YOUTH ENGAGEMENT STRATEGY
USAID TANZANIA MAJI NA USAFI WA MAZINGIRA (MUM) ACTIVITY

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ACRONYMS

BDS	Business development services
BWB	Basin Water Board
CBO	Community-based organization
CBWSO	Community Based Water Supply Organization
CCA	Community Change Agents
CDP	Capacity Development Plans
CWIS	City-Wide Inclusive Sanitation
DC	District Council
ERB	Engineers Registration Board
FGD	Focus Group Discussion
FSM	Fecal Sludge Management
GAIM	Gender Analysis and Integration Matrix
GESI	Gender Equality and Social Inclusion
GIYE	Gender Integration and Youth Engagement
GoT	Government of Tanzania
GUC	Grants Under Contract
KII	Key Informant Interview
MBS	Market-based sanitation
MEL	Monitoring, evaluation, and learning
MORUWASA	Morogoro Urban Water Supply and Sanitation Authority
MUM	Maji na Usafi wa Mazingira
LGA	Local Government Authority
PIRS	Performance indicator reference sheets
PYD	Positive Youth Development
SBCC	Social and behavior change communication
SEAP	Structured Engineers Apprenticeship Programme
SME	Small and medium enterprises
SO	Sub-objective
SVC	Sanitation Value Chain
TAWASANET	Tanzania Water and Sanitation Network
TGNP	Tanzania Gender Networking Program
USG	United States Government
VEO	Village Executive Officer
WRM	Water Resource Management
WUA	Water User Associations
YAC	Youth Advisory Council

KEY TERMS: YOUTH

ASSETS: Youth have the necessary resources and skills to achieve desired outcomes.

AGENCY: Youth can employ their assets and aspirations to make their own decisions about their lives and set their own goals, and to act on those decisions to achieve desired outcomes without fear of violence or retribution.

CONTRIBUTION: Youth are encouraged, recognized, and able to be involved in and lead through various channels as a source of change for their own and their communities' positive development.

ENABLING ENVIRONMENT: Youth operate in a system that maximizes their assets, agency, and access to services and opportunities, and gives them the ability to avoid risks, while promoting their social and emotional competence to thrive.

INCLUSIVE DEVELOPMENT: The concept that every person, regardless of their identity, is instrumental in transforming their societies. Development processes that are inclusive yield better outcomes for the communities that embark upon them. USAID promotes the rights and inclusion of marginalized and underrepresented populations in the development process.

LOCAL SYSTEM: Refers to "those interconnected sets of actors—governments, civil society, the private sector, universities, individual citizens, and others—that jointly produce a particular development outcome. The 'local' in a local system refers to actors in a partner country. As these actors jointly produce an outcome, they are 'local' to it. And as development outcomes may occur at many levels, local systems can be national, provincial, or community-wide in scope."[1]

POSITIVE YOUTH DEVELOPMENT (PYD): PYD is an evidence-based model of youth development that promotes an assets-based approach to working with youth rather than a problem behavior-based approach. YouthPower Learning has developed the following definition of PYD: PYD engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.

YOUTH ENGAGEMENT OR YOUTH PARTICIPATION: Meaningful youth engagement or participation is an inclusive, intentional, mutually- respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills, and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally.

YOUTH: USAID generally defines youth to be young people in the 10 to 29-year age range. For MUM, we will use the Government of Tanzania (GoT) definition of 15 - 35 years old.[2]

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[1] As defined by USAID Local Systems: A Framework for Supporting Sustained Development (2014).

[2] As defined by the GoT National Youth Development Policy (2007)

KEY TERMS: GENDER

SEX: A biological construct that defines males and females according to physical characteristics and reproductive capabilities. (USAID ADS 201)

GENDER: The social differences between females and males throughout the life cycle that are learned and though deeply rooted in every culture, are changeable over time and have wide variations both within and between cultures. (IFRC) It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female. (USAID ADS 201)

DIVERSITY: Acceptance and respect for all forms of difference. This includes, but is not limited to, differences in gender, sexual orientation, age, disability, HIV status, socio-economic status, religion, nationality, and ethnic origin (including minority and migrant groups). (IFRC, ARC)

GENDER EQUITY: The process of being fair to women and men, boys, and girls. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men, boys, and girls from operating on a level playing field. (USAID ADS Glossary)

GENDER EQUALITY: The equal enjoyment by women, girls, boys and men of rights, opportunities, resources, and rewards. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances is not governed or limited by whether they are female or male. (ARC)

WOMEN'S EMPOWERMENT: Takes place when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within -and individuals empower themselves- cultures, societies and institutions create conditions that facilitate or undermine the possibilities for empowerment. (USAID ADS 205)

GENDER ANALYSIS: An analytic, social science tool used to identify, understand, and explain gaps between males and females that exist in households, communities, and countries, and to identify the relevance of gender norms and power relations in a specific context.

GENDER INTEGRATION: The process of identifying and then addressing gender inequalities during **strategy and project design, implementation and monitoring and evaluation**. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis.

GENDER MAINSTREAMING: The process of incorporating a gender perspective into organizational policies, strategies, and administrative functions, as well as into the institutional culture of an organization. This process at the organizational level ideally results in meaningful gender integration as outlined above. (USAID IGWG)

SOCIAL INCLUSION: The process of improving the ability, opportunity and dignity of people and groups disadvantaged based on their identity, to take part in society. (World Bank)

1.0   INTRODUCTION, VISION AND OBJECTIVES

1.1   TANZANIA MAJI NA USAFI WA MAZINGIRA (MUM) ACTIVITY

Tanzania's health, economy, and food security depend on sustainably managed water resources. However, water scarcity challenges are growing along with the impacts of climate change, while reliable access to safe drinking water and sanitation services is still beyond the reach of far too many people.

USAID Tanzania's Maji na Usafi wa Mazingira Activity (MUM) will work directly with national, regional and district stakeholders to improve Tanzanian systems for planning, financing, and implementing actions to expand access to WASH and Water Resource Management (WRM) services, using four complementary implementation strategies: Building ownership through continuous stakeholder engagement; strengthening organizational systems and services; supplying market-based principles; and learning by doing. Specifically, in 10 districts in four regions of Morogoro, Iringa, Njombe and Rukwa in the Rufiji, Lake Nyasa, and Lake Rukwa basins, the Activity will work to:

- Increase access to sustainable water services managed by the Rural Water Supply and Sanitation Agency and urban water utilities **(Sub-Objective 1)**

- Increase access to finance for water, sanitation, and hygiene **(Sub-Objective 2)**

- Strengthen the market for sanitation and hygiene products and Services **(Sub-Objective 3)**

- Strengthen basin water boards and water user associations to enhance stewardship of water resources **(Sub-Objective 4)**

- **Crosscutting** - Advance gender equality and engage youth (ages 15-35) and women in the governance and management of multiple-use water resources and services.

1.1   YOUTH ENGAGEMENT STRATEGY OBJECTIVES

MUM recognizes the importance of meaningful youth engagement in our programming for increased impact, strategic and equitable sustainability of the activity, and elevation of youth engagement as a development goal. We recognize and commit to embodying guidance on youth engagement from the GoT and the United States Government (USG), including USAID.[3]
The objectives of this youth engagement strategy are to outline the MUM approach to:

- Identify and address the opportunities and challenges for youth to meaningfully participate in the activity and benefit from the results and opportunities that can arise from this activity, such as sanitation and hygiene enterprises, private water supply operators and suppliers, etc.

- Engage and support young people to participate in the decision-making, management, and leadership opportunities; and

- Monitor and measure youth meaningful engagement throughout the activity

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[3] This guidance includes, but is not limited to the Tanzania Youth Policy (2007), USAID Youth in Development Policy and 2021 draft update, USAID Tanzania CDCS 2020-2025, and the USAID Tanzania Gender and Youth Assessment (2019)

2.0 YOUTH ENGAGEMENT VISION AND STRATEGIC PRIORITIES

2.1 FIVE YEAR YOUTH ENGAGEMENT VISION

By the year 2026, we envision that in communities where MUM works, youth

- are thriving
- have reached their full, productive potential
  - with the access to assets, resources, and skills they need to be successful,
  - the agency to use them,
  - an enabling environment that supports them,
  - where their "competitive, creative and innovative spirits"[4] abound, and they
- are fully engaged citizens, leaders, community members and private sector partners who shape the systems that drive sustainable health and prosperity for all.

2.2 KEY PRINCIPLES

Through stakeholder[5] conversations and a document review, we have identified key principles to guide and anchor MUM's approach to youth engagement. These key principles draw on best global practices with and for youth engagement and demonstrate our commitment to addressing emerging themes affecting youth globally and in Southwestern Tanzania. More details on how we will put these principles into practice can be found in the Action Plan section and will be explored further in the larger Gender Integration and Youth Engagement (GIYE) action plan, which is a forthcoming addendum to this strategy.

- **Meaningful participation of youth.** MUM will promote authentic engagement and leadership of youth in both the design and implementation of project activities, as well as in the systems with which the project engages, including WASH governance, policy and planning, WASH services, sanitation markets/value chains, and financial systems. We recognize that the onus for participation and engagement does not rest solely on youth, but rather includes the enabling environment. This will require working to shift social norms among all participating stakeholders to place greater value on youth participation and leadership. To ensure we put this into practice, we will engage youth experts as part of a Youth Advisory Council (YAC) for the project.

- **Intergenerational approaches and social norms**. MUM recognizes that power structures and traditional roles of youth in their families, community and society often inhibit meaningful youth engagement. We will employ intergenerational approaches to bring young people and adults together to mediate these dynamics and ensure that youth have a seat at the table in areas where they have been underrepresented. MUM will simultaneously target transformation of social norms that inhibit the full participation and leadership of youth in jobs, communities, and systems. As such, we will support approaches that close intergenerational gaps and enable older adults to better understand the current experiences and needs of youth, value youth perspectives, and trust their contributions.

- **Transformative capital and funding**. MUM will support and train youth to better access existing financial resources, for example, as market-based sanitation (MBS) entrepreneurs, while simultaneously shifting the enabling environment for them. This calls for working with financial

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[4] USAID Tanzania Country Development Cooperation Strategy (CDCS) (2020-2025); Tanzania Development Vision 2025, Sections 1.2, 3.1, 3.3, and 4.3, Ministry of Finance and Planning, 2016.
[5] Stakeholder conversations included representatives from Shahidi wa Maji, Kinara for Youth Revolution, Restless Development Tanzania, Prime Minister's Office Youth Department, and Voncavy Company, among others.

institutions to understand the business case for youth engagement and tailor their products and services to better include and serve youth. Where possible, the project will work to promote access to transformative capital and growth-minded enterprises for youth, and shy away from approaches that pigeonhole youth into smaller or peripheral enterprises with limited financial potential.

- **Diversity of youth and intersectionality.** Youth are not a monolith. As a project, we recognize that youth are diverse and have intersecting identities that shape their strengths, needs and interests, as well as whether and how they are included or marginalized across different areas of society. Whenever possible, we will view our youth work through an intersectional lens, including – but not limited to— gender, age groups, race, ethnic/tribal identity, area of residence, disability, and sexual orientation.

