

SECTION

# 4

## GENDER EQUALITY QUESTIONS FOR THE PPP PROJECT DEVELOPER

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### GOAL OF SECTION

This section provides an analytical tool to help project participants—governments, advisors, and private investors alike—ensure that PPP projects improve equality between women and men.

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If you want something new, you have to stop doing something old.

— Peter Drucker

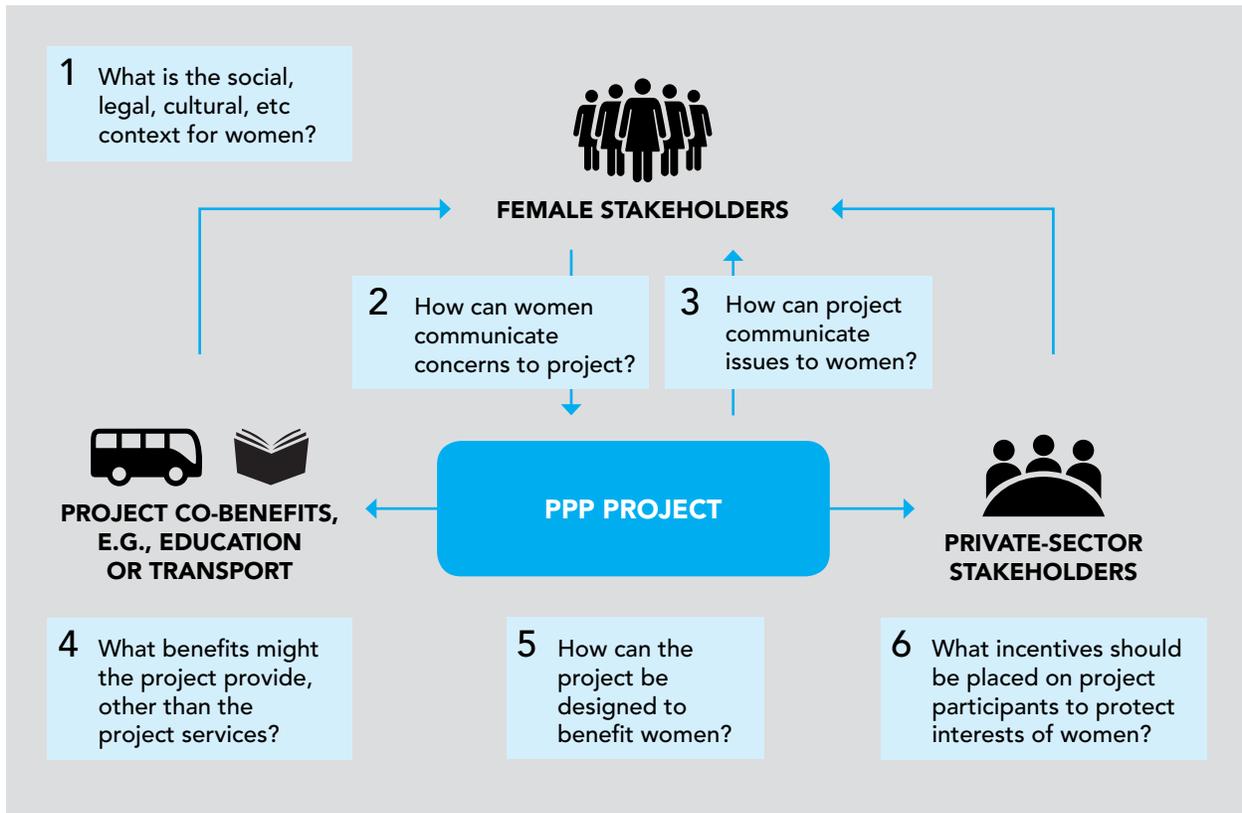
Section one of this primer focused on providing a base understanding of key concepts and ideas related to gender equality and infrastructure. Building from there, section two aimed to give the reader an understanding of the mechanisms and processes that can be used to ensure that infrastructure projects not only “do no harm” to women or men, but also create positive benefits for both. Section three further built on this by providing the reader with brief and practical guidance on how to systematically integrate gender considerations into PPP projects and frameworks, in a way that promotes a strong results chain linking analysis, action, monitoring and evaluation. This section provides an analytical tool to help project participants—governments, advisors, and private investors alike—ensure that PPP projects improve equality between women and men.

