



The **WOMEN & WATER**

RIPPLE EFFECT TOOLKIT

W A D A
WATER & DEVELOPMENT
ALLIANCE

Providing insights into how water access supports women's empowerment

In 2018, the Water and Development Alliance (WADA) partnered with the global research experts at Ipsos to advance the understanding of the intersection between water access and women's empowerment. This research informed a framework for capturing the many ways improved access to water can impact women, their families, and communities.

INTRODUCTION

Toolkit Background

Building on the development of the Ripple Effect Study overview materials, the Ripple Effect Toolkit was designed for application of the study's findings by global development practitioners. Using the evidence collected from the Ripple Effect Study linking **water, sanitation, and hygiene** (WASH) access to women's empowerment through eight distinct Pathways, this Toolkit will serve as a guide to incorporate these Pathways into your own work.

Toolkit Application

While relevant to the development sector as a whole, this Toolkit will be most useful to WASH-focused teams and organizations focused on gender equality¹ and women's empowerment that are curious and interested in integrating water-related activities into their programming.

The activities listed on pages 4-8 represent the most common WASH-related programming that result in measurable impact on communities. In each Activity chapter, you will find a list of direct impacts on gender equity and women and girls' empowerment you can expect from implementing the activity. Whether your mission and programming align with WASH or gender equity, see the paragraphs below for more information on how each of the Activity chapters will best serve your organization's needs.

For WASH Organizations:

You will find this Toolkit useful in developing an impact narrative for the water-related activities you are already implementing. Using the Toolkit, you can follow activities that are relevant to your work through their corresponding outcomes and impacts. By showing the clear Pathways to Empowerment, you can identify metrics and impacts resulting from your work and integrate them into your communications and reporting to boards and donors.

For Gender Organizations:

Using this Toolkit, gender organizations interested in incorporating WASH into programming will be able to link desired outcomes to WASH-related activities that will complement your existing work and enhance your impact. By addressing the pervasive barrier that is lack of access to improved WASH, you will amplify the support you are already providing to the women and communities you are serving. This impact can be achieved and communicated in numerous, dynamic ways, many of which are represented by the Pathways to Empowerment highlighted in this Toolkit.

Organizations can use this Toolkit to:

- Build a case for support
- Identify metrics
- Explore ways to expand programs
- Learn about Ripple Effect Study findings

Key

Pathways to Empowerment are indicated by colors and symbols that correspond to Pathway chapters.



HEALTH



FOOD SECURITY
& NUTRITION



EDUCATION



TIME SAVINGS



INCOME



SAFETY &
SECURITY



LEADERSHIP
& SKILLS



SHIFTING ROLES
& NORMS

The following symbols will help you navigate the document:



Women and
Water Impacts



Empowerment
Impacts



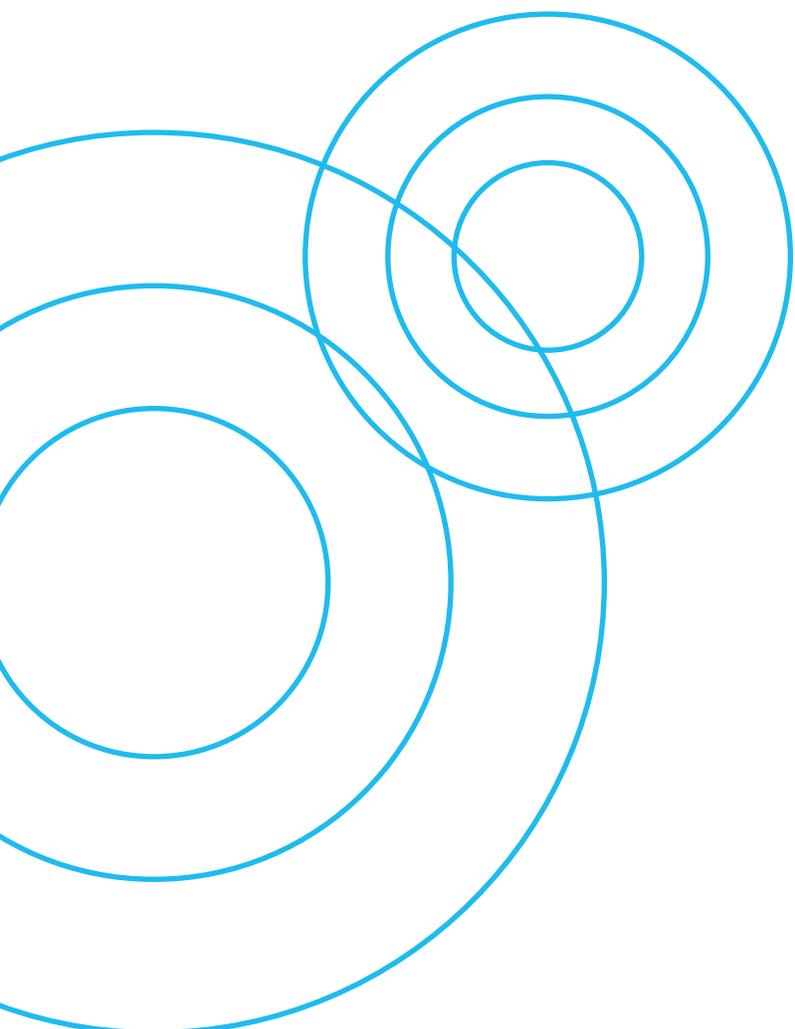
Jump to
Pathway

Quick Guides

- To use this Toolkit to identify metrics and build a case for support, use [Quick Guide 1](#) (page 49).
- To explore ways to expand your programs, use [Quick Guide 2](#) (page 51).
- If you're not sure and/or just want to explore the research, you can simply read or browse the Toolkit from beginning to end.

¹ Gender equality means women and men have equal conditions for realizing their full human rights and for contributing to and benefiting from economic, social, cultural, and political development.

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ACTIVITIES

Water, Sanitation, & Hygiene Access

Training & Behavior Change

Community Capacity Building

Sustainable Agriculture

ACTIVITIES

Water, Sanitation, & Hygiene (WASH) Access

Construction and/or Rehabilitation of WASH Infrastructure

When women have reliable access to safe water near their homes and communities, they lead happier, healthier lives. Thoughtful placement of WASH infrastructure means women can reach water more securely, offering peace of mind as well as less physical impact. Time that would otherwise be spent collecting and treating water can be put towards study, leisure or income-generating opportunities.

All WASH infrastructure should have a gender assessment component during the design phase of construction activities. The WASH infrastructure should also be designed in line with guidance provided by the Joint Monitoring Program (JMP) and Sustainable Development Goal (SDG) 6 focused on clean water and sanitation. As it relates to best practices, engaging men and boys in a meaningful way through WASH activities promotes community-wide behavior change and sustainable transformation.¹



Key Resource: [UNICEF Gender-Responsive Water, Sanitation, and Hygiene: Key Elements for Effective WASH Programming](#)

Key Resource: [Nine Ideas for Gender Transformative WASH Programming](#)

¹ [Men and Boys in Sanitation and Gender: A desk-based review](#)

² [Gender-sensitivity](#) attempts to redress existing gender inequalities. Gender-sensitive access points and WASH facilities account for the unique needs of women and girls. This ensures that access points are thoughtfully placed and managed by women and girls, and that WASH facilities have gender segregated toilets, privacy and provisions for menstrual hygiene management.

³ According to the [JMP](#), for a water source to be classified as improved by nature of its design and construction, it must have the potential to deliver safe water. In order to meet the criteria for a safely managed drinking-water service, water points must meet these criteria: should be accessible on premises, should be available when needed, and the water supplied should be free from contaminants.

⁴ [Improved sanitation facilities](#) are those designed to hygienically separate excreta from human contact. There are three main ways to meet the criteria for having a safely managed sanitation service (SDG 6.2). People should use improved sanitation facilities that are not shared with other households, and the excreta produced should either be treated and disposed in situ, stored temporarily and then emptied and transported to treatment off-site, or transported through a sewer with wastewater and then treated off-site.

Results

Outputs (Gender Disaggregated):

- Number of gender-sensitive² [access points](#) constructed and/or rehabilitated
- Number of gender-sensitive [sanitation facilities](#) constructed and/or rehabilitated

Outcomes (Gender Disaggregated):

- Improved access for number of people who use new or newly constructed water points³ and sanitation facilities⁴

Direct Impacts

- Improved health outcomes
 - ▶ Follow Pathway 1: Health 🏥
- Increased food security and nutrition
 - ▶ Follow Pathway 2: Food Security & Nutrition 🍲
- Increased educational attendance, attainment and achievement
 - ▶ Follow Pathway 3: Education 🎓
- Reduction in time spent collecting/treating water
 - ▶ Follow Pathway 4: Time Savings 🕒
- Cost savings (in pay-for-water contexts)
 - ▶ Follow Pathway 5: Income 💰
- Income-generating opportunities
 - ▶ Follow Pathway 5: Income 💰
- Reduction in safety and security issues encountered while accessing water/sanitation
 - ▶ Follow Pathway 6: Safety & Security 🏠

*Please see Pathways for more detail related to the direct impacts of interest.

ACTIVITIES

Training & Behavior Change

Formation of WASH Committees/Groups

WASH committees and groups present an empowering platform for both men and women to shape the health and welfare of their communities. In addition to providing opportunities for leadership roles and activism, committees are outlets for women to collaborate and socialize with men and other women who share their values and interests. In most cases, these committees receive training on a range of topics, including business skills, financial management, system maintenance and operations, and WASH behavior. Often, WASH committee members go on to train other community members in the skills that they learn through their trainings.

WASH Training

WASH training empowers men and women to take ownership of healthy hygiene practices in their households and communities. Not only does such training, namely those on menstrual hygiene management (MHM) and related stigmas, provide women and girls with enhanced dignity, it arms them with the understanding and tools necessary to educate family members, friends, and neighbors.

WASH Training of Trainers

Fortifying and expanding training for WASH trainers encourages them to engage in knowledge sharing and skill building, all while refreshing fundamental WASH concepts. When such trainings are conducted within the communities they are intended to benefit, trainers are better equipped to adapt WASH programs to local contexts.

Community-Led Total Sanitation (CLTS) Activities

Community-led total sanitation (CLTS) activities mobilize communities to eliminate open defecation, thus improving widespread sanitation and hygiene practices. Interventions often involve constructing and improving toilet facilities, which provide women and girls with more privacy and dignity when using latrines and conducting WASH trainings, which can improve women's reproductive and personal health. Effective engagements redistribute unequal domestic and care responsibilities from women to men, resulting in an environment that enables women to have a stronger voice in decision-making processes and for men to better support women to participate in these processes. When broadly embraced, CLTS can promote systemic cultural changes that benefit the health and welfare of the entire community.

Behavior Change Activities

Addressing behavior is key to ensuring sustained access to WASH services and improved hygiene practices. Behavior change efforts should go beyond raising awareness and address the underlying factors affecting access to WASH for women. This may include, among others, norms, roles, and decision-making that put women at a disadvantage as compared to men.

Results

Outputs (Gender Disaggregated):

- Number of committees formed
- Number of committee members
- Number of trainings conducted
- Number of people trained
- Number of information campaigns conducted
- Number of people reached by information campaigns

Outcomes (Gender Disaggregated):

- Number of committees carrying out duties to manage WASH
- Number of members within the committees maintained
- Number of trainers with expert knowledge of WASH
- Number of trainers with implementation plans for community-level trainings
- Number of people trained by trainers

Direct Impacts

- Widespread adoption of new/improved WASH behaviors
 - ▶ Follow Pathway 1: Health 🏠
- Reduction in safety and security issues encountered while accessing water/sanitation
 - ▶ Follow Pathway 6: Safety & Security 🏠
- Trainers empowered with new skills and leadership opportunities
 - ▶ Follow Pathway 7: Leadership & Skills 📖



ACTIVITIES

Community Capacity Building

Formation of Community Water Committees

It is critical that women have a voice in their communities' water services and solutions. As such, community water committees of all types must be gender balanced and represent the perspectives of the women who are being most affected by water-related challenges.

Community water committees ensure effective, sustainable management and maintenance of community water infrastructure. When water is consistently safe and accessible, women and girls stand to benefit in all aspects of their lives—including mental health, physical health, and social well-being.



