

# Review of the implementation of WaterAid's gender Manual and facilitated sessions in Timor-Leste



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PREPARED FOR: WaterAid  
and CARE



**WaterAid**

## About the authors

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# Contents

<b>Executive Summary .....</b>	<b>5</b>
Background to the WaterAid Timor-Leste gender Manual and CARE's Social Analysis and Action (SAA) approach .....	6
Methodology.....	6
Key findings of the research and learning project.....	7
Summary of recommendations.....	10
<b>Introduction .....</b>	<b>13</b>
Methodology .....	15
<b>Strengths of the gender Manual and sessions.....</b>	<b>19</b>
Community Perspectives.....	19
Changes for women and men within households .....	22
<b>Benefits of the WaterAid gender sessions in facilitating gender changes for communities .....</b>	<b>22</b>
WASH changes for women and men within households level .....	26
Changes for women and men at the community level .....	31
Staff and Partner Perspectives .....	34
<b>Recognising strengths and opportunities, responding to weaknesses and threats .....</b>	<b>35</b>
<b>Sector strengthening .....</b>	<b>38</b>
Implications of the research findings .....	38
Aligning WaterAid and CARE's SAA approaches .....	39
Using insights to scale-up Water-Aid's use of the Gender Manual .....	40
Monitoring, Evaluation and Learning .....	40
Recommended MEL framework .....	41
<b>Recommendations .....</b>	<b>43</b>
<b>References .....</b>	<b>48</b>
<b>Annex 1.....</b>	<b>49</b>
Locations where the WaterAid gender sessions have been implemented.....	49

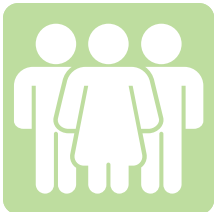
## Table of Figures

Figure 1. Modules of the WaterAid Gender Manual	14
Figure 2. WaterAid and CARE staff and partners preparing for community consultation sessions	15
Figure 3. Real-time learning processes were supported with the use of a closed Facebook Group	16
Figure 4: Locations, number of participants and number of facilitators (researchers) for community consultations	17
Figure 5. Change trees	19
Figure 6. Facilitators engaging with the community during consultations	0
Figure 7. Community facilitated session in Timor-Leste in progress	0
Figure 8. Research tools used to ascertain if changes in WASH roles had occurred at the household level	0
Figure 9: Level of change in WASH activities – men’s responses	22
Figure 10: Level of change in WASH activities – women’s responses	23
Figure 11: “A lot of change” in WASH activities – men and women’s responses	23
Figure 12. Community engagement session.	25
Figure 13. Research team collecting data on WASH roles changes that have occurred since the WaterAid and partners program in Timor-Leste	28
Figure 15. Skills that facilitators would like to further develop in relation to facilitating the gender sessions	30
Figure 14. Responses by facilitators to “how do you learn?”	36
Figure 16. Current structure of the final follow up module.	33

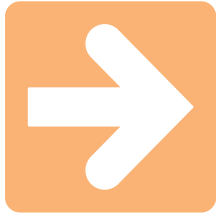




## Executive Summary



In Timor-Leste, WaterAid led facilitated discussions with communities on gender issues for over two years (2016 – 2018) as part of its rural integrated WASH programming approach. WaterAid wanted to know what had changed in those communities as a result of this program, and use this knowledge for continuous improvement. It was considered timely to take stock of what has been learnt through the facilitated discussions (“gender sessions”), and how the approaches taken by both WaterAid and its key partner CARE Timor-Leste can be drawn on strategically so that the knowledge and experience of both organisations can be tapped and built upon for upcoming ‘Water for Women’ projects (funded by DFAT, 2018 – 2023) and beyond. As a result, a review was commissioned in late 2018 to determine what the changes in gender norms, and towards gender equality, had occurred at the community and household levels as a result of WaterAid’s gender sessions. This study had the explicit focus on reflection and action learning (real-time learning by field staff and partners), rather than being an independent and formal evaluation. However, the outcomes from the learning process provided important evaluative feedback loops for WaterAid and partners.



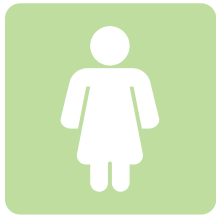
## Background to the WaterAid Timor-Leste gender Manual and CARE's Social Analysis and Action (SAA) approach

As of September 2018, the WaterAid Timor-Leste gender Manual had been used in 56 locations (Annex 1). The Manual, comprising five modules or components, was used in conjunction with the implementation of WaterAid's integrated WASH programs which included water supply, sanitation, hygiene and sector strengthening elements. CARE's Social Analysis and Action (SAA) approach is one of CARE's models for gender transformation, which similarly works with communities to explore social norms, beliefs and practices around gender and sexuality that shape their lives. Both approaches seek to facilitate dialogue at the community level about gender norms, roles and rights, to support gender transformation concurrently and in support of other program objectives (such as WASH outcomes).



### Methodology

To explore how the WaterAid Gender Manual has been implemented in Timor-Leste, and what the gender related outcomes were as a result of the use of the Manual, this study deliberately took a Strengths-Based Approach (SBA) in order to i) discover and capitalise on what is already working well with the delivery of the gender sessions and ii) minimise risks for community members involved in the research process, in line with a 'do no harm' approach. In total, 172 people were engaged in the research and learning process, including the two member research team from the Institute for Sustainable Futures, University of Technology Sydney (ISF-UTS).



## Key findings of the research and learning project

Communities who participated in the research and learning process reported that the modules they remembered as being most influential were related to women and men's activities (roles in the household). These modules were seen as effective in helping men and women recognise the workload and roles of each other, with men in particular reporting newfound understanding of the work that women did in the home. Eight communities reported that the gender sessions had resulted in men and women being more willing to share household tasks and work better together. The session which addressed the rights of women and men were also seen as influential, with five communities noting that it helped women to seek education and employment opportunities as a result of increased awareness that women and men were equal. For example, men recognising women's right to work helped women to seek employment.

This study found that gender sessions led to positive changes reported by women and men in communities, such as women taking up new roles including in the Grupu Maneja Fasilidade (GMF) structure, and technical and construction roles in WASH projects. Communities also reported increased decision-making opportunities for women, with men and women from eight out of ten communities reporting that women were more involved in household level decision-making. The research also indicated that more women now shared responsibility for controlling resources with men (such as financial and property resources), and/or had control of household finances and livestock.

With respect to changes related to WASH roles and responsibilities (where men or women were taking on new roles thereby shifting the division of roles between men and women) the top three changes in WASH roles as identified by men across the ten communities were: installing a latrine, cleaning a latrine, and supporting hygienic behaviours (such as asking children to wash their hands). This likely indicates that men perceived women being involved in installing a latrine to be a major change, as well as men contributing more to latrine cleaning and encouraging hygienic behaviours in the home, given that these two tasks are socially expected to be the responsibility of women in Timor-Leste. The top three changes in WASH roles as identified by women were: installing a latrine, hygiene promotion in the household, and collecting water. The similarities in men's and women's responses related to the most significant changes that had occurred with respect to WASH roles (latrine installation and support for hygiene promotion in the home) signified some shifts in divisions of labour related to gender norms.



Communities reported two key changes related to community domains, roles and responsibilities after participating in WaterAid's gender sessions: Firstly, increased status of women within in the community, and secondly, increased decision-making opportunities. Nine communities reported that the status of women in the community had increased with more women having the opportunity to fill leadership roles. Nine communities also reported that women have had increased opportunities for decision-making. In six communities, women reported that men now gave them the opportunity to participate in meetings at village and sub-village level. A woman and man in two communities (one in each) reported that due to greater recognition of women's rights, gender based-violence had reduced. This information about gender-based violence was spontaneously reported by community participants and not prompted by the facilitators of the consultations. The research methodology did not permit a deeper examination of these reports, and given they were raised by one man and one women within a larger group, they can be seen as positive and real indications, but not evidence of a reduction in gender based violence per se.

Eighteen WaterAid and CARE staff and partners were involved in the learning and review process, and reported that prior to undertaking the research activities, they had received positive feedback from communities about the gender sessions overall, and that communities showed enthusiasm and were willing to listen and share with each other. Suggestions from community

members to facilitators included that they would like more people/family members to take part in the gender sessions so that more people can be involved. Community members also asked facilitators whether or not they themselves apply the gender equality principles that they are teaching in their own lives, and with their own families. Communities were seeking assurance that the facilitators were following their own advice.

While facilitators on the whole reported confidence in delivering the gender sessions in communities, they did express that they would like additional support and training in the areas of: making sessions more inclusive, particularly supporting everyone's active participation and navigating situations in which men might dominate the



WaterAid Timor-Leste



conversation; how to measure changes in behaviour with respect to gender equality issues; and how to improve their communication and facilitation skills in general.



**Some weaknesses of the WaterAid gender Manual and gender sessions process were found through this study to include:**

- That there is currently a lack of strong follow-up process in communities that the gender sessions have been delivered in.
- Follow up modules need to go deeper into identifying changes that have occurred within households and communities.
- While there are some indicators measuring changes in water collection duties, there is a lack of indicators to measure decision-making changes and other gender-related outcomes.
- Unintended consequences are not known - is there any backlash or are there negative impacts from the gender sessions?

Challenges to the current approach used in the gender sessions included that it is sometimes hard to engage with the whole community (to conduct the gender sessions) when the community has other activities on, which can prevent them from being involved. The challenging geography and transport issues in Timor-Leste make it hard to reach more communities; prevailing religious and social norms making change slow and difficult to achieve through the use of occasional dialogue sessions between WaterAid partners/staff and communities; and the expectation of some communities to receive payment for their participation in the sessions (as a result of other organisations doing so and thereby setting the expectation).

WaterAid's engagement with government stakeholders (such as gender focal points, and sub-district facilitators) provides opportunities for increased collaboration and sector strengthening. Additionally, the DFAT Water for Women monitoring and evaluation requirements provide a strong incentive for more regular data to be collected on changes in gender roles and relationships occurring at household and community level, including unintended consequences, supported by this study.

## Summary of recommendations

Taking these research findings into account, it is recommended that WaterAid, CARE and partners initiate six key actions in response to the learning process undertaken through this study. These include:

1

That WaterAid and partners continue to use the approach offered in the Gender Manual, but respond to advice from communities about how to make them as effective as possible including: keeping groups small to encourage participation; offering the sessions to more people in the community through more sessions; encouraging inclusive approaches so that quieter people have a chance to provide their perspectives; and keeping the sessions to half a day or shorter.

2

Communities are looking to be convinced that the facilitators have undergone a transformation process themselves (towards gender equality), and so the approach that CARE adopts in support of staff to change themselves before changing others could be considered as a complimentary process for WaterAid to conduct with its staff and partners. It would be beneficial for facilitators to talk to communities about their own personal processes/journeys and explain what they do in their own lives to champion gender equality so that the communities are confident that facilitators are following their own advice.

