / Yes / / No / / I don’t know
   i) What evidence, if any, is there that training programmes were changed and/or modified based on feedback from participants?
Indicator 10b.iii. Number and type of gender sensitization/awareness-raising events/campaigns/communication materials through media, promoted and made available to the community and public at large; by public/private agencies.

Collect background information

- From the relevant departments, ministries, agencies find out, if any, gender sensitization/awareness events, campaigns, or communication materials are being made available to the community and public at large.
- Obtain documents and reports, media reports and materials.
- Find out where the events, campaigns, etc., are taking place. Observe events taking place.

Questions for desk review, individual interviews with key informants and participant observations

Q337. Are any efforts being made to create public awareness about gender equality with regard to water?

a) Which public or private agency is responsible for this?

b) What methods are used to create awareness?

c) Is feedback taken from F/M members of the community?

d) What kind of feedback is received?

e) Is there any proof that such feedback was taken into account?

Indicator 10b.iv. Perception of members in the community, disaggregated by sex and age about the quality of content and method of communication used in gender sensitization/awareness-raising events/campaigns/communication materials promoted through media by public/private agencies.

Collect background information

Tip ➡ A phone survey can be done. Ensure that female and male subscribers are included. Aim for a sample with equal number of F/M

- For interviews, draw a sample of F/M members of the community where the gender sensitization/awareness raising events/campaigns/communication materials described in Q337 were disseminated.

Questions for individual or group interview with F/M members in the community

Tip ➡ Instead of the word ‘campaign’, you can ask about a specific event, print or audiovisual material.

Q338. Are you aware of the awareness campaign for gender equality related to water? / / Yes / / No

a) What type of awareness materials or campaign have you seen?

b) What do you think about the messages?

c) Are the messages appropriate?

d) Are they easy to understand?

Q339. Do you think such campaigns are important or required? / / Yes / / No. Please explain.

a) Do you have any suggestions for future campaigns?

b) Have you expressed your suggestions to the relevant authorities? / / Yes / / No

c) If yes, please explain the process.
10c. F/M access to formal, informal and vocational water education, training and employment

Indicator 10c.i. Number of F/M students enrolled (current or past) in water-related science and technical/vocational courses in formal and informal education/training institutions such as universities, colleges, technical training institutes/technical and vocational education and training (TVET), specifying topic, level and duration.

Collect background information

- Select the water-related educational institutions to be studied.
- Obtain records, documents related to past and present students and staff.
- Identify a sample of F/M staff and students further disaggregated by age, educational level, type of course and any other criteria that may be relevant in the specific context.
- Have group discussions or individual interviews, as required.

Questions for desk review and individual interviews with officials of educational institutions

Q340. What is the number of F/M students enrolled in the different courses?
   a) Has the number of female students increased/decreased over the past 10 years?
   b) Is there any difference in the topics or courses in which F/M students enrol?
   c) Do F/M students have preferences for different subjects?

Indicator 10c.ii. Number of F/M alumni of formal and informal education/training institutions working in the water sector with type of job, salary and type and term of employment.

Collect background information

- Select the water-related educational institutions to be studied.
- Obtain records, documents related to past and present students and staff.
- Identify a sample of F/M staff and students further disaggregated by age, educational level, type of course and any other criteria that may be relevant in the specific context.
- Have group discussions or individual interviews, as required.

Questions for desk review and individual interviews with management of the institution

Q341. How many F/M alumni are working in the water sector?
   a) What kinds of jobs, salaries and terms of employment do the female alumni have?
   b) What kinds of jobs, salaries and terms of employment do the male alumni have?
**Indicator 10c.iii.** Number of F/M alumni of formal and informal education/training institutions teaching water-related subjects, with topics and level of experience in formal and informal education/training institutions.

**Collect background information**
- Select the water-related educational institutions to be studied.
- Obtain records, documents related to past and present students and staff.
- Identify a sample of F/M staff and students further disaggregated by age, educational level, type of course and any other criteria that may be relevant in the specific context.
- Have group discussions or individual interviews, as required.

**Questions for desk review and individual interviews with management of the institution**

**Q342.** How many F/M alumni are teaching water-related subjects?
- a) What subjects or topics are they teaching and at what level?
- b) What job title, salary and terms of employment do the female alumni have?
- c) What job title, salary and terms of employment do the male alumni have?

