



RESEARCH PROGRAM ON  
Water, Land and  
Ecosystems



# Introduction to the Gender in Irrigation Learning and Improvement Tool

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## Contents

<b>Introduction to the Gender in Irrigation Learning and Improvement Tool.....</b>	<b>1</b>
Purpose of the Tool.....	1
GILIT’s Intended Users.....	1
How the GILIT Works.....	1
Gender equality context.....	1
Statement Assessments: Sections A, B, and C.....	2
Scoring Sheet.....	3
Data and Information Sources.....	3
GILIT Implementation Process .....	4
<b>Gender in Irrigation Learning and Improvement Tool (GILIT) .....</b>	<b>5</b>
Interviewer Instructions: .....	5
GILIT Interview Information Sheet.....	6
Gender Equality Context .....	7
Section A: Access to Scheme Resources .....	9
Section B: Access to Scheme Membership, Leadership Opportunities and Decision-Making.....	18
Section C: Access to Scheme Benefits .....	27
GILIT Score Sheet for Scheme and Planned Actions for Improvement .....	35

# Introduction to the Gender in Irrigation Learning and Improvement Tool

## Purpose of the Tool

The Gender in Irrigation Learning and Improvement Tool (GILIT) identifies areas of policy and operations in formal irrigation schemes or project that have been successful or need adjustment to promote gender equity. The tool can facilitate learning and support equitable standards by collecting feedback and ideas for specific actions that scheme management can take to address gender inequities. The tool is a series of indicators clustered around three critical themes in gender and irrigation, with supporting discussion questions and an adaptable scoring system which can be found in the next section of this document.

It is assumed that the country or project context supports gender-related goals and aims for equity in access, participation, and benefits. The GILIT can assist project or scheme management in ensuring that governance and service provisions do not discriminate against or discourage women as well as providing women with supplementary support to achieve equity. This tool captures field-level experience of women and men to provide the most relevant feedback on how to formally support equitable outcomes.

## GILIT's Intended Users

- **Irrigation scheme managers, project managers and other stakeholders** interested in enabling gender equity in irrigation projects and schemes can use this tool for collaborative learning. The GILIT provides to the basis to facilitate discussion, reflection and evaluation across actors and stakeholders to fix weaknesses, to share lessons and to realign a project toward gender goals.
- **Donors** can use this tool to support the design of irrigation schemes and to adjust management and operations in functioning schemes or projects. The GILIT statements and questions can be used for planning potential project components and activities to ensure better gender equitability and also as a baseline for new projects. The GILIT can be used for monitoring and improving existing projects, for example, by identifying equitable schemes to document and share lessons with other schemes. In less equitable projects, GILIT can suggest where and how to increase investment to become more equitable.
- **Scheme stakeholders** can use the GILIT to hold project organizations, associations and scheme management accountable to national legislation and policies related to gender equality.
- **Project or scheme evaluators** can use the GILIT to create a baseline and to periodically measure performance on gender equity. The tool enables cumulative learning within a project from the point of scheme development to implementation in the field.
- **Researchers** may also find the tool useful for comparing gender performance across types of irrigation schemes, varying governance configurations, and geographical areas and regions.

## How the GILIT Works

The GILIT questionnaire is divided into five sections.

### Gender equality context

The Gender Equality Context section of the GILIT collects information related to the broader national and sub-national institutional, regulatory and policy environment within which each irrigation scheme or project operates. The section is *not scored* because these conditions are outside of the control of the scheme management. The section enables assessment of scheme or project performance in relation to the overall national or regional context. The scheme project plans, implementation activities, and overall scores should reflect a positive national policy and equitable outcomes. The overall performance score of the scheme or project suggests the level of improvement needed to align with national policies or scheme/project development goals.

## Statement Assessments: Sections A, B, and C

The GILIT provides a series of statements that describe optimal conditions that would result from the implementation of gender-equitable policies and practices on a scheme. The framing of each statement acknowledges men's and women's different *initial enabling conditions* with respect to the assets needed to fully participate and/or benefit from the scheme. Statements are grouped into three sections:

1. Access to scheme resources (including information, such as in the design phase; land, water, and other inputs);
2. Participation in scheme membership, leadership, and decision-making; and
3. Access to scheme benefits, including access to market information, packaging, and payments from product sales or processing.

Users are provided with discussion questions to assist in gathering the necessary information to provide an accurate score for each statement. These discussion questions can be adapted to the local context to recognize that each context differs according to local practices and national policies and priorities. If the GILIT is used by NGOs or donors, the questions could also be adapted to reflect the requirements or expectations of that organization. For schemes (or investors) that seek more quantitative assessment and data, the supporting questions could be used to collect detailed data.

Performance is measured through rating the project or scheme on each gender-equitable statement. The tool is not intended to penalize low scores, but to indicate specific areas where further support is needed to achieve improvement. The scores can help project managers or funding organizations evaluate how different groups and actors understand gender performance within a scheme. A google form is available for users of the tool to calculate scores and this is available at [http://bit.ly/GLITTER\\_Answer](http://bit.ly/GLITTER_Answer).

The GILIT also provide Action Questions for users to gather feedback on suggested actions for areas that need improvement towards gender equity. The feedback can be used to facilitate dialogue between and across national and sub-national institutions and key stakeholders to improve the overall enabling environment for gender equity in irrigation and agricultural water management.

