

# Case studies

## 1.1 Introduction

These case studies have been collected as part of a project to bring issues of social exclusion in the practical development of infrastructure in low-income countries into the core of project planning and design. They have been used to influence and illustrate the guidelines that have been produced as part of the research.

The case studies are being set out here to provide a resource for engineers and the trainers of engineers. They can either be used as a supplement to the training notes produced under the project or used separately to provide illustrations of the overlap between gender issues and the development of infrastructure.

One of the problems in collating the case studies has been the lack of *engineering* issues. There are many case studies of the importance in considering the needs of men and women in the development of infrastructure, but these have come from gender studies rather than mainstream civil engineering. This leads to the impression that gender issues lie outside of the core of project development and design, forming a specialist area requiring specific expertise. In contrast, many engineering examples do not bring out social issues explicitly, so there is a gap between “gender” knowledge and “engineering” knowledge that these case studies and associated books and booklets aim to bridge.

## 1.2 The studies

The case studies have been kept short, to make them accessible and useful as part of larger initiatives. They have been edited slightly to bring out the engineering issues, rather than other aspects, such as politics or rights based actions. A comment is provided to expand on some the lessons that can be drawn from the case study.

The studies are grouped according to sectors:

- water resources;
- water supply
- sanitation
- solid waste
- transport
- irrigation
- construction
- management and organization
- emergencies
- hygiene activities

Within each section, the case studies are grouped according to the project cycle (planning, feasibility, design, construction, operation and maintenance, evaluation).

### 1.3 Other project outputs

- For a short introduction on infrastructure and its impact on people, see *Building with the Community* (WEDC 2002)
- For guidelines on how on engineers can include gender issues in their work see *Infrastructure for All* (WEDC 2002).
- To train engineers and technicians to meet the needs of men and women see *Developing Engineers and Technicians* (WEDC 2002)
- Website: <http://www.lboro.ac.uk/wedc/projects/msgender/index.htm>

### 1.4 Referencing

The case studies have been provided by a wide ranging group of people over several years. Some are personal observations or have been extracted from published or unpublished reports. Attempts have been made to identify the originator of these extracts, but this has not always been possible. If you know the original source of a case study, please contact Brian Reed (details below), in order that credit can be given.

### 1.5 New Case studies

If you have examples of engineering issues that have a gender or social exclusion aspects, that you think would be useful additions to these case studies, please contact Brian Reed (details below).

## 1.6 Acknowledgements

The guidelines were produced by a project team consisting of Sue Coates, Marie Fry, Sarah Parry-Jones and Brian Reed, lead by Ian Smout. The team wishes to thank the following people for their assistance in preparing this publication.

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## Case study 1 Credit facilities

### 1.1 Background

The Grameen Bank in Bangladesh is well known provider of credit to some 2 million poor and landless, mainly women. The Bank is also a successful example of extending credit for rural water supply and sanitation. The Bank's significant innovation is to organise people into groups of five and ask each person to guarantee the repayment of a loan to any of the other four members.

### 1.2 Results

Peer support of this kind has been very effective and credit groups have an almost perfect repayment rate. In 1993 more than three million was loaned for tube wells and sanitary latrines. All Grameen Bank members are eligible, although in the case of loans for sanitary latrines or hand pumps a member normally needs to be a second time borrower. The borrowers are nearly all women.

### 1.3 Comment

Finance is an important aspect of paying for an improving water supply and sanitation facilities. Normal routes to obtaining finance may not be available to all members of the community.

*Mainstreaming Gender in WES programming UNICEF - Oct 1997*

## Case study 2

### Setting up a water committee

#### 2.1 Action

The Mvula Trust in South Africa used the following sequence to set up its water committees. The following are some of the decisions taken by the community:

- Formation of the water committee.
- Adoption of constitution.
- Election of committee.
- Application to Mvula Trust.
- Selection of project and training agent.
- Input into feasibility study.
- Labour rates (skilled and unskilled).
- Community cash contribution rate (into emergency fund).
- Selection of skilled labour (bookkeeper, storekeeper and supervisors).
- Approval of designs and implementation plan (i.e.: technology choice, pipe layout).
- Hiring unskilled labour, composition and rotation of work teams.
- Selection of suppliers and contractors.
- Expenditure decisions.
- Monitoring progress against budgetary expenditure.
- Reporting procedure with community.
- Operation and maintenance arrangements (including water tariff rate).