3

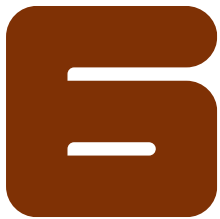
Further research on how women are managing additional work burdens due to their roles in a WASH project, such as leadership roles, participating in a WASH committee, and supporting building of infrastructure. Investigation of whether or not men's increased contribution is freeing up time for women to take on additional roles is required. This learning and review project found that confidential 1:1 interviews would be more useful than focus group settings to draw out this kind of information and insights from women who have taken up new WASH related leadership and construction roles. Ideally this follow up research would be integrated into WaterAid's monitoring and evaluation processes under Water for Women.

4

While staff and partners reported on the whole that they are confident in facilitating the sessions, most expressed a need for further support and training in the areas of inclusive facilitation, measuring behaviour changes, and general communication/facilitation skills.



There is currently a lack of strong follow-up process (MEL) in communities, and unintended consequences of the gender sessions are unknown. Therefore, it is recommended that the community engagement approach designed for this project could be used by WaterAid and CARE staff to assess the impact of gender sessions more regularly, to ascertain what kinds of changes are occurring at the community level as a result of their interventions. Additionally, it is recommended that a 'most significant change' case study process be undertaken more regularly with women and men from communities that are engaged for the gender facilitated sessions (each year, number of participants to be determined). It is also recommended that WaterAid and CARE consider triangulating results from community sessions with interviews from active women's groups in the same local area, especially those that focus on women's empowerment, economic opportunities and gender based violence and ask them what changes may have occurred within the community. This would help to gain external views and some contextual information on whether gender norms seem to be shifting within the community and what that could be a result of.



WaterAid and CARE are advised to continue to work with and through government and non-government organisations in order to scale-up the program, and support the transformation of staff within partner organisations. It is recommended that WaterAid and CARE continue to foster close connections with the Secretary of State of Equality and Inclusion. Reinforcing their work and working with them as a partner would be beneficial, and in line with sector strengthening intent. It is also recommended that WaterAid continue to provide support and mentoring for the Fasilitador Postu Administrativu (Post Administrative Facilitator) in the municipality on the gender sessions, because they are important and close allies.



## Box 1. Research questions

- 1. What were the strengths in how the WaterAid gender Manual activities and modules were used in facilitating discussions with communities in Timor-Leste?**
  - a) What do WaterAid staff and partners believe are the strengths of the gender sessions?
  - b) Do staff and partners feel confident in facilitating the gender sessions and what other skills development do they seek?
  - c) What did the community participants think worked well and was most influential? How and why? What do they recommend to change in the gender sessions?
  - d) How can strengths be drawn on to scale the use of the WaterAid gender Manual to other jurisdictions in Timor-Leste?
- 2. What have been the benefits of using the WaterAid gender Manual with communities in Timor-Leste in terms of WASH services and gender equality outcomes?**
  - a. What have been the changes for women and men at the household level?
  - b. What have been the changes for women and men at the community level?
- 3. How might the identified strengths and reported changes in gender relations in communities influence WaterAid and CARE's efforts to influence WASH sector strengthening, in particular:**
  - a. Engaging local government in WASH service delivery?
  - b. Engaging national government in WASH sector policy and reform?
- 4. How can WaterAid and CARE draw on both their respective gender tools (namely the WaterAid Gender Manual and CARE's Social Analysis and Action approach) in a strategic manner?**
  - a. What are the strengths, weaknesses, opportunities and challenges of the WaterAid Gender Manual and CARE's Social Analysis and Action approach?
  - b. Which approaches and activities from WaterAid and CARE's gender tools can be aligned and integrated? If so, how can this be done strategically?
- 5. What is the current system for monitoring, evaluating and learning (MEL) from the use of the WaterAid gender Manual?**
  - a. What is working well with the current MEL system and how could it be further strengthened?

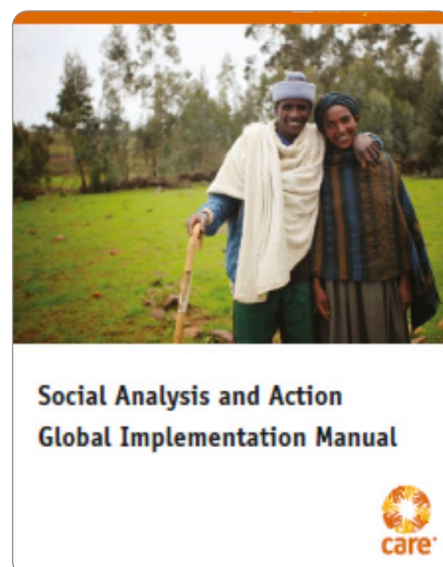


## Introduction

WaterAid developed a community dialogue process to address gender inequality in rural integrated WASH programming, and have delivered these 'gender sessions' in Timor-Leste since 2016.<sup>1</sup> The sessions focus on women's and men's sharing of household WASH tasks, address the rights of women and men, and more broadly open up dialogue around roles and responsibilities and how these are influenced by gender norms. These tools were developed and tested through action learning processes in 2013-2016. The approaches and tools in the Manual build from tools and findings of a research project on gender and WASH in the Pacific, led by ISF-UTS in 2011.<sup>2</sup>

Under WaterAid's new 'Beyond inclusion: Realising gender transformational change and sustainable WASH systems' (Beyond Inclusion) project in Timor-Leste<sup>3</sup>, WaterAid sought to identify the outcomes of the gender dialogue sessions that have been achieved using the facilitators' Manual. What has changed as a result of the gender sessions? Were they well received by the community? What have facilitators learnt and what are their needs in continuing to deliver the facilitated sessions? These questions drove this review and learning project, which was designed to:

- inform scale-up activities;
- increase participants' skills in research processes and knowledge about the impact of the WaterAid Gender Manual (through an action learning process), and guide the alignment of approaches with CARE's gender tools (as a key partner in Beyond Inclusion); and
- to leverage the expertise of UTS-ISF to analyse gender equality outcomes in WaterAid's WASH activities.



## Background to the WaterAid Gender Manual

The Manual aims to foster and encourage change towards greater gender equality, through facilitated dialogue between women and men in communities. The Manual contains five modules and 11 dialogue exercises as shown in Figure 1.

Module and Timing	Activity	Time required
<b>Module 1: Project planning</b>	1.1 Women's and Men's Daily Activities	1.5 hours
	1.2 Who does, who decides	2 hours
	1.3 Water Game	1 hour
	<b>Module 1 Project planning total time</b>	<b>4.5 Hours</b>
<b>Module 2: Sanitation</b>	2.1 Toilet game	1 hour
	<b>Module 2 for sanitation total time</b>	<b>1 hour</b>
<b>Module 3: During implementation</b>	3.1 Women and men in the past and now	2 hours
	3.2 Women's rights, human rights	2 hours
	3.3 Visioning Positive Change	1 hour
	<b>Module 3 during implementation total time</b>	<b>5 hours</b>
<b>Module 4: Project handover</b>	4.1 Women's and men's contributions to family and household	4 hours
	<b>Module 4 project handover total time</b>	<b>4 hours</b>
<b>Module 5: Follow-up six to twelve months after handover</b>	5.1 Reflection on change since project began	1 hour
	5.2 Reminder of women's and human rights	2 hours
	5.3 How much change? Pocket-chart voting	2 hours
	<b>Module 5 for follow up total time</b>	<b>5 hours</b>

Figure 1. Modules of the WaterAid Gender Manual, page. 9

The gender sessions do not aim to provide formal 'training' but provide opportunities for dialogue between women and men in communities as part of community-led total sanitation activities, in order to build a deeper understanding of how work is shared in households, and how WASH activities can be more inclusive and gender transformative. The activities in the Manual aim to encourage women and men to develop insight into the benefits that the whole community can enjoy, as a result of roles and relationships being more equal. As of September 2018, WaterAid and partners had delivered gender sessions across 56 locations (Annex 1).

The gender Manual has been recognised within the WASH sector in Timor-Leste as an effective approach and tool, with training also being delivered to government representatives and partners. The Manual was developed after obtaining feedback from government bodies, such as the Water Supply Department, and the Secretary of State for Equality and Inclusion. The Manual and its approach were introduced to the government's gender focal points in two



districts (Manufahi and Liquiçá) as well as women's associations. Government focal points were also trained in issues such as awareness of gender-based violence, and government policies regarding women's rights. In the dialogue session, integration with Planu Asaun Komunitade Saneamentu Ijiene (PAKSI - Community Action Plan for Sanitation and Hygiene) was like the module for PAKSI in the Gender Manual which only talked about how everyone got access to the toilet. Some training and sharing of these Manuals was conducted with government and partners, as well as with PHD (HAMUTUK programs) who recommended that WaterAid conduct training for the women's associations they plan to cooperate with.

## Gender related issues in Timor-Leste

As in most post-conflict societies, there is a well-documented gender inequity favouring men in Timor-Leste.<sup>4</sup> Key issues facing women and girls in Timor-Leste that have been reflected in national surveys include high incidence of gender-based violence; lack of access to secondary education; lack of access to sexual and reproductive health services; and lack of decision-making power and financial autonomy in households<sup>5</sup>. In terms of paid work, women account for 30% of non-agricultural employment and the female to male unemployment rate is 1:55<sup>6</sup>.

Gender inequity in Timor-Leste is linked to patriarchal cultural norms which, although complex and evolving, place pressure on women to conform to traditional roles of domestic work and child rearing.<sup>7</sup> Whilst at the national level, women are relatively well-represented in the Parliament due to a system of quotas (women hold 32.3% of seats<sup>8</sup>), at the local level, women are still grossly underrepresented.

## Methodology

The project drew on theory of action research<sup>9</sup>, whereby WaterAid and partner organisation staff who implement WASH programs collected information (data) and conducted analysis to inform their own learning and to help evolve the program they are delivering.



The project also deliberately took a Strengths-Based Approach (SBA) in order to i) discover and capitalise on what is already working well with the delivery of the gender sessions and ii) minimise risks for community members involved in the research process, in line with a 'do no harm' approach. SBA's theory of change focusses on capacities and assets which is considered to be motivating, rather than traditional deficit approaches in development which focus on

problems and needs<sup>10</sup>. SBA is based on the understanding “that every individual has innate capacities, life experience and characteristics that can contribute to development outcomes, and that any community or environment is rich in resources or assets”<sup>11</sup>. The project used SBA to identify and build on existing strengths of the gender sessions, while also asked communities, facilitators and stakeholders if they had any advice on how the sessions could be improved.

The Moser Framework<sup>12</sup> for gender analysis was used to explore individuals’ experience of gender equality in public and private spheres. The Moser Framework examines women’s productive, reproductive and community management roles in society and also distinguishes between practical and strategic needs of women as a means of supporting greater equality and changes in gendered roles, thereby challenging unequal power relations in society which inform decision-making and control of resources. In addition to practical and strategic gender outcomes, the research explored what the gender norms changes were for women and men at the household and community level, in line with the ‘framework for exploring gender equality outcomes from WASH Programs’ (Carrard et al, 2013).

