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GENDER NEEDS ASSESSMENT



SEPTEMBER 2005

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ESP team facilitates the community group discussion on gender issues in Bukum Village, Sibolangit Sub district, Deli Serdang District, North Sumatra.

GENDER NEEDS ASSESSMENT

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LIST OF ACRONYMS

ADS	Administrative Directives System
BAPPEDA	Development Planning Agency (can be at National, Regional or District levels)
BHS	Basic Human Services
CBO	Community-Based Organizations
CLA	Community Livelihood Assessment
COP	Chief of Party
DEWATS	Decentralized Wastewater Treatment Systems
DKI Jakarta	<i>Daerah Khusus Ibukota Jakarta (Jakarta Special Province)</i>
ESF	Environmental Services Finance
ESP	Environmental Services Program
FGD	Focus Group Discussion
GNA	Gender Needs Assessment
H+H	Health and Hygiene
HSP	Health Services Program
LGSP	Local Government Support Program
M/F	Male/Female
MMC	Multi-Media Campaign
NGO	Non-Governmental Organization
NRM	Natural Resources Management
PDAM	<i>Perusahaan Daerah Air Minum</i> (Local Government-Owned Drinking Water Company)
PERPAMSI	<i>Persatuan Perusahaan Air Minum Seluruh</i> (Association of Indonesian Water Companies)
PKK	Family Welfare Movement
PMP	Performance Monitoring Plan
PM	Project Management
PO	Program Objective
POC	Public Outreach and Communication
PSW	<i>Pusat Studi Wanita</i> (Center of Women's Studies)
SD	Services Delivery
SO	Strategic Objective
SWS	Safe Water Systems Project
TOT	Training of Trainers
UNDP	United Nations Development Program
UNIFEM	United Nations Development Fund for Women
USAID	United States Agency for International Development
WILD	Women Institutions for Local Development
WILLOWS	Women Institutions for Local Leadership of Water Services
WATSAN	Water and Sanitation
WSM	Watershed Management and Biodiversity Conservation

EXECUTIVE SUMMARY

From August 15-31, 2005, a four-person team (Diamond, Lestari, Pooroe Utomo and Douren) conducted a gender needs assessment (GNA) for the USAID-funded Environmental Services Program (ESP)¹ based on document review and individual and group interviews with ESP staff, partners, communities and gender experts. The complete list of our informants is supplied in Appendix 2. The objectives of the GNA were to produce recommendations to strengthen the three core ESP components from a gender perspective and to begin building staff capacity in gender mainstreaming by conducting the GNA with the participation of ESP staff and partners.

¹ Dr. Nancy K. Diamond, a gender and water specialist consults for ESP sub-contractor, Social Impact, Inc. Alifah Sri Lestari (Participatory Monitoring and Evaluation Specialist) and Nona Pooroe Utomo (Health Communications Director) are full-time ESP staff. Dr. Evi Douren (Health Communications Specialist) was a short-term technical assistance member of the the ESP team and completed her work with ESP in September 2005. Lestari comes from the Indonesian NGO sub-contractor, FIELD Indonesia; Pooroe Utomo represents the international sub-contractor, John Hopkins University/Center for Communication Program.

RECOMMENDATIONS

Recommendations for On-Going Gender Mainstreaming by Topical Teams

Watershed Management	Service Delivery	Finance	Project Management
<ul style="list-style-type: none"> • GIS with social information • Socializing ESP to women • Social/gender community analysis • Invitation process for WSM events and opportunities • Choosing PCA facilitators. • PLA TOT training topics mainstreamed • PLA community participants – socializing, facilitation • PLA tasks – add social mapping • Community prioritizing process for actions • Funding leveraged • Participants in MSF • Communications 	<ul style="list-style-type: none"> • PDAM & Customers • PDAM staff training • PDAM customer survey • PDAM customer advocacy • Disaggregating the urban poor. • CB-sanitation choices • CB-solid waste mgt. choices • Communications • Health & Hygiene • Baseline survey • Choice of water treatment • Communication/ • Campaigns 	<ul style="list-style-type: none"> • Micro-finance for women customers for PDAM hook-ups. • Gender-related criteria for grants made by conservation trust funds 	<ul style="list-style-type: none"> • TAMIS reporting changes • PMP – adapting & adding indicators • Public-Private Partner-ships • (new partners & funders) • Small Grants – guidance, criteria, review team & reporting

Cross-Component Activities

Recruiting – Gender/women’s networks and list-servs;

Personnel policies – leave, sexual harassment reporting;

Partner and Client Trainings – M/F participants, course content;

Staff Capacity Building – M/F participants, course content;

Studies – Gender issues as one variable vs. gender issues as the focus;

Cross-Project Collaboration;

LGSP – local government training on service delivery & civil society advocacy training ;

SWS – livelihood opportunities for women and women’s groups;

HSP – health as family issue, men’s roles.

Recommendations Summary by Topic

Topic	Recommendations
Topic 1: Internal Policies/ Procedures	<p>Form ESP Gender Team <i>Composition - M+W ESP staff, all teams & areas, rotating membership, performance criteria & job description.</i> <i>Tasks – draft ESP Gender Policy, develop Gender Action Plan, broaden multi-stakeholder forums, trainings, studies, grant review, communications, managing local gender consultants.</i></p> <p>Develop ESP Gender Policy & Gender Action Plan</p> <p>Use gender networks and list-serve for ESP recruiting</p> <p>Support employee professional development</p> <p>Amend leave policies and sexual harassment reporting policies</p> <p>Modify TAMIS to address gender issues</p>
Topic 2: Training	<p>Tap existing gender capacity of staff via Gender Team</p> <p>Build in-house capacity of ESP staff via Gender 201 (Refresher) and Gender 101 (Basic) trainings.</p> <p>Build ESP partner capacity via Gender 101 Training & WATSAN & WM 101 Training for Gender Experts.</p> <p>Build links between ESP and gender experts, institutions and networks.</p> <p>Add gender modules to other WSM and SD trainings, particularly process-oriented ones.</p>
Topic 3: Results Framework & the PMP	<p>Discuss and add indicators focused on advocacy skills, watershed awareness/watershed citizen identification and changes in income for upstream watershed residents, <u>disaggregated by sex.</u></p> <p>Discuss and modify various existing indicators to address gender-related issues.</p>
Topic 4: Watershed Management (WSM)	<p>Reduce gender-based logistical constraints related to women’s access to training, planning and decision-making activities.</p> <p>Systematize selection of stakeholders and communities for WSM socialization activities so that gender issues and partners are included.</p> <p>Revise invitation procedures for Multi-Stakeholder Fora so that new partners, including more women, institutions concerned with gender and health issues and those who fund women-focused activities.</p> <p>For the Community Livelihood Assessments, revise socialization process for selecting community facilitators, Mainstream gender issues into existing training modules for the Community Facilitator TOTs and add gender-sensitive social mapping and reduce gender-based impediments to women’s participation. A gender-sensitive ranking tool is needed to compare priority actions for their impacts, benefits and costs on men and women. The modules for the new Field Schools in Agro-Forestry and Health and Hygiene should mainstream gender issues and participants should include an equitable balance of men and women.</p> <p>Similar gender recommendations apply to socialization, invitation and running of the Multi-Stakeholder Boards being proposed for Protected Area Management</p> <p>The Annual Watershed Management Symposia, proceedings and proposed policy and action-related studies should include a session/discussion of relevant gender issues.</p> <p>Gender-related collaboration with LGSP could be productive in the areas of gender-sensitive service provision by local government and civil society advocacy training.</p>

Topic	Recommendations
Topic 5: Public Outreach and Communications	Continue to use focus group discussions and group interviews, segregated by sex, for audience research on topical concerns, messages, preferred language and communication channels.
	Multi-Media Campaigns – working team composition, bimonthly themes, gender-related preferences, communication channels and key messages
	Program communications – visuals, text (including success stories) for websites, newsletters, reports.
	Journalism training Methodology – enumerators (M/F), gender logistics (time of day, etc.)
Topic 6: Service Delivery	Gender mainstreaming priorities for the PDAM should focus on the gender aspects of customer service/relations and equitable opportunities for PDAM staff to attend trainings. The customer service activities include sex-disaggregated data collection for the Customer Satisfaction Survey, women’s participation in new Customer Fora, application of customer service data to other types of PDAM staff training and modifying the PERPAMSI PDAM Benchmarking Indicators.
	The sub-groups among the urban poor, including the prevalence and priorities of female-headed households, in specific target communities need to be better understood before sustainable community-based water systems options are developed and poverty tariffs are adjusted or removed.
	The success of the technology transfer of community-based wells, sanitation systems and solid waste management systems will be based on better social and gender analysis at the local level by ESP staff or partners.
	Community-based solid waste systems should be linked to income generating activities from compost or reuse of waste materials for crafts, etc., particularly for displaced people in Aceh.
	Gender-related collaboration with LGSP could be productive in the areas of gender-sensitive service provision by local government and civil society advocacy training.
	For the BHS baseline survey, at least a sample of the total households should include interviews with both men and women and some questions should collect sex and age information. Other considerations include hiring an equitable number of male and female enumerators, adapting to women’s logistical constraints and reduce bias from males being present when females are interviewed. [Note: Recommendations have already been incorporated into the baseline survey, as of Oct. 3, 2005]
	Men’s involvement in family health and hygiene should be encouraged by ESP’s Health and Hygiene and other Service Delivery activities.
	Older influential women can be effective mobilizers and role models for the younger women targeted by ESP Health and Hygiene activities.
	ESP should consider collaborating with SWS Project on the livelihood possibilities for women and women’s groups from the new bottle used for water chlorination.
	Topic 7: Environmental Services Finance
Apply best practices and lessons learned from other successful micro-lending programs that have serviced a majority of women clients.	
Topic 8: Partners	Add a checklist for analyzing potential and existing institutional partners that addresses their experience and commitment to gender mainstreaming.
	Use Central Java as an opportunity to be more strategic and analytical, from a gender perspective, about ESP partner choices.

Topic	Recommendations
Topic 9: Small Grants Management	<p>Add gender aspects to the small grants manual and to the small grants sections of the TAMIS.</p> <p>The community/partner socialization of the small grant opportunity should be broadened to include women’s NGOs and university PSWs.</p> <p>Small grant reviews should include gender criteria and Gender Team members</p> <p>Small grant awards should include: Standardized gender language in MOUs/contracts Reporting form with gender prompts Negotiate final payments to ensure gender progress Stand-alone grants for gender-related activities.</p>
Topic 10: Future Gender STTA Options & Proposed Schedule	<p>N. Diamond’s second visit should be scheduled for early in the first quarter of 2006, followed by successive annual visits timed to coincide with workplan development. The second visit should focus on the Gender 201 training, that would include formulation of the Gender Policy and Gender Plan of Action, as well as work planning for Central Java and review of the baseline survey analysis.</p> <p>Local technical assistance for the Gender 101s and other tasks should be provided by provincially-based consultants (except for West Java).</p> <p>ESP’s legacy related to gender mainstreaming for WATSAN and watershed management projects can be created via sectoral capacity building for both gender and environmental specialists, a SE Asia regional workshop on gender mainstreaming lessons learned and development of a volume of teaching case studies for other practitioners.</p>
Topic 11: Indonesian Gender Collaborators for ESP	<p>Cultivate relationships with provincial gender experts for the Gender 101 trainings and routine ESP activities involving multiple stakeholders. These individuals can come from universities or NGOs or they may be independent consultants.</p> <p>When present, involve the Bureaus and Departments of Women’s Empowerment and tap their database for women’s organizations in the provinces and/or districts.</p> <p>Increase collaboration with health professionals, including more women, for WSM and SD activities.</p> <p>In Aceh and possibly elsewhere, collaborate with Oxfam in Aceh on gender-sensitive community-mobilization for hygiene behaviors. Explore whether the revival traditional <i>bale inong</i> (village women’s platform/meeting place) can be an opportunity for SD, WSM and health & hygiene education.</p>

Workplan I. Gender Mainstreaming: Capacity Building & Central Java.

	S 05	O 05	N 05	D 05	J 06	F 06	M 06	A 06	MY 06	JN 06	JL 06	AG 06	S 06
ESP Gender Team formed with members from all Program Component & Regional Teams.	x	x											
GNA reviewed	x	x											
Gender 201 Planned with Gender Team			x	x	x								
Gender 201-implemented, (+ ESP Gender Policy and Action Plan) (Diamond TDY)					x	x							
Surveys & methodologies reviewed.	x	x											
Gender mainstreaming for CLA TOTs	x	x											
Gender module added to AI Training (Timing TBD)													
Due diligence for local Gender 101 consultants.	x	x	x	x	x	x							
Central Java Planning					x	x							
Gender 101 Planning					x	x							
First Gender 101 (TOT too)						x							
Other Gender 101s							x	x	x				
Apply gender strategies													
Diamond's TDY #3												x	

**Schedule for ESP Gender Legacy Activities:
Knowledge Management & External Capacity Building**

Workplan Year	Major Activity
1	Gender 101 – Local partners invited
2	Orientation Workshop: Gender & WSM/WATSAN 101 for Gender Specialists
3	Mid-Term Review with Gender Team, Partners and Local Gender Consultants: ESP Lessons Learned about Gender Mainstreaming
4	Regional Workshop (SE Asia): Best Practices for Gender Mainstreaming of Watershed/Water/Sanitation Projects
5	Training Case Studies Handbook on Gender Mainstreaming Best Practices

I. INTRODUCTION

From August 15-31, 2005, a four-person team (N. Diamond, A. Lestari, N. Pooroe Utomo and E. Douren) conducted a gender needs assessment (GNA) for the USAID-funded Environmental Services Program (ESP).² The objectives of the GNA were to produce recommendations to strengthen the three core ESP components from a gender perspective and to begin building staff capacity in gender mainstreaming by conducting the GNA with the participation of ESP staff and partners. The Terms of Reference can be found in Appendix I. The focus areas for GNA recommendations were as follows:

- Topic 1: Internal Policies/Procedures
- Topic 2: Training
- Topic 3: Results Framework and the PMP
- Topic 4: Watershed Management
- Topic 5: Public Outreach and Communication
- Topic 6: Environmental Service Delivery
- Topic 7: Environmental Services Finance
- Topic 8: Small Grants Program
- Topic 9. Future Gender STTA Options and Proposed Schedule
- Topic 10. Indonesian Gender Collaborators for ESP

With respect to methodology for the GNA, Diamond reviewed documents and the team conducted both individual and group interviews. ESP documents included the final proposal, Year I workplan, training materials, as well as the operating, small grants and personnel manuals. Other documents reviewed included Internet information on gender issues in Indonesia, as well as gender and water and sanitation (WATSAN) and watershed management issues in Indonesia and elsewhere.

The complete list of our informants is supplied in Appendix 2. We interviewed 39 ESP staff in Jakarta (19) and four provinces: W. Java (1), Nanggroe Aceh Darussalam (hereafter referred to as Aceh) (1), North Sumatra (11) and E. Java (7). There was insufficient time to travel to, and meet with staff from West Sumatra, East Kalimantan, North Sulawesi and West Papua Provinces. We met with teams and individuals from three program components, Watershed Management (WSM) (5 people), Service Delivery (SD) (5 people) and Environmental Services Finance (ESF) (4 people). In addition, we interviewed staff from the Program Management Unit, including Small Grants (1), Public Outreach/Communication (2), Private Sector Coordination (1), Performance Monitoring Plan (1) and the TAMIS manager (1). We also interviewed about 20 individuals associated with ESP partner NGOs. We met with about 20 gender experts and potential project partners, including staff from the Centers for Women's Studies at local universities, donor agencies, NGOs, other projects and independent consultants. In total, we met with a sample of community members from seven communities in four provinces.

² Dr. Nancy K. Diamond, a gender and water specialist, consults for ESP sub-contractor, Social Impact, Inc. Alifah Sri Lestari (Participatory Monitoring and Evaluation Specialist) and Nona Pooroe Utomo (Health Communications Director) are full-time ESP staff. Dr. Evi Douren (Health Communications Specialist) was a short-term technical assistance member of the the ESP team and completed her work with ESP in September 2005. Lestari comes from the Indonesian NGO sub-contractor, FIELD Indonesia; Pooroe Utomo represents the international sub-contractor, John Hopkins University/Center for Communication Program.

2. ACKNOWLEDGEMENTS

The ESP Gender Needs Assessment Team would like to thank the ESP staff, partners and community members that generously offered their time and perspectives related to gender mainstreaming for the ESP. The ESP team members of the GNA provided invaluable assistance in organizing all logistical details related to the field visits, as well as facilitating and interpreting community discussions. Their input made a very important contribution to the findings, conclusions and recommendations in this report.

3. GENDER FRAMEWORK FOR USAID-FUNDED ACTIVITIES

The term, *gender*, is a relational concept. It refers not simply to women or men but also to the relationship between them. The latter are known as *gender relations*. Cultures and societies define males and females differently and institutions reinforce these definitions and gender relations. Gender issues encompass men's and women's roles, relationships and learned identities and their relative opportunities, power and influence in economic, political and cultural spheres. Gender definitions and relations are not static – they vary over time and can change temporarily (e.g., during civil war) or permanently (e.g., legal reforms).

According to the Automated Directives System that serves as USAID's operational guidelines, *gender analysis* addresses the following questions:

- What are the existing gender relations (and institutions)?
- How will women and men be involved in, or affected differently by the planned policies or programs or legislation?
- How will proposed results affect the relative status of men and women?

Social science methodologies, including both rapid and participatory approaches, can be used to conduct systematic analyses of gender issues.

Gender mainstreaming refers strategies for program/policy design, implementation, monitoring and evaluation. These strategies apply data from gender analysis. They address both women's and men's concerns, experiences, barriers and strengths. According USAID's ADS, gender mainstreaming strategies need to ensure that inequality between men and women is not perpetuated in political, economic and social spheres.

