

**Gender Assessment of
DPHE- Danida Water Supply and Sanitation
Components**

**Assessment
REPORT**



Report prepared for

**DPHE-Danida Water Supply and Sanitation Components
Dhaka Ahsania Mission**

31 July 2005

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Part One**

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**Report Prepared
By**

**Association for Socio-Economic Advancement of
Bangladesh (ASEAB)**

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LIST OF ABBREVIATIONS

ADP	Annual Development Programme
AT	Assessment Team
BCC	Behavioural Change Communication
CCU	Central Coordination Unit
DAM	Dhaka Ahsania Mission
DAG	Danida Advisory Group
DPHE	Department of Public Health Engineering
DSS	Disproportionate Stratified Sampling
DHTW	Deep Hand Tubewell
DTC	District Training Coordinator
FGD	Focus Group Discussion
FT	Field Trainer
GOB	Government of Bangladesh
HRD	Human Resource Development
HH	Households
HP	Hygiene Promoter
HE	Health Educator
KII	Key Informant Interview
LGI	Local Government Institution
MDGs	Millennium Development Goals
MIS	Management Information System
MoU	Memorandum of Understanding
PMU	Project Management Unit
NGO	Non-Government Organization
PNGO	Partner NGO
PRA	Participatory Reflection and Action
PO	Project Officer
SAE	Sub-Assistant Engineer
SACOSAN	South Asian Conference on Sanitation
ToR	Terms of Reference
TOT	Training of Trainers
UP	Union Parishad
UN	United Nations
UNO	Upazila Nirbahi Officer
UPC	Upazila Coordinator
UC	Union Coordinator
WAB	Water Aid Bangladesh
VWC	Village WatSan Committee
WatSan	Water & Sanitation
WSSD	World Summit for Sustainable Development
WSSC	Water Supply and Sanitation Components

ACKNOWLEDGEMENT

Dhaka Ahsania Mission commissioned this Gender Assessment of the DPHE-DANIDA Water Supply and Sanitation components. The Assessment team conducted the study following participatory techniques, which demanded active participation and involvement of a variety of audiences/stakeholders of DPHE-DANIDA water supply and sanitation. During the course of data collection and information generation, a large number of people were met and they gave their valuable time to the team to share their experiences, ideas and observations. (List of key contacts is appended). It is practically difficult to mention all of their names in acknowledging their contributions but it needs to be mentioned that we are deeply for their contributions and their active participation in the assessment process. First of all, we would like to extend our sincerest gratefulness to community leaders and members, PNGO representatives and Component staff, who gave their valuable time in sharing their views and ideas with us and in responding to our innumerable queries and questions patiently, meticulously and attentively. We would like to extend our deepest appreciation of the efforts of Mr. Waliul Islam, Coordinator DPHE-DANIDA WSSC and his team in providing all the required information and support in making our mission possible. We are also thankful to respected DPHE, DANIDA and AQUA component related persons in sharing their views with us. We also whole-heartedly appreciate and extend our sincerest thanks to the DPHE project director, DANIDA CCU staff and DAM Central team members for giving us their valuable time in sharing their experiences, ideas and observations, which provided a good basis for our analysis. We express our heartfelt appreciation of the PMU and Regional Coordinators; their staff members for their cordial and untiring work in facilitating the execution of field data collection. Prof. M.A. Sobhan, the Project Director of DPHE-DANIDA WSSC provided required guidance in carrying out the review.

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Rabeya Rowshan
Team leader
Gender Assessment Team

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EXECUTIVE SUMMARY

Background Perspective

Water is basic to life as sanitation is to health and women play a central role in the provision and management of both and not surprisingly, during the last quarter century since the First World Conference on Women in Mexico, the concept of gender mainstreaming in water and sanitation interventions has been gaining ground. Even though GoB has committed to provide water and sanitation to all by 2010, the programmes being implemented to improve water and sanitation most of the time overlook the important role of women. In Bangladesh, women and children, mostly females are responsible for the collection of water, its handling and maintenance of household conditions with regard to sanitation and cleanliness. Men participate in the decision making around the type and building of the toilet, however its maintenance is seen as the responsibility of women since cleaning the house and toilet are not regarded as work for men. Almost 6-8 hours are spent by poor women in the gathering of water, and they are also the ones responsible of taking care of the family members who fall sick due to water borne diseases.

When designing a programme, the recruitment of women staff is also important so that water and sanitation messages can be carried to conservative households as most women in rural areas have very low participation because of social and cultural barriers. The women's participation is an important criterion for the success of the DPHE-Danida Water Supply and Sanitation Components which is being implemented by Dhaka Ahsania Mission in partnership with 26 local NGOs since July 2000 in 8 coastal districts of Bangladesh. In line with Danida and its own Gender policy, DAM recognises the need to assess gender in its programme. This survey attempts to review the incorporation of gender at organisation and programme level. In order to incorporate gender in the component, multilevel activities have been conducted at levels of Policy and Institution and in implementation through the formulation for gender policy to improve recruitment, enable a gender sensitive environment, develop gender sensitive training materials, increase participation of women and incorporate it at all levels in the field

Objective of the Assessment: DPHE-Danida WSS Components has been implemented by 26 local partner NGOs for the last four and half years. According to the concept and approach of DPHE-DANIDA programme component, one of the expected outputs of the interventions is to mainstream gender in the project, from policy to the activities at field, which would be achieved by June 2005. Hence, it is an essential part of the ongoing project to check whether gender has been mainstreamed according to project concept paper and what progress has been made so far according to the project plan. A gender assessment is highly essential to determine gender sensitivity in the programme and to explore further scope for improvement. This assessment will help the Component management to undertake strategic measures for mainstreaming gender.

Methodology of the Assessment: As gender is not a measurable item, assessment team (AT) conducted a qualitative assessment and used a range of qualitative tools and techniques in order to collect more in-depth and insightful data. In accordance to the TOR multistage stratified random sampling was considered for the study. The stages were Regions, Districts, Upazilas and PNGOs working areas. DAM has only a few activities in a limited area of two districts i.e. Feni and Jalokhati (1 Upazila from each district) and therefore assessment team excluded these two districts from sampling. In accordance with the TOR, the survey methodology employed for this survey was highly participatory. A wide variety of PRA techniques were used to generate information and data at the level of households, community, PNGO, and at the local government levels.

According to the concept paper 8 coastal districts, 28 Upazilas, 302 Unions and 16 Pourashavas are mentioned as working areas in two geographically located regions of the coastal belt. This assessment covered 100% regions and 50% districts (out of 3, 2 districts from Noakhali region and out of 5, 3 districts from Patuakhali district).. In both the regions team assessed 100% PNGOs gender related activities at

policy and institutional level. In 4 districts, team worked in 8 Upazilas and covered 8 PNGOs activities both in urban and rural areas on a sample basis. Following are the Upazilas and Pourashavas selected as sample for the assessment.

Review of Documents, BCC/IEC Material and Monitoring Formats and Strategy papers

Review of Policy and implementation guideline: The successful implementation of a water and sanitation programme relies on a better understanding of the different roles and responsibilities of women and men in the use and management of water and sanitation facilities. So, before starting the next phase, the component needs to revise their gender implementation guideline and put more stress on the activity level. DPHE-Danida WSSC also needs to support effective implementation of the gender guideline and ensure regular monitoring that gender is treated as a crosscutting issue in the programme implementation. As per the gender implementation guideline, component also needs to revise the log frame and incorporate gender as a crosscutting theme at level of the activities and output.

Review of Log Frame: Under the immediate objectives of Rural Component, it is clearly mentioned that this component will address the improvement of behavioural pattern of men, women and children and their hygiene awareness. However, under the indicators column, nothing is mentioned in connection to gender and what will be practically expected to be achieved with respect to situation of male and female within the targeted intervention areas. Most of the indicators have been formulated in a generic form instead of giving special attention to role of male or female household members. The AT has found inconsistency between Log-Frame and existing gender guideline and therefore recommends the revision of the Logical Framework Matrix on the existing gender guideline. The existing Log-frame has been developed from development objective to immediate objectives and due to absence of output level indicators and means of verification it becomes hard to understand any crosscutting issues in the Log-frame and therefore it is recommended to incorporate output level indicators.

Training and Orientation

Gender has been addressed in some of the training courses like, Foundation Training for Union Coordinator, District Coordinator, Upazila Coordinator, Youth Orientation and Union WatSan Committee Orientation. The concept of gender and discrimination between male and female in connection to social rights, cause of discrimination and how gender role can be addressed in the component activities have also discussed in the mentioned training manuals. Sufficient practical examples have also given in most of the sessions, which methodologically has helped to make participants' understanding on gender and development clearer. The training courses have adequately imparted knowledge and understanding on gender for the District, Upazila and Union based staff members of DAM and its partner NGOs, but has not been able to put across how active participation of females in decision making process will increase instead of by only showing attendance in different sessions, meetings and orientation. Integration of gender issues at community level in terms of specific role of male and female at household level needs to be more clearly defined and discussed in the training manuals.

The component has included private sectors to provide support in achieving the target of sanitation coverage within the target areas. In order to accomplish this, a few training courses have been conducted by the training team at District level and Upazila level. In the training manual, role of masons have been illustrated in pictorial form but there is no practical session in the training manual on specific role of male and female mason for producing different parts of latrine. The Assessment Team also did not find any indication or criteria for selecting female participants as mason in the training manual.

Considering expected outcomes of the component, various types of training and orientation courses have been conducted for different important institutions at local level. The component has been successful in identifying most of the local institutions that are influential and can play a vital role in promoting sanitation and hygiene practices on their own.

A cross sectional approach in community mobilization has been adopted in DPHE-Danida Water Supply and Sanitation Component to involve different formal and non-institutions and community key persons. Most of the community based promotional activities are designed for male section of the community, such as, Tea Stall session, Imam Orientation, Youth Orientation. There are some more activities at LGI level where female participation is 20-30 percent, like Union WatSan Committee. For teacher orientation, one female teacher attends the course. The AT has found these all are good initiatives to address gender issues within the hygiene promotion strategy framework. Most of the promotional activities and orientations are conducted by following a well-designed operational manual.

The School Hygiene Promotional guideline has been developed to implement the activities relating to school based sanitation activities by the teacher. Very useful information and messages have been incorporated in the guideline for the teachers which are, in fact, helping a lot to implement school based sanitation and hygiene promotional programs at school level, however gender is still missing in this guideline. A through review should be done by the Component to incorporate gender issues in School Hygiene Promotion Guideline.

Gender has been included as one of the most important content for the training courses that basically conducted for District, Upazila and Union level staff of DAM and partner NGOs. A separate chapter on gender is elaborately included in most of the training and orientation courses, but in the training course on Participatory Hygiene Promotion, there is no specific tool addressing gender in water and sanitation promotion at community level. Therefore, the AT recommends including a few participatory tools that will be able to address gender issues within the existing framework. For example, Gender role analysis matrix, Pocket voting and Forum Theatre tools can address gender issues as has been tested in country and abroad.

Recommendations: The AT strongly recommends including gender issue through an in-depth review of the existing training and orientation manuals. In the existing promotional activities under this component, there are a few activities conducted by the field level staff of the PNGOs aiming to reach male members of the community, however the role of male and female members at household level are not discussed. The AT has recommended including these issues in the existing orientation manuals, like Imam Orientation, Community Meeting and Tea Stall session.

Review of BCC and IEC Materials

The Component has developed wide range of IEC (Information Education and Communication) and BCC (Behavioural Change Communication) materials to promote Water, Sanitation and Hygiene issues in the working areas. IEC materials are being used for policy makers, donor agencies, various institutions and individuals in the community to create an enabling environment and positive mind set in favour of program. BCC materials have also an important role to change behavioural aspect of any community. In this component, various types of printing IEC and BCC materials for different stakeholders and community people have also been disseminated.

- Information Brochure: The Component has developed a well-designed brochure "safe water safe life" that contains a brief background of water use, source of safe water, and importance of safe water use, personal hygiene practices and use of hygienic latrine. To make these messages more clear and understandable to all-relevant target audience, pictorial illustrations have made this brochure more interesting and communicable. However, there is no action oriented picture and message where male members are doing something or can do something at household level. The brochure thus seems to be a woman centred information source on water and sanitation program. In future, such type of brochure needs to be reviewed by a gender specialist before publishing, so that this kind of material can be used appropriately as a gender sensitized information source for the sector agencies.

- Annual Report: The way gender issues have been incorporated in the annual report 2004 is quite appreciable, and the AT therefore recommends continuation of this strategy in future with a few success

cases of female UP members and female community leaders who have extended remarkable cooperation in achieving the component target in terms of gender.

- **Different types of posters:** As part of effective communication to reach a large population of people, the component has developed three types of posters with three different messages for the community people on arsenic. The AT has found all the posters as gender sensitized BCC materials, so the process of producing and using these posters should be continued in the next phase of the component.

- **Flash Cards:** At village level, the component has been using Flash Cards (R-3PS) particularly for female household members in courtyard meeting. The main purpose of using these cards is to create a positive mind set among community people based on exercising the flash cards for identifying the best practices, moderate practices and bad practices in the area of water, latrine use and personal hygiene. Except for latrine cleanliness, all other water and sanitation related tasks are being done by the female household members in most of the flash cards. Male's role in promoting sanitation and hygiene area can be further promoted through such materials. Before using such communication materials it should be reviewed for incorporating the male's role in promoting hygiene practices at household level by the component.

- **Sticker:** A total of eight types of stickers have been developed with various messages for the school children. Most of the sticker messages are very generic and action focused and also gender sensitive. Such materials can be promoted for reaching school students within the component areas.

- **Ludu for Children/Adolescent:** The Component has produced Ludu as BCC materials aiming to reach children and adolescents within the component target areas. It is a well-designed pictorial material that has been used for children and adolescent girls and boys to increase knowledge on hygiene practices. Pictures in the Ludu include both girls and boys making it gender balanced, but it would be more helpful if a written instruction is included under the instruction line of the Ludu to ensure discussion on role of boys and girls and of male and female in WatSan.

- **Learning through Playing:** The Component has developed an interesting BCC material for children (both girls and boys) to enhance their knowledge and awareness on washing hands before taking food and after defecation. The AT has found this material as gender sensitized and therefore can be continued in future.

