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METHODOLOGICAL GUIDANCE FOR GENDER-RESPONSIVE WATER ASSESSMENTS



METHODOLOGICAL GUIDANCE FOR GENDER-RESPONSIVE WATER ASSESSMENT

Food and Agriculture Organization of the United Nations
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CONTENTS

| | |
|---|-----------|
| ABBREVIATIONS AND ACRONYMS | v |
| ACKNOWLEDGEMENTS | vi |
| BACKGROUND AND CONTEXT | 1 |
| Why do we need to integrate gender analysis in all water assessments? | 2 |
| When do we need to conduct a gender-responsive water assessment? | 2 |
| Who is this methodology for? | 3 |
| Core considerations for gender-responsive water assessments | 3 |
| METHODOLOGICAL GUIDANCE | 4 |
| Defining the scope of work | 4 |
| Secondary information identification, mapping, and collection | 5 |
| 1. Conducting a desk review | 5 |
| 2. Identifying data gaps | 7 |
| 3. Identifying the direct, indirect, and underlying causes of the issue | 7 |
| Primary data collection | 8 |
| 1. Key informant interviews (KII) | 9 |
| 2. Focus group discussions (FGDs) | 11 |
| 3. Individual interviews | 14 |
| 4. Household surveys | 15 |
| 5. Participants observation | 15 |
| Analysis | 15 |
| 1. Data analysis | 15 |
| 2. Stakeholder analysis | 16 |
| Report writing | 17 |
| Validation and dissemination | 17 |
| REFERENCES | 18 |
| ANNEX | 19 |
| KII, FGDs, and individual interviews questions guide | 19 |
| Household survey | 26 |

BOXES

| | |
|--|----|
| Box 1: <i>Examples of key data/information to be collected through the desk review</i> | 6 |
| Box 2: <i>Example KII questions</i> | 11 |
| Box 3: <i>Example FGD questions</i> | 14 |

FIGURES

| | |
|--|---|
| Figure 1: <i>Key steps to follow in undertaking of the gender-responsive water assessment</i> | 4 |
| Figure 2: <i>Example of the 5 Why Root Cause analysis for a gender-responsive water assessment</i> | 7 |

TABLES

| | |
|--|----|
| Table 1: <i>Guide to gender-responsive KII</i> | 10 |
| Table 2: <i>Guide to gender-responsive FGDs</i> | 12 |
| Table 3: <i>Guide to gender-responsive individual interviews</i> | 14 |
| Table 4: <i>Example of a gender-responsive water survey</i> | 26 |

ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| CEDAW | Convention on the Elimination of All Forms of Discrimination Against Women |
| CIDA | Canadian International Development Agency |
| CSO | civil society organization |
| DHS | Demographic and Health Survey |
| FAO | Food and Agriculture Organization of the United Nations |
| FGD | focus group discussion |
| GDI | Gender Development Index |
| GII | Gender Inequality Index |
| GIZ | German Agency for International Cooperation |
| ICARDA | International Center for Agricultural Research in the Dry Areas |
| IFAD | International Fund for Agricultural Development |
| IFPRI | International Food Policy Research Institute |
| IHDI | Inequality-adjusted Human Development Index |
| ILO | International Labour Organization |
| IWMI | International Water Management Institute |
| KII | key informant interview |
| NENA | Near East and North Africa |
| NGO | non-governmental organization |
| OECD | Organization for Economic Cooperation and Development |
| SC | steering committee |
| SIDA | Swedish International Developmental Agency |
| SIGI | Social Institutions and Gender Index |
| ToR | terms of reference |
| UNDAF | United Nations Development Assistance Framework |
| UNDP | United Nations Development Program |
| UNECE | United Nations Economic Commission for Europe |
| UNFPA | United Nations Population Fund |
| UNICEF | United Nations International Children's Emergency Fund |
| UNSD | United Nations Statistics Division |
| UNSDCF | United Nations Sustainable Development Cooperation Framework |
| USAID | United States Agency for International Development |
| WEAI | Women's Empowerment in Agriculture Index |
| WFP | World Food Programme |
| WHO | World Health Organization |
| WUA | water user association |
| WUG | water user group |

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Considering the relevance of the topic for the NENA region, it has been revised and expanded to serve a wider audience of practitioners and researchers. This revised version is the result of a joint collaboration between the implementing team of the project, the FAO Regional Office and the FAO Inclusive Rural Transformation and Gender Equality (ESP) division.

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BACKGROUND AND CONTEXT

Access to clean and safe water is a prerequisite to meeting basic human rights. Water is indispensable for all productive activities in the sectors of agriculture, industry and energy generation; it is also crucial to the existence of ecosystems and all life within them (Miletto, Pangare and Thuy, 2019). However, water scarcity affects more than 40 percent of the global population and is projected to rise, with more than 1.7 billion people currently living in river basins where water use exceeds recharge. With the impacts of climate change increasing, issues of water access and scarcity will worsen and disproportionately affect poor communities (OXFAM, 2020). In the Near East and North Africa (NENA) in particular, water scarcity is a key development issue in the region which is hosting 11 out of the 17 most water-stressed countries in the world (UNICEF, 2021).



In most spheres of life, political and economic resources are unequally shared between men and women, leading to different forms of gender inequalities. As more men migrate away from rural areas to cities to look for better jobs, women have become the primary growers of tomorrow's food. In the NENA region, agriculture accounts for an average of more than 80 percent of water use in the region, compared to 70 percent globally, making water scarcity an issue particularly facing rural women (UNICEF, 2021).

Although women are the backbone of the rural economy, making essential contributions in crop and livestock production at subsistence and commercial levels, they still face severe constraints to raise production and productivity, due to their limited access to water and other productive resources, agricultural services, markets and employment opportunities. According to the latest FAO estimates, women account for over 37 percent of the world's rural agricultural employment, a figure which rises to 48 percent for low-income countries (FAO, 2022). In spite of this, water policies related to agriculture continue to under-estimate women in water resource management, sideline their roles, and neglect their valuable contribution to maintaining food security of families and communities. Women are also still excluded from decision-making in water and land management, both for domestic and productive purposes (FAO, 2016).

Furthermore, women and girls – especially those living in poverty – are disproportionately affected by a lack of water and sanitation services, making SDG 5 – gender equality and women and girls' empowerment, and SDG 6 – access to water and sanitation for all, fundamentally interdependent. In 8 out of 10 households without a water source on the premises, women and girls are responsible for water collection. Globally, women and girls spend an estimated 200



million hours collecting water every day, which may prevent girls from attending school and limit women's ability to engage in productive activities. Women and girls may also be subject to sexual harassment and violence during their water collection journey (OXFAM, 2020).

Interest in the gendered nature of water has been on international institutional agendas since at least the early 1990s, where the central role of women in water management was recognized in the Dublin Principles (ICWE, 1992). The Political Declaration and Agenda 21 of the United Nations Conference on Environment and Development, adopted in Rio de Janeiro in June 1992, highlighted the vital role played by women in environmental management, the need for their equal participation in decision-making related to water resources management and the reduction in women's and girls' workloads. Moreover, the 1995 Beijing Platform for Action called for governments to promote knowledge and research on the role of women, particularly rural and indigenous women, in irrigation and watershed management and sanitation. In 1979, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) also emphasized the right of women to enjoy adequate living conditions, particularly in relation to water supply, housing and sanitation.

While international policymakers are increasingly recognizing women's roles in agriculture and have made attempts to incorporate gender issues in water development projects, these policies have not been adequately translated into effective practices. One reason to this is that sex-disaggregated data on water and land issues is extremely scarce and where available, is often fragmented at the country or regional level, making it hard to aggregate and compare data across countries, and inform adequate programme design and implementation.

Why do we need to integrate gender analysis in all water assessments?

As all other natural resources, water is deeply connected to cultural, social, and economic systems, where gender and power relations influence the different ways in which water is accessed, conserved, controlled, and managed. The growing competition for water from different sectors is making it difficult for specific groups of people to access this scarce resource for productive, consumptive and social uses. The acknowledgement of the relationship between gender, water, and agriculture is crucial to achieving progress on water and food security as well as gender equality, and to the achievement of the 2030 Sustainable Development Goals.