4. INDONESIAN SOCIAL AND GENDER RELATIONS

4.1. INDONESIAN COMMUNITIES

The three strongest influences on Indonesian gender relations have been the state philosophy of *Pancasila*, religion and ethnicity:

- Under *pancasila*, five duties were delineated for women: loyally support her husband, take care of her household, produce future generations, raise her children properly and to be a good citizen.³ Soeharto's New Order policies related to women have sometimes been referred to as "State Ibuism" (*Ibu* being the Indonesian term for mother and women). Soeharto's state planners insisted that women's primary contribution to the nation was as a wife and mother. Mass state-controlled program, especially Dharma Wanita and the Family Welfare Movement (PKK) reinforced this version of womanhood and promoted domestically oriented skills such as cooking, sewing and nutrition for rural women.⁴ The origin of the gendered state dates to the Dutch colonial period and its introduction of the housewife/breadwinner ideology.
- The majority of Indonesians are Muslims and a range of sects are present in Islam – from quite conservative to quite liberal. Although the Koran specifies that men and women are each others' helpers, Islamic precepts have also been interpreted and invoked to justify restrictions on women's private and public behavior. In the provinces where ESP is working, three have more conservative Islamic cultures (Aceh, North Sumatra and East Java). While Aceh has adopted *sharia* (Islamic) law, women did take on some non-traditional roles during its long-running civil conflict. North Sulawesi and the upland areas of North Sumatra have a predominately Christian population and less rigid gender roles.
- East Kalimantan and West Papua have a strong indigenous cultures and these have gender relations that are different than mainstream Indonesian culture. West Papuan culture is more similar to Melanesia. Both are still patriarchal cultures. In West Sumatra, land inheritance for the Minangkabau is matrilineal but patriarchal relations dominate the social organization of communities. Women tend to have more opportunities in urban areas such as Jakarta but more formal Javanese customs and gender relations have a broad influence.

With Indonesian's recent decentralization, provincial differences appear to increasingly influence gender relations.

³ Sen, K. 1998. Indonesian women at work: reframing the subject. In: Sen, K. and M. Stivens (eds.). Gender and power in affluent Asia. Routledge, New York.

⁴ Rinaldo, R. Ironic legacy: the New Order and Indonesian Women's Groups. Outskirts: Feminism along the edge. (<http://www.chloe.uwa.edu.au/outskirts/archive/VOL10/article4.html>)

The decentralization law suggests that each region explore its own traditional and customary laws and use them as the basis for local regulations and law. In some cases, the implementation of customary law may benefit people, but, in many cases, it will put women at a disadvantage, since most customary law is rooted in strong patriarchal values. Women will be marginalized and excluded from decision-making in many areas. Women will be pushed backwards when their position and status is determined by obviously discriminatory systems. For example, in West Sumatra, where a customary law has been adopted determining that village decision-makers will consist of three parties – religious leaders, intellectuals and government officials, all of whom are understood to be men.⁵

However, even within the same province or district, there are important local differences among communities that influence gender relations. During our Gender Needs Assessment, we noticed several variables that are confirmed by the broader literature on gender issues and past experience in Indonesia:

Table 1. Local Gender Issues in ESP Communities

Variable	Gender Issues
Social diversity	Gender roles appear to be more relaxed in highly diverse multi-ethnic or multi-religion communities, such as the peri-urban community at Sunggal where women are more active. However, in more homogeneous communities, there are often long-standing social and trust relationships.
Socioeconomic class	Gender roles are often less rigid for the very rich and the very poor. Often, the poor cannot afford to restrict women's mobility since they are needed for earning family income.
Social organizations	Generally, there are very limited Community-Based Organizations (CBOs) as a result of the Suharto era's restrictions on local organizations. The primary local social organizations for men and women are either Koran or Bible reading groups or religious services. Other local organizations are farming-related ones for men and childcare groups for women.
Livelihood mix and economic levels	In fishing communities, men are often gone for several days in a row so women must take care of all household duties during those periods. Women are often involved in small-scale and commercial fish processing and also fish trading in some areas where women are traders. In farming communities, the division of labor between the sexes and adults and children varies by crop. Women are often involved in post-harvest processing and again, trading activities depend on local gender relations. Because fishing income is uneven and unpredictable, fishing family's are likely to prefer a pay-as-you-go for environmental services, rather than a monthly fee. Women in some ethnic groups (e.g., Java, Padang) more often control household finances or at least control day-to-day expenditures.
Local access to resources & property rights	Renters in peri-urban and urban areas have little control over sanitation improvements in their homes. Households with private toilets have much less incentive to become involved with communal toilet or washing facilities, unless there is insufficient water throughout the year. In peri-urban, many women are still involved in agriculture. In rural and peri-urban areas, men and women have different knowledge and uses for natural resources from common lands.

⁵ Zulminarni, N. 2002. Searching for the new Indonesia. Social Watch. Pp. 114-115.

Contact with, and influence of the outside world	Some of the husbands who are returning migrant workers from the Middle East impose more traditional gender relations upon their spouses. There were no consistent media favorites or patterns for all women or for all men, even within the same communities.
Environmental conditions	Women and men do not always have the same perceptions of environmental problems and often rank problems differently. Polluted water presents more difficulties, including greater health risks, for women than for men because of women's greater responsibility for household and childcare chores.
Mobility and Safety	Domestic violence can be exacerbated by poverty, scarce water, limited access to resources Social norms about women's mobility influence women's options for livelihood, including their roles as entrepreneurs and trading.
Gender division of labor related to water and sanitation	Although women do most of the food, water and sanitation duties, some men are involved, with varying frequency, in food prep, cooking, washing, water boiling, water purchase, kids hygiene – most commonly when women are busy or sick or pregnant or absent. widowers The gender impacts of the Aceh tsunami include much higher mortality of women than men, changing gender roles for widowed men, increased work burden on surviving women – including younger women leaving school for early marriages.

4.2. GENDER-RELATED POLICIES AND INSTITUTIONS

GOVERNMENT

There are four important government statements regarding gender mainstreaming in Indonesia⁶:

- *National Movement on the Harmonious Equal Partnership between Men and Women through a Gender Approach (1995)*. The President of the Republic of Indonesia established a framework to advance the promotion of women in national development on the basis of an equal partnership with men. The Harmonious Equal Partnership is defined as a “dynamic framework in which men and women have equal rights, obligations, positions, roles and opportunities based on mutual respect and planned with a view to promoting the role of women.”
- *Instruction of the President of the Republic of Indonesia No. 9/2000 Concerning Gender Mainstreaming in the National Development (2000)*. The instruction addresses the promotion of the position, role and qualities of women to achieve gender equality in the family, society and the nation. It instructs all government bodies to implement gender mainstreaming for planning, formulation, implementation, monitoring and evaluation of national development policies and

⁶ National Guidelines in Indonesia – Mainstreaming/Planning
(<http://www.ilo.org/public/english/employment/gems/eeo/guide/indonesi/mainstr.htm>)

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programs in accordance with their responsibilities, functions and authorities. It requires that a gender analysis be conducted, which includes:

- a) Efforts to identify the gap between men and women concerning benefits from development policies and programs;
- b) Efforts to identify and understand why gender equality and injustice exist; efforts to formulate measures that are needed to realize gender equality;
- c) Efforts to determine gender indicators to measure the effectiveness of efforts to create gender equality.

The State Minister for the Empowerment of Women is to provide technical assistance to government agencies in the implementation of gender mainstreaming and report the results to the President.

- Manual of Implementation Guidelines on Gender Mainstreaming in National Development (2002).

This manual was issued by the State Minister for the Empowerment of Women to give directions for government bodies in implementing the Presidential Instruction concerning Gender Mainstreaming in National Development. It defines “gender mainstreaming” as a strategy to achieve gender equality through the integration of male and female experiences, aspirations, needs and issues in development planning, implementation, monitoring and evaluation for policies, programs, projects and activities in various fields.

- National Development Masterplan for Women’s Empowerment (RIPNAS) 2000-2004

This Masterplan was created by the State Minister for the Empowerment of Women. Its goal is “improving the life quality of women in any strategic sectors; rising the socialization of gender equality and gender equity; eliminating any forms of violence against women; enforcement of Human Rights for women; and empowering and increasing the independence of women institutions and organizations.” There are objectives related to establishing a temporary “One Door Policy” for gender mainstreaming in all development sectors; raising the quality of women human resources; law reform and legal development; elimination of violence against women; implementing women’s human rights; directing State institutions on women’s empowerment; extending the roles and independence of women’s organizations and increase societal participation by women.

The Ministry of State for Women’s Empowerment is the national level body in charge of women’s and gender issues. Many provinces have Bureaus for Women’s Empowerment and some districts have Offices for Women’s Empowerment. With decentralization, the establishment of sub-national units are options. In general, many of these units are under-funded and staff do not always have a background or hands-on experience with gender mainstreaming. However, many do keep lists of gender-related and women-focused NGOs and CBOs within their geographic domains.

UNIVERSITIES

The Centers of Women’s Studies (PSWs) were established in the 1990s with the encouragement of the Ministry of State for Women’s Empowerment (formerly known as the

Office of the State Minister for the Role of Women). Not all universities have PSWs. Of the ones in existence, they vary considerably in their available staff, financial and physical resources and their capability to support the work of donor agencies. They have a mix of affiliated staff from different departments and set their own research agendas.

During our Gender Needs Assessment, we were able to speak with representatives from three PSWs. We visited with the directors and staff of Syiah Kuala University, Aceh; University of North Sumatra, North Sumatra and Airlangga University, East Java. Of these three, North Sumatra's PSW experience and research agenda seemed most closely aligned to ESP.

NGOs

Although women's NGOs, along with many other types of civil society organizations were suppressed during the Suharto era, they have proliferated since *reformasi*. The majority are still located in Jakarta and they seldom have national memberships or chapters. Most are focused on "traditional" issues for women such as health, livelihood, violence and trafficking and take a women-focused approach. More recent ones aim to increase women's participation in politics. A few work on environmental or agricultural issues or have done gender training for environmental NGOs. There is a dearth of expertise on watershed management and water and sanitation among women's NGOs and gender NGOs.

Among Indonesia's NGOs, gender mainstreaming experience appears to be more common for health-related NGOs and some agricultural NGOs but less frequent for environmental NGOs. Those with funding from international donors appear more likely to have been exposed to gender training or gender mainstreaming.

5. ENVIRONMENTAL SERVICES PROGRAM (ESP)

5.1. ESP OBJECTIVES

ESP is a five-year program that was developed by USAID/Indonesia in response to the Presidential Initiative of 2002 in order to improve the sustainable management of water resources. ESP's basic theme is to promote "better health through improved water resources management and expanded access to clean water and sanitation services."

ESP's geographic mandate includes five High Priority Provinces (North Sumatra, West Sumatra, East Java, West Java/Jakarta DKI and Aceh) and in three Special Concern and Imperative Areas (Balikpapan in East Kalimantan, Manado in North Sulawesi and Manokwari and Jayapura in West Papua Provinces).

5.2. ESP INTERNAL POLICIES/ PROCEDURES AND TRAINING

In its proposal, contract, first workplan and sub-contracting arrangements, ESP's primary contractor, DAI, have made significant commitments to gender mainstreaming. This commitment is supported by the USAID project managers for ESP and other Basic Health Services contractors.

There is strong commitment to this objective by senior staff and the technical staff with gender-related experience and/or training; others are supportive but unclear about how gender mainstreaming can be applied to their work.

Of the 40 staff members interviewed at five ESP locations, 8 had considerable gender mainstreaming experience and/or training and they include both senior management and technical staff (i.e., Reed, Foort, Russ, John, Alifah, Nona, Evi, Wouter). An additional 12 had been exposed to gender mainstreaming, via training or work experience and/or understood these issues to a limited extent (Erwin, Ruth, Jeffri, Aditjaya, Arman, Sabdo, Bertha, Cahyana, Balgis, Suko, Farah, Hambal). The 20 other staff that were interviewed had no prior work exposure to gender mainstreaming concepts, terminology or strategies. Staff with experience related to gender mainstreaming were in all ESP High Priority Provinces and assigned to two of the three program components, Watershed Management and Service Delivery teams. None of the Environmental Services Finance Team had prior work exposure to gender mainstreaming.

At present, ESP has no project gender policy to guide its internal operations or programs.

With respect to the gender diversity of its own staff, the prime contractor hired all men for its Chief of Party, Deputy Chief of Party, two Program Component Advisors (the third is the Deputy Chief of Party) and five Regional Advisor positions. It was not successful in its recruiting efforts for senior women professionals.

For other professional positions related to program content, there are 30 men and 11 women. The women are working in Monitoring and Evaluation (1), Health and Hygiene (4), Corporate Finance (1), Public Outreach and Communications (2) and Community-Based WATSAN (3).

The majority of ESP's support staff are female.

Recruiting for international and local advisors has been primarily through contractor or staff networks – both professional and personal. Professional women's networks and list-serves have not yet been used.

For local staff, more female than male candidates have not met the necessary English language requirements, particularly for writing skills.

Under current personnel policies, local ESP staff have little opportunity for professional development, including expanding their WATSAN- or watershed management-related background via courses or workshops or improving their English written skills.

ESP's personnel policies appear to derive from Indonesian labor laws regarding female maternity leave (three months), as well as miscarriage and menstruation leave. However, paternity and miscarriage-related leave for fathers is currently only two working days for each event and is much less than the time allowed for mothers.

Under its sexual harassment policy, ESP sets forth complaint procedures that require a woman to report incidents to a direct supervisor or the COP. Given ESP staffing patterns, this supervisor is much more likely to be a man and this may make some women quite uncomfortable and less willing to report offensive behavior.

ESP's internal Management Information System, TAMIS, only addresses gender as a workplan element under Project Management and as a sex-disaggregated indicator for events (trainings and workshops).

RECOMMENDATIONS FOR TOPIC 1: INTERNAL POLICIES/PROCEDURES

- 1.1. ESP should develop and adopt a project gender policy that sets forth ESP's expectations for staff and partners regarding innovative and flexible gender mainstreaming for project activities.⁷ Some possible commitments include diversity, democratic values and a project-wide learning orientation. (Appendix 4) ;
- 1.2. The gender policy should be accompanied by Gender Action Plan that includes objectives, activities, commitments and timelines and it would be revisited annually or semi-annually ;
- 1.3. An internal Gender Team of ESP staff, with representatives from all Program Components and Regions, should be formed to develop the ESP Gender Policy and Gender Action Plan and facilitate gender mainstreaming by all project staff. The first-year members would be those staff with prior experience with gender mainstreaming and/or gender training plus an additional member from the ESF Team. The first team may be larger than in subsequent years so that more staff are involved in formulating the Gender Policy and Action Plan and to account for possible attrition. In future years, other gender-trained staff would replace some original members and serve on a rotating basis. While there may be more meetings during the first six months, meeting should continue to be held no less than monthly after that period. Individual members would include their service on the Gender Team as part of their annual employee goals and be rated on their participation during their Performance Reviews. Leadership and oversight responsibility for the achievement of ESP's Gender Action Plan (see 1.3) should be held by either the Deputy Chief of Party or Chief of Party of ESP and formalized in the new Personnel Manual.

⁷ Example of gender policy from Oxfam:
http://www.oxfam.org.uk/what_we_do/issues/gender/policy.htm

Potential Candidates for First ESP Gender Team

Jakarta/ West Java	East Java	Aceh	North Sumatra	West Sumatra	Central Java	Total
Reed (DCOP)	Balgis(H+H)	John (RA)	Russ (RA)	Wouter (Acting RA, SGP)	TBD	
Alifah (PM)	Suko (POC)	Jeffri (SD)	Bertha (H+H)	Ika (SD)		
Foort (SD)			Cahyana (AF)			
Ruth (SD)			Hambal (WM)			
Benny (ESF)						
Sabdo (GIS)						
Nona (H+H)						
Farah (POC)						
Erwin (WM)						
Adit (AF)						
Arman (AF)						
4 women	1 woman	0 women	1 woman	1 woman		7 women
7 men	1 men	2 men	3 men	1 man		14 men

Another variant of the Gender Team could be an ESP Social Team that includes gender mainstreaming among several issues addressed on a quarterly basis by selected ESP staff from all regions. Its composition would be similar but it could focus on a number of social and process-oriented activities that cut across the three Program Components (e.g., participation and exclusion, comparing top-down and bottom-up ESP approaches, best practices for facilitation, training logistics, training, citizen advocacy, etc.) to avoid becoming overly-formulaic in approach.

There is also a need for a BHS-wide Task Force to address social and gender issues but this should be a separate body that includes one or more representatives from the ESP Gender Team.

- I.4. ESP should consider adding women's international and national professional list-servs and networks to its current recruiting activities for ESP staff positions. A list of possible networks can be found in Appendix 6 ;
- I.5. ESP may want to consider supporting employee professional development via external courses for both men and women in several areas : improving English language writing skills and enhancing understanding of gender and WATSAN/Watershed Management technical issues ;
- I.6. While their personnel policies appear to derive from Indonesian labor laws regarding female maternity leave (three months), as well as miscarriage and menstruation leave, ESP may want to consider extending a longer period of paternity and miscarriage-related leave of at least one to two weeks to fathers, rather than the two working days currently allowed for each type of event ;
- I.7. For its sexual harassment policy, ESP may want to consider amending the complaint procedures so that women staff have the option of reporting to another women staff member, who is trained in the sensitivity and confidentiality required. Current procedures require a woman to report to a direct supervisor (more likely to be a man) or the male COP ;

1.8. There are several opportunities to further customize the TAMIS program to address both gender-focused and the gender aspects of other activities, after the Gender Action Plan is developed in early 2006 for the Life of Project:

- The first TAMIS section on the the Workplan should be updated for the project-wide and regional workplans - Task Information Summary (1.1) and Regional Workplans(1.3). Also, under the ESP Workplan Task Form (1.1), a line could be added under the Implementation Coordination list to include women's NGOs and gender-related organizations.
- A gender-related prompt reminding staff to include gender results, best practices or lessons learned (or comment section) could be added to the Trip Report (1.4) and Events (1.6) section. Under the ESP Event Information forms, it would be more helpful to know the audience group for the men and women attending to improve female participation in the future. Therefore, ESP might want to consider combining the event audience and participant categories in a new matrix on the form. Besides recording the number of male and female participants, the Events form under Outputs could include a section which prompts staff to include how gender issues will be mainstreamed into the topic of the event.
- Similarly, workplan Progress Reports (2.1) could include a gender-related prompt or comment section.
- Under Activity by Partner (1.4), a code could be added to identify partners that include gender as a focus or priority activity.
- Under Technical Assistance by Activity (3.3), a new row could be added under recruitment on the STTA screen to identify SOWs that include a gender dimension and a gender focus (two categories).
- For the Small Grants Fund section, a category can be added to the Grant Proposal, Grant Management and Closeout checklist sections to identify proposals with a gender focus or a gender element or a prompt can be added to the grants comments form. The Beneficiary Type row should be disaggregated by Type and Sex. As discussed in Recommendation 5.3 below, criteria #7 should add women's empowerment and two additional gender-related criteria could be added : staff for this activity includes an equitable mix of male and female staff ; the proposal identifies specific strategies for improving opportunities for women or raising their social, economic or health status.
- Under the Approvals section, the Training Participants by Activity should be sex-disaggregated.
- For the Impacts/Results section, the ESP Performance Outcome form under Progress on Targets (6.2), a gender-related prompt/pop-up reminder could be added under the Comments Section.
- Under the Reports (7.1) section, a line could be added to the first table above Participating Partner Organiztions that asks if gender issues were addressed by the publication.
- Under the Library Resources (7.5) section, both electronic and hard copies of documents related to gender/WATSAN/Watershed management should be added.
- The Success Story section of the Task Form could include a prompt to include gender-related best practices or lessons learned.