- **"Creation of pathways"[6] for equitable engagement.** As a project committed to social equity and inclusive development, we recognize that the diversity of youth and their intersecting identities lead to much greater barriers and marginalization for some youth. MUM will identify and address uniquely marginalized youth and create pathways for them to engage in and benefit from the project activities.

- **Creativity, innovation, and digital technology**. MUM recognizes the incredible creative and innovative potential that many youths possess, whether they have been able to act on it or not. Many are fierce entrepreneurs and savvy users and designers of digital technology, which offer unprecedented opportunities for engagement. We recognize these strengths and vow to foster them, while also creating a supportive environment so that all youth may utilize and grow these skills if they desire. We will also seek to engage youth creatives where possible, to expand our project's capabilities in these areas.

Finally, while not specifically a key principle, following USAID guidance, we will employ a Positive Youth Development approach, considering assets, agency, contribution and the enabling environment in our activity design, implementation, measurement, and learning.

[6] USAID Youth in Development Policy 2021 Update, working draft

3.0 BACKGROUND AND METHODOLOGY

3.0 YOUTH STRATEGY DEVELOPMENT

MUM is committed to advancing meaningful engagement of youth and women in design of, participation in, and benefit from project activities. To that end, the project has engaged in a series of building blocks to ensure this happens systematically across project startup. First, the team drafted a high-level **Youth Engagement Strategy**, based on a desk review, international best practices, and conversations with key stakeholders. To expand and finalize the Youth Engagement Strategy, incorporate a gender lens, and pull in key informant and community level perspectives, the GIYE team conducted a rapid **Youth and Gender Assessment** in February and March 2022. Building on youth and gender lessons learned from WARIDI, the objective of this assessment was to understand differential barriers, gaps, resilience factors, priorities, and opportunities related to youth and gender across geographic and strategic objectives (SO) of MUM. The final output is this **Youth Engagement Strategy** to guide youth engagement and gender integration across all MUM GIYE activities.

This document will present major findings from the Youth and Gender Assessment and outline recommended project actions that respond to these findings, engage youth and advance gender equality.

Figure 1. Youth and gender action plan sequencing
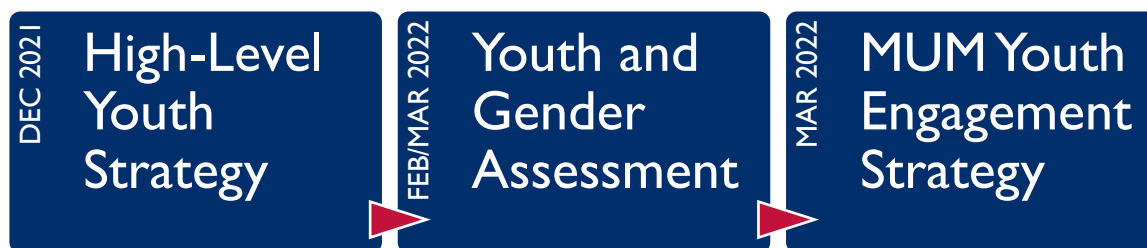
3.1 APPROACH AND METHODOLOGY

The youth engagement strategy involved youth and gender assessment, then identifying program-specific recommendations to respond to the findings of the assessment. Methodology for the assessment included a literature review, a three-week field assessment (including focus group discussions (FGD) and key informant interviews (KII)), and participatory analysis and integration exercises with project staff and stakeholders.

ANALYTIC APPROACH

The MUM youth and gender assessment's analytic approach is anchored in the Gender and Social Inclusion (GESI) Analysis and Integration Matrix (GAIM) methodology developed by Iris Group and informed by United States Government and global approaches that delineate key domains of gender analysis. The specific process of applying the GAIM to the MUM youth and gender assessment is as follows:

- Identify key youth and gender analysis questions for each MUM strategic objective
- Answer the youth and gender analysis questions with data from FGDs, KIIs, and literature
- Analyze how these answers present a particular gap, barrier, or opportunity for project activities
- Recommend specific project responses to close gaps, reduce barriers, or leverage opportunities.
  - Recommendations are mapped against the project framework and task order scope of work. Selection of recommendations includes considerations of the feasibility of the

solutions and if they are in the manageable interest of the for project, costs, and benefits, and at what level (e.g., upstream vs. downstream) the project response will be most effective
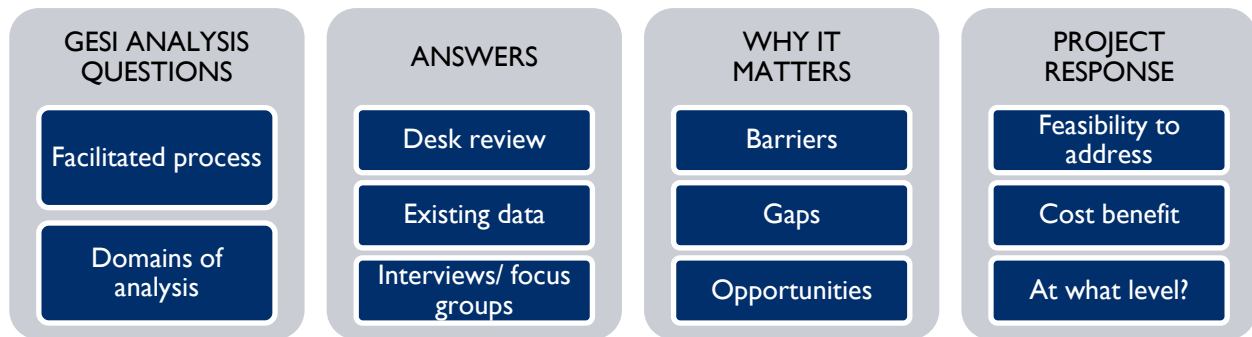
GESI ANALYSIS QUESTIONS	ANSWERS	WHY IT MATTERS	PROJECT RESPONSE
Facilitated process	Desk review	Barriers	Feasibility to address
Domains of analysis	Existing data	Gaps	Cost benefit
	Interviews/ focus groups	Opportunities	At what level?

Figure 2. Youth and gender assessment overview

ASSESSMENT METHODOLOGY

To generate data for analysis and use in the action planning process, the specific objectives of the youth and gender assessment were to:

1. Identify gaps, barriers, and opportunities for youth, women, and other excluded groups to participate meaningfully in the design of project activities and to maximize their benefit from these project activities
2. Identify constraints and opportunities to promoting gender equality, youth leadership and social equity across all project activities
3. Map findings from field research and global best practices to MUM programmatic activities across SOs

The team developed and submitted the assessment design and tools for Tanzanian ethical approval for research with human subjects in October 2021. It received approval from the National Institute for Medical Research in December 2021. The team conducted a rapid literature review between November 2021 and February 2022. Findings from this review informed the design of FGD and KII guides, which were subsequently tested for language, sequencing, and content with MUM staff and other youth-development stakeholders. In conjunction with MUM staff, the GIYE team also developed an initial list of key informants, which was elaborated upon through snowball sampling.

Between March 7 and March 25, 2022, the field team (consisting of a female interviewer and notetaker and a male interviewer and notetaker) conducted a total of 12 FGDs and 23 KIIs in Iringa, Ludewa, and Sumbawanga, as well as KIIs in Dodoma and Dar es Salaam. The three districts were chosen to span a broad range of cultural, geographical, and economic contexts where various adaptations to MUM's project activities may be required. Findings should not be regarded as generalizable across districts and regions but are meant to complement technical assessments in each region.

In Iringa District (Iringa Region), the GIYE team carried out the assessment in Ilambilole, a village which benefited from the WARIDI Mbigiri water scheme from Kilolo District. Though Ilambilole has benefited from these previous water schemes, the village also experiences rationing of water, particularly during the dry season due to low water pressure. Ilambilole was also a previous beneficiary of other development programs, most notably a forest project conducted by Concern Worldwide. In Ludewa District (Njombe Region), the youth and gender assessment was conducted in Lugarawa, a mountainous

village with substantial water supply challenges. The final village was Mpona, part of Sumbawanga District in the Rukwa Region. The area borders Lake Rukwa, which harbors a large population of crocodiles. In Mpona, there are no improved water sources; most water is sourced from the nearby Momba River, which divides the Rukwa Region from the Songwe Region.

> ## GEOGRAPHIC VARIATION AND CONSIDERATIONS
>
> While findings from the three villages visited in field research cannot be generalized to each region, there were considerable differences which may have implications in MUM programming. These findings should be triangulated with other field assessments.
>
> Ilambilole is situated 35 kilometers north of Iringa, an area where various development schemes have operated over the years and where WARIDI previously operated. In general, villages in this area are more likely to have had some forms of youth and gender sensitization over the years, and MUM might expect that communities in this area have somewhat weaker gendered social norms than in Ludewa or Sumbawanga. This suggests an opening for programs such as a scaling of UPWARD.
>
> Lugarawa showed evidence of strongly gendered social norms. It was also in this community that FGD participants expressed some backlash to gender equality efforts. However, Lugarawa also had highly participatory youth – one female participant in FGDs even sat on the local water council and youth attendance for FGDs was strong.
>
> In general, Mpona, the most isolated of the villages, did not show any indications of behavior change or sensitization campaigns. The community wholly lacked formal water infrastructure and, by extension, any youth engagement and gender integration efforts that are often integrated into programming.

In each village, FGD participants were divided by sex and age (18-35 and 35 and older), for a total of four FGDs conducted per community. Participants in FGDs were recruited via convenience sampling, usually with the guidance of the Village Executive Officer and community development officers. District-level KIIs (**Error! Reference source not found.**) were conducted in each village and district. National KIIs were primarily conducted in person in Dodoma and Dar es Salaam, with a smaller number of virtual interviews.

National KIIs
- Prime Minister's Office, Department of Youth Development, Dodoma (Director of Youth Development)
- Ministry of Community Development, Gender, Women, and Special Groups, Dodoma (Director of Women Development)
- RUWASA National Office-CWBSO Manager
- Tanzania Water and Sanitation Network (TAWASANET)
- Tanzania Gender Networking Program (TGNP)

Iringa District Council (DC)
- Secretary of Ilambilole Women's Group
- Representative for Wapambanaji Group (Youth-Focused Community-Based Organization (CBO))
- Community Based Water Supply Organization (CBWSO) Leader
- Village Executive Officer (VEO) of Ilambilole Village

- District Community Development Officer, Iringa DC
- RUWASA Community development focal person, Iringa DC

Ludewa
- Secretary of Two in One Women Live Group (Youth-Focused CBO)
- Secretary of Youth Union Group (Youth-Focused CBO)
- District Community Development Officer, Ludewa DC
- RUWASA, Ludewa DC
- VEO and Chairperson of Lugarawa Village
- CBWSO village level committee member, Lugarawa
- DATEO Vocational Training Center, Ludewa

Sumbawanga
- District Community Development Officer, Sumbawanga DC
- VEO of Mpona Village
- Community group Leader Mpona Village
- Women's Group Leader Mpona Village,
- RUWASA, Sumbawanga

Following completion of field research, the team conducted a rapid field analysis of the data to identify common themes until saturation was reached. This data was triangulated with primary data from other projects (notably WARIDI) and any secondary data. As thematic patterns emerged, corresponding data were recorded and then aligned with program recommendations. Finally, the team applied thematic analysis findings to the development of a MUM-specific action plan that presented recommendations by strategic objective (SO) areas and linked to MUM project activities for ease of integration.