In order to ensure that water resources are governed in a way that is sustainable and inclusive, it is essential to assess the relative situation of women and men in different communities regarding water access, governance, and use for various agriculture and domestic purposes. As physical access to and control over resources is closely related to social norms and cultural values, water assessments can only be meaningful with a gender perspective, identifying the factors that contribute to the inclusion or exclusion of individuals, and indicating what needs to change and how change might be brought about to ensure equality and social justice for women, men, girls and boys.

Integrating a gender analysis lens in the water assessments allows us to understand the lives and experiences of women and men, girls and boys and their needs, roles, opportunities, barriers, and the gender and power relations in which they operate. The collection of sex- and age-disaggregated data is also crucial because it indicates where there are similarities and where there are differences between women and men (as well as between girls and boys) in relation to water resources. The disaggregation of data does not, however, indicate why differences exist, hence, the importance of qualitative information and gender analysis. The integration of gender into the water assessments means that a gender perspective must be systematically adopted in these assessments, while collecting, reporting, and analysing the data to highlight the different realities faced by rural women and rural men regarding water access, use, and control.

When do we need to conduct a gender-responsive water assessment?

A gender analysis is an analytical process used to identify, understand, and describe gender differences and the relevance of gender roles and power dynamics in a specific context. It can be conducted at every stage of the project to ensure the activities are well informed, designed, targeted, and implemented.

When formulating a particular water or agriculture intervention, a gender analysis serves as a planning tool, providing information that determines the purpose, nature and scope of a project. During implementation, a gender analysis serves in tracking progress, identifying obstacles and ensuring that women, men, girls and boys are equitably participating in processes and benefiting from the outcomes.

Who is this methodology for?

This methodology aims to provide clear guidance for conducting gender-responsive water assessments offering the tools, methods, and the how-to that are needed to conduct gender analysis in the water and agriculture sectors. It is intended for technical employees specialized in gender, programme, and water sectors. The guide could also be used by field partners, experts, and government bodies who are interested in integrating a gender perspective to support water projects in the context of agriculture and food security.

This guidance note draws on the following:

- [WWAP 2019 Toolkit on Sex-Disaggregated Water Data](#), UNESCO (2019)
- [Passport to Mainstreaming Gender in Water Programmes](#), FAO (2012)
- FAO Guide to prepare a Country Gender Assessment of Agriculture and the Rural Sector, FAO (2019)

Core considerations for gender-responsive water assessments

Before starting the assessment, the below considerations need to be accounted for to ensure a gender-responsive assessment.

1. Gender balance

If your assessment involves a team, make sure this team is gender-balanced and as diverse as possible, with both national and international personnel bringing different skills, strengths and experiences to the assignment. Teams should always include locally-based personnel, and women within them, to help with understanding the local culture and the local language/dialects as well as reaching out to different stakeholders.

2. Participation and targeting

The assessment should involve women and men stakeholders, staff, and beneficiaries/project participants, who should all have the opportunity to speak for themselves and share their experiences, perceptions and beliefs.

3. Different identities mean different experiences

The gender is often interrelated to other kinds of vulnerability and power relations. Different age and life stage mean different experience (e.g. younger girls and adolescent girls, elderly and adult men; unmarried, married, widowed, divorced; with or without children, educated, illiterate, etc.). Women and men in these categories all experience gender and power issues differently. When doing the gender-responsive water assessment, it is highly recommended to also explore at the same time the inclusion of other vulnerable or discriminated groups like people with disabilities, different ethnicities, religions, sexual identities, and other minorities.

4. A means, not an end

The gender-responsive water assessment should eventually provide an analysis of the water sector with an integrated gender perspective and include recommendations on how to better integrate and address gender considerations in future or existing water programming. Findings and recommendations should result in concrete measures and improvement actions – to be consolidated in an action plan if possible – to be implemented throughout the water project cycle. It is important to manage expectations about the gender assessment, making sure staff understand that this is not a solution to gender inequalities in itself, but it will provide a roadmap to begin addressing inequalities and disparities through the programmes and policies which will be formulated based on the data provided.

Methodological guidance

Figure 1: Key steps to follow in undertaking of the gender-responsive water assessment



Source: FAO. 2023. *Methodological guidance for gender-responsive water assessments*. Cairo.

Defining the scope of work

This includes identifying the initial issues and the expected outcomes, familiarizing the team with the methodology and research questions, defining the timeline and planning the steps of the assessment. Defining the scope of the research is key before starting the data collection and analysis as it helps in identifying the broad focus of the assessment. In this step, the research team is only relying on the initial information on the situation, based on their knowledge about the project, preliminary interviews with the project staff, etc. As the research team goes on and collects secondary and primary field data, more information on the issue might appear to them which will help enrich the assessment and support a more comprehensive understanding of the situation.

The following questions can be considered in defining the assessment scope

- What are the objectives in conducting the assessment?
- What is the main issue you are addressing?
- What are the expected outcomes?
- What are the field locations/populations/projects the assessment is focusing on?

In this step, it is also important to set a work timeline. Ideally, the assessment should take six to nine weeks from the development of the study's terms of reference (ToRs) to the finalization of the report. Two to three weeks should be spent in the preparatory phase (conducting desk review, writing a work plan and organizing field work), two to four weeks should be spent in conducting fieldwork (informant interviews, surveys, focus groups, and individual interviews) and two to three weeks should be spent on analysis, validating data, and report writing.

Secondary information identification, mapping, and collection

The second step will be the identification, mapping, and collection of all the gender-related data and information that is relevant to the assessment from different sources as indicated below. The data and information should help in providing an overview of the key gender issues in relation to the agricultural sector and access to water and natural resources at national level. It might be difficult to find information at the local level unless previous studies have been conducted in the project areas.

1. Conducting a desk review

The assessment is mainly focusing at the field level; however, a brief overview and analysis of the national and policy level data should be included to draw a broad picture of the gender equality situation and its relation to the water sector.

In this step, available literature should be reviewed and relevant secondary quantitative and qualitative data and information should be collected, with a focus on the gender equality situation in relation to rural women and the agriculture and water sectors in the country, and if possible, the locations targeted by the assessment. This will include the review of:

- i. Country statistics and other databases, for example, consulting the following sources:
 - o The country's national statistical office and national surveys, including Demographic and Health Surveys (DHS), censuses, population and housing surveys, multiple cluster indicator surveys, time use surveys, etc.
 - o UN statistical sources like the UN Statistics Division (UNSD), and its Country specific [Time Use Surveys](#), UN [Gender statistics](#), the International Labour Organization (ILO) [statistics](#), United Nations International Children's Emergency Fund (UNICEF) statistics, United Nations Economic Commission for Europe (UNECE) [Gender Statistics](#), etc.
 - o International Development Banks, like the World Bank [Open Data](#), the World Bank [Gender Portal](#), and the World Bank [Women Business and the Law Database](#).
 - o [FAO statistics](#), FAO [AQUASTAT](#), FAO [Gender and Land Rights Database](#), and FAO [AGRISurvey](#) tool.
 - o Global gender equality indices and databases, like the United Nations Development Program (UNDP) Gender Inequality Index (GII), UNDP Gender Development Index (GDI), Women's Empowerment in Agriculture Index (WEAI), Inequality-adjusted Human Development Index (IHDI), Social Institutions and Gender Index (SIGI), the Organisation for Economic Co-operation and Development (OECD) Gender, Institutions and Development Database (GID-DB).
 - o [WomanStats](#) Database, the United States Agency for International Development (USAID), DHS, etc.
- ii. Global, regional, and country reports on International Conventions, UN Reports, and other international/regional/national development organizations reports, etc., for example, consulting the following sources:
 - o CEDAW [periodic reports](#), CEDAW Committee's [Concluding Observations](#), and Beijing Platform of Action implementation [reports](#).
 - o Current United Nations Development Assistance Framework (UNDAF) cycle documents, the UNDAF/United Nations Sustainable Development Cooperation Framework (UNSDCF) Common Country Assessments.
 - o FAO Regional/National State of Food Insecurity and FAO State of Food and Agriculture annual reports.
 - o FAO country gender assessments and project-related documents on gender and water.
 - o ILO/International Fund for Agricultural Development (IFAD)/World Food Programme (WFP)/World Bank/UNICEF/World Health Organization (WHO)/UNDP/United Nations Population Fund (UNFPA)/UN-Women country reports.