RECOMMENDATIONS FOR TOPIC 2: TRAINING

- 2.1. For staff and local partners, ESP should initially use a two-tiered, staggered training plan to increase understanding of gender mainstreaming terminology, concepts and strategies :
 - Current staff with some gender experience should become part of the Year I Gender Team. Early in 2006, they will participate in a Gender 201 refresher course to improve their understanding of gender mainstreaming and increase their capacity to serve as trainers for the Gender 101 courses planned for other ESP staff and provincial partners. The Gender 201 course would also include development of ESP's Gender Policy and Gender Plan of Action.
 - The Year I Gender 101 courses would be prepared by representatives of the Gender Team, and the local gender consultant identified to serve each high priority province (HPP). Dr. Diamond will help to develop the first model for a Gender 101 training and provide virtual assistance as needed for other Gender 101s. These courses would be added as an extra two days for already scheduled ESP technical team meetings held in the HPPs, e.g., Service Delivery Team workplan meetings. There would be three types of Gender 101 training, one for each of the three Program Components. In addition to ESP staff, local partners working on this technical area would be invited to attend. A maximum of 25 people would attend each training. No less than one Gender 101 training should be held in each ESP high priority province during Year I and the course would be repeated as needed in future years ;.
- 2.2. To build the capacity of Indonesian gender consultants to work with WATSAN and watershed management projects and activities, ESP can play an important role by offering a once-off or repeated orientation session for provincially based gender specialists to introduce them to these types of activities and tap their expertise for current and future ESP activities ;
- 2.3. In terms of related capacity building for staff and partners, ESP could continue to offer follow-on courses on specific gender-sensitive social science tools for analyzing communities. These courses could include process skills such as facilitation, interviewing, qualitative data analysis, as well as specific tools such as social, institutional and power mapping.

5.3. ESP PROGRAMS & PARTNERS

RESULTS FRAMEWORK AND THE PMP

Although ESP has organized its work under three main Program Components (i.e., Watershed Management and Biodiversity Conservation, Environmental Services Delivery and Environmental Services Finance), it is contractually obligated to address four interrelated program objectives (POs)⁸:

1. Strengthen the capacity of communities, governments, the private sector, local institutions, and NGOs to advocate for expanded delivery of key environmental services through improved water resources and protected areas management;
2. Expand opportunities for communities, NGOs, private sector and universities to participate more effectively in local management of water resources and delivery of key environmental services;
3. Strengthen biodiversity conservation through improving understanding and appreciation for the linkage between protected and forested areas and the delivery of key environmental services; and
4. Improve the health and livelihoods of Indonesians through improved and expanded access to key environmental services (water, sanitation, solid waste) through the use of appropriate technologies, innovative financing, environmentally sustainable best practices, and sustainable market-oriented activities.⁹

Before focusing on each Program Component, it is useful to take a closer look at the elements of these four Program Objectives (PO 1 – 4) and identify the main types of social actors involved and the key social issues and gender issues.

⁸ ESP First Annual Workplan, pp. 1-2 and 1-3.

⁹ Objectives 3 and 4 include both desired ends and the means to achieve them. For example, changed knowledge and attitudes about upstream-downstream linkages are expected to lead to strengthened biodiversity conservation. Adoption of innovations (e.g., appropriate technologies, financing, environmentally sustainable best practices and sustainable market-oriented technologies) are expected to lead to improved and expanded access to key environmental services and result in improved health and livelihoods for Indonesians.

Table 2. Social and Gender Issues Related to ESP Objectives

Objectives	Social Actors	Social Issues	Gender Issues
Expanding <i>advocacy capacity</i> related to expanded delivery of key environmental services. (PO 1)	Communities Governments Private sector Local institutions NGOs	<ul style="list-style-type: none"> • How do advocacy skills and opportunities vary among sub-groups of Indonesian, e.g., urban and rural, minority groups, etc.? • What experience do Indonesian clients have related to advocating for key environmental services and how does this particular capacity vary by sub-groups? 	<ul style="list-style-type: none"> • How do advocacy skills, opportunities and barriers differ for men and women from different locations and/or ethnic groups? • Do men and women clients of environmental services have different experiences with service advocacy? • Will ESP activities increase or decrease women’s time burden and their social/political status in their communities?
Expanding <i>participation opportunities</i> for water management & environmental services delivery. (PO 2a)	Communities NGOs Private sector Universities	<ul style="list-style-type: none"> • What are the barriers to participation in water management for different social groups? • What are barriers to participation in environmental services delivery activities for different social groups? 	<ul style="list-style-type: none"> • At the community-level, what are the gender-specific barriers to women’s participation in NRM and water management activities, including planning and decision-making? • Will ESP activities increase or decrease women’s time burden and their social/political status in their communities?
Strengthened <i>biodiversity conservation</i> (PO 3a)	Unstated	<ul style="list-style-type: none"> • Who is involved in biodiversity conservation activities at the community and other levels? • Who is involved in decision-making about conservation priorities? 	<ul style="list-style-type: none"> • What are gender-specific barriers to women’s participation (both community and professional women) in biodiversity conservation activities, including planning, priority-setting and management? • Will ESP activities increase or decrease women’s time burden and their social/political status in their communities? • Will ESP activities increase or decrease women’s access to natural resources or pose an additional financial burden if there is decreased NR access?
<i>Improved understanding and appreciation</i> of the linkage between protected and forested areas and delivery of key environmental services (leading to strengthened biodiversity conservation) (PO 3b)	Unstated	<ul style="list-style-type: none"> • Will all social groups show the same level of support for biodiversity conservation once they have an increased understanding and appreciation of upstream-downstream linkages? 	<ul style="list-style-type: none"> • What are men’s and women’s current levels of understanding and attitudes about upstream-downstream linkages? • Are different messages, communication channels and incentives needed to increase men’s and women’s understanding and appreciation of upstream-downstream linkages? • Will both men and women show greater support for biodiversity conservation once they have an increased understanding and appreciation of upstream-downstream linkages?

GENDER NEEDS ASSESSMENT

Objectives	Social Actors	Social Issues	Gender Issues
<p><i>Improved health</i> (PO 4a)</p>	<p>Indonesians (in ESP work areas)</p>	<ul style="list-style-type: none"> • What are current health understandings, attitudes and behaviors for different social groups of Indonesians? • How will the understandings, attitudes and behaviors change of different social groups vary as a result of ESP activities? 	<ul style="list-style-type: none"> • What are current health understandings, attitudes and behaviors for men and women, disaggregated by age group and education? • How will men's and women's understandings, attitudes and behaviors change as a result of ESP activities?
<p><i>Improved livelihoods</i> (PO 4b)</p>	<p>Indonesians (in ESP work areas)</p>	<ul style="list-style-type: none"> • What is the current mix of livelihood activities and earnings for different social groups? • How will the livelihood mix and earnings change for men and women as a result of ESP activities? • Which social groups will have their livelihoods positively or negatively impacted by ESP activities? 	<ul style="list-style-type: none"> • What is the current mix of livelihood activities and earnings for men and for women? • How will the livelihood mix and earnings change for men and women as a result of ESP activities? • Will ESP activities increase or decrease women's economic status and time burdens?
<p><i>Improved and expanded access to key environmental services (water, sanitation, solid waste)</i> (PO 4c)</p>	<p>Indonesians (in ESP work areas)</p>	<ul style="list-style-type: none"> • For different social groups, what is their current level of access to key environmental services? • What are the access barriers for disadvantaged social groups? 	<ul style="list-style-type: none"> • What is the current level of access to key environmental services for male/couple-headed households and female-headed households? • After ESP activities, will male/couple-headed households and female-headed households have equitable access to key environmental services? If not, what are the barriers that prevent female-headed households from gaining access to newly available key environmental services?
<p>Increased use of innovations (<i>appropriate technologies, innovative financing, environment-ally sustainable best practices & sustainable market-oriented activities</i>) related to key environmental services. (PO 4d)</p>	<p>Unstated</p>	<ul style="list-style-type: none"> • For different social groups: • Is there equitable access to innovations or are some households or customers excluded by access requirements? • Is there equitable access to information about innovations? • Is there equitable access to finance needed to adopt innovations? 	<ul style="list-style-type: none"> • Is there gender-equitable access to innovations or are some households or customers excluded by access requirements? • Is there gender-equitable access to information about innovations? • Is there gender-equitable access to finance needed to adopt innovations?

GENDER NEEDS ASSESSMENT

A review of the outcomes, tasks, Subtasks and activities associated with each of the three Program Components as well as the Draft Performance Monitoring Plan suggests that three particularly important opportunities to address and monitor people-level (and gender-related) issues for the Program Objectives will not be directly addressed by ESP.

- For example, in the area of *advocacy* under PO 1 above, citizens will learn watershed planning processes in the WSM component and will then collectively request funds for community implementation activities. Some individuals will gain advocacy skills and some may be men and some will be women. However, the only indicators associated with advocacy activities for WSM measure collective success in securing funds for community-identified watershed activities.
- Similarly, for PO 3b above, the Workplan and draft PMP show no people-level indicators of *changed attitudes about watersheds by men and women*, either upstream or downstream locations. However, multiple ESP activities, beyond just Public Outreach and Communication, are directed toward this outcome.
- For PO 4a, the Workplan and draft PMP do not measure any changes in *livelihoods for men and women* as a result of ESP, even though this is part of the fourth Program Objective.

With respect to the current draft PMP, only one ESP indicator collects sex-disaggregated information. Specifically, one of the Cross-Cutting Project Management Task collects the numbers of men and women participating in ESP trainings and workshops. However, there are a number of opportunities to collect sex-disaggregated information, add a gender dimension to existing index indicators or add relevant new indicators.

RECOMMENDATIONS FOR TOPIC 3: RESULTS FRAMEWORK & THE PMP

- 3.1. In terms of new indicators, ESP should consider discussing and adding indicators focused on:
 - 3.1.1. Changes in advocacy skills for men and women;
 - 3.1.2. Changes in men's and women's awareness related to watershed functions and watershed citizen identification as a result of multiple ESP project activities (rather than just POC activities);
 - 3.1.3. Changes in men's and women's income-earning in ESP upstream watershed areas;
 - 3.1.4. Numbers of community water and sanitation committees established and trained as a result of USAID programs, with committee member training participation disaggregated by sex, for watershed and WATSAN activities;
 - 3.1.5. The percentage of household income that a household spends on water, before and after ESP activities.
- 3.2. In terms of adapting existing outcomes and indicators to better address gender-related changes and results, the following recommendations should be considered by ESP staff who have been involved in the PMP;
 - 3.2.1. The PMP indicator for # of Males/Females participating in ESP trainings and workshops (and its Performance Indicator Reference Sheet) should be amended in two ways: 1) set targets and track the percentage of female involvement in events (starting with 30% and aiming for 50% in the final project year for all but intentionally single-sex events), and 2) track male and female participants by type (e.g., NGO representatives, community

- members, government, etc.) to better understand which women attend these events and how to increase women's participation in the future. (See Recommendation 1.7, second bullet);
- 3.2.2. For ESP events involving representatives of stakeholder groups, ESP should consider tracking the participation of women's or gender NGOs as efforts are made to encourage their participation in ESP activities. ESP should identify these groups as part of a larger modification that tracks the number and type of funding partners leveraged for ESP activities;
 - 3.2.3. Data for awareness change and behavior change indicators should be sex-disaggregated and where appropriate, disaggregated by household type (female- or couple-headed households) (e.g., SD3, SD6);
 - 3.2.4. For the Performance Indicator Reference Sheets (e.g., BHS S.O.), it would be useful to add a final clause "disaggregated by sex" to the indicator in the first row and to specify males and females under the Unit of Measure. The more correct variable for disaggregation is "sex" rather than "gender" (e.g., "sex-disaggregated"). In the Performance Indicator Values matrix, it would be helpful to show separate columns for male and female;
 - 3.2.5. The Public Outreach and Communication indicators should focus on sex-disaggregated results of campaigns (e.g., awareness and behavior changes) rather than outputs numbers;
 - 3.2.6. Under Service Delivery, Indicator SD3 should be refined so that it reflects the number of clean water management practices adopted by households. For Outcome #6 SD, ESP should also monitor changes in men's involvement in the four target practices;
 - 3.2.7. Under Service Delivery, indicators for the improved sanitation systems and community-based solid waste systems should reflect the number of households benefiting from new systems;
 - 3.2.8. ESP may want to consider adding household-level indicators for Outcomes #2 and #3 under WSM so that the numbers of adopters of new land use practices are tracked;
 - 3.2.9. Under Environmental Services Finance, Outcome #7 (external funds accessed by three watersheds), it would be useful to track if the financed activities benefit mostly men, mostly women or equitable percentages of men and women;
 - 3.2.10. Gender-related index steps can be added to those outcomes tracked by a policy and other indices. For example, in Outcome #1 WSM (or Task WS3), the multi-stakeholder workshop for policy review step and the public hearing/consultation step could be modified to state that these processes should include at least 30 percent women's participation. A new element of a gender analysis of policy issues could be an additional index element. For Task WS2, the WSM forum capacity building index step could track the percentages and numbers of men and women involved in capacity building activities. The awareness campaign step should be focused on results, e.g., sex-disaggregated awareness and behavior changes;
 - 3.2.11. The Customer Satisfaction step of the PDAM index in Outcome #1 SD should be adapted to track male and female customer satisfaction;
 - 3.2.12. Step #4 of Outcome #4 SD (Small Scale Sanitation Plans) and Outcome #5 SD (Community-Based Solid Waste Systems) should be amended to read "Community group's roles are responsibilities defined, including the roles of men and women.";

- 3.2.13. For SD 2, the PDAMs and ESP should be tracking their existing and new customers by head of household (i.e., female-headed households and male or couple-headed households).

Below, the discussion below is organized by Program Component: Watershed Management (WSM), Service Delivery (SD) and Environmental Services Finance (ESF). It addresses how men and women have been involved, to date, in the activities conducted by these three components; whether the opinions, knowledge and priorities of men and women have been effectively solicited and the likely gender impacts of ESP’s approaches.

WATERSHED MANAGEMENT AND POC

To date, WSM activities have progressed at various rates in ESP’s High Priority Provinces. For the most part, these activities have fallen under Task WSM 1 (see Table 3). The discussion and recommendations below will emphasize these activities with a less intensive discussion of Tasks WSM 2 and 3:

Table 3. WSI - Development of Watershed Management

WSI-1	Identify watershed areas
WSI-2	Watershed mapping and inventory – social GIS
WSI-3	Facilitate development of multi-stakeholder watershed management forums
WSI-4	Build awareness and support for watershed management planning in targeted areas
WSI-5	Identify specific activities to support watershed management plans
WSI-6	Prepare watershed management plans
WSI-7	Assist with watershed management plan financing.

ESP staff do not always take into consideration gender-based logistical constraints for women. Both community and professional women tend to have greater responsibilities for childcare and household duties. Accordingly, long multi-day workshops that require travel from home are, by definition, likely to exclude many women. For meetings based in communities, local women may not be available at the same time as men and may prefer shorter meetings than men due to household/childcare responsibilities.

Under WSI-1, the initial determination of which watersheds to prioritize has emphasized biological and landscape criteria (e.g. presence of a biologically valuable upstream area and an operational PDAM downstream). However, social criteria come into play with regard to the amenability of the PDAM manager to reforms and local government’s interest in watershed management.

Once the watershed is selected, one WSI-1 activity involves identifying and mapping key WSM and water resource conservation stakeholders at provincial, districts and village level through field visits, discussions and basic mapping. These people, along with others invited to provincial and district socialization meetings for ESP and WSM principles, tend to also be the same institutional representatives that are later invited to join the Stakeholder Workshop (Subtask WSI-2) and the Multi-Stakeholder Watershed Management Forum activities (Subtask WSI-3). While male and female participation is supposed to be tracked and entered into the TAMIS for all ESP workshops, it is not clear if the relative participation of men and women is tracked during these initial “mapping”-related activities.

ESP staff have sought out local government technical staff or officials, NGO representatives or academics who are involved in natural resource management, biodiversity conservation

and/or resource planning issues. In Indonesia, there still tend to be many more men professionals than women involved in the environment sector, particularly in senior and technical positions. However, ESP staff have not consistently talked to, and included local representatives of the Ministry for Women's Empowerment or the Ministry of Health, representatives from the PSWs at the local universities. There has not been any special effort made to meet at an early stage with women's NGOs, CBOs or separate-sex focus groups for women and men. The consequence of these choices is that provincial, district and local women, both professionals and community members, have been seriously underrepresented at most of the initial and subsequent ESP workshops. According to ESP staff, participation by women professionals in the multi-stakeholder activities is generally no greater than 10-20 percent.

