

This checklist<sup>60</sup> can be used as part of the programme design and periodically to assess progress throughout the project cycle, particularly in relation to **perceptions** of and quality of **relationships** between key project stakeholders, including a special focus on women and adolescents/young people. The role of adolescents/youth in conflict and peace is critical, and the specific roles and responsibilities in relation to water access and use intersect with gender in meaningful ways that need to be considered in order to realize the ‘double dividends’ of water and peace in conflict-affected environments. A series of questions have been included<sup>61</sup> to support the integration of adolescents/youth in WASH interventions. The guiding questions can be adapted depending on the context (e.g. conflict causes/dynamics, conflict/project stakeholders, local capacities for peace) and the relevant dimensions of social cohesion that the project seeks to strengthen (e.g. trust/collaboration between communities and with local authorities, conflict management capacities of key stakeholders):

### Does the intervention:

- *Balance infrastructural investments (hardware) with institutional investments (software) for integrated WASH services and/or water resource management?*
- *Integrate mechanisms for dialogue and shared WASH services/resource management?*
- *Extend peace dividends (tangible benefits resulting from peace and collaboration) to remote/fragile/conflict-affected contexts?*
- *Plan to rebuild community relationships with government and service providers?*
- *Identify and strengthen capacity for collective action between and within groups to support the delivery of WASH services?*
- *Identify and strengthen systems of formal/informal accountability around WASH services between key stakeholders (government, community leaders, community)?*
- *Address inclusion and marginalization in relation to WASH services, for example mapping groups who are marginalized from accessing or using services, and integrating strategies to ensure equitable access and participation?*
- *Ensure citizens have opportunities to participate in the economic, political and social activities related to the WASH services being delivered/improved (governance architecture, community-based platforms, project related employment)?*
- *Examine/balance the relative visibility of different stakeholders delivering services and assessing the risks for the state if non-state actors have high visibility, e.g. who is visible in delivering services and what is the impact on state–society relations?*
- *Consider/promote the legitimate engagement of state officials and help communities to recognize the state as a resource they should draw on, for example increasing local government involvement in planning and facilitating improved dialogue between communities and government officials?*
- *Include internal/external dispute/conflict management mechanisms and integrate capacity development inputs to enable key stakeholders to access and benefit from these mechanisms?*
- *Prioritize adolescents and young people as positive actors and potential contributors to their societies?*
- *Create incentives for young women and men to engage and participate in community WASH platforms?*
- *Create space for young people to have decision-making roles within WASH structures being set up (e.g. WASH committees, utility management)?*
- *Include the means to identify the specific WASH needs and dynamics of adolescent boys and girls, young men and women?*

60 Adapted from Tearfund: ‘Double dividends: exploring how water, sanitation and hygiene programmes can contribute to peace- and state-building’, 2013, <https://learn.tearfund.org/-/media/learn/resources/reports/2013-tearfund-double-dividends-en.pdf>; and Catholic Relief Services: ‘Water and Conflict – Incorporating Peacebuilding into Water Development’, 2009, <https://www.crs.org/sites/default/files/tools-research/water-and-conflict.pdf>

61 UN Peacebuilding Fund – Guidance Note on Youth and Peacebuilding, 2019; [https://www.un.org/peacebuilding/sites/www.un.org.peacebuilding/files/documents/pbf\\_guidance\\_note\\_on\\_youth\\_and\\_peacebuilding\\_2019.pdf](https://www.un.org/peacebuilding/sites/www.un.org.peacebuilding/files/documents/pbf_guidance_note_on_youth_and_peacebuilding_2019.pdf)