- o International Food Policy Research Institute (IFPRI), CARE International, Oxfam, ActionAid, other International and national non-governmental organization (NGO) reports.
- o SIDA, USAID, German Agency for International Cooperation (GIZ), Canadian International Development Agency (CIDA), International Center for Agricultural Research in the Dry Areas (ICARDA) reports.
- o World Bank poverty and gender country reports.
- o Asian/African Development Bank Country Gender Assessments/ Country Gender Profiles.
- o Relevant data collected under previous projects implemented in the country.
- iii. Country policies and legislative frameworks *for example, consulting the following sources:*
 - o Policies, strategies and action plans focusing on agriculture rural development, water sectors, and on gender equality/rural women empowerment in the agricultural and water sectors.
 - o National policies, strategies, investment plans and action plans related to agriculture and the rural sectors, water sectors, rural development, food security, and gender equality in agriculture.
 - o Projects and programmes focusing on advancing gender equality/the empowerment of rural women in agriculture and the water sector.
- iv. Academic literature/studies, publications journal articles, *for example, consulting the following sources:*
 - o Recent and relevant publication and reports from national universities.
 - o Publications of national or international research centres (e.g. International Water Management Institute [IWMI]).

Box 1: *Examples of key data/information to be collected through the desk review*

- **National performance on gender equality**, for example:
 - o The presence/nature of gender-specific commitments (or gender strategies) in national- and sector-level agriculture and water policies and their outcomes.
 - o Percentage of budget allocation to gender mainstreaming on national and sectoral levels.
- **Comparative data and information between women and men** with regards to the political, social, and economic situation in relation to rural agriculture and water issues. For example:
 - o Literacy levels of women and men in the country/local areas.
 - o Number of women and men with access to ICT and internet on the national/sector level.
 - o Number of women and men staff working in agriculture sector, formally and informally, paid and unpaid; and numbers of women and men in agriculture and water-related decision-making bodies (disaggregated by job category/level and decision-making capacity at national level, county/province/state levels, and town/village levels).
 - o Percentage of farms owned by women/men or jointly owned.
 - o Numbers of households/individuals without piped water (disaggregated by sex and location).
 - o Average time spent by women and men on the national/local level in supplying water, making it safe for use and managing it.

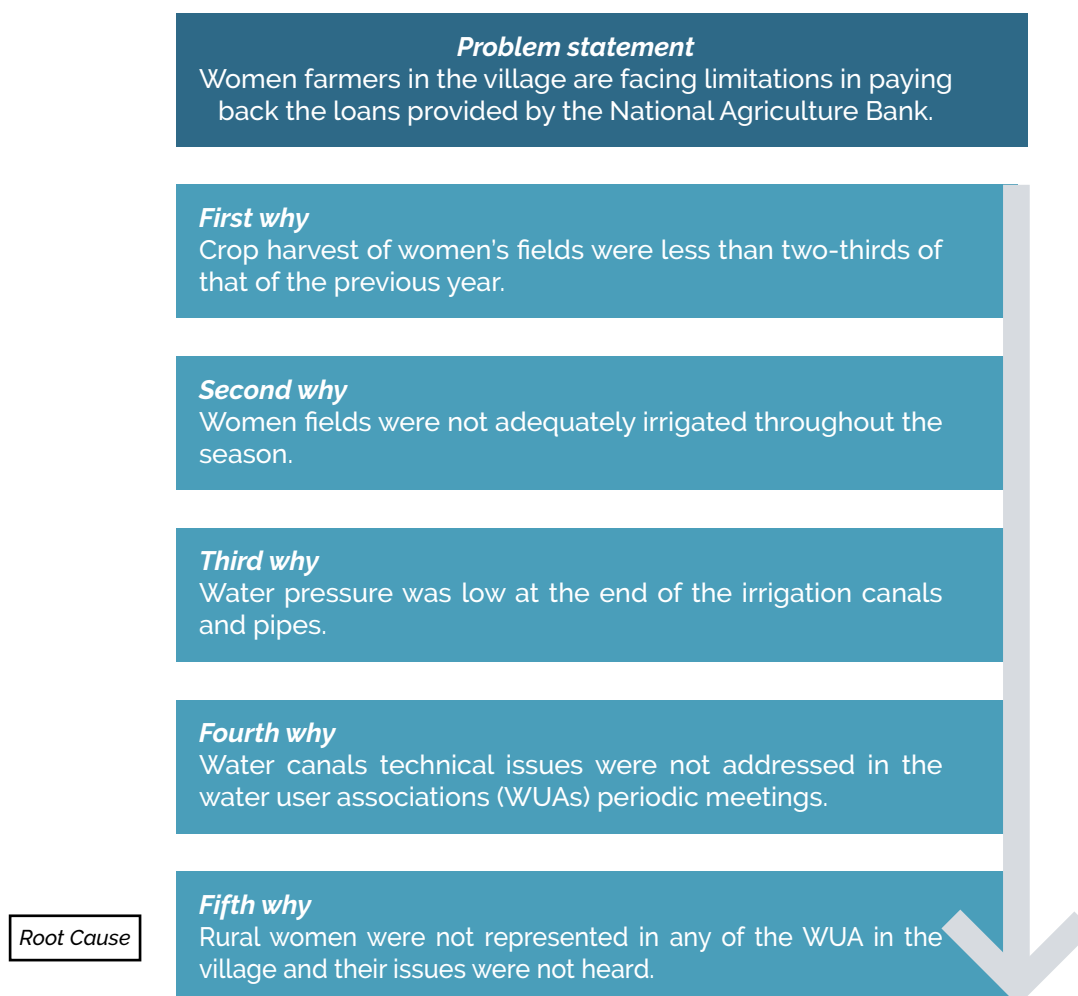
2. Identifying data gaps

After reviewing the available information, an analysis of the collected data should be done with an attention paid to what the existing documents and resources say about the different realities faced by rural women and rural men regarding water access, use, and control. The desk review will allow to identify gaps in the information including with regard to the project and field-level documents. For example, a gap might be the lack of sex-disaggregated data on the number of small-scale farmers who attended irrigation training in the studied area, which means that specific efforts need to be paid to address this gap in the primary data collection. Furthermore, it is important to take stock of important existing data gaps that might need to be highlighted as part of the recommendations.

3. Identifying the direct, indirect, and underlying causes of the issue

The information collected through the desk review should allow the research team to define the issue that the assessment is targeting, and its possible direct, indirect, and root causes. There might be some underlying social factors perpetuating the issue at hand, and thus, a multiple-level solution might be needed in the follow-up actions. The 5 Why Root Cause analysis technique can be used to identify the reasons behind the issue and how many solutions might be needed (Figure 2). The Root Cause analysis usually reveals the source of the problem. By coming up with a solution for the root cause, there is a high chance that all of the whys leading up to the final answer will naturally get resolved (Serrat, 2017).

Figure 2: Example of the 5 Why Root Cause analysis for a gender-responsive water assessment



Source: FAO. 2023. *Methodological guidance for gender-responsive water assessments*. Cairo.

Primary data collection

This step aims at complementing and confirming or challenging the data collected from the desk review. Taking into account the limited scope of the assessment, the researchers will need to define a minimum number of key informant interviews (KII), focus group discussions (FGDs), and individual interviews that are needed to collect sufficient and insightful data – this number may change depending on the context and methods of data collection as well as the complexity of the assessment. A household survey may also be considered as means to collect primary data; however, it should include individual-level information.

Using multiple data collection methods and applying data triangulation is important to allow for better quality of data and avoiding the limitations of any single method. Obtaining data from multiple sources and using multiple methods involve interviewing people from different groups and with different backgrounds, and identifying issues and key themes that have erupted in most discussions. The data collected from each source may be staggered so that information from one source can be used to improve the other data collection steps and tools used with other sources. For example, information gained during the key informant interviews with community leaders may inform the group discussions with rural women and men groups, ensuring that key aspects concerning gender in the local context are incorporated into these discussions.

During the field work, it is important to collect both quantitative and qualitative data and information. Quantitative data is often used as the *basis for understanding a context*, while the qualitative information is used for *understanding the social relations, gender norms, inequalities, and power dynamics*. Because the dominant paradigm of the water, irrigation, and agriculture is technical-scientific rather than social fields, there could be a flawed perception that qualitative data are less serious, less reliable and less relevant. However, it is important to ensure that within the gender and water assessments, the data and information gathered include qualitative information on the gendered divisions in labour, rights and power to provide rich narratives on the experiences of women and men in relation to water access, management and governance.