## Scoring Sheet

A scoring table is provided with the tool. The scoring scales reflect the different levels of investment, engagement and effort to achieve optimal gender outcomes. The scoring table is not intended to be fixed or universal across all contexts; instead, it can be adjusted to account for the degree of difficulty to achieve gender equitability in each local context. Generally, higher scores are required for “Section A: Access to scheme resources” because it is easier for scheme management to include both men and women in discussions about the scheme and its organization, plot locations, and benefits prior to construction, and to give both men and women an equal opportunity to become scheme members, including gaining supplementary services or considerations to make that possible. “Section B: Access to scheme membership, leadership opportunities and decision-making” and “Section C: Access to scheme benefits” represent more complex processes of establishing equitable governance of irrigation projects. This requires more investment, effort and engagement with committees or other bodies. Establishing equitable policies (i.e., by-laws and other regulations) is important at this level, yet not sufficient to ensure equitable implementation of those policies. Equitable access to scheme benefits, because it can be deeply embedded in household and community-level gender relations, is usually the most difficult to structure and to implement.

## Data and Information Sources

Data for responding to and scoring sections on a scheme or project with this learning tool may come from various sources. The questions in the main sections of the tool should be answered directly by women and men participants in the irrigation scheme across different levels. In addition, it is important to score the scheme activities across the range of stakeholders related to the project or scheme to ensure all perspectives are considered, including: scheme planners, scheme/project managers, local implementing officers, local extension, service providers and related community organizations or businesses.

The more specific project or scheme context may be understood through documents include project designs, monitoring and evaluation data and reports, and internal and external evaluations or impact assessments. Such documents and reports would contain project goals, objectives and expected outcomes, as well as processes and activities. These documents may be available from government ministries and agencies, donors, universities, NGOs and consultants.

The national policy context and existing overall situation may be understood through policy documents on natural resources, water, gender and local government, as well as organizational structures and budgets that provide insight into human and financial resource allocation and investment into gender.

## **GILIT Implementation Process**

### **Step 1. Review project documents and national context documents**

- Identify national policies, regulations and goals on gender equality, and gender and agriculture, water and irrigation.
- Identify project goals, objectives and plans on gender mainstreaming and equality.
- Interview stakeholders (national, donor, local and project management) on Gender Equality Context.

### **Step 2. Identify interviewees**

- Identify women and men of different ethnic, religious, social and economic strata represented in the scheme.
- Ensure women are included from lower economic groups and who are not members of scheme management or group executives.
- Identify individuals or groups of stakeholders that provide services within or for the scheme.

### **Step 3. Set up interviews and group discussions**

- Allow for approximately two hours meeting time for groups and one hour for individuals.
- Ensure appropriate time and meeting place for women.
- Separate men and women respondents, and other authorities that might hinder open discussion.

### **Step 4. Apply tool in interviews and group discussions**

- Inform all participants in each group that the process is based on their consent and scores will not affect future funding or participation in the scheme.
- Complete *all* sections and statements of the tool, including Actions Questions, with each stakeholder group.

### **Step 5. Analyze scores on performance and recommendations**

- Compile scores for different groups across Statements and Sections. Use the online tool available at [http://bit.ly/GLITTER\\_Answer](http://bit.ly/GLITTER_Answer) for calculating scores, as needed.
- Compare scores across groups, tool sections and in relation to project and national goals.
- Compile recommendations and actions and/or budget needed to implement actions.

### **Step 6. Meet with scheme participants and stakeholders**

- Present and discuss results with scheme participants and local stakeholders.
- Create a plan and schedule to implement actions for improvement; identify roles of scheme management, participants and related stakeholder institutions/organizations.
- Agree on timeline to reassess gender equity performance.

### **Step 7. Share lessons with stakeholders and national institutions as appropriate**

- Compile results of tool implementation, suggested changes for improvement, lessons and key outcomes of the meeting with scheme participants and stakeholders.
- Share as report or presentation with local and national institutions or platforms to contribute to national enabling environment for gender equity in irrigation.

### **Regularly assess improvement**

- Repeat scheme interviews and group discussions.
- Follow timeline agreed with scheme participants and stakeholders for next implementation of GILIT.



# Gender in Irrigation Learning and Improvement Tool (GILIT)

The goal of this tool is to assess an irrigation scheme's *current* conditions for enabling men and women's participation. This tool can help identify areas of change that are within the scope of control of the scheme management and suggest specific actions that scheme management can take to address gender inequities. There are three categories of indicators that evaluate the following:

1. Access to scheme resources. This includes information, land, water, and other inputs;
2. Participation in scheme membership, leadership, and decision-making;
3. Access to scheme benefits. This includes access to market information, packaging, and payments from sales or processing.

The tool also includes a section on local and national gender equality to compare the scheme's current conditions to national policies, institutions, and goals in regards to gender equality.

Responses are scored on a point basis. A higher score suggests a greater level of gender equality and a lower score indicates areas of improvement for scheme managers and director to target.

The women and men participants in the irrigation scheme across different levels should respond to and score the statements in the main sections of the tool. In addition, it is important to score the scheme activities across the range of stakeholders related to the project or scheme to ensure all perspectives are considered, including: scheme planners, scheme/project managers, local implementing officers, local extension, service providers and related community organizations or businesses.

## Interviewer Instructions:

The statements describe an optimal condition, state or outcome for women involved in the irrigation scheme. Read each statement to the individual or group respondents. Rank each **statement** on a scale of 1 to 3 based on feedback from the respondents.