**Indicator 10c.iv.** Perception of F/M staff and students regarding constraints, if any, faced in access to water-related education and technical/vocational training.

**Collect background information**
- Select the water-related educational institutions to be studied.
- Obtain records, documents related to past and present students and staff.
- Identify a sample of F/M staff and students further disaggregated by age, educational level, type of course and any other criteria that may be relevant in the specific context.
- Have group discussions or individual interviews, as required.

**Questions for individual or group interviews with F/M staff and students**

**Q343.** What are the constraints for female students to join and complete the course?
- a) How are the constraints overcome?

**Q344.** What are the constraints for male students to join and complete the course?
- a) How are the constraints overcome?

**Q345.** What are the constraints for female alumni to find employment?
- a) How are the constraints overcome?

**Q346.** What are the constraints for male alumni to find employment?
- a) How are the constraints overcome?
**Indicator 10c.v.** Reports by F/M staff and students regarding discrimination (based on gender, culture, or other criteria) faced in finding or keeping employment in the water sector after completion of education/training.

**Collect background information**
- Select the water-related educational institutions to be studied.
- Obtain records, documents related to past and present students and staff.
- Identify a sample of F/M staff and students further disaggregated by age, educational level, type of course and any other criteria that may be relevant in the specific context.
- Have group discussions or individual interviews, as required.

**Questions for desk review or individual interviews with management of the institution**

**Q347.** Have F/M staff and students faced any discrimination in finding or keeping jobs? Please explain
  a) Have they undertaken any steps to issue complaints? Please explain.

**Indicator 10c.vi.** Number and type of schools (boys’ school/girls’ school/mixed sex school) and level (primary/secondary/high) that include in the curriculum education regarding water use and management with a gender perspective; perception of F/M students regarding the inclusion of the subject/course in the curriculum.

**Collect background information**
- Select the schools for the survey. Find out details about the curriculum.
- Interview school management, staff and students.

**Questions for individual interviews with management, staff, students**

**Q348.** How many schools teach about water use and management?
  a) What are the topics covered?

**Q349.** Does the course include gender awareness?
  a) If yes, does it include gender awareness with regard to water use and management?

**Tip** Disaggregate the information by boys’ schools, girls’ schools, co-ed schools, and by level (primary/secondary/high).

**Questions for school management**

**Q350.** What are the reasons for including the subject related to water use and management in the school curriculum? Please explain.
  a) What are the topics covered? Please explain.
  b) What is the nature of the course? Number of classes, duration.

**Q351.** Does the course include gender awareness? If yes, does it include gender awareness about water use and management? Please explain.
Questions for F/M staff who teach the subject

Q352. What are your views about including the topic on water use and management with a gender perspective in the school curriculum?
   a) Do you think this is an important subject? / / Yes / / No. Give reasons.
   b) What should be the content of the teaching material?
   c) How many classes should be dedicated to this subject?

Q353. If the subject is currently being taught, what is your view about the content?
   a) Do you have any suggestions for improving the content? / / Yes / / No. Please explain.

Q354. What is the response of the F/M students?
   a) Do you have any suggestion on how to generate interest in the student for this topic? Please explain.

Questions for F/M students

Q355. Have you attended the classes on water use and management?
   a) What are your views about the content of the course? Is it interesting for you? / / Yes / / No
   b) Were you taught about the roles and responsibilities of men and women in water management?
   c) What did you learn about the roles of men and women in water management?
   d) Do you think that this is an important subject? Please give reasons why you think so?

10d. F/M access to skill development at community level

Tip ➤ These questions can be administered to the sample of F/M farmers identified for the Indicator topic 5.

Indicator 10d.i. Number of F/M farmers and community members who have received technical training related to water management from government/non-government institutes or organizations; constraints to participation by F/M trainees; reasons and solutions for constraints.

Collect background information

• Contact government/non-governmental institutions or organizations that provide technical training related to water management for F/M farmers. Review their records to get information about the training offered and number of farmers trained by them.
• If you are using the same sample from Indicator Topic 5, then review the institutions or organizations that provide training to those farmers or in that same survey area.