There are a number of "participatory" activities under Subtask WSI-2, including participatory planning of GIS development of watershed target areas and participatory studies and assessments but it is not clear who is participating and whether the studies and assessments have collected or used sex-disaggregated information or both men and women informants.

With respect to addressing local gender issues related to WSM, Subtasks WSI-5, WSI-6 and WSI-7 offer considerable scope because they rely heavily upon community participation. The first step is identifying and selecting communities. According to ESP staff, ESP approached some communities within the target area because ESP's partners were already working with those communities. In other situations, the communities have heard about ESP and approached ESP about participating. However, there does not appear to be a systematic process used to include or exclude communities. Gender issues within communities are not usually identified before or after the ESP Watershed Management or Agro-Forestry Specialist starts to work with a community.

After selecting communities, the next step is identifying and selecting two local facilitators for each community. It is not clear how much socialization is done by the ESP staff with both male and female community members to inform them about ESP and the new local facilitator opportunities. ESP's goal is to have one male and one female local facilitator for each community. This objective is communicated to the local mayor, as well as additional criteria. Candidates are not required to have any background or demonstrated aptitude in facilitation. However, local facilitators are required to attend a seven-day off-site training and this requirement appears to greatly restrict the participation of many women. Women's childcare responsibilities, lack of support from their husbands and families and fear of being stigmatized for traveling with an unrelated male are some of the more significant gender-related barriers for women. In some cases, young unmarried women have been nominated; in other situations, the mayor was able to convince a women's husband to support her participation and travel. Some communities have not nominated any women for their teams. Some of the ESP staff involved in this process have been reluctant to insist that teams include a male and a female. For a given watershed, female facilitators have accounted for one-third or less of the total number of facilitators.

Community facilitators travel in pairs to the TOT for training in how to facilitate a participatory community livelihood assessment focused on both livelihood development and WSM stewardship. Gender issues have not yet been mainstreamed into the curricula of the seven-day course. Because male participants in one of the workshops were discourteous to some of the female participants, a short additional module was added to the Training of Trainers (TOT) to increase participants' understanding of a few gender concepts such as the gender division of labor.

The community facilitators return to their communities to begin the participatory process with men and women community members. They provide the local mayor with the criteria for invitees. Thirty or more people are invited who have a close relation to the issues being discussed and be willing to join full assessment by committing to attend at least four of the five sessions being held during a four-week period. Sessions last one to two hours. The ESP goal is to have 30 percent women but some field staff are uncomfortable making this criteria explicit to the local mayor or making it a requirement.

During the four-week period, community members become involved in community-based data collection, selection of priority problems and actions and other community-level watershed planning activities. Data collection activities include mapping, using cameras to identify important community resource problems and walking transects of the watershed ecosystem. Some of these sessions are done in mixed-sex groups and sometimes they are done in single-sex groups. After the main issues are identified, an exercise called, “The Bamboo Bridge” is used to help participants identify their ideal watershed area (from a livelihood and ecological perspective) and the steps that they need to take to reach that ideal from their current situation. It is a structured process that helps them prioritize their problems and identify appropriate local actions that address the key problems, alleviate suffering and tap local capacity. However, it does not include any gender-related criteria for ranking problems and proposed actions. (Subtask WS2-5)

At the end of the process, each community has their assessment information as well as a list of problems, actions and their community commitments. They have also identified possible sources of funding and resources for each of their actions. Each community involved sends the facilitator pair plus one community group representative to a three-day Multi-Stakeholder Forum for their watershed. There are no standardized criteria for the qualifications or sex of the community group representative. For the first two days, they share and discuss each of their assessment results and plans.

On the final day, the Community Teams make presentations to other stakeholders, including representatives from local government, NGOs, donors and the private sector, to see who may be interested in supporting their proposed actions. While there are some donors present who may fund gender-sensitive or women-focused activities, other institutions, including private foundations, that are supportive of these gender-related activities have not typically been included in the Multi-Stakeholder Forum. There may be private sector partners, e.g., Indonesian-produced natural cosmetics (e.g., Martha Tilaar Company and Foundation) that also have an interest in sustainable women’s livelihood activities related to natural products in upper watersheds.

Most ESP watersheds have just reached the stage described above. In the next few months, ESP will have subsequent meetings with the external participants to confirm their funding/resource commitments. The community facilitators will receive addition training on a routine basis. The community facilitators will hold future planning sessions during regular intervals to work with their communities to implement activities (e.g., agro-forestry or health/hygiene Field Schools, water or sanitation pipes, cleaning irrigation canals) and revisit their plans (Subtask WS2-6). There are no plans yet for how to mainstream gender into the curricula for the new Field Schools or how to engage women in decision-making as well as free laborers for community work activities.

Tasks WS 2 (Implementation of watershed management plans) and WS 3 (Scale up and achieve national impact) present a number of opportunities for gender mainstreaming. Trainings will be held for ESP staff and partners during Year 1 on Appreciative Inquiry,

Trans-Boundary and Land Tenure Conflict Mitigation and public consultation processes for legal drafting and policy development. Partnerships will be strengthened for the Watershed Management Plans. The new multi-stakeholder boards for Protected Area Management, policy consultation and livelihood activities under Subtask WS 2-2 appear promising for including women and addressing gender issues, as do the agro-forestry and rehabilitation/restoration trainings and consultations under Subtask WS 2-3. For the latter, it will important to better understand gendered tenure relations since women, for want of secure tenure, are often using “degraded” lands and community common property for their crops or for collecting wild products or for grazing small animals.

An annual Watershed Management Symposium and proceedings has been proposed under Subtask WS3-3.

Strategies for the public outreach and communication activities that are focused on WSM topics (WS1-4) include a Conservation Awareness Campaign, as well as a regular Multi-Media Public Awareness Campaign. The Public Outreach and Communication (POC) Coordinator for each topic is expected to include a brief article or ideas for a locally driven article discussing a gender perspective on the topic. There are already plans to include a self-help women’s group involved in water supply as one of the “happy stories” for the first theme, “Water for Life.” No plans are specified yet to address gender or tailor messages or channels by sex for the Conservation Awareness Campaign but formative market research is expected to inform this campaign.

While women professionals are well-represented for ESP POC staff, there is not always gender balance in the Provincial Working Teams for the Multi-Media Campaigns. In Bandung, 10 of 25 participants are women. In Subang, 2 of 14 committee members are women. In Padang, there are no women among the five participants and there is no Working Team yet in Medan. Participants come from media-focused NGOs or are communication specialists for NGOs or are public information staff members from local government.

ESP has plans for staff and partner capacity building in POC. Journalists are one target group from partner training. Watershed management is a new topic for journalists. In general, media coverage of environmental issues has not addressed gender dimensions and more often focuses on male informants.

RECOMMENDATIONS FOR TOPIC 4: WATERSHED MANAGEMENT

- 4.1. There should be four over-arching gender-related objectives that span multiple Tasks and Subtasks:
 - Increase women’s access to watershed-related planning processes, decision-making, capacity building and livelihood opportunities;
 - Avoid increasing women’s workload;
 - Expand discussion and consideration of both men’s and women’s priority watershed issues and attitudes toward their watersheds;
 - Ensure equitable access to funding by local men and women for watershed management activities.
- 4.2. ESP staff need to actively reduce gender-based logistical constraints that reduce women’s access to training, planning and decision-making activities. For community-

- based activities, identify convenient times and locations for women and if possible, schedule separate-sex meetings or consultation prior to mix-sex meetings. Arrange for childcare to increase the participation of women with small children;
- 4.3. The field visits, discussions and basic mapping procedures used to identify and mapping key WSM/water resource conservation stakeholders at provincial, districts and village level should be more systematic and include a standard checklist that includes a substantial percentage of female informants and attention to gender issues in discussions with informants. In addition, all informants participating in workshops should be entered into the TAMIS to ensure that female informants are consulted;
 - 4.4. In initial watershed information gathering activities and identification of potential partners, ESP staff should meet with senior as well as mid-level environmental and planning professionals (to increase the likelihood of finding appropriate female staff), as well as local representatives of the Ministry for Women's Empowerment or the Ministry of Health, representatives from the PSWs at the local universities. In addition, they should identify and meet at an early stage with women's NGOs and CBOs. These institutions are all potential partners for the Watershed Management Plans. In communities contacted during initial data gathering, ESP should hold separate-sex focus groups for women and men. Informant and potential partner groups could be listed on a checklist and recorded in TAMIS;
 - 4.5. The groups and individuals identified in Recommendation 4.4. can then be added to the invitation list discussed with BAPPEDA before people are invited to the first two-day Multi-Stakeholder Forum. It is crucial that a more equitable balance of men and women, as well as those looking out for gender issues, attend this first meeting because this is where watershed problems and solutions are identified and prioritized for watershed plans;
 - 4.6. "Participatory" activities under Subtask WSI-2, including participatory planning of GIS development of watershed target areas and participatory studies and assessments, should include participation by men and women and use sex-disaggregated information and informants;
 - 4.7. When identifying and selecting communities to work with, ESP should develop a more systematic process for including or excluding communities. It would be helpful if ESP staff were trained in rapid social assessment techniques, including gender-sensitive ones, to identify major problems and opportunities;
 - 4.8. The process for selecting and training community facilitators should be modified so that more women are interested and able to participate. ESP staff should do more socializing of this opportunity through signage and face-to-face meetings where women gather, e.g. schools, clinics and nurseries. They should focus on water issues of greater interest to women, e.g., child health, rather than ecosystem aspects. ESP staff need to become more comfortable explaining to local mayors why it is important that women participate in the local facilitator team. In some situations, it may make sense for a married couple to be the local facilitator team. In other situations, older women should be approached as possible facilitators since their children are grown. On-site childcare at training events is another possibility. ESP should consider alternatives to the off-site seven-day training, including on-site intensive technical assistance, multiple day trips to training facilities or other communities without overnight stays and other options;
 - 4.9. Instead of a stand-alone module, gender issues should be mainstreamed into the curricula modules for the Community Facilitators' TOT. In particular, gender-sensitive social and power mapping tools should be part of the basic skill set of ESP staff and Community Facilitators. Ground rules for all workshops should emphasize mutual respect for other participants;

- 4.10. It is important for ESP to gain a better understanding of why female participation is low for the participatory livelihood assessment in the communities. Again, ESP staff need to become more comfortable explaining why women's participation is important and more face-to-face socialization of this opportunity is needed before the process begins. Separate single-sex groups may be helpful in some areas to increase women's comfort level and to improve the data quality for sex-disaggregated information. Differences between men's and women's perspectives should be part of the discussion in mixed sex groups;
- 4.11. The current process for prioritizing community problems and identifying appropriate actions and plans (i.e., the Bamboo Bridge Exercise) should be adapted to include gender-related criteria for ranking problems and proposed actions;
- 4.12. ESP staff should develop standardized criteria for the qualifications and compositions of the community team sent to the Multi-Stakeholder Forum. At least one woman should be on the team, either as a Community Facilitator or Community Group Representative. Again, three days may be too long for some women to be away from their homes so ESP may want to consider shortening this meeting to two days;
- 4.13. ESP should consider inviting funders of gender-sensitive or women-focused activities (e.g., donors, foundations, the private sector and NGOs) to hear about the community plans and actions during the Multi-Stakeholder Forum;
- 4.14. As ESP develops plans for the new Field Schools in agro-forestry and health/hygiene, they may want to draw from FIELD's experience with all-women Farmer Field Schools and they should weave gender into the curricula modules rather than only address gender in a stand-alone session. In particular, the gender division of labor and gendered division of the landscape (e.g., women's use of the commons and homegardens) are important concepts to include. The Gender Team and/or International Gender Advisor can support this process;
- 4.15. Future WSM trainings on Appreciative Inquiry, Trans-Boundary and Land Tenure Conflict Mitigation, public consultation processes and agro-forestry/rehabilitation/restoration should mainstream gender issues and the Gender Team and/or International Gender Advisor can support this process. Additional training may also be beneficial in gender-sensitive facilitation skills and addressing gender and culture issues;
- 4.16. When identifying members of the proposed multi-stakeholder boards for Protected Area Management, a similar set of gender-related and gender-focused partners should be considered. (See Recommendation 4.4.)
- 4.17. As part of the proposed annual Watershed Management Symposium and proceedings, ESP should consider including sessions on gender mainstreaming and watershed management and inviting Indonesian gender specialists who would like to learn more about this topic;
- 4.18. A number of policy and action-related studies are proposed under the WSM workplan (e.g., social forestry, community-based forest management, collaborative watershed management and collaborative conservation) and these topics should include a discussion of relevant gender issues;
- 4.19. ESP should consider gender-related collaborations with the USAID-funded Local Government Support Project on improving the gender-sensitivity of government service providers and improving the capacity of women's citizens and women's NGOs to advocate on behalf of WATSAN services and better watershed management. North Sumatra might be an obvious starting place for this collaboration since LGSP has already established a working relationship with the PSW at the University of North Sumatra on their assessment and monitoring and evaluation activities and the PSW has been doing gender training for local government planners in North Sumatra's districts. These activities could augment

the communication-oriented activities directed at media staff that are planned under Subtask SD6-5.

RECOMMENDATIONS FOR TOPIC 5: PUBLIC OUTREACH AND COMMUNICATION

- 5.1. ESP should continue to use focus group discussions and group interviews, segregated by sex, to identify topical concerns, messages, preferred language and communication channels
- 5.2. Because the one-year community conservation awareness campaigns for upper-watershed communities are addressing awareness and attitudes about the conservation and management of areas of high biodiversity value, ESP should establish a sex-disaggregated baseline and develop tailored messages appropriate for men and women. It may be appropriate to use a limited number of standardized questions in Neilsen-like provincial surveys on attitudes and behaviors and/or track a specific sample of upper and lower watershed households (both urban and rural) [See Recommendations 3.1 and 3.2 for gender-related recommendations for the related to the health and hygiene campaigns] ;
- 5.3. While most local women over 40 years of age are considered outside of the target group for behavior change activities, ESP may want to tap this group as behavior change promoters because of their greater confidence and ability to participate in community affairs due to their status and reduced childcare responsibilities ;
- 5.4. With respect to the Multi-Media Campaigns (MMCs) and the Provincial MMC Working Teams (composed of government representatives, journalists, NGOs and university faculty), ESP should aim to ensure gender balance by requesting suitable female participants from existing media contacts and contacting the local university PSW staff , women's/gender NGOs and the Women's Bureau (if present) to identify additional female media/information specialists. In all activities, gender-sensitive formative research should guide the choice of campaign or events and key messages for men and women;
- 5.5. As part of the planned ESP training for journalists and NGO representatives on the issues associated with the MMCs, ESP's Gender Team should be consulted on the curricula so that gender issues are addressed for the specific MMC topic being discussed. In addition, ESP POC staff should contact the local university PSW staff and women's/gender NGOs to identify additional female media/information specialists that could attend the journalists' workshop ;
- 5.6. Because newspaper inserts can be an effective way to raise awareness, ESP may want to consider submitting articles to existing gender-women focused inserts such as the Saturday women-focused insert of KOMPAS, environmental inserts (e.g., Surabaya) or sponsoring new inserts in provincial papers (e.g., Aceh Kita) to raise public awareness of the linkages between gender issues and watershed/WATSAN activities;
- 5.7. Represent women in non-traditional roles in visuals and stories. Besides gender-balanced participation concerns, it is important that POC trainings mainstream gender issues into their curricula so that both ESP publications and external publications include the perspectives of men and women and represent them visually in strategic roles.

SERVICE DELIVERY AND BEHAVIOR CHANGE INTERVENTIONS

The Service Delivery (SD) Tasks include two focused on PDAMs; three focused on community-based approaches (i.e., water, sanitation and solid waste management, respectively) and one focused on behavior change interventions related to Health and Hygiene, specifically child diarrheal diseases. (Table 4)

Table 4. Service Delivery Tasks

SD1	Improve PDAM Technical, Operational and Financial Management
SD2	Increase PDAM Financial Position
SD3	Increase Access to Clean Water
SD4	Increase Access to Improved Sanitation Systems
SD5	Increase Use of Community Based Solid Waste Systems
SD6	Reduction of Child Diarrhea Disease

Although we were unable to visit the PDAMs during the GNA, conversations with ESP staff and a review of related documents indicate several issues relevant for gender mainstreaming:

- PDAM jobs are highly sex-segregated. Men dominate senior management (i.e., Directors) and engineering positions whereas women are the majority in office-based positions such as accounting, finances, billing and customer services/relations. There are no social scientist positions associated with the PDAMs.
- To date, the PDAMs have had a weak customer service orientation. Customer surveys were conducted in the past under a former USAID project but it is not clear if both men and women from a household were both interviewed.
- Under a grant from USAEP, USAID supported women's forums organized by Persatuan Perusahaan Air Minum Seluruh Indonesia - PERPAMSI. These fora focused on PDAM customer satisfaction issues (WILD I & II). The follow-on WILLOWS (Women Institutions for Local Leveraging of Water Services) activity focused on continuing work with the fora, media activities, TOTs and regional seminars.
- PERPAMSI¹⁰ established PDAM benchmarking indicators. The people-level or household-related indicators focus on: a Customer Satisfaction Index (i.e., a number between 1 and 7 that shows the level of satisfaction by customers, assessed by survey); the population served in service area (i.e., a comparison between the total population that have access to PDAM water and the total population in the service area); the Service Area Ratio (i.e., a number that shows the percentage of the local government's population that are within the service area) and Affordability (i.e., a number showing the percentage of an average household's income that would be expended on the purchase of 10m3 of water in a month and by a household in the lowest tariff category).
- For the topic of Non-Revenue Water (Subtask SD2-1), it seems likely that different types of households may have different reasons for not paying for their water and different needs with respect to payment arrangements.