To assist in scoring the statements, each statement is followed by **a series of discussion questions**. These questions provide a guide for users to rank the situation in relation to the optimal outcome statement. The supporting questions are not scored individually, but instead are intended to help respondents provide contextual answers and assist the interviewer in making a score determination. The supporting questions act as a guide to inform those using the tool about men's and women's different needs, preferences, and capabilities.

If all the answers to the questions are positive, then the scheme receives the highest possible score of 3. If most of the answers are negative, it receives a score of 1. If it is not possible to answer the questions because no information is available, the response is marked as N/A. To assist with calculating scores, responses can be entered into a google form, which will then calculate scores and compile recommended actions for each application of the tool. The google form is available at [http://bit.ly/GLITTER\\_Answer](http://bit.ly/GLITTER_Answer).

## GILIT Interview Information Sheet

### About the Interview and Respondent Group

Date of interview:	
Conducted by:	
Type of group interviewed (farmer/WUA, or scheme management, etc.)	
Interviewees names, position in scheme (member and/or leadership) and contact information:	

### About the Irrigation Scheme

Name of Irrigation Scheme:	
Irrigation Scheme Location (Geographic location; GPS coordinates if available)	
Irrigation Scheme Description (size of area, water source, water lifting and distribution method, major crop in the scheme):	
Irrigation Scheme Contact Information:	

### About the Project

Name of Project:	
Project Implementers (Government agency, NGO and/or donor agency):	
Project Donor or funding agency:	
Lead Project Implementer Contact Information:	
Start and end dates of Project activities in this Irrigation Scheme:	

## Gender Equality Context

- This section of the tool is intended to provide an understanding of the broader national and sub-national regulatory context within which each irrigation scheme or project operates.
- **Responses to these questions are not scored** because the policy and regulatory environment is outside of the control of the scheme management.
- The purpose of questions is to provide the basis for assessing the performance of the scheme in relation to the overall national or regional context and in relation to the goals of the scheme.
- This section should be compared to the overall score of the scheme or project to identify if the scheme’s mission or goals and its operations align with national policies and development goals. A positive national policy context that prioritizes and promotes gender equitable outcomes from irrigation investments should be reflected in the scheme/project plans and implementation activities and therefore in the overall scores.

<b>Statement</b>	<b>Women and men are aware of and knowledgeable about national policies, acts, regulations and goals that prioritize equitable access to resources, participation and benefits between men and women.</b>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>• Are national policies or regulatory frameworks already in place that clearly state that women and men should have equal access to natural resources?</li> <li>• Do national policy documents state that women should have increasing and/or equal benefits as men?</li> <li>• Are local institutions mandated to provide opportunities to both men and women to access and benefit equally from water and land resources?</li> <li>• Are local institutions resourced financially and with adequate staff to support both men and women to access and benefit equally from water and land resources?</li> <li>• Are women represented as appointed or elected officials at local level in the scheme area?</li> <li>• In the local history, did both women and men historically have equal access to land and water resources? If not, is there a clear trend of that changing to become more equitable?</li> <li>• Are there national laws that prohibit sex discrimination in association membership? Does the national law or regulation on WUAs address gender equity and/or participation of women in decision-making of WUAs?</li> </ul>
<b>Notes</b>	

<b>Statement</b>	<b>The scheme/project aims to ensure equal benefits for both men and women from access to water.</b>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>• Does the project design state goals and/or objectives related to gender equitability with regard to access and shared benefits between women and men?</li> <li>• Does the project design include specific activities targeting women?</li> <li>• Does the project monitoring and evaluation framework include any indicators related to increased access to water and access to scheme/project benefits for women?</li> <li>• Was the scheme or project intended for irrigation only? Were non-irrigation uses of water considered at any point during the feasibility or planning stages? Were plans put in place outside of the project to ensure water sources for non-irrigation purposes?</li> <li>• Did the scheme design change the sources of water for non-irrigation uses? Did the scheme change the amount of effort, time and/or expense for women to access the water?</li> </ul>
<b>Notes</b>	

## Section A: Access to Scheme Resources

- This section reviews whether association and scheme by-laws and other regulations give men and women equal access to resources such as land, water, labor, and technology.
- Men and women often have different initial levels of attributes, resources, and capacity and are not always equally able to meet association or scheme membership criteria, but the process of establishing the water users association and the irrigation scheme should be inclusive and not discriminate on the basis of sex.

A1	<p><b>Statement</b>     <b>Scheme planners met with various stakeholders, including women’s groups and potential women participants and clearly explained scheme goals, objectives, and eligibility and potential costs and benefits.</b></p>	<p><b>POINTS</b></p> <p>_____</p>
<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Did project planners or scheme implementers meet with existing women’s groups or meet with groups of women farmers in the area?</li> <li>• Did women understand the costs and benefits of the scheme to their satisfaction?</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Scheme planners met with no women stakeholders <b>(1 point)</b></p> <p><input type="checkbox"/> Scheme planners met with men and a few women in the community <b>(2 points)</b></p> <p><input type="checkbox"/> Scheme planners met with a sufficient number of women (including poorer and less poor women) and women and men were well informed about costs and benefits <b>(3 points)</b></p> <p><input type="checkbox"/> Not Applicable</p>		
<p><b>Action Questions</b></p> <p>If scheme planners met with few or no women, did that negatively affect women?</p> <p>If women were not well-informed of the scheme costs and/or benefits, did that lack of information negatively affect them?</p> <p>If this lack of information negatively affect women, do they have suggestions for addressing this issue now?</p>		
<p><b>Notes</b></p>		