Results

Outputs (Gender Disaggregated):

- Number of committees formed
- Number of committees trained
- Number of committee members
- Number of committee members trained

Outcomes (Gender Disaggregated):

- Number of committees carrying out duties to manage water resources
- Number of people within the committees is maintained

Direct Impacts

- Communities autonomously lead water management
- Relevant and responsive management of water resources at the community level
 - ▶ [Follow Pathway 7: Leadership & Skills](#) 📄
- Sustainable maintenance of WASH infrastructure
 - ▶ (see [Water, Sanitation, & Hygiene \(WASH\)](#) Access Activity on page 5)



ACTIVITIES

Sustainable Agriculture

Agricultural Training

Women comprise 43% of the agricultural labor force across the developing world. Therefore, agricultural trainings are necessary to equip women with skills and knowledge to embrace wholesome, nutrient-rich diets and to promote healthy habits at home. Developing an agricultural skill set can help women become self-reliant and can reduce their risk of food shortage, water shortage, and economic vulnerability in the long run.

Water for Productive Use

Water can be harnessed for productive uses, including raising livestock and community gardening. In addition to the nutritional benefits that these activities yield, they also offer income-generating opportunities.

Provision of Sustainable Agriculture Inputs

Provision of agricultural inputs, such as seeds and tools, increases household food security and nutrition and provides women with income-generating opportunities.

Results

Outputs (Gender Disaggregated):

- Number of trainings conducted
- Number of inputs distributed

Outcome (Gender Disaggregated):

- Increase in agricultural productivity

Direct Impacts

- Increase in food security and nutrition
 - ▶ Follow Pathway 2: Food Security & Nutrition 🌿
- Increase in income from agriculture
 - ▶ Follow Pathway 5: Income 💰
- Farmers that have gone through the training are empowered with new skills and leadership opportunities.
 - ▶ Follow Pathway 7: Leadership & Skills 🗣️





EMPOWERMENT AND IMPACTS

With improved access to WASH facilities and services, women and girls see marked improvements in many spheres of their lives including health, nutrition, education, income, and safety and security. With time saved in water collection, women are better able to choose which areas of their lives need more attention. They have increased opportunities for leadership and skill development, and they engage in more meaningful ways with their families and communities. The many impacts of improved water access¹ ripple across society with the ability to empower women and shift societal norms, including those related to gender. As you know by now, these ripples are represented as Pathways through the Ripple Effect Study and Toolkit. All people-level indicators and metrics should be disaggregated by gender.

Pathway Theme 1: Health

Pathway Theme 2: Food Security & Nutrition

Pathway Theme 3: Education

Pathway Theme 4: Time Savings

Pathway Theme 5: Income

Pathway Theme 6: Safety & Security

Pathway Theme 7: Leadership & Skills

Pathway Theme 8: Shifting Roles & Norms

¹ According to the [JMP](#), improved water sources should be accessible on premises, available when needed, and free from contamination.



Pathway Theme 1:

HEALTH

Access to WASH is linked to improved personal hygiene, decreased gender-based violence¹, household cleanliness, and reduced disease risk for women and their families. It is well documented that improved WASH access leads to improved health. WASH, inclusive of improvements to gender-sensitive facilities, access to MHM products and facilities, and education, can more broadly yield increases in personal confidence. These factors also enable women to spend more time on income generation, education, housework, rest and leisure, and enhanced participation in the community.

Activities to Impact Health

- Construction and/or rehabilitation of WASH infrastructure (Page 5)
- Formation of WASH committees/groups (Page 6)
- WASH training (Page 6)
- WASH training of trainers (Page 6)
- CLTS activities (Page 6)
- Behavior change activities (Page 6)
- Formation of community water committees (Page 7)

¹ Gender-based violence (GBV) is violence that is directed at an individual based on his or her biological sex OR gender identity. It includes physical, sexual, verbal, emotional and psychological abuse, threats, coercion, and economic or educational deprivation, whether occurring in public or private life.



Pathway Theme 1: Health

Water Women and Water Impacts¹

Impact Narratives

Improved WASH access and healthy behaviors learned from WASH education lead to improved health outcomes for all, but particularly women and girls.

Women and girls are often the ones responsible for caring for sick household members. Improved community health minimizes the burden on women's time and improves their overall health.

Access to water can lead to improved sleep and reduced stress for those women and girls responsible for collection. Increased safe water accessibility is also linked to improved cleanliness of the household, which can have positive health impacts such as reducing vulnerability to waterborne diseases.

In addition to the above, access to water has been related to a decrease in gender-based violence against women in some cases, which yields positive impacts on their mental and physical health, including but not limited to improved sleep and reduced stress.

Women often have to decide how to allocate their limited water supply while having many water-dependent responsibilities. When women have to travel long distances to collect water, they prioritize the use of water for consumption and cooking—sacrificing laundry, household cleaning, and income-generating opportunities related to agriculture or pastoralism.

Indicators and Metrics

HAS HEALTH OF GIRLS AND WOMEN IMPROVED?

Indicators

Decrease in water-related health issues and illnesses

Increase in number of hours of sleep

Increase in comfort level among women with using sanitation facilities at night

Decrease in stress levels²

Increase in ability to wash hands

METRICS

- Incidence of urinary tract infections

METRICS

- Daily allocation of time spent sleeping

METRICS

- Increased use of sanitation facilities at night
- Decrease in incidences of women and girls eating and/or drinking less to reduce the need to use the facilities at night

METRICS

- Perceived acute stress
- Perceived chronic stress

METRICS

- Access to adequate soap and water for handwashing

HAS CLEANLINESS OF THE HOUSEHOLD IMPROVED?

Indicators

Increase in ability to do laundry

Increase in ability to clean the house

Increase in ability to bathe

Increase in ability to adequately manage menstruation

METRICS

- Frequency of dirty clothes that have not been washed in one week
- Perceived ease of doing laundry
- Decrease in time that it takes to do laundry each time

METRICS

- Number of times house is cleaned (time)
- Perceived ease of cleaning the house

METRICS

- Access to adequate water for bathing³
- Perceived personal cleanliness
- Perceived ease of bathing

METRICS

- Accessibility/availability of MHM supplies⁴
- Accessibility/availability of MHM facilities (private latrines/disposal system)
- Perceived ease of managing menstruation
- Affordability of MHM supplies

¹ In the context of the Ripple Effect Toolkit, the women and water evaluation section offers a correlation narrative as well as indicators and metrics that exist at the intersection between WASH and gender. These sections are included for each Pathway and outline the relationship between the WASH-related Pathway and women. Girls are referenced as relevant depending on the WASH topic.

² Acute stress, as defined, derives from demands and pressures of the recent past and anticipated demands and pressures of the near future. Chronic stress occurs when a person never sees a way out of a miserable situation. It's the stress of unrelenting demands and pressures for seemingly interminable periods of time.

³ Recommended standard for bathing and showering purposes is 15 liters per capita per day (lcd).

⁴ MHM supplies such as sanitary napkins are most widely used in the developing world.



Pathway Theme 1: Health

HAS TIME SPENT ON EDUCATION IMPROVED AS THE HEALTH OF WOMEN, GIRLS, AND THEIR HOUSEHOLDS IMPROVED?

Indicators

Decrease in missed schooling as a result of health or cleanliness issues

Decrease in missed work as a result of health or cleanliness issues

METRICS

- Number of school days missed in past (time) as a result of own health or cleanliness issues
- Access to menstrual hygiene facilities and products in schools

METRICS

- Number of workdays missed in past (time) as a result of own health or cleanliness issues
- Number of workdays missed in past (time) as a result of caring for household members with health issues

Empowerment Impacts¹

Impact Narratives

When women and girls experience improved health due to increased water access and their households are healthier, they have more time and energy for other activities, including housework, leisure and rest, education, income generation, and participating in the community.

Increased cleanliness supported by availability of water for productive use promotes confidence among women and girls, as they are able to maintain their personal hygiene and take pride in the clean state of their homes.

Indicators and Metrics

HAS PARTICIPATION IN COMMUNITY/SOCIAL ACTIVITIES INCREASED?

Indicators

- **Educational attainment**
- **Knowledge, skills, and abilities**
- **Personal income**
- **Control over personal income**
- **Access to financial services**
- **Access to digital technology**
- **Time use**
- **Legal rights: property ownership**

METRICS (FOR PROGRAM BENEFICIARIES)

- **Highest formal education level achieved** (specific to country)
- **Attending other trainings and skills** (as relevant to intervention)/ **Application of skills learned**
- *May be intervention specific. What sources of income did you personally contribute to your household in the past XX weeks/months? How much money did you contribute from [source] in the past XX weeks/months?*
- **What happens to the income that you earn?** (I decide how to allocate it, I give it to my spouse and they decide how to allocate it, it becomes part of household income and we jointly decide how to allocate it.)
- **Do you have: a savings account at a bank, a checking account at a bank, an informal group savings account, a mobile money account, a line of credit or a loan, insurance of any kind? If yes—is it in your name, your spouse's name, your names jointly?**
- **Do you have a mobile phone? If yes—is it a smartphone or feature phone? If yes—is it shared or your own?**
- **On average, how many hours a day do you spend doing... Activities that contribute to household income, domestic chores, caring for/playing with children or other family members, sleeping, leisure (including visiting family/friends, attending religious services, etc), traveling/commuting, participating in community groups, other...?**
- **Do you have legal ownership of your home/land? If yes—full ownership or joint ownership? If no—who owns your home/land?**
- **Do you have ownership of household assets such as jewelry, kitchen appliances, or livestock (small ruminants)?**



HAS PARTICIPATION AND ACHIEVEMENT IN SCHOOL INCREASED?

 JUMP TO PATHWAY 3: EDUCATION

HAS TIME SAVINGS INCREASED?

 JUMP TO PATHWAY 4: TIME SAVINGS

HAS PARTICIPATION IN INCOME-GENERATING ACTIVITIES INCREASED?

 JUMP TO PATHWAY 5: INCOME

Key Resource: [Menstrual Hygiene Matters: A Resource for Improving Menstrual Hygiene Around the World](#), Water Aid

1 In the context of the Ripple Effect Toolkit, the empowerment impacts section provides a narrative explaining the empowering impacts on women and girls when WASH is improved.



Pathway Theme 2:

FOOD SECURITY & NUTRITION



In agrarian and rural communities, turbulent weather patterns or social unrest can strain food supply. Women and girls can be most affected by negative coping mechanisms during food shortages.

A stable food supply from small-scale, improved irrigation¹ technologies has a disproportionately positive effect on the health and nutrition of women and girls. Improved nutrition enables women to spend more time pursuing education and other economically empowering activities.

Activities to Impact Food Security & Nutrition

- Construction and/or rehabilitation of WASH infrastructure (Page 5)
- Formation of community water committees (Page 7)
- Agricultural training (Page 8)
- Water for productive use (Page 8)
- Provision of sustainable agriculture inputs (Page 8)

¹ E.g. drip, surface, and sprinkler irrigation; irrigation schemes

Pathway Theme 2: Food Security & Nutrition

Women and Water Impacts

Impact Narratives

- Improved access to water can lead to increases in agricultural/pastoral yields.
- Increased yields as a result of improved water access lead to enhanced food security and improved nutrition for women and their families.
- This is particularly relevant for women, as negative coping mechanisms resulting from food insecurity typically have a larger impact on female household members.

Indicators and Metrics

HAS AGRICULTURAL AND/OR PASTORAL YIELD INCREASED?

Indicators

- Increase in agricultural and/or pastoral yield
- Mean number of food groups consumed daily
- Number of hectares of agricultural land (fields, rangeland, agro-forests) showing improved biophysical conditions

METRICS

- Reported agricultural yield
- Reported livestock yield
- Expansion in types of agricultural/pastoral activities undertaken
- Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources
- Number of individuals (gender disaggregated) in the agriculture system who have applied improved management practices or technologies
- Number of individuals (gender disaggregated) participating in group-based savings, micro-finance, or lending programs

HAS FOOD SECURITY/ NUTRITION IMPROVED?