It is crucial to pay attention to the fact that *not all the stakeholders have the same power* and can be represented in the fieldwork equally due to the prevailing social norms and power differences. For example, women leaders and women agriculture and water experts might be harder to identify and reach – but they exist – so make sure that their perspectives are included. In this respect, it is recommended to consult the diverse community members on a wide range to ensure equitable representation and diversity of voices in FGDs. For example, relying only on community leaders for their suggestions on participants may not be sufficient to reach certain marginalized groups.

In doing the fieldwork and collecting data from different women and men in the community, the following aspects should be considered:

- **Access** — be aware of restrictions on women's mobility. Consider choosing a safe place for discussions/interviews/surveys with separate rest rooms for women and men, and that is accessible to people with disabilities, women accompanying young kids, and elderlies. When collecting data over the phone, consider the gender gap in accessing mobile phones.
- **Time, day, location and weather** — when scheduling interviews/discussions/surveys, be aware of the typically heavy demands on women and men's time and ensure you arrange your discussions at convenient moments for your participants, ensuring that participating in the discussions does not take too much of their time. For example, when doing household surveys, households should be visited at a time that women and men are likely to be at home and are likely to have some free time to participate. This can also improve the quality of the data collected since participants will not feel as rushed to get back to work.
- **Socio-cultural restrictions on women (and girls)** — ensure that women are allowed and capable of being in public places and/or speaking in public forums. If not, certain measures have to be taken to conduct discussions in trusted venues where women can be present (e.g. community leaders houses, meeting rooms associated to churches or mosques, etc.)

- **Gender of the enumerator, facilitator, interviewer, and interpreter** — some women may not be comfortable answering questions coming from men, or with the presence of men in the room. Accordingly, it is generally advisable to have women interviewing women. Note, however, that women interviewers and participants may come from different backgrounds, which can also make it difficult for them to relate to each other. This means that the research team needs to understand the backgrounds of the interviewed individuals before conducting discussions, making sure that they use appropriate language and only speak about the topics that are comfortable for women and men participants.
- **Gatekeepers** — check if any individuals are determining who can/cannot participate. It is sometimes required to seek a woman's husband's approval or that of a male member of her household (father, father-in-law, brother, son, etc.) before interviewing her. Finding out who the relevant gatekeepers are in the household and community, and keeping men informed of the research process is important to avoid backlash against women participants. In some conservative cultures, approaching local men religious and/or traditional leaders is key to negotiate women's involvement in the assessment discussions, and it could also build community acceptance and support of women's participation in a future activity or intervention.
- **Minimizing harm** — ensure that the participation in fieldwork never leads to harm. Protect your participants to the best of your ability, seek their consent, and adhere to confidentiality in the reporting and sharing of data.

1. Key informant interviews (KII)

Interviews with a variety of people identified among key officials or informants on the national, district, or community level are key to get information about the perceptions and opinions of government officials, policymakers, representatives of women and men organizations and associations, and women and men community leaders, among others, regarding gender-related issues in the water and agriculture sectors. The qualitative (and sometimes quantitative) data collected through the semi-structured interviews with the key informants may yield community and field-level data on the gender-differential access to and control over water and productive resources.

Information about key informants and their relevance to the assessment may be found during the desk review and from discussions with relevant projects and field staff and implementing partners. Several officials and stakeholders may be interviewed to discuss the information collected during the review of resources, and obtain factual information about matters related to gender and water sector that supports a well-informed and equitable decision-making as well as strategic programming in the water sector.

In certain contexts, government officials and key informants might often be exclusively men, which may lead to perception biases and the exclusion of women's voices. It is therefore important to search for knowledgeable women and those working in gender offices in the government or local authorities' offices to include them in the list of key informant persons. The research team may ask key informants about their relevant colleagues working in advancing gender equality within their area of work. Women's organizations or women's affairs offices often provide suitable candidates for key informants and can provide you with information on where to find more informants to include in the interview list.

Possible key informants that could be interviewed are:

- Representatives from the Ministry of Agriculture and the National/local Water Authority, officials of the water departments, including line officers who interact directly with farmers.
- Officials of women's national office/women's affairs office.
- Experts of UN and other international/regional/bilateral development agencies in the country.
- National universities and research institutions personnel.
- FAO/agriculture and water technical officers, programme officers, and gender focal points.

- Experts and representatives from reliable civil society organizations, non-governmental organizations, and grassroots.
- Women's groups, associations, unions and related organizations.

See below a practical guide for more information on how to conduct gender-responsive KII and some example questions. Please check **Annex I** for more examples.

Table 1: Guide to gender-responsive KII

| What to do | How to do it |
|--|---|
| Select relevant women and men informants | <ul style="list-style-type: none"> • Choose informants with care. Interviewees must have personal knowledge or experience with a particular problem, or professional training in that area. Informants must also be able to express themselves clearly. • Ensure the list of informants have women and men, and people working on gender equality and/or women empowerment within the fields of agriculture and water. |
| Prepare for the interview | <ul style="list-style-type: none"> • Familiarize yourself with who you are interviewing: know who they are, where they work, and how their knowledge can assist your assessment and prepare the KII guides accordingly. • Familiarize yourself with the questions guide and what they aim to assess. • Inform key informants of the length of the interview, making sure it does not exceed an hour. |
| Ask questions in a sensitive way | <ul style="list-style-type: none"> • Use simple and sensitive language. • Demonstrate respect towards the interviewees. • Ask nonthreatening questions. Leave space for participants to refrain from answering certain questions or provide information on a certain topic they are not comfortable with. • Check for signs of hesitation and/or discomfort and adjust your questioning and interview techniques accordingly. • Avoid asking questions that make the interviewee do the analytical work for you. Instead of asking, "What do you mean that it is 'hard' to find women for the new agriculture methods training?" you might ask, "What efforts did you make to ensure women's participation in the trainings?" • Avoid leading questions – for example, do not ask questions like "would you agree that the laws existing in the country is discriminatory?" • Suspend judgment and remain neutral to get a balanced and un-biased picture. |
| Ensure consent and confidentiality | <ul style="list-style-type: none"> • Obtain the consent of the interviewee to record the interview. • If confidentiality was promised to the interviewee on certain matters, make sure you keep your promise. |

Source: FAO. 2023. *Methodological guidance for gender-responsive water assessments*. Cairo.

Box 2: Example KII questions

- **Example questions to be asked to women's affairs office**

- o Are there gender-specific objectives and commitments in national- and sector-level water policies? If yes, are they being efficiently implemented? What are the expected outcomes?

- **Example questions to be asked to local agriculture and water authorities**

- o What number of women and men registered subscribers/consumers/users are connected to a piped water supply? (Disaggregated by geographical location of the house within the study area)

- **Example questions to be asked to NGOs, civil society organizations (CSOs), grassroots, and women and men farmers associations**

- o Are there any organizations that focus on women's empowerment for agriculture and water? What is the nature of interaction between the interviewed organizations and them?

2. Focus group discussions (FGDs)

The FGDs provide an effective means of gathering perceptions and opinions of community members, women and men, on a variety of topics related to water resources. Group discussions normally employ semi-structured interviews with members of the communities, and can provide you with information that is more comprehensive, bringing insights about the gender norms, group relations, and intra-households dynamics that cannot be assessed through the desk review. The FGDs can also provide information on, for example, the water irrigation schedule for different groups in the community, the areas under irrigation for women and for men, and the average size of plots and crops grown for women/men.

It is also important to keep in mind that the goal of the FGDs is not only to get answers to issues listed on the FGD guide, but also to encourage discussions between community members about these issues. Sometimes this generates a consensus (or disagreements) of opinions that helps the assessment of different people's views regarding the same topic. In this regard, it is important to take stock of the social dynamics and exchanges that are triggered by the discussion, in addition to collecting the answers to the questions.

FGD's are most effective when discussions are held separately with subgroups within the community (ideally between 6–8 people per discussion). Although subgroups may be defined using a number of criteria (smallholder farmers groups from different locations, wealth groups, age groups, size of farms, social backgrounds, refugees/locals, etc.), holding separate discussions with men only and women only within each group defined by one or more criteria provides an opportunity for different voices and perspective to be heard. This approach is particularly important where gender disparities are likely to affect the willingness of men and women to participate equally and express themselves in joint discussions.