Private investors often rely on the government to consider and address issues relevant to ensuring that a project is inclusive of both genders. Government often relies on the private sector to address these issues as fundamental to service delivery of the project. A PPP project provides an opportunity to join public and private capacities to focus on issues relevant to women. PPP projects must be commercially and financially viable. If governments need private investors to provide additional support or services to meet the needs of women, they may need to provide additional incentives. For example, PPP payments can be linked to performance and services for women. Likewise, if the private partner performs poorly, financial penalties within the PPP contract may apply.

## A. INTRODUCTION

This project-centered tool recognizes that PPPs often fail to examine or address the issues relevant to all project stakeholders, usually women. The set of questions underpinning this tool is therefore designed to help project planners think through how to improve gender equality in PPP projects. It provides a set of questions to be asked in relation to five key areas surrounding the PPP project (see Figure 4). It is hoped that these questions will help ensure more gender-sensitive PPP projects, by uncovering information and issues that will translate into different project designs and more nuanced drafting of project agreements.

**Figure 4: Five Key PPP-Project Areas to Focus on to Ensure Gender Equality—Schema of the Project-Centered Tool**



## B. TIPS TO KEEP IN MIND WHEN USING THE TOOL

This project-centered tool is meant to support projects that have been well selected, are a priority for government, and represent value for money, therefore the questions do not address project identification or selection. A project that considers issues relevant to gender equality:

- **Reflects good governance.** Well managed infrastructure considers the interests of the entire community.
- **Contributes to the developmental goals of the government, development partners and private investors.** Seeking gender equality will help meet the government’s development goals, the Sustainable Development Goals, and other national and regional priorities. It can also help the project access support from different sources of funding and financing, as and when needed—for example, to the extent bilateral or multilateral investment is sought.
- **Is good business.** Women are consumers; they may form a key part of the labor, business-owner or service-provider pools; and they are key community and political stakeholders. A project that proactively seeks gender equality is more resilient and more robust in times of change, particularly in times of political change, when new policies might suggest a change in support for the project. It is harder to undermine a project when it clearly serves the needs of women. If the project supports the community, in times of change, the community is far more likely to support the project.

When asking the questions, the following analytical tools and considerations may be useful:

- Disaggregated data by sex, age group, ethnicity, language, and economic status that can help to identify gender differences and constraints and respond to issues one group is facing;
- Household-survey-based tools and approaches that help assess affordability of services, willingness to pay, and the effectiveness of current systems for targeting subsidies;
- Poverty and social impact analysis (PSIA) methods or tools using household-survey data to simulate direct and indirect effects of tariff increases for a good or service (e.g., in energy or transport) on the welfare of different groups of women;
- Gender maps and other spatial data on welfare indicators, cross-referenced with other information and statistics (such as vulnerability to disasters, existing infrastructure, and public facilities);
- Population census data that can shed light on literacy, language, religious affiliation, etc.;
- Micro-simulation tools using household survey data to assess the welfare impact of infrastructure or other forms of investment that has potential impact on output, employment and prices;
- Focus groups that gather specific information and obtain feedback on the consultation process; and
- NGOs and other community groups working with, and amongst, women that can provide key data and assessments.

## C. THE TOOL

The tool provides a set of questions to be asked in relation to five key areas surrounding the PPP project (see figure 4).