Following the analysis, the assessment team facilitated a validation and integration workshop with MUM staff to present preliminary findings and begin a participatory process of integrating recommendations into project activities.

The following document highlights findings from the assessment and links these findings to the MUM strategic objectives and work plan activities, proposing a youth-inclusive action plan for MUM. This strategy is intended to be a living document that can be amended over the life of the project as activities and priorities shift, and the project team develops greater operational detail.

4.0   SUMMARY OF ASSESSMENT FINDINGS

Findings from the youth and gender assessment have been structured and presented according to the four overarching youth engagement goals of MUM outline in the Task Order, with sub-themes those that were emergent from the triangulation of primary qualitative data, previous findings from WARIDI, and the literature review. Gender specific findings are presented in full in section 6.2, as well as integrated throughout where intersectional youth and gender concerns are particularly relevant.

Research into the intersection of youth, water services, and employment within the WASH space is limited and awareness and understanding of the key issues facing youth was low among respondents. The 2020 USAID/Tanzania Youth Assessment Report, for example, highlights entrepreneurship, agriculture, tourism, and mining as the main opportunities for youth livelihoods, ignoring opportunities within WASH (Sengezener et al., 2020). The sparseness of data is also a result of low youth involvement in water services and WASH entrepreneurship. For example, while one in four youth (25%) participate in civic structures such as local government authorities (LGAs) or in activities related to community health facilities, only 5% report participating in water committees (Sengezener et al., 2020). This gap presents a distinct opportunity for MUM to innovate at the intersection of youth entrepreneurship and WASH services in Tanzania.

4.1 YOUTH AS THE NEXT GENERATION OF WATER PROFESSIONALS

YOUTH ARE LARGELY UNAWARE OF PROFESSIONAL OPPORTUNITIES IN WASH

Among the most common themes across FGDs was that youth are largely unaware of and uninterested in employment and professional roles within WASH. Out of six FGDs with female and male youth, only the two groups in Iringa DC could list employment opportunities or professional roles within WASH, citing latrine masonry and manufacture and sale of reusable menstrual pads. This finding reflects a major urban and rural divide regarding employment opportunities writ large, and professional opportunities in WASH in particular: there are few professional opportunities in rural areas.

One exception to this is in water technician roles. When respondents were aware of water technician roles, they described them as being fulfilled predominantly by older community members, with the only exception being a young man employed as a water technician in Ludewa. No other FGDs were aware of youth employed in similar roles or the opportunity to work as water technicians.

RECENT ENGINEERING GRADUATES OFFER A PIPELINE TO INCREASE WATER TECHNICIANS

More skilled positions also provide an entry for Tanzanian youth to gain formal employment within the water sector. In 2020, Tanzania graduated 1,156 students of engineering (2.4% of) total graduates of higher education institutions (Tanzania Comission for Universities, 2021). These graduates provide an opportunity to create a pipeline of youth who can gain formal employment in the WASH sector. Particular attention should be given to female graduates. Notably, according to the Tanzania Commission for Universities, the ratio of male to female graduates is substantially higher in engineering (3.46) than the next highest field (mining and earth sciences at 2.44).

YOUTH CREATIVE POTENTIAL IS AN UNTAPPED RESOURCE

Though field research took place in rural locations where youth are mostly absent from professional water roles, there are some notable developments in professional wash services which leverage youth creativity and technological capabilities. The Water for Life Project is a partnership between Kinara for Youth Evolution, a youth-focused CBO based in Morogoro, and the Morogoro Urban Water Supply and

Sanitation Authority (MORUWASA). Using the mWater app, the organization works with youth "Community Change Agents" (CCA) to report water pipe leaks and other complaints to MORUWASA, as well as conducting monthly household water availability surveys. MORUWASA also trained CCAs on meter reading to provide education to local communities, with the goal of increasing awareness of water usage. Since 2019, the program has helped to repair over 1600 leaks and seen average days of water flow increase from 2.7 to 3.6 days per week (Kinara for Youth Evolution, 2021).

Interviews with key informants suggested that youth potential for creativity and innovation is a yet to be recognized strength and resource for youth. Representatives from the Ministry of Community Development, Gender, Women, and Special Groups highlighted the potential for youth-driven "technology development in providing solutions for social challenges," while FGDs often noted youth's technological savviness as a strength. This was an uncommon theme, though one that deserves further exploration.

RUWASA'S PROGRESS ON GENDER INTEGRATION AND YOUTH ENGAGEMENT IS SLOW

As a new institution, RUWASA has plans for GIYE and is slowly building capacity, but respondents did not know details on their content or timing. At the national RUWASA office, staff have not yet been trained in GIYE and youth and gender analyses have been planned but not yet conducted. RUWASA does currently run a youth internship program with Engineers Registration Board (ERB), which can help to create a further pipeline of youth water professionals. RUWASA also does not yet report or record data in sex-disaggregated or age-disaggregated form.

4.2 YOUNG ENTREPRENEURS AND LABORERS

EMPLOYMENT OPPORTUNITIES

Youth experience multiple forms of discrimination and limitations to their employment opportunities. There is a pervasive attitude held by older Tanzanians that youth are too lazy, too mobile for consistent employment, and too impatient or focused on fast outcomes to be reliable employees. A national stakeholder highlighted the common perception that youth "want only immediate results. If not realized, they move onto the next project." Similar sentiments were echoed across most of the FGDs, including by youth participants themselves. One female youth cast this in a somewhat different light: "Youth are more selective about work than elders," e.g. desirous of more consistent opportunities or especially salaried pay.

The desire for salaried pay - or consistent employment at the minimum - presents a major barrier to increasing youth employment in WASH services and their involvement in water governance. Because many WASH services in rural areas are provided through community structures on a voluntary basis, these roles are unappealing. Instead, youth, who many respondents noted are highly mobile, are more likely to seek employment in urban areas where jobs such as water vending are available. Respondents also noted that traditional jobs within WASH services are not attractive to youth because they are not "cool" or "modern."

There is also a considerable disconnect between what youth roles youth purportedly look for and what jobs are available. The USAID/Tanzania Youth Assessment Report finds that the current youth cohort in Tanzania lacks information about job opportunities, pre-employment competencies, and technical and market skills (Sengezener et al., 2020). Indeed, in FGDs, very few youth were familiar with potential employment opportunities within WASH. One national stakeholder thought youth have a "lack of commitment and focus on one specific area," and that youth are unaware of opportunities "because they do not spend time searching for information from trusted sources." However, a structural explanation

suggests that educational and support systems with tailored financial products and programs for youth are not well developed and jobs not well popularized.

More positively, though less frequently, FGD participants and KIIs described youth strengths: technological savviness, entrepreneurial spirit, and a desire to innovate and improve on current systems. The leader of a vocational training center in Sumbawanga described youth as eager and hardworking. She also noted that youth are ready and willing to adapt to local labor markets. In Ludewa, where mining is common, many youths are employed as drivers, and at vocational centers infrastructure exists to readily adapt curriculums to support training in WASH entrepreneurship.

Youth may also benefit from the weakening of traditional norms that come from greater exposure to global media and more modern ideas. For example, FGD facilitators found that youth were more comfortable discussing topics such as menstruation. Facilitators also noted that youth seem more ready to change their minds regarding traditional values, particularly regarding taboos (e.g., restrictions around what women can do when menstruating).

ACCESS TO FINANCE

Representatives of financial institutions also hold negative attitudes towards youth. Young Tanzanians face higher barriers to accessing loans because of the perception that they are riskier investments (Ricker-Gilbert & Chamberlin, 2018). National stakeholders noted that youth are simply "not trusted." There is some evidence within the literature that youth *are* less reliable investments for lenders. The small fraction of youth who already own successful businesses are more likely to repay loans than new youth entrepreneurs, who are many (Balvanz et al., 2019). There are also misconceptions among youth regarding lending: some youth believe that loans backed by foreign donors don't require repayment (Balvanz et al., 2019). However, business and finance training are significantly correlated with loan repayment, which suggests that financial lenders and donor institutions can do more to increase the likelihood of successful youth entrepreneurship by providing training targeted to youth. The Small Industries Development Organization, for instance, provides youth-targeted trainings in soap making, handwashing equipment, and antibacterial products, as well as low-interest financing.

Though a lack of access to finance for youth was commonly noted among national stakeholders, there was no mention of more severe barriers to finance for young women. Empirical analyses have shown that young women may have a more difficult time accessing loans or credit than their male counterparts ("A Review of Factors Affecting the Growth of Small and Medium Enterprises (SMEs) in Tanzania," 2019; Aterido et al., 2013), but this area deserves future exploration.

4.3   YOUTH AS ADVOCATES AND DECISION-MAKERS

YOUTH ARE DE-FACTO EXCLUDED FROM HOUSEHOLD AND COMMUNITY-LEVEL DECISION MAKING

Youth participate in water governance at a very low rate. Less than 5% surveyed in a USAID report participated on water committees, compared to 25% who participated in village councils or LGAs (Sengezener et al., 2020). Other studies have shown even lower participate for young women: just 2.4% of female and 6.3% of male respondents in Iringa DC participated in village water governance (Ngowi et al., 2018).

Low participation in water governance structures reflects the fact that Tanzanian youth hold very limited decision-making power in most WASH-related decisions. In general, both male and female youth are excluded from decision-making processes due to widespread attitudes, noted across FGDs, which hold that youth should not have a say in decisions until they are married and reside in their own (rather than parents') households. While unmarried youth are sometimes tasked with ensuring access to water

services or paying water bills, they are still expected to obey their parents and to rely on them for financial assistance, and their voice in decision-making structures is contingent on their independence. WARIDI further documented how the exclusion of female youth in decision-making structures is substantially stronger than for male youth (Eaton et al., 2021).

Youth reticence to participate in decision-making structures is reflected in much of the field research from the MUM gender and youth assessment and in previous evaluations conducted under WARIDI. Facilitators often describe youth as "shy" to speak up. Many youth were unaware of water governance bodies and didn't have substantial input during FGDs for most questions. Youth frequently lack context for understanding community-level decision-making because they are infrequently welcomed or supported in village meetings (Groenbech et al., 2016). An exception was in Lugarawa, where youth were active in discussion and one female youth was on the local water committee. It is unclear why youth were more engaged in this community.

BASIN WATER BOARDS ARE SLOWLY DEVELOPING GIYE CAPACITY

The MUM Gender and Youth Advisor presented findings on youth and gender issues, proposed solutions, and next steps at the late-March workshop held with Basin Water Board (BWB) leadership to vet their capacity building plans. While the specific youth and gender issues vary between the BWBs, with Lake Rukwa integrating youth and gender considerations most visibly in its capacity building plans, BWBs generally showed:
- Lack of youth integration in policies, guidelines, and implementation of activities
- Low capacity for integrating youth engagement strategies in management and operational planning
- Inadequate age and sex-disaggregated data

4.4 YOUTH AS BENEFICIARIES OF WASH SERVICES

WASH PRODUCT AND HARDWARE DESIGN ARE OFTEN NOT FULLY RESPONSIVE TO THE SPECIFIC NEEDS OF YOUNG WOMEN AND CHILDREN

Across districts in which the youth and gender assessment took place, female respondents noted that latrines infrequently meet international standards for female friendly toilets. Many[7] FGD participants noted that latrines frequently lack soap, water, and privacy for women, including young women.