Drawing on the methodological frameworks noted above, a range of research methods were used including:

- a) Focus groups and reflective practices with field staff from WaterAid, CARE and partners
- b) Semi-structured interviews with government and NGO stakeholders
- c) Participatory action research processes in communities (including male and female separated focus groups, ‘change tree’ creation, pocket voting, and mixed focus groups)
- d) Real-time learning processes, including the use of a closed Facebook group in Tetum for the duration of the research (Figure 2).



Figure 3. Real-time learning processes were supported with the use of a closed Facebook Group

The research and learning approach offered facilitators, community members, and government and other stakeholders the opportunity to reflect on their past experiences, identify positive changes which had occurred and their enablers, and reveal any preferred future actions in relation to the use of the WaterAid Gender Manual.

Research participants included:

- WaterAid and CARE staff and partners (n = 18)
- Community members from ten communities in two municipalities, Liquica and Manufahi (n= 68 men; 78 women; total = 146)
- Stakeholders from government (n = 3)
- Stakeholders from NGOs (n = 3)

Stakeholders from government, NGOs and partners interviewed for the project included:

- Gender Focal Point (Liquica and Manufahi)
- President of the Gender Focal Point (Manufahi)
- Women's Association (Manufahi and Liquica)
- Sub-district facilitator (Liquica)

In total, 172 people were engaged in the research and learning process, including the research team from ISF-UTS which was comprised of two people. Figure 3 shows the number of male and female participants from each of the communities involved in the review.

Community location	Municipality	Number of female participants	Number of male participants
Astelu	Manufahi	6	5
Baurae	Liquisa	6	6
Bazar Fatin	Manufahi	7	10
Dalubo	Manufahi	7	8
Darema	Manufahi	10	9
Fahilekmauk	Manufahi	13	6
Fatubesilu	Liquisa	5	4
Leobrema	Manufahi	8	7
Panderi	Liquisa	10	7
Batuboro	Liquisa	6	6
<i>Totals:</i>		<i>78</i>	<i>68</i>

*Figure 4: Locations, number of participants and number of facilitators (researchers) for community consultations*

## Limitations

The project experienced some challenges which are common to projects conducted in multiple languages, and with a team of a wide range of professional backgrounds and experience using gender related concepts and processes. Given the learning focus of the project, participants' hands-on experience and opportunity to be immersed in the study was prioritised over large quantities of high quality data.



The staff and partners involved in this study had a variety of backgrounds in terms of education, jobs (office, field and technical based), languages spoken, age and research skills and experience. The project experienced a common challenge in projects with adult learners to pitch the training at an appropriate level. Despite this limitation, UTS-ISF researchers adapted the learning program to deliver maximum learning opportunities for all staff and partners involved in the project.

Some gaps in the data collection process were experienced, perhaps due to weaknesses in probing interview techniques, data collection follow up processes, and/or notetaking. Additionally, it was decided to limit translation of written notes into English to reduce costs and time, and instead focus on supporting WaterAid and partners to summarise the key findings from data collection processes, and undertake some of the analysis process (for example with respect to categorising practical and strategic gender changes). This method maximised the staff and partners' ownership of the process and engagement with the data, but also resulted in some nuances and detailed anecdotes being missed in the English summaries. This was remedied through discussions with project participants during the final workshop to analyse results and co-develop recommendations in Dili.

WaterAid staff and partners reported that sometimes questions about what changes had occurred within communities were interpreted in different ways by community members. Despite this, the project was able to record a wide variety of changes, and pocket voting processes supported the analysis through quantification of these changes. It was less important to determine who had changed (i.e. a man or a women) than to document the change itself, and facilitate discussions around the change.

Some of the findings capture reported changes to gender roles and relations which go beyond the scope of the gender sessions, such as decision-making about where children go to school. We recognise that these changes may not be directly attributable to the gender sessions alone, and that other factors also influence changes to Timor-Leste's gender norms, roles and relations. The strengths-based approach used for this research encouraged community members to share a broad range of positive changes in their lives, related to gender roles and relations, and these changes were raised in the context of asking about the gender sessions and WaterAid's WASH program in the respective communities.

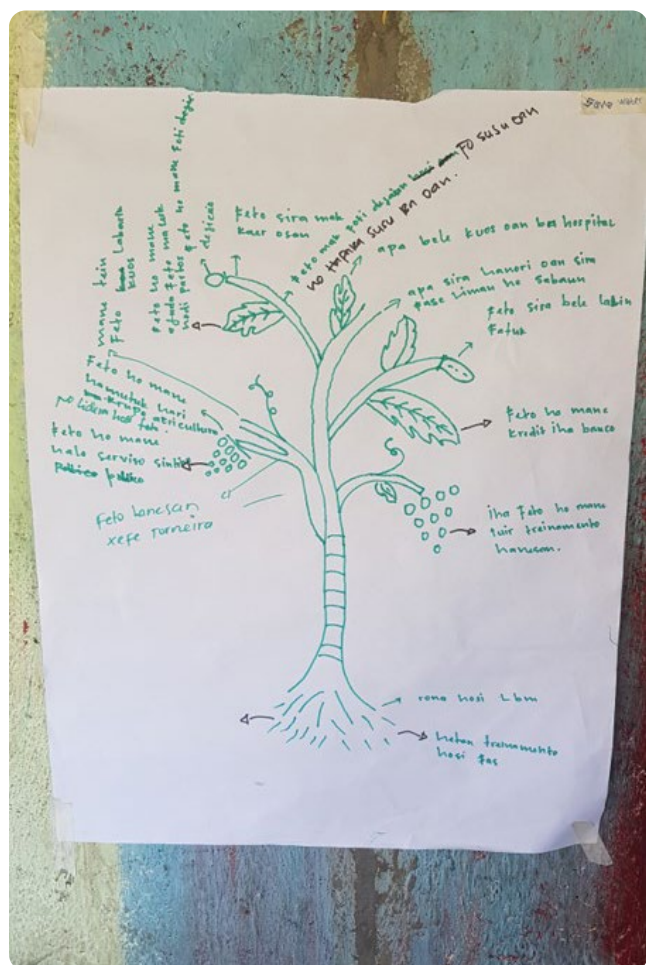


Three out of ten communities reported that Activity 1.2 'Who Does, Who Decides' was influential. One men's group reported that it gave men a better understanding about sharing household work. Another men's group said they learned about men and women working together to gather money for household needs.

*"There should be more gender sessions in future and more men need to be involved so they can understand gender issues."*

- Men's group discussion

One out of ten communities reported the Module 4 on Sanitation as influential. The men's group reported that they learned about the importance of washing hands before eating, and while not related to gender norms alone, coupled with the reports of men being more involved in hygiene promotion in the household, this was a significant change reported by communities. Before the gender sessions this community did not have running water or toilet facilities, but after the WaterAid program they had water which was reported to improve community hygiene as well as access to water. The women's group from this community reported that the sanitation module helped them learn about the responsibility of women and men to teach their children to wash their hands using soap.



## Suggested improvements for the gender sessions

Community groups were asked how the gender sessions could be improved when WaterAid and partners offer them to other communities. They responded with the following suggestions to improve the gender sessions:

- Have small groups so that it gives the opportunity for all participants to speak.
- Make the sessions in an open place which is easy for many people to access.
- Make the gender sessions open to a larger number of participants (by holding more sessions).
- Make participants feel comfortable to participate fully.
- Restrict the timing to a half day so that participants do not feel bored or tired during the sessions.



Three communities (unprompted) emphasised the need for the gender sessions to be offered to more communities because they saw great value in them. One male participant said “There should be more gender sessions in future and more men need to be involved so that men can understand gender issues.”

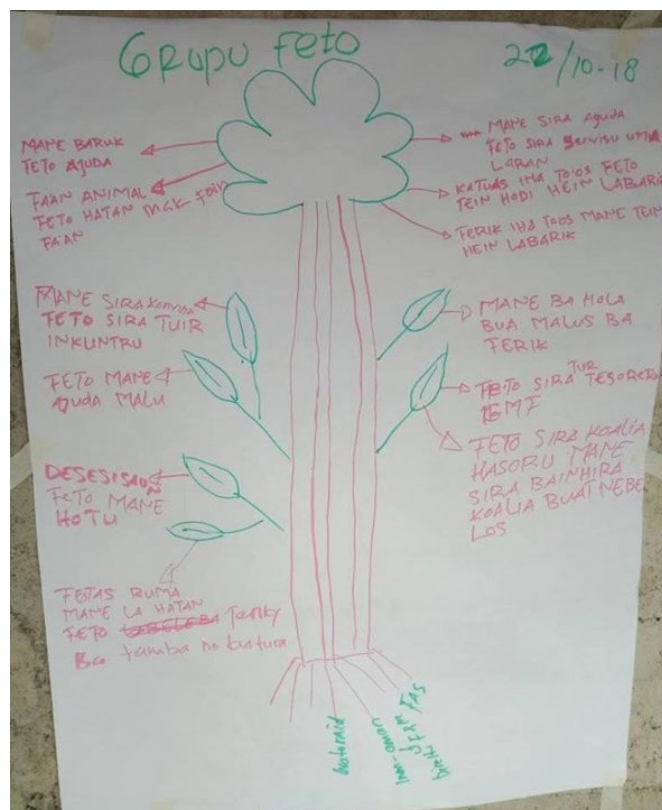


Figure 6. Facilitators engaging with the community during consultations



## Benefits of the WaterAid gender sessions in facilitating gender changes for communities



### Changes for women and men within households

The learning and review project explored the changes for women and men (related to gender norms) at the household and community level as a result of the delivery of the WaterAid gender sessions. Within households, changes relation to division of reproductive roles and work, decision-making and family relationships were considered as part of the analysis. Following ten community consultations, WaterAid staff and partners collated a summary of the data from notes and completed an initial analysis. The Moser framework (1993) was employed to analyse if practical and strategic gender needs of women in the communities were being met as a means of supporting gender transformation. Practical gender needs are those that have been identified by women in relation to their current socially-defined roles, and meeting these needs will improve women's life conditions but not change their status in society. Strategic gender needs are those which tend to challenge gender divisions of labour, power and control, as well as traditionally-defined norms and roles. The findings presented below were also informed by semi-structured interviews with 18 WaterAid staff and partners.

Communities reported four key changes related to household roles and responsibilities after participating in WaterAid's gender sessions:

- 1) changing and shared roles in the household
- 2) increased decision-making of women
- 3) increased control of resources and
- 4) increased status of women.

Women and men similarly reported that men took on new roles which included tasks such as: cooking, mashing corn, washing, cleaning the house, collecting water, growing vegetables, caring for children and taking children to hospital.



## Changed and shared household roles:

Participating in the gender sessions enabled women and men to appreciate each other's workload and the need to support each other. The most significant change identified in all ten communities were related to household roles and men's and women's responsibilities. Women and men similarly reported that men took on new roles which included cooking, mashing corn, washing, cleaning the house, collecting water, growing vegetables, caring for children and taking children to hospital. Men recognised that sharing household work alleviated women's workload and allowed women to rest, choose other activities or participate in meetings.