Questions for desk review

Q356. How many F/M farmers or members of the community have received technical training related to water management from public, civil society or private organizations?
   a) When and where was the training?
   b) Who organized the training?
   c) What was the topic of the training?
Questions for individual or group interviews with F/M training participants

Q357. Did you receive any financial assistance from government or private source to complete the training? Give details.
(For example: from government department, NGO, training institute, community, etc.)
   a) What constraints did you face in participating in the training?
   b) What are the solutions for these constraints?

Q358. Was the training useful? / Yes / No. Please explain.

Indicator 10d.ii. Number of F/M members in the community who have received technical training related to construction and maintenance of piped water systems for drinking water (pipelines, fixing taps, wells, etc.), and are actually using it in their job or daily activities.

Collect background information

- Contact government/non-governmental institutions or organizations that provide technical training related to water management for F/M farmers. Review their records to get information about the training offered and number of farmers trained by them.
- If you are using the same sample from Indicator Topic 5, then review the institutions or organizations that provide training to those farmers or in that same survey area.

Questions for desk review

Q359. How many F/M members of the community have received technical training related to construction and maintenance of piped water systems for drinking water, from public, civil society or private organizations?
   a) When and where was the training?
   b) Who organized the training?
   c) What was the topic of the training?

Questions for individual or group interviews F/M training participants

Q360. How many F/M members of the community have received technical training for construction and maintenance of piped water systems?
   a) Was the training useful? / Yes / No. Please explain.
   b) How many F/M trainees are currently employed?
   c) How and where are they employed?
   d) What tasks do they perform?
   e) How many F/M trainees are not employed? What are the reasons?
   f) Are F/M trainees using the knowledge and skills in any other way?

Indicator 10d.iii. Number of F/M members in the community who have received technical training related to construction and maintenance of irrigation systems (channels, pipes, pumps, etc.) and are actually using it in their job or daily activities.

Collect background information

- Contact government/non-governmental institutions or organizations that provide technical training related to water management for F/M farmers. Review their records to get information about the training offered and number of farmers trained by them.
- If you are using the same sample from Indicator Topic 5, then review the institutions or organizations that provide training to those farmers or in that same survey area.
Questions for desk review

Q361. How many F/M members of the community have received technical training related to construction and maintenance of irrigation systems, from public, civil society or private organizations?
   a) When and where was the training?
   b) Who organized the training?
   c) What was the topic of the training?

Questions for individual or group interviews with F/M training participants

Q362. How many F/M members of the community have received technical training for construction and maintenance of irrigation systems? What type of systems?
   a) Was the training useful? / Yes / No. Please explain.
   b) How many F/M trainees are currently employed?
   c) How and where are they employed?
   d) What tasks do they perform?
   e) How many F/M trainees are not employed? What are the reasons?
   f) Are F/M trainees using the knowledge and skills in any other way?

Indicator 10d.iv. Number of F/M members in the community who have received technical training related to water quality monitoring (wells, springs, rivers, etc.) and are actually using it in their job or daily activities.

Collect background information

- Contact government/non-governmental institutions or organizations that provide technical training related to water management for F/M farmers. Review their records to get information about the training offered and number of farmers trained by them.
- If you are using the same sample from Indicator Topic 5, then review the institutions or organizations that provide training to those farmers or in that same survey area.

Questions for desk review

Q363. How many F/M members of the community have received technical training related to water quality monitoring, from public, civil society or private organizations?
   a) When and where was the training?
   b) Who organized the training?
   c) What was the topic of the training?

Questions for individual or group interviews with F/M training participants

Q364. How many F/M members of the community have received technical training for water quality monitoring?
   a) Was the training useful? / Yes / No. Please explain.
   b) What type of monitoring systems have they learned?
   c) How many F/M trainees are currently employed?
   d) How and where are they employed? What tasks do they perform?
   e) How many F/M trainees are not employed? What are the reasons?
   f) Are F/M trainees using the knowledge and skills in any other way?
CONCLUSIONS
UNESCO WWAP is committed to advancing women’s empowerment and gender equality in water resources management and governance, in full alignment with the UNESCO global priority on gender equality. To this purpose, WWAP has developed a methodology to tackle the global data gap on water and gender.