*(Community Decisions on Mvula Trust Projects Siphokazi Mphala WEDC Conf 1997)*

#### 2.2 Comments

Where are the women?

How many women were involved?

What decision-making powers did they have?

### Case study 3

## Practical action for female engineers

### 3.1 Background

The action of growing gender affirmative action is visible in the new Government of India norms, which specifies 33 per cent reservation for women in higher technical education and in employment opportunities for women. This was seen to have led to the recruitment of 11 women engineers to the Rural Water Supply and Sanitation Organisation (RWSSO) in Orissa over the last 7 years.

### 3.2 Action

However while policies had changed attitudes and organisational cultures had not. In the RWSSO head office in Bhubaneswar, in Orissa there were two women engineers. Their basic practical problem was the absence of a separate toilet.

### 3.3 Comment

To make engineering organizations more open to women, policy needs to change, but so does practical arrangements.

## Case study 4 Working hours

### 4.1 Background

The action of growing gender affirmative action is visible in the new Government of India norms, which specifies 33 per cent reservation for women in higher technical education and in employment opportunities for women. This was seen to have led to the recruitment of 11 women engineers to the Rural Water Supply and Sanitation Organisation (RWSSO) in Orissa over the last 7 years.

### 4.2 Action

Most women engineers were assigned desk offices and requests for field posting from one young and challenging woman engineer was turned down as being not appropriate. The male engineers in the office have a cultural practice of arriving late and leaving late in the evening. For the women, practical responsibilities at home make leaving the office late impractical or at best impossible. This was often identified as women's fear of being out late (after dark) from home and viewed by the men as women's inability to perform as efficiently as men, all of which were then used as arguments to prove that women cannot perform as the men do.

### 4.3 Comment

Policy may need to be coupled with changes in working practices and raising awareness of other peoples' viewpoints, if women are to work in engineering to a greater extent.



## Case study 5

### Working with project partners

#### 5.1 Background

The action of growing gender affirmative action is visible in the new Government of India norms, which specifies 33 per cent reservation for women in higher technical education and in employment opportunities for women. This was seen to have led to the recruitment of 11 women engineers to the Rural Water Supply and Sanitation Organisation (RWSSO) in Orissa over the last 7 years.

#### 5.2 Action

At the cultural level, the UNICEF Office in Bhubaneswar, Orissa is gender sensitive. This primarily results from the implementation of a uniform structure of international UNICEF personnel policies at field office levels, which ensure that gender sensitive values are incorporated into the internal administration and functioning of the organisation. Gender-sensitive work policies result in gender parity at staff levels that is further reinforced with gender sensitive physical infrastructure and work arrangements. It is visible that conscious effort is made to exude a gender-sensitive organisational value system internally. However these values are not replicated at the project levels to project partners and their internal organisational structures. Thus the ideal organisational image of UNICEF remains like a fortress that is not applicable in the real word in which it operates.

#### 5.3 Comment

Good organizational practices should be spread throughout organizations and their partners, but require policies, values, practices and physical working conditions to develop equally.

## Case study 6

### Practising what is preached

#### 6.1 Background

In many NGOs the concern for meeting women's needs remains restricted to project goals and is not internalised in the organisational functioning. The NGO, Himalayan Study Circle in the UP hills had a male led activist origin. In talking of gender parity in staff strength, the management resists what it calls the planting of women (who have not grown with the movement) in decision-making positions.

#### 6.2 Action

In many NGOs the field-based tasks are difficult for women because often practical work arrangements are gender neutral, thus only women who can behave like men survive. Women staff turnover is high on imposition of social obligations and responsibilities (example most women are seen to leave the organisations on getting married or after having children). Thus while project goals talk of giving more voice to women in the community, women are seen to have little voice in challenging and influencing decisions in their favour at organisational levels.