*"If women have a job at the office and men do not, then men will do the household work such as preparing food, looking after the children, and cleaning the house."*

- Men's group discussion

Women and men similarly reported that women took on new roles which were traditionally considered men's jobs due to their technical or physical nature. These roles included taking care of livestock, construction of houses and fences, digging holes to buy poly pipe, and making organic fertilizer.

Two communities reported that men had given opportunities for women to have her own business or work outside to earn an income. While this implies that men continue to adopt a "gatekeeper" role in terms of allowing their wives to participate in certain activities, this is how respondents expressed the situation to researchers conducting community review sessions. A men's group reported that "if women have a job at the office and men do not, then men will do the household work such as preparing food, looking after the children, and cleaning the house." Another community reported that men and women worked together in small businesses. Examples of these business activities were selling cake, coffee or vegetables.

WaterAid staff and partners also identified increased sharing of household roles and responsibilities. One partner reported that community meetings had given the opportunity to discuss fair sharing of household tasks between wives and husbands, and they had witnessed men giving opportunities to



Figure 7. Community facilitated session in Timor-Leste in progress

## Increased decision-making roles for women:

Eight communities reported that women were more involved in household level decision-making. For example, women reported their increased decision-making role about when and where to send their children to school.

In five communities, women reported that men recognised their rights and had given them the opportunity to participate in community or school meetings and events. After participating in the WaterAid gender session on men and women's rights, men recognised that "women have the right to speak in a meeting if they have any idea" (men's group discussion). Women's right to influence decisions was also recognised.

Government stakeholders who had been involved in one or more gender sessions recalled Activity 1.1 'Women and Men's Daily Activities', and Activity 3.2 'Women's Rights, Human Rights'. One interviewee noted that in relation to the decision-making activity within the facilitated sessions, that "in the 'who decides' activity, where we compare how decisions have been made in the past, most of the decisions were made by men. Through this activity men felt regret when they did not consider women's ideas because most women's ideas are right and good".

## Increased control of resources:

The research indicated that more women now shared responsibility with men for controlling resources, or had individual control of household finances and livestock.

For control of the household budget, women in one community and men in another community reported that women were responsible for managing and controlling money in the household. Other communities indicated that the control of the household budget was shared between men and women. In one community, women took the decision to allocate money for cultural purposes. One men's group and one women's group from two different communities reported that women made the decision to buy household items. Two communities reported that women and men shared the decision-making around what household items to buy and sell.

*"Before only men had the right to sell big animals. Now if men are not at home, then women can sell animals after (husbands and wives) communicate with each other."*

- Men's group discussion

Some communities reported that the norm of men having control over decisions around household resources such as livestock had shifted. This was demonstrated by reports from women's groups in three communities who said that they now controlled the livestock, and made decisions about when to sell livestock and for what price. Men's groups in two communities also reported that women controlled the decision for selling livestock. A different community reported that men and women together had made the decision about when to buy livestock for keeping or for cultural ceremonies. One men's group reported, "before only men had the right to sell big animals. Now if men are not at home, then women can sell animals after (husbands and wives) communicate with each other."



## Increased status of women:

The learning and review project revealed that women's status had increased as a result of women gaining access to information and more men respecting women's rights and specific needs. This change was more widely reported by women (in six communities) than men (in one community).

*We are confident to participate in trainings and meetings.*

- Women's group discussion

Increased confidence and information-sharing was reported to be an important benefit for women participating in the gender sessions. One women's group discussion offered that "we are confident to participate in trainings and meetings", and that now men and women had the same access to WASH and health promotion information. If women attended trainings, they shared that information with those women and men who did not attend the training. Also, as reported by another community, when men attended the gender session they shared the information with their wives.

Changes in status were also illustrated by the recognition and respect for women's rights and needs due to their biological differences. Women's focus groups reported that changes included that women now decided when to start and end breastfeeding, and women decided where to deliver their babies. Women also reported that women and men from the community had helped pregnant women deliver their babies in hospital. In another community, a set of parents had talked together with their daughter before her menstruation, and reported that they had gained the awareness to do this through their involvement in the gender sessions. The man reported "as a father we also care and put attention when our daughter is having her menstruation". These changes in their status experienced by women indicate positive change and personal empowerment.

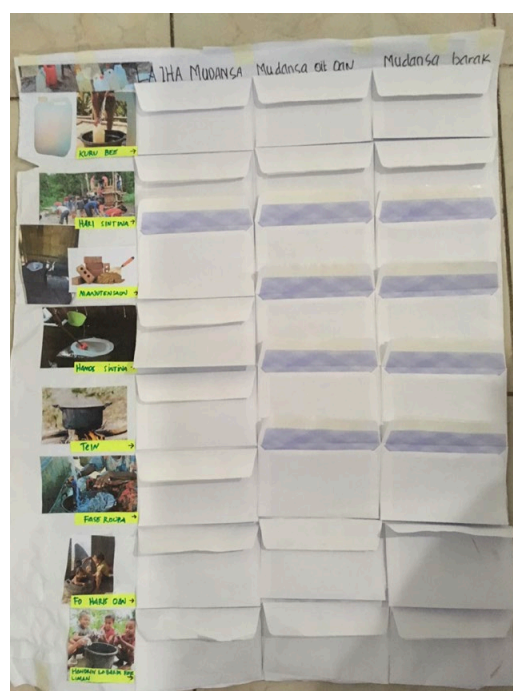
## WASH changes for women and men within households level

A voting activity determined what changes had occurred between men and women in managing key WASH activities, since the implementation of the gender sessions. This voting exercise was in addition to the open discussion with women and men's focus groups, in order to elicit more specific indications of changes in household WASH roles. Defined through a collaborative exercise with WaterAid staff and partners, the eight key WASH activities chosen were: cooking, washing clothes, bathing children, maintaining a latrine, cleaning a latrine, collecting water, installing a latrine (construction), and hygiene promotion. Those activities traditionally considered women's work were cooking, washing clothes, bathing children, maintaining a latrine, cleaning a latrine, collecting water, and hygiene promotion so the voting exercise was designed to see if more men had taken up or shared these activities. The activity traditionally considered men's work was installing a latrine, so the voting exercise was designed to uncover how women were involved in this activity. Each participant was given eight counters and asked to vote for the changes in WASH roles that they had experienced related to household WASH activities, selecting from three scalar options: "no change", "a little change" or "a lot of change". Women and men used different coloured counters so that their results were disaggregated, and the voting process was private and anonymous.

The majority (68%) of men's votes indicated that they believed that 'a lot of change' had occurred across the WASH activities, and even more women (88%) believed there had been 'a lot of change'. This shows that overall, women perceived a larger extent of change than the men in WASH roles at the household level (Figure 11). The activity where there was the greatest change as perceived by men was installing a latrine, and the activity where there was least change was in collecting water. Overall, the changes reported were at an unexpectedly high level, with almost no men who voted for no change. Only one man (of 60 in total) voted that there was no change in roles related to bathing children.

WASH Activity Aktividade BESl	No change La iha mudansa		A little change Mudansa oit oan		A lot of change Mudansa Barak	
	Men /Mane	Women/ Feto	Men/ Mane	Women/ Feto	Men/Mane	Women/ Feto
Collecting water / Lalin bee	0	0	2	3	3	7
Installing a latrine / Instala Latrina	0	0	0	1	5	9
Maintaining a latrine / Manutensaun Latrina	0	0	2	5	3	5
Cleaning a latrine/ Hamos latrina	0	0	2	5	3	5
Cooking/ Tein	0	0	2	9	3	1
Washing clothes/Fase Roupa	0	0	2	3	3	7
Bathing children/ Foharis labarik	10	0	2	6	2	4
Handwashing and hygiene education in the home / Educasaun hijene fase liman iha uma laran.	0	0	1	0	4	10

Figure 8. Research tools used to ascertain if changes in WASH roles had occurred at the household level



## Men's responses: WASH roles

With respect to changes related to WASH roles and responsibilities (where men or women were taking on new roles thereby shifting the division of roles between men and women), the top three changes in WASH roles as identified by men across the ten communities were: installing a latrine, cleaning a latrine, and hygiene promotion (such as asking children to wash their hands) (Figure 9). This likely indicates that men perceived women being involved in installing a latrine to be a major change, as well as men contributing more to latrine cleaning and hygiene promotion in the home, given that these two tasks are normally the responsibility of women in Timor-Leste.

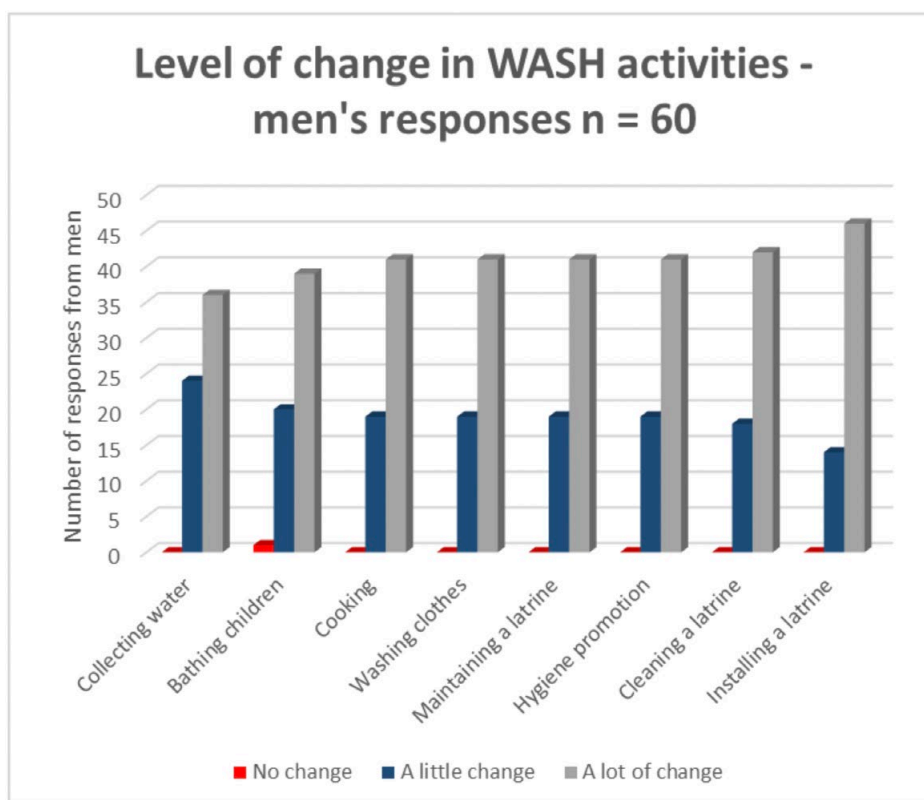


Figure 9. Level of change in WASH activities – men's responses

## Women's responses WASH roles

From 67 women who participated in the voting, Figure 10 shows that most women voted that there had been a lot of change in household roles across the WASH activities. Only 11 of the 67 women who voted indicated that there was a little degree of change, and no women voted for no change at all. The top three changes in WASH roles as identified by women across the ten communities were: installing a latrine, hygiene promotion in the household (such as asking children to wash their hands), and collecting water as shown in Figure 10 below. The fact that these questions are being answered by community members who are also involved in an integrated WASH program delivered by WaterAid (including installing water supply systems) has bearing on the results provided by community members. For example, the installation of water points closer to homes has resulted in women traveling less for water because it is closer. Supporting handwashing behaviours in the home, while a small task is nevertheless perceived as an area of great change by women. The activities where there had

been least change as perceived by female community members was cooking and bathing children.