A2	<p><b>Statement</b>    <b>Both men and women were included in discussions of options for site location, design and proposed technologies.</b></p>	
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Did scheme planners or implementers meet with women’s groups to discuss site location, design and proposed technologies?</li> <li>• Were a fair number of women’s groups contacted compared to the total number that exist?</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Only leaders were involved in discussions; all or nearly all were men. <b>(1 point)</b></p> <p><input type="checkbox"/> Most men in the community were involved in discussions; some women were included. <b>(2 points)</b></p> <p><input type="checkbox"/> Most men and women ((including poorer and less poor women) in the community were actively involved in discussions. <b>(3 points)</b></p> <p><input type="checkbox"/> Not Applicable</p> <p><b>Action Questions</b></p> <p>If women were not actively involved in discussions of scheme options, did their lack of input negatively affect women?</p> <p>If the lack of women’s input negatively affected women, do they have suggestions for addressing this issue now?</p>	<p><b>POINTS</b></p> <p>_____</p>
	<p><b>Notes</b></p>	

A3	<p><b>Statement</b> Both men and women were given opportunities to comment and provide alternative suggestions relating to site location, design and proposed technologies.</p>	<p><b>POINTS</b></p> <hr/>
<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Were women specifically asked to share their views in meetings composed of both men and women?</li> <li>• Were women’s suggestions and/or objections discussed and noted, for further consideration?</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> No suggestions from women were sought in site location, design or technologies. <b>(1 point)</b></p> <p><input type="checkbox"/> Some women’s and men’s suggestions were considered in site location, design and technologies. <b>(2 points)</b></p> <p><input type="checkbox"/> Women’s and men’s suggestions were used in site location, design and technologies. <b>(3 points)</b></p> <p><input type="checkbox"/> Not Applicable</p>		
<p><b>Action Questions</b></p> <p>If women's suggestions were not used in site location, design and/or technologies, did that negatively affected women?</p> <p>If women were negatively affected by site location, design or technologies, do they have suggestions for addressing these issues now?</p>		
<p><b>Notes</b></p>		

A4	<p><b>Statement</b> Both men and women were or are now given opportunities to discuss and provide suggestions that are considered to ensure equal access to irrigated plots of land.</p>	<p><b>POINTS</b></p> <p>_____</p>
<p><b>Discussion Questions</b></p>	<ul style="list-style-type: none"> <li>• Are women satisfied that they are included in discussions about land or plot allocation?</li> <li>• If concerns have been or are now raised by women about land or plot allocation, are women satisfied that actions are taken to address their concerns on secure land access?</li> </ul>	
<p><b>Rating</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Only men or no community members were included in discussions of land availability or land allocation. (1 point)</li> <li><input type="checkbox"/> Some women were included in discussions of land availability and land allocation. (2 points)</li> <li><input type="checkbox"/> Both women and men were included in discussions of land availability of land allocation and their suggestions considered or used. (3 points)</li> <li><input type="checkbox"/> Not Applicable</li> </ul>	
<p><b>Action Questions</b></p>	<p>Do women believe that they were negatively impacted by not being included in discussions of land availability and/or land allocation?</p> <p>If women were negatively impacted because their concerns were not address, do they have suggestions for addressing this issue now?</p>	
<p><b>Notes</b></p>		



A5	<p><b>Statement</b> During the scheme or system design process, or during later interaction with members, information was collected and considered on men’s and women’s different water needs for domestic/household use.</p>	
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Can water from the scheme or system be used for both domestic and agricultural uses? If no, are there dedicated sources for domestic uses nearby?</li> <li>• Are women satisfied with access for both domestic and agricultural water sources in the area and the scheme?</li> <li>• Are there tensions over using the scheme’s resources for different purposes? If yes, are these tensions related to different uses by men and women?</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Information was gathered only from men or from no community members regarding domestic water needs. (1 point)</p> <p><input type="checkbox"/> Information was gathered from a few men and a few women regarding domestic water needs, but was not considered in scheme planning or management. (2 points)</p> <p><input type="checkbox"/> Information was gathered from both women and men regarding domestic water needs. Gender-based preferences are considered in scheme water management for domestic or household uses and production activities. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p>	<p><b>POINTS</b></p> <p>_____</p>
	<p><b>Action Questions</b> If information was not gathered from women regarding their different uses of water (including domestic or household water use), how were women affected?</p> <p>If women were negatively impacted because their household and domestic water needs were not addressed, do women have suggestions for addressing this issue now?</p>	
	<p><b>Notes</b></p>	

A6	<p><b>Statement</b> During the scheme or system design process, or in the current scheme operations, men's and women's choices on crops and the different water needs for agricultural production were/are considered.</p>	<p><b>POINTS</b></p> <p>_____</p>
<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Were/are the different crop and production activities and needs by both men and women considered in the project design and management?</li> <li>• <i>Do both men and women contribute to decisions on the crops grown on the scheme? Are women satisfied that their suggestions on crops in the scheme are considered?</i></li> <li>• <i>Are there tensions over using the scheme's resources for different crops? If yes, are these tensions related to different crop preferences of men and women?</i></li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Information was gathered only from men regarding water needs for agricultural production. (1 point)</p> <p><input type="checkbox"/> Information was gathered from a few men and a few women regarding water needs for agricultural production. Little or no consideration was/is given to gendered preferences or needs. (2 points)</p> <p><input type="checkbox"/> Information was gathered from both women and men regarding water needs for agricultural production. Gender-based preferences are considered in scheme water management for crops and production activities. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p>		
<p><b>Action Questions</b></p> <p>If information was not gathered from women regarding their water needs for agricultural production, how were women affected?</p> <p>If women were negatively impacted because their water needs for agriculture production were not considered, do women have suggestions for addressing this issue now?</p>		
<p><b>Notes</b></p>		