Review of Monitoring Reports and Documents

The M&E system of DAM has been reviewed and it has been found that only the monthly follow up report have gender-segregated data on number of participants and apart from this, gender is not part of the log frame. With the lack of gender specific indicators, means of verification of output and a measurement tool of progress in different M&E formats, it is not easy to collect gender related data. The M&E implementation guideline especially for PM&E is developed in easy language, the M&E strategy is described also in an easy manner, however there are still some gaps found regarding achievement of the objectives of the M&E as well as project purposes, but these can be rectified because there is scope of improvement for the gaps identified.

Recommendation:

- DAM M&E system is not gender sensitive and it is recommended that after revision of the log frame, M&E system also needs to be revised and made gender responsive.
- Currently there are no gender related indicators, which needs to be adopted enabling measurement of gender related outputs mentioned in the log frame (if any).
- The PM&E builds the analysing capacity of the respondents in a group; the quantitative data is the entry point to share the qualitative information through a thread ball discussion and analysis on the spot by the respondent. This creates opportunity for further empowerment of the participants, however the present PM&E did not incorporate the analysing capacity scope of respondents (there is no option of presenting individual comparison data).
- The M&E strategy always presents the overall M&E framework at a glance in the table, which contributes to easy understanding for the M&E implementers and all project personnel. However, 'at a glance' M&E framework is absent especially with regard to gender in the DAM M&E strategy.

- The information flow, which is shown in the M&E strategy document, is not very clear and the responsibilities and product of the each level should be clarified.
- The indicators used may have dimensional definition but it is not clear which definition is appropriate for the M&E and therefore there is need for clear definition of the used indicators.
- The DAM M&E strategy did not show any unique tools for data collection and formative tools need to be developed and should be followed.

Gender at the level of Institutions Recruitment Policies and Practice

As per the Gender guideline DAM adopted a very gender sensitive recruitment policy, and though female recruitment is mentioned in the DAM's gender guideline, it was developed after the one-year completion of the project and so, DAM had little opportunity to follow the gender guideline/policy in case of recruitment at central level. However, the male: female staff ratio at the central level is quite satisfactory. Currently in the Component central level DAM have around 36% female and 64% male (out of 19, 5 are female). And even though this may seem fine for an organisation that developed gender policy so late, the assessment team findings also showed that when a male staff resigned from the component, DAM did not take any affirmative decision to replace that position by a qualified female after the gender policy formulation.

DAM regional and district office hardly have any female staff excluding programme officers who were in fact initially staff of Danida Advisory Group, handed over to DAM when DAG phased out from the implementation process. From this it has been found that DAM did not recruit majority of the programme officers. At the PNGO level partners tried to follow the recruitment policy as per the gender guideline/policy and majority of the partner organizations they have recruited at least 40% female staff at all levels. In most of the PNGOs of Noakhali region around 80% HPs are female 50% UCs are female. Considering the bad communication and transportation system and the workload in Patuakhali region (except Barisal district) PNGOs recruited almost no female UC and in the sample PNGOs there are no female UCs at all.

The M/F ratio of FS and HE is satisfactory. Though there is no female UPC, but still in Noakhali region recruitment policy has been implemented properly by the four PNGOs. In the Patuakhali region, however (Khalifa Foundation and SSDP) the UPC, TC and UC level office staff is mostly male. It is evident from SWOT that PNGOs believe that UPC needs to work hard and women are not capable of taking high workload, while in reality female UC and HPs are working till 9:00 pm during tube-well (water point) installation. It proves that these are traditional ideas about women and these can be reduced through gender sensitization training. At the beginning of the component there was no gender guideline/policy and despite its formulation and establishment, it has been found that since then DAM has not recruited any position by a woman. At the DAM management level, female staff is almost nil and it contradicts the policy. At the PNGO level a big gap has also been observed. *Actually*, 50% female recruitment at all levels is only in paper, **not** in practice. It should be mandatory to follow the recruitment guideline as per the policy and DAG should have the mechanism to review the policy discrepancies at all levels if there is any. Before starting the next phase DAM needs to rethink about the benefit package of the HP, UC and FTs

Working Environment: It has been mentioned that working environment at DAM central office is satisfactory for both male and female staff members. Facilities are also quite good. However, the female staffs mention being verbally humiliated by their male colleagues at DAM regional office and District office (especially at Noakhali). The PNGOs in both the region mentioned that in the office there is no separate toilet for the female staff and usually PNGOs use Union Parishad venue for meeting and other purposes but the toilet at Union Parishad remains closed most of the times. Due to which FS cannot use the latrine facility of the Union Parishad, creating an uncomfortable situation, and feeling of harassment and insecurity. To implement PNGO field programme there is no extra staff who can provide support

when the female FSs/HPs are on pregnancy leave for four months. There is a uniform maternity leave for all female staff for four months with pay and without pay as per the policy guideline. As per the policy there are seven days paternal leave but in Patuakhali region SSDP and Khalifa Foundation mentioned of having 7 -15 days paternal leave. Some PNGOs also transfer lactating field staff to their own unions so that they can breast-feed their babies during working hours. PNGOs working time is 9 am to 5 pm. Very often when they have visitors, training or late meetings, they work beyond this office hour, even though there is a standing order that female staff should not stay in the office beyond 5 pm unless there is an emergency. If female staff is required to stay after the office hours then their male colleague accompanies them to reach home safely or other precautionary measurement is taken as per the need.

Recommendations: Extra staff needs to be recruited in the position of HP and HE level to minimize the workload during illness and also to maintain the routine work when someone is on pregnancy leave. DAM central management needs to ensure healthy working environment both at region and district level to reduce any kind of abuse.

Role of gender focal point: According to the gender policy guideline, major focus has been on institutionalising gender and therefore there are gender focal points at central, regional and PNGO levels. However these have not been very effective positions because of the lack of authority. Any comments or suggestions made by the gender focal points are not well taken by the administration. When a gender issue arises, all these people can do is listen but not take any decision to resolve the matter. Because of this, NGO staff considers it a waste of time going to gender focal points with their problems, further indicating the ineffectiveness of these positions. At the field level gender focal points attended 2-day orientation on gender which they considered insufficient. In some PNGOs, gender focal point is male which is not a comfortable situation for most of the staff who are female at that level (HP/HE).

Recommendations: 1) Specific job responsibilities and their proper application need to be ensured by the focal points to address gender issues at all level. 2) Focal point must have authority to work independently as per the need of the organization and guideline. 3) At PNGO level focal points should be female.

Gender Awareness and Practice at Local Government

In all working Union Parishads, WatSan Committee Orientation was organized where gender issues were discussed. In the 6 unions which were under total union coverage of Total Sanitation, all UP members of these unions received basic training, as part of which they received half-a-day training on gender and WatSan issues. However, the UP members could not recall the discussion points except one issue i.e. male and female rights. Female UP members also participated in these orientations. On the other hand in 100% sanitized unions female UP members attended the basic training course on gender issues in relation to WatSan was discussed and they can recall some of the discussion points.

The UP members at the community level have not implemented any significant gender related activities so far. Most of the UP members have pointed out that they are too busy with many other community issues, as result of which they had very little scope to promote gender related issues in sanitation promotion. Though female UP members attend the monthly UP meetings as routine work, they have little voice in sharing their ideas and views on various discussion topics or activities. More over in each of the Union Parishads from which PNGOs had selected total sanitized villages, and had given basic training to the respective male UP members, none of the female UP members were given the opportunity to participate in any training courses as well as the co-ordination meetings. In each of the ward there is one female member also who is officially responsible for this particular ward or village (1 female member is responsible for 3 wards), but in the total sanitized villages none of the respective female members received training from DAM/PNGO. At the UP level female members are humiliated by their male counterpart for not taking any responsibility to carry out the work in their designated villages. Actually most of the female UP members from the additional 6 unions (who received training from DAM

on gender) are quite active in promoting sanitation hygiene situation in their own villages. Male UP members expressed their views that female UP members are the most appropriate person to motivate female household members as they have easy access to any family in the villages, however due to lack of gender orientation, the chairmen do not delegate power and authority to them to work in the community.

Recommendations: 1) Comprehensive gender training should be arranged for all UP members and chairmen. At the end of that training course, a back at home learning action plan should be developed by the participants to have some target to achieve in relation to gender at UP level. 2) Training for total sanitation village should include both female and male UP members. 3) In the monthly coordination meeting DAM/PNGO should invite the respective female members also. 4) Women friendly environment in UP meetings should be ensured. Meeting follow-up by the respective PNGO staff should be conducted and the meeting observed while it will be going on.

Gender Awareness and Practice among Trained Imams: Imam Orientation has been conducted by the project long time ago to make Imams aware and motivated to disseminate sanitation and hygiene related messages among the community people, especially, during the time of Friday prayer. The AT has met some Imams who received training but apart from the use of hygiene latrine and safe water they could not recall a few other important issues of gender that they learnt from the orientation. A few Imams are involved with Union WatSan Committee and they know of gender issues during UWC orientation meeting. The AT has found that such orientation for Imam has created a good impact in promoting sanitation and hygiene issues but not on the gender aspect in WatSan. In some cases for example in Begumganj, a trained Imam said that they always talk about hygiene practice and its importance, but they never believe that it is possible for women to practice hygiene as women by nature are unclean and untidy! According to DAM central office staff in Amtali, one Imam mentioned that he discusses gender issue in the meetings that he learnt from the training given by the Islamic Foundation, however most Imams still consider that the women's role is at home. AT did not find any session on Imam Orientation and found that the DAM staff members were negative regarding Imam's involvement on gender issues. On the other hand NGOs and the Islamic Foundation have experienced positive impact by Imam orientation on gender and other development programs.

Recommendations: 1) Gender issues should be incorporated in the current Imam orientation manual mentioning religious references with regard to safe water, sanitation and hygiene. 2) Basic gender training should be provided to Imams and there should be routine follow up on how the training messages are being delivered in different meetings. 3) Imams should be involved in the community awareness campaign activities with other active stakeholders like UP chairman and members at village level.

Gender Awareness and Practice among Trained Youth: The Component has developed a Youth Orientation manual where gender is included as a chapter like other manuals used for the component. The day long youth orientation was arranged and conducted by PNGOs trained staff where an hour was spent for discussion on gender, which was not enough to cover the session as mentioned by the participants, furthermore there is little scope to disseminate these messages at the community level. Besides this orientation, mass media has played a more significant role in enhancing the knowledge of the youth as well as the other community groups. Component arranges youth meeting in every quarter, but participation of women in these meetings is very poor.

Recommendations: 1) The youth manual should be revised to incorporate a session plan and to treat gender as one of the key-crosscutting theme of the component. 2) Through this training and meetings with youth, Component staff needs to raise awareness of the youth on gender issues related to WatSan activities. 3) A clear scope of work for youth on gender aspect should be organized during orientation so that a clear understanding about their role on gender can be identified.

Gender Awareness and Practice among Trained Teachers and SMC

There was a short training for teachers, who are responsible for conducting the classroom session on hygiene practice related to water and sanitation, which takes place once a month for one hour. PNGO have discussed with SMCs regarding the issue of latrine maintenance but SMC members do not receive any training from PNGO on hygiene behaviour and practice. Core issue of the teacher training is on hygiene behaviour and practice and how to teach these things to school going children however the whole session plan is absolutely gender blind. Gender is not at all treated as one of the core cross cutting theme of the component particularly in the planning and designing of the school programme. The review team found that in division of labour, female students clean the latrine while male students carry the water. Cleaning of the classroom is done by female students and that of the playground by male students. Teachers distributed these tasks, which reflects traditional role of gender in WatSan indicating that the teachers are not very gender sensitive. In most of the cases through these activities teachers are reinforcing and reproducing the existing gender role and gender ideology in the society which needs to be revised.

Recommendations: 1) Gender issues should be included in the teachers' / SMC's training manual. 2) Role of boys and girls in cleaning latrine, Tube-well, classroom and school playground should be revised according to current practice. 3) A separate monitoring mechanism could be developed by the PNGO/school itself to follow up gender focus WatSan activities at school and house hold level.

Gender awareness and practice of SSS

According to component activity design they have two types of school intervention. Formation of a student's forum called Shastho Saba Sango (SSS) is one of them. Main objective of training two students from each of the class is to encourage these trained students to teach hygiene behaviour to their friends in the school and at home. As per the guideline one boy and one girl from each class should form SSS. Though in theory gender is not a concern of this particular activity but the selection criteria (1 boy and 1 girl from each class) itself is very gender sensitive and this is helping to create a gender friendly environment in the school. The main task of SSS is to teach hygiene behaviour other students of the school and to visit 10 families surrounding their own home and to observe/ talk about the cleanliness of latrine and tube wells. Assessment team members found some that some girls and boys are performing their duties and at the same time a few teachers actually follow up these trained students work with the community.

Recommendations: 1) SSS members need to get training on gender issues and teacher needs to encourage them to break the traditional role of boys and girls. 2) SSS need to be trained on gender issues related to hygiene behaviour, which will help them to play the key role in peer learning and also to practice these issues in reality.

Arsenic Mitigation & Water Point Management

Though females are the main user but the assessment team did not find any case of technology selection by the users group particularly female. Women are involved in the TW site selection process only. However, programme is confirming women's participation in site selection by ensuring that the female members sign TW application form. In few cases AT found that applicant households are not allowing other surrounding households to use water of that particular TW. Particularly in arsenic affected areas it's important to encourage the applicant households to allow other poorest households to use water from their TW. Otherwise due to the lack of safe water women and children of the surrounding households in the community are mainly suffering from arsenic contamination. In the care taker training 2 female and 2 male members attending the training is mandatory. Currently DAM is providing caretaker training to two couples and this is highly appreciated by the community. It is apparent from the

assessment that males are mainly involved in repairing and maintenance of the tubewell, but operation of the tubewell is fully taken care of by the female.

Gender in Hygiene Promotional Activities at community:

The component has created some space to involve female and male with the view to empower them and making them competent in using and controlling water resources and sanitation facilities i.e. courtyard meeting, tea stall meeting etc. also in different communities, but there is still the question to what extent female community members are actually participating.

Tea stall session: is designed for male but no session on gender is included

Courtyard meeting: is arranged for both male and female, particularly the female. In the manual and in some BCC materials the assessment team has found picture of male and female, but there is no specific instruction for the PNGO staff to relate those pictorial materials with gender issue related to WatSan in discussions and PNGO HPs and UCs are delivering gender neutral messages in the community.