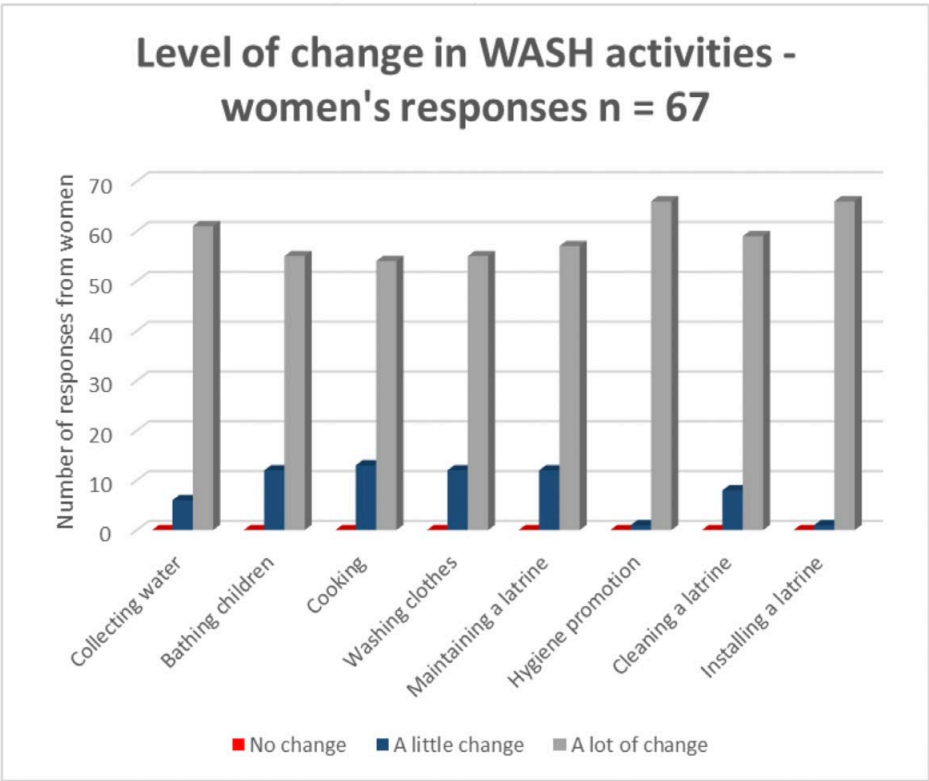


Figure 10. Level of change in WASH activities – women’s responses

Figure 11 shows that women reported a greater degree of change in household roles across all the WASH activities than men. The activities where there was most difference between men and women’s responses was collecting water and hygiene promotion, where women reported a higher degree of change in roles in these activities than men.

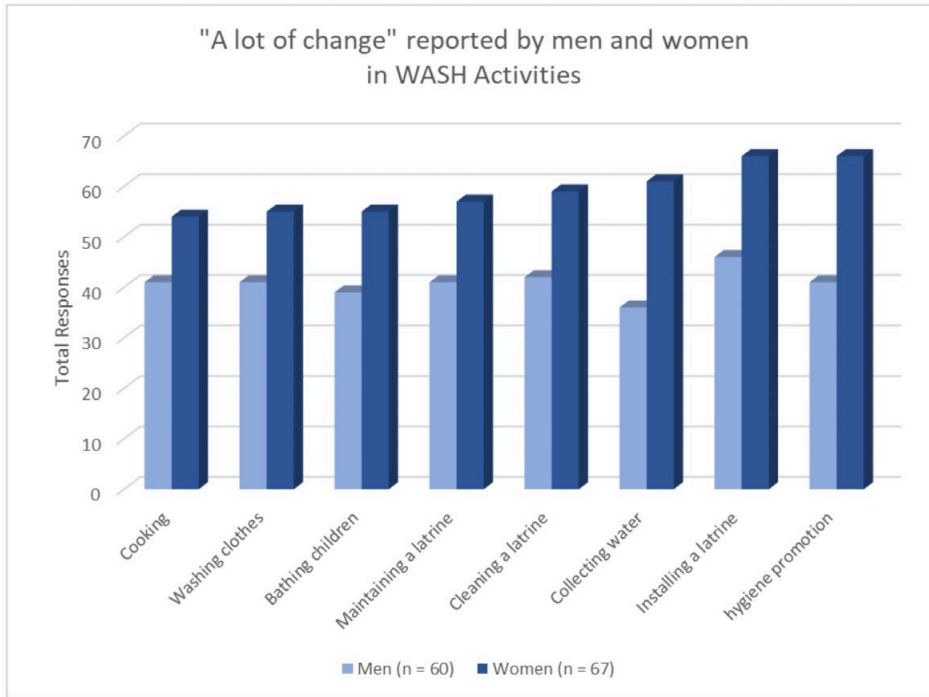


Figure 11: “A lot of change” in WASH activities – men and women’s responses



While the voting results indicate that women's perceptions of change in WASH activities were greater for women than for men, men's contributions in the community discussions reflected their recognition that men and women had equal roles in household WASH activities.

Five communities discussed an increase of hygiene promotion roles by men (which includes promoting good hygiene practices within the home, such as asking children to wash their hands). Within these communities, four groups of men said that they were now teaching their children to wash their hands with soap, because they had learnt hygiene promotion from WaterAid and partners. Women had also participated in hygiene promotion activities and received information about washing hands with soap, but only one group reported it, perhaps because they did not consider it an important change within the household.

Four communities reported changes in installing a latrine, both regarding the decision-making and labour of installing a latrine. In two of these four communities, men and women reported that they had taken decisions together to install a latrine in their household. In one community, it was reported that men and women had worked together in installing a public latrine. In another community, the women's focus group reported that a woman had taken the decision alone to install a latrine in her home. WaterAid staff and partners also reported that they had observed women and men shared the decision-making about where to install a latrine and were both involved in constructing the latrine. These reports support the strong voting results from women and men presented in Figures 9 and 10, that there had been a significant change in terms of who is involved in installing a latrine within households.

Changes in activities related to a water system construction and maintenance were discussed in four communities. In two communities, men and women had helped each other in constructing a water system. In one community, women said they checked the water level and made recommendations to improve the water system at public meetings. In another community, women and men worked together in installing a water pipe.

Similar changes in collecting water were reported in three communities. One men's group reported, "before it was a long distance for our wives to collect water to use in washing and other household work, but now the water is very close we are collecting the water and directly using it for doing our household tasks and we don't wait for women." The change reported was that before the WaterAid program, water sources had been a long distance from their community and it was a large time burden for women to collect water. After tap stands had been built near their community, collection of water was more equally shared between men, women and children.

*"Before it was a long distance for our wives to collect water to use in washing and other household work, but now the water is very close we are collecting the water and directly using it for doing our household tasks and we don't wait for women."*

- Men's group discussion

Two communities reported that men were bathing children more often than before (drawn from aggregated data of both male and female group responses). Men said they had learned in Module 2 of the gender sessions that responsibilities and roles should be shared between men and women, so now they took increased responsibility for bathing children.

These results show benefits of the gender sessions in fulfilment of women's practical needs in changed and shared household roles. Men took up roles which were traditionally considered female roles including teaching children to wash their hands with soap, collecting water, and bathing children. However, there was no qualitative reporting of men increasing their role in doing household laundry, and little evidence that men had increased their role in cooking to be equal to women. Since the gender sessions, women were more involved in traditionally male roles of installing latrines, constructing water systems and technical maintenance. It is unclear whether or not women's work burdens on the whole were being reduced.

Women's practical needs were being met through gaining the same access to WASH and health information as men, and in some cases women and men shared management of household income. Installation of water taps close to their community, and installation of a latrine inside their houses, improved quality of life for women.

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Installation of water taps close to their community, and installation of a latrine inside their houses, was reported to have improved quality of life for women.



*Figure 12. Community engagement session.*



## Changes for women and men at the community level

In addition to the household level, the research explored what have been the gender changes for women and men at the community level, in line with the ‘framework for exploring gender equality outcomes from WASH Programs’ (Carrard et al, 2013). Community roles are also important to the Moser framework, especially with respect to the extent to which women can take up leadership roles and influence decisions (Moser, 1993). The findings were informed by participatory consultations with ten communities and semi-structured interviews with 18 WaterAid staff and partners, and six interviews with government and NGO stakeholders.

Communities reported two key changes related to community level roles and responsibilities after participating in WaterAid’s gender sessions: Firstly, increased status of women within in the community, and secondly increased decision-making opportunities. There were also two indications of instances of a reduction in gender-based violence – reported by one man, and one woman.

### Increased status and recognition of women:

Nine communities reported that the status of women in the community has increased with more women having the opportunity to fill leadership roles. This change was widely reported by both women and men.

*“Through recent training and activities, women can also make decisions when to build pipes, and we can also become managers of technical finance in the community.”*

– Women’s group discussion

WaterAid staff and partners reported that water committees (GMF – Grupo Maneja Facilidade) were providing leadership opportunities to women. While women’s participation in water committees were not the focus of gender sessions delivered by WaterAid and partners, increased participation by women in committees was reported to be an example that women were being given more opportunities than they previously had, and that men were “allowing” them to take up these opportunities. Additionally, the delivery of gender sessions in communities preceded the establishment of GMFs (formed once the water system is established), thereby being influenced by the modules of the gender sessions. Men from six communities and women from one community reported that an important change in community roles was that a woman was appointed as chief of the tap-stand. In this role, women decided the allocation of water. One community had a GMF with women in the roles of leader and treasurer. According to one example provided during the community sessions, an event was held with a woman as the Master of Ceremonies and in charge of sessions and presentations. Women were also taking up roles in maintenance, construction and manual labour (such as collecting sand and preparing materials) for WASH infrastructure construction.

In two communities, women reported they had taken positions in the GMF which gave them increased confidence. For example, when there was a failure with the water pipe, men and women would go together to assess and fix the broken tap stand together. Related to the roles in the GMF structure, one women reported “through recent training and activities, women can also make decisions when to build pipes, and we can also become managers of technical finance in the community.” Not only was the GMF structure inclusive of women, it also appointed people with disabilities to join the GMF.

There were changes reported by women gaining the same access as men to training and credit, for example, women from one community reported that women and men had the same opportunity to access training in agriculture. As a result of the training, they set up an agricultural collective which was led by a woman. In another example, women from one community reported that women and men had the same access to credit to support their own business. While these examples are potentially beyond the influence of the gender sessions delivered by WaterAid and partners, they were spontaneously mentioned by community members when asked what had changed in their community since the gender sessions were delivered. While causality is very hard to determine in these instances, they are provided as examples of the kinds of strategic gender outcomes that community members valued, and had seen during the time that the gender sessions were delivered.