Indicators

Increase in dietary diversity

METRICS

- Mean number of food groups consumed by women of reproductive age
- Perceived ease of obtaining different kinds of food
- Prevalence of households with moderate or severe hunger
- Number of servings of fruits and vegetables consumed each day
- Percentage of female beneficiaries consuming a diet of minimum diversity (if she consumed at least five of following 10 specific food groups)

The 10 food groups are:

1. Grains, white roots and tubers, and plantains
2. Pulses (beans, peas, and lentils)
3. Nuts and seeds (including groundnut)
4. Dairy
5. Meat, poultry, and fish
6. Eggs
7. Dark green leafy vegetables
8. Other vitamin A-rich fruits and vegetables
9. Other vegetables
10. Other fruits

Increase in food in storage

METRICS

- Number of days' worth of food in storage for each family member
- Variety of food in storage

HAVE OTHER INDICATORS OF HEALTH INCREASED?

Indicators

Increase in nourishment

METRICS

- Rates of wasting among children of household
- Perceived to have more energy
- Incremental increase in weight



Pathway Theme 2: Food Security & Nutrition

Empowerment Impacts

Impact Narratives

Women, girls, and their households are healthier when they have access to food with higher nutritional value. Therefore, food security is directly linked to the women's health and their ability to be productive both within the household and the community.

Indicators and Metrics

HAS PARTICIPATION IN COMMUNITY/SOCIAL ACTIVITIES INCREASED?

Individual Arena

Indicators

- Educational attainment
- Knowledge, skills, and abilities
- Personal income
- Control over personal income
- Access to financial services
- Access to digital technology
- Time use
- Legal rights: property ownership

METRIC (FOR PROGRAM BENEFICIARIES)

- **Highest formal education level achieved** (specific to country)
- **Attending other trainings and skills** (as relevant to intervention)/**Application of skills learned**
- *May be intervention specific. What sources of income did you personally contribute to your household in the past XX weeks/months? How much money did you contribute from [source] in the past XX weeks/months?*
- **What happens to the income that you earn?** (I decide how to allocate it, I give it to my spouse and they decide how to allocate it, it becomes part of household income and we jointly decide how to allocate it.)
- **Do you have: a savings account at a bank, a checking account at a bank, an informal group savings account, a mobile money account, a line of credit or a loan, insurance of any kind? If yes—is it in your name, your spouse's name, your names jointly?**
- **Do you have a mobile phone? If yes—is it a smartphone or feature phone? If yes—is it shared or your own?**
- **On average, how many hours a day do you spend doing... Activities that contribute to household income, domestic chores, caring for/playing with children or other family members, sleeping, leisure (including visiting family/friends, attending religious services, etc), traveling/commuting, participating in community groups, other...?**
- **Do you have legal ownership of your home/land? If yes—full ownership or joint ownership? If no—who owns your home/land?**
- **Do you have ownership of household assets such as jewelery, kitchen appliances, or livestock (small ruminants)?**



HAS PARTICIPATION IN INCOME-GENERATING ACTIVITIES INCREASED?

 JUMP TO PATHWAY 5: INCOME

HAS PARTICIPATION AND ACHIEVEMENT IN SCHOOL INCREASED?

 JUMP TO PATHWAY 3: EDUCATION

HAS TIME SAVINGS INCREASED?

 JUMP TO PATHWAY 4: TIME SAVINGS



Pathway Theme 3:

EDUCATION

Adequate WASH access in the home positively impacts young women's and girls' school attendance rates and empowers them to pursue further educational opportunities. Within schools, gender-sensitive WASH facilities and access to MHM products improve students' health and ultimately increases retention and achievement rates. Higher education levels in girls is also linked to better job prospects and income-generating opportunities. Through improved WASH and consequently higher levels of education, women's decision-making capabilities improve within their households and communities.

Activities to Impact Education

- Construction and/or rehabilitation of WASH infrastructure (Page 5)
- Formation of community water committees (Page 7)

Pathway Theme 3: Education

Women and Water Impacts

Impact Narratives

WASH access is linked to increased school attendance, retention, and achievement rates among women and girls due to improved health, increased time, and access to safely managed sanitation and water infrastructure both at home and school.

This impact disproportionately affects women and girls because of their increased risk for water-related health issues, the burden of collecting and managing water for the household, and the importance of MHM in their lives.

Indicators and Metrics

Women and men to be interviewed separately. Data may be collected through focus groups or questionnaires.

HAS GIRLS' PARTICIPATION AND ACHIEVEMENT IN SCHOOL INCREASED?

Indicators

Increase in school attendance

METRICS

- Percentage of days children (gender disaggregated) attended school in past (time)
- Number of children (gender disaggregated) in the community not attending formal schooling
- Gender gap/ratio in school attendance

Increase in school retention

METRICS

- Percent of children advancing to next grade (gender disaggregated)

Increase in school achievement

METRICS

- Grade level at which children (gender disaggregated) left school
- Percentage of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of Grade 2

Empowerment Impacts

Impact Narratives

When young women and girls remain in school and receive higher levels of education, both their self-worth and ability to generate income are increased. This greatly benefits women's decision-making power in the household and in the community.

As more girls stay in school and obtain income-generating opportunities, societal norms, particularly those associated with gender norms, begin to shift.

Indicators and Metrics



HAS PARTICIPATION IN INCOME-GENERATING ACTIVITIES INCREASED?

 JUMP TO PATHWAY 5: INCOME



Pathway Theme 3: Education



Empowerment Impacts

HAS DECISION-MAKING POWER IN THE HOUSEHOLD INCREASED?

Indicators (Gender Disaggregated)

- Responsibility for household activities
- Influence over household decisions
- Ability to move around without permission/chaperone
- Physical safety/lack of fear
- Asset ownership
- Having a bank account in her own name
- Having a phone in her own name
- Access to modes of transportation

METRICS

- *In your household, who is primarily responsible for... Caring for children, purchasing food, cleaning the house, playing with children, paying the bills/administrative tasks?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *In your household, who is primarily responsible for making decisions about... Major purchases such as property, appliances, or livestock; everyday purchases such as groceries; selling assets such as property, appliances, or livestock; children's education; children's healthcare?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *There are various ways that serious disagreements are dealt with in the household. When you have a serious disagreement with your spouse, how often do you... Keep your opinion to yourself, discuss the disagreement calmly, argue heatedly/shout at each other, throw things at each other, hit each other?* (Never, seldom, sometimes, often, always)
- *Do you need permission to go to any of the following places? Local market, to see friends or family in the neighborhood, local shrine/church/mosque, local health center or doctor, work/paid employment outside of the house. If yes—are you permitted to go on your own, only if someone accompanies you, or not at all?*
- *In the past six months have you felt afraid for the physical safety of yourself or your children within your household?* Yes/No

Indicators (Gender Disaggregated)

- Role/contribution to the family is valued/respected
- Feel heard and treated with dignity in household
- Confidence in making financial decisions within family
- Confidence in making non-financial decisions within family

METRICS

- To what extent do you agree or disagree with the following statements: (strongly agree, agree, disagree, strongly disagree, don't know)*
- *I am confident that I can influence decisions in my household.*
 - *I feel that my role in the family is valued/respected.*
 - *I feel confident expressing my opinion even if my spouse disagrees with me.*
 - *I feel that my opinion is listened to by my family.*

HAS DECISION-MAKING POWER IN THE COMMUNITY INCREASED?

Indicators (Gender Disaggregated)

- Participation in society
- Contribution to community decision-making
- Influence over community decision-making
- Leadership positions in community
- Treated with dignity and respect
- Physical safety/lack of harassment

METRICS

- *Are you a member of any groups or associations? If yes—specify number (could be relevant to intervention).*
- *How often do you attend?* (Yearly, quarterly, monthly, weekly, more often than weekly)
- *How often do you speak?* (Yearly, quarterly, monthly, weekly, more often than weekly)
- *How often are your views listened to?* (Never, seldom, sometimes, often, always)
- *How much influence do you have over decisions that are made in that group?* (A lot, some, little, none)
- *Have you served as a leader in the group?* Yes/No
- *To what extent, if at all, do you think that women in your community are respected by other community members?* (Very respected, fairly respected, not very respected, not at all respected)
- *To what extent, if at all, do you think that women in your community are able to move around the community without verbal or physical harassment?* (Very able, somewhat able, not very able, not at all able)



Pathway Theme 3: Education

HAS DECISION-MAKING POWER IN THE COMMUNITY INCREASED? (CONTINUED)

Indicators (Gender Disaggregated)

- Feel respected outside of the home
- Feel heard within the community
- Confident in ability to participate in the community
- Can influence community decision-making

METRICS

To what extent do you agree or disagree with the following statements: (Strongly agree, agree, disagree, strongly disagree, don't know)

- I feel respected by the men in my community.
- I feel respected by the women in my community.
- I am able to express my opinion with people in my community.
- I feel like the leaders in my community listen to people like me.
- I am able to influence decisions made in my community.

HAS SELF-EFFICACY, CONFIDENCE, AND FUTURE ORIENTATION IMPROVED?

Indicators (Gender Disaggregated)

- Feelings of confidence/self-worth/value
- Feelings of self-efficacy
- Feelings of life satisfaction/happiness¹
- Future orientation

METRICS

To what extent do you agree or disagree with the following statements: (Strongly agree, agree, disagree, strongly disagree, don't know)

- I feel I am able to do things as well as most other people.
- I feel that I am a person of worth, at least on an equal plane with others.
- I rarely count on good things happening to me.
- I am always optimistic about my future.
- It is important for me to do whatever I'm doing as well as I can, even if it isn't popular with people around me.



HAVE SOCIETAL NORMS AROUND THE ROLES OF WOMEN AND GIRLS SHIFTED?



JUMP TO PATHWAY 8: SHIFTING ROLES AND NORMS

¹ Life satisfaction measures how people evaluate their life as a whole rather than their current feelings. Please reference the [OECD Better Life Index](#) for more information.



Pathway Theme 4:

TIME SAVINGS

Being in close proximity to safe and sustainable water resources reduces the time women and girls must spend on water collection. This newly gained time can now be spent on other activities, including education, income generation and entrepreneurship, rest and leisure, and community participation. When women gain the autonomy to decide how they want to spend their free time, they often develop a sense of self-efficacy, confidence, and leadership.

Activities to Impact Time Savings

- Construction and/or rehabilitation of WASH infrastructure (Page 5)
- Formation of community water committees (Page 7)



Pathway Theme 4: Time Savings



Women and Water Impacts

Impact Narrative

Access to basic¹ WASH results in time savings for women and girls, who are most often tasked with collecting and treating water for their households and communities. This time can be shifted and used for other tasks.

Indicators and Metrics

Women and men to be interviewed separately.

IS TIME BEING SAVED?

Indicators

- **Decrease in time spent collecting and treating water**
- **Increased access to drinking water from an improved source**

METRICS

- Daily allocation of time spent collecting water
- Daily allocation of time spent treating water

HOW IS SAVED TIME USED?

Indicators

Increase in time spent on other activities

METRICS

- Daily allocation of time spent not related to water collection



Empowerment Impacts

Impact Narratives

As a result of improved WASH, many women are empowered to determine how they wish to spend their time with the burden of water collection and treatment lightened.

Saved time can be spent on a number of activities including education, income generation, community participation, and rest and leisure.

This can ultimately lead to increased self-efficacy and confidence.

DO WOMEN HAVE MORE CONTROL OVER HOW THEY SPEND THEIR TIME THAN THEY DID PREVIOUSLY?

Indicators

- **Educational attainment**
- **Knowledge, skills, and abilities**
- **Personal income**
- **Control over personal income**
- **Access to financial services**
- **Access to digital technology**
- **Time use**
- **Legal rights: property ownership**

METRICS

- **Highest formal education level achieved** (specific to country)
- **Attending other trainings and skills** (as relevant to intervention)/**Application of skills learned**
- **May be intervention-specific. What sources of income did you personally contribute to your household in the past XX weeks/months? How much money did you contribute from [source] in the past XX weeks/months?**
- **What happens to the income that you earn?** (I decide how to allocate it, I give it to my spouse and they decide how to allocate it, it becomes part of household income and we jointly decide how to allocate it.)
- **Do you have: a savings account at a bank, a checking account at a bank, an informal group savings account, a mobile money account, a line of credit or a loan, insurance of any kind? If yes—is it in your name, your spouse's name, your names jointly?**
- **Do you have a mobile phone? If yes—is it a smartphone or feature phone? If yes—is it shared or your own?**
- **On average, how many hours a day do you spend doing... Activities that contribute to household income, domestic chores, caring for/playing with children or other family members, sleeping, leisure (including visiting family/friends, attending religious services, etc), traveling/commuting, participating in community groups, other...?**
- **Do you have legal ownership of your home/land? If yes—full ownership or joint ownership? If no—who owns your home/land?**
- **Do you have ownership of household assets such as jewelry, kitchen appliances, or livestock (small ruminants)?**

¹ According to the [JMP](#), basic water services must not exceed 30 minutes round trip for collection including queuing.