A7	<p><b>Statement</b> Both men and women were included in discussions of proposed obligations for site operation and maintenance and comments and alternative suggestions were/are incorporated into maintenance and operations plans.</p>	
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Were women’s groups and prospective women members met with to discuss proposed operation and maintenance obligations specific for women?</li> <li>• Did women make suggestions and/or objections? Were specific actions taken based on the suggestions made?</li> <li>• Are women satisfied with their roles in operation and maintenance?</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Women community members were not involved in discussions regarding site operation and maintenance. (1 point)</p> <p><input type="checkbox"/> Some men and women community members were consulted regarding site operation and maintenance and some suggestions considered. (2 points)</p> <p><input type="checkbox"/> Both women (including poorer) and men were consulted regarding site maintenance and suggestions informed site operation and maintenance. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p>	<p><b>POINTS</b></p> <p>_____</p>
	<p><b>Action Questions</b></p> <p>If women were not involved in discussions regarding site operation and maintenance, how were women affected?</p> <p>If women were negatively affected because they were not involved in decision making on site operation or maintenance, do they have suggestions for addressing this issue now?</p> <p>If this lack of information negatively affects women, do they have suggestions for addressing this issue now?</p>	
	<p><b>Notes</b></p>	

A8	<p><b>Statement</b> Scheme management provides supplementary support to men and women to overcome agricultural production and marketing constraints.</p> <p><b>Note:</b> If scheme provides no such support or services, then the response to the statement is N/A.</p>	
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Does the scheme offer inputs on credit to both men and women? If yes, does the scheme offer credit based on non-land assets for women to access, such as purchase contracts?</li> <li>• Does the scheme offer risk insurance to both men and women plot managers?</li> <li>• Does the scheme offer equal access to both men and women for land leveling, plowing, and other services that use large equipment?</li> <li>• Are women and men satisfied with the level of support to women to access scheme inputs and services?</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Scheme management does not provide any supplementary support to women to overcome production and/or marketing constraints.</p> <p><input type="checkbox"/> Scheme management provides some supplementary support to overcome production and/or marketing constraints, but women find it challenging to access or effectively use these support services.</p> <p><input type="checkbox"/> Scheme management provides both women and men adequate support to overcome production and/or marketing constraints. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p>	<p><b>POINTS</b></p> <p>_____</p>
	<p><b>Action Questions</b></p> <p>If scheme management does not provide support to women to overcome production and/or marketing constraints, how has that affected women?</p> <p>If women are negatively affected by lack of support to overcome production/marketing constraints, do women have suggestions for addressing this issue now?</p>	
	<p><b>Notes</b></p>	

**Section A Score:**

**Key Issues and  
Lessons for  
Statements with  
Low Scores:**

**Feedback for  
Suggested  
Actions to  
Improve Low  
Scores:**

## Section B: Access to Scheme Membership, Leadership Opportunities and Decision-Making

*This section addresses men's and women's opportunities to participate meaningfully in scheme governance, e.g., to join a scheme, to become members of a scheme's user association, and to hold positions of leadership within those associations.*

B1	<b>Statement</b> Scheme/association membership is open to both men and women.	
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• What proportion of the scheme members are men? What proportion of the scheme members are women?</li> <li>• How do new members join the scheme, e.g., through inheritance, purchase, etc.?</li> <li>• <u>Questions only for contexts where literacy rates are low, particularly for women:</u> Is school-based education, literacy or numeracy a prerequisite for scheme membership? If so, on what grounds? Can this requirement be appealed?</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Scheme or association by-laws have specific requirements (for example, membership is open only to heads of households, plot owners, or positions held primarily by men) that result in few women members. (1 point)</p> <p><input type="checkbox"/> Scheme or association by-laws explicitly state that both men and women are eligible for membership and some women are members. (2 points)</p> <p><input type="checkbox"/> Scheme or association by-laws explicitly note that both men and women are eligible for membership and women form at least a significant minority of members in their own right. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p> <p><b>Action Questions</b> If scheme membership rules has limited women's membership, do women want to become members? Do women have suggestions for addressing this issue now?</p>	<p><b>POINTS</b></p> <p>_____</p>
	<p><b>Notes</b></p>	

B2	<p><b>Statement</b> <b>Women and men contributed to writing the scheme by-laws.</b></p> <p><b>Note:</b> If by-laws are written by a government authority and applied uniformly to all schemes with no opportunity for input by men or women to adapt to the local context or scheme, the response on this statement is N/A. This should be noted in the context information on the project and national level regulatory/policy environment.</p>	
	<p><b>Discussion Questions</b> • Are women satisfied that their concerns and preferences are reflected in the by-laws?</p> <p><b>Rating</b></p> <p><input type="checkbox"/> Women did not contribute to writing the scheme by-laws. (1 point)</p> <p><input type="checkbox"/> Some women contributed and their opinions were addressed in some scheme by-laws. (2 points)</p> <p><input type="checkbox"/> A significant proportion of women contributed ideas and those ideas were incorporated in most scheme by-laws. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p> <p><b>Action Questions</b> If women did not contribute to writing the scheme by-laws, were they negatively affected by that? Can the bylaws be amended or changed now to address those issues?</p>	<p><b>POINTS</b></p> <p>_____</p>
	<p><b>Notes</b></p>	