#### 6.3 Comment

Organizational gender awareness should not just concentrate on numbers. Looking behind the numbers of men and women at each level can expose what the barriers are to each group.

Case study 7  
Linking the engineering and social  
development activities

### 7.1 Background

While the social development team consisting largely of women at the organisational levels focused on women-specific activities, the largely masculine engineering team were responsible for designing and managing the implementation of the water delivery structures.

### 7.2 Action

There were three hierarchical layers of engineers in the project structure, however none of the terms of reference specified at any level of the technical structure had a gender focus. Social development training provided for the engineers did not include a gender focus and a one-day session allocated to gender for a common training to all on community development was inadequate to establish a meaningful understanding of gender and the constructs of equity and poverty. This was perhaps one of the reasons why engineers designing the tap stand structures had failed to realise the importance of consulting women.

### 7.3 Comments

A simple “gender” course, without considering the needs or interest of the audience, is not a sufficient activity to make people gender aware. In this case, what the engineers needed to be told was that their tap stand design is just as much a gender issues as say, women’s representation on a committee.

## Case study 8 Management of design

### 8.1 Background

The UPRWSES Project exhibited a very well structured design to meet project objectives. However the design was rigid and structured and imposed top-down. Each project phase was designed to be measured by quantitative indicators and was linked to the release of payments for the next process.

### 8.2 Action

This design system failed to take into account the seasonal calendars and thus livelihood priorities of the communities and specific groups within the community; the variance in the levels of awareness and empowerment within and between communities; the varying capabilities and capacities of NGOs and the more practical aspects of the geographic spread of the defined project areas.

### 8.3 Comment

Standardization of a design will only work if the conditions are the same. Consider a foundation design – a standard design for sand will not work on rock. Communities vary as much as geology, so practical aspects that impact on people's lives need to be designed accordingly.

Case study 9  
The future; beyond efficiency

9.1 Background

A project document statement reflected the efficiency argument of women and development, that women should be included to ensure the success of the project and maximise the benefits of a safe water supply.

9.2 Action

The achievement of this goal would, of course, be of value to women. Nevertheless, it would be more positive for women if the attention being given to women was based on a clear objective to create equality between men and women. This latter objective is essential if water supply improvements are to fulfil the goal of improving the living conditions of one of the poorest groups in rural societies, i.e. women.

*Looking at Gender Water Supply and Sanitation Finnida 1994*

9.3 Comment

Both social and practical action is required to make socially excluded people's lives better.

Case study 10  
Restrictions on information gathering  
placed by funding agencies

### 10.1 Background

Konrad Rauschenberger of Denmark highlighted restrictions on efficient and appropriate information gathering made by donors. He noted that those collecting baseline data and evaluating are told to discuss projects with villages and to motivate communities. However, the donors demand that the surveys of 2.4 villages are completed in a day for some projects and 2 villages in a week for the largest schemes. He asks how engineers can be expected to follow all of this advice under these conditions.

### 10.2 Comment

Donor agency policies should ensure that sufficient time is provided for thorough gender sensitive evaluations and studies to be undertaken.

*From: Bingham, A (1984) Conference Report, Women 'invisible' to world planners, World Water, Nov 1984*

## Case study 11

### Lack of involvement

#### 11.1 Background

Leeufontein is a large community, lying about 110 kms north east of Pretoria in the eastern province of Mpumalanga. It can be considered a peri-urban rather than a rural area, with a tarred road running through it and many of the houses built of brick. The need by the community for convenient access to clean water led to the civic organisation initiating a request to the government department of water affairs (DWAF) in 1993 for funding for a water project. The civic organisation is a resident association, which played a political role before the unbanning of political parties. It is community-minded structure that attempts to address all the development need of the community, and while it has both men and women members it was male dominated at the time of the application.