In selecting the focus group participants, project/programme field staff and partners should be consulted. They will be familiar with the area in which focus groups are being conducted and with the project or programme's target beneficiaries. In addition, they will have developed trust and rapport within communities and with potential focus groups participants. This will ensure support for the assessment and encourage individuals to participate.

Possible FGDs could be with:

- Rural women and men’s groups (ad hoc or existent groups, for example self-help groups)
- Women and men members of producer organizations/farmer associations/WUA.
- Agricultural workers (family farm heads, contributing family farm members, seasonal workers, informal/formal workers, rural food processors, farmers who manage the local water projects/irrigation schemes, pastoralists, etc.).
- Beneficiaries of the target projects and other rural development/agriculture/water/women empowerment projects.
- Women and men community/religious leaders, business owners, entrepreneurs, etc.

See below a practical guide for more information on how to conduct a gender-responsive FGDs, and some example FGD questions. Please check **Annex I** for more examples.

Table 2: Guide to gender-responsive FGDs

| What to do | How to do it |
|---|--|
| Consider different means and levels of communication | <ul style="list-style-type: none"> • Consider how the information reaches women and men about the occurrence of the FGDs, and if this information is shared through trusted sources by diverse women and men. • Consider language differences in case discussions which are conducted with refugees and migrants or indigenous groups who might speak different languages/dialects. • Make sure you have the necessary permission from local authorities (e.g. district heads and local chiefs). • Arrange for transportation for participants to/from focus group locations, if necessary. |
| Ensure diverse and inclusive focus group participants | <ul style="list-style-type: none"> • Choose 6-8 participants in each FGD to allow for efficient facilitation where all participants participate equally. • Ensure representation of all population groups in the sample selected for the discussions, especially the ones that could be marginalized and hard to reach (e.g. refugees, single heads of households, indigenous populations, people living with disability, etc.). • Be inclusive. If someone asks to be included in the focus group, do your best to give him/her the opportunity to participate. • If a potential focus group participant shows hesitation, explain the significance of the water assessment and how it can improve the delivery project activities. |
| Conduct gender-specific focus groups | <ul style="list-style-type: none"> • Sometimes, you might need to put certain additional considerations for women and men to participate in the interviews and discussion without leaving their care-work responsibilities behind. This could include, for example, providing child care facilities for the participants coming with their young infants. • Communicate to participants clearly the topic and objectives of the study as well as the length of discussion to allow them to plan their other work and daily commitments accordingly. In general, the FGD should be between 60–90 minutes. |

| What to do | How to do it |
|--|--|
| <p>Conduct gender-specific focus groups</p> | <ul style="list-style-type: none"> • In many contexts, women tend to speak more, and more freely, when not in the presence of men. Gender segregated interviews/discussions that take place in private (with no one listening in and contributing unsolicited comments) are recommended in such settings. You may need to conduct women only and men only FGDs to ensure getting the most accurate data from different gender groups. • Since women and men are not homogenous categories, before conducting your FGDs, you may also need to examine how gender is cross-cut by many other forms of social difference: age, location, education, ethnicity, and refugee, migrant or indigenous status, among others. It is likely in some communities that participants from different socioeconomic, generational, ethnic, etc. backgrounds will not speak openly in each other's presence, which means that when conducting the FGDs, separate groups may be required (meaning that more FGDs will need to be held among women and among men groups). |
| <p>Ensure consent and confidentiality</p> | <ul style="list-style-type: none"> • Inform people of the purpose of the FGD, obtain consent of the participants to be interviewed and explicitly mention the discussion confidentiality and if the interview will be recorded. • If anonymity was promised to participant, adhere to the promise. |
| <p>Facilitate discussions in a sensitive way</p> | <ul style="list-style-type: none"> • Sometimes it may be useful to avoid using the word "gender" in your discussions with community members because it has negative connotations in some societies. Instead, you could simply explain that you are trying to understand the needs of men and women regarding water resources. • Have focus group participants introduce themselves by providing names and ages and other relevant social dynamics (e.g. refugee status, education background) to allow for disaggregation of data when analysing. • Break the ice with an appropriate non-threatening question, such as, "tell me about how you spend your day from the morning until the time you go to sleep at night." • Keep FGDs structures flexible so that key issues not identified before are allowed to emerge through the discussion. • Demonstrate respect towards focus group participants and listen more than you talk. • Always respond to disruptive behaviour in a calm and professional manner. • Don't let participants drift off the focus and don't let any participant to dominate the discussion. • Avoid leading questions, and remember that there are no right or wrong answers, only the respondents' opinions. Don't ever give the respondents your opinions on the topic as this may bias them to give responses that will please you. • Never force a participant to answer a particular question or provide information on a certain topic. Check for signs of hesitation and/or discomfort and adjust your questioning and interview techniques accordingly. • Express ignorance. The purpose of the interview is for you to learn from the informant, not for you to demonstrate your knowledge. |

Source: FAO, 2023, *Methodological guidance for gender-responsible water assessments*. Cairo.

Box 3: Example FGD questions**• FGD Example questions to be asked to rural women and men separate groups**

- o Who is responsible for securing water supply for the household? Who are the persons responsible for collecting water? (Disaggregated by sex and age)
- o What is the amount of unpaid time that you spend on a daily basis, in supplying, obtaining, collecting, transporting the water from the source to the house, making it safe, managing it, rationing it, and conserving it at the intra-household level?

3. Individual interviews

Individual interviews are useful to follow-up on the FGD to obtain more detailed and thorough information from selected FGD participants. For example, while conducting the FGD, an interesting story on a woman leading an informal water management group of rural women may erupt. Interviewing her may yield more detailed information on her experience to allow for a better analysis on the women networks in relation to water sector.

See below a practical guide for more information on how to conduct gender-responsive individual interviews. Please check **Annex I** for questions.

Table 3: Guide to gender-responsive individual interviews

| What to do | How to do it |
|---|---|
| Select diverse individuals to interview | <ul style="list-style-type: none"> • Follow up with a mix of diverse individuals, if possible and needed: people of different ages, ethnicity, religious affiliation, and educational experience may have different insights to offer. • Be inclusive. If someone asks to be interviewed individually, do your best to give him or her the opportunity to participate. • In case of women interviewees, make sure the interview team consists of women who can encourage the interviewees to speak (sometimes, only women should interview women). |
| Prepare for the interview | <ul style="list-style-type: none"> • Familiarize yourself and the team on how to speak with women and men in the country/community and address women and men in a cultural-appropriate way. In some cultures, for example, you cannot look in the eyes of the woman while talking. • Communicate to the interviewee the objectives of the interview and the expected length of the discussion. In general individual interviews should be between 30–60 minutes. |
| Ask questions in a sensitive way | <ul style="list-style-type: none"> • Ask nonthreatening questions. Never force the interviewee to answer a particular question or provide information on a certain topic. • Check for signs of hesitation and/or discomfort and adjust your questioning and interview techniques accordingly. • Keep interview structure flexible so that key issues not identified before the interview are allowed to emerge through the discussion. |
| Ensure consent and confidentiality | <ul style="list-style-type: none"> • Obtain consent of the interviewee to be interviewed and referenced and explicitly mention if the interview will be recorded. • If confidentiality was promised to the interviewee, make sure you keep your promise. |

Source: FAO. 2023. *Methodological guidance for gender-responsive water assessments*. Cairo.

4. Household surveys

Surveys are an important method for collecting a large amount of information on a variety of topics. Surveys normally employ structured interviews with closed-ended questions and are aimed at measuring differences between women and men, in terms of, for example, access to irrigation technologies, access to landownership, access to clean water resources, etc..

Since a household is not a single decision-making unit – as it includes women and men (as well as girls and boys) who hold different positions of power and responsibilities and perform different roles- to the extent possible, all survey questions should be designed in a way to differentiate between the experiences of women and men on the individual level. Doing so provides some valuable information about intra-household differences that can be masked by surveys that treat households as a single, homogenous unit. In addition, in each questionnaire, sex, age, and relationship to the household head of the respondent should be indicated to be able to assist with the identification of different perceptions of men, women, and age groups during analysis. If data is collected on the household level, the type of household (female/male single-headed, widow/widower headed, children-headed, polygamous) should also be captured by survey tool to allow for comparison between household types.

To ensure the equal representation of women and men in the survey sample, instead of only collecting data from household heads, the research team could consider interviewing two individuals (woman and man) of each visited household under the assessed area.