WatSan committee (village based) groups: Village based WC and other groups have been formed with involvement of male and female. The assessment team has found that female member of WC are not actively involved in different activities. No orientation is arranged for any community-based organisations on gender. An orientation is conducted for Adolescent groups where gender was an issue and adolescent group members are more aware about gender. There has been some positive outcome of these promotional activities at community level i.e. HH garbage management done by the female members at HH level and in some families latrine cleanliness is done by male members. The hole for garbage is dug by the male members and disposals are mainly done by the females. Staffs at PNGO level who are basically imparting promotional activities in the community are actually not skilled enough on gender and as a result of that they do not like to discuss these issues in the promotional meetings and discussions at community. There are number of activities have been included under mass campaign like, cultural activities, issue based campaign and WatSan week. In the mass campaign guideline, the assessment team did not find any instructions to discuss gender through cultural or any other activities.

Recommendations: 1) All meetings and discussion guidelines need to be revised and need to incorporate gender as one of the major crosscutting issue in WatSan sector. 2) Involvement of male in HH works should encouraged through promotional activities. 3) Respective PNGO staffs that are conducting the community-based sessions need to be trained on gender and WatSan issues.

Conclusion

Throughout the programme, the assessment team has observed that DAM and PNGO is yet to adopt the gender guideline practically in all activities and at institutional level and are still in the stage of making this component more gender sensitive. The major draw back of the component is that the component did not treat gender as a crosscutting issue and as a result of that there is no gender specific expected outcome mentioned in the log frame and thus no gender specific objectively verifiable indicators also.

At all institutional level there is one gender focal point, but none of them have authority to take any decision. So these focal points are not functional and also staffs are not willing to share their experience with them. To institutionalize gender at all sectors and stakeholder of the component from every

institution respective personnel strongly recommend arranging gender sensitization workshop for the relevant personnel.

In development gender a very important crosscutting theme in all sectors. Just as water is essential to human beings and all forms of life and its pollution and lack of access to clean water increase the cycle of poverty and water-borne diseases, gender needs to be considered because of the important role that women play in the handling and managing of water and sanitation in the household. It is therefore essential to give the women opportunity to voice their thoughts and ideas and increase their role in WatSan. Without integrated and whole participation of both men and women, achieving proper WatSan targets will be difficult.

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1. BACKGROUND OF THE ASSESSMENT

1.1 Background Perspective

Water is basic to life as sanitation is to health and women play a central role in the provision and management of both and not surprisingly, during the last quarter century since the First World Conference on Women in Mexico, the concept of gender mainstreaming in water and sanitation interventions has been gaining ground. Even though GoB has committed to provide water and sanitation to all by 2010, the programmes being implemented to improve water and sanitation most of the time overlook the important role of women. In Bangladesh women and children, mostly female are responsible for the collection of water, its handling and maintenance of household conditions with regard to sanitation and cleanliness. Men participate in the decision making around the type and building of the toilet, however its maintenance is seen as the responsibility of women since cleaning the house and toilet are not regarded as work for men. Almost 6-8 hours are spent by poor women in the gathering of water; they are also the ones responsible of taking care of the family members who fall sick due to water borne diseases.

When designing a programme, the recruitment of women staff is also important so that water and sanitation messages can be carried to conservative households as most women in rural areas have very low participation because of social and cultural barriers. The women's participation is an important criterion for the success of the DPHE-Danida Water Supply and Sanitation Components which is being implemented by Dhaka Ahsania Mission in partnership with 26 local NGOs since July 2000 in 8 coastal districts of Bangladesh. In line with Danida and its own Gender policy, DAM recognises the need to assess gender in its programme. This survey attempts to review the incorporation of gender at organisation and programme level. In order to incorporate gender in the component, multilevel activities have been conducted at levels of Policy and Institution and in implementation through the formulation for gender policy to improve recruitment, enable a gender sensitive environment, develop gender sensitive training materials, increase participation of women and incorporate it at all levels in the field

The component has also given much attention for creating a gender sensitive and enabling environment at all tiers of the component so that female employees feel comfortable working with their male counterparts. In order to incorporate gender in the component following multilevel activities have been taken:

At the level of Policy and Institution

- Gender balanced recruitment and human resource development have been undertaken.
- Gender Focal Persons were nominated at all levels to look after gender aspects in day-to-day programme management and implementation.
- Much attention has been given for creating a gender sensitive enabling environment at all tiers of the component whereby female employees can comfortably work with their male counterparts.
- All the implementation guides, training manuals and BCC materials have been carefully designed to address the gender issue.

At the level of Implementation

- Several steps have been taken for increased participation of community level women in the component intervention process so as to ensure their full access to the component benefits.
- Besides, efforts have been taken to integrate gender as much as possible with the on-going activities at the field level.

1.2 Rational of Gender assessments

DPHE-Danida WSS Components has been implemented by its 26 local partner NGOs for the last four and half years. To integrate and promote gender issues in the sector, the component has taken different steps and initiatives from recruitment to implementation level at aiming to ensure effective participation of women as one of the key considering factor of sustainable change in people's hygiene behaviour. In addition, the component staff were also oriented about Gender through different training courses and workshops. Although the gender focal persons were not given exclusive training on gender; they were oriented about component gender policies and their roles and responsibilities to promote gender sensitive environment in the component. Some clear directions are mentioned in the guides and manuals to ensure active involvement of women in the implementation of the programme. In this context, the Component management is eager to know about gender situation and its domain in the Component. A gender assessment is highly essential to determine gender sensitivity in the programme and to explore further scope for improvement. This assessment will help the Component management to undertake strategic measures for mainstreaming gender.

1.3. Objective of the Assessment

1.3.1 Overall objective

According to the concept and approach of DPHE-DANIDA programme component, one of the expected outputs of the interventions is to mainstream gender in the project, from policy to the activities at field level expected to be achieved by June 2005. Hence, it is an essential part of the ongoing project to check whether gender has been mainstreamed according to project concept paper and what progress has been made so far according to the project plan.

1.3.2 Specific Objectives of the Assessment

- Assess gender scenario of DPHE-Danida programme as implemented in the 8 coastal districts as well as operationalisation of the gender guideline.
- Identify critical events/elements threatening gender promotion across the programme implementation process.
- Outline a monitoring mechanism for internal and periodic assessment of gender in the Components.
- Recommend potential processes for further development of gender in the programme.

1.4 Methodology of the Assessment

1.4.1 Sampling procedure

Sample Design

As gender is not a measurable item, assessment team (AT) conducted a qualitative assessment and used a range of qualitative tools and techniques in order to collect more in-depth and insightful data. In accordance to the TOR multistage stratified random sampling was considered for the study. The stages were Regions, Districts, Upazilas and PNGOs working

areas. DAM has only a few activities in a limited area of two districts i.e. Feni and Jalokhati (1 Upazila from each district) and therefore assessment team excluded these two districts from sampling.

Allocation of Sample and Sample Size

According to the concept paper 8 coastal districts, 28 Upazilas, 302 Unions and 16 Pourashava are mentioned as working areas in two geographically located regions of the costal belt. This assessment covered 100% regions and 50% districts (out of 3, 2 districts from Noakhali region and out of 5, 3 districts from Patuakhali district). In both the regions, team assessed 100% PNGOs gender related activities at policy and institutional level. In 4 districts, team worked in 8 Upazilas and covered 8 PNGOs activities both in urban and rural areas on a sample basis. Following are the Upazilas and Pourashava selected as sample for the assessment.

Table 1: Allocation of samples

Sl. No.	Region	District	Upazila	PNGO	Working Area
1.	Patuakhali	Patuakhali	Kala Para	SSDP	Urban & Rural
2.	Patuakhali	Barguna	Amtali	Khalifa Foundation	Rural
3.	Patuakhali	Barisal	Barisal Sadar	AVAS	Rural
4.	Patuakhali	Barisal	Uzirpur	CARSA	Rural Arsenic
5.	Noakhali	Noakhali	Begumganj	GAT	Rural & Arsenic
6.	Noakhali	Noakhali	Begumganj	NRDS	Rural & Arsenic
7.	Noakhali	Lakshmipur	Lakshmipur Sadar	TWSDA	Urban, Rural & Arsenic
8.	Noakhali	Lakshmipur	Lakshmipur Sadar	JSK	Urban, Rural & Arsenic

Out of 16 Pourashava, assessment team covered 5% project fields (village and Pourashava) of the sample PNGO for assessment of work at policy and institutional level. Informal discussion and meeting at the policy level was conducted with 100% regional and district officers of DAM and SWOT exercise was conducted with 100% PNGO working in both the regions. Among 2 working regions of the project there are only 8 districts where as per the available project documents project activities have been implemented by 27 PNGOs. Therefore from the selected 50% working districts, 9 PNGOs were chosen to assess the status of gender integration in their implementation processes and the activities that have been implemented in the community. From available documents it appears that in the DPHE-DANIDA component, DAM has introduced same gender policy/ guidelines for both DAM and PNGOs. All BCC and IEC materials, Training modules etc are also uniform for all partners of DAM. Therefore all their partners, along with SWOT analysis, assessment of activities of 9 PNGOs at three levels (management, institution and field) will provide in-depth understanding about the process of incorporation of gender as a cross-cutting issue in the component and status of gender mainstreaming in the programme. These findings enabled the assessment team to figure out the actual situation and to outline a monitoring mechanism for internal assessment of gender mainstreaming in the component.

1.4.2 Steps in Methods

According to the TOR, the survey methodology employed for this survey was highly participatory. A wide variety of PRA techniques were used to generate information and data at the level of households, community, PNGO, and at the local government levels. To conduct the assessment the following methodological steps were followed:

- Document Review
- Data Collection
- Data Analysis
- Report Preparation

Document review:

The key Team Members reviewed all the relevant documents and literature available from DPHE-DANIDA before starting the preparation for fieldwork. An extensive review of gender policy and other gender related documents of the DPHE-Danida Water Supply and Sanitation components helped to develop the data collection tools for the assessment and data analysis. Following are some important documents, which are reviewed by the Assessment team:

- Components Log frame
- Project Activities Reports by respective PNGOs
- Gender Guideline for the Components
- Implementation Guidelines for the Field
- Training Modules
- BCC & IEC materials of the Components
- Monitoring reports

Data Collection Methods

➤ **SWOT analysis:** Assessment team conducted two SWOT exercises with PNGO executives to find out the opportunity, threats, weaknesses, and strengths of the total policy and implementation procedure of gender mainstreaming in the project.

- **Regional Level:** All PNGOs of the regions participated in the SWOT exercises. One SWOT in each of the region was conducted.

➤ **Focus Group Discussion (FGD):** FGD were conducted at different levels i.e. village/community/ Union level and at Upazila level. FGDs were conducted with community members and with PNGO frontline workers to assess their involvement in the whole process. Following are the number of FGDs conducted at different level:

- **Village level:** In 8 villages 8 FGDs were conducted (1 mixed group FGD in each of the sample villages). Total numbers of participants were 90 and among them 50 were male and 40 female.
- **Union level:** Informal discussions were conducted in 8 Unions with respective Chairperson, members, and Union WatSan Committee members. Total number of participants were 96 (male - 76 and female - 20).

- **Upazila Level:** In 8 Upazilas 8 FGDs were conducted with PNGO frontline workers (Union Coordinator and Hygiene promoter). Total number of participants were 240 and among them male 80 and female 160
- **Informal Discussion:** Group discussion will be conducted at four levels. Such as Union, Pourashava, Regional, District and Central. Following discussions were conducted at different levels:
- **Regional level:** 2 Discussion meetings at 2 DAM regional offices was conducted with DAM Regional and District Senior Officials and trainers. Two informal discussions in two PMU were conducted with DAG PMU staff and with Aqua staff.
 - **District Level:** One discussion meeting was conducted with DAM Barisal district Officers.
 - **Central level:** Discussion meeting at DAM Central office and District Offices were conducted with DAM District Coordinator and Trainer.
- **Key Informant Interview (KII):** The key personnel of PNGO and DAM were interviewed to get relevant information to understand the implementation process and obtain necessary information to get the relevant data for cross-checking.
- **Upazila Level:** In 8 Upazilas all UPCs, PNGOs, Field Trainer PNGO and POs of DAM staff was interviewed and in 8 Upazilas DPHE Sub Assistant Engineers (SAE) were interviewed in 2 Upazilas. In 8 Upazilas a total 24 KII were conducted.
 - **District Level:** Respective officers of DPHE (Executive Engineer, Project Manager), respective officers of Danida in all sample Districts were interviewed.
 - **Central level:** Respective officers of DPHE (PD, Ex. Engineer), respective officer of DAG and DAM central office were interviewed.
- **Observation:** Assessment team observed some Public toilets, toilets in schools during group meetings at different level. Some of the issues under observation were training session, number of participants, way of conduction of the session, attitudes of PNGO/DAM staff towards men and women, institutional environment etc.
- **Sharing meeting:** With the central project team and representatives of other units, findings and recommendations of the assessment was shared in a workshop with SPS partners.

Data Management

- **Preparation of Data Entry Format:** One computer analyst was appointed and responsible for data entry and analysis. For data entry, anthropack was used.

- **Quality Control during Data Collection:** Core team members provided checklist and instruction manual to research assistants to ensure the quality and standard of data. As per the checklist all the teams checked the KII and FGD transcripts before leaving the field.
- **Data Verification and Validation:** For verification and validation of data, assessment team conducted triangulation and collected same information from different types of respondent by using different types of tools.
- **Data Analyzing:** The whole assessment was a qualitative assessment, and therefore the team used taxonomic method of data analysis to find out the root causes of success as well as the gaps in gender mainstreaming in the DPHE-DANIDA WatSan component. For data analysis team used tax based computer software anthro pack.

1.5. Activities

1.5.1 Recruitment:

ASEAB engaged four experienced research assistants having minimum qualification of graduation with relevant experience for 4 districts and 9 Upazilas. A total of 4 research assistants (1 in each team in each District under the guidance of 1 Core member) and 4 Core members formed four teams under their leadership in 4 districts. Core team members were engaged and provided with necessary training/orientation to the respective assistants. Core team members participated in fieldwork at every level.

The Core team members were exclusively responsible for conducting KIIs, reviewing policy papers, BCC and IEC materials and informal meetings at institutional level. They also assisted the research assistants in compiling the data at their level.

Apart from this, one core team member had coordinated the entire assessment.

1.5.2 Preparation of Questionnaire, Checklist etc.

Core team members with the assistance of DAM and DAG prepared draft questionnaire and checklists. All tools were finalized after the field test. (Please see Annex-13).

1.5.3 Preparation of Instruction Manuals

Before starting the training, the core team members prepared one set of instruction manual for each team. Each team had a list of operational definitions of the terms that were used for all types of questionnaires/FGD checklists.