#### 11.2 Action

For two years nothing appeared to be happening although a feasibility study was conducted. Two years later a consulting engineering firm offered to assist the community with their application and this time funding was approved. A steering committee was established. While the community was kept informed of the process through community meetings the real involvement was by DWAF, the consultants and the steering committee.

The steering committee was elected at a community meeting and as RDP principles demand an adequate representation of women and other marginalised groups, 5 of the committee of 15 came from these groups. DWAF did not require any form of community contribution either in the form of cash, labour or real management and many of the committee members felt that they were not really involved. At this stage all that was happening was the formulation of the business plan that was mainly done by the consultants.

It took another 2 years before the project started to be implemented, and the contracted status of the steering committee necessitated a new election. This gave rise to an eleven-person committee with 6 men and 4 women and a male councillor. As the project progressed the women kept dropping out, as did many of the men. In spite of attempts to recruit more women only men were prepared to join the committee.

There is a women's group in the community involved in sewing, gardening, cooking and baking activities. It meets once a week to discuss these activities. The women feel that they are effective in this group and that they do not need to involve men. They feel that they should concentrate instead on developing their own leadership qualities from their own committees and gradually allow themselves to "graduate" towards participation with the men.

Further discussions were held with the women on why they did not get involved with the water project. Women said that they should wait to be asked by the men to participate. They have internalised the culturally defined gender roles and described their role as inferior, and

think that men should take the lead in development projects. The women in Leeufontein are in fact limiting their participation themselves.

The members of the steering committee all felt that the project would have been better if the women had been involved. Not only would it help women feel good about themselves, but also it would impact on future development projects. Much was made of 'women as educators of the nation' and it was thought that if they were more involved in the development process then they could inform the community more and help to effectively mobilise support for future development projects.

### 11.3 Comment

It is interesting to speculate on why the women would not be involved in the project, especially as they were very active in their own organisations. Did they get tired of long delays, was it too top down a process or was it too patriarchal a society for them to feel that they had any place in the project?



## Case study 12

### Begin as you mean to go on

#### 12.1 Background

In preparing a project supported by several UN agencies in North Tanzania, the following technique was used for a quick and gender-specific assessment:

The identification team consisting of women and men sub-divided the proposed project area into zones, which differed in ecological, socio-economic and cultural conditions.

It selected a small number of villages in each zone. It paid one visit to each village, met the authorities and representatives from local women's and men's organisations, explained the purpose and asked for a separate men's and women's meeting. For the meetings, the team split up: the men sat with the men, the women with the women. A checklist developed by all team members helped to structure the discussion in the meetings. The discussions revealed marked gender differences in water use and needs: men used water for their cattle and needed more appropriate water points for this purpose; women needed a more reliable water supply, nearer to their homes, for domestic purposes.

*(Working with women and men an African field guide IRC Occ Paper 24 1994)*

#### 12.2 Comment

The differing needs of men and women were sought at the start of the project, in order that the planning and design could take them into consideration.

## Case study 13 Data collection.

### 13.1 Background

In the DFID funded UNICEF Project in Samonbadi village in Orissa, a hamlet consisting of 6 households of landless scheduled caste families living amongst a larger population of scheduled tribes, were excluded from project benefits.

### 13.2 Action

The NGO was not aware of the process of identifying gender and poverty disaggregated data and focused on identifying compact and manageable project areas. The scheduled tribes are recognised nationally and within the local context as a vulnerable group. However in this specific situation, which is seen in most of the tribal belts it is the scheduled caste groups living as a minority group amongst the tribes, who are much more vulnerable. This group had not received the project benefits available to the rest of the village. They could not raise this issue strategically in the presence of the more powerful tribals and when they approached the NGO they were told that their hamlet was not in the demarcated 'project area even though it was an official part of the village. These families perceived their lack of participation and lack to resources as another cause of their unchanging and defeated social status.

### 13.3 Comment

When the notion of community participation does not address the heterogeneity of the community structure and does not detect and address the power structures within the community, the chances of exclusion of the most vulnerable are high. Exclusion can be along a variety of social indicators. In this case, caste was more important than tribal status or gender.