¹⁰ http://www.perpamsi.org/bms/bms_penj_inkt_eng.htm

- For activities related to encouraging and increasing piped (PDAM) water access for the urban poor (Subtask SD3-1), it is important to recognize that even the urban poor are not a homogeneous group. For example, percentage of poor female-headed households may be greater in some communities than others and these households often have less time for community activities than comparable couple-headed households. There also may be stronger social capital within long-standing homogeneous communities in comparison to those with many migrants.

For community-based activities involving wells (Subtask SD3-4), sanitation systems (Subtask SD4) and solid waste management systems (Subtask SD5), all involve behavior change on the part of communities, households and individuals. Women already tend to much more involved with water, sanitation and solid waste management activities than men but there are some variations in the gender division of labor, depending on the community, the household's socio-economic status and women's involvement in the external labor force. The wells activity involves small-scale credit for technical improvement and awareness-raising of well protection issues. The sanitation activities involve sanitation mapping within communities, introduction of household payments for sanitation system connections and services and surveys of potential customers for new centralized sewerage and wastewater treatment systems. The DEWATS sewerage systems are aimed at home-based industries, including some that involve women owners and workers (e.g., tahu/tempe production and batik companies).

During the GNA, our community interviews suggested that women are particularly interested in communal toilet issues related privacy (e.g., separating women's and men's toilets, separating washing and toilet facilities, positioning toilets away from anyone else's view) as well as cleanliness and smells (e.g., breakdown in shared cleaning arrangements, rats, flies and mosquito problems). Women and men suggested that access to communal toilets is even more important for women than men because women and girls are usually less mobile than the men who can go to town and use those public toilets for defecation purposes.

For community-based solid waste management activities (Subtask SD5), there is considerable experience, both within and outside Indonesia, on how women, women's community-based organizations and NGOs have been involved in income-earning and community-improving activities based on waste separation, composting and waste reuse. For example, the NGO Bali Fokus has local women working with rubbish generated by the tourist industry.

In Aceh, there are a number of gender issues related to the after-effects of the tsunami. For displaced peoples, their daily schedule and division of labor has been disrupted and may differ than those in non-affected Achenese communities. For example, some of the displaced women were previously involved in income-earning activities, including small enterprises related to snack-making, home-based grocery kiosks and tailoring. Their income was often used to pay children's school fees. Some of these women and girls are at increased risk for trafficking or sex work due to their economic desperation. There are a few donors and NGOs that are supporting women's livelihood activities for displaced women, including some non-traditional activities like concrete block-making by widows. Formerly employed men are now often unemployed or involved in very micro-trading activities. Because the death rate for women was much greater than for men, surviving men have often had to take on many traditionally female household and childcare duties for their families.

GENDER NEEDS ASSESSMENT

At present, the only activities oriented toward advocacy appear to be focused on media representatives (Subtask SD6-5). There do not appear to be any activities that directly provide advocacy training to men and women community members so that they can more effectively demand better environmental services from the PDAMs, private vendors or other local government providers.

With regard to the Behavior Change Interventions (Task SD6) and the other awareness raising activities mentioned in Subtask SD 4-6 and SD 3-3, there are a number of gender issues related to baseline data collection, health and hygiene (H+H) communication programs and awareness campaigns. Effective communication/awareness raising activities are based on a clear understanding of target audiences, including both males and females but also other social groups and local differences. The initial target group designated for the campaigns was mothers between the ages of 20-40. Unfortunately, this strategy leaves out men and older women who may have more influence over changes in family behaviors and who have more confidence to speak up in mixed-sex settings.

For the Focus Group Discussions (FGDs) that informed the design of the baseline survey and the communication/awareness activities, interview separate single-sex groups. ESP staff gave the criteria to either local leaders or local NGO partners. The adult informants were to be women and men between 20-40 years of age and with children under five years of age. Education levels should be not more than senior high school. Only one adult from each family could be interviewed. Neither adult was to have WATSAN project experience. Most, but not all, of the participants in the H+H FGDs conducted during the GNA met this criteria

The baseline H+H survey, to be implemented this fall in collaboration with other BHS partners, was originally designed to interview only target group women in its provincial samples rather than collect sex-disaggregated information. In addition, early drafts did not collect any information on downstream people's awareness and attitudes regarding their watershed. Age is an important variable for cross-tabulation among women and among men. The Terms of Reference for the contractor does not emphasize that equitable numbers of men and women enumerators are hired nor does it address gender-based concerns such as convenient times of day for men and women and how to reduce bias by ensuring that women's answers are not influenced by the presence of their husbands or other household and neighborhood men.

Each campaign will run for at least three months. Future topics will be the availability of clean water, solid waste management and sewage. ESP will provide posters, models for songs/dances and ideas for games with kids. Existing print materials from other projects will also be employed. ESP will collaborate with local NGOs, Community-Based Organizations or other partners such as Faith-Based Organizations. When possible, private sector/corporate support will be pursued. Activities will be focused on schools and households or religious congregants. Motivators can include the personal hygiene teachers, religious leaders and community women.

For the campaigns and other awareness raising activities, the first campaign will focus on sanitation, in particular, hand-washing with soap. Group interviews with community members indicated that for hand washing, both men and women participants who were Muslims link hand-washing with preparation for daily prayers. In addition, many participants believed that visual inspection was sufficient for determining if water or their hands were sufficiently clean. Women often causally link contaminated water to diarrheal diseases but men do not always understand this linkage. Decision-making within households varies by couple but is also influenced by the topic and the gender relations of wives and husbands.

Although women have greater responsibilities for household water, sanitation and solid waste management, they are not always empowered to change their own behavior or that of other family members, particularly when family finances are involved.

Income generation is a significant concern for peri-urban and urban women, especially those who are displaced by the tsunami in Aceh. The SWS Project is looking at how women and women's groups can earn money by selling a new type of treatment bottle that is used for water chlorination. This income-earning opportunity in Aceh should be linked with education to displaced people regarding water-borne diseases and hygiene in their camps.

RECOMMENDATIONS FOR TOPIC AREA 6: SERVICE DELIVERY & BEHAVIOR CHANGE INTERVENTIONS

- 6.1. There should be five over-arching gender-related objectives that span multiple Tasks and Subtasks:
- Increase women's access to service delivery planning processes, decision-making, capacity building and livelihood opportunities but avoid increasing women's workloads.
 - Expand men's roles in family health and hygiene.
 - Expand discussion and consideration of both men's and women's priority issues related to water, sanitation and solid waste management and watershed citizenship.
 - Ensure equitable access to funding by local men and women for community-based water, sanitation or solid waste management activities.
 - Ensure access to affordable water for poor households, including female-headed households.

The priority gender mainstreaming opportunities for the ESP's work with the PDAMs are activities associated with improving PDAM-customer relations, increasing customer satisfaction and their ability to advocate for improved PDAM services and ensuring that both male and female staff in all positions have equitable opportunities for training, including the few female staff in senior management and engineering positions. While ESP can encourage the PDAM management to work with Indonesian engineering schools to identify more female job candidates, these are civil service matters and fall beyond the scope of ESP's mandate;

- 6.2. Under Subtask SDI-3 (Improve PDAM Customer Orientation), training and dialogue around both the Customer Satisfaction Survey and Customer Forum activities should include a discussion of relevant gender issues. Sex-disaggregated baseline data from the ESP Focus Group Discussions and the BHS survey can be used to help PDAM staff develop a sex-disaggregated and gender-sensitive methodology and questions for their Customer Satisfaction Survey. For example, this might include use of a male and female enumerator team that conducts separate interviews with husbands and wives in households (e.g., the male enumerator speaks with the husband outside while the female enumerator speaks with the wife inside). Women PDAM staff are already more often working in customer relations so it may be useful to talk about how these procedures can be more gender-sensitive to male customers. In addition, ESP can help the PDAM establish Customer Fora and criteria for deciding when it is appropriate to have single-sex groups versus mixed-

sex groups. The prior WILD and WILLOWS experience should be tapped for these Fora and other customer-friendly communication activities by the PDAMs;

- 6.3. Because the customer service orientation is a very important part of PDAM's efforts to expand its base of paying customers, the gender-related issues for customer service can also be woven into other types of trainings for providers of basic environmental services (i.e., water, sanitation and solid waste) under Subtask SD 1-4;
- 6.4. For the data collection regarding Non-Revenue Water under Subtask SD 2-1, ESP should consider gender-related aspects and consult with female and male household informants to get a clearer picture of the different reasons why customers are not paying for their water. If token-using water meters are installed at the household level (as per proposed plan in Bandung), then ESP and the PDAMs should ensure that token purchase arrangements are not overly onerous for women;
- 6.5. For Subtask SD1-6 which focuses on implementing the existing PERMPASI PDAM Benchmarking program currently underway, ESP should advocate for two modifications: sex-disaggregated data collection on the Customer Satisfaction Index and segregation of female- and couple-headed households for the Affordability indicator;
- 6.6. Because the urban poor are not usually a homogeneous group, the PDAMs may need to collect more data on these communities and develop a range of options for sustainable community-based water systems. Similarly, household connection financing options for PDAM hookups (Subtask SD3-2) should also be tailored to the sub-groups among the urban poor and the needs of women customers. In addition, any dialogue related to the removal of the PDAM reduced tariff for the urban poor should involve substantial participation by those who are likely to be most affected by this change.
- 6.7. The community-based activities involving wells (Subtask SD3-4), sanitation systems (Subtask SD4) and solid waste management systems (Subtask SD5) should not be viewed as a simple matter of technology transfer. When ESP's Community-Based WATSAN advisors approach new communities, they need to be able to apply some social and gender analysis tools, tailored to the specific issue involved, in order to understand how gender relations will affect the success of their efforts, how to meaningfully involve women in decision-making as well as community labor and how to minimize negative impacts on women or men;
- 6.8. For community-based solid waste management activities (Subtask SD5), ESP SD staff should review the considerable experience, both within and outside Indonesia, on how women, women's community-based organizations and NGOs have been involved in income-earning and community-improving activities based on waste separation, composting and waste reuse. They should apply the best practices and lessons learned while developing their menu of options for pilot communities (Subtask SD5-2);
- 6.9. In Aceh, ESP may want to place a greater emphasis on solid waste management activities related to livelihoods, particularly for the men and women who have been displaced. Although there has not been much tradition of handicrafts for the tourist market in Aceh, it may be possible to work with UNIFEM, UNDP, Oxfam and others to identify new crafts that can be generated from waste reuse;

- 6.10. ESP may want to consider collaborating with LGSP on their citizen and civil society advocacy activities related to government service provision. LGSP is also interested in gender mainstreaming. Accordingly, the trainings should include men and women citizens and its content should address gender-specific barriers and opportunities related to advocacy (Subtask SD6-5);
- 6.11. ESP should ensure that the combined ESP-BHS baseline survey (and future monitoring) do not miss important opportunities to collect sex-disaggregated and other gender-related information, including gender relations and differences among men and women (e.g., socio-economic class, religion, education and age). ESP should encourage the other partners and the contractor hired to survey male partners in at least 20 percent of the survey households. For household division of labor questions, answers should be collected for different age groups of males and females. [Note : These recommendations have already been noted by the team involved in designing the survey and methodology and are being incorporated into the current, on-going process]
- 6.12. Given the women are the majority of informants for the ESP-BHS baseline survey as it stands now and the private nature of some of the questions, the contractor should be monitored by ESP staff to ensure that:
- More than half of the enumerators hired are women and their safety issues related to travel are addressed.
 - Surveys are administered at a convenient time of day and day for women.
 - Women's answers are not influenced by the presence of their husbands or other household and neighborhood men.
- 6.13. ESP, through its campaigns and other communication activities for H+H, should send messages that both men and women are responsible for family health and hygiene, as have similar campaigns related to family and community support for pregnant women. Men should be encouraged to support innovations and expenditures related to family health and hygiene. Husbands must be involved and informed in hygiene practice changes so as not to undermine their wives' efforts. Additional activities related to this approach could be a community WATSAN committee in which men and women are trained as facilitators and also gender-sensitive H+H Field Schools ESP could collaborate with HSP on these family-centric activities related to health;
- 6.14. ESP should consider adapting its behavior change strategy so that older influential women can become involved as community mobilizers. Women over 40 often have fewer childcare responsibilities and have more time available. They often have more confidence to speak up in mixed-sex settings. Although not all are over 40 years of age, one important group of potential mobilizers are the female Islamic leaders/teachers, known as ulemas. They can use their teacher role as an opportunity to educate others about H+H practices;
- 6.15. ESP should consider collaboration with the SWS Project on the livelihood aspect of women or women's groups selling new treatment bottles. This income-earning opportunity in Aceh should also be linked with education to displaced people regarding water-borne diseases and hygiene in their camps.

ENVIRONMENTAL SERVICES FINANCE

While many of the Environmental Services Finance activities are not particularly amenable to gender mainstreaming, there are two important opportunities:

- For Task FN-1, tariff restructuring activities could result in a percentage of revenues being allocated to a grant-making conservation trust for upper watershed activities.
- Under Task FN 3-1, there are proposed microfinance-related activities for household water connections, involving either banks or the water utilities as the lenders. These activities involve the same gender considerations as other micro-lending programs (e.g., use of social rather than property-based collateral for women, convenience of repayment arrangements when women are less mobile, etc.). However, in this situation, there is the added issue of revenue being used for a service rather than an activity that is income-generation. Microfinance institutions in Indonesia have considerable experience with female clients.

RECOMMENDATIONS FOR TOPIC AREA 7: ENVIRONMENTAL SERVICES FINANCE

- 7.1. For the conservation funds, the grant-making criteria and procedures discussed below in the recommendations for the ESP's Small Grant Program (Topic 10) would also apply;
- 7.2. ESP should identify the best practices and lessons learned from successful micro-lending programs with a majority of women clients and adapt these to any micro-lending program for water connections. At a minimum, the lender should be socializing the program with women-only and men-only groups, tracking the sex and head of household and repayment rate for borrowing households, minimize gender-related logistical impediments for borrowing and repaying and using the borrower/customer relationship as an opportunity for H+H and watershed education.

PARTNERS

Over the Life of the Project, ESP will work with dozens of institutional partners in a large number of communities. ESP's partner choices are very important. Sometimes these choices have been strategic and at other times, they have been opportunistic or reactive. In general, ESP staff do not always know how to systematically assess potential and current partners in regard to gender issues.

RECOMMENDATIONS FOR TOPIC 8: PARTNERS

- 8.1. In terms of assessing partner experiences and attitudes related to gender mainstreaming, ESP could develop tools and a checklist for analyzing potential and current partners. Relevant issues include:
 - Budget allocations – what types of activities are funded and who benefits (men or women)?;
 - Staff gender-sensitivity – which staff and at what level are aware of gender issues or have experience with gender mainstreaming?;

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- Decision-making – who is empowered to make decisions and what is the type and quality of decision-making participation by men and women?;
 - Leadership and membership – what is the relative involvement of men and women in organization leadership positions and membership?;
 - Occupational segregation – what is the male and female composition of staff by type and level of job?;
 - Staff training opportunities – what is the relative access to training by men and women in comparable positions?;
 - Clientele – what is the male and female composition of the organization’s clientele?;
 - Client satisfaction level with services provided – how do men and women rate their level of satisfaction with services, etc.?
- 8.2. As a new province for ESP, Central Java provides a unique opportunity to be more strategic about partner and community choices, particularly with respect to gender issues.

SMALL GRANTS MANAGEMENT

The current Small Grants Manual does not communicate ESP’s concern for gender mainstreaming, ask grant applicants to propose specific strategies for gender mainstreaming in their proposed activities or ask grantees to routinely report on gender mainstreaming activities and results.

Most grant applicants learn of the Small Grants opportunity via ESP’s provincial socialization workshops. However, the majority of the participants at these meetings are men and few women’s NGOs or representatives from university PSWs or the Boards of Women’s Empowerment.

ESP’s TAMIS for the Small Grants Program does not currently ask about gender mainstreaming proposed actions and progress.

The review process for grant proposals does not include gender-related criteria.

The small grants are intended to augment and enhance WSM and ESD activities. While it is important for grantees to take a gender mainstreaming approach, there also may be some activities that focus on women and appear to be appropriate for specific situations.

RECOMMENDATIONS FOR TOPIC 9: SMALL GRANTS MANAGEMENT

- 9.1. As a new province for ESP, Central Java provides a unique opportunity to be more strategic about partner and community choices, particularly with respect to gender issues;
- 9.2. For the next iteration of the small grants manual, ESP should consider including the new ESP Gender Policy (to be developed in early 2006). In addition, a section should be added to clarify to potential applicants and grantees that they are responsible for discussing gender issues in the technical sections of their proposals and all grant reporting ;

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- 9.3. The written materials should be reinforced verbally when special orientation sessions are done with prospective grant applicants from NGOs. The importance of addressing gender issues in small grants proposals also needs to be reinforced by ESP specialists in the regional offices ;
- 9.4. At the time that a received proposal is logged into the TAMIS, it should be noted, either in a special added section or in the comments section of the TAMIS grants area, whether or not the grant applicant has addressed gender issues in any significant way ;
- 9.5. ESP should add gender-related criteria to the standard evaluation criteria and process used by the ESP proposal review team ;
- 9.6. ESP MOUs and contracts should include standardized gender-related language, including statements reflecting the importance of using ESP funds to expand equitable opportunities for men and women to meet their practical and strategic needs, reduce gender-related impediments and minimize negative impacts on women's status and gender relations ;
- 9.7. Every proposal review team should include at least one member of the ESP Gender Team. While all ESP staff are responsible for gender mainstreaming, the Small Grants Manager and the ESP Gender Team member should have a special responsibility for ensuring that the gender aspects of the proposal are discussed in written and oral reviews ;
- 9.8. A standardized reporting cover sheet, with a specific section on gender-related results and lessons learned, could be developed to remind grantees to address gender issues. If the grantee has committed to gender mainstreaming in their proposal but made no sincere effort to mainstream gender after the second quarterly tranche, then ESP funding should be negotiated until the grantee adequately remedies this situation. At a minimum, the reporting form could ask grantees to discuss : 1) The key gender issues for their communities or areas, and 2) The strategies they will use to ensure that women have more opportunity to participate and specific actions to avoid negative impacts on women;
- 9.9. ESP should consider diversifying the ways in which it informs community members and NGOs about the ESP small grants opportunities to better inform those who do not attend the initial Watershed Management Multi-Stakeholder Forum (e.g., women and women's NGOs). Written and electronic notification of local NGO networks, including women's networks, will reach a more diverse set of prospective grant applicants;
- 9.10. It may be appropriate in some situations to fund a women-focused rather than a gender-integrated small grant. However, it is important to ensure that the women-focused activities improve women's status rather than just reinforcing the status quo. An emphasis should be placed on activities that improve women's livelihood opportunities and are environmentally friendly (e.g., recycling, compost, handicrafts using recycled materials, etc.). Similarly, in gender-integrated proposals, ESP staff should ensure that women are involved in activity decision-making and not merely providing labor while men make all decisions.