Pathway Theme 4: Time Savings

HAS DECISION-MAKING POWER IN THE HOUSEHOLD INCREASED? (CONTINUED)

Indicators

- Responsibility for household activities
- Influence over household decisions
- Ability to move around without permission/chaperone
- Physical safety/lack of fear
- Asset ownership
- Having a bank account in her own name
- Having a phone in her own name
- Access to modes of transportation

METRICS

- *In your household, who is primarily responsible for... Caring for children, purchasing food, cleaning the house, playing with children, paying the bills/administrative tasks?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *In your household, who is primarily responsible for making decisions about... Major purchases such as property, appliances, or livestock; everyday purchases such as groceries; selling assets such as property, appliances, or livestock; children's education; children's healthcare?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *There are various ways that serious disagreements are dealt with in the household. When you have a serious disagreement with your spouse, how often do you... Keep your opinion to yourself, discuss the disagreement calmly, argue heatedly/shout at each other, throw things at each other, hit each other?* (Never, seldom, sometimes, often, always)
- *Do you need permission to go to any of the following places? Local market, friend or family's home in the neighborhood, local shrine/church/mosque, local health center or doctor, work/paid employment outside of the house. If yes—are you permitted to go on your own, only if someone accompanies you, or not at all?*
- *In the past six months have you felt afraid for the physical safety of yourself or your children within your household?* Yes/No

HAS PARTICIPATION IN COMMUNITY/SOCIAL ACTIVITIES INCREASED?

Indicators (Gender Disaggregated)

- Participation in society
- Contribution to community decision-making
- Influence over community decision-making
- Leadership positions in community
- Treated with dignity and respect
- Physical safety/lack of harassment

METRICS

- *Are you a member of any groups or associations? If yes—specify number (could be relevant to intervention).*
- *How often do you attend?* (Yearly, quarterly, monthly, weekly, more often than weekly)
- *How often do you speak?* (Yearly, quarterly, monthly, weekly, more often than weekly)
- *How often are your views listened to?* (Never, seldom, sometimes, often, always)
- *How much influence do you have over decisions that are made in that group?* (A lot, some, little, none)
- *Have you served as a leader in the group?* Yes/No
- *To what extent do you agree or disagree with the following statements: (Strongly agree, agree, disagree, strongly disagree, don't know)*
 - *I feel respected by the men in my community.*
 - *I feel respected by the women in my community.*
 - *I am able to express my opinion with people in my community.*
 - *I feel like the leaders in my community listen to people like me.*
 - *I am able to influence decisions made in my community.*
- *To what extent, if at all, do you think that women in your community are able to move around the community without verbal or physical harassment?* (Very able, somewhat able, not very able, not at all able)



Pathway Theme 4: Time Savings

HAS SELF-EFFICACY, CONFIDENCE, AND FUTURE ORIENTATION IMPROVED?

Indicators (Gender Disaggregated)

- Feelings of confidence/self-worth/value
- Feelings of self-efficacy
- Feelings of life satisfaction/happiness
- Future orientation

METRICS

To what extent do you agree or disagree with the following statements:
(Strongly agree, agree, disagree, strongly disagree, don't know)

- I feel I am able to do things as well as most other people.
- I feel that I am a person of worth, at least on an equal plane with others.
- I rarely count on good things happening to me.
- I am always optimistic about my future.
- It is important for me to do whatever I'm doing as well as I can, even if it isn't popular with people around me.



HAS PARTICIPATION IN INCOME-GENERATING ACTIVITIES INCREASED?

 JUMP TO PATHWAY 5: INCOME

HAS PARTICIPATION AND ACHIEVEMENT IN SCHOOL INCREASED?

 JUMP TO PATHWAY 3: EDUCATION



Pathway Theme 5:

INCOME

Safely managed water access is often expensive and cost-prohibitive for families with limited income. Lower water costs, water-related trainings, and time savings as a result of thoughtful water access placement create the potential for women to save money and seek income-generating and entrepreneurial opportunities.

Income generation and greater control of assets improve women's decision-making power within the household and the community. By building agency, women become empowered and more involved in their communities, often shifting the societal norms associated with gender.

Activities to Impact Income

- Construction and/or rehabilitation of WASH infrastructure (Page 5)
- Formation of community water committees (Page 7)
- Agricultural training (Page 8)
- Water for productive use (Page 8)
- Provision of sustainable agriculture inputs (Page 8)

\$ Pathway Theme 5: Income

Women and Water Impacts

Impact Narratives

Time saved by women and girls as a result of improved WASH access can be reallocated towards income-generating activities.

Newly constructed water access locations provide opportunities for entrepreneurial activities such as selling food at a market or establishing a garden.

In communities where water must be purchased, women often manage water kiosks and receive a portion of the sales as income.

Agricultural and pastoral yields can also increase with adequate WASH access, resulting in enhanced income-generating opportunities for women.

Indicators and Metrics

Women and men to be interviewed separately.

HAVE WOMEN EXPANDED UPON/PARTICIPATED IN NEW INCOME-GENERATING ACTIVITIES?

Indicators

Increase in time spent on income-generating activities

METRICS

- Daily allocation of time spent on income-generating activities
- Expansion of pre-existing income-generating activities
- Expansion into new income-generating activities

HAVE WOMEN EARNED INCOME FROM NEW INCOME-GENERATING ACTIVITIES?

Personal/household income earned as a result of participation in income-generating activities (gender-disaggregated)

METRICS

- Collective income earned as a result of participation in income-generating opportunities through cooperatives and other savings groups.

HAVE COST SAVINGS INCREASED?

Decrease in money spent on water

METRICS

- Daily budget for water for household
- Daily budget for water for other uses (agriculture/livestock)

HAVE AGRICULTURAL/PASTORAL YIELDS INCREASED?

Increase in income from agricultural/pastoral yield

METRICS

- Yields as a result of women's participation in agricultural/pastoral labor
- Total sales of crops produced from women's agricultural work (does not include family or household agricultural activities)
- Total income earned from crops produced from women's agricultural work (does not include family or household agricultural activities)

Empowerment Impacts

Impact Narratives

As women gain more income, their overall contribution to the household income is increased. This trend enables women to have greater control of assets and enhanced decision-making within the household.

Enhanced economic contribution can lead to increased confidence and improved respect for women by their husbands, families, and communities.

Participation in income-generating activities can also improve women's status in the household and at community levels.

\$ Pathway Theme 5: Income

Empowerment Impacts (Continued)

HAS RESULTING INCOME LED TO AN INCREASE IN CREDIT AVAILABILITY OR OWNERSHIP OF ASSETS?

Indicators

- Educational attainment
- Knowledge, skills, and abilities
- Personal income
- Control over personal income
- Access to financial services
- Access to digital technology
- Time use
- Legal rights: property ownership

METRICS

- **Highest formal education level achieved** (specific to country)
- **Attending other trainings and skills** (as relevant to intervention)/**Application of skills learned**
- **May be intervention-specific. What sources of income did you personally contribute to your household in the past XX weeks/months? How much money did you contribute from [source] in the past XX weeks/months?**
- **What happens to the income that you earn?** (I decide how to allocate it, I give it to my spouse and they decide how to allocate it, it becomes part of household income and we jointly decide how to allocate it.)
- **Do you have: a savings account at a bank, a checking account at a bank, an informal group savings account, a mobile money account, a line of credit or a loan, insurance of any kind? If yes—is it in your name, your spouse's name, your names jointly?**
- **Do you have a mobile phone? If yes—is it a smartphone or feature phone? If yes—is it shared or your own?**
- **On average, how many hours a day do you spend doing... Activities that contribute to household income, domestic chores, caring for/playing with children or other family members, sleeping, leisure (including visiting family/friends, attending religious services, etc), traveling/commuting, participating in community groups, other...?**
- **Do you have legal ownership of your home/land? If yes—full ownership or joint ownership? If no—who owns your home/land?**
- **Do you have ownership of household assets such as jewelery, kitchen appliances, or livestock (small ruminants)?**

HAS THIS INCOME LED TO AN INCREASE IN DECISION-MAKING POWER WITHIN THE HOUSEHOLD?

Indicators

- Responsibility for household activities
- Influence over household decisions
- Ability to move around without permission/chaperone
- Physical safety/lack of fear
- Asset ownership
- Having a bank account in her own name
- Having a phone in her own name
- Access to modes of transportation

METRICS

- **In your household, who is primarily responsible for... Caring for children, purchasing food, cleaning the house, playing with children, paying the bills/administrative tasks?** (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- **In your household, who is primarily responsible for making decisions about... Major purchases such as property, appliances, or livestock; everyday purchases such as groceries; selling assets such as property, appliances, or livestock; children's education; children's healthcare?** (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- **There are various ways that serious disagreements are dealt with in the household. When you have a serious disagreement with your spouse, how often do you... Keep your opinion to yourself, discuss the disagreement calmly, argue heatedly/shout at each other, throw things at each other, hit each other?** (Never, seldom, sometimes, often, always)
- **Do you need permission to go to any of the following places? Local market, friend or family's home in the neighborhood, local shrine/church/mosque, local health center or doctor, work/paid employment outside of the house. If yes—are you permitted to go on your own, only if someone accompanies you, or not at all?**
- **In the past six months have you felt afraid for the physical safety of yourself or your children within your household?** Yes/No

\$ Pathway Theme 5: Income

HAS THIS INCOME LED TO AN INCREASE IN DECISION-MAKING POWER WITHIN THE HOUSEHOLD? (CONTINUED)

Indicators (Gender Disaggregated)

- Role/contribution to the family is valued/respected
- Feel heard and treated with dignity in household
- Confidence in making financial decisions within family
- Confidence in making non-financial decisions within family

METRICS

To what extent do you agree or disagree with the following statements:
(Strongly agree, agree, disagree, strongly disagree, don't know)

- I am confident that I can influence decisions in my household.
- I feel that my role in the family is valued/respected.
- I feel confident expressing my opinion even if my spouse disagrees with me.
- I feel that my opinion is listened to by my family.

HAS SELF-EFFICACY, CONFIDENCE, AND FUTURE ORIENTATION IMPROVED?

Indicators (Gender Disaggregated)

- Feelings of confidence/self-worth/value
- Feelings of self-efficacy
- Feelings of life satisfaction/happiness
- Future orientation

METRICS

To what extent do you agree or disagree with the following statements:
(Strongly agree, agree, disagree, strongly disagree, don't know)

- I feel I am able to do things as well as most other people.
- I feel that I am a person of worth, at least on an equal plane with others.
- I rarely count on good things happening to me.
- I am always optimistic about my future.
- It is important for me to do whatever I'm doing as well as I can, even if it isn't popular with people around me.



HAVE CULTURAL NORMS AROUND THE ROLE OF WOMEN AND GIRLS SHIFTED?



JUMP TO PATHWAY 8: SHIFTING ROLES AND NORMS



Pathway Theme 6:

SAFETY & SECURITY

Women and girls collecting water often face safety and harassment issues when WASH sources are not placed thoughtfully within the community. With improved access to WASH resources, women are likely to explore a reduction in harassment and violence, which supports participation in education, employment, and leadership roles. Lower levels of stress and fear increase women's ability or willingness to participate in the community and improve self-confidence.

Activities to Impact Safety

- Construction and/or rehabilitation of WASH infrastructure (Page 5)
- Formation of WASH committees/groups (Page 6)
- WASH training (Page 6)
- WASH training of trainers (Page 6)
- CLTS activities (Page 6)
- Behavior change activities (Page 6)
- Formation of community water committees (Page 7)

Pathway Theme 6: Safety & Security

Women and Water Impacts

Impact Narratives

Women and girls most often bear the responsibility of water collection. In order to avoid queuing in the hot sun, women and girls tend to make their trips early in the morning or later in the evening. At these times and particularly when the water source is located in remote areas, women and girls are susceptible to perceived or actual violence. The same is true for women and girls who need to relieve themselves at night.