1.5.4 Training/Orientation of Data Collectors and Supervisors

All the core team members were involved in the process of designing the assessment framework, tools and instruments. Additionally, a two-day long orientation exercise was conducted by team members for research assistants to clarify the assessment objectives, methods and techniques to be used for information collection, verification and for ensuring quality of information.

1.5.5 Field Testing & Finalizing the Questionnaire

After developing the tools and instruments the whole team did the field test of the tools and instruments. After the field test, the team within a day finalized these instruments and tools according to the feed back of the field.

1.5.6 Preparation of Report:

- *Draft Report:* Based on the analysis of qualitative data and the review of secondary data and policy papers, the draft report was prepared and presented to the DAM Management.
- *Final Report:* Accommodating the comments from DPHE-DANIDA and DAM Management, the final report was prepared and submitted to the DAM central Office.

1.6 Orientation of the Assessment Team

All the team members were involved in the process of designing the evaluation framework, tools and instruments. Through discussions and formal meetings with DAM and DAG CCU staff, the objectives of the assessment, methods and techniques to be used for information collection, verification and for ensuring quality of information were clarified. To make the core team members clear about the DPHE-DANIDA Component, its objectives and expected outcomes as well as DAM's expectation from the current assessment team, DAM central component staff members arranged a half-day briefing session for the core assessment team members.

All the core team members were also involved in the process of designing the assessment framework, tools and instruments. Before starting the fieldwork, a two-day long orientation exercise was conducted (see 1.5.4 Training/Orientation of Data Collectors and Supervisors).

1.7. Evaluation Team

Assessment Team members have been comprised of the following persons with diversified expertise and proven experiences in the areas of Water and Sanitation issues related to Gender and Development, Institution Development and Community Participation, HRD in general and Sanitation and Hygiene Promotion in particular.

- Ms. Rabeya Rowshan, Team Leader, Gender and Development Specialist.
- Mr. ARMM.Kamal, Team Member, Sanitation & Hygiene Promotion Specialist.
- Ms. Afroz Huda, Team Member, Gender specialist
- Mr. Ali Ahmed, Team Member, Institution Development and Community Participation Specialist.
- Mr. Abu Hanif, Team Member, Monitoring specialist.

Four research assistants worked in 8 sample PNGOs and their working areas to collect information from the PNGOs and to conduct the community based FGDs and interviews. Each of the teams had 1 research assistant and 1 core team member.

1.8. Type of Respondents

The assessment team members during the data collection and information generation phases of the review met quite a large number and variety of people. The purpose of meeting

different sections of community and stakeholders is to cross-check the information provided at different levels. The following categories of people will be involved in the whole assessment.

- Community groups members (including poor, middle and rich people in the villages and both man and women).
- Water User groups.
- Member of School Management Committee and teachers;
- Members of Sastho Saba Shango
- Union WatSan Committee;
- Officers and staff members of DAM Central/Regional and District Offices;
- Representatives of Aqua;
- Representatives of DAG PMU;
- Respective Representatives of DPHE Central/District and Upazila offices;
- All PNGO executives and respective project staffs of sample PNGOs;

1.9 Timeframe of the Assessment

The assessment was carried out during March 2005-June 2005. The period includes preparing and designing the survey in consultation with DAG, DAM, AQUA and DPHE; data collection, compilation etc. (in both the regions), reporting and presenting the findings to the management.

1.10 Limitations

As agreed assessment team interviewed all relevant staff members and stakeholders, however in Noakhali team was unable to talk to the DAM gender focal point in Luxmipur district office, and in Patuakhali team was unable to interview the Project Manager of DPHE, because these people were not available.

In DAM central office assessment team failed to interview the previous gender consultant of the component, firstly because she was on sick leave and when she got back to the office she was extremely busy with her own programme activities and was unable to give the assessment team any time for an interview.

One of the biggest constraints of this assessment was the time. Though the assessment team felt that in few cases it could be better if they had time to go back to the PNGOs to conduct more in depth interview, which would make the scenario clearer but due to lack of time they were unable to do so.

2. OVERVIEW OF THE DPHE-DANIDA COMPONENTS

2.1. Overview of the DPHE-Danida Components

About the DPHE-Danida Components

Dhaka Ahsania Mission in partnership with 26 local NGOs has been implementing the socio-economic activities of DPHE- Danida Water Supply and Sanitation Components since July 2000 in 8 coastal districts of Bangladesh. The programme is being supported by Danida under its Sector Programme Support to the Water and Sanitation sector of the country and specifically under an agreement signed between Royal Danish Embassy and Dhaka Ahsania Mission. The objective of the components is to bring about improved health condition of the population through provision of safe water supply, sanitation and hygiene promotion. DPHE with technical support from AQUA Consultants Ltd. is implementing the hardware facilities, such as installation of DHTWs, construction of piped water supply system in urban town, construction of Public Toilet, dustbin and dumping site etc. The software intervention comprises facilitation to hardware construction, bringing about behavioural change in sanitation and hygiene practices and capacity building of the local government bodies, stakeholders and communities for operation and maintenance of the hardware facilities. Union Parishads in the rural areas and Pourashava in the urban towns are closely associated with the programme. Through Component intervention process, more than 19,000 DHTWs have been installed for ensuring supply of safe water, 450 school latrines and 60 Public Toilets were constructed and about 200,000 household latrines were promoted. About 4,23,000 households and 2.3 million people have directly benefited from the component intervention.

Gender Scenario in the Components

Gender is an important crosscutting issue of the DPHE-Danida programme. Danida as well as the Component is very much sensitive to Gender and much attention has been given to integrate gender in the implementation process of WSS Components. The Components aim at long term sustainable use of safe water and sanitation installations and a qualitative improvement in the lives of the rural population and urban poor with regard to reduced incidence of diarrhoeal diseases and parasitic infestations. As such the women and children being the worst sufferers have been given much attention under Component intervention. Several steps have been taken for increased participation of community level women in the component intervention process so as to ensure their full access to the component benefits. Gender balanced recruitment and human resource developments have been undertaken and gender Focal Persons were nominated at all levels to look after gender aspects in day to day programme management and implementation. Much attention has been given for creating a gender sensitive enabling environment at all tiers of the component whereby female employees can comfortably work with their male counterparts. Besides, efforts have been to integrate gender as much as possible with the on-going activities at the field level. All the implementation guides, training manuals and BCC materials have been carefully designed to address the gender issue.

2.2. Gender Integration in the DPHE-Danida WSS Components

2.2.1 Strategies for Integration of Gender in the DPHE-Danida WSS Components

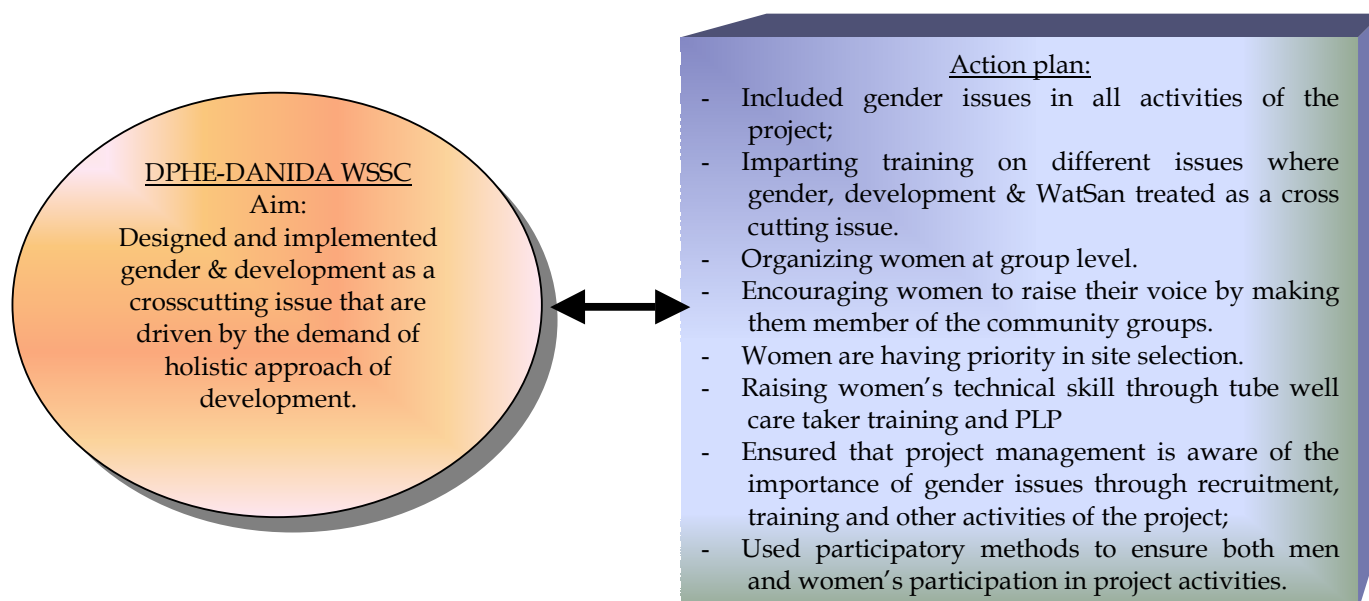
DPHE-DANIDA WatSan Component has a gender policy, which aims to officially implement within DAM and Partner organizations the integration of gender in their organizational activities through the following practices:

- Integration of gender as a crosscutting issue in all components of programmes.
- Emphasis on women's participation in all stages of training and other project related activities;
- Gender sensitive, gender specific awareness training/workshops for staff;
- Gender preference in designing projects
- Incorporation of gender issues in personnel policies.
- Use of Participatory Learning and Action approach among project beneficiaries.
- Equal emphasis on men and women for capacity building, and management.

2.2.2 Implementation Strategies of Gender Integration in the DPHE-Danida WSS Component

- Recruitment and selection of women as project staff of the component.
- Integration of gender aspects in some core training curriculum and materials.
- Emphasis on women's participation in all stages of training and other project related activities;
- Inclusion of women in all community based activities of the project; they are the key changing agent at the household level.
- Empowering women to participate in the community level activities
- Taking affirmative decision for recruitment of women at PNGO level.
- Use of Participatory Learning and Action approach to empower group members and adolescent group members.
- Ensuring women's participation by encouraging lactating mothers to bring their children in the caretaker training and to the group meetings.
- Steps to reduce gender barriers to promote equal participation of women in mass mobilization activities.

Fig 1. Strategies for gender integration in project activities by DPHE-DANIDA WSSC

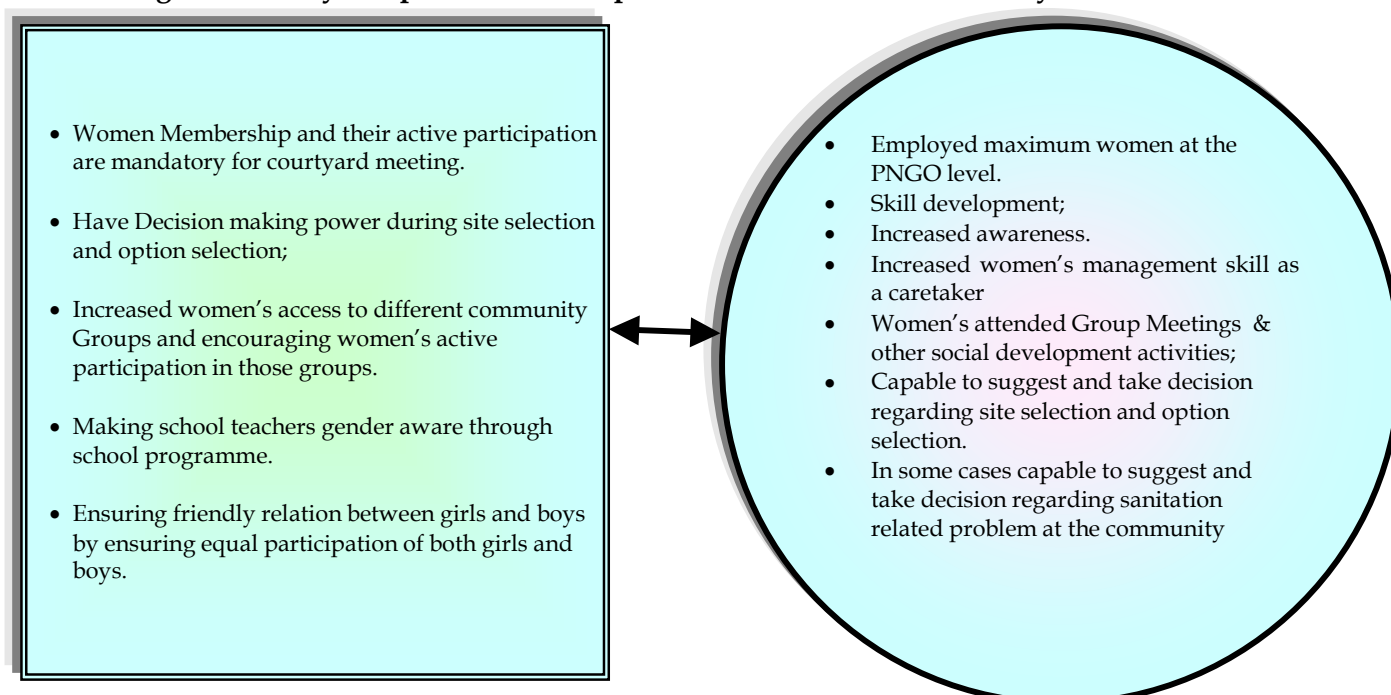


2.3 Achievements of the Component

During the project period until March 2005 the DPHE-DANIDA has successfully incorporated gender in the following component areas:

- PNGOs within their limitations implemented the gender guideline/policy for component staff.
- PNGOs successfully created a gender friendly working environment for women HPs and UCs.
- Considering the nature of the job with all limitations PNGOs are ensuring social security for HPs and UCs as much as possible.
- Women's technical skills have been improved and they perform the roles of Tubewell caretaker by using this skill.
- Women proved their competence and power as a group by mediating different types of WatSan related problems faced by the community members i.e. in most of the cases women are first who request the UP to provide ring slab to poor households.
- Skills of women and men in the area of social and environmental management of water, sanitation facilities are strengthened.
- Women members are key to increased sense of responsibility, raising awareness about women's rights, invoking the attitude of willingness to increase female participation rate in different group meetings particularly courtyard meeting.
- In many cases, the school teachers have been made more gender sensitive, which helped them to treat girls and boys equally particularly in keeping the school clean.
- Making schoolchildren gender aware by ensuring equal participation of girls and boys in the Shastho Saba Sanga (SSS – a school based health association).
- Reduce gender gap between men and women by giving women preference in site and option selection.
- Capacity building activities for women under group system includes:
 - Training on Tube-well maintenance and repairing.
 - Awareness rising on primary health care, hygiene, safe water, cleanliness and benefit of sanitation.

Fig 2: Action by components and output at the PNGO and community level



3. REVIEW OF DOCUMENTS AND BCC/IEC MATERIAL

3.1 Review of Policy and implementation guideline

One of the major thrusts of development is to ensure gender equity in different sectors and is in an important crosscutting theme of Danida, as a result of which gender is also a crosscutting theme of DPHE-Danida water supply and sanitation component. Though initially component did not consider gender in-depth but later in 2001 a gender guideline/policy for the component was developed. This guideline/policy is applicable for all DAM offices and for all PNGOs who are involved with the component, however not for other stakeholders. According to the guideline/policy, it is not very clear how the component actually tried to incorporate gender in the programme however it is apparent that efforts have been made to institutionalize gender more than as a cross-cutting theme in the programme. In the institutional level this guideline is good for DAM, but considering the nature of the job and financial and physical ability of the local partner NGOs some rules are either not applicable for them or hard for them to follow for example;

- a. Ensuring 50% women staff in all levels (Gender Implementation Guideline pp 19. article 3.3.1 a).
- b. Working environment: Ensuring proper facilities for mothers having below 5-year old child to keep her child in a safe place and through this ensuring proper care and growth of children (Gender implementation Guideline pp 20. article 3.3.1 b).
- c. Ensuring ½ hour to 1-hour lunchtime to lactating mothers to feed her child (Gender implementation Guideline pp 22. article d 4).
- d. Allowing lactating mothers to bring their breast-feeding children during training and orientation with their own nannies (Gender implementation Guideline pp 22. article d 4).
- e. To ensure proper childcare up to two years if possible, all component office should arrange day care facilities in the office (Gender implementation Guideline pp 23. article d 6).
- f. After 5:00 pm if female staffs need to work overtime then office should arrange transport for them (Gender implementation Guideline pp 23. article d 6).

Furthermore, though there is an explicit instruction to incorporate gender in all activities of the component, this is not adequately addressed in the log frame, particularly at output and objectively verifiable indicator level. So, there is no mechanism to measure the progress of gender related activities or outputs.

Recommendation:

- The successful implementation of a water and sanitation programme relies on a better understanding of the different roles and responsibilities of women and men in the use and management of water and sanitation facilities. Therefore, before starting the next phase, the components need to revise their gender implementation guideline and put more stress on the activity level.
- DPHE-Danida WSSC also needs to ensure that gender is treated as a crosscutting issue in the programme.
- As per the gender implementation guideline, component also needs to revise the log frame and incorporate gender as a crosscutting theme at level of activities and output.

3.2 Review of Log Frame:

The Component has developed very clear Logical Framework Matrix for its Rural, Urban and Arsenic program. It is a well-designed LFA Matrix by maintaining 4/4 matrixes, which includes indicators (Objectively Verifiable Indicators), means of verification (MOV) and Key Assumptions. LFA Matrix of all programs (Rural, Urban and Arsenic) under this component has covered Development Objective and Immediate Objectives under the description column. Under the immediate objectives of Rural Component, it is clearly mentioned that this component will address the improvement of behavioural pattern of men, women and children and hygiene awareness among women and men. However, under the indicators column, nothing is mentioned in connection to gender and what will be practically expected to be achieved with respect to situation of male and female within the targeted intervention areas (see annex-8). Most of the indicators have been formulated in a generic form instead of giving special attention to role of male or female household members.

Strengthening capacity of LGIs, NGOs and Communities is one of the important immediate objectives of the component. As per the component target, communities are the primary beneficiaries, which is comprised by men, women and children. Here too there is no specific indicator that will help to understand whether capacity of male and female within the intervention areas has increased as a result of a properly implemented and focused gender guideline. The component was developed in 2001 and the gender guideline developed in 2003, but the component log-frame has not been revised by the DAM in accordance to the gender guideline to incorporate the gender related issues.

Under the Rural Component, it is clearly mentioned in the immediate objective no. 1, that behavioural pattern of men, women and children will be improved, but under the output column it is referred to as user households, not with reference to men and women. Another important area of any Log-frame is the output level indicator, however DAM has not identified the output indicators within this component's Log-frame. It has therefore been very difficult to assess gender as an expected crosscutting theme of the component by looking at the developed Logical Framework Matrix.

The same scenarios exist in the other programs, such as the Urban and Arsenic Components with regard to gender, as result of which these components could not develop gender-monitoring tools though the component partner has developed a comprehensive gender guideline.

Recommendation:

- The AT has found inconsistency between Log-Frame and existing gender guideline and therefore the Logical Framework Matrix should be revised based on the existing gender guideline.
- The existing Log-frame has been developed from development objective to immediate objectives and due to absence of output level indicators and means of verification it becomes hard to understand any crosscutting issues in the Log-frame and therefore it is recommended to develop output level indicators.
- In future when designing a programme and its log-frame, it is recommended to use the gender analytical framework so that gender is incorporated holistically and eventually will also be effectively reflected in the M&E at both community and programme level.

3.3 Review of Monitoring reports and Documents

The Monitoring and Evaluation system is the most important part of the project. The data collection techniques and its quality contribute to obtaining meaningful findings from the monitoring and evaluation system. Regarding a unique and friendly user monitoring strategy, tools, guideline and database are the most essential steps for the successful M&E system. Through monitoring system development, project measures where they are and what else they need to do in order to reach to the goal.

Findings

The M&E system of DAM has been reviewed and it has been found that only the monthly follow up report have gender-segregated data on number of participants and apart from this, gender is not part of the log frame (see annex-10). With the lack of gender specific indicators, means of verification of output and a measurement tool of progress in different M&E formats, it is not easy to collect gender related data. The M&E implementation guideline especially for PM&E is developed in easy language, the M&E strategy is described also in an easy manner, however there are still some gaps regarding achievement of the objectives of the M&E as well as project purposes, but these can be rectified because there is scope of improvement for the gaps identified.

Recommendation:

- DAM M&E system is not gender sensitive and it is recommended that after revision of the log frame, M&E system also needs to be revised and made gender responsive.
- Currently there are no gender related indicators, which needs to be adopted enabling measurement of gender related outputs mentioned in the log frame (if any).
- The PM&E builds the analysing capacity of the respondents in a group; the quantitative data is the entry point to share the qualitative information through a thread ball discussion and analysis on the spot by the respondent. This creates opportunity for further empowerment of the participants, however the present PM&E did not incorporate the analysing capacity scope of respondents (there is no option of presenting individual comparison data).
- The M&E strategy always presents the overall M&E framework at a glance in the table, which contributes to easy understanding for the M&E implementers and all project personnel. However, 'at a glance' M&E framework is absent especially with regard to gender in the DAM M&E strategy.
- The information flow, which is shown in the M&E strategy document, is not very clear and the responsibilities and product of the each level should be clarified.
- The indicators used may have dimensional definition but it is not clear which definition is appropriate for the M&E and therefore there is need for clear definition of the used indicators.
- The DAM M&E strategy did not show any unique tools for data collection and formative tools need to be developed and should be followed.

3.4 Training and Orientation

Training is an indispensable part of any program to ensure effective implementation. It also has been unanimously recognized by the development sector as an important means of capacity building of relevant staff and other stakeholders. In DPHE-Danida Water Supply and Sanitation Components, different stakeholders are involved in program planning,

implementation and monitoring at central to grassroots level of the component. To make all of them aware and capable, a total of 12 selected training and orientation courses have been developed by the project team and conducted accordingly. As outputs of the training and orientation courses, the target of Total Sanitation Coverage has been significantly achieved with other expected outcomes as these were designed in the project document. Before conducting the training and orientation courses, the central training team developed all training and orientation manuals, materials and other guidelines in a consultative way. To implement the total sanitation program in 254 villages, DPHE-Danida Water Supply and Sanitation Components organized a foundation training and TOT for DAM Training Coordinator and Trainers from all Partner NGOs with the assistance from Water Aid and VERC. Through this foundation course and TOT, participants have developed two training modules for partner NGO staff and LGI representatives.

The Component has developed and provided capacity building support to its partner NGOs and other stakeholders through training, orientation and workshop. Mainly, three types of training/orientations have been conducted under this Component. The types are:

1. *Training for Partner NGOs staff*: Under this category of training, a total of seven (7) training courses have been conducted by the training team of the component at district and central level. The main objective of these training courses are to increase knowledge and skills of the PNGO staff on the concept of Total Sanitation Program, using PRA tools for hygiene promotion, monitoring and management of field programs. The courses are:

- UC HP Foundation Training manual- Oct 2000
- UC Foundation Training manual- Oct 2000
- Sanitary latrine producers training manual- Aug 2001
- Training Manual for Safe water supply and latrine installation in primary schools
- Training reports on participatory monitoring tools for hygiene promotion.
- Training Module on participatory tools for hygiene promotion and monitoring Dec. 2003
- Training module of foundation training on total sanitation concept for core team (UC&HP) Aug 2003

Findings

Gender has been addressed in some of the training courses like, Foundational Training for Union Coordinator, District Coordinator, Upazila Coordinator, Youth Orientation and Union WatSan Committee Orientation. The concept of gender and discrimination between male and female in connection to social rights, cause of discrimination and how gender role can be addressed in the component activities have also discussed in the mentioned training manuals. Sufficient practical examples have also given in most of the sessions, which methodologically has helped to make participant's understanding on gender and development clearer. Before concluding the gender session, participants have identified some strategic issues such as 50% female workers at field level, ensure active participation of female members in decision making process, DTW site selection, encouraging male household members to participate actively for improving household based WatSan situation, however these are all very quantitative aspects of gender in Water Supply and Sanitation Programme. The training courses have adequately imparted knowledge and understanding on gender for the District, Upazila and Union based staff members of DAM and its partner NGOs, but has not been able

to put across how active participation of females in decision making process will increase instead of by only showing attendance in different sessions, meetings and orientation. Integration of gender issues at community level in terms of specific role of male and female is needs to be more clearly defined and discussed in the training manuals.

The DPHE-Danida Water Supply and Sanitation Components has developed and conducted another Foundation Training on Total Sanitation Concept for its core team (UC&HP). This training has designed and included social aspects, people's participation, hygiene promotion, low-cost latrine, water supply and PRA tools for hygiene promotion, however gender is not included as a crosscutting issue, even though it has been discussed by the component in other training courses. A number of PRA tools have been introduced in the programme, but there are no tools (PHAST tools) in the training manual, which address the gender role in Water, Sanitation and Hygiene Promotion and community and household level.

2. Training for Private Sector Actors:

In response to community demands for installing DTW and latrines at household level, the component has included private sector actors as important stakeholders to support the supply of hardware facilities for the community people. The main thrust of the training courses for this group of people are to develop skills of the private masons for producing quality hardware materials and make available at community level so that people can buy those hardware materials in an affordable manner. The trainings are:

- Sanitary Latrine Producers Training
- Training on Safe Water Supply and Latrine Installation of Primary School
- DTW Caretakers Training

Findings

The component has included private sectors to provide support in achieving the target of sanitation coverage within the target areas. In order to accomplish this, a few training courses have been conducted by the training team at District level and Upazila level. A three-day long training course on Sanitary Latrine Production has been conducted for the private masons, which includes mostly technical parts of latrine production. In the training manual, role of male and female masons have been illustrated in pictorial form but there is no practical lesson or session in the training manual on specific role of the female mason for producing different parts of latrine. The Assessment Team also did not find any indication or criteria for selecting female participants as mason in the training manual.

For the DTW caretaker training, the component strongly maintained male-female ratio in selecting caretakers. As per the installation and maintenance guideline, 4 caretakers will be trained for each DTW. Among these four, two are female and two male. In terms of male-female ratio the present strategy is quite effective to ensure female participation. The AT has found 50% female caretakers are trained for maintaining their water points, though most of them have mentioned that the DTW did not require much repairing during this time. In a few cases, the female caretakers replaced set valves. It is also found by the assessment team that most of the female caretakers are close relatives of the selected male caretakers, sometimes even from the same bari.

From the gender point of view, by involving females as caretaker at household level makes way for empowerment of women in the rural community and creates an enabling environment for them to share thoughts, opinions and take active part in the decision making process at all levels. By coming from the same family, the female caretakers are usually able to share their opinions and come up with ideas as the male members who are caretakers as well do not make it easy for them to voice their thoughts.

3. Training/Orientation for Local Institutions:

Considering expected outcomes of the component, various types of training and orientation courses have been conducted for different important institutions at local level. The component has been successful in identifying most of the local institutions that are influential and can play a vital role in promoting sanitation and hygiene practices on their own. The main purpose of conducting the following training and orientation courses are to make them aware and mobilize their potential for achieving project targets in a sustainable fashion:

- Tea stall session March 2001
- Imam orientation course (one day) Apr. 2001
- Union WatSan meeting manual Mar. 2002
- WatSan committee orientation course Nov. 2000
- Quarterly Imam and Youth manual Dec. 2001
- Youth Orientation Apr. 2001
- Hand DTW implementation Guide (printed book) Oct 2000
- Courtyard and HH supervision manual (Bangla printed book) Jan 2003
- School Hygiene promotion guideline (printed book)

Findings

A cross sectional approach in community mobilization has been adopted in DPHE-Danida Water Supply and Sanitation Component to involve different formal and non-institutions and community key persons. Most of the community based promotional activities are designed for male section of the community, such as, Tea Stall session, Imam orientation, Youth Orientation. There are some more activities at LGI level where female participation is 20-30 percent, like Union WatSan Committee. For teacher orientation, one female teacher attends the course. The AT has found these all are good initiatives to address gender issues within the hygiene promotion strategy framework. Most of the promotional activities and orientations are conducted by following a well-designed operational manual.

Out of eight promotional activities manual, only 2 (youth orientation and Union WatSan Committee Meeting) has included gender as an important content of the orientations. In rest of the manuals, gender component is not included. Courtyard meeting is organized for both male and female at household level, but practically the AT has found mainly female participants in courtyard meetings. The AT has reviewed all the promotional manuals, which have been introduced with PNGO staff through formal training and orientation for disseminating at the target villages. It was found by the AT that there was no specific guideline or instruction in those manuals to introduce gender issues through the ongoing promotional activities at community level.

The component has facilitated a training course for SAE and UEO (Upazila Education Officer) on School Sanitation and Hygiene Promotion. The main objective of this training course is to increase knowledge and skills of the participants on installing hygienic latrine and tube-well with use and maintenance through conducting hygiene promotional activities at school level, however AT did not find any sessions on gender, particularly the role of boys and girls in using and maintenance of the WatSan facilities at school level.

In the WatSan Committee orientation and Youth Orientation program, gender issues have adequately included with special focus on role and responsibilities of male and female in Water & Sanitation promotion. But, in other orientation manuals such as, Imam Orientation and Community Meeting, gender is not considered as a discussion item.

Methods & Materials

In order to achieve the objectives of both the courses, facilitators used a set of participatory methods and materials to explore the participants' views and ideas on the relevant topic. The assessment team members have found these have been very effective methods and materials used in both the training courses for DAM Training Coordinator and Trainers of PNGOs. The methods were:

- Lecture Discussion
- Game
- Practical Exercise
- Demonstration and Discussion
- Role play and Discussion
- Question answer
- VIPP
- Group discussion and plenary presentation

Recommendations

- Gender has been included as one of the most important content for the training courses that basically conducted for District, Upazila and Union level staff of DAM and partner NGOs. A separate chapter on gender is elaborately included in most of the training and orientation courses, but the training course on Participatory Hygiene Promotion, there is no specific tool addressing gender in water and sanitation promotion. So, the AT recommends including a few participatory tools that will be able to address gender issues within the existing framework. For example, Gender role analysis matrix, Pocket voting and Forum Theatre tools.

- In the existing training manuals, gender is included as a separate content, which has created a room for incorporating gender issues but there is a scope and needs to incorporate gender with other contents of the same course. For example, while the trainer is discussing about the present Water and Sanitation situation and its bad effects, reference can be made particularly to sufferings of female and children, based on this, role of male can also be discussed to address gender issue.

- In a few training manuals, gender is not included as a content or topic. The AT strongly recommended to include gender issue through an in-depth review of the existing training and orientation manuals.

- In the existing promotional activities under this component, there are a few activities conducted by the field level staff of the PNGOs aiming to reach male members of the community, however the role of male and female members at household level are not discussed. The AT has recommended to include these issues in the existing orientation manuals, like Imam Orientation, Community Meeting and Tea Stall session.

3.5 Review of BCC and IEC Materials

The Component has developed wide range of IEC (Information Education and Communication) and BCC (Behavioural Change Communication) materials to promote Water, Sanitation and Hygiene issues in the working areas. As per the concept of communication process, the role of IEC materials is to disseminate WatSan related information to different stakeholders and individuals with a view to make a change in their thinking so that they can play supportive role in this connection. In most of the cases, IEC materials are being used for policy makers, donor agencies, various institutions and individuals in the community to create an enabling environment and positive mind set in favour of program. BCC materials have also an important role to change behavioural aspect of any community. In this component, various types of printing IEC and BCC materials for different stakeholders and community people has also been disseminated. All the materials have been developed by a professional team and pre-tested before going to use in the field. The following IEC materials have been developed by the component:

- Brochure on safe water
- School Hygiene Promotion guideline
- Annual report
- Video documentary film

The Component has developed various types of BCC materials for children, women and male community members. Two categories of communication materials are being used, one is interpersonal and the other one is intra-personal. The materials are as follows:

- Different types of Posters
- Flash Cards for male and female
- Sticker for children
- Ludu for children
- Learning through playing

Findings

Information Brochure: The Component has developed a well-designed brochure “safe water safe life” that contains a brief background of water use, source of safe water, and importance of safe water use, personal hygiene practices and use of hygienic latrine. This brochure has been developed and used as an information source on WatSan for staff and other stakeholders involved in the component at different levels. Most important messages/information are very clearly mentioned in this brochure with regard to water use, latrine and personal hygiene practices. To make these messages more clear and understandable to all-relevant target audience, pictorial illustrations have made this brochure more interesting and communicable. However, there is no action oriented picture and message where male household members are doing something or can do something at household level. The brochure thus seems to be women centred information source on water and sanitation program.

Recommendations:

- In future, such type of brochure needs to be reviewed by a gender specialist before publishing, so that this kind of material can be used appropriately as a gender sensitized information source for the sector agencies.

School Hygiene Promotional Guideline: This guideline has been developed to implement the activities relating to school based sanitation activities by the teacher. Very useful information and messages have been incorporated in the guideline for the teachers which is, in fact, helping a lot to implement school based sanitation and hygiene promotional programs at school level, however gender is still missing in this guideline. The school is an institution and a level, which should be capitalised to introduce gender issues in order to have long term impact to student's family and society as well.

Recommendations:

- A through review should be done by the Component to incorporate gender issues in School Hygiene Promotion Guideline.

Annual Report: The Component has been publishing annual report every year, main purpose of which is to share component achievement and organizational experience in implementing the component activities in line with its objectives and outputs. A colourful, well-designed and informative annual report has also been published in 2005 for the year of 2004. Area wise detailed information in connection to achievement and experience has been described in quantitative and qualitative manner. In the whole component, gender is a crosscutting issue and addressed in many activities with significant achievements such as, staff recruitment, site selection of water point, caretaker training and ensuring participation of female householder members in courtyard meeting and other promotional activities of the component. In the annual report of 2004, gender issue is included as a separate chapter with a brief description of achievement that the component has addressed. More than 55% of the total workforce of the components are female and in the field level 80% staff are female which has created a scope for female to be involved in the component. Along with these achievements, there are some success cases of female staff members, community leaders and female UP members in taking special initiatives to implement the component at grassroots level. A few of the success cases can be highlighted briefly in the organizational annual report.

Recommendations:

- The way gender issues have been incorporated in the annual report 2004 is quite appreciable, and the AT therefore recommends to continue this strategy in future with a few success cases of female UP members and female community leaders who have extended remarkable cooperation in achieving the component target in terms of gender.

Different types of posters: As part of effective communication to reach a large population of people, the component has developed three types of posters with three different messages for the community people on arsenic. Arsenic is a priority issue in the water sector and it was appropriately selected and highlighted to extend for arsenic awareness. The AT team has reviewed all the posters and found these to be gender sensitized BCC material where role of male and female has been focused in collection water from Tub-well and other works in water management.

Recommendations:

- The AT has found all the posters as gender sensitized BCC materials, so the process of producing and using these posters should be continued in the next phase of the component.

Flash Cards: At village level, the component has been using Flash Cards (R-3PS) particularly for female household members in courtyard meeting. The main purpose of using these cards is to create a positive mind set among community people based on exercising the flash cards for identifying the best practices, moderate practices and bad practices in the area of water, latrine use and personal hygiene. It is a well-accepted interactive Behavioural Change Communication Material used in other areas of the world. Through clear and colourful illustration, the following messages have been highlighted in the flash cards;

- Tube-Well repairing
- Water collection
- Cooking and food serving
- Latrine cleanliness
- Household cleanliness and garbage disposal
- Washing children's hands before taking food and after defecation.

Except for latrine cleanliness, all the above-mentioned tasks are being done by the female household members in most of the flash cards. Male's role in promoting sanitation and hygiene area can be further promoted through such materials.

Recommendations:

- Before using such communication materials it should be reviewed for incorporating males role in promoting hygiene practices at household level by the component.

Sticker: The Component has developed stickers to disseminate sanitation and hygiene related messages among children within the target areas of the components. A total of eight types of stickers have been developed with various messages for the school children. Most of the stickers messages are very generic and action focused and also gender sensitive. Such materials can be promoted as it has been designed for reaching school students within the component areas.

Recommendation:

- The AT has found these stickers are quite gender sensitized, so using of these materials should be continued in future.

Ludu for Children/Adolescent: The Component has produced Ludu as BCC materials aiming to reach children and adolescent within the component target areas. It is a well-designed pictorial material that has been used for children and adolescent girls and boys to increase knowledge on hygiene practices. Pictures in the Ludu are include both girls and boys making it gender balanced, however to make the material further gender sensitive it would be more helpful if a written instruction is included under the instruction line of the Ludu to ensure discussion on role of boys and girls and of male and female in WatSan.

Recommendation:

- A brief instruction for participation of boys and girls should be included in this material in such a manner that will cover gender issues in water and sanitation program.

Learning through Playing: The Component has developed an interesting BCC material for children (both girls and boys) to enhance their knowledge and awareness on washing hands before taking food and after defecation. In addition household garbage disposal and latrine cleanliness have also been highlighted in this material with specific role of male and female. Gender issues in sanitation and hygiene are also adequately addressed in this material. The main target audience of this material is children, but role of female in using Achal (part of the saree) for cleaning babies and disposing household garbage have been clearly mentioned in the material in gender sensitive manner and role of male and female has also explained in this material.

Recommendations:

- The AT has found this material to be gender sensitive and therefore can be continued in future.

4. GENDER AT THE LEVEL OF INSTITUTIONS: FINDING AND OBSERVATION

4.1 Recruitment Policies and Practice

As per the Gender guideline DAM adopted a very gender sensitive recruitment policy, which is applicable in all sectors such as management, planning, implementation, monitoring and evaluation and also in PNGO sector of the component. According to the policy, all levels of DPHE-Danida WSS component will ensure at least 40-50% female staff. In case of Hygiene Promoters (HP) and Union Coordinator (UC) staffing ratio is little different. Considering the nature of job and women access to other peoples' households, the component decided to recruit 60% female HP and at the same time considering the communication and security factors decision was also taken to recruit minimum 40% female UC. Between Upazila Coordinator (UPC) and Field Trainer (FT) as per the guideline one must be female. According to the guideline, programme officer (PO), who are DAM staff but located at PNGO, 50% must be female. It is also mentioned in the policy that if required educational qualification could be reduced in order to achieve 50% female recruitment. However, the current staff recruitment scenario does not fully comply with the policy guideline.

Findings

At the level of DAM Central office:

Though female recruitment is mentioned in the guideline, the guideline was developed after the one-year completion of the project and so, DAM had little opportunity to follow the gender guideline/ policy in case of recruitment at central level. However, the male: female staff ratio at the central level is quite satisfactory. Currently in the Component central level DAM have around 36% female and 64% male (out of 19, 5 are female). And even though this may seem fine for an organisation that developed gender policy so late, the assessment team findings also showed that when a male staff resigned from the component DAM did not take any affirmative decision to replace that position by a qualified female after the gender policy formulation.

According to central office officials, it is hard to get qualified women to join in positions which require frequent travel to different part of the country, but this scenario was present ten years ago, and currently now none of the big NGOs or development projects complain of not being able to get suitably qualified women particularly at management level (see annex-7).

DAM Regional and District Level:

In Patuakhali Regional office there is an office secretary, a field supervisor and three health educators out of a total of 31 staff members (see annex - 7). Of these staff around 19% are female and none of the management level staff are female. Previously there was a female accountant who was sacked due to incompetence, however the PMU also informed that the female accountant did not get any opportunity for adequate training to develop her skills. At the same time in the same region there are positive examples also. In Barisal district office one female staff has been promoted as assistant training officer and in this office currently DAM have 33% female staff, however here too, there are no female staff at the decision making level (See annex-7).

In Noakhali regional office including PO, DAM has 6 female staff, which is around 27%. Out of 28 staff 6 are female and all are programme officers (see annex-7). Among them 4 are located in different PNGOs. In the management level Noakhali regional DAM office also do not have any female staff. In Laxmipur district out of ten one is a female staff who is a district training officer.

DAM regional and district office hardly have any female staff excluding programme officers who were in fact initially staff of Danida Advisory Group, handed over to DAM when DAG phased out from the implementation process. From this it is has been found that DAM did not recruit majority of the programme officers.

At the PNGO level

At the PNGO level partners tried to follow the recruitment policy as per the gender guideline/policy and majority of the partner organizations they have recruited at least 40% female staff at all levels. In most of the PNGOs of Noakhali region around 80% HPs are female 50% UCs are female. Considering the bad communication and transportation system and the workload in Patuakhali region (except Barisal district) PNGOs recruited almost no female UC and in the sample PNGOs there are no female UCs at all.

The M/F ratio of FS and HE is satisfactory. Though there is no female UPC, but still in Noakhali region recruitment policy has been implemented properly by the four PNGOs. In the Patuakhali region, however (Khalifa Foundation and SSDP) the UPC, TC and UC level office staff is mostly male. It is evident from SWOT that PNGOs believe that UPC needs to work hard and women are not capable of taking high workload, while in reality female UC and HPs are working till 9:00 pm during tube-well (water point) installation. It proves that these are traditional ideas about women and these can be reduced through gender sensitization training. At the beginning of the component there was no gender guideline/policy and despite its formulation and establishment, it has been found that since then DAM has not recruited any position by a woman.

At the DAM management level, female staff is almost nil and it contradicts the policy. At the PNGO level a big gap has also been observed. *Actually*, 50% female recruitment at all levels is only in the paper, **not** in practice.

Recommendations:

- It should be mandatory to follow the recruitment guideline as per the policy and DAG should have the mechanism to review the policy discrepancies at all levels if there is any.
- All the staff at the regional and PNGO level do not have the common understanding on the gender concept, which needs to be prioritised, particularly to make the recruitment procedure more gender sensitive.
- Before starting the next phase DAM needs to rethink about the benefit package of the HP, UC and FTs

4.2 Working Environment

There are both positive and negative views regarding the working environment at DAM regional office and PNGO level.

It has been mentioned that working environment at DAM central office is satisfactory for both male and female staff members. Facilities are also quite good. On the other hand we have been informed that female staff are verbally humiliated by their male colleagues at DAM regional office and District office (especially at Noakhali). Different PNGOs informed the assessment team that in Noakhali region PNGO staff particularly HPs and UCs are very much verbally abused by DAM staff. Assessment team is also informed that in Luxmipur district office training coordinator has attitude problem and tries to misuse her position, therefore instead of creating women friendly atmosphere the situation is reversed.

In Patuakhali, regional level working atmosphere is good as mentioned by the regional members but there is no separate latrine for the female staff. Patuakhali Region chief mentioned that the female member never demanded for it and they also did not face any problem so far. In the Noakhali region there are two female POs who sit at DAM regional office and according to them as they are not entitled to get any furniture or office facilities (physical facilities) there is no space for them in the office. Furthermore during FGD session, female staff requested their colleagues not to verbally humiliate them and said that all colleagues must use professional language and maintain official etiquette while they are talking to each other.

At the PNGO level in Patuakhli URC, UC and FS/HPs consider the working environment similar to a family atmosphere. However, the PNGOs in both the region that the AT visited mentioned that in the office there is no separate toilet for the ladies. Sometimes PNGOs use Union Parishad venue for meeting and other purposes and very often these venues remain closed, during which time FS and UCs sit in the tea stalls for an uncertain period. At these times FS cannot even use the latrine facility of the Union Parishad creating an uncomfortable situation and feeling of harassment and insecurity.

To implement PNGO field programme there is no extra staff who can provide support when the female FSs/HPs are on pregnancy leave for four months. During leave period these staff feel tense and guilty that their field programmes are being disturbed.

There is a uniform maternity leave for all female staff for four months with pay and without pay as per the policy guideline. As per the policy there are seven days paternal leave but in Patuakhali region SSDP and Khalifa Foundation mentioned of having 7 -15 days paternal leave. Some PNGOs also transfer lactating FS to their own unions so that they to breast feed their babies during working hours.

PNGOs working time is 9 am to 5 pm. Very often when they have visitors, training or late meetings then they work beyond this office hour, even though there is a standing order that female staff should not stay in the office beyond 5 pm unless there an emergency. If female staff is required to stay after the office hour then their male colleague accompanies them staff to reach home safely or other precautionary measurement is taken as per the need.

Recommendations

- Extra staff need to be recruited in the position of HP and HE level to minimize the workload during illness and also to maintain the routine work when someone is on pregnancy leave.
- DAM central management needs to ensure healthy working environment both at region and district level to reduce any kind of abuse.

4.3 Role of gender focal point

According to the gender policy guideline, major focus has been on institutionalising gender and therefore there are focal points at central, regional and PNGO levels. However these have not been very effective position because of the lack of authority. Any comments or suggestions made by the gender focal people are not well taken by the administration. When a gender issue arises, all these people can do is listen but not take any decision to resolve the matter. Because of this, NGO staff considers it a waste of time going to these gender focal people with their problems, further indicating the ineffectiveness of these positions. At the field level gender focal points attended 2-day orientation on gender which they considered insufficient. In some PNGOs, gender focal points are male which is not a comfortable situation for most of the staff who are female at that level (HP/HE).

Recommendations:

- Specific job responsibilities and their proper application need to be adopted for focal points at all level.
- Focal points must have authority to work independently as per the need of the organization and guideline.
- At PNGO level focal points should be female.

5. GENDER SENSITIZATION AT DIFFERENT LEVEL: FINDING AND OBSERVATION

5.1 Gender Awareness and Practice at Local Government

Findings

In all working Union Parishads, WatSan Committee Orientation was organized where gender issues were discussed. In the 6 unions which were under total union coverage of Total

Sanitation, and all UP members of these unions received basic training, as a part of which they received half-a-day training on gender and WatSan issues. However, the UP members could not recall the discussion points except one issue i.e. male and female rights. Female UP members also participated in these orientations. On the other hand in 100% sanitized unions female UP members attended the basic training course on gender issues in relation to WatSan was discussed and they can recall some of the discussion points.

The UP members at the community level have not implemented any significant gender related activities so far. Most of the UP members have pointed out that they are too busy with many other issues, as result of which they had very little scope to promote gender related issues in sanitation promotion. Though female UP members mostly attend the monthly UP meetings as a routine work, they have little voice in sharing their ideas and views on various discussion topics or activities. Moreover in each of the Union Parishads from which PNGOs had selected total sanitized villages, and had given basic training to the respective male UP members, none of the female UP members were given the opportunity to participate in any training course as well as the co-ordination meetings. In each of the ward there is one female member who is officially responsible for this particular ward or village (1 female member is responsible for 3 wards), but in the total sanitized villages none of the respective female members received training from DAM/PNGO. Each month, all the PNGOs arranged a monthly coordination meeting to review the overall progress of the component. Here too, female members are not invited to the monthly coordination meeting at PNGO/DAM as part of the WatSan team.

At the UP level female members are humiliated by their male counterpart for not taking any responsibility to carry out the work in their designated villages. Actually most of the female UP members from the additional 6 unions (who received training from DAM on gender) are quite active in promoting sanitation hygiene situation in their own villages. Male UP members expressed their views that female UP members are the most appropriate people to motivate female household members as they have easy access to any family in the villages, however due to lack of gender orientation, the chairmen do not delegate power and authority to them to work in the community.

Recommendations:

- Comprehensive gender training should be arranged for all UP members & chairmen. At the end of that training course, a back at home learning action plan should be developed by the participants to have some target to achieve in relation to gender at UP level.
- Training for total sanitation village should include both female and male UP members.
- In the monthly coordination meeting DAM/PNGO should invite the respective female members also.
- Women friendly environment in UP meetings should be ensured. Meeting follow-up by the respective PNGO staff should be conducted and the meeting observed while it will be going on.

5.2 Gender Awareness and Practice among Trained Imams

Imam orientation has been conducted by the project long time ago to make Imams aware and motivated to disseminate sanitation and hygiene related messages among the community people, especially, during the time of Friday prayer. The AT has met some Imams who received training but apart from the use of hygiene latrine and safe water they could not recall a few other important issues of gender that they learnt from the orientation. A few imams have

strongly mentioned that they discussed water, sanitation and hygiene related messages for other community people through different types of interaction within their locality and that they discuss WatSan issues during the Friday prayer in the mosque and in other public meetings. A few Imams are involved with Union WatSan Committee and they know of gender issues during UWC orientation meeting. The AT has found that such orientation for Imam has created a good impact in promoting sanitation and hygiene issues but not on the gender aspect in WatSan. In some cases for example in Begumganj, a trained Imam related said that they always talk about hygiene practice and its importance, but they never believe that it is possible for women to practice hygiene as women by nature are unclean and untidy!.

Maya-ra shob shomoi o-porishkar thaka. Am-ra owaz ar-shomoi tadar porishkar thakar kotha boli. Toba amra sha-tha sha-tha mohilla dar-ka purdaar-bithar thak-ta boli. If NGOs really like to educate them in any issue we should suggest them to hold separate activities for women, which can be done within the boundary of the household.

According to DAM central office staffs in Amtali, one Imam mentioned that he discusses gender issue in the meetings that he learnt from the training given by the Islamic Foundation, however most Imams still consider that the women's role is at home.

AT did not find any gender session in Imam Orientation and found that the DAM staff members were negative regarding Imam's involvement on gender issues. However, the NGOs and the Islamic Foundation have experienced positive impact by Imam Orientation on gender and other development programs.

Recommendations:

- Gender issues should be incorporated in the current Imam Orientation manual mentioning religious references with regard to safe water, sanitation and hygiene.
- Basic gender training should be provided to Imams and there should be routine follow up on how the training messages are being delivered in different meetings.
- Imams should be involved in the community awareness campaign activities with other active stakeholders like UP chairman and members at village level.

5.3 Gender Awareness and Practice among Trained Youth

A daylong Youth orientation was conducted at aiming to make them a potential catalyst group for sanitation promotion. The Component has developed a Youth Orientation manual where gender is included as a chapter like other manuals used for the component. The day long youth orientation was arranged and conducted by PNGO trained staff where an hour was spent for discussion on gender, which was not enough to cover the session as mentioned by the participants; furthermore there is no scope to disseminate these messages at the community level. Besides this orientation, mass media has played a more significant role in enhancing the knowledge of the youth as well as the other community groups. Component arranges youth meeting in every quarter, but participation of women in these meetings is very poor.

Recommendations:

- The youth manual should be revised to incorporate a session plan and to treat gender as a key crosscutting theme of the component.

- Through this training and meetings with youth, Component staff need to raise awareness of the youth on gender issues related to WatSan activities.
- A clear scope of work for youth on gender aspect should be organized during orientation so that a clear understanding about their role on gender can be identified.

5.4 Gender Awareness and Practice among Trained Teachers and SMC

There was a short training for teachers, who are responsible for conducting the classroom session on hygiene practice related to water and sanitation which takes place once a month for one hour. PNGO have discussed with SMCs regarding the issue of latrine maintenance but SMC members do not receive any training from PNGO on hygiene behaviour and practice. Core issue of the teacher training is on hygiene behaviour and practice and how to teach these things to school going children however the whole session plan is absolutely gender blind. Gender is not at all treated as one of the core cross cutting theme of the component particularly in the planning and designing of the school programme. In the school hygiene promotion manual there is nothing on gender or role of boys and girls in maintaining tube-well / latrine at school and household level. Mostly latrines are maintained/ cleaned by the peon of the respective school, which in fact is the responsibility of the student group. In one or two cases assessment team found that the boys' school is cleaned and washed by the peon, as the male teachers also use the latrines, however girls' latrine is cleaned and maintained by girl students and head teacher because SMCs do not bother giving any instruction to the peon to clean the girls' latrine. In Begumganj girls' students said that; *Amadar ta amra-e- kori poriskar. Apa-ra noile bokka bokki kora-* Gandhi Memorial High School, Begumganj.

The review team found that in division of labour, female students clean the latrine while male students carry the water. Cleaning of the classroom is done by female students and that of the playground by male students. Teachers distribute these tasks, which reflects traditional role of gender in WatSan indicating that the teachers are not very gender sensitive. In most of the cases through these activities teachers are reinforcing and reproducing the existing gender role and gender ideology in the society which needs to be revised.

Recommendations:

- Gender issues should be included in the teachers' / SMC's training manual.
- Role of boys and girls in cleaning latrine, Tube-well, classroom and school playground should be revised according to current practice.
- A separate monitoring mechanism could be developed by the PNGO/school itself to follow up gender focus WatSan activities at school and house hold level.

5.5 Gender awareness and practice of SSS

According to component activity design they have two types of school intervention. Formation of a student's forum called Shastho Saba Sango (SSS) is one of them. Main objective of training two students from each of the class is to encourage these trained students to teach hygiene behaviour to their friends in the school and at home. As per the guideline one male and one female from each class should form SSS. Though in theory gender is not a concern of this particular activity but the selection criteria (1 boy and 1 girl from each class) itself is very gender sensitive and this is helping to create a gender friendly environment in the school. The main task of SSS is to teach hygiene behaviour other students of the school and to visit 10 families surrounding their own home and to observe/ talk about the cleanliness of latrine and tube

wells. Assessment team members found some that some girls and boys are performing their duties and at the same time a few teachers actually follow up these trained students' work with the community. According to the finding there are some boys (SSS members) who also help their mother in household work in general and in particular cleaning of the latrine and platform of the tube-well. However, assessment team noticed that gender related IEC and BCC materials are not used at schools as per the guideline. Rather these are kept in the headmaster's room. None of the SSS members or other school students said that they had seen the ludo, puzzle and stickers in the school

Recommendations:

- SSS members need to get training on gender issues and teacher need to encourage them to break the traditional role of boys and girls.
- SSS need to be trained on gender issues related to hygiene behaviour, which will help them to play the key role in peer learning and also to practice these issues in reality.

6. GENDER INTEGRATION IN PROJECT ACTIVITIES: FINDING AND OBSERVATION

6.1 Arsenic Mitigation & Water Point Management

6.1.1 Technology Selection

Though females are the main user but the assessment team did not find any case of technology selection by the users group particularly female. The technologies are selected by the implementing agency and the user group do nothing but the 'approve' the system.

Recommendation: Before introducing a new technology in the community, community representatives, particularly women need to be consulted about the suitability of the technology for them.

6.1.2 Site Selection

Though women are not involved in technology selection process, they are however involved in the TW site selection; only in a few areas some areas, the household members of the selected house are taking final decision together. The mandatory signature of the female member brings appreciation and honour to the female, however in most cases they have to consult with their male counterpart as the land is owned by them and thus the males dominate in most decision making. In case of site selection, female prefer to select the site within the house area as they are the main user of the water and at the same time it gives them some 'parda' to work easily. On the other hand the male prefers to bring that out side as it brings prestige to the house. However, programme is ensuring women's participation in site selection by ensuring that the female members sign TW application form.

6.1.3 Water Use:

Assessment team found in many cases use of water should not be confined within the 10 HHs as per the guideline it should go beyond that limit. Families beyond should have the access to use this water when the crisis is too high. Otherwise due to the lack of safe water women and children of the surrounding households in the community are the main sufferers of arsenic contamination. It has been reported by the community that female and children are most affected by arsenicosis, as the male has option to drink safe water while they are out of house.

Community also found that the community people are aware of arsenic problem and do not want to drink arsenic contaminated water. Also because of the distance involved in the collection of safe water, most families do not get enough water for drinking. As a result a vast majority of the women suffer from urinary track infection because of not drinking enough water.

Recommendation:

- Apart from 10 applicant project/ component should encourage the applicants to allow other HHs to get access to water points, particularly in the area where arsenic and water scarcity is huge to reduce women and children sufferings.

6.1.4 TW caretaker training:

As per the participant selection guideline 2 female and 2 male members attending the training is mandatory and in the policy having one male and one female caretaker for each of the water point is also mandatory. Initially PNGOs trained any two female and two male as caretaker from each of the water user group, but they faced problem of ensuring female participation in the training, because female as well as the community refused to accept that apart from own family members females should not work with other males. Afterward DAM has changed the selection criteria and now they are providing caretaker training to two couples and this is highly appreciated by the community. Assessment team also found that during selecting the female caretaker PNGOs told them that this is a job which should be done by male but males are not always available, so it is better for them to learn this skill, so that they will be able to repair the tubewell when there is no male at home. Females are happy about that and though they are learning the skill but mentally not really ready to do the work as part of daily need of the community. In most cases the male part takes care of all maintenance jobs. If the husband is not available, the female takes help from another male. In some cases it was found that the males are stays out of the house most of the time but as the rule says the caretaker should be couple, so they just follow that.

6.1.5 Operation and Maintenance:

It is apparent from the assessment that males are mainly involved in repairing and maintenance of the tubewell, but operation of the tubewell is fully taken care of by the female. In many cases assessment team found those females do not allow other non-applicant households to use water of their tubewell. According to them excessive use of the tubewell may harm the tubewell and they will be not able to repair the tubewell if any major damage happen to the tubewell. Because of the same reason they are restricting their children's to operate the tubewell on their own, particularly children below ten years. However, female in most cases, particularly keeping the platform of the tubewell clean does regular maintenance of the water point. The caretaker families take care of the cleaning most of the time, as they are the owners of the land or live nearby the point. It is the general culture that the female will do this job while some male embers help in carrying water if the water collection is situated a bit far from the house.

6.2 Gender in Hygiene Promotional Activities at community:

The component has created some space to involve female and male with the view to empower them and making them competent in using and controlling water resources and sanitation facilities i.e. courtyard meeting, tea stall meeting etc. also in different communities, but there is still the question to what extent female community members are actually participating.

Tea stall session: is designed for male but no session on gender is included. In the session guideline, 3 specific objectives have been mentioned, but staff of PNGOs pointed out that discussion at tea stall is fallible. Discussion topic can be selected on the basis of the local condition.

Courtyard meeting: is arranged for both male and female, particularly the female. In the manual, component has identified 14 issues to be discussed in courtyard meeting but the assessment team did not find any session or topic on gender in the manual. In the manual and in some BCC materials the assessment team has found picture of male and female, but there is no specific instruction for the PNGO staff to relate those pictorial materials with gender issue related to WatSan in discussions and PNGO HPs and UCs are delivering gender neutral messages in the community. In the courtyard meeting, due to time selection male members could not participate as per expectation, therefore the facilitator dropped the session of male role in WatSan activities i.e. latrine installation. However, Female attendance is quite good in courtyard meeting but there are only a very few instances where female participants are taking part in decision making. They are very good in attendance and participate in the discussion but in case of decision making, they are far behind.

WatSan committee (village based) groups: Village based WC and other groups have been formed with involvement of male and female. There is no specific guideline for WatSan committee as well as for other groups at village level. The assessment team has found that female member of WC are not actively involved in different activities. No orientation is arranged for any community-based organisations on gender. In each village women group has been formed but they do not have any working guideline. Adolescent groups are more active than other groups in village. An orientation is conducted for them where gender was an issue. The assessment team found that adolescent group members are also disseminating WatSan messages within their community.

Despite the limited gender incorporation, there has been some positive outcome of these promotional activities at community level i.e. HH garbage management done by the female members at HH level and in some families latrine cleanliness is done by male members. The hole for garbage is dug by the male members and disposals are mainly done by the females. Though female and male both have mentioned that they became more aware and active about Gender issues, the assessment team considers this is because most of the village people are involved with different national and local NGOs. As part of saving credit group all the members have to participate in the regular weekly meeting where topics of different issues discussed and raising their awareness on gender issues is an outcome of those activities. Staff at PNGO level who are basically imparting promotional activities in the community are actually not skilled enough on gender and as a result of that they do not like to discuss these issue in the promotional meetings and discussions at community.

Recommendations:

- All meetings and discussion guidelines need to be revised and need to incorporate gender as one of the major crosscutting issue in WatSan sector.
- Involvement of male in HH works should encouraged through promotional activities.

- Respective PNGO staffs that are conducting the community-based sessions need to be trained on gender and WatSan issues.

6.3 Mass campaign

There are number of activities have been included under mass campaign like, cultural activities, issue based campaign and WatSan week. In the mass campaign guideline, the assessment team did not find any instructions to discuss gender through cultural or any other activities. Female participation in mass campaign activities is relatively less than other promotional activities. Particularly women from middle and upper class families hardly participate in any mass campaign.

7. RECOMMENDATIONS

Recommendation for immediate Action:

Policy and implementation guideline

- The successful implementation of a water and sanitation programme relies on a better understanding of the different roles and responsibilities of women and men in the use and management of water and sanitation facilities. Therefore, before starting the next phase, the components need to revise their gender implementation guideline and put more stress on the activity level.
- As per the gender implementation guideline, component also needs to revise the log frame and incorporate gender as a crosscutting theme at level of activities and output.
- DPHE-Danida WSSC also needs to ensure that gender is treated as a crosscutting issue in the programme.

Log Frame

- The existing Log-frame has been developed from development objective to immediate objectives and due to absence of output level indicators and means of verification it becomes hard to understand any crosscutting issues in the Log-frame and therefore it is recommended to develop output level indicators.

Review of Monitoring reports and Documents

- DAM M&E system is not gender sensitive and it is recommended that after revision of the log frame, M&E system also needs to be revised and made gender responsive.

Training and Orientation

- To make the training modules more gender responsive Components needs to review all training modules from gender perspective and need to ensure that gender is treated as a cross cutting issue in all training courses.

Working Environment

- Extra staffs need to be recruited in the position of HP and HE level to minimize the workload during illness and also to maintain the routine work when someone is on pregnancy leave.
- DAM central management needs to ensure healthy working environment both at region and district level to reduce any kind of abuse.

Gender Awareness and Practice at Local Government

- Comprehensive gender training should be arranged for all UP members & chairmen. At the end of that training course, a back at home learning action plan should be developed by the participants to have some target to achieve in relation to gender at UP level.
- Training for total sanitation village should include both female and male UP members.

Gender Awareness and Practice among Trained Imams

- Gender issues should be incorporated in the current Imam Orientation manual mentioning religious references with regard to safe water, sanitation and hygiene.
- Basic gender training should be provided to Imams and there should be routine follow up on how the training messages are being delivered in different meetings.

Gender Awareness and Practice among Trained Youth

- The youth manual should be revised to incorporate a session plan and to treat gender as a key-crosscutting theme of the component.

Gender Awareness and Practice among Trained Teachers and SMC

- Gender issues should be included in the teachers' / SMC's training manual.

Gender in Hygiene Promotional Activities at community:

- All meetings and discussion guidelines need to be revised and need to incorporate gender as one of the major crosscutting issue in WatSan sector.
- Respective PNGO staffs that are conducting the community-based sessions need to be trained on gender and WatSan issues.

Recommendations for Future:

Log Frame

- In future when designing a programme and its log-frame, it is recommended to use the gender analytical framework so that gender is incorporated holistically and eventually will also be effectively reflected in the M&E at both community and programme level.

Review of Monitoring reports and Documents

- DAM M&E system is not gender sensitive and it is recommended that after revision of the log frame, M&E system also needs to be revised and made gender responsive.
- Currently there are no gender related indicators, which needs to be adopted enabling measurement of gender related outputs mentioned in the log frame (if any).
- The PM&E builds the analysing capacity of the respondents in a group; the quantitative data is the entry point to share the qualitative information through a thread ball discussion and analysis on the spot by the respondent. This creates opportunity for further empowerment of the participants, however the present PM&E did not incorporate the analysing capacity scope of respondents (there is no option of presenting individual comparison data).
- The M&E strategy always presents the overall M&E framework at a glance in the table, which contributes to easy understanding for the M&E implementers and all project personnel. However, 'at a glance' M&E framework is absent especially with regard to gender in the DAM M&E strategy.

- The information flow, which is shown in the M&E strategy document, is not very clear and the responsibilities and product of the each level should be clarified.
- The indicators used may have dimensional definition but it is not clear which definition is appropriate for the M&E and therefore there is need for clear definition of the used indicators.
- The DAM M&E strategy did not show any unique tools for data collection and formative tools need to be developed and should be followed.

Training and Orientation

- Gender has been included as one of the most important content for the training courses that basically conducted for District, Upazila and Union level staff of DAM and partner NGOs. A separate chapter on gender is elaborately included in most of the training and orientation courses, but the training course on Participatory Hygiene Promotion, there is no specific tool addressing gender in water and sanitation promotion. So, the AT recommends including a few participatory tools that will be able to address gender issues within the existing framework. For example, Gender role analysis matrix, Pocket voting and Forum Theatre tools.
- In the existing training manuals, gender is included as a separate content, which has created a room for incorporating gender issues but there is a scope and needs to incorporate gender with other contents of the same course. For example, while the trainer is discussing about the present Water and Sanitation situation and its bad effects, reference can be made particularly to sufferings of female and children, based on this, role of male can also be discussed to address gender issue.
- In a few training manuals, gender is not included as a content or topic. The AT strongly recommends to include gender issue through an in-depth review of the existing training and orientation manuals.
- In the existing promotional activities under this component, there are a few activities conducted by the field level staff of the PNGOs aiming to reach male members of the community, however the role of male and female members at household level are not discussed. The AT has recommended to include these issues in the existing orientation manuals, like Imam Orientation, Community Meeting and Tea Stall session.

Review of BCC and IEC Materials

- In future, such type of brochure needs to be reviewed by a gender specialist before publishing, so that this kind of material can be used appropriately as a gender sensitized information source for the sector agencies.

School Hygiene Promotional Guideline: A through review should be done by the Component to incorporate gender issues in School Hygiene Promotion Guideline.

Annual Report: The way gender issues have been incorporated in the annual report 2004 is quite appreciable, and the AT therefore recommends to continue this strategy in future with a few success cases of female UP members and female community leaders who have extended remarkable cooperation in achieving the component target in terms of gender.

Different types of posters: The AT has found all the posters as gender sensitized BCC materials, so the process of producing and using these posters should be continued in the next phase of the component.

Flash Cards: Before using such communication materials it should be reviewed for incorporating males role in promoting hygiene practices at household level by the component.

Sticker: The AT has found these stickers are quite gender sensitized, so using of these materials should be continued in future.

Ludu for Children/Adolescent: A brief instruction for participation of boys and girls should be included in this material in such a manner that will cover gender issues in water and sanitation program.

Learning through Playing: The AT has found this material to be gender sensitive and therefore can be continued in future.

Recruitment Policies and Practice

- It should be mandatory to follow the recruitment guideline as per the policy and DAG should have the mechanism to review the policy discrepancies at all levels if there is any.
- All the staff at the regional and PNGO level do not have the common understanding on the gender concept, which needs to be prioritised, particularly to make the recruitment procedure more gender sensitive.
- Before starting the next phase DAM needs to rethink about the benefit package of the HP, UC and FTs

Working Environment

- Extra staffs need to be recruited in the position of HP and HE level to minimize the workload during illness and also to maintain the routine work when someone is on pregnancy leave.
- DAM central management needs to ensure healthy working environment both at region and district level to reduce any kind of abuse.

Role of gender focal point

- Specific job responsibilities and their proper application need to be adopted for focal points at all level.
- Focal points must have authority to work independently as per the need of the organization and guideline.
- At PNGO level focal points should be female.

Gender Awareness and Practice at Local Government

- In the monthly coordination meeting DAM/PNGO should invite the respective female members also.
- Women friendly environment in UP meetings should be ensured. Meeting follow-up by the respective PNGO staff should be conducted and the meeting observed while it will be going on.

Gender Awareness and Practice among Trained Imams

- Imams should be involved in the community awareness campaign activities with other active stakeholders like UP chairman and members at village level.

Gender Awareness and Practice among Trained Youth

- Through this training and meetings with youth, Component staffs need to raise awareness of the youth on gender issues related to WatSan activities.
- A clear scope of work for youth on gender aspect should be organized during orientation so that a clear understanding about their role on gender can be identified.

Gender Awareness and Practice among Trained Teachers and SMC

- Role of boys and girls in cleaning latrine, Tube-well, classroom and school playground should be revised according to current practice.
- A separate monitoring mechanism could be developed by the PNGO/school itself to follow up gender focus WatSan activities at school and house hold level.

Gender awareness and practice of SSS

- SSS members need to get training on gender issues and teacher need to encourage them to break the traditional role of boys and girls.
- SSS need to be trained on gender issues related to hygiene behaviour, which will help them to play the key role in peer learning and also to practice these issues in reality.

Arsenic Mitigation & Water Point Management

- Before introducing a new technology in the community, community representatives, particularly women need to be consulted about the suitability of the technology for them.

Gender in Hygiene Promotional Activities at community:

- Involvement of male in HH works should encourage through promotional activities.

8. CONCLUSION

Through out the assessment team has observed that DAM and PNGO is yet to adopt the gender guideline practically in all activities and at institutional level and are still in the stage of making this component more gender sensitive. The major drawback of the component is that the component did not treat gender as a crosscutting issue and as a result of that there is no gender specific expected outcome mentioned in the log frame and thus no gender specific objectively verifiable indicators also. Software activities of the component were carried out much later compare to the hardware activities, but log frame has not been revised accordingly and as a result M&E and other data collection and progress monitoring tools have also not been revised. There are however many activities where gender has been successfully incorporated, but it is frustrating that due to lack of incorporation of gender indicators, neither DAM, the PNGOs or any assessment team can objectively measure their contribution to gender focused activities.

In order to influence people and organisations to consider gender in all spheres, it is important to incorporate gender as a cross cutting issue not only as part of institutionalisation but more importantly in all programme design so that when implementing the programme it comes into focus. Through actual practice of gender focused activities, people and organisation in this manner will be encouraged and thus possibly sustain the practice of mainstreaming gender

At all institutional levels there is one gender focal point, but none of them have authority to take any decision. So these focal points are not functional and also staff are not willing to share their experience with them. To institutionalize gender at all sectors and stakeholder of the component from every institution respective personnel strongly recommend arranging gender sensitization workshop for the relevant personnel.

In development gender a very important crosscutting theme in all sectors. Just as water is essential to human beings and all forms of life and its pollution and lack of access to clean water increase the cycle of poverty and water-borne diseases, gender needs to be considered because of the important role that women play in the handling and managing of water and sanitation in the household. It is therefore essential to give the women opportunity to voice their thoughts and ideas and increase their role in WatSan. Without integrated and whole participation of both men and women, achieving proper WatSan targets will be difficult.

World Bank has experienced and put forward the following lessons:

- Gender is a central concern in water and sanitation
- Women's participation improves project performance
- Specific, simple mechanisms must be created to ensure women's involvement.
- Attention to gender analysis should start as early as possible.
- Gender analysis is integral to project identification and data collection.
- A learning approach is more gender responsive than a blueprint approach.
- Projects are more effective when both women's and men's preferences about hardware are addressed.
- Women and men promote project goals through both their traditional as well as non-traditional roles.
- Women's groups and NGOs can be effective in involving women.

One of the major thrusts of MDG is to ensure safe drinking water and sanitation facilities for all and by ensuring these facilities reducing morbidity and mortality of southern countries, which is induced by water borne diseases. The government and different international development agencies commitments in the past decade provide a foundation for the eradication of poverty, water-borne diseases and gender inequities. DPHE-Danida water supply and sanitation components with a long-term goal is trying to ensure sustainable use of safe water and sanitation installations and a qualitative improvement in the lives of the rural population and urban poor with regard to reduced incidence of. However, successful implementation relies on a better understanding of the different roles and responsibilities of women and men in the use and management of water and sanitation facilities.