B3	<b>Statement</b> Association and/or scheme by-laws are available to and known by all members.	
	<p><b>Discussion Questions</b> • Do both men and women have access to, awareness of, and understanding of the by-laws?</p> <p><b>Rating</b></p> <p><input type="checkbox"/> There are no by-laws (or other group regulations). (1 point)</p> <p><input type="checkbox"/> By-laws are written and posted. (2 points)</p> <p><input type="checkbox"/> By-laws are written, posted, and known by leaders and both women and men members. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p>	<p><b>POINTS</b></p> <p>_____</p>
	<p><b>Action Questions</b> If there are no by-laws or if scheme members do not know the by-laws, has this affected women involved in the scheme? What actions can be taken now to address this issue?</p>	
	<p><b>Notes</b></p>	



<b>B4</b>	<b>Statement</b> Scheme by-laws permit both plot owners and plot managers to be association members.	
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• What proportion of plot owners are men? Are women?</li> <li>• What proportion of plot managers are men? Are women?</li> <li>• Are there local regulations, including customary rules, that restrict women from being plot owners or managers? Are these regulations consistent with national legislation on land and on gender?</li> </ul> <p><b>Rating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Local customs and/or scheme by-laws restrict membership to plot owners. Most women manage a plot but do not own a plot, so most scheme members are not women. (1 point)</li> <li><input type="checkbox"/> Scheme by-laws do not restrict membership to plot owners, but customs tend to favor plot owners. Some women own a plot, so some women are scheme members. (2 points)</li> <li><input type="checkbox"/> Both scheme by-laws and customs support participation of plot owners and plot managers. Most women who manage but do not own a plot are scheme members. (3 points)</li> <li><input type="checkbox"/> Not Applicable</li> </ul> <p><b>Action Questions</b> If most scheme members are men, how has that affected women plot managers? What actions can be taken now to address this issue?</p>	<p><b>POINTS</b></p> <hr/>
	<p><b>Notes</b></p>	

B5	<b>Statement</b> Scheme by-laws allow equal voting rights for men and women and ensure that scheme elections are organized to allow for both men and women to participate.	<b>POINTS</b>  <hr/>
<b>Discussion Questions</b>	<ul style="list-style-type: none"> <li>• Are men and women members aware of their eligibility to vote on scheme issues and leadership?</li> <li>• Did both men and women vote in the most recent elections?</li> <li>• Do any factors limit voting for women? For example, scheduling of elections, literacy, familiarity with the process or the candidates, other?</li> </ul>	
<b>Rating</b>	<input type="checkbox"/> Scheme by-laws do not have equal voting rights and elections are organized in ways that create challenges for women or men to participate. (1 point) <input type="checkbox"/> Scheme by-laws state that women and men have equal voting rights but elections are organized in ways that create challenges for women or men to participate. (2 points) <input type="checkbox"/> Scheme by-laws state that women and men have equal voting rights and elections are organized in ways support participation of women and men. (3 points) <input type="checkbox"/> Not Applicable	
<b>Action Questions</b>	If it is challenging for women to vote in elections, have women been negatively affected? How can this issue be addressed now?	
<b>Notes</b>		



B7	<b>Statement</b> The scheme (or supporting institutions/organizations) provides training that enables women and men members to serve effectively in scheme management.	<b>POINTS</b>  <hr/>
<b>Discussion Questions</b>	<ul style="list-style-type: none"> <li>• Does the scheme provide instruction on scheme management (responsibility, roles) to both men and women?</li> <li>• Does the scheme provide or explain where it is possible to receive training in association leadership?</li> <li>• Have women/men received gender-awareness training to better understand and represent their constituents' needs?</li> </ul>	
<b>Rating</b>	<input type="checkbox"/> The scheme does not provide any training or information to women scheme members. (1 point) <input type="checkbox"/> The scheme provides some training, but the training is provided primarily to men and/or the training is not seen as useful for women to serve effectively in scheme management. (2 points) <input type="checkbox"/> The scheme provides training that supports both women and men to serve in scheme management and to effectively represent constituents' needs. (3 points) <input type="checkbox"/> Not Applicable	
<b>Action Questions</b>	What training do women need to serve effectively in scheme management? How can this best be provided by the scheme?	
<b>Notes</b>		

B8	<b>Statement</b> Both women and men report feeling that their opinions are respected in scheme association or similar meetings.	<b>POINTS</b>  <hr/>
<b>Discussion Questions</b>	<ul style="list-style-type: none"> <li>• Do women and men both state their opinions in group meetings?</li> <li>• Do women prefer to have ways to meet and provide opinions outside of public scheme meetings? For example, women’s groups, smaller group or individual meetings with scheme leaders, in writing.</li> </ul>	
<b>Rating</b>	<input type="checkbox"/> Women do not feel comfortable stating their opinions at meetings. (1 point) <input type="checkbox"/> Women and men feel comfortable stating their opinions at meetings, but women feel that their opinions are not respected or acted upon. (2 points) <input type="checkbox"/> Women and men feel comfortable stating their opinions at meetings and their opinions are acted upon. (3 points) <input type="checkbox"/> Not Applicable	
<b>Action Questions</b>	What actions can be taken to ensure that women are comfortable stating their opinions and to ensure that their opinions are heard in decisions?	
<b>Notes</b>		