By providing access to thoughtfully-placed gender-sensitive WASH facilities, both at the household level and at schools, women and girls are less at risk of experiencing threat of or actual harassment and violence. Women and girls are also more likely to experience violence or harassment when provided with inadequate sanitation facilities, particularly for MHM. More thoughtfully planned WASH results in shorter trips at better times. With shorter trips to water points, women and girls have more free time to spend as they wish. This increases their autonomy and decision-making power within both the home and community, potentially decreasing perceived or

actual harassment and violence, as societal norms regarding gender roles begin to change.

Engaging men and boys in the efforts to decrease the number of instances women and girls experience violence and harassment while collecting water is equally as critical. By including men and boys in community dialogues and WASH committees, they become more aware of the water-related challenges that are faced by women and girls.

Indicators and Metrics

HAS THE EXPERIENCE OF PERCEIVED OR ACTUAL HARASSMENT AND/OR VIOLENCE IN THE CONTEXT OF WASH ACCESS DECREASED?

Indicators

Decrease in safety issues or harassment at or on the way to WASH access points

METRICS

- Incidence of violence against women and/or harassment at or on the way to water and/or sanitation access points
- Incidence of other safety incidents at or on the way to water and/or sanitation access points

HAS THE EXPERIENCE OF PERCEIVED OR ACTUAL HARASSMENT AND/OR VIOLENCE IN THE HOUSEHOLD DECREASED?

Indicators

Decrease in intimate partner violence/domestic violence

METRICS

- Incidence of intimate partner violence
- Incidence of domestic disputes

Empowerment Impacts

Impact Narratives

Decreases in violence and harassment make women feel more safe in their environments, positively impacting their freedom of movement, self-esteem, and confidence. Such decreases can also lead to reductions in stress—increasing women's ability and likelihood to be involved in their communities.

(Continued on following page)

Pathway Theme 6: Safety & Security

Empowerment Impacts *(Continued)*

HAVE FEELINGS OF SAFETY IN THE HOME INCREASED?

Indicators

- Influence over household decisions
- Ability to move around without permission/chaperone
- Physical safety/lack of fear

METRICS

- *There are various ways that serious disagreements are dealt with in the household. When you have a disagreement with your spouse, how often do you... Keep your opinion to yourself, discuss the serious disagreement calmly, argue heatedly/shout at each other, throw things at each other, hit each other?* (Never, seldom, sometimes, often, always)
- *Do you need permission to go to any of the following places? Local market, friend or family's residence in the neighborhood, local shrine/church/mosque, local health center or doctor, work/paid employment outside of the house. If yes—are you permitted to go on your own, only if someone accompanies you, or not at all?*
- *In the past six months have you felt afraid for the physical safety of yourself or your children within your household?* Yes/No

HAVE FEELINGS OF SAFETY IN THE COMMUNITY INCREASED?

Indicators

- Participation in society
- Contribution to community decision-making
- Influence over community decision-making
- Hold leadership positions in community
- Treated with dignity and respect
- Physical safety/lack of harassment

METRICS

- *Are you a member of any groups or associations? If yes—specify number* (could be relevant to intervention).
- *How often do you attend community forums/meetings?* (Yearly, quarterly, monthly, weekly, more often than weekly)
- *How often do you speak in community forums/meetings?* (Yearly, quarterly, monthly, weekly, more often than weekly)
- *How often are your views listened to?* (Never, seldom, sometimes, often, always)
- *How much influence do you have over decisions that are made in that group?* (A lot, some, little, none)
- *Have you served as a leader in the group?* Yes/No
- *To what extent, if at all, do you think that women in your community are respected by other community members?* (Very respected, fairly respected, not very respected, not at all respected)
- *To what extent, if at all, do you think that women are able to travel around the community without verbal or physical harassment?* (Very able, somewhat able, not very able, not at all able)

HAS SELF-EFFICACY, CONFIDENCE, AND FUTURE ORIENTATION IMPROVED?

Indicators (Gender Disaggregated)

- Feelings of confidence/self-worth/value
- Feelings of self-efficacy
- Feelings of life satisfaction/happiness
- Future orientation

METRICS

- To what extent do you agree or disagree with the following statements: (Strongly agree, agree, disagree, strongly disagree, don't know)*
- *I feel I am able to do things as well as most other people.*
 - *I feel that I am a person of worth, at least on an equal plane with others.*
 - *I rarely count on good things happening to me.*
 - *I am always optimistic about my future.*
 - *It is important for me to do whatever I'm doing as well as I can, even if it isn't popular with people around me.*

Pathway Theme 6: Safety & Security

HAS FREEDOM OF MOVEMENT INCREASED?

Indicators (Gender Disaggregated)

- Responsibility for household activities
- Influence over household decisions
- Ability to move around without permission/chaperone
- Physical safety/lack of fear
- Asset ownership
- Having a bank account in her own name
- Having a phone in her own name
- Access to modes of transportation

METRICS

- *In your household, who is primarily responsible for... Caring for children, purchasing food, cleaning the house, playing with children, paying the bills/administrative tasks?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *In your household, who is primarily responsible for making decisions about... Major purchases such as property, appliances, or livestock; everyday purchases such as groceries; selling assets such as property, appliances, or livestock; children's education; children's healthcare?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *There are various ways that serious disagreements are dealt with in the household. When you have a serious disagreement with your spouse, how often do you... Keep your opinion to yourself, discuss the disagreement calmly, argue heatedly/shout at each other, throw things at each other, hit each other?* (Never, seldom, sometimes, often, always.)
- *Do you need permission to go to any of the following places? Local market, to see friends or family in the neighborhood, local shrine/church/mosque, local health center or doctor, work/paid employment outside of the house. If yes—are you permitted to go on your own, only if someone accompanies you, or not at all?*
- *In the past six months have you felt afraid for the physical safety of yourself or your children within your household?* Yes/No

HAS PARTICIPATION IN COMMUNITY/SOCIAL ACTIVITIES INCREASED?

Indicators (Gender Disaggregated)

- Participation in society
- Contribution to community decision-making
- Influence over community decision-making
- Leadership positions in community
- Treated with dignity and respect
- Physical safety/lack of harassment

METRICS

- *Are you a member of any groups or associations? If yes—specify number (could be relevant to intervention).*
- *How often do you attend?* (Yearly, quarterly, monthly, weekly, more often than weekly)
- *How often do you speak?* (Yearly, quarterly, monthly, weekly, more often than weekly)
- *How often are your views listened to?* (Never, seldom, sometimes, often, always)
- *How much influence do you have over decisions that are made in that group?* (A lot, some, little, none)
- *Have you served as a leader in the group?* Yes/No
- *To what extent, if at all, do you think that women in your community are respected by other community members?* (Very respected, fairly respected, not very respected, not at all respected)
- *To what extent, if at all, do you think that women in your community are able to move around the community without verbal or physical harassment?* (Very able, somewhat able, not very able, not at all able)



HAS HOUSEHOLD RESPECT FOR WOMEN INCREASED?

HAS COMMUNITY RESPECT FOR WOMEN INCREASED?



JUMP TO PATHWAY 8: SHIFTING ROLES AND NORMS



Pathway Theme 7:

LEADERSHIP & SKILLS



Including women and girls in WASH interventions such as water users associations leads to critical skill development and leadership opportunities. This inclusion also enhances their role and voice in important elements of the intervention. Leadership in the intervention strengthens women's power within their households and community.

Activities to Impact Leadership & Skills

- Formation of WASH committees/groups (Page 6)
- WASH training (Page 6)
- WASH training of trainers (Page 6)
- CLTS activities (Page 6)
- Behavior change activities (Page 6)
- Agricultural training (Page 8)
- Water for productive use (Page 8)
- Provision of sustainable agriculture inputs (Page 8)



Pathway Theme 7: Leadership & Skills

Women and Water Impacts

Impact Narratives

Through participation in water-related activities, such as in educational WASH trainings or in community WASH committees, women and girls gain new opportunities to take on leadership roles and improve valuable skills.

Indicators and Metrics

HAVE WOMEN HELD NEW LEADERSHIP POSITIONS IN WATER-RELATED ROLES?

Indicators

Increase in girls and women with leadership positions in water-related institutions

METRICS

- Number of women holding leadership positions in water-related institutions

DID WOMEN LEARN NEW SKILLS?

Indicators

Increase in knowledge of skills

METRICS

- Attendance in trainings (gender disaggregated)
- Self-reported skills (battery specific to training)

Increase in application of skills

METRICS

- Able to provide example of application of skills

HAS WOMEN'S PARTICIPATION IN COMMUNITY/SOCIAL ACTIVITIES INCREASED?

Indicators

Increase in participation in community activities

METRICS

- Daily allocation of time spent in formal community activities
- Daily allocation of time spent in informal community activities
- Role in community activities

Empowerment Impacts

Impact Narratives

Participation in WASH education and training empowers women to advocate for themselves and their WASH-related needs, as well as the needs of their families and communities.

As women participate more in community affairs, in this case WASH services, they establish their voice and have greater access to leadership opportunities and become formal or informal leaders in their households and communities.

As the number of women in leadership roles related to water resource management increases, new gender norms are established surrounding the acceptability of women as decision-makers. The inclusion of women when planning for the future of the community in sustainability efforts is also prioritized. By engaging both men and women in water-related trainings, it empowers all and strengthens the community water decisions that are made.

HAVE WOMEN HELD NEW LEADERSHIP POSITIONS IN COMMUNITY GROUPS NOT RELATED TO WATER?

Indicators

- Feel respected outside of the home
- Feel heard within the community
- Confident in ability to participate in the community
- Believe can influence community decision-making

METRICS

To what extent do you agree or disagree with the following statements: (Strongly agree, agree, disagree, strongly disagree, don't know)

- *I feel respected by the men in my community.*
- *I feel respected by the women in my community.*
- *I am able to express my opinion with people in my community.*
- *I feel like the leaders in my community listen to people like me.*
- *I am able to influence decisions made in my community.*



Pathway Theme 7: Leadership & Skills

HAS DECISION-MAKING POWER IN THE HOUSEHOLD INCREASED?

Indicators

- Responsibility for household activities
- Influence over household decisions
- Ability to move around without permission/chaperone
- Physical safety/lack of fear

METRICS

- *In your household, who is primarily responsible for... Caring for children, purchasing food, cleaning the house, playing with children, paying the bills/administrative tasks?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *In your household, who is primarily responsible for making decisions about... Major purchases such as property, appliances, or livestock; everyday purchases such as groceries; selling assets such as property, appliances, or livestock; children's education; children's healthcare?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *There are various ways that serious disagreements are dealt with in the household. When you have a serious disagreement with your spouse, how often do you... Keep your opinion to yourself, discuss the disagreement calmly, argue heatedly/shout at each other, throw things at each other, hit each other?* (Never, seldom, sometimes, often, always)
- *Do you need permission to go to any of the following places? Local market, friend or family's residence in the neighborhood, local shrine/church/mosque, local health center or doctor, work/paid employment outside of the house. If yes—are you permitted to go on your own, only if someone accompanies you, or not at all?*
- *In the past six months have you felt afraid for the physical safety of yourself or your children within your household?* Yes/No

Indicators

- Role/contribution to the family is valued/respected
- Feel heard and treated with dignity in household
- Confidence in making financial decisions within family
- Confidence in making non-financial decisions within family

METRICS

- To what extent do you agree or disagree with the following statements: (Strongly agree, agree, disagree, strongly disagree, don't know)*
- *I am confident that I can influence decisions in my household.*
 - *I feel that my role in the family is valued/respected.*
 - *I feel confident expressing my opinion even if my spouse disagrees with me.*
 - *I feel that my opinion is listened to by my family.*

HAS DECISION-MAKING POWER IN THE COMMUNITY INCREASED?