It was reported that women’s status also increased through men recognising the particular knowledge and talents of women that contributed to the community. Women from one community reported that men asked women about the cultural system, particularly elder women who knew many customary stories. This was supported by men from another community who also reported that women had the opportunity to give their ideas at a community meeting about the process of culture related to the water source. Men in one community reported that they now recognised women’s rights and that they had different talents to them. As a result, men were ensuring women had more opportunities to participate in community roles and show their talents.

### **Increased decision-making opportunities:**

Nine communities reported that women had increased opportunities for decision-making. In six communities, women reported increased opportunities to participate in meetings at the village and sub-village levels. Women were actively participating and able to share their views, as well as influence decisions through the meetings. Men in one community said that their roles were shared with women in leading the meeting, and making decisions about where to install the latrine and water system. Women in one community reported that the chief of village chose a woman to attend a meeting in another district. WaterAid staff and partners also reported greater participation of women in meetings, which was facilitated by their husbands’ support.



## Reduction in gender-based violence:

Two community consultations reported that due to greater recognition of women's rights, gender based-violence had reduced. This was spontaneously described by community participants (one man and one woman) and not prompted by facilitators of the consultations. In one community, a woman reported that WaterAid's "gender activities helped us to reduce violence and live in harmony". In another community, a man reported that "men and women show love for each other, there is understanding in our homes so there won't be a need for violence". It was not possible to delve more deeply into these issues as the format of the research and learning process was not conducive to more probing for safety reasons (safety for community members). Further research utilising a different methodology would be useful to explore these issues in greater detail, while ensuring to protect informants from any backlash. Triangulation of these findings with reports of gender based violence from local agencies and support systems for women experiencing GBV would also be useful. This was beyond the scope of this research and learning process.

*"Gender activities helped us to reduce violence and live in harmony."*

– Women's group discussion

In summary, the findings show an increase in the opportunities for women to participate in community organisations and decisions. This suggests women are being valued beyond their reproductive roles and work, and their contributions at household level are potentially more visible. Strategic needs of women were reported to being advanced in gaining access to agricultural training and credit. Another indication of strategic gender change was that two people in two communities reported transformation of norms, whereby gender-based violence was no longer tolerated.



*Figure 13. Research team collecting data on WASH roles changes that have occurred since the WaterAid and partners program in Timor-Leste*

## Staff and Partner Perspectives

### Strengths of the WaterAid Gender Manual: Facilitators perspectives

This section explores the reported strengths in how the WaterAid gender manual activities and modules were used in facilitating discussions with communities in Timor-Leste. It begins with an overview of what WaterAid staff and partners reported in interviews conducted with each other, using a structured interview guide.

When asked which of the modules/activities they remembered being influential and impactful, WaterAid staff and partners (facilitators) identified the '24 hour clock' (Activity 1.1 Women and Men's Daily Activities), and noted that this was because they witnessed a realisation process from the community that women do a lot of work within the home, and also because it was 'interactive and lively'. Interestingly, communities also identified the "24 hour clock" exercise as the one that came spontaneously to mind and was impactful. Facilitators also identified Activity 4.1 'Women's and men's contributions to family and household', particularly in relation to financial planning activities and how these relate to who makes the decisions in the home. As one facilitator noted, all the five modules are interesting and important, and each has its place.

Facilitators reported receiving positive feedback from communities about the gender sessions overall, and that communities showed enthusiasm and were willing to listen and share with each other. Suggestions from community members to facilitators included that they would like more people/family members in gender sessions so that more people can be involved. Community members have also asked facilitators whether or not they themselves apply the gender equality principles that they are teaching in their own lives, and with their own families. Communities were seeking assurance that the facilitators were "walking the talk".



## Recognising strengths and opportunities, responding to weaknesses and threats

The following strengths, weaknesses, opportunities and challenges exercise about the WaterAid gender Manual was conducted with WaterAid staff and partners facilitated by the ISF-UTS team. It is a compilation of what was found through the research, and through this exercise.

	Helpful	Harmful
<b>Internal</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>Gender sessions have been found (through this review) to have led to positive changes reported by men and women in communities, especially in relation to greater sharing of household roles.</li> <li>Gender sessions were reported to have influenced women taking up new roles including in the GMF structure, and technical roles related to WASH.</li> <li>Facilitators feel confident in delivering the gender sessions, and government and NGO stakeholders reported that they also thought facilitators were good at delivering the sessions.</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>Currently a lack of strong follow-up process in communities that the gender sessions have been delivered in.</li> <li>Follow up modules are not deep enough, they are too broad to really know what changes have occurred within households and communities.</li> <li>There are no indicators (or M&amp;E framework) to assess the changes that are occurring within communities</li> <li>Unintended consequences are not known - is there any backlash or negative impacts from the facilitated sessions?</li> </ul>
<b>External</b>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>Government group working on gender issues and focal points for gender are good contacts for further engagement. The current process used whereby government members join the gender sessions, and have an opportunity to explain to the community the gender equality-related work that they are doing is valuable.</li> </ul>	<b>Challenges</b> <ul style="list-style-type: none"> <li>Sometimes it is hard to engage with the whole community (to conduct the facilitated sessions) when the community has other activities on which can prevent them from getting involved.</li> </ul>

	Helpful	Harmful
	<ul style="list-style-type: none"> <li>Government stakeholders have expressed Interest in working with WaterAid so that they can be better connected to people in the rural areas. Government stakeholders recognise that WaterAid and partners are close to the community, and can provide opportunities for community members to connect to government programs/initiatives/ information.</li> <li>'Beyond Inclusion' monitoring and evaluation requirements provide a strong incentive for more regular data to be collected on changes occurring at household and community level, which can be drawn from this study.</li> <li>CARE's SAA approach begins with a self-transformation process to change attitudes and behaviours of staff, which could strengthen the gender training that WaterAid and partners receive.</li> </ul>	<ul style="list-style-type: none"> <li>The geography (and transport) in Timor-Leste can prevent WaterAid and CARE staff and partners from accessing some communities, especially during the rainy season.</li> <li>Some of the religious and social norms in communities makes facilitating discussions about gender roles challenging.</li> <li>Some organisations in rural areas provide funding to communities for their engagement, which sets up expectations that community members will be paid for their involvement in the gender sessions. When payment is not offered by WaterAid and partners, some community members do not attend the session.</li> </ul>

## Facilitators skills and development needs

On the whole, staff and partners reported that they have the skills they need to deliver the gender sessions, and feel confident in this process. A small number of facilitators reported that they did not feel that they have the skills needed to deliver the gender sessions in communities, and sought further training/assistance.

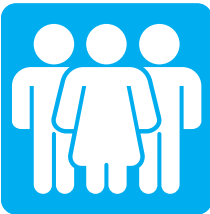
When asked what additional skills facilitators felt that they needed in order to continue to facilitate the gender sessions, staff and partners reported that they would like to improve on:

- How to make the sessions **more inclusive** in terms of facilitating people to actively participate, and navigate situations where men dominate the conversation.
- How to **measure behaviour changes** in terms of gender equality issues.
- Increased **communication and facilitation skills** (in general).

When asked how they best learn, facilitators identified training and workshops; on the job (learning by doing); and conferences and meetings as ways that they best learn.







## Implications of the research findings

### Sector strengthening

Water sanitation and hygiene sector strengthening relates to the 'enabling environment', which is 'a set of interrelated sector functions that impact the capacity of governments and public and private partners to engage in the WASH service delivery development processes in a sustained and effective manner' (UNICEF, 2016). In the context of this study, it was important to consider how the review of the implementation of the gender Manual in Timor-Leste could inform activities designed to strengthen the capacity of government, private sector and non-government WASH actors, particularly in relation to capacity to promote gender equality, and facilitate positive change within communities as part of WASH programming.

This section addresses what the research findings mean for WaterAid and CARE's efforts to influence WASH sector strengthening, especially in relation to local and municipal government WASH service delivery, and national level WASH sector policy and reform. To assist answering these questions, a number of key government and NGO stakeholders were interviewed including gender focal points, women's association (Manufahi and Liquica), and sub-district facilitators. These interviews were conducted using a semi-structured interview guide by WaterAid and CARE staff and partners.

When stakeholders were asked how the gender sessions could support the work that they do in their organisations, interviewees mentioned the following key points:

- Because government resources are limited, the gender sessions are needed to promote gender equality and support women's access to BESI (WASH).
- The Manual can be used within stakeholder organisations to raise awareness of staff within these organisations.
- It would be beneficial to identify new places in which to implement the gender sessions.

*"The session that I keep remembering is the 24 hours activities, and the session on women in the past and present. For example, in the past men were not responsible to enter the kitchen because they are a man, and they just wait for women [to cook food]. But now women and men are working together in the family. In this session we also talked about the fact that the obligations of women and men are the same, so the tasks that are being done by men, women can also do, as well as men can do things that women are doing".*

- Stakeholder involved in the gender facilitated sessions

In terms of recommendations made by stakeholders to improve the facilitated sessions, WaterAid and partners were asked to continue collaborating with the stakeholders (both government and women's groups) so that the programs can be implemented together, and for more effective coordination with local authorities to take place. One stakeholder suggested that if the leader of the village could help to ensure both men and women are invited to community meetings, gender facilitated sessions, and trainings.

An issue raised by two stakeholders was the situation where women are given opportunities to participate, but “withdraw themselves” at times, or need support so they can be “brave to speak the truth in public”. This is an indication of the issue that participation is deeper than providing opportunity for engagement, and that other support mechanisms are needed for women to feel their contributions will be valued. For example, one organisation mentioned that they accompany women to attend meetings at the municipality level to support them to offer their views.

## Aligning WaterAid and CARE's SAA approaches

We now turn to asking which approaches and activities from WaterAid and CARE's gender tools can be aligned and integrated? If so, how can this be done strategically?

Both the WaterAid and CARE's SAA Manual offer a range of interactive and culturally appropriate activities to facilitate communities in discussions around gender norms, rights and roles. Many of the activities are similar and aligned, and both resources have been developed by each organisation after a long period of development. This research did not find that one approach was superior to the other, or that either approach should be radically changed. Interviews and participatory processes used with communities, facilitators, and stakeholders did not provide critique of either approach.

The research found that it is important for facilitators to learn about gender and women's rights and engage in critical self-reflection and dialogue to understand how their own behaviour and values influence their work and lives, before engaging with communities. The principle in CARE's SAA Manual of 'Personal transformation among implementers' forms a foundational process that builds individual capacity of staff to act within programs and their personal lives, 'enabling them to become active champions of gender equality'. It was reported by CARE that personal transformation of staff and the organisation was valued, and during monthly staff meetings they discussed staff capacity building and evaluated changes in gender norms. WaterAid's own gender training provided to staff and partners was not an explicit part of the Gender Manual, and much interest was shown in CARE's approach to personal transformation. It is therefore recommended that WaterAid integrate an approach similar to CARE's self-transformation modules, in collaboration with CARE, for all staff and partners. This could also be extended to government and NGO stakeholders WaterAid is engaged with as part of its sector strengthening approach.