Though women are often cited as "influencers" in both the decision to build toilets and their final design, FGD participants were unanimous that final decision over construction and design resides with men. The Lugarawa VEO thought that "women and youth have no power" over the design of latrines, while the VEO in Mpona explained that even if a woman has more money than her husband, "she would not be able to make a decision. Rather, she will have to make sure a man is involved and still a man would be able to reject [her preferences]." This is likely to disproportionately impact female youth, who may have less decision-making power because of their age.

Increasing women's decision-making power over WASH products and hardware is likely critical for ensuring health and safety. Gender plays a significant role in shaping attitudes and consumer preference regarding sanitation. Women are more likely to place value on convenience, safety, and comfort, while

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[7] Consistent with qualitative methodology of the rapid assessment utilized, and the fact that no conversations were recorded, it was not possible to quantify most themes. Collecting data in sufficient detail to quantify and provide percentages would necessitate greater time/resources, potentially reduce the richness of the qualitative data produced, and hinder the freedom that participants experience when they are not recorded.

men place higher value on social status (Agarwal et al., 2018; Tsetse & Alleman, 2017). For example, women are more likely than men to advocate for latrine-emptying services in Dar es Salaam (Jenkins et al., 2015).

Failure to account for end-user needs and preferences similarly extends to both handwashing stations and menstrual materials. During the peak of the Covid-19 pandemic, national sensitization campaigns emphasized the importance of handwashing. Though many handwashing stations were constructed, in some areas, tippy taps were abandoned because children drank from them, causing illness, according to FGDs in Ilambilole. In others, tippy taps were stolen due to official enforcement of the handwashing station requirement.

Across FGDs and KIIs, respondents noted a near total dearth of suitable materials (e.g., sanitary reusable pads, disposable pads, or menstrual cups) for menstruation. Nearly all young women reported using scrap cloths, which are associated with higher risk of infection. Disposable pads remain financially out of reach for nearly all rural consumers (one respondent noted they are only preferred if women are traveling long distances), and they are rarely carried in village shops due to a lack of demand. This points to a major market opportunity, with many stakeholders recommending the manufacture and sale of reusable pad.

Child friendly toilets (in which pit latrines are re-designed to include, for example, a suspended ring for a child to hold onto, a wooden board with smaller hole, and/or a transparent fiberglass roof tile) are another example of an opportunity (Huda et al., 2021). Though not specifically asked about in the assessment, community members mentioned that young children may not be able to use latrines if they are not adequately outfitted for young children, citing "poor infrastructural setup."

YOUNG WOMEN BEAR THE PRIMARY RESPONSIBILITY FOR WATER FETCHING AND ASSOCIATED HEALTH AND SAFETY RISKS

Increasing access to water services and decreasing distances traveled to fetch water are important outcomes for young women, who are primarily responsible for water fetching in most of the districts surveyed. "Even if I am dying, my husband would not help me fetch water," said one elder in Lugarawa. Though women bear the burden of water fetching regardless of age, the imbalance in gender roles continue to be reflected in younger generations. A male youth in Ludewa described the strict differentiation in roles: "A woman is in charge of fetching water and managing the use of water in the household, and the men's role is to make sure that the water sources are well functioning, so that the water is available all the time."

While fetching water, women are exposed to a range of negative impacts, including increased infection from fecally transmitted disease,, gender-based violence, diminished time to devote to outside activities such as education, and psychosocial stress (Caruso et al., 2015). Women often respond by limiting water intake and hygiene behaviors (Caruso et al., 2015). In addition, women have an increased need for water, sanitation, and hygiene during menstruation, pregnancy, and the post-natal period; failure to meet these needs inhibits women's full participation in society (Kayser et al., 2019).

Failure by decision-making bodies to take safety into consideration causes women to alter their WASH behaviors and puts women and girls at additional risk. The assessment found multiple examples of a failure to consider safety issues for women in WASH-related policies or decisions, at both household and community levels. For example, men and young boys became responsible for water fetching in Ilambilole because fetching water at night – the most feasible option for water collection during rationing – is too dangerous for women and girls. Safety concerns were even more paramount in

Mpona, where participants in both FGDs and KIIs noted that crocodile attacks from water fetching are not uncommon.

Safety vis-a-vis latrine location did not emerge as an issue, as most latrines are now built close enough to households that accessing latrines at night is not a security issue. Indeed, the VEO in Lugarawa noted that it is increasingly common to see toilets within households. Many participants were aware, however, of the health safety risks posed to women in managing menstruation in unhygienic environments. The average latrine described by participants lacked soap, water, and privacy. The VEO in Mpona noted, "When a woman is menstruating, this is a very difficult moment for her because there is no comfortable environment for her to get clean water and privacy."

OTHER YOUTH BENEFITS

Though improved water services and readier access to various WASH products are expected to benefit entire communities, there were several indications in field research which suggested benefits to youth. In Ilambilole, for instance, male youth used bicycles or motorcycles to transport water for sale within communities. OD was not considered common by respondents, but it was reported when farms were located substantial distances from latrines; readier access to clean and safe latrines would benefit male and female youth in particular.

5.0   YOUTH ENGAGEMENT STRATEGY ACTION PLAN

The following action plan lays out the strategies and concrete actions that MUM will undertake to prioritize youth interests and voice across the life of the project. These directions to pursue are grounded in the analysis of the gender and youth assessment findings and are aligned with the youth development goals championed by USAID.

The Action Plan provides a roadmap for project activities with room for the MUM technical team to add operational details as part of the annual work planning process.

5.1   STRATEGY AND ACTION PLAN TABLE

How to read this table:

Actions are organized by Project Sub-Objectives, with two tags:
1. **MUM WP** refers to the MUM Workplan task number or, if cross-cutting, sub-objective.
2. **Youth Engagement Goals** refers to the overarching youth engagement goals (Section C) of the MUM task order:
    a. **WP:** Youth as the next generation of water professionals
    b. **YE:** Young entrepreneurs and laborers
    c. **ADM:** Youth as advocates and decision-makers
    d. **YAB:** Youth as beneficiaries of WASH services
3. **Timeline** describes in what year of the project concentrated effort will be made to realize the proposed actions. Many of the actions will require on-going monitoring and/or coaching to MUM partners in the final three years of the project.
4. **Responsible** refers to which MUM technical sub-team or person is accountable for the activity. This team is expected to drive the actions.

Strategy	Action	MUM WP	Tags	Timeline (Year) 1	2	3	4	5	Responsible	Comments
SO1: Increase access to sustainable water services managed by the Rural Water Supply and Sanitation Agency and urban water utilities.										
Institutionalize youth engagement into RUWASA's service delivery and operations	• Draft scope for and advocate with RUWASA to establish and resource a youth/gender working group or committee to embed attention to youth engagement and gender equality in projects, services, and operations.	1.5	WP, ADM, YAB	X	X				GIYE, SO1	
	• Support RUWASA to establish and implement internship/apprenticeship program that includes participation targets for young women for variety of cadres in the organization, with a particular focus on MUM supported districts	SO1	WP, ADM, YAB	X	X				SO1	
	• Support RUWASA and ERB to streamline the young water engineers and technicians into Structured Engineers Apprenticeship Programme (SEAP) and facilitate possible employment with CBWSOs' with a particular focus on MUM supported districts.	SO1	WP, YAB	X	X				SO1	
	• Support RUWASA to improve the RUWASA Service Delivery Management System (RSDMS) to ensure it can report on sex-disaggregated data and number of youths engaged in service delivery at CBWSO level	SO1	WP, ADM, YAB	X	X				GIYE, SO1	

Strategy	Action	MUM WP	Tags	Timeline (Year) 1	2	3	4	5	Responsible	Comments
Assess the degree to which TAWASANET considers youth interests and needs in its resource allocation planning	• Include measures/questions in the capacity assessment to gauge degree of youth voice in TAWASANET decision-making • If indicated by capacity assessment, train relevant technical/operations staff in youth-responsive programming. • Coach/monitor TAWASANET in follow-on actions and accountability measures (e.g. establishing a mechanism for ensuring on-going youth input).	1.4	ADM, YAB	X	X	X	X	X	GIYE, SO1	
SO2: Increase access to finance for WASH services										
Research and understand financing needs of youth-led WASH enterprises to ensure that the credit guarantee scheme design and other financial products are responsive to their needs and preferences. Engage youth in the design process of financial products themselves.	• Identify and survey a representative group of youth-led WASH enterprises in MUM districts on their unique financing needs, barriers experienced and to identify specifications of financial products that would better meet their needs	2.2	WP, YE, ADM, YAB		X	X	X		SO2	
Work with financial institutions to make the business case for lending to youth developing tailored	• Based on survey results above, develop one-page advocacy brief on business case for lending to youth, and needs of youth enterprises	2.4	WP, YE, YAB			X			GIYE	

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Strategy	Action	MUM WP	Tags	Timeline (Year) 1	2	3	4	5	Responsible	Comments
finance products for them	• Facilitate dialogue/visits between youth entrepreneurs and FI officers to sensitize lenders to youth led startups and enterprise needs. • alternative: focus one of the YAC convenings on Tailoring Financing to Youth-Led Enterprises: A Dialogue between Lenders and Young Entrepreneurs	2.4	WP, YE, ADM, YAB			X	X	X	GIYE, SO2	
Provide tailored business development services (BDS) training that respond to specific barriers, challenges, needs for youth-led SMEs	• Using the results of above survey and youth dialogue, commit to incubate 5 youth-led WASH enterprises over the life of the project. Provide technical/business development support in the form of market intelligence, business model and planning tools, technical and financial planning coaching, strengthening creditworthiness, industry events, and GUC.	2.1.1, 2.4	WP, YE, ADM, YAB			X	X	X	SO2	
Include youth members of WASH financing working group	• Following the launch of the YAC, designate two members to sit on the WASH financing working group.	2.4.1	YE, ADM, YAB		X	X	X	X	SO3	
SO3: Strengthen the market for sanitation and hygiene products and services										
Ensure that sanitation market research examines the role of young	• Integrate youth and gender considerations, including MHH questions to survey instruments	3.1, 3.2, 3.3.2	ADM, YAB	X					SO3, GIYE	

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Strategy	Action	MUM WP	Tags	Timeline (Year)					Responsible	Comments
				1	2	3	4	5		
consumers and product/service providers.	• Analyze results from a youth and gender perspective, and segment by age and gender when applicable to look for related findings	3.1, 3.2, 3.3.2	ADM, YAB	X					SO3, GIYE	
Design behavior change and marketing interventions that are youth- and gender sensitive	• Design and roll out gender- and youth- sensitive training with government institutions such as VETA, MUST, and SIDO	3.3	YE, YAB		X	X			GIYE, SO3	
	• Utilize formative research to tailor BC and marketing strategies to specifically appeal to those market segments, through specific channels, with specific messages, gathered during research and consultation with YAC and youth groups, etc.	3.3	YE, YAB		X	X	X		SO3, GIYE	
	• Engage youth and women creatives, startups, and SMEs to drive marketing campaigns	3.3	YE, ADM, YAB		X	X	X		SO3	
Leverage a youth-led SME to address the unmet demand for reusable menstrual pads at the community level	• Issue a GUC or connect the enterprise to sources of finance. • Support the grantee or SME with business training. • Connect to government-offered youth development funds	2.3, 3.2, 3.3	YE, YAB		X	X			SO3, GIYE	
Utilize GIYE principles to drive the development of more fully inclusive City-wide Inclusive Sanitation plans	• Involve women and youth in planning processes, integrate youth and gender considerations in methodology and data collection for mapping and planning	3.5	ADM, YAB		X	X	X		SO3	