Indicators (Gender Disaggregated)

- Participation in society
- Contribution to community decision-making
- Influence over community decision-making
- Leadership positions in community
- Treated with dignity and respect
- Physical safety/lack of harassment

METRICS

- *Are you a member of any groups or associations? If yes—specify number (could be relevant to intervention).*
 - *How often do you attend?* (Yearly, quarterly, monthly, weekly, more often than weekly)
 - *How often do you speak?* (Yearly, quarterly, monthly, weekly, more often than weekly)
 - *How often are your views listened to?* (Never, seldom, sometimes, often, always)
 - *How much influence do you have over decisions that are made in that group?* (A lot, some, little, none)
 - *Have you served as a leader in the group?* Yes/No
- *To what extent, if at all, do you think that women in your community are respected by other community members?* (Very respected, fairly respected, not very respected, not at all respected)
- *To what extent, if at all, do you think that women in your community are able to move around the community without verbal or physical harassment?* (Very able, somewhat able, not very able, not at all able)



Pathway Theme 7: Leadership & Skills

HAS DECISION-MAKING POWER IN THE COMMUNITY INCREASED? (CONTINUED)

Indicators (Gender Disaggregated)

- Feel respected outside of the home
- Feel heard within the community
- Confident in ability to participate in the community
- Believe can influence community decision-making

METRICS

To what extent do you agree or disagree with the following statements:
(Strongly agree, agree, disagree, strongly disagree, don't know)

- I feel respected by the men in my community.
- I feel respected by the women in my community.
- I am able to express my opinion with people in my community.
- I feel like the leaders in my community listen to people like me.
- I am able to influence decisions made in my community.



HAS HOUSEHOLD RESPECT FOR WOMEN INCREASED?

HAS COMMUNITY RESPECT FOR WOMEN INCREASED? FOR WOMEN LEADERS?



JUMP TO PATHWAY 8: SHIFTING ROLES AND NORMS

HAS SELF-EFFICACY, CONFIDENCE, AND FUTURE ORIENTATION IMPROVED?

Indicators (Gender Disaggregated)

- Feelings of confidence/self-worth/value
- Self-efficacy
- Life satisfaction/happiness
- Future orientation

METRICS

To what extent do you agree or disagree with the following statements:
(Strongly agree, agree, disagree, strongly disagree, don't know)

- I feel I am able to do things as well as most other people.
- I feel that I am a person of worth, at least on an equal plane with others.
- I rarely count on good things happening to me.
- I am always optimistic about my future.
- It is important for me to do whatever I'm doing as well as I can, even if it isn't popular with people around me.



Pathway Theme 8:



SHIFTING ROLES & NORMS

When combined, the impacts of improved WASH access and the Pathways to Empowerment challenge the traditional gender roles and norms¹. Improved WASH access thus acts as a catalyst for social change and promotes an environment in which women's empowerment is reinforced.

¹ Norms refer to standards and expectations to which women and men generally conform, within a range that defines a particular society, culture, and community at a point in time.



Pathway Theme 8: Shifting Roles & Norms

Empowerment Impacts

Impact Narratives

As community dynamics change, women begin to take on new roles within their households and communities at large. Higher levels of education and newly developed skills, paired with more time to devote to activities they are passionate about, is empowering for women and girls.

As women take on jobs and roles traditionally held by men, they are more likely to advocate for their needs and the needs of their children. By shifting perceptions of what women are capable of, societal norms around women's contribution to non-domestic work efforts also shift.

Indicators and Metrics

HAVE CULTURAL NORMS AROUND WOMEN'S AND GIRLS' ROLES SHIFTED?

HAVE PERCEPTIONS OF WHAT WOMEN AND GIRLS ARE CAPABLE OF SHIFTED?

Indicators

- Women should have equal access to education and training
- Women should be able to generate their own income
- Women should be able to move freely without permission or a chaperone
- Women should be able to access financial services
- Women should be able to access digital technology
- Women should be able to own property

METRICS

To what extent do you agree or disagree with the following statements: (Strongly agree, agree, disagree, strongly disagree, don't know)

- *It is just as important to educate girls as it is to educate boys.*
- *There is no point in women getting higher education.*
- *Women should focus only on household tasks and raising children.*
- *Women should not be allowed to work outside the home.*
- *Women should be allowed to have their own phone.*
- *Women should be allowed to have their own bank accounts.*
- *Only men should be able to own property.*
- *Women should be free to go wherever they like whenever they like.*

Indicators

- Women's role in the family should be...
- Women's rights in the household should be...
- Household difficulties are dealt with by...

METRICS

To what extent do you agree or disagree with the following statements: (Strongly agree, agree, disagree, strongly disagree, don't know)

- *The important decisions in the family should be made only by the men of the family.*
- *It is not the role of men to take care of children.*
- *A married woman should be allowed to work outside the home if she wants to.*
- *A wife has a right to express her opinion even if she disagrees with what her husband is saying.*
- *A wife should tolerate being beaten by her husband in order to keep the family together.*
- *It is shameful for men to do domestic chores.*

Are any of the following actions typical when people in your community experience financial difficulties? Does this apply to men only, women only, both men and women?

- *Restrict food consumption*
- *Withdraw children from school*
- *Arrange marriage for children*
- *Accept unusual/high-risk/socially degrading jobs*

Pathway Theme 8: Shifting Roles & Norms

(Continued)

HAVE CULTURAL NORMS AROUND WOMEN'S AND GIRLS' ROLES SHIFTED?

HAVE PERCEPTIONS OF WHAT WOMEN AND GIRLS ARE CAPABLE OF SHIFTED?

Indicators

- Women's role in the community should be...
- Women's rights should be...

METRICS

*To what extent do you agree or disagree with the following statements:
(Strongly agree, agree, disagree, strongly disagree, don't know)*

- *The important decisions in the community should be made only by the men.*
- *Women should be allowed to participate in community meetings.*
- *Women should have the same rights as men.*
- *Women should not be allowed to serve as leaders in the community.*
- *Women belong in the home, not in society.*

HAS RESPECT FOR WOMEN IN THE HOUSEHOLD INCREASED?

Indicators

- Role/contribution to the family is valued/respected
- Feel heard and treated with dignity in household
- Confidence in making financial decisions within family
- Confidence in making non-financial decisions within family

METRICS

*To what extent do you agree or disagree with the following statements:
(Strongly agree, agree, disagree, strongly disagree, don't know)*

- *I am confident that I can influence decisions in my household.*
- *I feel that my role in the family is valued/respected.*
- *I feel confident expressing my opinion even if my spouse disagrees with me.*
- *I feel that my opinion is listened to by my family.*

HAS COMMUNITY RESPECT FOR WOMEN INCREASED? FOR WOMEN LEADERS?

Indicators

- Feel respected outside of the home
- Feel heard within the community
- Feel confident in ability to participate in the community
- Believe can influence community decision-making

METRICS

*To what extent do you agree or disagree with the following statements:
(Strongly agree, agree, disagree, strongly disagree, don't know)*

- *I feel respected by the men in my community.*
- *I feel respected by the women in my community.*
- *I am able to express my opinion with people in my community.*
- *I feel like the leaders in my community listen to people like me.*
- *I am able to influence decisions made in my community.*

(Continued on following page)



Pathway Theme 8: Shifting Roles & Norms

HAVE HOUSEHOLD DYNAMICS/WOMEN'S ROLE IN THE HOUSEHOLD CHANGED?

HAVE WOMEN'S DECISION-MAKING POWER INCREASED IN THE HOUSEHOLD?

Indicators (Gender Disaggregated)

- Responsibility for household activities
- Influence over household decisions
- Ability to move around without permission/chaperone
- Physical safety/lack of fear
- Asset ownership
- Having a bank account in her own name
- Having a phone in her own name
- Access to modes of transportation

METRICS

- *In your household, who is primarily responsible for... Caring for children, purchasing food, cleaning the house, playing with children, paying the bills/administrative tasks?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *In your household, who is primarily responsible for making decisions about... Major purchases such as property, appliances, or livestock; everyday purchases such as groceries; selling assets such as property, appliances, or livestock; children's education; children's healthcare?* (Me alone, my spouse alone, my spouse and I jointly, another male household member, another female household member, other...?)
- *There are various ways that serious disagreements are dealt with in the household. When you have a serious disagreement with your spouse, how often do you... Keep your opinion to yourself, discuss the disagreement calmly, argue heatedly/shout at each other, throw things at each other, hit each other?* (Never, seldom, sometimes, often, always)
- *Do you need permission to go to any of the following places? Local market, to see friends or family in the neighborhood, local shrine/church/mosque, local health center or doctor, work/paid employment outside of the house. If yes—are you permitted to go on your own, only if someone accompanies you, or not at all?*
- *In the past six months have you felt afraid for the physical safety of yourself or your children within your household?* Yes/No

HAVE COMMUNITY DYNAMICS/WOMEN'S ROLE IN THE COMMUNITY CHANGED?

HAVE WOMEN'S DECISION-MAKING POWER IN THE COMMUNITY INCREASED?

Indicators

- Participation in society
- Contribution to community decision-making
- Influence over community decision-making
- Leadership positions in community
- Treated with dignity and respect
- Physical safety/lack of harassment

METRICS

- *Are you a member of any groups or associations? If yes—specify number (could be relevant to intervention).*
 - *How often do you attend?* (Yearly, quarterly, monthly, weekly, more often than weekly)
 - *How often do you speak?* (Yearly, quarterly, monthly, weekly, more often than weekly)
 - *How often are your views listened to?* (Never, seldom, sometimes, often, always)
 - *How much influence do you have over decisions that are made in that group?* (A lot, some, little, none)
- *Have you served as a leader in the group?* Yes/No
- *To what extent, if at all, do you think that women in your community are respected by other community members?* (Very respected, fairly respected, not very respected, not at all respected)
- *To what extent, if at all, do you think that women in your community are able to move around the community without verbal or physical harassment?* (Very able, somewhat able, not very able, not at all able)



Pathway Theme 8: Shifting Roles & Norms

DO WOMEN HAVE INCREASED CONTROL OVER INDIVIDUAL DECISION-MAKING?

Indicators

- Educational attainment
- Knowledge, skills, and abilities
- Earned income
- Control over household income
- Access to financial services
- Access to digital technology
- Time use
- Legal rights: property ownership

METRICS (FOR PROGRAM BENEFICIARIES) (GENDER DISAGGREGATED)

- **Highest formal education level achieved** (specific to country)
- **Attending other trainings and skills** (as relevant to intervention)/**Application of skills learned**
- **May be intervention-specific. What sources of income did you personally contribute to your household in the past XX weeks/months? How much money did you contribute from [source] in the past XX weeks/months?**
- **What happens to the income that you earn?** (I decide how to allocate it, I give it to my spouse and they decide how to allocate it, it becomes part of household income and we jointly decide how to allocate it.)
- **Do you have: a savings account at a bank, a checking account at a bank, an informal group savings account, a mobile money account, a line of credit or a loan, insurance of any kind? If yes—is it in your name, your spouse's name, your names jointly?**
- **Do you have a mobile phone? If yes—is it a smartphone or feature phone? If yes—is it shared or your own?**
- **On average, how many hours a day do you spend doing... Activities that contribute to household income, domestic chores, caring for/playing with children or other family members, sleeping, leisure (including visiting family/friends, attending religious services, etc), traveling/commuting, participating in community groups, other...?**
- **Do you have legal ownership of your home/land? If yes—full ownership or joint ownership? If no—who owns your home/land?**
- **Do you have ownership of household assets such as jewelery, kitchen appliances, or livestock (small ruminants)?**



RESOURCES

ABOUT US

WADA and Partners

The Water and Development Alliance (WADA), a partnership between the U.S. Agency for International Development ([USAID](#)) and [The Coca-Cola Company](#), supported the Ripple Effect Study and development of the resulting Ripple Effect Toolkit. [Ipsos](#), a global market research firm, conducted the Ripple Effect research with support from WADA's strategic partner, Global Water Challenge ([GWC](#)).



About the Ripple Effect Study

The Ripple Effect Study, undertaken by WADA, Ipsos, and GWC illuminates the critical intersection between women and water as a sector-leading resource that supports a greater understanding of the Pathways to Empowerment through water. This research informed a framework for capturing the many ways improved access to water can impact women, their families, and communities.

Theory of Change

As a core piece of the Ripple Effect Study, Ipsos conducted a landscape review of relevant literature and existing programming to structure an initial Theory of Change that linked the direct and indirect impacts of water interventions to potential Pathways towards women's empowerment. Validated and further refined by the assessment phase of the study, Ipsos established a Global Theory of Change, which serves as the basis for this Toolkit.

HOW TO GET INVOLVED

If you are interested in learning more about the Ripple Effect Study or would like to explore opportunities to collaborate with the Ripple Effect partners, please visit www.globalwaters.org or www.globalwaterchallenge.org.