**Section B Score:**

**Key Issues and  
Lessons for  
Statements with  
Low Scores:**

**Feedback for  
Suggested Actions  
to Improve Low  
Scores:**

## Section C: Access to Scheme Benefits

*This section contains statements and associated questions to address how well (or poorly) irrigation scheme management and/or an associated farmer/producer association offers to both men and women equally: payments, marketing support, extension services, and other forms of assistance.*

<b>C1</b>	<p><b>Statement</b> Both women and men are able to receive the amount of water they need.</p>	<b>POINTS</b>  _____
<b>Discussion Questions</b>	<ul style="list-style-type: none"> <li>• Are decisions about water allocations made based on women's uses of water?</li> <li>• If water delivery is inadequate throughout the year (or during some months of the year), are men and women affected equally or are women disproportionately affected by the decrease in water?</li> <li>• Are women-owned or managed plots placed to receive water as easily and regularly as those of men?</li> </ul>	
<b>Rating</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Women do not receive adequate water on the scheme. (1 point)</li> <li><input type="checkbox"/> Men receive adequate water but women do not receive adequate water in some months of the year. (2 points)</li> <li><input type="checkbox"/> Women and men receive adequate water throughout the year. (3 points)</li> <li><input type="checkbox"/> Not Applicable</li> </ul>	
<b>Action Questions</b>	<p>What do women and men recommend as specific solutions that will enable them to receive adequate quantities of water throughout the year?</p>	
<b>Notes</b>		

C2	<p><b>Statement</b> When water restrictions are put into place, decisions are made in ways that do not discriminate against women's or men's needs.</p>	<p><b>POINTS</b></p> <hr/>
<p><b>Discussion Questions</b> • When water needs to be rationed, are water reductions the same for everyone or do water reductions take into account the type and seasonality of crops being grown and/or the plot size?</p> <p><b>Rating</b></p> <p><input type="checkbox"/> Water restrictions negatively affect women more than men. (1 point)</p> <p><input type="checkbox"/> Water restrictions are based on specific criteria (for example, crop type, plot size) that have unintended negative impacts on women. (2 points)</p> <p><input type="checkbox"/> Decisions regarding water restrictions do not discriminate (intentionally or unintentionally) against women or men. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p>		
<p><b>Action Questions</b> Are women are negatively affected by the criteria used to allocate water? What can be done to change the criteria now?</p>		
<p><b>Notes</b></p>		



C3	<p><b>Statement</b> Both women and men receive water on a schedule that is acceptable to them.</p> <hr/> <p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Have men and women been involved in discussions about the water allocation schedule?</li> <li>• Are women satisfied with the schedule for water allocation on their plots? Is water allocated in the evening, at night or other times when it is difficult for them to use or manage?</li> </ul> <p><b>Rating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Women are not involved in discussions on water allocation scheduling and do not receive water on a schedule that is acceptable to them. (1 point)</li> <li><input type="checkbox"/> Women and men are involved in discussions on water allocation scheduling but do not receive water on a schedule that is acceptable to them. (2 points)</li> <li><input type="checkbox"/> Women and men are involved in discussions on water allocation scheduling and receive water on a schedule that is acceptable to them. (3 points)</li> <li><input type="checkbox"/> Not Applicable</li> </ul> <p><b>Action Questions</b> If women do not receive water on an acceptable schedule, what schedule do they suggest is suitable to them? What solutions can improve the water scheduling?</p> <hr/> <p><b>Notes</b></p>	<p><b>POINTS</b></p> <p>_____</p>
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C4	<b>Statement</b> Extension advice and price information, among other types of information, are available to both men and women via their preferred communication channels.	<b>POINTS</b>  _____
	<b>Discussion Questions</b> <ul style="list-style-type: none"> <li>• Do fewer women compared to men have access to newspapers, mobile phones, radios, computers, and other information channels?</li> <li>• Do fewer women compared to men have regular face to face exchanges with agents/community knowledge workers that meet their information needs? Do fewer women participate in farmer field days and demonstration days than men in the scheme?</li> <li>• Are there social restrictions on women’s interactions with other men and women related to agricultural activities?</li> <li>• Are women satisfied with their ability to access information?</li> </ul>	
	<b>Rating</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Important information needed to understand markets, crop and water management, etc. is not available to women via their preferred communication channels. (1 point)</li> <li><input type="checkbox"/> Important information needed to understand markets, crop and water management, etc. is available to men but not women (including poorer women) via their preferred communication channels. (2 points)</li> <li><input type="checkbox"/> Important information needed to understand markets, crop and water management, etc. is available to both women and men (even poorest and poorer farmers) via their preferred communication channels. (3 points)</li> <li><input type="checkbox"/> Not Applicable</li> </ul>	
	<b>Action Questions</b> What is the best way to communicate important information to women and men when they need it?	
	<b>Notes</b>	

C5	<b>Statement</b> Trainings related to scheme services and agricultural productions are held at convenient times and in convenient locations to enable both men and women to participate easily.	<b>POINTS</b>  <hr style="width: 50px; margin: 0 auto;"/>
<b>Discussion Questions</b>	<ul style="list-style-type: none"> <li>• Are trainings publicly announced to all members so that all are aware of both regularly scheduled and unscheduled (or emergency) sessions?</li> <li>• Are training held at times when both men and women are able to attend?</li> <li>• Does scheme management provide services to enable women to fully participate in trainings and meetings? For example, help to arrange for child care, transport, and food when trainings are held.</li> </ul>	
<b>Rating</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Women are not provided with information on trainings and/or trainings are not held at convenient times and/or not held at convenient locations for women to participate. (1 point)</li> <li><input type="checkbox"/> Men and only a few women are provided with information on trainings and/or trainings are not held at convenient times and/or not held at convenient locations for women to participate. (2 points)</li> <li><input type="checkbox"/> Trainings are announced and held at convenient times and are held at convenient locations for both men and women (including poorer and poorest) to participate fully. (3 points)</li> <li><input type="checkbox"/> Not Applicable</li> </ul>	
<b>Action Questions</b>	If it is challenging for women to vote in elections, have women been negatively affected? How can this issue be addressed now?	
<b>Notes</b>		