Strategy	Action	MUM WP	Tags	Timeline (Year) 1	2	3	4	5	Responsible	Comments
SO4: Strengthen BWBs and WUAs to enhance stewardship of water resources										
Develop a training module for BWBs focused on *Why Youth Matter to WASH*	• Draw from USAID Tanzania Gender and Youth Advisor's materials on positive youth development • Adapt UPWARD social norms change session(s) and challenge adult-held biases toward youth.	4.1	ADM, YAB		X				GIYE	
Challenge the partnering BWBs to identify specific employment opportunities for young people.	• Identify roles/positions that fit well with typical youth qualifications. • Develop a recruitment plan including vacancy announcements, publication channels likely to reach youth, hiring criteria. • Provide mentorship and job training. • Example: BWBs could commit to recruiting X number of youth as data collectors on new water sources. Young data collectors would receive training in addition to steady income.	4.1	WP, YAB		X	X	X		SO4, GIYE	
Crosscutting										
Provide a technical update on youth engagement to MUM technical team	• Design and conduct a youth engagement session for inclusion in start-up training for technical staff. Content to include USAID requirements and policies, positive youth development, how these apply to MUM program.	SO1-4	YAB	X					GIYE	Completed
Constitute a Youth Advisory Council	• Draft YAC scope to include purpose, membership criteria,	SO1-4	WP, YE,	X	X	X	X	X	GIYE	

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Strategy	Action	MUM WP	Tags	Timeline (Year) 1	2	3	4	5	Responsible	Comments
consisting of representative youth from MUM geographies to advise on the project's efforts in design, research, and programming	outreach plan, benefits, and expectations. • With support from respective CDOs, conduct outreach through youth-led and youth-serving CSOs • Hold periodic convenings where the YAC will advise MUM on activities and products, while receiving professional development and networking		ADM, YAB							
Integrate youth issues in all surveys/research/assessments.	• Utilize qualitative and other targeted methodologies designed for youth-sensitive data collection/research to supplement project monitoring, evaluation, and learning (MEL), when necessary, for a deeper understanding of any emerging youth issues	SO1-4	YAB	X	X	X	X		Project-wide	
	• Engage youth as enumerators for data collections in MUM research and MEL related activities	SO1-4	WP, YAB	X	X	X	X		Project wide	
	• All data collection tools include disaggregation by sex and age	SO1-4	YAB	X	X	X	X	X	Project-wide	
	• Provide technical support to MUM staff, partners, and grantees on best practices for youth -inclusive research	SO1-4	YAB		X	X	X		GIYE	
Ensure MUM collects and learns from appropriate youth-sensitive indicators,	• GIYE and MEL teams review performance indicator reference sheets (PIRS) and monitoring, evaluation, and	SO1-4	YAB		X	X	X	X	MEL, GIYE	

Strategy	Action	MUM WP	Tags	Timeline (Year) 1	2	3	4	5	Responsible	Comments
per USAID best practice and policy	learning plan (MELP) procedures for youth and gender indicators,									
MEL and CLA across the project	• Anytime people are counted, especially in non-youth and -gender specific indicators, collect and disaggregate data by sex and age (or age range)	SO1-4	YAB	X	X	X	X	x	MEL, all teams collecting data	
	• Monitor and learn from the project-level youth outcome indicator (Number of women and youth who become WASH entrepreneurs because of USG assistance)	SO1-4							MEL	

The youth and gender assessment reveals multiple examples of how youth are excluded from water-related decision making, employment opportunities, and access to finance. The barriers to their participation are both structural and attitudinal, such as adult biases that perceive youth as lazy and only willing to pursue fast money as an employment option. MUM has a unique opportunity to address harmful stereotypes and youth's limited access to information about employment opportunities, and to capitalize on youth's openness to new employment paths.

As a cross-cutting effort to embed attention to youth constraints and opportunities, MUM will constitute a **Youth Advisory Council (YAC).** The Council's purpose will be to provide a dialogue platform that represents the voices of youth and experts in youth engagement as MUM refines its strategic approaches, implements activities, validates relevant tools, and develops new learning and training materials. The YAC will be made up of female and male youth between the ages of 18 and 35, and will include young people from diverse ethnic, academic, religious, tribal, geographic, and socio-economic backgrounds. The GIYE team, with input from SO leads, will develop terms of reference for the YAC, a profile for recruiting members, and a plan for engaging them at strategic junctures (Green et al., 2020). The intended outcome is that MUM activities will authentically represent the interests, vision, and voice of young people.

> **Definition of Youth Advisory Council (aka Board)**
> USAID defines a YAC as "an entity composed of young people that serves as an advisory or advocacy body to government or donor agencies. Most often, its role is to identify priorities, craft policies that support these policies, and contribute to the implementation of these policies through public services. This role may also include public outreach and advocacy" (Green et al., 2020).

5.2 GIYE IN PROJECT PROCESSES

According to guidance from USAID Tanzania and international best practices in gender mainstreaming—which is the process of incorporating a gender process in organizational policies, strategies, and administrative functions, as well as into the institutional culture of an organization— the team has also noted a few areas where youth and gender can be mainstreamed throughout MUM processes and administration.

GIYE in MUM Project Structures and Processes
- Integrate GIYE in project processes such as recruitment, retention, advancement
- Train staff on sexual harassment, including reporting
- Establish Youth Advisory Council to provide platform for youth voices
- Outline the USG and GoT policies that underpin GIYE within MUM, including but not limited to working with boys and men as partners and agents of change and not perpetrators of violence and inequality

Capacity Strengthening
- GIYE training for all MUM staff
- GIYE training for MUM water governance stakeholders (RUWASA, select CBWSOs, BWBs, WUAs)
- Adapt and incorporate UPWARD training for stakeholders, interested grantees

Grants Under Contract
- Ensure GUC processes are gender integrated and youth-inclusive (selection/scoring criteria, representative selection committee, concerted focus on youth and women led orgs/SMEs)
- Technical foci of grants look at engaging youth, gender dynamics, replicating UPWARD, etc.

Research and Monitoring, Evaluation, and Learning

- Support MUM staff, partners, and grantees on best practices for gender- integrated and youth - inclusive research tools
- MUM should undertake the early identification and engagement of gender champions from government, civil society, and targeted communities, and partner with them to address inequalities between marginalized groups and the general population regarding access to resources
- Collect sex and age for all individual-level data: Routine sex disaggregated and gender-sensitive data collection and reporting will help MUM measure progress towards achieving program objectives, make course corrections if an activity is exacerbating gender inequality, or scale-up or replicate models that demonstrate progress in achieving gender equality and women's empowerment
- Integrate youth and gender concerns in all surveys/research/assessments
- Collaborate with MEL team to review PIRS sheets and MELP procedures for youth and gender indicators, as well as ensuring proper sex and age and other disaggregation on non-youth and -gender specific indicators
- Work with SO and MEL teams to report on youth and gender indicators

6.0   ANNEXES

6.1   LITERATURE REVIEW

SO1: Increase access to sustainable water services managed by RUWASA and urban water utilities

Youth and Gender Involvement in Water Governance
- In the Iringa area, youth participation in Village Water Committees is very low. Female youth in particular have "little or no direct influence on the decisions made by VWC on the management and use of water" (Ngowi et al., 2018, p. 165)
- Youth report that they are given lower priority in water use within the household; female youth in particular are not given any priority when water is in short supply (Ngowi et al., 2018)
- Youth participation on water-related committees is substantially lower than other municipal or local government organizations: In the most recent USAID/Tanzania Youth Assessment Report, ~25% of youth indicated participating in LGA committees or in activities related to community health facilities, compared to just ~5% who participated in water and education committees (Sengezener et al., 2020)
- "Even when women sit on village water councils, they have little ability to steer decision-making toward the gendered-nature of water usage or influence final decisions of water councils" (Mandara et al., 2017)

Access to Water Services
- In the Iringa area, males appear to have readier access to free water: 60% of male youth compared to 40% of female youth obtained water free of charge (Ngowi et al., 2018)

Gender Roles and Water Access
- Nearly 80% of women are solely responsible for household water fetching duties, compared to only 14.2% of men (Tanzania National Bureau of Statistics, 2018).

SO2: Increase access to finance for WASH services
Credit Access in Tanzania
- Financial institutions perceived young Tanzanians as unreliable, inexperienced, too mobile, and high risk (Sengezener et al., 2020)
- "While not always trusted to lead, youth expressed that communities would have more confidence in their leadership capacity if youth yielded economic power. As a youth participant aptly expressed: "If youth had more economic power, they would be more respected", _ _which speaks to a key conundrum that perpetuates the cycle of poverty and youth disenfranchisement." (DAI Global, 2018, pg. 18)
- Fastest growing sectors employing youth are telecommunications, financial services, tourism, construction, retail trade, and manufacturing (Sengezener et al., 2020)

Barriers to credit
- Youth face higher barriers to accessing finance than their older counterparts, all other factors held equal: younger farmers, for instance, pay higher prices for rented land than older farmers, and are also less likely to belong to village savings groups (Ricker-Gilbert & Chamberlin, 2018)
- A 2020 study on the factors influencing youth involvement in horticulture agribusiness in Tanzania cites a need to "create incentives for the small and medium financial institutions or microcredit financial institutions to open sub-offices" in targeted areas, as well as providing credit with an interest rate affordable to youth (Ng'atigwa et al., 2020, p. 14)

Factors affecting loan repayment
- In a study of the determinants of loan repayment among male Tanzanian youth, repayment was strongly associated with already owning a business, while those who hoped to start businesses "reported difficulties weathering the ebbs and flows of business" (Balvanz et al., 2019, p. 260)
- Balvanz et al. also report the perception among Tanzanian youth that loans from foreign donors don't need to be repaid (Balvanz et al., 2019)
- Business and finance training are significantly associated with loan repayment, compared to those who did not complete any form of training (Balvanz et al., 2019)
- "Screening based on characteristics such as business experience and education may improve repayment rates" (Balvanz et al. 2019, p. 266)