WADA RIPPLE EFFECT TOOLKIT RELEVANT CONTACTS AND RESOURCES

CONTACTS

Ipsos

Ipsos has a long history of conducting international social research. Supported by established products and backed by offices in 90 countries and a global network of Ipsos experts, Ipsos is uniquely designed to help support the needs of the public and private sectors, agencies, organizations, and governments. Specific to work in women's empowerment, Ipsos has: developed a [framework for measuring women's empowerment](#), published a [magazine on gender and society](#), and worked extensively across the public and private sector on the topic. More information on Ipsos' experience and capabilities in [women's empowerment](#) and [corporate sustainability](#) is available online.

Kaitlin Love, Vice President

Kaitlin.Love@Ipsos.com

ipsos.com/en-us/international-social-research

Global Water Challenge

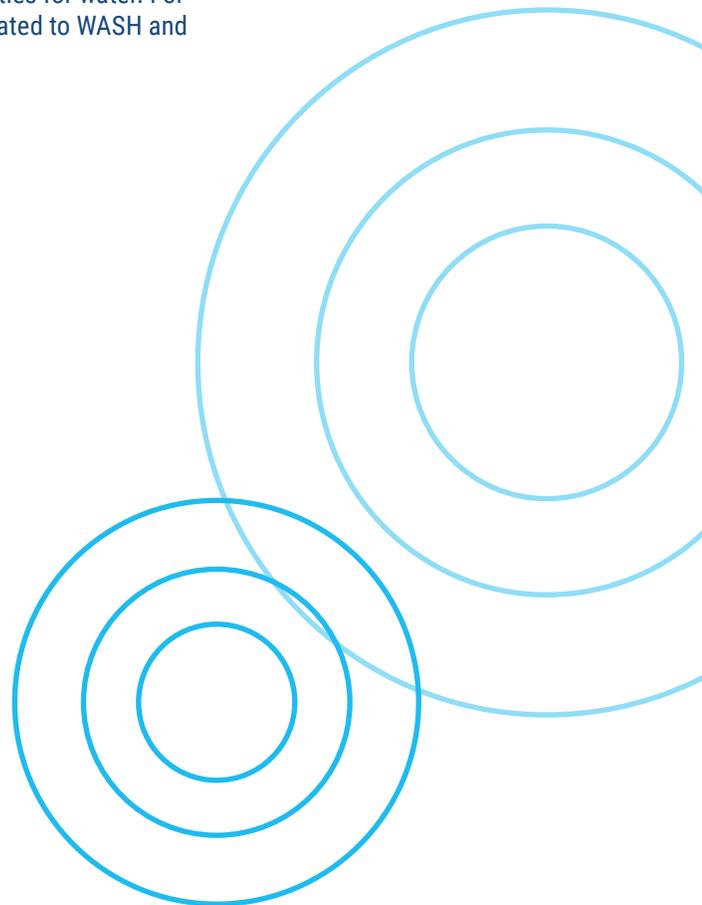
Global Water Challenge, a coalition of leading organizations, is committed to achieving universal access to safe drinking water, sanitation, and hygiene (WASH). GWC supported the Water and Development Alliance (WADA) and Ipsos in conducting the Ripple Effect Study. In addition to our work around advocacy and awareness raising related to the intersection between water and women's empowerment, GWC invests in high-impact initiatives that transform communities for water. For inquiries related to the Ripple Effect Study/Toolkit or funding opportunities related to WASH and women's empowerment, please contact our team.

RippleEffect@globalwaterchallenge.org

<http://www.globalwaterchallenge.org>

Additional Resources

[WADA Ripple Effect Showcase Overview](#)



GLOSSARY OF TERMS

Community-Led Total Sanitation (CLTS)

Community-Led Total Sanitation is an integrated approach to become open defecation free (ODF). It encourages the community to analyze their own sanitation profile, identify locally-tailored best practices to end open defecation, and take collective action to implement reforms such as constructing or improving latrines, managing waste, and improving hygiene practices.

Water and Development Alliance (WADA)

The Water and Development Alliance (WADA) is a unique partnership between The Coca Cola Company and the U.S. Agency for International Development that addresses water needs in developing countries. It contributes to protecting and improving the sustainability of watersheds, increasing access to water supply and sanitation services for the world's poor, and enhancing productive uses of water.

Water, Sanitation, and Hygiene (WASH)

WASH is a collective term for Water, Sanitation, and Hygiene, three interdependent core public health issues. Though independent fields of work, each is dependent on the presence of the others. Access to WASH entails safe water, adequate sanitation, and hygiene education.

Menstrual Hygiene Management (MHM)

MHM is access to clean menstrual management materials that can be changed in privacy as often as necessary for the duration of the menstruation period. MHM also includes the use of soap and water for washing the body as required and having access to facilities to dispose of used menstrual management materials.

DOES YOUR ORGANIZATION RECEIVE USG FUNDING?

We pulled out a list of the relevant gender-water indicators that you could use to track your project's progress and report back to USAID. Users should reference the F-indicators website [here](#) for more information on how to measure and report indicators.

Below is a summary table of the U.S. Government F-indicators and the potentially applicable Pathways.

Gender F-indicators (Gender Disaggregated)

USG Standard F-indicator	Description	Ripple Effect Pathway
GNDR-1	Number of legal instruments drafted, proposed, or adopted with USG assistance designed to promote gender equality or non-discrimination against women or girls at the national or sub-national level	
GNDR-2	Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment)	

Gender F-indicators (Gender Disaggregated) (Continued)

USG Standard F-indicator	Description	Ripple Effect Pathway
GNDR-4	Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities	
GNDR-5	Number of legal instruments drafted, proposed, or adopted with USG assistance designed to improve prevention of or response to sexual and gender-based violence at the national or sub-national level	 
GNDR-6	Number of people reached by a USG-funded intervention providing GBV services (e.g., health, legal, psycho-social counseling, shelters, hotlines, other)	 
GNDR-8	Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations	
GNDR-9	Number of training and capacity building activities conducted with USG assistance that are designed to promote the participation of women or the integration of gender perspectives in security sector institutions or activities	

Water-Related Health F-indicators (Gender Disaggregated)

USG F-indicator	Description	Ripple Effect Pathway
HL.8.1-1	Number of people gaining access to basic drinking water services ¹ as a result of USG assistance	       
HL.8.1-2	Number of people gaining access to safely managed drinking water services as a result of USG assistance	       
HL.8.1-3	Number of people receiving improved service quality from an existing basic drinking or safely managed water service as a result of USG assistance	       
HL.8.1-4	Number of institutional settings gaining access to a basic drinking water services as a result of USG assistance	
HL.8.2-1	Number of communities verified as open defecation free (ODF) as a result of USG assistance	
HL.8.2-2	Number of people gaining access to a basic sanitation service as a result of USG assistance	

¹ According to the JMP baseline, basic services to water must not exceed a [30-minute](#) round trip for collection

Water-Related Health F-indicators (Gender Disaggregated) (Continued)

USG F-indicator	Description	Ripple Effect Pathway
HL.8.2-3	Number of people gaining access to safely managed sanitation services as a result of USG assistance	
HL.8.2-4	Number of basic sanitation facilities provided in institutional settings as a result of USG assistance	 
HL.8.2-5	Percentage of households with soap and water at a handwashing station commonly used by family members	
HL.8.2-6	Percent of households in target areas practicing correct use of recommended household water treatment technologies	 
HL.8.2-7	Number of people receiving improved sanitation service quality from an existing "limited" or "basic" service	 
HL.8.3-3	Number of water and sanitation sector institutions strengthened to manage water resources or improve water supply and sanitation services as a result of USG assistance	 (if targeting women in utilities, etc.)
HL.8.5-1	Number of people benefiting from the adoption and implementation of measures to improve water resources management as a result of USG assistance	

Other Relevant F-indicators (Gender Disaggregated)

USG F-indicator	Description	Ripple Effect Pathway
PS.6.2-4	Number of people participating in USG-supported events, trainings, or activities designed to build mass support for peace and reconciliation	
EG.3.3-10 ¹	Percentage of female participants of USG nutrition-sensitive agriculture activities consuming a diet of minimum diversity [IM-level]	

¹ Use of this indicator as a custom indicator is encouraged for projects that are inherently nutrition-sensitive (e.g., resulting in improved women's empowerment, control over income, etc.) but that do not necessarily have explicit objectives related to consumption. These nutrition-sensitive agriculture activities should be implementing components that address one or more of the three most relevant Pathways: Nutrition, Income, and Leadership & Skills.

EVIDENCE

1. Health

Direct Impacts:

Better WASH access is inextricably linked to improved health (Prüss, Kay, Fewtrell, & Bartram, 2002). With safer water quality, decreased open defecation, and opportunities for adequate WASH practices, improved hygiene and sanitation behaviors are developed resulting in improved health outcomes (Esteves Mills, & Cumming, 2016; Aregai, & Dinku, 2008).

Women and Water Impacts:

Women's health is disproportionately impacted by WASH access for a number of reasons. For instance, women require safe and separate latrines for proper MHM (Sommer et al., 2016). Since women often face harassment if they defecate and urinate openly, they tend to drink less, putting them at a higher risk of health problems such as urinary tract infections (UTIs) (Burt, Nelson, & Ray, 2016).

Pregnancy, childbirth, and children's health are also uniquely impacted by access to safe WASH (Giorgia et al., 2016). Traveling long distances to collect water while pregnant can have adverse health outcomes for both the mother and the baby (Sultana, 2000). Successful birth rates and maternal mortality rates are both positively affected by safe WASH (Muldoon et al., 2011). Since the health and well-being of a mother and her child are so deeply connected, improved WASH has lasting generational impacts (Moucheraud et al., 2015).

Traditionally viewed as caregivers, women often carry the burden of caring for their sick family members (Sharma, Chakrabarti, & Grover, 2016). This places women at higher risk of getting sick themselves, as well as as having higher levels of stress and time deficits. Both chronic lack of sleep and chronic stress are each connected to various negative health consequences (Colten, & Altevogt, 2006; Figuera-Fankhanel, 2014) and the bidirectional relationship between stress and inadequate sleep complicates this relationship (American Psychological Association, 2013).

Experiencing violence and harassment negatively impacts individuals' mental and physical health (World Bank, 2009). Thus, when women are more water secure and are less likely to experience violence and harassment, it ultimately improves the quality of their mental and physical health as well.

Pathways to Empowerment:

As women and girls' health improves through increased access to WASH, they are better able to participate productively in the labor market (Onarheim, Iverson, & Bloom, 2016). Improved health also increases returns to educational investments, in particular for girls with lower levels of education and lower labor-force participation (Moucheraud et al., 2015).

The ability to maintain personal cleanliness and hygiene pursuant to prevailing social norms increases women's personal confidence, minimizing feelings of shame that come from inadequate hygiene that prevent social engagement (Ipsos & GWC, 2018).

Strength of Evidence for Pathway:

Strong empirical evidence
Strong qualitative Ipsos evidence
Some statistically significant Ipsos evidence

2. Food Security and Nutrition

Direct Impacts:

Sustainable agricultural trainings and improved water access, quality, and supply can lead to increased agricultural and pastoral outputs (Turner, 2004), increasing the food security and improving nutrition of households (Shariff, 2008).

Women and Water Impacts:

During food shortages, women and girls are often most affected by negative coping mechanisms, so a more stable food supply has a disproportionately positive effect on the health and nutrition of women and girls (Ivers, & Cullen, 2011).

Pathways to Empowerment:

As girls' and women's health improves through increased access to WASH, they are better able to participate productively in the labor market, leading to better job opportunities and increased opportunities for income generation (Onarheim, Iverson, & Bloom, 2016). Better health also increases the returns to educational investments, in particular for girls with lower levels of education and lower labor-force participation (Bourne, 2014). Infant survival depends on maternal survival (Moucheraud et al., 2015), demonstrating generational relevance of women's health.

Strength of Evidence for Pathway:

Strong empirical evidence
Some qualitative Ipsos evidence

3. Education

Direct Impacts

Improved access to WASH increases students' and teachers' attendance, retention rates, and achievement in school (Rijsdijk, & David Mkwambisi, 2016). They also miss fewer school days because of time needed to collect water and/or health issues (WADA Morocco).