### 1. What is the context of women, and its implications for the project?

- a. Are there legal constraints that could impede women, e.g., does one need to have land tenancy, a registered address or an identity card before accessing services, seeking employment, starting a business, receiving compensation (e.g., for resettlement), or engaging in other activities associated with the project?
- b. Are there local social, cultural and religious practices that could impede service provision to women, or women accessing economic opportunities from the project?
- c. Are there power structures in local communities affecting women, or certain groups among women, that will influence the location, design or operation of the project?
- d. Are there factors within the communities, such as high sexual-harassment and violence rates, that are specific to women?
- e. Do women have access to or control over household finances? Can women open bank accounts? Can they access credit as easily as men?
- f. Do women receive subsidies or other aid that might help to access benefits from the project?
- g. To what extent can women receive and pay bills (e.g., are there requirements for things such as land tenancy, a registered address, or an identification card)?
- h. Where are women located, compared to the existing service network? Are there technical/cost complexities of serving areas where women live? Are women located in areas vulnerable to disasters? How does the location/alignment of the project affect potential benefits to, and participation by, women, e.g., commuting patterns, location of employment, education, and social focal points?

- i. Are women more vulnerable to risks arising from the project—for example, an influx of workers during construction can increase risks of disease, inflation, traffic, accidents, and even gender-based violence.

## **2. How can women communicate concerns to the project?**

- a. How does the political context of women allow them “voice”? Does local government represent women well?
- b. How do the cultural and religious contexts of women allow them “voice”? Are there community groups that reflect the interests and concerns of women?
- c. Are there civil organizations/NGOs that reflect the interests and concerns of women? Can these groups be used as intermediaries/support mechanisms to ensure protection and communication of the interests of women?
- d. How do women express opinions and priorities in decision-making in the family and in the community? How are men and women organized and represented in these decision-making structures?
- e. How can the project provide expedited dispute resolution that is accessible to women—e.g., complaint mechanisms, mechanisms for communication, access to the regulator, an on-site representative, or telekiosks?

## **3. How can the project communicate issues to women?**

- a. How can the project communicate with women, particularly in terms of designing and monitoring it? To what extent are female beneficiaries consulted when monitoring project performance, e.g., a formal consultation process at different stages; informal consultation on a regular basis through community organizations; or access of the regulator to feedback from women when assessing compliance?
- b. How can the project ensure that women are represented throughout the consultation process (e.g., timing of meetings or women-only meetings)?
- c. How do women access information (print media, radio, television, informal networks, or meetings)? What are the illiteracy levels among women? Are there established mechanisms for communicating with the illiterate female population, e.g., familiar access technologies? What languages are commonly used for communication by and to women?
- d. In the event of renegotiation or modification of the project, to what extent can the project consult with women?

## **4. What other benefits might the project provide, other than the project services?**

- a. What opportunities are there for jobs to be filled and/or created for women? Are there key constraints to women accessing these jobs? What support could be provided to women to help them better access those job opportunities? Will female employees earn as much as male employees?
- b. What opportunities are there for local, small businesses to provide services to the project? Which of those services might be provided by businesses owned by women or employing women? What support could be provided to those companies to access these opportunities?
- c. What are the potential indirect economic benefits of the project for women (e.g., more economic activity leading to greater demand for jobs; more employment opportunities due to greater commuting ability; better skills transfer due to access to power and transport, etc.)? Will the project provide, directly or indirectly, new access to markets, e.g., through improved transportation, information or education? How might the design of the project further magnify these indirect benefits?

## 5. How can the project be designed to benefit women?

- a. Do women require different access to the services, e.g., step-free access, lighting, security, or women-only facilities/access?
- b. Are complimentary arrangements/inputs needed to ensure that women can use the services optimally (e.g., information/education and low-cost methods to access services)?
- c. Do women receive services through alternative providers or systems (e.g. off grid)? What are the technical and financial implications of such alternative services (e.g., cost per unit or health implications)? Can/should the project be incentivized to facilitate such provisions? What would be the implication if the informal supply networks were formalized or removed in favor of a formal system? How could this impact be minimized?
- d. How should the project be designed to enhance any subsidies that women receive, and to maximize benefits obtained through those subsidies?
- e. Can third parties (e.g., community-based organizations or non-governmental organizations) help provide services to women to reduce the cost of delivery, e.g., through bulk purchases?
- f. Can the project be used to provide other services to women? Is there an opportunity for cross-selling or other public service delivery?