SO3: Strengthen the market for sanitation and hygiene products and services
- In Nairobi, Community Cleaning Services is a Kenyan non-profit social enterprise which creates entrepreneurial opportunity for low-income youth. CCS uses a micro-franchise distribution platform, coupled with training in marketing, to youth who provide toilet cleaning services or staff community toilets. CCS has developed a "hybrid model" in which services and supplies are market-based, while donor-funds support sanitation awareness (Thieme & DeKoszmovszky, n.d.)
- One small study in Nepal suggests that a sales agent's gender has implications in product adoption, production selection, and product maintenance. In particular, matching sales agent's gender to a target household's head of household may increase product uptake (iDE Nepal, 2019).
- Female sales agents may be more effective in promoting behavior change in the process of engaging in MBS. Female agents are also better at identifying and referencing in sales pitches how sanitation purchases may improve the community. Households that purchased from female sales agents have higher latrine use, likely a result of more follow-up visits from female sales agents compared to male sales agents (iDE Nepal, 2019).
- This has potential synergy in Tanzania, where women may be more likely to advocate for sanitation services. One study in Dar es Salaam found female-headed households responded more positively to presentation of new gulper services than male-headed households (Jenkins et al., 2015).
- The WARIDI endline evaluation indicates that women use toilets more frequently than men, suggesting an important market segment, which in concert with iDE studies above indicates the importance of female sanitation sellers to other women
- Women at the WARIDI endline also noted that many current latrines are insufficient to meet women's needs, with commonly noted issues including non-user friendly for MHM and poorly functioning locks on doors
- Endline evaluation also noted that women advocate for toilets much more frequently than men
- A further barrier women face is the expectation that they charge less for their services (Agarwal et al., 2018)
- However, there are also indications that "while young men hold some traditional gender norms, they are likely to embrace and accept women as leaders and equals. A gendered lens in the development of workforce training, leadership curriculum adaptation, and youth friendly life skills" can help to empower young women (DAI Global, 2018)

Barriers to Entry:
- "More than 1 in 4 women become pregnant before the age of 19, which significantly affects their ability to continue education or access jobs that offer upward mobility" (DAI Global, 2018)
- "Control over time is one of the most critical factors for income generation for female youth across the ages and regions. Program design must account for these realities and consider shorter, sharper, more distance friendly (proximity to the community) interventions for women. Time allocation is often dictated by male household heads, whereby women assume control only insofar that men are

absent. Major mobility decisions may still require male consent, even if the male is not in the household" (DAI Global, 2018, p. 18)
- Every year ~900,000 youth enter the job market, but are competing for only 50,000-60,000 jobs (Balvanz et al., 2019)
- Tanzania national school curricula prepare students for tests; many students graduate with a mismatch between their skills and the demands of the labor market (Ndyali, 2016)

Facilitators of entry:
- "Social assets are one of the strongest advantages for young women where the systems around savings groups are weaved around values of loyalty and trust and thus deepens opportunities that are tied to groups. Male youth on the other hand have lesser social capital tied to trust since they are considered more mobile, with a high-risk appetite and are more agile/hasty decision makers. Since female youth are constrains by the social fabric that is devised to keep them under the guise of protecting their wellbeing, they are easier to monitor and that is attractive to savings groups" (DAI Global, 2018, pg. 18)

SO4: Strengthen basin water boards and water user associations to enhance stewardship of water resources
- A WASH project implemented in two slums in Kampala tapped youth networks to organize and implement community WASH education. Over 3 years, the project saw piped water usage increase from 38 to 86% and community members use of unprotected water sources drop from 30% to 2%. Working with youth "to take lead in implementing project activities…was crucial in the success observed and can be replicated in other programs" (Musoke et al., 2018, p. 7)
- Ngowi et al. (2018) note that youth must be effectively engaged and integrated into village water councils and water user associations to foster sustainability in the future

6.2 GENDER FINDINGS FROM THE GIYE ASSESSMENT

GENDERED PATTERNS IN DECISION-MAKING AT HOUSEHOLD AND COMMUNITY LEVELS COMPOUND DISPARITIES IN WASH ACCESS

Despite being primary water collectors and the delegators of water use within households, women generally have low formal and informal decision-making power over most other aspects of water services and water governance. Women (and youth) are by and large excluded from planning and decision-making because their input is not sought and, in some cases, not welcome (*see text box, right*) (Eaton et al., 2019). Moreover, a lack of female representation among water engineers and technicians means that women and youth are rarely consulted regarding water access sites, technology selection, or usage once installed. As a result, technologies are often designed without taking into account women's specific preferences, including operational costs, ease of use, transportation, and maintenance (Theis et al., 2016).

An example of this emerged during field research in Ilambilole (Iringa Region). There, the local water committee has instated water rationing during the day. Water collection points are unrestricted at night, which limits women's ability to access water due to safety concerns from fetching water after dark. As a result, men and young boys are primary water collectors, often using bicycles or motorcycles. Many in the community described this positively. The area was a beneficiary of at least one sensitization campaign designed to address gender norms and roles, and participants in FGDs were relatively unanimous that the sanctions that many men experience in other communities for fetching water were not present. However, it was unclear to what extent women had significant input over the rationing decisions. Though field research did not permit further probing, it is likely that this situation would have adverse impacts over women-headed households, who may not have as ready access to mechanized transport. Moreover, FGD participants noted that women resume responsibility for water fetching during the rainy season, suggesting that men's role in water collection is mainly a result of a lack of safety for women rather than a result of durable changes in gender roles.

> **Findings from the evaluation of UPWARD in Iringa Region:**
>
> Both men and women explained that although women feel comfortable attending village meetings, they participate far less frequently than men. In interviews, few men could identify more than one or two women who they believed spoke during meetings. When asked the reasons why, men attributed women's public speaking reticence to lack of confidence. Women, in contrast, explained that they feared men's derision as well as women's disapproval. Men also said that women's inhibition in speaking is natural. An elder man in Kanolo explained, "Women are too shy. This is how they are naturally." No women expressed a similar view. There was not a clear gender divide in the explanations for women not speaking; however, it was more common for men to link lack of confidence and shyness with public speaking reticence.

In Ludewa and Sumbawanga, there have been no sensitization campaigns, and women's position as water collectors in those areas was unanimously reflected. "Even if I am dying, my husband would not help me fetch water," said one elder in Lugarawa. A male youth described strict gender differentiation in roles: "A woman is in charge of fetching water and managing the use of water in the household, and the men's role is to make sure that the water sources are well functioning, so that the water is available all the time." Less frequently, participants noted how men's decision-making power over the selection of water sites led to conflict between men and women. FGD participants and a RUWASA officer in Ludewa District described how conflict frequently arises between men and women over placing water points close to households or in proximity to where animals are watered.

Other research outside the three villages included in field research further show that women's role as water collectors and the decision-making power granted to women within the household domain does not translate into community-level influence. Previous evaluations from Tanzania show that women's meaningful participation in water governance structures is low. Women fear sanctions for speaking too directly in meetings, and even when women sit on village water councils, they have little ability to steer decision-making toward the gendered-nature of water usage or influence final decisions of water councils (Eaton et al., 2019, 2021; Mandara et al., 2017; Mandara & Niehof, 2013). This is a missed opportunity, given, for instance, that greater female participation in water-related decision making is thought to benefit all water users – for example, by increasing program sustainability via shorter repair lags of water facilities (Ivens, 2008).

GENDER NORMS AND ATTITUDES LIMIT WOMEN'S EMPLOYMENT OPPORTUNITIES IN TRADITIONALLY MALE-DOMINATED SECTORS

Gendered social norms common across Tanzania continue to lead to women experiencing disadvantages relative to men in many areas of life. Within WASH and the sanitation value chain (SVC), this plays out in several ways:

Many employment opportunities within WASH are thought to be "male" jobs, for example engineers or water technicians. Jobs such as community development officers, on the other hand, are thought to be more appropriate for women. There is likely a feedback loop at work here in which few women are employed within these perceived? skilled positions and women, lacking role models, do not aspire to skilled roles themselves. Key informants sometimes described this as a "lack of confidence" among women, but a structural explanation suggests the need for more female role models and training programs which encourage women to seek employment within engineering and technical positions.

Experience under USAID's global Engendering Industries program has further shown that, in male-dominant sectors, male leadership and hiring managers may have and perpetuate biases against female candidates or employees. Female employees often enjoy less access to informal spaces where

> Finding on lack of gender parity at RUWASA as cited in MUM's Capacity Building Plan of the Rural Water Supply and Sanitation Agency (RUWASA) (Feb 2022):
>
> *The [2020-21] Capacity Needs Assessment study report indicates that while RUWASA has a good balance of age amongst staff (Youths aged between 18-35% forms about 40% of the workforce, whereas about 86% of staff are below 55 years), there is a huge gender disparity within the organization, with women representing only 10% of senior, decision-making positions. This imbalance is partly cultural and historical, as men tend to be the predominant employees in infrastructure roles. At the same time, it is possible that biases and other obstacles inhibit the recruitment and advancement of female talent. Thus, a strategic commitment is required by the Agency is to equitably recruit and develop the capacity of women with requisite skills and*

decisions are made, and relationships are cultivated. In some cases, job descriptions and/or vacancy announcements may be unintentionally biased toward male candidates. Interview panels that are made up predominantly of men may show unintentional preference to male candidates. Given their childbearing and child-rearing responsibilities, women may also find themselves on a slower track for promotion and advancement.

Less access to information, itself a result of women's lesser participation in civic governance, means women have low knowledge of available employment opportunities or employment assistance. One national stakeholder noted that because women have less access to information, many are not aware of employment opportunities or entrepreneurial opportunities, such as funding available to women at

LGAs. Opportunities for women most cited across FGDs and KIIs were the manufacture and sale of reusable sanitary pads and the production and sale of soap.

GENDER-INTENTIONAL AND TRANSFORMATIVE PROGRAMMING MUST INCLUDE MEN

Though not a major qualitative theme, pushback to gender-focused efforts came up several times in field research and would present a significant barrier to GIYE activities if not proactively addressed. One elder male in Lugarawa described how "In this era you find every project is focusing on women, men are left behind and there I think the equality which is being promoted has gone beyond the borders [too far]." A national informant echoed this sentiment: "In order to achieve effectively on gender inclusion, do not forget to engage men and young boys. Otherwise, you keep creating classes and knowledge gap among [men and women]."

These findings echo best practices in engaging men and boys in gender equity efforts. Men and boys must be acknowledged and engaged in a way that meets their unique needs and roles in WASH and governance structures and ensures that implementation does not lead to unintended consequences. For example, gender synchronization describes how the transformation of deeply held gender norms requires the participation of all those who uphold and enact those norms (Greene et al., 2011; Greene & Levack, 2010). Programs which actively engage both sexes in challenging harmful constructions of masculinity and femininity are more successful in addressing gender inequity (Cislaghi & Heise, 2020). As one example, the Uplifting Women's Participation in Water-Related Decision-Making (UPWARD) intervention in Kanolo and Lulanzi showed substantial promise in promoting women's decision-making power and decreasing harmful gendered social norms (Eaton et al., 2019, 2021). It did so by using critical reflection practices within communities, focusing on both women and men, and can be adapted and scaled across districts.

SAFETY CONCERNS DRIVE WASH BEHAVIORS AND SPECIFICALLY WATER-FETCHING BEHAVIORS

While fetching water, women are exposed to a range of negative impacts, including fecally transmitted disease, gender-based violence, diminished time to devote to outside activities such as education, and psychosocial stress (Caruso et al., 2015). Women often respond by limiting water intake and hygiene behaviors (Caruso et al., 2015). In addition, women have an increased need for water, sanitation, and hygiene during menstruation, pregnancy, and the post-natal period; failure to meet these needs inhibits women's full participation in society (Kayser et al., 2019).

Failure by decision-making bodies to take safety into consideration causes women to alter their WASH behaviors and puts women and girls at additional risk. The assessment found multiple examples of a failure to consider safety issues for women and youth in WASH-related policies or decisions, at both household and community levels. As previously stated, men and young boys became responsible for water fetching in Ilambilole because fetching water at night – the most feasible option for water collection during rationing – is too dangerous for women and girls. Safety concerns were even more paramount in Mpona, where participants in both FGDs and KIIs noted that crocodile attacks from water fetching are not uncommon.