C6	<p><b>Statement</b> Product marketing support (including collection points for bulking, sorting, grading, and cooperative selling) organized and/or supported by the scheme is open to women and men.</p> <p><b>Note:</b> If no support services are provided through the scheme related to product collection, sorting or marketing, then the response is N/A.</p>	
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• Does the scheme have criteria to access marketing benefits (product collection, bulking, sorting and grading) related to plot size, volume of produce, produced type or produce value?</li> <li>• Are there social restrictions on women’s participation in marketing activities? Are women satisfied with their role in marketing and ability to access markets for produce from the scheme?</li> </ul> <p><b>Rating</b></p> <p><input type="checkbox"/> Access to marketing support services and/or infrastructure is restricted in some way that creates challenges for women scheme members to access markets. (1 point)</p> <p><input type="checkbox"/> Marketing support services and/or infrastructure presents a few restrictions that may create challenges for some women scheme members to access markets (particularly smaller producers and poorer or poorest women). (2 points)</p> <p><input type="checkbox"/> Marketing support services and/or infrastructure have no restrictions that negatively affect women and men scheme members. (3 points)</p> <p><input type="checkbox"/> Not Applicable</p>	<p><b>POINTS</b></p> <p>_____</p>
	<p><b>Action Questions</b> If product collection rules limit women’s access to markets, what solutions can improve women’s access to markets?</p>	
	<p><b>Notes</b></p>	

C7	<p><b>Statement</b> The scheme management contracts services for the scheme, and seeks out women-owned businesses, women's groups, and other women entrepreneurs to provide services, such as input suppliers, processors, packagers, transporters, and exporters.  <b>Note:</b> If the scheme does not contract out any services, then the response to the statement is N/A.</p>	<b>POINTS</b>  <hr style="width: 10%; margin: auto;"/>
<p><b>Discussion Questions</b> <i>Are there women-owned businesses that could provide services to the scheme?</i></p>		
<p><b>Rating</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scheme management does not seek to work with women-owned businesses in the value chain. (1 point)</li> <li><input type="checkbox"/> Scheme management wants to work with women-owned businesses in the value chain but there are few or the efforts have not been successful. (2 points)</li> <li><input type="checkbox"/> Scheme management works successfully with women-owned businesses in the value chain. (3 points)</li> <li><input type="checkbox"/> Not Applicable</li> </ul>		
<p><b>Action Questions</b> Are there women-owned businesses that the scheme can work more closely with? What can the scheme do to facilitate that cooperation?</p>		
<p><b>Notes</b></p>		

**Section C Score:**

**Key Issues and  
Lessons for  
Statements with  
Low Scores:**

**Feedback for  
Suggested Actions  
to Improve Low  
Scores:**

## GILIT Score Sheet for Scheme and Planned Actions for Improvement

Section	Section A: Access to scheme resources	Section B: Access to scheme membership, leadership opportunities and decision-making	Section C: Access to scheme benefits
<b>Section Total Score</b>	____ / 24	____ / 24	____ / 21
<b>Low Score Range</b>	<p><b>Scheme approach to gender equity show little or no sensitivity; requires attention and redress.</b>                      Women are underrepresented as scheme participants and are formally disadvantaged in participation. Women face gender-based constraints to participation, scheme management, and/or access to scheme services that result in lack of equal access to benefits</p>		
	<b>0-10</b>	<b>0-8</b>	<b>0-6</b>
<b>Medium Score Range</b>	<p><b>Scheme approach to gender equity shows some sensitivity. Statements with low scores require attention and adjustment to related activities.</b>                      Women are underrepresented as scheme participants and face some informal disadvantages to participation and/or access to benefits.</p>		
	<b>11-17</b>	<b>9-15</b>	<b>7-13</b>
<b>Excellent Score Range</b>	<p><b>Scheme approach ensures that men and women participate in scheme management and leadership and can access scheme benefits. Monitoring is suggested to ensure continued gender equity.</b>                      Women and men access scheme services and benefit equally from the scheme.</p>		
	<b>18-24</b>	<b>16-24</b>	<b>14-21</b>
<b>Key Issues and Lessons for Statements with Low Scores</b>			
<b>Feedback for Suggested Actions for Low Score Statements</b>			
<b>Planned Actions to Improve Gender Performance Based on Scores and Feedback</b>			



RESEARCH  
PROGRAM ON  
Water, Land and  
Ecosystems



## CGIAR Research Program on Water, Land and Ecosystems

The CGIAR Research Program on Water, Land and Ecosystems (WLE) combines the resources of 11 CGIAR centers, the Food and Agriculture Organization of the United Nations (FAO) and numerous national, regional and international partners to provide an integrated approach to natural resource management research. WLE promotes a new approach to sustainable intensification in which a healthy functioning ecosystem is seen as a prerequisite to agricultural development, resilience of food systems and human well-being. This program is led by the International Water Management Institute (IWMI) and is supported by CGIAR, a global research partnership for a food-secure future.

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