## Case study 14

### Group dynamics

#### 14.1 Background

Project Urban Self Help (PUSH) is a World Food Programme/ Government of Zambia food for work shantytown infrastructure upgrading project in the townships of Lusaka.

#### 14.2 Action

It was noticed that during training courses when women worked in groups consisting of all women, or only one man in a group of women, that they participated more equally. When there was more than one man in a group the men tended to take over, especially in practical sessions.

#### 14.3 Comment

Women and men have different group dynamics. These relationships will vary between societies and cultures. By being gender aware it was possible to ensure that more participants could benefit from the training more equally.

*S House*

## Case study 15

### Training course content to suit a range of backgrounds

#### 15.1 Background

Project Urban Self Help (PUSH) is a World Food Programme/ Government of Zambia food for work shantytown infrastructure upgrading project in the townships of Lusaka.

#### 15.2 Action

As there was a large workforce previously unskilled in construction and only a limited number of engineers and technicians, there was an obvious need for training of staff and members of the workforce. The majority of the workforce was women and most of these women had been denied schooling from an early age. Many of the men had also had limited schooling also as the majority of the workers were from the poorer sector of the community. However, both the female and male workers were very capable and keen to learn and hence training was needed to respond to the needs of the range of backgrounds of the workforce and staff.

- A range of training courses was arranged in both the local languages and in English. The courses started at the most basic level and progressed to technician and engineer level. The training courses were extremely well received especially by the women. One female worker said 'I had wanted to be a nurse but I had to leave school to be married and now I have many children and it is not possible'. The training courses were received enthusiastically with reference to what was learnt, but they also offered an opportunity for the women to support each other in their learning and in confidence building. They also ended in shows of much excitement as certificates were handed out.
- One of the most important factors in any training course was that the trainee's abilities were built upon and never criticised. Emphasis was placed on positive comments and joint discussions of improvements to methods etc. With this atmosphere, the trainees soon began to speak out, as they were not frightened of being put down or criticised.
- Training courses were mainly practical based so as not to limit those with less formal education.
- Where written notes were provided, pictures were heavily used. Notes were provided in both English and the local language for those who did not speak English. Some doubts exist over the usefulness of the printed notes, especially those in the local language, as although the intention was good, the local language is not a written one and most of those who did not speak English had not attended school and hence could not read in either language. However notes were important for those who could read and should be provided for all, so there is a feeling of equal treatment.

### 15.3 Comment

- Women have often been discriminated against where education is concerned. They often would have chosen education over early marriages and children but culture and gender has restricted some in their choice. In the same way poverty restricts both men and women in this area.
- One of the main benefits of training courses is confidence building and allowing a forum for support and idea sharing, learning from each other.
- Training should build upon trainees existing abilities and never be critical.
- Training courses with a mainly practical content can be very favourable especially for those with limited formal education.

*S House*

## Case study 16 Allocating tasks.

### 16.1 Background

In a water supply project In Kenya, planning of community construction work is done in a general assembly. After explaining the purpose of the meeting the project's staff divides the villagers into groups - (men, women) to decide on when the women think is the best time for them to contribute, bearing in mind their workload - and what the men think about the time.

*Teresia Kavita, Working with women and men Occasional Paper 25 IRC*

### 16.2 Comment

Allocating tasks is best carried out by people with the greatest knowledge of all the pertinent issues – the participants themselves.

Case study 17  
The need for time and money as well as  
enthusiasm

17.1 Background

A water and sanitation project in Tanzania involved the community by requiring contributions towards the project. These were to be in the form of money and labour.

17.2 Action

Households headed by women had a high level of interest and thought the project was important, but they were excluded from improved infrastructure, not only because they did not have the required finances for substantiating their demand, but also because they could not supply the labour demanded for construction

*(BMB, 1990; Tanzania et al., 1984). (Gender in Water Resources IRC Tech paper 33E 1998)*

17.3 Comment

Social exclusion can be added to by project "rules".