Safety vis-a-vis latrine location did not emerge as an issue, as most latrines are now built close enough to households that accessing latrines at night is not a security issue. Indeed, the VEO in Lugarawa noted that it is increasingly common to see toilets within households. Many participants were aware, however, of the health safety risks posed to women in managing menstruation in unhygienic environments. The average latrine described by participants lacked soap, water, and privacy. The VEO in Mpona noted, "When a woman is menstruating, this is a very difficult moment for her because there is no comfortable environment for her to get clean water and privacy."

6.3   STRATEGIC PRIORITIES

In concert with the key principles that guide our work, the GIYE team identified initial high-level strategic priorities based on planned project activities prior to receiving ethical approval to do community level research. These technical priorities emerged primarily from our conversations with local youth experts and the review of MUM technical activities with a youth engagement lens, in concert with USAID Youth in Development guidance. Since this initial phase, we have re-worked and revised these priorities into a strategy and action plan (see section 5 in the main body of the document), based on FGDs, KIIs and feedback.

Table 1 below maps these strategic priorities against the USAID Youth in Development Policy (2021) Objectives, as well as the primary MUM SOs where we expect to implement them.

Table 1. MUM Strategic Priorities and SOs

USAID Youth in Development Update Objectives	MUM Strategic Youth Engagement Priorities	MUM SOs
Access	Develop differentially targeted products and technical support/training for youth entrepreneurs.	SO1, SO2, SO3, SO4
	Create new/link to existing job opportunities and skills development for youth.	SO1, SO2, SO3, SO4
Participation	Support meaningful participation of youth in water governance and link them to skills development and systems work as needed.	SO1, SO4
	Promote youth leadership and engagement as part of planned social and behavior change (SBCC) messages (SO3, SO4).	SO3, SO4
	Proactively recruit youth- and women- led small and medium enterprises (SMEs) for grants under contract (GUCs), MBS, and city-wide inclusive sanitation (CWIS) activities.	SO2, SO3
Systems	Work with project counterparts, partners, and grantees to transform through SBCC social norms through that inhibit youth participation and leadership, through capacity building, GUC, and other activities.	SO1, SO4

	As part of capacity building efforts, provide technical support to WASH governing bodies across the project (RUWASA, Water Users Associations (WUAs), BWBs, etc.) to prioritize and integrate youth engagement principles throughout their policies, employment, and membership.	SO1, SO4
	Use youth engagement principles to inform the development of more fully inclusive CWIS and fecal sludge management (FSM) plans (SO3).	SO3
	Identify and better understand barriers to youth participation in market-based sanitation systems, and how to create a more enabling environment for youth.	SO3

6.4 ACTIONS BASED ON GENDER AND YOUTH FINDINGS

The following Annex presents strategic actions based on the complete gender and youth assessment.

SUB-OBJECTIVE 1

Overarching thematic findings from the rapid assessment relevant to SO1 include:
- Youth are by and large excluded from planning and decision-making regarding water sites, technology, and usage
- Service delivery providers are often GIYE-blind
- Youth involvement in water services is low due to a lack of training, lack of publicizing roles, lack of role models, and stereotypes about youth. Youth find roles, particularly if unpaid, unattractive.

Table 1. Actions for youth and gender-inclusive programming for SO1

ACTIONS FOR YOUTH AND GENDER-INCLUSIVE PROGRAMMING
• Include youth and gender dimensions in National Water Policy implementation review, pinpoint areas for GIYE in policy operationalization, including equity in access to services as well as women and youth as WASH service providers (1.1)
• Integrate youth and gender considerations into SO1 governance capacity assessments and resulting recommendations (1.1, 1.4, 1.5)
• Include GIYE elements in GUC support to Tanzania Water and Sanitation Network (TAWASANET) for organizational strengthening and advocacy (1.4.2)
• Support steps to institutionalize GIYE within RUWASA. For example, leadership consultation, GIYE training for management/department heads (including HR), review policies and practices for gender equity, (1.5) consider hiring targets to address gender imbalance
• Establish a RUWASA gender/youth working group and or focal point (1.5)
• Understand GIYE elements of RUWASA's service delivery frameworks, including GIYE implications of different O&M service models (1.6)
• Include GIYE considerations for water utility service provision in WSSA capacity assessments and performance improvement plans (1.7)
• Ensure that water infrastructure and construction plans and activities routinely consult women and youth to inform selection of technology and maintenance, siting, etc. (1.8)

ACTIONS FOR YOUTH AND GENDER-INCLUSIVE PROGRAMMING
• Ensure participatory processes and GIYE elements in development of scoping and selection criteria (1.8.1) and resulting water and sanitation master plans to maximize inclusivity (1.8.2, 1.8.3) • Seek out specific pathways to systematically recruit and work with youth-led organizations, youth-owned businesses, youth interns and professionals, etc. across the SO • Form partnerships between RUWASA and vocational training centers to create a pipeline for youth in WASH jobs • Partner with local universities/engineers' registration board/other organizations to provide internships for engineers, with high priority given to graduating female engineers and technicians

SUB-OBJECTIVE 2

Key Youth and gender Considerations:
Overarching thematic findings from the rapid assessment relevant to SO2 include:

- Low current rates of participation in WASH and the SVC mean there are few role models and no social support networks. Lacking role models and representation, women and youth are often unaware of or uninterested in opportunities for employment in WASH, including financing
- Youth are regarded as energetic and mobile, but also face stereotypes that they are unmotivated or only interested in fast money
- Youth face higher barriers to accessing financing because of the perception that they are "riskier" investments
- Women are also perceived as riskier loan recipients than men, though research demonstrates that they are lower risk

Table 2. Actions for youth and gender-inclusive programming for SO2

ACTIONS FOR YOUTH AND GENDER-INCLUSIVE PROGRAMMING
• Integrate GIYE questions into landscaping tool and WASH SME status review; use results to further refine GIYE activities under this SO (2.1.1, 2.3.1) • Include GIYE considerations in Technical Assistance to RUWASA on pipeline of fundable projects, both in how the projects themselves will integrate GIYE and how RUWASA staff capacity advances women and youth's capacity specifically (2.1) • Research and understand financing needs of women and youth led WASH enterprises so that the credit guarantee scheme design and other financial products are responsive to their needs and preferences (also include youth and women in design process) (2.2) • Proactively recruit youth- and women-led SMEs for GUC, including Challenge Grants (2.3) • Work with financial institutions to make the business case for lending to women and youth, and develop tailored finance products for them (2.4) • Understand specific barriers, challenges, needs for youth and women-led SMEs respectively, and provide tailored BDS training that respond to these (2.1.1, 2.4) • Include youth and women members of WASH financing working group (2.4.1) • Support TAWASANET to include GIYE considerations in the sector equity report (2.6) • Include gender dimensions in NWF organizational analysis and recommendations (2.7.1)

SUB-OBJECTIVE 3

Key Youth and gender Considerations:
- WASH product and hardware design are often not fully responsive to the specific needs of women and children. For example, many latrines fail to meet women's needs during menstruation
- Most women in rural areas rely on scraps of cloth as a menstrual material. Reusable pads are rarely used while disposable pads are prohibitively expensive for most women and are often unavailable in rural shops
- Decisions regarding the design of latrines are usually made by men, while maintenance and cleaning responsibilities are borne entirely by women
- Because most roles within WASH and the SVC are held by men, women and youth exposure to WASH or SVC opportunities is very low
- Engineering and technician jobs are believed to be men's jobs, while community-based jobs are regarded as women's jobs (and men who work within them regarded as weak)
- Service delivery models that mainstream gender are associated with improved quality and cost-saving services.

Table 3. Actions for youth and gender-inclusive programming for SO3

ACTIONS FOR YOUTH AND GENDER-INCLUSIVE PROGRAMMING
• Understand the segments of the market by age, gender, and levels of gender equality in the household, as well as intra-household preferences, needs and (differential) use of products/ hardware (3.1, 3.2, 3.3.2) • Develop pro-poor sanitation and hygiene designs that also meet women/youth/children's specific needs; include youth and women in design process (3.2) • Design behavior change and marketing interventions that are youth and gender sensitive (3.3) o Consider how to specifically appeal to those market segments, through what channels, with what messages, etc. (3.3) o Include considerations for transforming systemic and root/upstream causes that drive behavior (i.e., social norms) o Engage youth and women creatives, startups, and SMEs to design and drive messaging and marketing • Understand different needs of women and youth market actors. Target women and youth entrepreneurs across the SVC, and develop differential training pathways for women and youth based on identified needs and preferences (3.4) • Utilize GIYE principles to drive the development of more fully inclusive City-wide Inclusive Sanitation plans; involve women and youth, integrate youth and gender considerations in methodology for mapping and planning (3.5) • Ensure women and youth participate in FSM analysis and planning, and that differential needs/expectations of men in FSM and the SVC are considered and accounted for (ex. with regards to risk-taking, personal protective equipment, etc.) (3.5)

SUB-OBJECTIVE 4

Key Youth and gender Considerations:
- Women and youth involvement in water governance is minimal. Women's participation through quotas on water boards does not often translate into meaningful decision-making power, though evidence shows this is modifiable through norms change
- SBCC and sensitization campaigns are effective in increasing women and youth involvement in water governance

Table 4. Actions for youth and gender-inclusive programming for SO4

ACTIONS FOR YOUTH AND GENDER-INCLUSIVE PROGRAMMING
• Integrate youth and gender dimensions into baseline capacity assessment for BWBs; use to ensure GIYE integration in CDPs (4.1)   • Based on BWB-validated CDPs, develop a tailored GIYE capacity building and coaching approach for each BWB (4.1)   • Adapt GIYE and UPWARD training materials from WARIDI to use with BWBs and WUAs, and include women and youth stakeholders to drive capacity building development (4.1)   • Ensure that WUA capacity assessment tool teases out gender and age-related considerations; review resulting CDPs to determine capacity gaps related to GIYE (4.1)   • Ensure BWB communications strategies include attention to gendered social norms and other GIYE issues (4.3)   • Capitalize on youth and women's specific resilience factors in water resource management, such as traditional roles as water protectors, to protect and restore catchments serving drinking water systems (4.2, 4.3)   • Source messaging, channels and other elements of behavior change from youth and women creatives, stakeholders, and startups (4.3)

6.5   FGD GUIDE

We'd like to talk to you about water and sanitation (toilets) in your house and community today.

1. Can you tell me a little bit about who does what in your household, regarding water? (men, women, boys, girls, youth)
    - *Probe:* Who is responsible for fetching water? How long does it take typically? What might be some of the challenges, if any, in getting water?
    - *Probe:* What do you think about a man who fetches water? What about young men who fetch water? Is this different for dry and wet seasons?
    - *Probe*: Who within the household is responsible for making decisions regarding when water is obtained and what water is used for in the house?
    - Do you have formal/informal agreements within the family between men/women/youth on who is responsible for fetching /paying for water? Who was responsible for making these agreements?