The UNESCO WWAP Toolkit on Sex-disaggregated Water Data fulfils a need for practical tools for freshwater assessments using gender-responsive indicators to gather qualitative and quantitative sex-disaggregated water data. It has received official recognition in the international arena as a pioneering effort for bringing the issue to the forefront of the international water agenda.

The 2019 edition of the UNESCO WWAP Toolkit on Sex-disaggregated Water Data shows direct relevance to the achievement of SDG 5 on gender equality and women and girls’ empowerment, and of SDG 6 on ensuring the availability and sustainable management of water and sanitation for all. Both Goals have profound linkages with other SDGs and directly address SDG 17 with particular reference to Target 17.18 on disaggregated data.

Tool 4 is a versatile hands-on tool for the collection of sex-disaggregated water data in the field, and a practical instrument to produce baseline knowledge on water and gender. In line with the new and updated conceptual indicators from Tool 1, this fourth Tool breaks down each indicator in straightforward questions that enable the collection of quantitative and qualitative sex-disaggregated water data.

Sex-disaggregated water data can inform policies and contribute to achieving gender equality and women’s empowerment through transformative actions. This Toolkit is a useful instrument that aims to set global standards for the collection of sex-disaggregated data related to water. It may be considered a means to gradually close the gender data gap and to speed up the achievement of the gender-related goals and targets of the 2030 Agenda for Sustainable Development.

With this publication, WWAP contributes to the strengthening of gender equality and women empowerment in water resources management and governance and to the reinforcement of social inclusion, sustainable development and water security for a more peaceful future.
ANNEX

WWAP WORKING GROUP ON SEX-DISAGGREGATED WATER INDICATORS (2014–2015)

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• Tom Williams, Programmes Director and Regional Group Director, International Water Association (IWA);
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• Claudia Wendland, Water and Sanitation Specialist at Women in Europe for a Common Future (WECF).
2019 UNESCO WWAP TOOLKIT ON SEX-DISAGGREGATED WATER DATA

Tool 1
Gender-responsive indicators for water assessment, monitoring and reporting

Tool 2
Methodology for the collection of sex-disaggregated water data

Tool 3
Guidelines on the collection of sex-disaggregated water data

Tool 4
Questionnaire for the collection of sex-disaggregated water data

2015 WWAP TOOLKIT ON SEX-DISAGGREGATED WATER DATA

Sex-disaggregated indicators for water assessment, monitoring and reporting

Guidelines on how to collect sex-disaggregated water data

Questionnaire for collecting sex-disaggregated water data
The scarcity of sex-disaggregated data is a major obstacle to the production of scientific evidence on gender inequality. The UNESCO WWAP Toolkit on Sex-disaggregated Water Data aims to provide a methodology and concrete instruments to close the information gap on water and gender, inform water policies and help implement gender-transformative actions.

The new edition of the Water and Gender Toolkit forms part of WWAP’s initiative on gender-responsive water assessment, monitoring and reporting, and belongs to the Water and Gender Series. The 2019 Toolkit has been produced in light of the success of the 2015 edition, which received official recognitions on multiple occasions, and was endorsed by the 23rd Inter-Governmental Council of the UNESCO International Hydrological Programme (IHP) (Resolution XXIII-2) to be used and disseminated in Member States.

The 2019 edition is inspired by the 2030 Agenda for Sustainable Development. It addresses the interconnections between the Sustainable Development Goals and incorporates the lessons learnt from the tests undertaken in the field using the 2015 Toolkit.

Tool 1, *Gender-responsive indicators for water assessment, monitoring and reporting* contains new ‘conceptual’ indicators on crucial topics related to water, including human rights-based approach, education, climate change, migration and displacement, and indigenous knowledge.

Tool 2, *Methodology for the collection of sex-disaggregated water data*, describes the methodology and its conceptual pillars for the collection of sex-disaggregated water data.

Tool 3, *Guidelines on the collection of sex-disaggregated water data*, reports on data collection methods. It covers the needs of different users and is applicable in different contexts and regions of the world.

Tool 4, *Questionnaire for the collection of sex-disaggregated water data*, contains a comprehensive list of over 400 questions to collect the information related to the conceptual indicators of the ten priority topics defined in Tool 1.

With this Toolkit, WWAP contributes to the strengthening of gender equality and women empowerment in the water sector for a more sustainable, water secure, inclusive and peaceful future.