Case study 18  
Imbalances within the notion of  
Community Participation

### 18.1 Background

The project documents of the UPRWSES Project specified one criteria of community participation as the 10 per cent contribution to the capital cost of the project made by each household in the community through either labour or cash contribution.

### 18.2 Action

The more well off households paid for their share of the contribution while the poorer families opted for labour contribution. However often very poor households or households with specific vulnerabilities had problems adjusting to this norm. There were many households where due to power imbalances a unitary decision was made at the cost of one partner's vulnerability. Sometimes the inability to contribute even voluntary labour was looked upon as a non-cooperative attitude, which however was a very big issue for poor landless families. Such a homogenised notion of community participation, the community and the household clearly did not reflect poverty and gender equity concerns.

### 18.3 Comment

Communities are not uniform, so projects should cater for this.



## Case study 19

### Training course hours

#### 19.1 Background

Project Urban Self Help (PUSH) is a World Food Programme/ Government of Zambia food for work shanty town infrastructure upgrading project in the townships of Lusaka.

#### 19.2 Action

The training courses were generally kept to short time frames (1 week) and to normal working hours. Where they were held away from the workers home area, transport was provided. These arrangements were made intentionally to try and ensure that the women participants in particular were not disadvantaged into not being able to attend.

#### 19.3 Comment

Care must be taken that women or men are not disadvantaged into not being able to attend training courses by long hours or individual travel which may not be acceptable to the culture.

*S House*

Case study 20  
Unequal take up of training  
programmes

### 20.1 Background

In terms of assistance, refugee women may have equal access to existing programmes but often do not make equal use of them. This seems to be particularly the case in income-generating projects, legal counselling, agricultural projects and vocational training. The reasons given for the lower levels of female participation are remarkably similar in all regions: the lack of child care and/or transportation, inconvenient scheduling of activities, too much work at home, lack of support by family members, and programmes which are seen as irrelevant to their needs.

### 20.2 Comment

Care must be taken to ensure that potential participants of training courses are not disadvantaged by their traditional gender roles or duties.

Care must be taken to provide training programmes of relevance to all sections of the community.

*From: UNHCR (1988) A NGO perspective, Refugees, September 1988, p 28*

Case study 21  
Women effectively excluded from  
management positions

21.1 Background

In Togo, people are required by law to have completed primary education and be literate to be eligible for membership of a committee. This effectively excludes many women who have not had the chance to complete primary education and are illiterate.

21.2 Comment

Care must be taken not to disadvantage specific groups by inappropriate policies.

## Case study 22

### Meaningful participation?

#### 22.1 Background

Participation of women in decision-making in WES programmes is not always so simple. During a session of a gender training programme of UNICEF staff in a West African country, the WATSAN co-ordinator was very proud to announce to everyone that in his sector, women participated on an equal basis to that of men in program and project activities. As proof he offered impressive statistics. On every management committee of every water source provided by UNICEF, 50 per cent of the members were women. Pressed to give more details of how these management committees functioned he explained that actually the women on the management committee had formed a sub-committee'. Pressed even further to elaborate on what the sub-committee did, he explained that they were in charge of hygiene. In other words it was the task of these women on the management committee to sweep around the wells and keep them clean for everyone's use.

#### 22.2 Action

Although the community had accepted UNICEF's ultimatum of according 50 per cent of the places on the management committee to women there had been no change in the role women had always played in the community. Even though "gender-balance was achieved in terms of the number of women vs. that of men, meaningful participation in decision-making leading to empowerment and the goal of gender equality was by no means achieved. In fact, in this case, women's presence on the committee probably added to their already heavy domestic workload.

*Source: "Adapting the Gender Training package to Country Situations: Experience from West Africa," 1995. Patzicia Fay Thomas UNICEF Mainstreaming Gender 1998*

#### 22.3 Comment

Indicators should be simple but not simplistic.

## Case study 23

### Tools - the gap between policy and practice

#### 23.1 Background

A project had identified specific project gender interventions. A few of these were:

- Promoting strong (30 per cent) women's representation in Village Water and Sanitation;
- Committees;
- Focussing environmental sanitation and hygiene education awareness on women; and
- Enhancing women's access to income generating activities through specific skill and management training

#### 23.2 Action

In Basi village, the treasurer was a woman, Nandi Devi, who was one of the few literate women in the village. It was specified in the project documents that the treasurer should be literate and as far as possible a woman, yet she was poor, a single parent with three young children and her life was very difficult. In practice she could not fulfil the demands of this significant, yet voluntary post. Thus Nanda Devi did not collect community contributions, go to the Bank to deposit the money or manage the project funds. All this was done by the male community worker who was paid for his job. Nandi Devi was not even aware how much money had been collected and also felt that as she did not perform her duties she did not have any right as a 'formal' treasurer to demand this information.

In the same village Pushpo Devi was elected as the Vice Chairman. Pushpo Devi was the daughter-in-law of the most affluent family in the village. As a young daughter-in-law, into the 8th month of her first pregnancy she was expected to be docile, obedient and to remain within the inner confines of the house. Unless strategically encouraged the chances of her active participation appeared remote.

#### 23.3 Comment

For effective and meaningful representation, both these women showed a need for support depending largely on their own social condition and position. Also, both these two women belonged to the dominant and upper class within the society. If not made aware of the issues of caste hierarchy, the chances that these women would adequately and meaningfully represent the voices of caste oppressed women seemed remote.

Case study 24  
Women make successful office holders  
of water committees

### 24.1 Background

Qualitative evidence on women's involvement in management suggests that women will make special efforts to solve local problems such as collecting user fees and raising funds for repairs. In Niger, a village water supply programme started a campaign for financial contributions to cover the maintenance costs of hand pumps. In most villages, water committees appointed men as treasurers. In general, the initiative created community responsibility for O&M of hand pumps: however, some villagers were unwilling to pay and encouraged others to discontinue payments. In other villages, the contributions raised were managed improperly. Where women worked as treasurers, they managed their duties satisfactorily. Based on this experience, in several cases, villagers suggested that women should be treasurers.

### 24.2 Comments

The case study from Niger shows how women's involvement is particularly important with regard to the collection and keeping of money. It does however beg the question; who takes the decisions on the spending of the money, such as setting wage rates and tariffs?

## Case study 25

### Making women's needs an integral part of a project

#### 25.1 Background

The UNICEF Nigeria Country Programme for 1997-2001 has been noted for its "best practices" for mainstreaming gender. One of the Programme areas included was Water Supply and Environmental Sanitation. The two key objectives are to increase safe drinking water supply and reduce the drudgery and workload of women and girls; and to enhance capacity and community participation for maintenance and management of water facilities. The key monitoring indicators agreed on for ensuring gender mainstreaming:

- Percentage of women relative to men trained and functional in water point maintenance
- Percentage of membership and leadership positions held by women in WES committees
- Percentage of women in WES management at National/State/LGA, relative to men;
- Percentage of women trained in latrine slab production and marketing of related materials

#### 25.2 Action

Of all the sector programmes in Nigeria, the WES programme was found most effective in mainstreaming gender in project implementation.

UNICEF advocacy with State and Local Government Authorities has facilitated the active support of the State and Local WES offices for the participation of women in technology acquisition as well as decision-making in WES committees. In one State, the Government WES programme has promoted 8 women to strategic positions.

The Provision of water points close to communities has reduced the workload of women and girls considerably. In Zone B, there is one water point for 20 households. Training in new technology is given equally to both women and men. At the community level, women were trained as pump caretakers, doing minor repairs and keeping the water point clean

For sanitation, three women and three men from each community get trained in Sanplat promoters. Women assume responsibility for promoting and selling the sanplats, men install them. Both men and women produce the slabs. Women sanitation promoters advocate household management of clear water and fix taps to water jars.

#### 25.3 Comment

The case study from Nigeria shows how the participation of women at all levels from state to community can bring success, and it emphasises the setting of gender sensitive indicators.

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