SANITATION & HYGIENE PRODUCTS AND SERVICES – LATRINES (SO3)

2. Do most people in your community own their own latrines? How often do people use shared latrines?
    - Out of 10 people in your community, how many would you say own their own latrine?
    - Who uses which toilet? Variations of time, location, activity? Does anyone not use the toilet? Why?
    - Does the latrine meet everyone's needs? Menstruating people? Pregnant people? People with disabilities? Younger people? Children? (Probe how old)
    - Are there particular times when or certain times when people can't use the toilet (e.g., when menstruating or pregnant)? Why? What would happen if they used the toilets?
    - Are there restrictions on sharing latrines – e.g., with in-laws, children, and adults, etc.?
    - Who is responsible for toilet/facilities cleaning and maintenance?

3. Do most people have handwashing stations?
    - Out of 10 people in your community, how many have a handwashing station at home?
    - How do people typically wash their hands (running water, bowl, reuse, etc.)
    - What materials do people use for washing hands? Probe: anything else?
    - What influenced people to build or purchase a handwashing station?
4. Within the household, how do you make decisions regarding water and sanitation? Who makes these decisions? (Probe: Alone? Together? With whose input?)
    - *Probe*: For example, who makes decision regarding the design of the latrine? Where is it placed? How is it paid for? (If pit latrine, who decides it needs to be emptied? Who empties it? Who pays for that?)
    - *Probe*: How are decisions made regarding sourcing water, such as if water is fetched vs. purchased?
    - *Probe*: Is this the same or different for women and youth? Do they have the same ability to influence decisions? How much does this relate to having money or control over assets?

WATER GOVERNANCE (SO1&4)

Now that we've talked about what happens in your household, we'd like to learn a bit more on how your community makes decisions about water and sanitation.
5. Who makes (**gender, youth**) community decisions over:
    - Water and sanitation planning in the community.

- Money/Funding for water and sanitation?
6. Are you aware of any groups or organizations that manage, maintain, or protect the water source in your village?
    - *Probe:* Who manages it?
    - *Probe:* Do you participate in WUAs?
    - *Probe:* Do you believe that all people are welcomed on WUAs?
    - *Probe:* Does everyone speak up at the meetings? Are there some people that don't? Why or why not?
    - *Probe* In your opinion, do WUA leaders value the opinions of all individuals? Do they make decisions based on everyone's opinion?
    - *Probe*: even youth and women?
    - How many men/women/ and **youth** are on water and sanitation decision-making bodies/organizations?
    - *Probe*: Community/users associations, community-led sanitation efforts, etc.
    - *Probe*: Do any have a (**gender**, **youth**) focal point?
7. What roles do (**women**, **youth**) play in in these bodies?
    - Leadership/decision-making positions? At what levels?
    - *Probe*: Are they invited to meetings of these bodies?
    - *Probe*: Active participation in meetings? Opinions and needs heard? Acted upon?
    - *Probe:* Do women/ youth show initiative in aspiring for leadership positions in water and sanitation bodies? Are their initiatives supported by communities?

PROFESSIONAL OPPORTUNITIES IN WASH FOR YOUTH AND WOMEN/ YOUTH- AND WOMEN-LED SMALL AND MEDIUM WASH ENTERPRISES

Now, we'd like to talk about who works in jobs related to water and sanitation.
8. Think about all the different jobs that are related to sanitation (cleaning, maintenance, construction, containment, latrine pit emptying, fecal sludge transport, treatment, and reuse/disposal, distributors, sales agents).
    - *Probe*: What are the different roles and responsibilities for men and women? What about for youth? Different ethnic groups/tribes?
    - *Probe*: Do men primarily do them, do women primarily do them, or are both equal? Are younger people also involved? [consider a grid here if want to focus on this, with jobs down vertical axis, and men/women/both across horizontal] Why? [Probe on norms, taboos, safety, privacy, etc., as well as for intersectionality]
    - *Probe*: Are they paid for this work? Why or why not?
      - Who maintains sanitation facilities, in the household?
      - Who maintains sanitation facilities in the community?
      - employment opportunities along the sanitation value chain

YOUTH

Now we'd like to specifically talk about young people and jobs. By young people, I mean ages 18-35. [for non-youth- FGDs]
9. Do you think job opportunities are different for younger people than older people? Why or why not?
    - What opportunities are there for youth in terms of finding employment?
    - What barriers are there for youth in terms of employment?
    - How could youth be better supported to find jobs?

[for youth FGDs]

10. Do any of you work in the WASH Sector? If you don't, would you go work in the WASH sector? either in service delivery, or as entrepreneur? [give examples of sector jobs]
    - why or why not?
    - What support would you need to do so?

Sanitation & Hygiene Products and Services – Menstrual Products (SO3)
[insert transition and prep for sensitive topic in research team meeting]
11. Can you describe a typical day for a person in your community when they are menstruating?
    - *Probe:* What specific activities do they do? At what times? Why? What specific activities do they not do? Why? Please describe if there's any pain? Any discomfort?
    - Are there any differences for younger vs. older people?
12. What specific challenges do women and girls face when they are menstruating?
    - Related to hygiene and access to products and/or infrastructure? Related to pain management? Related to stigma or embarrassment?
    - Are there any differences for younger vs. older people?
    - If latrines are cited, ask about the adequacy of latrines for managing menstruation.

Recommendations
Thinking back on all the barriers and problems you have mentioned today, like [insert some barriers previously mentioned]…
13. What are the ways that you, individually, your community, your household, have acted to overcome any of the barriers, problems, etc. that you mentioned? [Prompt with gender-based barriers and problems mentioned. This type of question can also follow any question about constraints, taboos, etc.]
14. Do you have any recommendations for strengthening water or sanitation services to better address any of the challenges you have described?

6.6 KII GUIDE

1. Could you speak a bit about access to water in rural areas? What about in urban areas?
    - Who in the household typically procures water?
    - When a household gets water, what is it typically used for? Who decides what it is used for? What say do women have in the decision? What about youth?
    - Who can have water when they need it? Who is not? Women? Youth?

Now I'd like to ask some questions about the **needs** for sanitation hygiene products and services. By this, we are referring to things like handwashing stations, latrines, pit emptying, and so on. Later, I'll ask more questions about the sanitation and hygiene sector at large.

NEED FOR SANITATION AND HYGIENE PRODUCTS AND SERVICES (SO3)

2. Are there different sanitation and water needs for men, women, girls, boys, others?
    - *Probe*: How do women meet their needs for menstrual hygiene management? How could this be improved?
    - *Probe*: What about personal safety (e.g. going to the latrine after dark)?
    - *Probe*: Are there adequate (e.g., private, washing, disposal, etc.) facilities for MHM in the household?
3. Within the household, who makes decisions regarding sanitation? How are these decisions made?
    - *Probe*:
        - Design of the latrine (e.g., do women and men have different desires in design?)
        - Location
        - Purchase (e.g., who decides when to purchase a new latrine)
        - Use
        - Repairs, updates to toilet/facility
    - *Probe*:
        - What decision making power do youth have regarding hygiene products and services? Is this influenced by control over assets?
        - What decision making power do women have regarding hygiene products and services? Is this influenced by control over assets?

SANITATION & HYGIENE PRODUCTS AND SERVICES – MENSTRUAL PRODUCTS (SO3)

4. What are the key challenges women face managing their periods? (IF THIS WAS ANSWERED, SKIP)
    a. *Probe*: Relating to products, social norms, knowledge, attitudes, and beliefs
5. What do most people in these districts use as menstrual products?
    b. *Probe:* Why do they use these? Where do they get them from? What are some alternatives that they might know about? [Ask about commercially available products, affordability, accessibility.]

Now that we've talked about the need for sanitation and hygiene products and services, I'd like to move into speaking about the market and employment opportunities.

SANITATION & HYGIENE PRODUCTS AND SERVICES – FSM (SO3)

6. How do women and men participate in the WASH sector in your town/city/region? Typical roles?
    - Are there variations by age, religion, gender identity, tribe, ethnic group, or other sociodemographic variables?
    - Does this vary geographically/by area of residence?

7. Are there any gender norms in this sector that disproportionately affect (access to sanitation services, waste disposal, sanitation-related employment, participation in decision-making) for youth (girls or boys) or marginalized groups?

PROFESSIONAL OPPORTUNITIES IN WASH FOR YOUTH AND WOMEN/ YOUTH- AND WOMEN-LED SMALL AND MEDIUM WASH ENTERPRISES (SO2&3)

I'd like to start talking about professional opportunities for youth and women. We'll talk specifically about WASH, but before that, I'd like to ask a more general question about youth employment.

8. What barriers do you see for youth to access employment, generally?
   - Are there entrepreneurship or professional development opportunities available? Please describe them.
9. Now that we've spoken about youth in general, I'd like to ask about WASH in particular: What opportunities exist for youth to gain employment in WASH?

10. Can you describe any age-related barriers to employment at various points along the sanitation value chain (cleaning, construction, maintenance, containment, emptying, transport, treatment, and reuse/disposal, distributors, sales agents)?
    - *Probe:* Access to finance
    - *Probe:* Other barriers to entry (e.g., discrimination)?

11. What about for women? What opportunities exist for women in professional WASH related roles?

12. Can you describe any gender-related barriers to employment at various points along the sanitation value chain?

13. Similarly, can you describe any opportunities/ideas/programs you see for women and youth to participate?
    - *Probe*: For example, what about pay to use facilities?
    - *Probe*: Access to sanitation products (for men, women, boys, girls, youth)

GOVERNANCE
14. Now I want to ask you some questions relating to water governance. I'll begin with a set of questions focused on BWBs. Then I'll ask the same questions for WUAs
    - Could you tell me a bit about who are typically the members of basin water boards?
    - Do any organizational policies dictate gender balance or whether a man or woman should occupy a particular position?
    - How often do women serve on BWBs?
        i. What positions do they serve in?
        ii. Do any of the female representatives hold leadership positions? At what levels? Meaningfully?
    - Do women participate actively in meetings?
    - If women do speak in meetings, are their opinions and needs listened to by others? Acted upon?
    - Do you think their input is reflected in decisions regarding sanitation?
    - Are decisions suggested by women ever the final ones in meetings?
    - Are there youth serving on BWBs? At what levels?
    - Do youth express their needs and concerns to BWBs?
15. What about for water user associations?

- Could you tell me a bit about who are typically the members of WUAs?
- Do any organizational policies dictate gender balance or whether a man or woman should occupy a particular position?
- How often do women serve on WUAs?
    i. What positions do they serve in?
    ii. Do any of the female representatives hold leadership positions? At what levels?
- Do women participate actively in meetings?
- If women do speak in meetings, are their opinions and needs listened to by others? Acted upon?
- Do you think their input is reflected in decisions regarding sanitation?
- Are decisions suggested by women ever the final ones in meetings?
- Is there any opportunity for youth to participate in WUAs? Or to express their needs and concerns to WUAs?

16. Now I want to ask you about organizations with communities that govern sanitation (e.g., RUWASA. WSSAs, LGAs on CWIS). Could you tell me a bit about women and youth participation within these organizations? ASK SAME PROBES AS FOR QUESTION #2

RECOMMENDATIONS

17. What are the ways that you have seen households and communities act to overcome any of the barriers, problems, etc. that you mentioned? [Prompt with gender-based barriers and problems mentioned. This type of question can also follow any question about constraints, taboos, etc.]
18. Do you have any recommendations for strengthening WASH services to better address/transform **gender/youth** inequalities?
19. Do you have any district-level or national statistics/documents/studies relevant to these questions that you would direct us to?

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