The community engagement approach designed for this research project is one that could be used by CARE staff to assess the impact of their own gender sessions using the SAA

Manual. The mixture of community members identifying their own indicators (through the change tree drawing process), then voting on these was considered to be a very useful and meaningful approach by facilitators from CARE and WaterAid. Both CARE and WaterAid could adapt this process to use more regularly to ascertain what kinds of changes are occurring at the community level as a result of their interventions.

## Using insights to scale-up Water-Aid's use of the Gender Manual

It is clear from the positive feedback received from communities when asked about their experience with the gender sessions, as well as insights from government and women's groups that the WaterAid gender sessions are valuable and needed. Communities and stakeholders alike called for a greater number of people to be part of the sessions, and for collaboration to continue between WaterAid, gender focal points, government representatives, and non-government organisations and stakeholders. Given the need for facilitators to be trained in how to deliver the sessions in sensitive and skilful ways, as well as calls (through this learning and review process) for facilitators to demonstrate that they are practicing what they advocate, the issue of training is key to any scale-up strategy. Disseminating the Manual alone will not achieve the outcomes required, given the sensitivity of issues addressed through the gender sessions.

This project has found no need for WaterAid or CARE to change either the gender sessions or SAA approaches radically, but that strengths from each be drawn on through Water for Women programs and beyond. Namely, the CARE self-transformation approach can be added to the WaterAid gender Manual process, and the tools used through this study to review and learn from the gender sessions, can be considered by CARE in their monitoring, evaluation and learning frameworks. CARE is also recommended to support WaterAid in delivering the gender sessions, tailored to WASH programs, and CARE staff could undergo training in WaterAid's approach to deepen institutional knowledge of the approach, and build the number of trained facilitators available to WaterAid and its partners.

While this study did not deeply explore training modalities (for facilitators), the "how do you learn" component of this research gives insights about how facilitators best take in information, and how training could be tailored to their learning approach. Therefore, it is recommended that hands-on role play based learning be adopted as much as possible, as opposed to classroom style PowerPoint heavy modalities.

## Monitoring, Evaluation and Learning

This study sought to ascertain what the current system for MEL from the use of the WaterAid gender Manual was. WaterAid staff and partners do not currently undertake MEL in relation the gender sessions, but in Module 5, a session is conducted six to twelve months after the handover of the WASH services to the government and community, which asks community members to reflect on what changes have occurred since the project began. It also has a pocket voting exercise similar to the one that was conducted as part of this study, but



it has less indicators and includes a general “decision-making” indicator in the home and community.

Module 5: Follow-up six to twelve months after handover	5.1 Reflection on change since project began	1 hour
	5.2 Reminder of women’s and human rights	2 hours
	5.3 How much change? Pocket-chart voting	2 hours
	Module 5 for follow up total time	5 hours

Figure 16. Current structure of the final follow up module.

Unfortunately the documentation from Module 5 was not available for this study, but in the future, would be a good resource for WaterAid to draw on as part of its MEL frameworks.

Going forward, WaterAid and CARE are developing a MEL framework for Water for Women, of which the gender facilitated sessions are one component. Developing indicators and evaluation methods that will complement the MEL framework as a whole, as well as use scarce resources wisely and in a targeted manner is critical. Therefore, given the findings from this study, the following indicators and methods are suggested to be considered through the development of this framework. The strategic intent and parts of this framework are drawn from a draft of the MEL strategy developed by WaterAid and CARE.

### Recommended MEL framework

**Strategic Intent:** Women and men share roles and responsibilities in decision making in the household and at the community level, with a particular emphasis on WASH

**Baseline data:** Current roles and responsibilities of women and men in decision making at the household and community level, with a particular emphasis on WASH

**Monitoring question or indicator:** With a particular emphasis on WASH, how are the decision-making roles and responsibilities of women and men changing, both in households and communities?

**Sub-questions: What do we need to know in order to answer the question / indicator?:**

- 1. What have been the benefits of using the WaterAid gender Manual with communities in Timor-Leste in terms of WASH services and gender equality outcomes?
  - a. What have been the changes for women and men at the household level?
    - i. Changes in equitable household decision-making

- ii. Changes in household division of labour
  - iii. Evidence that changing roles in some households are influencing other households/communities
- b. What have been the changes for women and men at the community level?
- i. Change in employment opportunity for women (e.g. employment)
  - ii. Change in opportunities for women to engage in community life and roles (e.g. chief of village, AGMF member, GMF roles)
  - iii. Evidence that additional roles are not resulting in unsustainable or unwanted “triple burdens” for women.

## Where will we find the information we need?

- **Four** individual most significant change case studies documenting personal stories of change (most significant change stories) developed on an **annual basis. Two in Liquisa, and two in Manufahi. (annual)**
- **Case studies** will be supplemented with a piece of research (informed by this study) designed to revisit a sample of stories / communities as part of the mid-term and end-of-project evaluation process. The review would seek to understand sustained change through semi-structured interviews and focus group discussions. **(mid-term, and year 5)**
- **Module 5 data** – collected and used for staff reflection sessions. Possibly this data could also be translated into English and used by research partners in support of case study research, should this be outsourced to a research partner.
- In addition to the above, it is recommended that WaterAid and CARE consider triangulating results from community sessions with **interviews from women’s groups active in the same local area**, especially those that focus on women’s empowerment, economic opportunities and gender based violence and ask them what changes may have occurred within the community, to gain external views on whether gender norms seem to be shifting within the community and what that could be a result of.

At the end point of the Water for Women program, it is recommended that the process developed for this learning and review project be repeated with another 10 communities (once all gender facilitated sessions have been delivered). The methods utilised for this project included:

- *Change trees and facilitated discussion*
- *Identifying the top three changes (male/female)*
- *Pocket voting on the top three changes identified by community member groups*
- *WASH activities pocket voting*
- *Open questions and probing about what people remember from the gender sessions*
- *Open questions and probing about what recommendations people have for further improvement in delivering the gender sessions.*



## Recommendations

Research finding and implications	Recommendation
<p><b>Changes towards gender equality have been reported by communities.</b></p> <p>The gender sessions have been found to have led to positive changes reported by men and women in communities related to changing and shared household roles between men and women, increased community leadership roles of women, increased opportunities for women to participate in decision-making and increased status of women.</p> <p>Nevertheless, staff, partners and communities consulted on the facilitated sessions identified a number of ways that the sessions could reach more people, and be more inclusive including having small groups to allow participants to speak, having more sessions to reach more people, supporting facilitators through training to hone skills in supporting quieter members to have a say/contribute in a safe and comfortable way, and to keep sessions to less than half a day).</p>	<p>It is recommended that WaterAid and partners continue to use the approach offered in the Gender Manual, but respond to advice from communities about how to make them as effective as possible including:</p> <ul style="list-style-type: none"><li>• having small groups so that it gives the opportunity for all participants to speak.</li><li>• making the sessions in an open place which is easy for many people to access.</li><li>• making the gender sessions open to a larger number of participants, possibly by offering more sessions.</li><li>• helping participants to feel comfortable to participate fully (through facilitators learning more skills to support women and quieter people to contribute in ways that they are comfortable to), and participatory adult learning methods.</li><li>• Restrict the timing to a half day so that participants do not feel bored or tired during the sessions.</li></ul>

<p><b>Are women taking on extra burden of work?</b> Research found that women were taking on more and new roles such as technical roles building water supply and sanitation infrastructure and taking up roles in GMF structure. While these new roles were reported in positive ways, linking these changes to shifts in gender norms, it is not known how this has impacted women overall in their life (e.g. In terms of ‘triple burden’ of home, employment and community work)</p>	<p>Further research on how women are managing additional roles, and whether or not men’s contribution is freeing up time for women to take on additional roles is required. Given the sensitivity of these issues, confidential 1:1 interviews would be more useful than focus group settings to draw out this kind of information and insights from women who have taken up new BESI related roles. Ideally this follow up investigation could:</p> <ul style="list-style-type: none"> <li>• Inform ‘Do No Harm’ guidance materials, including training and practical tools;</li> <li>• Be integrated into WaterAid monitoring and evaluation processes under Water for Women.</li> </ul>
<p><b>Self-transformation processes for staff and partners is needed:</b> Community members asked facilitators whether or not they themselves apply the gender equality principles that they are teaching in their own lives, and with their own families. Communities were seeking assurance that the facilitators were “walking the talk”.</p>	<p>It is recommended that WaterAid adopt an approach similar to CARE’s self-transformation approach, in collaboration with CARE, so that staff and partners undergo a process of change within themselves prior to facilitating community sessions. It is also recommended that facilitators talk to communities about their own personal processes/journeys and explain what they do in their own lives to champion gender equality so that the communities are confident that facilitators are “walking the talk”.</p>
<p><b>Staff and partners would like further skills development:</b> While staff and partners reported on the whole that they are confident in facilitating the sessions, most expressed a need for further support and training in the areas of inclusive facilitation, measuring behaviour changes, and general communication/facilitation skills.</p>	<p>It is recommended that WaterAid provides staff and partners with additional training and support in the areas of:</p> <ul style="list-style-type: none"> <li>• How to make the sessions more inclusive in terms of facilitating people to actively participate, and navigate situations where men dominate the conversation;</li> <li>• How to measure behaviour changes in terms of gender equality issues</li> <li>• Increased communication and facilitation skills (in general)</li> </ul> <p>It is recommended that learning by doing, role play and videos in Tetum (including acting out scenes and showcasing effective facilitation) would be the most effective modes of teaching, given the feedback provided by staff through the study.</p> <p>It is recommended that ‘Do No Harm’ principles and tools are incorporated into skill strengthening activities to mitigate risks to women in communities.</p>



<p><b>There is currently lack of strong follow-up process (MEL) in communities, and unintended consequences are unknown.</b></p> <p>The follow up modules are not deep enough and too broad to really know what changes have occurred within households and communities. There are no explicit mechanisms to apply 'Do No Harm' principles and approaches or to assess backlash or unintended consequences of the sessions.</p>	<p>The community engagement approach designed for this project is one that could be used by WaterAid and CARE staff to assess the impact of gender sessions more regularly (for example every 3-4 years) to ascertain what kinds of changes are occurring at the community level as a result of their interventions (see MEL section above for details).</p> <p>It is recommended that a most significant change case studies process be undertaken more regularly with women and men from communities that are engaged for the gender facilitated sessions (each year, number of participants to be determined).</p> <p>It is recommended that WaterAid and CARE consider triangulating results from community sessions with interviews from women's groups active in the same local area, especially those that focus on women's empowerment, economic opportunities and gender based violence and ask them what changes may have occurred within the community, to gain external views on whether gender norms seem to be shifting within the community and what that could be a result of. It is recommended that a clearer 'Do No Harm' approach is articulated in the planning and roll out of MEL activities and in follow up sessions with communities.</p>
<p><b>Discussions with government and other stakeholders showed that there are opportunities to strengthen the sector using the gender Manual and facilitated sessions due to:</b></p> <ul style="list-style-type: none"> <li>• Government resources being limited, so the gender sessions are an important compliment to government BESI (WASH) programs.</li> <li>• The need for stakeholder organisations to raise awareness of staff within their own organisations.</li> </ul>	<p>That WaterAid and CARE continue to work with and through government and non-government organisations in order to scale-up the program, and support the transformation of staff within partner organisations.</p> <p>It is recommended that WaterAid and CARE continue to foster close connections with the Secretary of State of Equality and Inclusion and strengthen these. Reinforcing their work and working with them as a partner would be beneficial, and in line with sector strengthening intent.</p> <p>It is also recommended that WaterAid provides ongoing support, mentoring and capacity strengthening for the Fasilitador Postu Administrativu (Post Administrative Facilitator) in the municipality on the gender sessions, because they are important and close allies.</p>