*Check **Annex I** for a short survey sample.*

*See below a practical guide for more information on how to conduct gender-responsive individual interviews. Please check **Annex I** for questions.*

5. Participants observation

Direct observation can give extra information to the research team, helping in triangulating the findings from other methods, or reveal new details or questions. There may be contradictory findings that require further investigation and validation through direct observations. For example, watching women and men closely in the farmers' trainings will help the team decide whether to believe or doubt information gained verbally about women and men experiences in the training programmes.

Participants' body language, expressions, reactions, group dynamics and side comments are all clues about their real experiences during discussions, interviews and in daily interactions. In the gender-responsive water assessment, observations can be made during village gatherings or local irrigation management agency meeting to see the extent to which women and men are engaged and actively participating.

When recording observations, it is also important to be aware of filters that influence how we perceive and understand information. For example, our biases, values, beliefs, attitudes, or prior experiences that influence how we see the world. Filtering is an automatic process and can occur unnoticed unless you are careful to understand how filters effect your observations. It is possible to reduce the effects of filters by eliminating the personal interpretations when making observations, and recording them as objectively as possible. Another method is to evaluate observations by means of multiple interpretations of the diverse research team.

Analysis

1. Data analysis

The data/information collected through secondary and primary methods have to be thoroughly analysed. The analysis should highlight the main gender inequalities, with data disaggregated by sex, age, and geographical distribution,¹ and the underlying causes of these inequalities in the agricultural and water sectors.

It is important to note that the analysis does not take place *in a linear form*. The process of data analysis begins during the revision of secondary sources, through facilitating the discussion and generating rich data from the interview, group discussion, and surveys, complementing them with the direct observations. Within the analysis, the research team can look for the common themes and ideas to be reported. In a gender-responsive water analysis, a comparison both within and between cases, with identification of the differential experience of women and men within the water sector, is crucial.



2. Stakeholder analysis

Within a gender-responsive water assessment, it is important to map and analyse the diverse stakeholders who might have interest in water in the studied area. A gender-responsive analysis of stakeholders includes all the diverse groups and individuals that are directly and indirectly affected by the topic under the assessment, especially those who are not necessarily the loudest, most powerful, organized in formal or official bodies, or have the most extensive networks. This is important to allow the team to identify potential partners in the promotion of gender equality and the empowerment of women in agriculture and water sector within the future programmes and projects; knowing who to engage with, how and when.

Follow the next steps in mapping and analysing the stakeholders:

- i. **List the primary and secondary stakeholders; indicate who they represent;** check if the stakeholders are mapped on the national and community levels; ensure that women rights organizations, women-led organizations, and women and men leaders are listed.
- ii. **Identify the interests (needs, concerns, priorities regarding water resources) and influence (capacity to significantly affect the use, control, management of the water resources) of each stakeholder,** paying attention to who the stakeholder represents (e.g. rural women, landowners, women smallholder farmers, community leaders). Information about a stakeholder's interests and influence can be obtained from, for example, their official documents and communications.
- iii. **Identify the relationships that exist between the different stakeholders** that may be cooperative or conflictual. There may be active collaboration between some stakeholders or competition. These relationships are key to be mapped and analysed later in the assessment report to make sure they are accounted for in the future programmes to not trigger conflicts between groups and individuals as a result of any intervention. Check, for example, how the stakeholders regard one another; whether or not they interact; if there are coalitions or groups of allies among the stakeholders; what are the power dynamics between the different stakeholders; whether power differs according to gender and, if yes, how; if a conflict of interest exists between any stakeholders; etc.

¹ Data could be disaggregated by other relevant social determinants, for example: refugee status, ethnolinguistic minorities, seasonal workers, migrant workers, heads of family farms vs contributing family farm members, persons living in remote areas, people living with disabilities, etc.

Report writing

Following the analysis of the data collected, the information should be organized into a report that concludes with a section on main findings and direct linkages to relevant policies and action plans that could constitute important entry points for future support.

See below a suggested report structure:

1. Acknowledgements
2. Acronyms and abbreviations
3. Executive summary: brief background information and a summary of key conclusions/recommendations.
4. Introduction
 - 4.1. Background, objective, and rationale of the assessment
 - 4.2. Description of the methodology
 - 4.3. Report structure
5. Country context
 - 5.1. Country context and socioeconomic characteristics of the country
 - 5.2. Overview of the agricultural sectors, the share of women in the production systems, and a brief overview of women's access to land – including the right to control or inherit land – and to agriculture-related services and information.
 - 5.3. Overview of the water and irrigation sector and a brief gender analysis on women's access to or representation in water governance institutions; the legal framework governing water sector and the presence and nature of gender-specific objectives and commitments in national- and sector-level water policies; and overview of women access to and control over different water resources.
6. Findings from specific sites
 - 6.1. Gender and agriculture
 - i. Roles and responsibilities
 - ii. Gendered access to and control over land
 - iii. Gendered access to and control over agriculture resources
 - iv. Gendered access to and control over agriculture services and information
 - 6.2. Gender and water
 - i. Water governance
 - ii. Non-productive or domestic water
 - iii. Productive water or water for agriculture
7. Main findings and recommendations
 - 7.1. Conclusion and main findings emerging from the assessment
 - 7.2. Recommendations and areas of work that require primary attention for future interventions
8. References
9. Annexes, including the ToR of the assessment
10. List of tables, figures, etc.

Validation and dissemination

After finalising the report writing, the data and analysis presented needs to be validated through feedback and reviews from relevant national experts and stakeholders, including governmental and national partners. More importantly, feedback on the report should be obtained from women and men and their different organizations to ensure that the information presented in the report is valid and does not cause any harm to the population. The report should then be reviewed if warranted, and then disseminated to all relevant stakeholders.

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KII, FGDs, and individual interviews questions guide

The below section provides some KII, FGDs, individual interviews, and survey questions that can be incorporated into the field work guide to better understand the context of the water sector from a gender perspective, including women and men's access and control over productive and non-productive resources; how decision-making is negotiated within the household and within the community; what are the tasks of men and women in agriculture and different farming practices; and how the paid and unpaid work responsibilities regarding agriculture and water are distributed among women and men within the household and communities, among others.



Questions are divided by methods and interviewees, and subdivided by themes. More questions could be added to your field FGD and KII guides as applicable.

KII questions

Example questions to be asked to national government officials and policymakers/representatives of national women's affairs offices

General questions on gender equality performance on the national/sector level

- Do legislations, laws, bylaws and/or policies related to water and agriculture discriminate between men and women?
- What percent of farms do men/women own on the national level? Can "family plots" be registered in the name of both husband and wife?
- Are there gender-specific objectives and commitments in national- and sector-level water policies? If yes, are they being efficiently implemented? What are the expected outcomes?
- What human resources (gender expertise) are allocated at the national/local level for gender mainstreaming in water projects?
- What budget allocations, if any, are made at the national and sector level for gender mainstreaming in water projects? Are these resources enough?
- Are there measures for creating public awareness regarding gender-specific content in water policy frameworks? What is the evidence of the implementation of these measures?

On water management and governance structures

- What is the number of women and men paid staff (formal and informal) in water-related industries and water-governance agencies at the national level? (Disaggregated by job category/level).

Example questions to be asked to local agriculture and water authorities

Gender equality performance on the national/sector level

- Are there gender-specific objectives and commitments in local-level water policies? If yes, are they being efficiently implemented? What are the expected outcomes?
- What budget allocations, if any, are made at the local-level for gender mainstreaming in water projects? Are these resources enough?
- Are traditional knowledge of women and men members of local communities and practices related to water management recognized by the government in policy frameworks?



Water management and governance structures

- What is the number of women and men paid staff (formal and informal) in local water-related industries and local water-governance agencies? (Disaggregated by job category/level).
- Which water management organizations are in place in the area? Are they adequate for promoting farmers' participation in the decision-making processes?
- Are water rights and governance connected to landownership? How?
- Are both women and men members of water associations? Are they equally represented in the steering committee (SC) or WUA management?
- Do these associations employ staff? If yes, do they have equal number of women and men staff? Are their roles and responsibilities different? How?

Access to and control over non-productive water

- What is the number of women and men registered subscribers/consumers/users connected to piped water supply? (Disaggregated by geographical location of the house within the study area).
- Are there households/individuals without access to piped water supply? What are their numbers and who are they? (Specify data by sex, age, location, ethnicity, socioeconomic status).
- What are the reasons for some households not being able to access water?