FUTURE GENDER STTA OPTIONS & PROPOSED SCHEDULE

International technical assistance in gender mainstreaming is scheduled for two Year 1 trips and an annual trip thereafter to assist with the annual workplan. The best time for Dr. Diamond's second Year 1 trip would be early in the first quarter of 2006 to take advantage of the availability of baseline survey data, facilitate the Gender 201 workshop for the Gender Team and support new ESP activities in Central Java.

None of the gender consultants that we met with during the GNA had the right mix of technical expertise and donor experience to support all ESP activities over the Life of the Project. However, there were local gender consultants that would be good choices for supporting the provincially based Gender 101s and may be good collaborators for provincial activities related to watershed management and service delivery components.

It is clear that there is not much expertise within Indonesia on gender and WATSAN and gender and watershed management activities. ESP has an opportunity to change this situation. They can build capacity in both gender and environmental professionals. They can also capture relevant gender mainstreaming lessons and best practices from ESP, other Indonesia and Southeast Asia projects.

RECOMMENDATIONS FOR TOPIC 10: FUTURE GENDER STTA OPTIONS AND PROPOSED SCHEDULE

- 10.1. In terms of future international STTA, the second visit for Dr. Nancy Diamond, Senior Gender Specialist for ESP, should take place early in the first quarter of 2006 and successive visits by Dr. Diamond will be annual. The second visit will focus on the formulation of the ESP Gender Policy and Gender Action Plan, the Gender 201 training for the ESP Gender Team, work planning for ESP activities in Central Java and a review of the baseline survey analysis. The follow-up annual visits should ideally be timed to provide gender-related input to the annual workplan.
- 10.2. Local technical assistance on gender mainstreaming (see Topic #9 below) should be sought for the provincially based Gender 101s, as well as other tasks related primarily to watershed management and service delivery components. Part of ESP's gender-related legacy for Indonesia can be to develop the water sectoral capacity of Indonesia's gender consultants in the High Priority Provinces.
- 10.3. To ensure that ESP captures its own gender mainstreaming lessons and leaves a lasting legacy for future WATSAN/Watershed Management Projects, Dr. Diamond could also work with ESP's Gender Team to help organize a Southeast Asia regional workshop on Gender Mainstreaming Lessons for WATSAN/Watershed

Management Projects in early Year 4, followed by the development of a volume of teaching case studies for those involved in designing and implementing WATSAN/Watershed Management Projects during Year 5. Additional cases could include the USAID-funded Eco-Governance Project in the Philippines and the CIDA-funded NRM project in Sulawesi (Angela Keller-Herzog) and DFID's work with Multistakeholder Forums. Additional funding should be sought from Ford Foundation (Ujwal), CIDA, DFID (Mike Harrington and Trina Groho), CIFOR, IUCN and conservation organizations, particularly related to watershed and gender issues.

INDONESIAN GENDER COLLABORATIONS FOR ESP

There is a dearth of local gender and WATSAN or watershed management experts in Indonesia. However, in each province visited, there were gender experts, either working at a local PSW or for women's NGO, that could be helpful for staff/partner gender capacity building or civil society participation in ESP activities.

Other gender-related partners can be identified with help from the local Bureaus and Departments of Women's Empowerment have a database of women's organizations.

More women professionals are associated with provincially based health ministries and NGOs that may have an interest in ESP's watershed management, service delivery and health and hygiene activities.

In Aceh, Oxfam has two gender specialists on staff (i.e., one for mainstreaming and one for monitoring and evaluation) and they work extensively with local NGOs. They have also conducted gender trainings with NGOs and trained gender trainers from these organizations.

In Aceh, the Balaisyura Association, that formed from the Aceh All Women's Congress, is interested in reviving the Bale Inong institution of a village-level women's platform for women's meetings. This traditional institution and local infrastructure may be an effective way to help ESP reach women.

RECOMMENDATIONS FOR TOPIC 11: INDONESIAN GENDER COLLABORATORS FOR ESP

- 11.1. Because ESP's work is primarily focused in Indonesia's provinces, they should cultivate relationships with local (provincially based) gender experts for the Gender 101 trainings and also other routine ESP activities such as community-based watershed planning and WATSAN, as well as the multi-stakeholder forums for watershed management ;
- 11.2. Depending on the province, appropriate experts with relevant experience can be found at the local university PSW, development NGOs, gender NGOs and/or individual consultants. As discussed previously, Alifah. Lestari and Nona Pooroe Utomo should follow up with selected experts contacted during the Gender Needs Assessment, as well as additional consultants referred by others. (Appendix 3 & 4). Final selection will be made during N. Diamond's next TDY.

Table 5. Possible Local Consultants for Gender 101 Training

Jakarta/ West Java	Yanti Muchtar – Director, Kapal Perempuan
North Sumatra	Sri Emiyati – Director, PSW Univ. of North Sumatra
Aceh	Oxfam gender experts, possibly the local NGO-based gender trainers recommended by Oxfam.
East Java	TBD
All	Possibly involve multi-provincial alumni of Kapal Perempuan gender training for environmental staff of NGOs.

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- 11.3. Where they are present, the Bureaus and Departments of Women's Empowerment have a database of women's organizations. They may be helpful partners for Watershed Management and Service Delivery activities.
- 11.4. In its regional work, ESP should reach out to more women professionals who are associated with provincially based health ministries and NGOs that may have an interest in ESP's watershed management, service delivery and health and hygiene activities.
- 11.5. ESP and Oxfam should consider collaborating in Aceh and possibly other ESP regions on gender-sensitive community mobilization for hygiene behavior. ESP will benefit from Oxfam's institutional infrastructure, gender sensitivity and its relationships with local NGO partners, community organizations and the Ministry of Health.
- 11.6. ESP's Service Delivery Team and the ESP Aceh Regional Coordinator should meet with the Balaisyura Association to see if there are ways for ESP to collaborate with their revival of the Bale Inong institution for community-based WATSAN activities.

6. SCHEDULES

Table 6. Workplan I Gender Mainstreaming: Capacity Building & Central Java

	S 05	O 05	N 05	D 05	J 06	F 06	M 06	A 06	M 06	J 06	JL 06	A 06	S 06
ESP Gender Team formed with members from all Program Component & Regional Teams.	x	x											
GNA reviewed	x	x											
Gender 201 Planned with Gender Team			x	x	x								
Gender 201- implemented, (+ ESP Gender Policy and Action Plan) (Diamond TDY)					x	x							
Surveys & methodologies reviewed.	x	x											
Gender mainstreaming for CLA TOTs	x	x											
Gender module added to AI Training (Timing TBD)													
Due diligence for local Gender 101 consultants.	x	x	x	x	x	x							
Central Java Planning					x	x							
Gender 101 Planning					x	x							
First Gender 101 (TOT too)						x							
Other Gender 101s							x	x	x				
Apply gender strategies													
Diamond's TDY #3												x	

Table 7. Schedule for ESP Gender Legacy Activities: Knowledge Management and External Capacity Building

Workplan Year	Major Activity
1	Gender 101 – Local partners invited
2	Orientation Workshop: Gender & WSM/WATSAN 101 for Gender Specialists
3	Mid-Term Review with Gender Team, Partners and Local Gender Consultants: ESP Lessons Learned about Gender Mainstreaming
4	Regional Workshop (SE Asia): Best Practices for Gender Mainstreaming of Watershed/Water/Sanitation Projects
5	Training Case Studies Handbook on Gender Mainstreaming Best Practices

7. CONCLUSION

Table 8. On-Going Gender Mainstreaming by Topical Team

Watershed Management	Service Delivery	Finance	Project Management
• GIS with social info	<u>PDAM & Customers</u>	• Micro-finance for	• TAMIS reporting

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<ul style="list-style-type: none"> • Socializing ESP to women • Social/gender community analysis • Invitation process for WSM events and opportunities • Choosing PCA facilitators. • PLA TOT training topics mainstreamed • PLA community participants – socializing, facilitation • PLA tasks – add social mapping • Community prioritizing process for actions • Funding leveraged • Participants in MSF • Communications 	<ul style="list-style-type: none"> • PDAM staff training • PDAM customer survey • PDAM customer advocacy • Disaggregating the urban poor. • CB-sanitation choices • CB-solid waste mgt. choices • Communications <p><u>Health & Hygiene</u></p> <ul style="list-style-type: none"> • Baseline survey • Choice of water treatment • Communication/ Campaigns 	<p>women customers for PDAM hook-ups.</p> <ul style="list-style-type: none"> • Gender-related criteria for grants made by conservation trust funds 	<p>changes</p> <ul style="list-style-type: none"> • PMP – adapting & adding indicators • Public-Private Partner-ships • (new partners & funders) • Small Grants – guidance, criteria, review team & reporting
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Cross-Component Activities

Recruiting – Gender/women’s networks and list-servs

Personnel policies – leave, sexual harassment reporting

Partner and Client Trainings – M/F participants, course content

Staff Capacity Building – M/F participants, course content

Studies – Gender issues as one variable vs. gender issues as the focus

Cross-Project Collaboration

LGSP – local government training on service delivery & civil society advocacy training

SWS – livelihood opportunities for women and women’s groups

HSP – health as a family issue, men’s roles

Table 9. Recommendations Summary by Topic

Topic	Recommendations
Topic 1: Internal Policies/ Procedures	Form ESP Gender Team <i>Composition - M+W ESP staff, all teams & areas, rotating membership, performance criteria & job description.</i> <i>Tasks – draft ESP Gender Policy, develop Gender Action Plan, broaden multi-stakeholder forums, trainings, studies, grant review, communications, managing local gender consultants.</i>
	Develop ESP Gender Policy & Gender Action Plan
	Use gender networks and list-serve for ESP recruiting
	Support employee professional development
	Amend leave policies and sexual harassment reporting policies
	Modify TAMIS to address gender issues
	Topic 2: Training
Build in-house capacity of ESP staff via Gender 201 (Refresher) and Gender 101 (Basic) trainings.	
Build ESP partner capacity via Gender 101 Training & WATSAN & WM 101 Training for Gender Experts.	
Build links between ESP and gender experts, institutions and networks.	
Add gender modules to other WSM and SD trainings, particularly process-oriented ones.	
Topic 3: Results Framework & the PMP	Discuss and add indicators focused on advocacy skills, watershed awareness/watershed citizen identification and changes in income for upstream watershed residents, disaggregated by sex.
	Discuss and modify various existing indicators to address gender-related issues.
Topic 4: Watershed Management (WSM)	Reduce gender-based logistical constraints related to women’s access to training, planning and decision-making activities.
	Systematize selection of stakeholders and communities for WSM socialization activities so that gender issues and partners are included.
	Revise invitation procedures for Multi-Stakeholder Fora so that new partners, including more women, institutions concerned with gender and health issues and those who fund women-focused activities.
	For the Community Livelihood Assessments, revise socialization process for selecting community facilitators, Mainstream gender issues into existing training modules for the Community Facilitator TOTs and add gender-sensitive social mapping and reduce gender-based impediments to women’s participation. A gender-sensitive ranking tool is needed to compare priority actions for their impacts, benefits and costs on men and women. The modules for the new Field Schools in Agro-Forestry and Health and Hygiene should mainstream gender issues and participants should include an equitable balance of men and women.
	Similar gender recommendations apply to socialization, invitation and running of the Multi-Stakeholder Boards being proposed for Protected Area Management
	The Annual Watershed Management Symposia, proceedings and proposed policy and action-related studies should include a session/discussion of relevant gender issues.
	Gender-related collaboration with LGSP could be productive in the areas of gender-sensitive service provision by local government and civil society advocacy training.

Topic	Recommendations
<p>Topic 5: Public Outreach and Communications</p>	Continue to use focus group discussions and group interviews, segregated by sex, for audience research on topical concerns, messages, preferred language and communication channels.
	Multi-Media Campaigns – working team composition, bimonthly themes, gender-related preferences, communication channels and key messages
	Program communications – visuals, text (including success stories) for websites, newsletters, reports.
	Journalism training
	Methodology – enumerators (M/F), gender logistics (time of day, etc.)
<p>Topic 6: Service Delivery</p>	Gender mainstreaming priorities for the PDAM should focus on the gender aspects of customer service/relations and equitable opportunities for PDAM staff to attend trainings. The customer service activities include sex-disaggregated data collection for the Customer Satisfaction Survey, women’s participation in new Customer Fora, application of customer service data to other types of PDAM staff training and modifying the PERPAMSI PDAM Benchmarking Indicators.
	The sub-groups among the urban poor, including the prevalence and priorities of female-headed households, in specific target communities need to be better understood before sustainable community-based water systems options are developed and poverty tariffs are adjusted or removed.
	The success of the technology transfer of community-based wells, sanitation systems and solid waste management systems will be based on better social and gender analysis at the local level by ESP staff or partners.
	Community-based solid waste systems should be linked to income generating activities from compost or reuse of waste materials for crafts, etc., particularly for displaced people in Aceh.
	Gender-related collaboration with LGSP could be productive in the areas of gender-sensitive service provision by local government and civil society advocacy training.
	For the BHS baseline survey, at least a sample of the total households should include interviews with both men and women and some questions should collect sex and age information. Other considerations include hiring an equitable number of male and female enumerators, adapting to women’s logistical constraints and reduce bias from males being present when females are interviewed. [Note: Recommendations have already been incorporated into the baseline survey, as of Oct. 3, 2005]
	Men’s involvement in family health and hygiene should be encouraged by ESP’s Health and Hygiene and other Service Delivery activities.
	Older influential women can be effective mobilizers and role models for the younger women targeted by ESP Health and Hygiene activities.
	ESP should consider collaborating with SWS Project on the livelihood possibilities for women and women’s groups from the new bottle used for water chlorination.
<p>Topic 7: Environmental Services Finance</p>	Apply the small grants management recommendations (Topic 9 below) to the grant-making activities of the new conservation funds created via the PDAM tariff restructuring.
	Apply best practices and lessons learned from other successful micro-lending programs that have serviced a majority of women clients.
<p>Topic 8: Partners</p>	Add a checklist for analyzing potential and existing institutional partners that addresses their experience and commitment to gender mainstreaming.
	Use Central Java as an opportunity to be more strategic and analytical, from a gender perspective, about ESP partner choices.

Topic	Recommendations
Topic 9: Small Grants Management	<p>Add gender aspects to the small grants manual and to the small grants sections of the TAMIS.</p> <p>The community/partner socialization of the small grant opportunity should be broadened to include women's NGOs and university PSWs.</p> <p>Small grant reviews should include gender criteria and Gender Team members</p> <p>Small grant awards should include: Standardized gender language in MOUs/contracts Reporting form with gender prompts Negotiate final payments to ensure gender progress Stand-alone grants for gender-related activities.</p>
Topic 10: Future Gender STTA Options & Proposed Schedule	<p>N. Diamond's second visit should be scheduled for early in the first quarter of 2006, followed by successive annual visits timed to coincide with workplan development. The second visit should focus on the Gender 201 training, that would include formulation of the Gender Policy and Gender Plan of Action, as well as work planning for Central Java and review of the baseline survey analysis.</p> <p>Local technical assistance for the Gender 101s and other tasks should be provided by provincially-based consultants (except for West Java).</p> <p>ESP's legacy related to gender mainstreaming for WATSAN and watershed management projects can be created via sectoral capacity building for both gender and environmental specialists, a SE Asia regional workshop on gender mainstreaming lessons learned and development of a volume of teaching case studies for other practitioners.</p>
Topic 11: Indonesian Gender Collaborators for ESP	<p>Cultivate relationships with provincial gender experts for the Gender 101 trainings and routine ESP activities involving multiple stakeholders. These individuals can come from universities or NGOs or they may be independent consultants.</p> <p>When present, involve the Bureaus and Departments of Women's Empowerment and tap their database for women's organizations in the provinces and/or districts.</p> <p>Increase collaboration with health professionals, including more women, for WSM and SD activities.</p> <p>In Aceh and possibly elsewhere, collaborate with Oxfam in Aceh on gender-sensitive community-mobilization for hygiene behaviors. Explore whether the revival traditional <i>bale inong</i> (village women's platform/meeting place) can be an opportunity for SD, WSM and health & hygiene education.</p>

APPENDICES

- APPENDIX 1: TERMS OF REFERENCE FOR GENDER NEEDS ASSESSMENT
- APPENDIX 2: LIST OF CONTACTS
- APPENDIX 3: GENDER AND OTHER CONTACTS, ADDITIONAL RESOURCES
- APPENDIX 4: OXFAM'S GENDER POLICY
- APPENDIX 5: SOW ELEMENTS FOR GENDER 101 CONSULTANTS
- APPENDIX 6: WOMEN'S LIST-SERVS & NETWORKS FOR ESP RECRUITING
- APPENDIX 7: GENDER MAINSTREAMING SUGGESTIONS FOR THE PROVINCIAL COMMUNITY LIVELIHOOD ASSESSMENT TOTs

APPENDIX I: TERMS OF REFERENCE FOR GENDER NEEDS ASSESSMENT

Introduction

The Environmental Services Program (ESP) works with Indonesian government, private sector, NGOs, community groups and other stakeholders to promote better health through improved water resources management and expanded access to clean water and sanitation services. For fifty-eight months, ESP activities will be focused on five High Priority Integrated Provinces: North Sumatra, West Sumatra, East Java, West Java and Jakarta. ESP also supports a limited set of activities in four Special Imperative Areas: Balikpapan, Manado, Manokwari and Jayapura.

With the Mobilization well underway and the initial work plan completed, ESP is now well-positioned to take its initial steps to mainstream gender issues and promote gender equity across its portfolio of activities. To initiate the development of strategy for gender mainstreaming of ESP Program, a needs assessment will be conducted with support from sub-contractor, Social Impact, Inc. The first stage of the gender needs assessment will identify relevant gender issues for the ESP project and recommend strategies to promote gender equity within ESP activities.

Objectives

- To conduct a gender needs assessment with the participation of ESP staff and partners;
- To produce recommendations which strengthen the three core ESP components from a gender perspective.

Outputs

By the end of the gender needs assessment, the consultant will produce the following recommendations:

- Internal ESP policies and structures for staff that support gender mainstreaming across diverse project activities;
- Training options on gender mainstreaming that are tailored for different sub-groups of staff and partners and tap the expertise of ESP staff with gender experience;
- Options for the baseline surveys (e.g., clean water-related public health issues) which ensure that address gender issues, collect sex-disaggregated data and women informants are reached;
- Gender dimensions of the Results Framework and Performance Monitoring Plan;
- Gender mainstreaming strategies for the criteria and management of the grants and sub-contracts related to improved and expanded environmental services delivery;
- Gender mainstreaming strategies for public outreach and communication activities;
- Gender mainstreaming strategies for participatory planning and decision-making activities, as well as skills development and behavior-change activities;
- Future technical assistance options related to gender mainstreaming and a proposed schedule for international and local STTA;
- Identification of Indonesian gender experts, national and provincial-level, who could collaborate with ESP on gender mainstreaming activities.

Time and Place

The assessment will be started on 15 August to 31 August 2005. The assessment will be conducted in ESP Jakarta Office and several ESP Regional Offices in Java and Sumatra including Aceh.

People Involved

The assessment will be led by Dr. Nancy Diamond (Senior Gender and Water Specialist/Social Impact, Inc.). A core team of ESP staff will work with Dr. Diamond during the assessment activities. The team includes Alifah Sri Lestari, Nona Pooroe Utomo and Evi Douren. The gender assessment team will collaborate with Regional Advisers in selected provinces to conduct the assessment at the regional level.

Activities

Several activities are planned to be conducted during in the assessment period as follow:

- Meeting with ESP Staff from different component (three technical components, small grant and public outreach/communication component). The meeting include staff from ESP Jakarta Office and selected ESP Regional Offices;
- Meeting with USAID CTO and Mission gender advisor/WID Officer;
- Meeting with Indonesian project partners in Jakarta and the five provinces who involved in ESP activities where gender mainstreaming is a high priority;
- Discussion with community groups in selected provinces to identify the gender issues related to ESP concerns;
- Interview Indonesian gender specialists, either independent consultants or those affiliated with NGOs or universities, who could potentially provide support to ESP, particularly on gender capacity building activities.

Schedule

Day/Date	Activity	Location	GNA Team
Thursday-Friday, 11-12 August 2005	Travel to Indonesia via Japan	Japan Indonesia	Diamond
Saturday, 13 Aug.	Arrival of Dr. Diamond	Jakarta	Diamond
Sunday, 14 Aug.	Rest Day	Jakarta	Diamond
Monday, 15 Aug.	Introduction with Jakarta ESP Team Discussion on the process of gender assessment Meeting with Indonesian Gender experts (Maria Hartiningsih and Lily Purba)	ESP Jakarta Office	Diamond, Lestari, Utomo, Douren
Tuesday, 16 Aug.	Discussion with ESP Component Teams (WSM and SD) Meeting with Indonesian Gender experts (Arimbi and Valentino)	ESP Jakarta Office	Diamond, Lestari, Utomo, Douren
Wednesday, 17 Aug.	Review relevant project and other documents Interview with Kapal Perempuan (Yanti Muchtar)	Jakarta	Diamond, Lestari, Utomo, Douren
Thursday, 18 Aug.	Field Trip to West Java (Subang District): meeting with community group and NGO and Government Partners' Group	Subang District	Diamond, Lestari, Douren
Friday, 19 Aug.	Field Trip to West Java (Bandung District): meeting with Akatiga (NGO) and community group	Bandung District	Diamond, Lestari, Douren
Saturday, 20 Aug.	Rest Day	-	Diamond
Sunday, 21 Aug.	Proceed to Aceh	Aceh	Diamond, Lestari, Utomo
Monday, 22 Aug.	Field Trip to Aceh: meeting with community groups, NGOs, organizations work related gender issues, Indonesian Gender Expert and ESP Team	Banda Aceh	Diamond, Lestari, Utomo
Tuesday, 23 Aug.	Proceed to Medan Field Trip to Medan: meeting with ESP Team and Focus Group Discussion (FGD) on health and hygiene	ESP Office, Sunggal Sub-district, Bagan Sub-district of Medan Municipality	Diamond, Lestari, Utomo
Wednesday, 24 Aug.	Field Trip to Medan: Focus Group Discussion (FGD) on health and hygiene and group discussion with community group who is conducting community participatory assessment	Bagan Sub-district of Medan Municipality and Sibolangit Sub-district, Deli Serdang District	Diamond, Lestari, Utomo
Thursday, 25 Aug.	Meeting with LGSP Team (Medan) Proceed to Surabaya	Medan Office and Surabaya	Diamond, Lestari, Utomo

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Day/Date	Activity	Location	GNA Team
Friday, 26 Aug.	Field Trip to Surabaya: meeting with community groups, organizations work related gender issues, Indonesian Gender Expert and ESP team Proceed to Jakarta	Rungkut Lor, Airlangga University and ESP Surabaya Office	Diamond, Lestari, Utomo
Saturday, 27 Aug.	Rest Day	Jakarta	Diamond
Sunday, 28 Aug.	Writing field trip report and review	Jakarta	Diamond
Monday, 29 Aug.	Municipal Finance Team interview HSP and SWS interview ADB Interview	ESP Jakarta	Diamond, Lestari, Utomo, Douren
Tuesday, 30 Aug.	GNA debriefing with ESP staff GNA debriefing with USAID Meeting with LGSP	Jakarta	Diamond, Lestari, Utomo
Wednesday, 31 Aug.	World Bank Interview Allen Hollenbach – TAMIS briefing A. Sri Lestari and N. Pooroe Utomo - PMP Departure for USA by Dr. Diamond	ESP Jakarta	Diamond, Lestari, Utomo
Thursday-Friday, 1-2 September	Return to Washington, DC via Japan	Japan Washington, DC	

APPENDIX 2 LIST OF CONTACTS

ESP STAFF INTERVIEWED

Program Component Teams:

Program Management Team

Senior Management – Bill Parente, Reed Merrill

Monitoring and Evaluation – Alifah Lestari

Small Grants – Wouter Sahanaya

Operations/TAMIS – Allen Hollenbach

Public-Private Partnership Coordinator – Eka Budianta

WSM

(Reed Merrill, Erwinsyah, Idham Arsyad, Sabdo Sumartono)

Public Outreach and Communications

Farah Amini

Service Delivery

(Foort Bustran, Hemadi Setiono, Ahmad Rosiyun, Ruth Walujan, Jeffri Budiman)

Health & Hygiene

(Nona Pooroe Utomo, Evi Douren)

Environmental Services Finance

(Bob Parra, Saiful Ely, Benny Djumhana, Poppy Lestari)

Regional Teams:

West Java

(Aditiajaya, Abdul Rohman)

Aceh

(John Pontius)

North Sumatra

(Russ Dilts, Hambal, Khairul Rizal, W. Cahyana, Sie Ket Liong, Fauzia, Nurhayati Lubis, Bertha)

East Java

(Jim Davie, Ernawati Utami, Arief Hakim, Suko Widodo, Amrullah, Balgis Nurmajemun)

GENDER EXPERTS & OTHER SOCIAL SCIENTISTS INTERVIEWED

Name	Organization	Position	Contact Information
Agustono, Budi	University of North Sumatra - PSW	Ph.D. Candidate Lecturer, History	061-8471986/8444540 (M) 08126519130 budiagustono@yahoo.com
Aminah, Siti	PSW - Airlangga University Surabaya	Lecturer/ Researcher Political Science	(M) 0815-8082328 ami_unair@yahoo.com
Asmorowati, Sulikah (Ika)	PSW - Airlangga University Surabaya	Lecturer/ Researcher, Public Admin.	(M) 08175173157 intan-divanty@yahoo.com.au
Buchori, Chitrawati	World Bank	Social Development Specialist	(O) 021-52993094 (F) 021-52993111 cbuchori@worldbank.org
Emy, Sri	University of North Sumatra - PSW	Director –PSW Anthropology	(P/F) 061-8215956
Hartiningsih, Maria	KOMPAS Daily Newspaper	Journalist	(M) 081-61861131
Hendrarso, Emy Susanti	PSW- Airlangga Univ.	Director	031-5995722 emy_susanti@yahoo.com pswunair@indo.net.id
Heroepoetri, Arimbi	E LAW Indonesia University of Indonesia	LLM, Coordinator Gender Lecturer	(M) 081-1848514 Elaw-ino@rad.net.id
Kuntari, Satiti	PSW - Airlangga University Surabaya	Researcher, Dentist	(P/F) 031-5995722 (M) 0811-376418
Lacsana, Yanty	Deputy Country Manager & Aceh Partner Support & Liaison Manager	Oxfam, Intl.	(P) 0651-7407823/ 7410801/7410802 (M) 0811-257375 ylacsana@oxfam.org.uk
Linda	University of North Sumatra - PSW	Researcher, Sociology & LGSP assessment	(P/F) 061-8215956
Lubis, Farsidah,	Asian Development Bank - Indonesia	Gender and Development Specialist	(O) 021-57980600/2512721 Resident Mission (F) 021-2512749 flubis@adb.org
Muchtar, Yanti	Kapal Perempuan	Executive Director	(M) 081-29347374
Nurhidayati, Sri Endah	PSW - Airlangga University Surabaya	Lecturer/ Researcher	(P/F) 031-5995722 Sriendah88@hotmail.com
Purba, Lily	CIDA (moving to TAF)	Gender Specialist	(O) 021-3903963 (F) 021-3903922 (M) 0811-144225 lily@komnasperempuan.or.id
Sagala, R. Valentina	Women's Institute (NGO), Bandung	Executive Director	(M) 081-64865241 institutprmpuan@bdg.centrin.net.id
Siti, Nur	Syah Kuala University – PSW, Aceh Balaisyura Network	Director-PSW Coordinator	(O) 0651-635109 balai_syura@yahoo.co.id
Tjandraningsih, Indrasari	Akatiga (Center for Social Analysis) NGO, Bandung	Social Researcher	(P) 022-2502302 (F) 022-2532326 akatiga@indosat.net.id
Yatim, Debra	UNIFEM	Gender Advisor, Aceh Rehab. & Recon.	(M) 0812-6988072 (O) 021-3902621/22 debra@unifem-eseasia.org
Zulkifli	University of North Sumatra - PSW	Researcher Anthropology	(P/F) 061-8215956

Community Member Group Interviews

West Java – Subang District, Cijambe Village - Men

#	Name	Address
1	E. Suhendi	Cisusuk
2	Ade M.	Suka Mukti
3	Asep Endang G.	Sindang Sari
4	Ayi Saepudin S.	Sindang Sari
5	Dedi H.	Gintung

West Java – Subang District, Cijambe Village - Women

#	Name	Address
1	Komalasari	Gintung
2	Rosidah	Gintung
3	Wiwini	Gintung
4	Dian	Gintung
5	Nyai Karsi	Gintung
6	Cucun	Gintung
7	Ela Romlah	Gintung
8	Karmana S.	Gintung
9	Anih	Gintung

West Java – Bandung District, Kampung Dara Ulin, Nanjung Village

#	Name	Address
1	Eneng	RT 06, Kp. Dara Ulin
2	Imas	RT 06, Kp. Dara Ulin
3	Yayah	RT 06, Kp. Dara Ulin
4	Nining	RT 06, Kp. Dara Ulin
5	Icoh	RT 06, Kp. Dara Ulin
6	Een	RT 06, Kp. Dara Ulin
7	Odik Sodikia	RT 06, Kp. Dara Ulin
8	Herman	RT 01, Kp. Dara Ulin
9	Ardian	RT 06, Kp. Dara Ulin
10	Endang	RT 04, Kp. Dara Ulin
11	Asep	RT 04, Kp. Dara Ulin
12	Olip	RT 02, Kp. Dara Ulin
13	Agus	RT 02, Kp. Dara Ulin
14	Narca	RT 06, Kp. Dara Ulin
15	Wawan	RT 03, Kp. Dara Ulin
16	Saripudin	RT 03, Kp. Dara Ulin
17	Dipon	RT 06, Kp. Dara Ulin
18	Oti	RT 06, Kp. Dara Ulin
19	Atih	RT 06, Kp. Dara Ulin
20	Olah	RT 06, Kp. Dara Ulin

North Sumatra – Medan Municipality, Sunggal Village - Women

#	Name	Address
1	Sri Wahyuningsih	Sunggal Village
2	Tiurma	Sunggal Village
3	Sapriani	Sunggal Village
4	Krisnayanti	Sunggal Village
5	Juriah	Sunggal Village

GENDER NEEDS ASSESSMENT

#	Name	Address
6	Ismawati	Sunggal Village
7	Nuraini	Sunggal Village
8	Atik	Sunggal Village
9	Farida Hanum	Sunggal Village
10	Lina Aisyah	Sunggal Village
11	Fitriani	Sunggal Village
12	Nursiah	Sunggal Village
13	Siti Amina	Sunggal Village

North Sumatra – Medan Municipality, Bagan Village - Men

#	Name	Address
1	Emi	Bagan Village
2	Zamri	Bagan Village
3	M. Nur	Bagan Village
4	Johari	Bagan Village
5	Munir	Bagan Village
6	Zulkifli	Bagan Village
7	Rusdi	Bagan Village
8	Sukiman	Bagan Village
9	Samsudin	Bagan Village
10	Alfian Asibuan	Bagan Village
11	Khairul	Bagan Village

North Sumatra – Medan Municipality, Bagan Village - Women

#	Name	Address
1	Rosnani	Bagan Village
2	Mariam	Bagan Village
3	Ismiana	Bagan Village
4	Rosmawati	Bagan Village
5	Yani	Bagan Village
6	Yuni	Bagan Village
7	Kartina	Bagan Village
8	Supiah	Bagan Village
9	Sakdiyah	Bagan Village

North Sumatra – Deli Serdang District, Bukum Village – Women & Men

#	Name	Sex	Address
1	Helen Br. Ginting	F	Bukum Village
2	Elma Br. Malau	F	Bukum Village
3	Ngamani Br. Sembiring	F	Bukum Village
4	Elizabeth Br. Barus	F	Bukum Village
5	Reidia Br. Ginting	F	Bukum Village
6	Erla Br. Barus	F	Bukum Village
7	Sory Br. Martondang	M	Bukum Village
8	Subur Br. Tarigan	M	Bukum Village
9	Erwin Br. Barus	M	Bukum Village
10	Tiwi Br. Keliat	M	Bukum Village
11	Tenang Br. Barus	M	Bukum Village
12	Sukanta Br. Ginting	M	Bukum Village
13	Gejab Br. Barus	M	Bukum Village
14	Nungu Br. Tarigan	M	Bukum Village

GENDER NEEDS ASSESSMENT

East Java – Surabaya Municipality, Rungkut Lor - Women

#	Name	Address
1	Sri Murniati	Rungkut Lor
2	Lusi	Rungkut Lor
3	Tutik	Rungkut Lor
4	Katino	Rungkut Lor
5	Watini	Rungkut Lor
6	Muchdi	Rungkut Lor
7	Suwarni	Rungkut Lor
8	Retno Sari	Rungkut Lor
9	Nur Qurmiati	Rungkut Lor
10	Retno Iswahyuni	Rungkut Lor

ESP PARTNER INTERVIEWS

West Java – Subang, NGO & Government Partner Group Interview

#	Name	Sex	Address
1	Dudi B.	M	Jalancagak
2	Didi A. Ismail	M	Perumnas Blok I, Subang
3	Astu L. Bing	M	Jl. D.I. Panjaitan
4	Andrew Stefano	M	Sukarahayu
5	Evi Sofia	F	Jalancagak
6	Kosasih Ar.	M	Jl. D.I. Panjaitan
7	Agus		Jl. D.I. Panjaitan
8	Muh. Irfan	M	Sukarahayu
9	Cece	M	Subang
10	Nana Taruna	M	Subang
11	Saeful B.	M	Subang

West Java – Warga Peduli Lingkungan (WPL) NGO

Soenardhie Yogantara (Yoga), Coordinator,

Mobile: 08122057966

E-mail: yogantara@yahoo.com

wpl-cce@bdg.centrin.net.id

APPENDIX 3

GENDER AND OTHER CONTACTS, ADDITIONAL RESOURCES

Jakarta

Gender Network – monthly meeting of donors and international NGOs. (Re: Lily Purba, TAF)

Aida Vitalaya – gender and agriculture specialist (Re: Lily Purba)

Hesti Vijaya - gender and agriculture specialist (Re: Lily Purba)

WALHI – Women, Environment and Globalization workshops in four provinces (W. Kalimantan, Sulawesi, South Sumatra and E. Java) (Re: Arimibi)

Sandra Moniaga, Environmental and Indigenous Rights Lawyer

Kepal Perempuan – Yanti Muchtar – trained facilitators in provinces, alumni of their gender and environment training, 3 cohorts (2 from WALHI) and 1 during NRMP (N and W. Sumatra, Aceh, E. Java, W. Java, Central Java)

Wiwit (0816-426-0809) (re: Foort) – Freelance consultant/trainer for communication/media, NGOs, health, water issues involved in WILLOWS TOT in Jogja. She lives in Jakarta and Jogja.

BEST NGO (re: Foort) – works with Bremen Overseas Research and Development Agency (BORDA) in Surabaya, Aceh and Jakarta on community-based sanitation. Contact: Hamzah 08161800526.

BALI FOKUS NGO (re: Foort) – Project with BORDA on recycling by women of tourist industry rubbish in Bali.

Nilanjana Mukherji – Gender-sensitive staff member of World Bank's Water Group. (Re: Chitrawati Buchori, World Bank)

Ibu Regno Usodipuro – Gender-sensitive staff member of World Bank's Water Group (Re: Chitrawati Buchori, World Bank)

Nur Laila Hassana – World Bank staff working on enhancing women's participation in KDP. (ehassana@worldbank.org)

Ana Alisyahbana – Univ. Padjadjaran, Bandung

Almud Weitz – water and health expert working at ADB (Re: Farsidah Lubis).

Leah Cattleya – short-term general gender consultant with donor experience (USAID, AUSAID, ADB) in governance and other issues (0815-13085200; LCATTLEYA@YAHOO.COM) (Re: Farsidah Lubis and Chitra Buchori)

GENDER NEEDS ASSESSMENT

Ibu Sita Khayam – Head of PSW, University of Indonesia and LGSP gender consultant for periodic technical assistance. Governance focus. (Re: LGSP)

West Java

Subang –

KINARSI – Environmental advocacy group that recently held a gender and environment workshop for women. (Contact: Pak Boy)

Bogor

RMI – Gender and forestry (Contact: Ulfa)

Bandung

Ibu Komariah – PSW, UNPAD

Alexus Djamadu – Parahyangan University

Titi Santor – Women's Solidarity NGO

East Java

CIDA report from 2003 on the availability of clean water for 30 districts and the socialization of communities to see the importance of women in decision-making.

District Gender Profiles from PSW-Airlangga Univ.

Surabaya

Rosmalita – Environmental Biology Dept. at Airlangga Univ., did environmental and social impact study with PSW on mangrove planting project being initiated by an oil refinery.

Aceh

WADA & UPLINK NGOs – gender and conservation, gender & urban poor (Re: Lily Purba)

Aceh NGO Network (contact: Faisal Hadi – 0812-6916583)

Niniek L. Karim (re: Debra Yatim) – Psychologist involved in urban planning and interested in influencing the rebuilding in Banda Aceh as a site for ideal Islamic architecture.

Sylvia Augustina (re: Debra Yatim) – UNIFEM/Aceh, spent last three years in US as a Fulbrighter on urban planning, working on livelihoods now in Aceh for UNIFEM.

UNFPA discussing the idea of a 5-day Gender Training for men and boys.

Global Fund for Women supporting gender and livelihood training via the Indonesian NGO, Solidaritas Perempuan.

GOI-Statistics Bureau – now doing a survey province-wide in Aceh and collecting sex-disaggregated data.

Plan International – Lane Berman (re: Debra Yatim)

Green Aceh – Smita Notosusanto is organizer (re: Debra Yatim)

Gender Peer Trainers (re: Yanti Lacsana, Oxfam)

GENDER NEEDS ASSESSMENT

Tabrani from NGO CCDE
Pudjo (man) from NGO Matahari
Chaerani (woman) from NGO RPUK (Human Rights)
Suraiya (woman) from NGO Flower Aceh
Sarifa (woman) from NGO MISPI

North Sumatra

PSW – Univ. North Sumatra – get curricula for their 4-day basic training on gender issues with district officials – focusing on gender-responsive planning.

Women’s NGOs:

HAPSARI – Political participation

SPSU (North Sumatra Union) – Women Peasants Org., Women Fisherwomen Org.

YP2M – Working with women urban dwellers (traders, street vendors)

APPENDIX 4

OXFAM'S GENDER POLICY

Oxfam's mission is to work with others to overcome poverty and suffering

People experience poverty when they are denied the right to livelihoods, water, education and health, protection and security, a voice in public life, or freedom from discrimination. Oxfam's definition of poverty goes beyond the purely economic to encompass capabilities, powerlessness and inequality.

Women often have less recourse than men to legal recognition and protection, as well as lower access to public knowledge and information, and less decision-making power both within and outside the home. Women in many parts of the world frequently have little control over fertility, sexuality and marital choices.

This systematic discrimination reduces women's public participation, often increases their vulnerability to poverty, violence and HIV, and results in women representing a disproportionate percentage of the poor population of the world.

Gender equality gives women and men the same entitlements to all aspects of human development, including economic, social, cultural, civil and political rights; the same level of respect; the same opportunities to make choices; and the same level of power to shape the outcomes of these choices.

This policy represents our organisational commitment to gender equality. It has been written to help staff and volunteers ensure that our work improves the lives of both women and men and promotes gender equality.

Principles

Throughout the organisation, we will base our work on a common understanding that gender equality is key to overcoming poverty and suffering.

We will work with both women and men to address the specific ideas and beliefs that create and reinforce gender related poverty.

Women and girls will be empowered through all aspects of our programme and ways of working, and we will often prioritise work which specifically raises the status of women.

Our own internal practices, and ways of working, will reflect our commitment to gender equality.

Strategies for achieving gender equality

A thorough understanding of the different concerns, experiences, capacities and needs of women and men, will shape the way we analyse, plan, implement and evaluate all our work.

We will address the policies, practices, ideas and beliefs that perpetuate gender inequality and prevent women and girls (and sometimes men and boys) from enjoying a decent livelihood, participation in public life, protection and basic services.

We will seek to ensure the full participation and empowerment of women in all areas of our work, and will promote women's rights as human rights, particularly in the areas of abuse and violence.

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We will work with both men and women, together and separately, to have a more lasting impact on beliefs and behaviour. We will ensure that any work we do with men and men's groups supports the promotion of gender equality.

Partnerships and alliances will be assessed on the basis of their commitment to gender equality.

Our campaign, advocacy and media messages, and the images we use to support these, will emphasise the importance of gender equality in overcoming poverty and suffering. Our communications will also highlight our own commitment to gender equality, and the essential role played by women in all aspects of development and humanitarian work. Managers will encourage groups and forums across the organisation to share learning and best practice on gender equality. Gender training will also be made available to staff and volunteers.

In all our work we will demonstrate commitment to gender equality through setting appropriate team and individual objectives, and through allocating adequate staff and resources to enable us to fulfil the gender equality policy.

Managers of all divisions will devise and report on measurable objectives and actions relating to the gender equality policy; and our management, finance and human resource systems will facilitate and contribute to our gender work.

Gender awareness and understanding will be used as a criterion for recruitment and development of staff and volunteers within the organisation we will pursue family friendly work practices that enable both men and women to participate fully in work and family life.

This gender policy is closely linked to Oxfam's [Equal Opportunities and Diversity Policies](#).

APPENDIX 5

SOW ELEMENTS FOR GENDER 101 CONSULTANTS

Introduction:

The Environmental Services Program (ESP) is a five-year program that was developed by USAID/Indonesia in response to the Presidential Initiative of 2002 in order to improve the sustainable management of water resources. ESP's basic theme is to promote "better health through improved water resources management and expanded access to clean water and sanitation services." It has three Program Components: Watershed Management and Biodiversity Conservation, Environmental Services Delivery and Environmental Services Finance. ESP's geographic mandate includes five High Priority Provinces (North Sumatra, West Sumatra, East Java, West Java/Jakarta DKI and Aceh) and in three Special Concern and Imperative Areas (Balikpapan in East Kalimantan, Manado in North Sulawesi and Manokwari and Jayapura in West Papua Provinces).

During the past year, the Environmental Services Program has moved forward with gender mainstreaming by forming an internal Gender Team, developing an organizational Gender Policy and Gender Action Plan. Staff who already have gender-related experience form the Gender Team and they have already had a gender refresher workshop (referred to as Gender 201). ESP's next step is to provide a basic gender training (referred to as Gender 101) for other staff who have had no previous work or academic exposure to gender terminology, concepts or tools. Members of this group come from different Regional Teams and Program Component Teams. They do not yet understand how to do gender mainstreaming in their day-to-day work.

Several Gender 101s will be offered and will be tailored to the different Program Component Teams. A two-day Gender 101 will be added to a routine meeting of the Program Component Teams. These courses should be very practical and participatory rather than academic in style.

Objectives:

Introduce participants to basic gender terminology and concepts.
Increase participants' understanding of gender analysis tools.
Develop participants' ability to develop gender-related plans and strategies for their own work activities.

Outputs:

A draft and final training schedule with detailed session plans for a two-day introductory and highly participatory gender training developed in consultation with ESP Gender Team and the ESP Senior Gender Consultant/International. Some of the sessions will be led and facilitated by members of the Gender Team.

- Develop Training Handbook for participants
- Develop Trainers Guide for Trainers.
- Develop evaluation form for training sessions.

GENDER NEEDS ASSESSMENT

Activities:

Read background materials on ESP, including the First Year Workplan, Performance Monitoring Plan and Program Component documents.

Lead a team, composed of members of the Gender Team, in planning a two-day introductory gender course that is focused on watershed management/biodiversity conservation or water and sanitation service delivery topics.

Provide oversight and facilitate training sessions during two-day training.

Manage workshop logistics in coordination with ESP Provincial staff.

Level of Effort: TBD

Timing: TBD in 2006

Location: Provincial locations

Supervisor: TBD (Chair or member of the ESP Gender Team)

APPENDIX 6

WOMEN'S LIST-SERVES & NETWORKS FOR ESP RECRUITING

Within Indonesia:

Notify the local University PSW and women's NGOs about ESP opportunities.

International Organizations:

Gender and Water Alliance (www.genderandwater.org)

The Gender and Water Alliance web-site provides information on gender mainstreaming in international water resources management (IWRM). The sections include case studies in gender mainstreaming, books and publications, information on activities of the GWA, and an events calendar. Visit www.genderandwateralliance.org.

Global Water Partnership (www.gwpforum.org)

(Contact: Margreet Zwartveen, margreet.zwartveen@users.tct.wav.nl)

Women in Global Science and Technology (www.wigsat.org/gstmap.html)

<http://gstgateway.wigsat.org/ring/ringnew.html>

American Water Works Association, Diversity and Member Involvement Committee (www.awwa.org) (Re: classifieds ads in their e-journal)

Association for Women in Science (AWIS)

Suite 650, 1200 New York Ave., NW

Washington, DC 20005

Phone: 202-326-8940; 800-886-AWIS

E-mail: awis@awis.org

The Association for Women in Science (AWIS) is a non-profit organization dedicated to achieving equity and full participation for women in science, mathematics, engineering, and technology. AWIS has more than 5,000 members in fields spanning the life and physical sciences, mathematics, social science, and engineering. Events at the 76 local chapters across the country facilitate networking among women scientists at all levels and in all career

Society of Women Engineers

120 Wall St., New York, NY 10005; Phone: 212-509-9577

Women and Minorities in Science and Engineering This is an excellent home page, with links to information and organisations addressing international science issues for women

The International Alliance for Women (TIAW) serves as the global umbrella organization that unites, supports and promotes professional women and their networks to work together, share resources and leverage ideas. The purpose of TIAW is to encourage, develop, fund and implement programs that foster economic empowerment and advancement for women around the world. (www.tiaw.org)

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The Women and Media Network "WOMMED/FEMMED" is a world-wide network of women and men working together to redress gender-balance in access to expression and decision-making in the media.

Third World Organisation of Women in Science (TWOWS), an international forum to unite eminent women scientists from the South with the objective of strengthening their role in the development process and promoting their representation in scientific and technological leadership.

Synergy Gender and Development (SYNFEV) of ENDA - Environment and Development Action in the Third World works for more autonomy, more exchanges.

Women Working with Media for Development & Democracy, a listing of links and resources.

Women's Issues in the Third World - a list of links, discussions, features.

GERNA: Gender and Environment Research Network in Asia run by the Gender and Development Unit at the Asian Institute of Technology

Indonesian Business-Women Association
Jl. Pengarengan 38, Jakarta 10330
Tel : 62-21 310 30 60, 326 433; Fax : 62-21 326 433

Listservs:

Siyanda list-serve (www.siyanda.org)

The "Siyanda Update" is a monthly newsletter featuring the latest gender mainstreaming resources. To subscribe or unsubscribe from the "Siyanda Update", please go to: <http://www.siyanda.org/subscribe.htm>. These resources are also available at their website <http://www.siyanda.org/>. Their website includes an easy-to-use database, links, and an interactive space where gender practitioners can share ideas, experiences and resources with like-minded colleagues. For access to a wide range of free gender resources, visit the following websites:

Siyanda: Practitioner-focused Gender Mainstreaming Website: <http://www.siyanda.org/>
Genie: Donor-focused Gender Information Exchange Website: <http://www.genie.ids.ac.uk/>
BRIDGE Gender and Development: BRIDGE resources Website:
<http://www.ids.ac.uk/bridge/>
Gender Information Exchange (Genie): genie@lyris.ids.ac.uk

UNIFEM Currents an electronic newsletter

IUCN (www.genderandenvironment.org)

Indonesian Nature Conservation newsletter (contact: edcolijn@bart.nl or ngo-mbue@indo.net)

Indonesian Environmental News (contact: lestar-indonesia@hotmail.com)
CIFOR's listserv (contact: k.justiyawati@cgiar.org)

APPENDIX 7

GENDER MAINSTREAMING SUGGESTIONS FOR THE PROVINCIAL COMMUNITY LIVELIHOOD ASSESSMENT TOTS

A gender module was initially added to the Subang CLA TOT when the male participants exhibited disrespectful behavior towards the few female participants present. The intent was to have the TOT participants apply these lessons when they were facilitating back in their communities. As is, the gender module used provides interesting information but it may be too abstract and disconnected from the rest of the TOT. It also quite a few objectives for a one-hour session. From a gender mainstreaming perspective, it would be better to address gender issues by weaving these concerns into several other modules.

So here are a few suggestions:

1. To deal with what is happening at the training itself, you might want to start by setting up and discussing some ground rules at the very first session (the learning contract?) and these would be written on a flip chart that stays posted during all sessions. You could explain that these are the same ground rules that the facilitators should apply when working with community groups. These might include being quiet and paying attention when others speak, one person speaking at a time, meeting in small groups before having plenary discussions, etc. Rather than dealing with gender issues directly, you might want to talk about things that facilitators and participants can do to make all participants feel comfortable speaking and the barriers, including gender-related barriers but also age, class, education, etc., that stop some participants from feeling comfortable. You may want to be direct and add a ground rule that says men will be respectful and listen to female participants.
2. Rather than dealing with the more abstract issues of gender and sex or the gender division of labor in a single session, it might be more effective to work with the participants to identify how to broaden community participation and be as inclusive as possible when they are getting community input and making watershed plans. I think that you could address gender-sensitive strategies for the different modules in the TOT. You could keep referring back to the ground rules to reinforce these points. Some gender-sensitive objectives for the TOT could include:
 - Improving facilitating skills so that participants are able to meaningfully involve both men and women in community planning activities, including discussions and exercises.
 - Increasing their knowledge about watershed ecosystems and the roles that men and women play in watershed use and management.
 - Increasing their skills in tools that describe their watershed ecosystem and its problems, including collecting information from men and women on gender differences in watershed usage, values and problem priorities.
 - Increasing their skills in visioning tools and action planning, including identifying men's and women's different visions for their ideal watershed, their priority actions/solutions for community action plans and the impacts of different actions on the relative status of men and women.

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These objectives overlap in that they all relate to including men and women in the CPA and action planning activities so that a community has a more complete and accurate understanding of how a watershed is used by men and women (of different ages), how its problems are perceived and prioritized by different people and who benefits or is negatively impacted by the solutions/actions proposed.

Here are some specific suggestions:

Day 1

Talk about the assessment and how important it is to have a complete picture of the watershed – how it is used, land ownership and use, who makes what types of watershed decisions. A complete assessment means hearing from both men and women of different ages.

Talk about participation. What is it? What is a successful participatory assessment? Why is it better to elicit views directly from people rather than letting others speak for them (in general and also men speaking for women). What are the best ways in their communities to help more women to participate in community meetings (e.g., practical issues such as meeting timing, childcare, etc.)? When is it appropriate to hold separate meetings for men and women? When women come to meetings, what can be done to encourage them to speak up (e.g., talking to women and male leaders beforehand, setting meeting ground rules for respecting who is speaking, women presenting as small groups, etc.)

Day 1 and 2

Understanding watershed ecosystems – who lives in the watershed? Who owns land in the watershed? Who has access to the watershed resources? How do men and women use the watershed differently?

Watershed mapping – Which landscape spaces are used exclusively by men or exclusively by women or by both? Include this info on the maps.

Day 2 & 3

Watershed picture-taking – Cameras go to both men and women but should also be distributed by age groups or other village social variables (e.g., long-term vs. more recent residents). After pictures are taken, teach facilitators how to analyze gender differences and raise them as a topic of discussion in community watershed meetings.

Day 4

Transect analysis – could this exercise be done in the community with separate men's and women's groups and the results compared.

Day 5

Trends analysis. If each single-sex group contained a mix of ages, you would also be able to get more about the ecological history of the transect. It would be interesting to first do single-sex groups and then mix them and talk about the differences.

Seasonal calendar and ideal watershed area – Again, men's and women's seasonal calendars are not necessarily the same but the point is to gather the info by sex and then use the differences as a basis for community discussion. Because you can use the seasonal calendar to talk about the gender division of labor, you can use this discussion as an opportunity to talk about why men and women might have different ideas about priority watershed problems and solutions, as well as their vision for an ideal watershed.

Day 6 & 7

Social mapping - You might want to move up a genderized Social mapping exercise and put it on Day 2 after you talk about watershed mapping. I think it would open up discussions about social dynamics in the community, including gender relations.

Community level action plans – Can you add a tool or checklist that helps participants to think thru how men and women might view identified issues differently and possible negative and positive impacts of each action identified? I have seen tools like this in gender manuals. One matrix might help them think thru the gender issues and impacts whereas a gender scoring tool could be used to rank each proposed action according to its positive and negative impacts for men and women. You could also set a ground rule that ESP will not support activities that have a negative impact of women in terms of increasing their work burden or decreasing their participation in decision-making.

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