<ul style="list-style-type: none"> <li>• The need for gender facilitated sessions to take place in more communities so a greater number of people from Timor-Leste are engaged.</li> </ul>	<p>If WaterAid wishes to pursue the aim of the gender Manual being accredited as a national standardised tool which can be adopted by different sectors, then an accreditation system could be established in partnership with national government departments. A program could be devised whereby gender dialogue facilitators receive accreditation after completing a training program. This requires more advocacy and exploration at the national level.</p> <p>It is strongly recommended that the gender Manual and SAA approaches be promoted and scaled up through increased training and capacity development, as outcomes will not be achieved purely through distributing the guides. Promoting the manual without training and support could risk doing more harm than good, which will make scale-up slower, but safer and outcomes focused.</p>
<p><b>Incorporating learning from gender sessions into WASH programming</b></p>	<p>It is recommended that WaterAid use the findings from gender sessions more systematically in the implementation of their WASH program, particularly in the Community Action Planning process. Some examples of opportunities include:</p> <ul style="list-style-type: none"> <li>• During the election process for the GMF (Water Management Group), implementing staff can present back results from that community's gender session in order to outline the importance of having women actively involved in the GMF. This would remind the community about what they learned and discussed during the gender sessions, and have this learning part of the election process in a more conscious/ focussed manner.</li> <li>• Data from gender sessions can also be presented back to community when they develop the work schedule of the GMF (including frequency of meetings, times of meetings, roles of members) to ensure that women's needs and interests are taken into account.</li> </ul>

	<ul style="list-style-type: none"> <li>• Data from gender sessions (particularly the 24 hour clock activity) in each community can also inform the development of regulations for the use of the water system in that community – to ensure that regulations reflect women’s needs and interests. This could involve understanding when women need and use water, and how their other roles (such as looking after the family, ability to pay etc.) might influence the development of regulations.</li> </ul> <p>There is also an opportunity to use the good practices from the gender sessions (for example, breaking community into different male/female groups) in other WASH activities to ensure that women’s views and voices are taken into account in a comfortable and secure setting. For example, when asking the community to approve a water system design, or deciding on regulations and penalties for use of the water system it could be useful to have separate focus groups, and then bring them together once all views have been heard.</p>
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- <sup>1</sup> WaterAid Timor-Leste (2016) “Exploring Gender Aspects of Community Water, Sanitation and Hygiene: A Manual for Facilitating Dialogue between Women and Men in Communities”.
- <sup>2</sup> Researching Gender Aspects of Water, Sanitation and Hygiene Projects with Pacific Communities. Accessed at: <http://www.genderinpacificwash.info/>
- <sup>3</sup> Funded by Department of Foreign Affairs and Trade (DFAT) ‘Water for Women’ program: <https://www.waterforwomenfund.org/en/project/water-for-women-Timor-Leste.aspx>
- <sup>4</sup> Niner (2017). Reflection on the Special Gender Stream: 2017 Timor-Leste Studies Association Conference. *Austrian Journal of South-East Asian Studies*, 10(2), 275-279.
- <sup>5</sup> UNDP (2018), Timor-Leste; National Human Development Report 2018,
- <sup>6</sup> UNDP (2018). Human Development Report: Timor-Leste Country Profile. Accessed online at <http://hdr.undp.org/en/countries/profiles/TLS>
- <sup>7</sup> Niner (2011). Hakat Klot: Narrow Steps. *International Feminist Journal of Politics*, 13:3, 413-435.
- <sup>8</sup> UNDP (2018). Human Development Report: Timor-Leste Country Profile. Accessed online at <http://hdr.undp.org/en/countries/profiles/TLS>
- <sup>9</sup> Action Research approach was first developed by K. Lewin (1946, Action research and minority problems. *Journal of social issues*, 2(4), 34-46.), then further developed and tested by practical interventions and action in community contexts.
- <sup>10</sup> Willetts, J., Asker, S., Carrard, N., & Winterford, K. (2014). The practice of a strengths-based approach to community development in Solomon Islands. *Development Studies Research. An Open Access Journal*, 1(1), 354-367.
- <sup>11</sup> Ibid, p. 357.
- <sup>12</sup> Moser, C.O.N. (1993) *Gender Planning and Development: theory, practice & training*, Routledge, London and New York.
- <sup>13</sup> While the research process was designed to probe into these kinds of statements and issues, it was not possible in all cases to obtain data on the reasons provided for these kinds of statements, either due to recording/note taking gaps, or the fact that facilitators were new to the research process and probing is a high level skillset that takes time to deliver.
- <sup>14</sup> IWDA and ISF, 2010.

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# Annex 1

## Locations where the WaterAid gender sessions have been implemented

WaterAid Timor-Leste Gender Manual  
Module implementation tracking tool

No	Location	Implementing partner	FY	District/Municipal	Date/s the manual was used/applied	Number of community members involved in one or more facilitation sessions	Number of activities/modules used in this location	Your view on whether this would be a good location to conduct field research in and why.
1	Rumaupu	FM	FY15-16	Likisa			Module 1, 2, 3	
2	Lorlau	FM	FY15-16	Likisa			Module 1, 2, 3	
3	Takargoa	HTL	FY15-16	Likisa			Module 1, 2, 3	
4	Edema/ Asorpu	HTL	FY15-16	Likisa			Module 1, 2, 3	
5	Epeni/ Kekeveu	HTL	FY15-16	Likisa			Module 1, 2, 3	
6	Buttilisa	HTL	FY15-16	Likisa			Module 1, 2, 3	
7	Letenana	HTL	FY15-16	Likisa			Module 1, 2, 3	
8	Kotbika/ Epa'a	HTL	FY15-16	Likisa			Module 1, 2, 3	
9	Kamelo	NTF	FY15-16	Likisa			Module 1, 2, 3	
10	Taliposa II	NTF	FY15-16	Likisa			Module 1, 2, 3	
11	Etita	NTF	FY15-16	Likisa			Module 1, 2, 3	
12	Geordare	NTF	FY15-16	Likisa			Module 1, 2, 3	
13	Kaimetapu	NTF	FY15-16	Likisa			Module 1, 2, 3	
14	Laubouk /Sortala	NTF	FY15-16	Likisa			Module 1, 2, 3	
15	Gleohel-Raepresi	FM	FY15-16	Likisa			Module 1, 2	
16	Mamrai 1 &2	FM	FY15-16	Likisa			Module 1, 2	
17	Elaganahulu	FM	FY15-16	Likisa			Module 1, 2	
18	Kaibabololo	FM	FY15-16	Likisa			Module 1, 2	
19	Leubrema	LBF	FY15-16	Manufahi	8/12/15	17	Module 1, 2, 3, 4, 5	
20	Fahilekmauk	LBF	FY15-16	Manufahi	27/08/2015	24	Module 1, 2, 3	
21	Manus	LBF	FY15-16	Manufahi	13/06/2015			
22	Bandeira	LBF	FY15-16	Manufahi	9/10/15	29	Module 1,2,3, 4	
23	Tatekar	LBF	FY15-16	Manufahi	9/6/15	31	Module 1, 2, 3, 4	
24	Wekakauoan	LBF	FY15-16	Manufahi			Module 1, 2	
25	Lurin	LBF	FY15-16	Manufahi	16/11/2015	32	Module 1,2,3, 4	
26	Webora	LBF	FY15-16	Manufahi	29/03/2015	12	Module 1, 2	
27	Tahubein	LBF	FY15-16	Manufahi				
28	Pukelete	FHTL	FY16-17	Likisa			Module 1,2,3,4	
29	Abatae	FHTL	FY16-17	Likisa			Module 1,2,3,4	
30	Boroae	FHTL	FY16-17	Likisa			Module 1,2,3,4	
31	Raenaba Bra'a	FHTL	FY16-17	Likisa			Module 1,2,3,4	
32	Raenaba Taporu	FHTL	FY16-17	Likisa			Module 1,2,3,4	
33	Panderi	NTF	FY16-17	Likisa			Module 1,2,3,4,5	
34	Bebaderi	NTF	FY16-17	Likisa			Module 1,2,3,4,5	
35	Nakapu	NTF	FY16-17	Likisa			Module 1,2,3,4,5	
36	Hatubesilo	NTF	FY16-17	Likisa			Module 1,2,3,4,5	
37	Bimata	LBF	FY16-17	Manufahi	20/06/2016	15	Module 1,2,3,4,5	
38	Kotalaulora	LBF	FY16-17	Manufahi	27/07/2016	21	Module 1,2,3,4,5	
39	Daer	LBF	FY16-17	Manufahi	21/07/2016	24	Module 1,2,3,4,5	
40	Bermana/Lebumera	LBF	FY16-17	Manufahi	14/07/2016	21	Module 1,2,3,4,5	
41	Teleru	LBF	FY16-17	Manufahi				
42	Asetelu	LBF	FY16-17	Manufahi	8/12/16	22	Module 1,2,3,4,5	
43	Kano	LBF	FY16-17	Manufahi	21/12/2016	22	Module 1,2,3,4,5	
44	Darema	LBF	FY16-17	Manufahi	26/10/2016	12	Module 1,2,3,4,5	
45	Kakae	LBF	FY16-17	Manufahi	2/10/17	25	Module 1,2,3,4,5	
46	Vatuliurai	HTL	FY17-18	Likisa			Module 1, 2, 3, 4	
47	Manuquibia	HTL	FY17-18	Likisa			Module 1, 2, 3, 4	
48	Kailo'ok	HTL	FY17-18	Likisa			Module 1, 2, 3, 4	
49	Dargeo & Bualala	NTF	FY17-18	Likisa			Module 1, 2, 3, 4	
50	Poerema	NTF	FY17-18	Likisa			Module 1, 2, 3, 4	
51	Bazar fatin	LBF	FY17-18	Manufahi	6/7/17	30	Module 1,2,3,4,5	
52	Beramana/Dalbo	LBF	FY17-18	Manufahi	14/09/2017	30	Module 1,2,3,4,5	
53	Grotu Holarua	LBF	FY17-18	Manufahi	28/06/2017	33	Module 1,2,3,4,5	
54	Blaro	LBF	FY18-19	Manufahi	22/6/18	25	Module 1	
55	Liurai	LBF	FY18-19	Manufahi	14/6/18	25	Module 1, 2	
56	Aitemu	LBF	FY18-19	Manufahi	15/11/2017	25	Module 1, 2, 3	







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