Access to and control over productive water

- What is the predominant irrigation method (borders, furrows, basins, and drip and micro sprinklers) in the area?
- What is the number of women and men landowners/farmers who have irrigation water rights in the irrigation scheme?
- How is the volumetric allocation of water decided? Is it by size of landholding, per irrigator, or any other?
- In addition to the formal irrigation scheme, do the farmers in the area also have other means of irrigation? What are they? Do you think women and men have equal access to these means?

Access to and control over productive resources and services

- What percent of farms do men/women own on the local level?
- What types of land tenure exist? What are the main types of tenure exercised by men and women?
- How much land do women farm on average? How much land men farm on average?
- What is the number of women and men farmers and community members who have received technical training related to water management from government/non-government institutes or other organizations? (*Rank the trainings and specify the number of women and men respondents in each training and the training providers*).

- What are the constraints to participation in trainings by women and men? Were there any solutions proposed for constraints? What are they, and by who?
- Are there any organizations that focus on women's empowerment, particularly for agriculture and water? Who are they? What is the level of interaction between them and the local authorities?

Example questions to be asked to rural women and men leaders and rural organizations, associations, CSO, grassroots, etc.

On water management and governance structures

- Are women and men equally represented in formal and informal local water governance agencies?
- What is the nature and the extent to which women are included in the informal local water management bodies?
- Are both women and men members of water associations? Are they equally represented in the steering committee or WUA management?
- Are there any barriers preventing women/men from being part of the water associations? What are they? How are these barriers different?
- Are there any formal or informal groups that take care of the specific interests of women in decision-making regarding water?
- How is the local irrigation scheme managed in the community? Do women and men take decisions regarding the management of the irrigation network?
- Is there a water user group (WUG) or committee for managing the informal irrigation scheme? Please explain the roles of women and men in them.

Access to and control over non-productive water

- How is water used by men and women outside agricultural production (e.g. drinking and sanitation)?
- Who can decide on the use and management of water resources in the community? (Specify data/average numbers by sex, age, location, ethnicity, socioeconomic status).
- How are the different interests on the water use balanced in the community? Whose interests take precedence when trade-offs are unavoidable?
- Are there households/individuals without access to piped water supply in the area/village? Who are they? (Specify average numbers by sex, age, location, ethnicity, socioeconomic status).
- How many households in the area/village collect/fetch water from protected/non-protected sources of water? How many of them headed by men/women?
- What are the reasons for some households not being able to access water?

Access to and control over productive water

- Do women and men tend to be responsible for different types of irrigation? If yes, how time consuming are irrigation practices typically associated with women versus those typically associated with men?
- How is the water distributed or allocated to the farmers? Is it according to the size of the plot or per irrigator? Can irrigators ask for their specific needs to be taken into account (e.g. if women and/or children are not be able or allowed to irrigate during the night)?
- In addition to the formal irrigation scheme, do men and women also have other means of irrigation? What is the other source of water for irrigation? Are these sources different between women and men?
- Do men and women have different preferences in timing and/or duration of the irrigation?
- Which crops are grown by men and which by women? Which crops are irrigated? Which crops are rain-fed?
- What happens if somebody breaks the rules/regulations of the irrigation system? Who determines the punishment and on what criteria? Is it likely that some people will be in a position to break the rules more often than others will?

- What practices are causing the pollution of the irrigation water (i.e. washing of clothing and animals in irrigation canals, etc.)? Who is responsible for these polluting activities? (Disaggregated by sex, age, location).
- Are women and men in the community aware of the contamination they are causing? Are they all affected by it?
- Is the information on irrigation turns equally accessible to men and women? Are women and men irrigators familiar with the principles of efficient irrigation in terms of quantity and timing?

Access to and control over productive resources and services

- Are production inputs (seeds, fertilizers, chemicals, etc.) equally available to both men and women? What happens in the case of limited availability?
- For what type of activity can farmers obtain loans? What are the minimum requirements for receiving a loan?
- Is it more difficult for women or men to obtain loans? Why? Are these difficulties faced by women and men different? How?
- Are there any constraints or barriers to women engaging in and benefiting fully from agriculture and agribusiness activities? What are they?
- Do men and women have the same access to knowledge (e.g. practical skills or expertise through training or information) and education?
- In the case of extension services and training, who is targeted? Do men and women across different age groups have the same opportunity to participate in training? Do you think being a woman hinder or deny them access to extension/agricultural information? Why?
- What type of water technologies do women and men use? Why do they /do they not use these methods and technologies?
- Are there any organizations that focus on women's empowerment for agriculture and water? What is the nature of interaction between the interviewed organisation/leader with them?

Paid and unpaid agricultural labour and farming practices

- What is the distribution of paid and unpaid tasks of different agriculture practices in the community?
- What are the prevailing wages paid to women and men (girls and boys) labour for certain tasks? Do women and men get different wages on the same tasks? How?
- Is there any difference between men and women on the types of labour contracts, wages, and work conditions?

Example questions to be asked to projects technical expertise

- Is there a gender action plan for the projects implemented in the country/sector? What are the goals and commitments? What actions have been achieved?
- What is the number of women and men targeted under the water projects?
- What is the number of women and men farmers and community members who have received technical training related to water management? What are the constraints to participation by women and men? Were there any solutions proposed for constraints? What are they?

FGDs and individual interviews questions

Example questions to be asked to rural women only and men only groups/projects beneficiaries/ agriculture workers

On water management and governance structures

- Who can become a member of the WUA? Do you think that both women and men members equally represented in the steering committee or WUA management? Who can take part in the decision-making processes in the WUA? (Specify data by sex, age, location).
- Are there any informal water management bodies in your area? What is the nature of your engagement with it?

Access to and control over non-productive water

- How is water used and managed by men/women outside agricultural production (e.g. drinking and sanitation) inside your households?
- Who pays for domestic water consumption? (Specify data by sex, age, location, ethnicity, socioeconomic status).
- How many of you collect/fetch water from protected/non-protected sources of water? (Specify data by sex, age, location, ethnicity, socioeconomic status and protected/non-protected water sources).
- How does the absence of household water premises affect the women, men, girls' and boys' health/ education/ livelihoods in your households? (Specify effects by sex and age of household members)

Access to and control over non-productive water

- How is water used and managed by men/women outside agricultural production (e.g. drinking and sanitation) inside your households?
- Who pays for domestic water consumption? (Specify data by sex, age, location, ethnicity, socioeconomic status).
- How many of you collect/fetch water from protected/non-protected sources of water? (Specify data by sex, age, location, ethnicity, socioeconomic status and protected/non-protected water sources).
- How does the absence of household water premises affect the women, men, girls' and boys' health/ education/ livelihoods in your households? (Specify effects by sex and age of household members)
- For those living in households without water premises, who is responsible for securing water supply for the household? Who are the persons responsible of collecting water? (Disaggregated by sex and age).
- What is the amount of unpaid time that is spent by you/ your household's members, on a daily basis, in supplying, obtaining, collecting, transporting the water from the source to the house, making it safe, managing it, rationing it, and conserving it at the intra-household level? (Specify time and sex and age of person responsible).
- How are decisions taken related to the use of water in the household? Do women and men members of your household and of different ages have different views about water use? In what way are these views different?
- How are the differences of opinion regarding water use inside the households resolved?
- Is the quality of drinking water and water used within your household safe?
- Do your household members have an understanding of the problems that poor water quality can cause? Are they aware of the different options for water treatment (filtering, boiling, etc.)? (Specify the differences between household members).

Access to and control over productive water

- What system of irrigation do you use? (Manual, flooding, sprinkler, drip irrigation)? (Disaggregate the answer by sex and age of each respondent).
- Which crops are grown by you? Which of these crops are irrigated? Which of these crops are rain-fed?
- Do you receive water when you need it for your crops? Do you think that the time schedule for releasing water to your fields is appropriate? What problems do each of you face if the water is not released at the correct time? (Disaggregate answers by sex, age, and location of each respondent).
- Who makes the decision of adopting a certain irrigation method at farm level? (Disaggregated by sex and age).
- Who decides which crops will be grown at the farm level? Based on what is this decision made? (Disaggregated by sex and age).

- What is the process of decision-making at the household level related to irrigation? Is there a discussion about the decision? Are women in the household allowed to voice their opinions? Are the opinions of women and men (girls and boys) members taken into account?
- What practices are causing the pollution of the irrigation water (i.e. washing of clothing and animals in irrigation canals, etc.)? Who do you think is responsible for these polluting activities? Do you do these practices? (*Disaggregated by sex, age, and location*).
- Are you aware of the quality of irrigation water? Do you know its limitations in terms of use? Are you familiar with the principles of efficient irrigation in terms of quantity and timing to prevent or reduce the negative effects if its quality is poor?
- Do you think that women and men in your community have different preferences in timing and/or duration of the irrigation?
- How many of you access irrigation water free of charge from freshwater sources? (*Disaggregate data by sex, age, and location*).
- How many of you pay for irrigation water? (*Disaggregate data by sex, age, location*).
- How are the water fees charged? Who pays for water in the household? (*Disaggregate the data by sex and age*).

Access to and control over productive resources and services

- Do you own the land you farm? If yes, how did you acquire it and for how long have they owned it? If no, who owns it and what level of control do they have on the land?
- Do you keep livestock? Which kind of livestock do you keep? Are the livestock that women and men keep in your community/household different? How?
- Which technologies and tools are available to you for agricultural production (ploughs, draught animals, tractors, vaccinations, harvesting machines, water pumps, etc.)?
- Have you received any extension services/trainings before? On what? And who was the provider?

Paid and unpaid agricultural labour and farming practices

- What is the distribution of paid and unpaid tasks of different agriculture practices (ploughing, sowing, weeding, irrigating, fertilizing, harvesting, storing, threshing, etc.) and the time allocated to these practices between your household members? (As these can differ per crop, it is relevant to collect the above information in a table for the main crops cultivated and disaggregate data by sex and age).
- What are the prevailing wages paid to you for the different agriculture tasks? (As these can differ per crop, it is relevant to collect the above information in a table for the main crops cultivated and disaggregate data by sex and age).
- Do you think there are difference between men and women on the types of labour contracts, wages, and work conditions in your community? What are these differences?
- What is the division of tasks with respect to livestock (feeding, milking, drenching, etc.) between women, men, girls and boys in your households? What are the main factors (culture, traditions, knowledge, time availability) influencing the distribution of tasks?
- Is there any home garden/orchard providing agriculture produce to the household? Who takes care of it? How much time is required for its management?

Intra-household dynamics

- Who is the final decision-maker concerning the land use? (*Disaggregate data by sex and age*).
- Who owns and controls the profits deriving from farming/livestock activities?
- Who makes decisions in your households over the sale and slaughter of the animals?
- Who decides on children's participation in crop production or household chores – women, men, the children themselves?
- How is the agricultural product used? (e.g. for own consumption, for selling or for processing) Who decides at the household level how produce is used?

- What is the household income from agriculture? (Disaggregated by household member) Who decides on how to use the household income?
- Who is responsible for selling the produce?
- What is the distance to the nearest market for selling the produce? What are the time and transport cost implications? Are there restrictions to women selling produce on the market?
- How do you plan and use the money from the sale of produce from the farm? Which household members participate in the planning for the use of this money?

Example questions to be asked specifically to women FGDs/individual interviews

On water management and governance structures

- If you are a member of any type of water management/governance group, what made you take part of that group? What type of benefits and services do you get from the group? What type of benefits and services would you like to get in the future from the group? Is it for women only or both men and women? Are there any women leaders of the group?
- Have you faced any barriers that prohibit you/ or any women to be part of the public water management bodies?

Access to and control over non-productive water

- Do you think there are barriers that prohibit you to voice your opinion and needs regarding water? What are they?
- Have you ever paid extra money more than men to get water for domestic use, in addition to the fees or water charges? Please explain.

Access to and control over productive water

- Have you ever paid extra money more than men to get irrigation water, in addition to the fees or water charges? Please explain.

Access to and control over productive resources/services

- Are you a beneficiary of any water or agriculture-related project? Which project? Why are you part of this project? What drives you take part in this project? What changes have you seen from your participation in this project? (Skills, income, exposure, awareness, confidence?) Have these changes translated into increased decision making? Changes in your notions about yourself? Others' notions about you? Your social status?

Paid and unpaid agricultural labour and farming practices

- Tell me about your average day. What do you do from the time that you wake up until the time that you go to bed? (Specify the different paid and unpaid tasks and duration of each task).
- Are there any activities or types of work that you do to bring in income for your household? What are they? (Look for informal activities in addition to formal work) Are there aspects of this work that are difficult for you because you are a woman?

Household survey

The below sample provides a brief example of a gender-responsive water survey on access to and control over water and land resources. More questions could be added to your field survey as applicable. Basic demographic questions provided in the below survey should also be obtained from FGD participants.

Table 4: Example of a gender-responsive water survey

| Question | Answer options | Skip pattern |
|---|---|--------------|
| Demographic information | | |
| 1. Gender of respondent | a. Woman b. Man c. Prefer not to say | |
| 2. Age of respondent | a. 18-29 b. 30-39 c. 40-49 d. 50-59 e. 60-69 f. More than 69 | |
| 3. Relationship of respondent to household head | a. Household head b. Jointly heading the household c. Spouse d. Father e. Mother f. Son g. Daughter h. Sister i. Brother j. Others, please specify | |
| 4. Location | <i>(Add location options as applicable)</i> | |
| 5. marital status | a. Never married b. Married c. Married but separated d. Widowed e. Divorced | |
| 6. Residency status | <i>(Add residency status options as applicable)</i> | |
| 7. Literacy level | a. No education b. Literacy school c. Primary d. Secondary e. University or equivalent f. Other, please specify | |

| Question | Answer options | Skip pattern |
|---|---|--------------------|
| Access to and control over land and water resources | | |
| 8. Do you work in agriculture? | a. Yes b. No | If no, go to Q. 11 |
| 9. If the answer to Q. 8 is yes, do you work in your own/ your family farm or other people's farms? | c. Own farm d. Family farm e. Other people's farm | |
| 10. If the answer to Q. 8 is yes, do you get paid for your work? | f. Yes g. No | |
| 11. Who makes decision regarding what to farm in your land? | a. Myself b. Jointly with spouse c. Spouse d. Father e. Mother f. Son g. Daughter h. Sister i. Brother <i>(Respondent can choose more than one answer)</i> | |
| 12. What is the main source of water you use in the house? | a. Piped water inside the house b. Piped water to yard/plot c. Public tap/standpipe d. Public dug well e. Protected spring f. Unprotected spring Rainwater collection g. Surface water (river, dam, lake, pond, stream, canal, irrigation channels) h. Other, please specify | If a., go to Q. 14 |
| 13. If you do not have piped water inside the house, who is the person responsible of fetching water? | a. Myself b. Spouse c. Father d. Mother e. Son f. Daughter g. Sister h. Brother <i>(Respondent can choose more than one answer)</i> | |
| 14. Does your household pay for water? | a. Yes b. No | If no, go to Q.16 |

| Question | Answer options | Skip pattern |
|---|---|--------------|
| 15. If yes, who pays for water from your household? | a. Myself b. Spouse c. Father d. Mother e. Son f. Daughter g. Sister h. Brother <i>(Respondent can choose more than one answer)</i> | |
| 16. Do you take decisions regarding the water use and allocation in your household? | a. Yes b. No | |
| 17. Who else takes decision? | a. Only me b. Spouse c. Father d. Mother e. Son f. Daughter g. Sister h. Brother i. Others, please specify <i>(Respondent can choose more than one answer)</i> | |
| 18. Do you take decisions regarding the water use in the farm? | a. Yes b. No | |
| 19. Who else takes decision? | a. Only me b. Spouse c. Father d. Mother e. Son f. Daughter g. Sister h. Brother i. Others, please specify <i>(Respondent can choose more than one answer)</i> | |
| 20. Do you have access to formal irrigation scheme? | a. Yes a. no | |
| 21. Do you have access to local/ informal irrigation scheme? | a. Yes b. no | |

| Question | Answer options | Skip pattern |
|--|-----------------|--------------|
| 22. If either of the two previous questions were answered yes, is the quantity of water you get sufficient | b. Yes c. no | |
| 23. Do you take decisions regarding water use and allocation in the community? | b. Yes c. no | |

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