Women and Water Impacts:

Girls often miss more school because of menstruation needs, thus improved access to WASH disproportionately increases their educational participation and attendance (Burt, Nelson, & Ray, 2016; Rijsdijk, & David Mkwambisi, 2016). This newly allocated time spent in school allows girls to spend time on school and academic achievement.

During resource-scarce events such as droughts, girls are pulled out of school to collect water for the home and are often forced into income generating opportunities to support their families in lieu of school (Save the Children UK- Ethiopia, 2012).

Time savings from water collection and improved health of girls and their family members also increases attendance, achievement, and attainment in school (Ipsos & GWC, 2018).

Pathways to Empowerment:

With higher retention rates in school attendance and consequently higher academic achievement, girls' human capital and the ability to generate income increases (Bourne, 2014). Their education and earning power gives them increased decision-making power in both their household and in their community. As more girls stay in school and take on income-generating roles, social norms begin to shift to accommodate the importance of this (Ipsos & GWC, 2018).

Strength of Evidence for Pathway:

Strong empirical evidence

EVIDENCE

4. Time Savings

Direct Impacts:

An increase in WASH access, especially when located in a thoughtful place within communities, will decrease the time spent collecting and treating water.

Women and Water Impacts:

Women are typically responsible for collecting water for the household ([Cowal, Sally. "Women and Safe Water - The Ripple Effect." Smart Global Health, 2011](#); Sorenson, Susan B., Christiaan Morssink, and Paola Abril Campos. "Safe access to safe water in low income countries: water fetching in current times." *Social science & medicine* 72, no. 9 (2011): 1522-1526), especially when water collection time is more than 30 minutes (Graham, Hirai, & Kim, 2016). With improved WASH access, they can spend less of their time obtaining and treating water for the household (Whittington, Mu, & Roche, 1990).

Pathways to Empowerment:

As the time women and girls must spend collecting water decreases, they can instead allocate that time to other pursuits that could potentially lead to economic empowerment, such as income-generating or entrepreneurial activities, or education. (**Research is limited, or contradictory on this point). With an increase in time savings, women and girls gain increased agency over their leisure time (Koolwal, & Van de Walle, 2013).

Strength of Evidence for Pathway:

Some empirical evidence
Strong qualitative Ipsos evidence
Strong statistically significant Ipsos evidence

\$ 5. Income

(Part A)

Direct Impacts:

Time saved by women and girls as a result of thoughtfully placed WASH access ([Graham, Hirai, & Kim, 2016](#)) can now be spent on income-generating activities (Ipsos & GWC, 2018).

Women and Water Impacts:

Since women and girls most often bear the burden of water-related tasks, time savings and potential income-earning activities are more likely to affect them. New safely managed water access sites can

provide opportunities for entrepreneurial activities such as selling food to workers, running water kiosks, or establishing a garden (Ipsos & GWC, 2018).

Pathways to Empowerment:

As women increase their income, they can contribute more to the household income, enabling greater control of assets and decision-making power within the household (Roy, Haque, Jannat, Ali, & Khan, 2017; [United Nations, 2006](#)). This greater participation can lead to increased confidence (Ipsos & GWC, 2018) and respect for women across the household and the community (Ipsos & GWC, 2018; Raj, 2018).

The participation of women in income-generating activities can also shift their role in the household and the community (Ipsos & GWC, 2018).

Strength of Evidence for Pathway

Some empirical evidence
Some qualitative Ipsos evidence
Some statistically significant Ipsos evidence

(Part B)

Direct Impacts:

Decrease in water expenses leads to cost savings (Ipsos & GWC, 2018).

Women and Water Impacts:

Since women are often responsible for supplying the household with water, the cost savings is more applicable to the finances they have and manage. Literature based in South Asia suggests that pay-for-water systems disproportionately affects poor women (Sweetman, 2017).

Pathways to Empowerment:

With cost savings, women may have more discretionary income and thus, control over more of the household finances (Ipsos & GWC, 2018). This allows women to have greater control and decision-making power within the household and the community ([UN, 2016](#)).

Strength of Evidence for Pathway:

Some qualitative Ipsos evidence

(Part C)

Direct Impacts:

Farmers have the skills and time necessary to produce agricultural yields for the community. Increases in productivity, due to increased WASH access, result in income generation for households who work in the agricultural sector ([Pender, Jagger, Sserunkuuma, and Ssali, 2003](#)).

Women and Water Impacts:

Increased productivity in women farmers, especially in areas typically dominated by men, results in higher levels of income generation (WADA, Nigeria WOFAN). Larger yields positively impact their autonomy over production and decisions related to agriculture.

Additionally, sustainable agriculture allows the livestock under women's domain to have better success rates, giving additional economic security and control to women (Ipsos & GWC, 2018).

Pathways to Empowerment:

As women increase their income, they can contribute more to household income, enabling greater control of assets and decision-making within the household (Roy, Haque, Jannat, Ali, & Khan, 2017; [United Nations, 2006](#)). This position of greater participation can lead to increased confidence (Ipsos & GWC, 2018) and respect for women (Ipsos & GWC, 2018; Raj, 2018).

Strength of Evidence for Pathway:

Some qualitative Ipsos evidence

6. Safety and Security

Direct Impacts:

An increase in WASH access, especially when located in a thoughtful place within a community, will decrease the distance people must travel. Traveling less frequently or at less dangerous times decreases the likelihood of harassment or violence to occur in transit ([Millennium Project Task Force, 2005](#)). In addition, safely managed sanitation facilities can provide additional privacy, improving the quality of MHM and potentially reducing harassment (WADA Nigeria).

Women and Water Impacts:

Women face gender-based harassment and violence when they openly defecate or urinate. In addition, there is a cultural element of shame associated with women's menstruation and bathroom needs (Burt, Nelson, & Ray, 2016; Sommer et al., 2016). Safely managed WASH access allows women to use sanitation services privately, decreasing their exposure to harassment and violence (Burt, Nelson, & Ray, 2016).

Decreases in distance traveled to access water may also reduce the likelihood of gender-based violence or attacks on women in cases where facilities are remote (Ipsos & GWC, 2018). (Continued on page 48)

EVIDENCE

Pathways to Empowerment:

A decrease in harassment and violence can lead to an increase in freedom of movement, which allows more opportunities to participate in education, income generation, and leadership opportunities ([Empower Women. "Freedom of Movement and Women's Economic Empowerment." February 2016](#)), and may increase self-esteem and confidence (Ipsos & GWC, 2018).

Decrease in harassment and violence may also lead to decreased fear and a reduction in stress, increasing the ability for women to participate in the community.

Strength of Evidence for Pathway:

Some empirical evidence
Strong qualitative Ipsos evidence
Some statistically significant Ipsos evidence

7. Leadership and Skills

Direct Impacts:

Through participation in water-related organizational activities, such as in education (i.e. WASH training) or in community capacity building (i.e. water user committees), community members have the opportunity to take on leadership roles and learn new skills. It also provides the opportunity for those that have been trained to teach others; learning new skills, taking on leadership roles, and interacting with communities in a different way (WADA Nigeria).

Women and Water Impacts:

The purposeful inclusion of women and girls in WASH and water intervention leads to skill development and leadership opportunities for them within the community (WADA Burundi, WADA Zambia). Inclusion of women in WASH also enhances women's access to and control over their actions, their time, their income, and their families (WADA Nigeria).

Pathways to Empowerment:

Through skills and leadership positions related to WASH and water interventions, women gain a greater voice and opportunity for leadership development. Many times women use their newfound empowerment to become visible leaders in the community (WADA Zambia; UN, 2006). This visibility as a leader also increases their power within their households (WADA Nigeria) and community (UN, 2006). Increased overall gender equity results from

breaking down taboos against women's control over resources ([van Koppen, Moriarity, & Boelee, 2006](#)).

Strength of Evidence for Pathway:

Some qualitative Ipsos evidence
Strong statistically significant Ipsos evidence

8. Shifting Roles and Norms

Pathways to Empowerment:

As community dynamics change and women take on new roles with their new time, education, skills, and training, the way that traditional gender norms and roles are viewed by society begins to change.

Decreased harassment and violence against women derives from being water and/or household specific to the community level when women are respected and not harassed (Ipsos & GWC, 2018).

As women are mainstreamed into jobs or roles traditionally held by men, they are able to advocate for their needs and the needs of their children. This shifts perceptions of what women are capable of while simultaneously shifting norms around the inclusion of women in non-domestic work efforts (Ipsos & GWC, 2018). New gender norms are established surrounding the acceptability of women in non-domestic work, but also the inclusion of women in the planning of future community sustainability efforts (Ipsos & GWC, 2018).

Women are proactively making their needs known in areas previously not under their control. This illustrates the continual shift in gendered power dynamics (Ipsos & GWC, 2018).

Strength of Evidence for Pathways:

Some qualitative Ipsos evidence
Some statistically significant Ipsos evidence

Bibliography and Recommended Resources

A list of sources and recommended resources can be found [here](#).

QUICK GUIDE 1:

Identifying Metrics

This quick guide is designed to help you find the output and outcome indicators and metrics you need to build a case for support for your work.



Step 1: Identify Your Activities

Identify the activities in your current programming.



Step 2: Record Your Impacts

List your direct impacts under each activity.



Step 3: Find Your Pathways

Identify common Pathways to Empowerment to find meaningful indicators and metrics.

STEP 1: IDENTIFY YOUR ACTIVITIES

Start with the activities your organization is already doing and find ways to maximize and communicate them. First, read through the Activities chapters on Pages 4 through 8, categorized by Water, Sanitation, & Hygiene Access, Training & Behavior Change, Community Capacity Building, and Sustainable Agriculture. Record any activities in your organization's current programming on the Activity lines below.

Water, Sanitation, & Hygiene Access

- Activity 1: _____
- Activity 2: _____
- Activity 3: _____
- Activity 4: _____
- Activity 5: _____

Training & Behavior Change

- Activity 1: _____
- Activity 2: _____
- Activity 3: _____
- Activity 4: _____
- Activity 5: _____

Community Capacity Building

- Activity 1: _____
- Activity 2: _____
- Activity 3: _____
- Activity 4: _____
- Activity 5: _____

Sustainable Agriculture

- Activity 1: _____
- Activity 2: _____
- Activity 3: _____
- Activity 4: _____
- Activity 5: _____

QUICK GUIDE 2: Expanding Programs

Find new ways to make an impact that align with your mission and resources.



Step 1: Identify your Impacts

Select 1-3 statements on the checklist below that most closely align with your organization's mission and current programming.

Pathway	Impact Statement
	Improve the health of women and girls.
	Improve cleanliness in households.
	Give women and girls more time to spend on education.
	Help women and girls participate in community/social activities.
	Help women and girls generate income.
	Help women and girls participate and achieve in school.
	Help women and girls save time.
	Increase agricultural or pastoral yield.
	Work toward increased food security.
	Foster good nutrition.
	Give women and girls more decision-making power in the household and/or community.
	Foster self-efficacy, confidence, and future orientation ¹ .
	Help shift cultural norms around the role of women and girls.
	Give women and girls more control over how they spend their time.
	Help women and girls expand or find new income-generating activities.
	Help women and girls save costs.
	Help women and girls gain ownership/control over assets or credit.
	Help women and girls gain control over their own income.
	Decrease threat of harassment in addition to incidence of harassment against women and girls.
	Help women and girls feel free and safe in their homes and communities.
	Increase respect for women and girls in their homes and communities.
	Help women and girls to hold leadership roles.
	Help women and girls learn new skills.

¹ Future orientation is defined as the degree to which delayed gratification and planning for the future are valued over short-term gains.

Pathways to Empowerment: Symbol Key

1 	2 	3 	4 	5 	6 	7 	8 
HEALTH	FOOD SECURITY & NUTRITION	EDUCATION	TIME SAVINGS	INCOME	SAFETY & SECURITY	LEADERSHIP & SKILLS	SHIFTING ROLES & NORMS



Step 2: Explore the Pathways

Which Pathway symbols are most common in your selected statements? Explore those Pathway chapters to get more information about the impacts, indicators, and metrics you can utilize to implement and measure success.



Step 3: Expand Your Programs

Note the activities and page numbers listed in your chosen Pathway chapters that most closely align with your organization's capacity and resources. From here, you can read about those activities on the corresponding pages and consider adding them to your current programming.

Activity:

Page Number:
