

Lake Victoria Water and Sanitation Initiative

Training Materials

Theme: Gender and Vulnerable Groups GVG1: Inclusive Participatory Water and Sanitation Management



UN HABITAT

in partnership with:



Lake Victoria Water and Sanitation Initiative

Training and Capacity Building Component

Training Materials

GVG1: Inclusive Participatory Water and Sanitation Management

Trainers' Guide

This training material was prepared by:
The Gender and Water Alliance

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PART 1

Syllabus and

Evaluation form

GVG1: Inclusive Participatory Water and Sanitation Management

Training and Capacity Building Component Lake Victoria Water and Sanitation Initiative

| | | |
|---|---|---|
| Title of the CD Intervention: Inclusive Participatory Water and Sanitation Management | | |
| Code: GVG1 | Duration: 3 days ¹ | Frequency and Duration of Interaction: 7 hrs/day |
| Type of CD Intervention: | | |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Training <input checked="" type="checkbox"/> Workshop <input type="checkbox"/> Round table <input type="checkbox"/> Conference <input type="checkbox"/> Tutorial <input type="checkbox"/> Apprenticeship | <ul style="list-style-type: none"> <input type="checkbox"/> Peer learning <input type="checkbox"/> Learning-by-doing <input type="checkbox"/> Field work (Local) <input type="checkbox"/> Exposure Tour <input type="checkbox"/> Technical advice <input type="checkbox"/> Networking | <ul style="list-style-type: none"> <input type="checkbox"/> Change Mgmt Programme <input type="checkbox"/> Dialogue <input type="checkbox"/> Debate/discussion <input type="checkbox"/> Awareness raising <input type="checkbox"/> Mass communication <input type="checkbox"/> Group work |
| Towns proposed for this CD Intervention: | | |
| Kenya <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bondo <input checked="" type="checkbox"/> Homa Bay <input checked="" type="checkbox"/> Kisii | Kenya <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bondo <input checked="" type="checkbox"/> Homa Bay <input checked="" type="checkbox"/> Kisii | Kenya <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bondo <input checked="" type="checkbox"/> Homa Bay <input checked="" type="checkbox"/> Kisii |
| Target Groups: <u>Multi Stakeholders Forum</u> , including the representatives of CBOs and Vulnerable Groups who are members of MSF. In towns with a small active MSF, other representatives of all stakeholders' categories need to be involved. | | |
| Minimum/Maximum Number of participants: 15/30 | | |
| Location(s) and Number of Repeats at each location: Once per town, with the two Mutukulas in one session = 10 sessions | | |

¹ The number of days in 2010 was reduced to two days, but in all evaluations by trainers, facilitators and trainees, this time was felt too short for the subject. Especially the time necessary for group work and for the participation by all trainees is long and important. The shorter the training, the lower the active participation, and the higher the time spent on lectures.

GVG1: Inclusive Participatory Water and Sanitation Management

Profile of the Participant: Description of CD Intervention

Participants have a large variety, from well educated to basic education only. All are (supposed to be) active in the MSF, representing a broad spectrum of the town population.

In case a selection of MSF members has to take place, at least 30% of the total group of participants will be women, and at least 10% of the total group of participants will be from vulnerable groups.

Prior knowledge or experience required:

- Users of (any) water and sanitation
- Involvement in previous activities of the MSF, such as meetings and workshops.

Professional or educational requirements:

- none

| No. | Learning Objectives of the CD Intervention: |
|-----|--|
| | On completion of this CD intervention, the participant will: |
| 1 | Be able to see differences in interest, in needs and in knowledge regarding access and control over the different water sources and sanitation possibilities |
| 2 | Appreciate the wide knowledge that all stakeholders together have and appreciate the specific knowledge of women water managers and users |
| 3 | Be able to propose measures to improve social relations and communication between the different stakeholders and to manage conflicts. |
| 4 | Understand the empowering impact of appropriate water and sanitation management (economic, political, social and physical) |
| 5 | Be able to understand the importance of networking and information sharing and to apply participatory communication methods |

Description of the CD Intervention:

Subjects:

- Gender+ -concepts and Empowerment
- Gender aspects of WATSAN: relations between the different stakeholders, power relations at different levels, inclusiveness
- Aspects of gender and vulnerable groups related to the environment
- Gender, vulnerable groups and (solid) waste management
- Group dynamics from a gender perspective: how to involve the interests of all users, group mobilization, networking, information and communication

Didactics:

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| | | |
|--|--|--|
| <ul style="list-style-type: none"> ■ lecture □ tutorial ■ debate/discussion □ exercise ■ group work | <ul style="list-style-type: none"> □ field visit □ field work □ movie viewing ■ role play □ individual presentation | <ul style="list-style-type: none"> □ □ □ □ |
|--|--|--|

Assessment: The course participant will receive a Certificate of Attendance issued jointly by NETWAS and UN-HABITAT upon full and active participation in the CD Intervention, as per the advice of the Resource Persons

Profile of the Resource persons:
 One Gender Expert with practical experience in technical work, able to link the social and technical aspects of water and sanitation management, and experience in the country. He/she will also be experienced in communication skills, able to involve all participants, practicing equality and inclusiveness. The trainer needs to be able to deal with the great variety in the group (men – women, well-to-do - poor, educated – virtually illiterate, outspoken – shy, etc.) and appreciate everyone’s competences.

CD materials:

- Training materials on Gender and Vulnerable Groups concepts and Empowerment
- Training materials on Gender, water and sanitation
- Training materials on Gender, water and agriculture and environment
- Training materials on Gender, water, waste management and the environment
- Training materials on participatory communication and conflict management methods from a gender perspective.

Supporting materials:

- Town map (as prepared in Inception mission)
- The information and cases found during the Inception Phase will provide the details of the training contents.
- Town reports GWA
- 6 Posters of GWA Traveling Exhibit Gender and Water, in local language with some local photographs

EVALUATION FORM

Netwas Gender and Vulnerable Groups (GVG1-2-3)

Introduction

This evaluation form deals with various aspects of the course. First you will find a few questions related to the period before the course. The questions thereafter are about the course contents and logistics during the course. The last questions are related to the period after the course.

Your answers will help us to improve not only the course itself; but also our services before and after participation in the course.

Please tick / mark where applicable

(Questions related to the period *before* the course)

1. How did you get to know about the course?

2. How did you receive the course information (letter of admission, curriculum and letter with additional information), direct or through others within your organisation?

3. Was the information received sufficient?

If not, please indicate what other information you would have needed.

(Questions related to the course contents and logistics *during* the course)

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4. What do you think of the length of the course?

- Too Long
- Too Short
- Sufficient

If it is too long/short, what would you suggest be the duration?

5. In this training course what is your opinion about this time schedule?

6. What do you think of the balance between theory and practice:

| | <i>Far too much</i> | <i>Too much</i> | <i>Just right</i> | <i>Too little</i> | <i>Far too little</i> |
|-----------------|---------------------|-----------------|-------------------|-------------------|-----------------------|
| Lectures | | | | | |
| Exercises | | | | | |
| Discussions | | | | | |
| Individual work | | | | | |
| Leisure | | | | | |

Comments:

7. Please try to remember what you expected of this course.
Were your expectations met?

- Yes
- No

Comments:

8. To what degree, in your opinion, did this course achieve its objectives*?

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| <i>Objectives*</i> | <i>Completely</i> | <i>Largely</i> | <i>Partly</i> | <i>Hardly</i> | <i>Not at all</i> |
|---|-------------------|----------------|---------------|---------------|-------------------|
| • Know about the options in water and sanitation systems governance and management | | | | | |
| • Be able to make strategic choices to enable improved water sector performance | | | | | |
| • Be able to outline a change management programmed | | | | | |
| • Be able to set objectives and define related performance criteria for watsan operations | | | | | |

9. Mention THREE issues dealt with during the course that are of particular importance for your work:

10. What in your experience are the major professional problems in your work which HAVE NOT been discussed sufficiently in this training course?

11. What was your experience of working relations with:

| | Difficult | Distant | Neutral | Cooperative | Stimulating |
|------------------------------|------------------|----------------|----------------|--------------------|--------------------|
| NETWAS-training staff | | | | | |
| Other participants | | | | | |
| | | | | | |

12. Were you satisfied with the accommodation?

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Comments:

13. Were you satisfied with the field trip? (skip this part if not relevant)

- Very much**
- Much**
- Reasonable**
- Not much**
- Not at all**

15. What would be the KEY WORDS for you to describe the course to your colleagues and boss once you are back home?

16. Suppose we visited your organisation in 3 months time. Would you be able to show us any changes in the way you work as a result of this training?

If yes, which changes will you be able to show?

If no, what constraints do you foresee?

Thank you for your co-operation

PART 2

Programme, notes and examples

GVG1: Inclusive Participatory Water and Sanitation Management

Training and Capacity Building Component, Lake Victoria Water and Sanitation Initiative

CD Intervention Gender and Vulnerable Groups **GVG1** **Inclusive Participatory Water and Sanitation Management** **Trainers' Programme**

Training workshop of 2 days² in each of the towns for the Multi Stakeholder Forum, including representatives of all categories of people in the towns.

PROGRAMME

| Day 1 | | | | |
|-----------|--------------|--|----|--|
| Time | Subject | Contents | by | material |
| 8.30-9.15 | Introduction | <p><u>Welcome</u> to the participants and, if applicable, to special guests. Trainer makes sure to know the names of dignitaries. <u>Explanation</u> of the programme: Trainer reads the programme and invites questions about the process. Issues of lunch and travel costs are explained.</p> <p>One or two participants are asked to make a summary of the day, to be presented first thing on day 2. They will write their notes. They are asked to write down especially what the participants contributed to the discussion, the major points.</p> <p>The facilitator (assistant trainer) writes down her observations of the group process during the workshop.</p> <p>Because this is a very diverse group, including educated and illiterate people, the task for the trainer is to make sure everybody contributes. Illiterate people have a lot to tell and a lot of interest in water and sanitation, as well as in capacity building. Attempts are made to treat all participants equal, and to stimulate the more quiet ones to speak up.</p> <p>The language used in this training is slightly easier, avoiding jargon and difficult words, than in GVG3.</p> | | <p>Programme to be handed out.</p> <p>Attendance form to be filled in at each day by those who are present</p> |

² If more than two days are available, the same programme can be followed, but more time will be given to participants to contribute from their own experience. This was asked for by the majority of participants and will enrich the training substantially. Because of the short time no field trip is included. If time permits, a half-day field trip is a very learningful addition to this programme.

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| Day 1 | | | | |
|--------------|----------------------------------|---|----------------------------|----------------------|
| Time | Subject | Contents | by | material |
| | | <p>The trainers and facilitators speak the local language, and/or the trainees speak the language of the country or English. If the trainer is not understood by some of the trainees, an adequate way of translating has been carried out. This will take time, so the programme will be condensed.</p> <p>Division of tasks during the training: Persons are selected who are responsible for welfare, time-keeping and taking notes.</p> <p><u>Introduction</u> of participants: each trainee is invited to tell:</p> <ul style="list-style-type: none"> • his/her name, • designation, • organization, • which category of people does he or she represent in the MSF? • Position in MSF • his or her experience with earlier gender training, if any. • Expectation of the training (one) | | |
| 9.15-9.30 | Opening of Training workshop | Dignitary of the town opens the workshop with a small speech. He or she has been invited beforehand, and is informed about the programme, the contents and the objective of the workshop. He or she may officially be part of the MSF. | | |
| 9.15-10.45 | Gender+ concepts and Empowerment | <p><u>Gender and Diversity of people.</u></p> <ul style="list-style-type: none"> • The participants are asked what they think “gender” means. Each of them can give one (different) aspect of the meaning of the concept. • Where relevant and possible, the trainer asks them | Trainer Interactive | Flipchart – standard |

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Note 1: Facilitator makes photographs, makes notes, etc.

Note 2: Encourage participants to write down what they see as feasible for their Action Plan.

Note 3: During the course encourage participants to bring their own examples into the discussion, as long as relevant to the topic of the session.

Note 4: The facilitator already starts identifying the champions amongst the participants.

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| Day 1 | | | | |
|-------|---------|--|---|---|
| Time | Subject | Contents | by | material |
| | | <p>to give an example of their specific aspect as it is valid in their town or relates to WATSAN.</p> <ul style="list-style-type: none"> • The facilitator or assistant writes the aspects on a flipchart. • After each of the participants have given their brief contribution the powerpoint slides are shown, and the trainer refers to what has already been mentioned, and what was missed out. • The aspects that were not mentioned by the participants get more attention. <p><u>Gender:</u> Where “sex” refers to the body and everything a person is born with, “gender” refers to the social relations between men and women, the cultural differences between categories of people. Gender interacts with age, socio-economic class, and ethnicity. Gender relations are different in different places and over time. Gender is a dynamic concept, like culture, it changes when the context changes.</p> <p><u>Gender+</u> means gender and the other power relations: age, culture, class, ethnicity.</p> <p>Encourage participants to express the need for further explanation, but make sure that all the subjects are dealt with in the two days. When talking about gender and power relations and about the differences between men and women, a lot of discussion will take place. This is very good, but it should be stopped at a certain point, in a sensitive way.</p> <p><u>Empowerment:</u> Empowerment is crucial for development. People who are not empowered are dependent and unable to require the necessary information, and to demand for their rights, and to have control over the resources they need. Empowerment is necessary for all people, not just for women. Empowerment means the increase of one’s space for manoeuvre, it means to decide about oneself. Empowerment has four interacting elements, which all four</p> | <p>Lecturet te</p> <p>Lecturet te</p> | <p>Ppt . presentatio n after the interactive session.</p> <p>Power point slides</p> |

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| Day 1 | | | | |
|--------|-----------|---|----|----------|
| Time | Subject | Contents | by | material |
| | | <p>have to be improved, for a person to call him or herself empowered:</p> <ul style="list-style-type: none"> • Social and cultural: self image and overall image in the society; • Economic: able to follow education, access to employment, decide about one's work, one's income; • Political: permitted to take part in democratic system and organise one selves; • Physical: able to resist violence, access to water, sanitation and health care, decide about the number of children and spacing between them, be able to decide about one's sexuality. <p>Participants are invited to give examples of the categories of people who need to be empowered in their town: who are the most vulnerable people in this community, and what can be done to empower them? (This subject will be discussed further by the trainees in the group work at 14.00 hrs.</p> <p><i>A relevant example of the Lake Victoria towns.</i></p> <p><i>Mary (not real name) is a widow and a mother of five children, 2 girls and 3 boys. Mary has many health complications - she is also HIV positive, partially blind and has an incurable stomach disease. All these complications have affected her ability to earn an income, so she has to depend on well wishers for her family's day to day needs. She is one of the beneficiaries of the UN HABITAT's rainwater harvesting facility. She received a 6000 litre tank which captures rain water from the roof. When the team visited her she was absent for the most part of the interview. Her two sons aged 13 and 15 years narrated their past experience without and how the rainwater tank had transformed their life, "we used to spend between one and two hours every day after school collecting water. Nowadays we do not go to the river, we do our studies instead. We are happy that besides having enough water for different needs, the water is much cleaner. Since the tank was installed we have never gone to the river".</i></p> | | |
| 10.45- | Tea-break | | | |

GVG1: Inclusive Participatory Water and Sanitation Management

| Day 1 | | | | |
|--------------|------------------------------|--|---------------|-------------------------------|
| Time | Subject | Contents | by | material |
| 11.00 | | | | |
| 11.00-11.45 | Gender and Water | <p>Gender aspects of supply and demand of water for drinking and domestic purposes:</p> <ul style="list-style-type: none"> • Different needs and interests of women, men and children for water; also different for elderly, and poor widows; • Access to water • Control of water • Participation in water management <p><i>Some relevant examples of the Lake Victoria towns.</i></p> <p><i>In the secondary towns of the Lake Victoria region, women are the main collectors of water for domestic purposes while their male counterparts are normally engaged with commercial water supply. There is notable competition between these two users (women and the water vendors). In Mutukula, water vendors create such long queues because they normally have many jerricans to fill. This inhibits women who normally have one jerrican from conveniently accessing water. In Kisii, A woman was slapped by a water vendor because she complained and demanded to be given an opportunity to collect just one jerrican of water after having queued for several hours.</i></p> <p><i>The region has very high prevalence rates of HIV Aids. Those living with the virus are also very poor and sickly. This category of people not only lacks the financial capacity to pay for water and sanitation services, but also the physical strength to transport the water. Rita (not real name) in Bondo lives with HIV AIDS virus and is very sick. Her husband died 3 years ago and was left with five children. Since she is too weak to carry water, she depends on her children, her mother in law or well wishers to bring for her water for her domestic use. This means that in spite of the greater need (necessitated by her health condition) for water to keep up with higher hygiene standards, the household compromises hygiene for other allegedly urgent matters.</i></p> | Lectur ete | Ppt . presentatio n |
| 11.45-12.30 | Gender, Waste and Sanitation | <p>Gender aspects of sanitation:</p> <ul style="list-style-type: none"> • Different needs and interests of women, men and children for sanitation (toilets, sewage, solid waste | Lectur ete | Gender and Waste module |

GVG1: Inclusive Participatory Water and Sanitation Management

| Day 1 | | | | |
|-----------------|--|--|--|---------------------------|
| Time | Subject | Contents | by | material |
| | | <p>removal)</p> <ul style="list-style-type: none"> • Access to toilets • Design of toilets includes different needs of physically handicapped, elderly women and men, girls, women in reproductive age, etc. • Participation in waste management • Efficiency, effectiveness, equity and sustainability of waste management and sanitation <p><i>In Bukoba, as well as some other towns, the water table is very high and therefore the toilet pits are very shallow. Those who have pit latrines have to keep evacuating their sanitation facilities. The costs of mechanical evacuation are way above what most people can afford or are willing to pay. They therefore opt for manual evacuation. Basically this is a role for men and the very poorest in the society. Evacuators are looked down upon in the society and people do not like associating with them. They are normally treated as outcasts. The most unfortunate thing is that even as they go about this job they never have any protective gear.</i></p> <p>Include here issues of vulnerability and <i>disability</i>.</p> | | Ppt . presentatio n |
| 12.30- 14.00 | Lunch | During lunch the Travelling Exhibit, consisting of six posters on Gender and Water in Africa (in English, Luganda and Kiswahili) will be on play, and attended to by all participants. | | Travelling Exhibit |
| 14.00- 14.45 | Water supply and sanitation For different people | <p>Gender and water supply and sanitation: relations between the different stakeholders, power relations at different levels.</p> <p>The participants are split up in 3 or 4 <i>heterogeneous</i> groups. Each group includes men and women, less educated and well educated participants, those working with hands and those who work at an office, etc. Each group appoints one reporter.</p> <p>Groups discussion:</p> <ul style="list-style-type: none"> • Which are the groups that lack water and sanitation facilities? (10 minutes) • Who has already access to clean water and sanitation? | Groupwo rk: 3 or 4 heteroge nous groups | Ppt . presentatio n |

GVG1: Inclusive Participatory Water and Sanitation Management

| Day 1 | | | | |
|-------------|--|---|-------------------------------------|-------------|
| Time | Subject | Contents | by | material |
| | | <p>How many months of the year or days in the month? (10 minutes)</p> <ul style="list-style-type: none"> On average which tasks in the household are done by men and which tasks are done by women? (10 minutes) How does new watsan infrastructure contribute towards empowerment of vulnerable groups and women in your town? What can be done to ensure that more vulnerable groups will be empowered? (10 minutes) <p>Prepare the presentation together (5 minutes)</p> | | |
| 14.45-15.45 | Presentations by the groups and discussion | <p>Presentations by the 3 or 4 groups in plenary session (7 minutes each);</p> <p>Facilitated discussion about:</p> <ul style="list-style-type: none"> the vulnerable groups in the town, who have least access to clean water and who have no toilets Which groups are empowered? What can be done to empower vulnerable groups and make them more independent? How are the different categories of people in your town involved in the MSF, and how in decision making? | 3 or 4 reporters Facilitator | |
| 15.45-16.00 | Tea break | | | |
| 16.00-17.00 | Gender in planning and budgets | <p>Budgets show the real priorities of governments at different levels, organizations, companies and utilities.</p> <p>Discussion about the town budget:</p> <ul style="list-style-type: none"> Are you aware of the budget of the Town, the Municipality, or the Town Council? Can you see in the budget that the Municipality gives priority to poverty reduction and special attention + budget for women? <p>Note 1: It would be very helpful to get a printout of any such budget. (Perhaps one of the trainees can make sure that the town budget is available).</p> <p>Note 2: If there is no knowledge about a budget of the Municipality, this session can be shortened which allows the</p> | Lecturer interactive | Ppt. slides |

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| Day 1 | | | | |
|--------------|-------------------|--|----|----------|
| Time | Subject | Contents | by | material |
| | | previous sessions to be a little bit longer. | | |
| 17.00-17.15 | Recap and Closure | <p>Participants are asked to give one example each of what they learnt today, which is new to them and probably useful for their work in the MFS.</p> <p>During closure by the trainer the logistics for day 2 are explained. Make sure all trainees are aware of what is expected from them and what they can expect.</p> | | |

| Day 2⁴ | | | | |
|--------------------------|------------------|---|------------------------------|-----------------------------|
| Time | Subject | Contents | by | material |
| 8.30-8.45 | Introduction | <p><u>Welcome</u> to the participants and, if applicable, to special guests.</p> <p>Explanation of the programme: Trainer reads the programme of day 2 and invites questions about the process. Issues of lunch and travel costs are explained again, if necessary.</p> <p>One or two participants are asked to make a summary of the day, to be presented at the end of day 2. Different persons than yesterday. They are also asked to pay special attention to noting down what participants ask and contribute, the different opinions.</p> | | Programme to be handed out. |
| 8.45-9.15 | Summary of Day 1 | <p>The two participants who were assigned to do this on Day 1, first point, are now reporting their summary of yesterday. They hand their written report to the trainer, to be used for the workshop report.</p> <p>Opportunity for all participants to ask questions and add important points.</p> <p>If there have been points of discussion and perhaps</p> | Two reporters trainer | |

⁴ See remark earlier about the optimal time span available and needed for this training programme.

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| Day 2 ⁴ | | | | |
|--------------------|--------------------------|---|-------------------------|--------------------|
| Time | Subject | Contents | by | material |
| | | disagreement, which is likely with sensitive issues, the trainer will give all sides a chance to speak and tries to depolarize the discussion, if needed, showing how gender is important and different for every individual, and that people have to decide for themselves, not force an opinion upon somebody else. | Interactive | |
| 9.15-9.30 | Recall of names | <p><u>Introduction</u> of new participants and also those who were present on Day 1: each trainee is invited to tell:</p> <ul style="list-style-type: none"> • his/her name, • designation, • organization, • which category of people does he or she represent in the MSF? • Position in MSF • his or her experience with earlier gender training. | Facilitator | |
| 9.30-10.45 | Gender and Participation | <p>Stake-holders versus stake-losers:</p> <ul style="list-style-type: none"> • The example of traditional water collection and the current position of water vendors. • Inclusion of all stakeholders in decision making <p>How to make sure that the voices of poor women and vulnerable groups are heard:</p> <ul style="list-style-type: none"> • Homogeneous group meetings as a start: separate meetings for women and for other vulnerable groups • Convenient timing and meeting place for women • Actively invite poor women to speak • Encourage them with respectful communication • Address poor women and vulnerable groups to tap their specific knowledge, not as victims. • Point at what people can do, not only at what they can't do. <p><i>A relevant example of the Lake Victoria towns.</i></p> <p><i>During a visit to Shauri Yako Primary school in Homabay, a discussion with girls in higher primary school revealed that they were not happy with their sanitation facilities. They</i></p> | Trainer Lecturer | Ppt . presentation |

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| Day 2 ⁴ | | | | |
|--------------------|---|---|---|--------------------|
| Time | Subject | Contents | by | material |
| | | <i>complained that they were too small in space and the doors were also very narrow therefore inconveniencing them. Most pupils preferred to use the bush if they were not menstruating. A look at the surrounding area, there was evidence that they were urinating outside. This situation is caused by the lack of involvement of the pupils while designing their sanitation facilities. There were also several other facilities at the community level that are not appropriately or optimally utilized because they fail to respond to user needs.</i> | | |
| 10.45-11.00 | Tea-break | | | |
| 11.00-11.15 | Gender, water and the environment | To conserve the environment all people need to be involved, get more aware of the causes of pollution and feel responsible for a clean environment and the future. Our grandmothers and grandfathers already used the Lake Victoria. All people have to make sure that our children and grandchildren can still use the lake. | | |
| 11.15-12.10 | Group work about Gender and the Environment | <p>Pollution of Lake Victoria and the watershed has different impact on different groups (categories) of people. Each group appoints one reporter.</p> <p>Subjects to be discussed:</p> <ul style="list-style-type: none"> Assuming that the Lake Nyanza got more polluted over the past 20 years, how did the <u>use</u> of the lake water by women and by men change? (10 minutes) In which way were men and women differently affected by the pollution of the lake water? (10 minutes) Have you been active in environmental <u>awareness raising</u> in past 10 years? (5 minutes) How are women and men involved in <u>solutions</u> and measures against the pollution? (10 minutes) What can the MSF do to avoid more pollution? List practical action steps of what individuals and groups can do to reduce pollution of the lake. (15 minutes) | Groupwork: 3 or 4 heterogeneous groups, the same as day 1 or different, if the trainer thinks that is better | |
| 12.10-12.30 | Presentations | The four groups present the outcome of their discussions and hand in their notes to the reporter of the workshop. | The four reporters | Flipchart-standard |

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| Day 2 ⁴ | | | | |
|--------------------|--|--|--------------------------------|-----------------|
| Time | Subject | Contents | by | material |
| | | <p>Discussion about the way the participants can contribute to the cleaner environment in their own position and as MSF, taking into account the different knowledge and responsibilities of women and men.</p> <p>If time permist, the facilitator can list specific gender-and-environment issues per town.</p> | | |
| 12.30-14.00 | Lunch | During lunch the Travelling Exhibit of six posters on Gender and Water in Africa (in English, Luganda and Kiswahili) is on display. | | |
| 14.00-14.30 | Exhibit | Brief discussion about the Travelling Exhibit, collection of comments and remarks. | | |
| 14.00-14.45 | Networking and inclusion, group mobilization | <p>Inventorise the various aspects of inclusion:</p> <ul style="list-style-type: none"> • Participants mention briefly the important aspects of MSF work in the town; • inclusion of vulnerable groups, women and men; • mobilization of all inhabitants who are involved and affected: what can be done to take care of the interests of any particular group that is not well represented in the MSF? • communication with the Town Council, UN-Habitat and the Water Company. • How can conflicts be avoided, and If needed, be solved? | Interactive session by trainer | Few ppt. slides |
| 14.45-15.30 | Position of MSF in the town | <p>A <u>Role-Play</u> about the power relations in a <i>different</i> town: Participants take a function, different from their own in real life. Women play men and men play women. Scarves can help to show who is man and who woman. Make sure to say that this is not the exact play of the reality, to avoid that certain people are offended.</p> <ul style="list-style-type: none"> • poor women water users (3-5) • tap operator (1-2) • water vendors (2-3) • MSF members (2-3) • Water utility, company (1) • Town Council, Local Government (2) • Health Officer (1) • Other government officials (1) | Role play by all | |

GVG1: Inclusive Participatory Water and Sanitation Management

| Day 2 ⁴ | | | | |
|--------------------|----------------------------------|--|-------------|-------------|
| Time | Subject | Contents | by | material |
| | | <ul style="list-style-type: none"> • One participant is UN-Habitat (COW)(1) • Other town people <p>The UN-Habitat representative comes to the town and talks with the officials about the situation of water and sanitation in the town. UN-Habitat promises to help solve the problems. The town people, poor women and water vendors want to be involved and tell their opinion. They are encouraged to form a Multi Stakeholders Forum. But does this in fact mean that they are involved in the decision making?</p> <p>Preparation 25 minutes. Play 15 minutes.</p> | | |
| 15.30-15.55 | Discussion about the Role Play | <p>Discussion about the power relations and how women and men reacted differently in the Role-Play. After this role-play what can the MSF contribute to the better communication, coordination, more information to and involvement of all stakeholders, including poor women, men and vulnerable groups?</p> <p>And what can be done that the MSF is taken seriously, given more tasks and responsibilities, as well as more say in the decisions.</p> | Facilitator | |
| 15.55-16.10 | Tea break | | | |
| 16.10-17.00 | Gender, water and Climate Change | <p>Vulnerability, resilience and empowerment to adapt to a changing climate and to contribute to mitigation. Position of men and women, rich and poor, in adaptation and in mitigation.</p> <p>Discussion about:</p> <ul style="list-style-type: none"> • the current experience with ongoing effects of climate change: more droughts? More and heavier rains? • what can be done in your town? | | Ppt. slides |
| 17.00-17.15 | Recap and Closure | <p>Participants are asked to give one example each of what they learnt today, which is new to them and useful for their work in the MSF.</p> <p>During closure by the trainer the logistics for follow-up are explained. Make sure all trainees are aware of what is</p> | | |

GVG1: Inclusive Participatory Water and Sanitation Management

Day 2⁴

| Day 2 ⁴ | | | | |
|--------------------|---------|---|----|----------|
| Time | Subject | Contents | by | material |
| | | expected from them and what they can expect in the future. Thank the participants for their active participations. | | |

Handouts to participants:

Participant Guide

PART 3

Powerpoint

Presentation

SLIDE PRESENTATION

This slide presentation is not meant to be followed sentence by sentence. The facilitator will adapt the slides and use them as she/he thinks is appropriate for the group of trainees. The number of slides will prove to be too many for the target group of GVG1, because the time needed to discuss them is long. Even though most of the slides are relevant for the Multi-Stakeholders Forum, the fewer the slides used, the better. This is to increase the time of contribution by the trainees and discussions amongst them, facilitated by the trainer.

At the end of this 39 slides presentation, a simple slide presentation is included, which could be used as an alternative.

GVG1:
Gender and Empowerment in Water and Sanitation:

Inclusive Participatory Water and Sanitation Management

for MSF



Gender and Vulnerable Groups 2010 – 2011
Capacity Building for Improved Water and Sanitation Delivery in Secondary Towns in
the Lake Victoria Region



Slide 1:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Diversity of People: the Gender concept

Gender

- Gender versus sex
 - Sex is about the biological differences between men and women
 - Gender is about all other differences and relations
- Asymmetric power relations (hierarchy)
- Social, cultural:
 - Different interests
 - Different skills and knowledge
 - Different tasks and responsibilities
- Interacts with age, ethnicity, economic position, etc.
- Depending on place, time, culture



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Slide 2:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Diversity of People: the Gender concept

Gender

- Dynamic, not static: *changeable*
 - Change over time, like all cultures do
- There is no gender-neutral development
 - Development = change: change is different for women and men
- Use broad meaning of gender = **gender+
gender + age + ethnicity + rich or poor + religion +
ability + vulnerability**



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Slide 3:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Diversity of People: the Gender concept

Gender ideology

Ideas and convictions about men and women
in upbringing and internalised by men and women
Often unaware
Often seen as natural and prescribed by religion
Correct behaviour in own situation is known
Correct behaviour is not always the actual behaviour
Crucial in sanitation: many taboo subjects
Change of gender ideology difficult
but not impossible



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Slide 4:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Diversity of People: the Gender Concept

Gender can change and does change, like culture

- if people themselves want it to change
- if there is an urgent need felt by all for example:
 - overpopulation or even population explosion
 - epidemic: HIV/Aids
 - other demographic changes: for example by war



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Slide 5:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Diversity of People: Empowerment

Empowerment:
an objective and a concept for analysis
With four interrelated elements:

- Social empowerment
- Economic empowerment
- Political empowerment
- Physical empowerment



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Slide 6:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Diversity of People: Empowerment

- Social empowerment
 - self image,
 - status,
 - how does the society see you (as women, as minority)?
- Economic empowerment
 - right to education
 - right to suitable employment,
 - same income for same work, and
 - right to decide about spending benefits and income



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Slide 7:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Diversity of People: Empowerment

- Political empowerment
 - the right to organize one selves: WUA, women's groups;
 - the right to take part in democratic process: vote and be voted;
 - the right to influence development efforts.
- Physical empowerment
 - the right to decide about the number of children and the spacing in between,
 - the right to proper healthcare,
 - the right to clean water,
 - the right to sanitation and dignity,
 - the ability to resist violence,
 - the right to safety and security



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Slide 8:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Diversity of People: Empowerment

Empowerment:

- Groups and individuals (not only women) who are at the lower side of the hierarchy, empower themselves, if they are convinced, and if they are able
- They can be helped by convincing them and by giving them instruments for change:
 - education of all categories, not just those who need to be empowered: high quality education which increases opportunities
 - improved laws and regulations
 - water and sanitation
- Outsiders cannot empower others, for example Moslim women empower themselves following their own needs and values and strategy
- Empowerment means to be proud of the own identity



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Slide 9:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

**Gender and Water supply and demand for
domestic purposes**

Responsibilities in the house: mainly for women

Women are responsible for water in the house:

Clean water is often far away or not available

Women are responsible for hygiene at home

Better hygiene makes a lot of water necessary

Women are responsible for health of family: especially of children

Less time for productive activities

Women are responsible to care for the sick and the elderly

Women menstruate, get pregnant and give birth: more vulnerable

*Because of women's task in water provision they know much about the
local water management: it is efficient to utilise that knowledge*



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Slide 10:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender and Water for domestic use

Access to water and Control over water

- Men and women have different access to water;
- Privatization of water supply: need to pay for water;
- Water vendors now start to dominate the water sources:
women need to pay.

- Access to water often via the husband or father:

Less control over the water sources and water supply:

*Need for women and vulnerable groups to take
part in decision-making institutions*



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GVG1: Inclusive Participatory Water and Sanitation Management

Slide 11:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Water for domestic use



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Slide 12:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender, Hygiene and Sanitation

Different needs and interests of women, men and children for sanitation

Toilets:

Availability and access

Technology and design: different needs of physically handicapped, elderly women and men, girls, women in reproductive age, etc.

Cleaning: who keeps the toilets clean? Payment?

Efficiency of use

Special position of refugees in conflict areas

Special needs of women and men during disasters (floods, droughts)



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Slide 13:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender, Hygiene and Sanitation

Different needs and interests of women, men and children for sanitation

Toilets:

Availability and access

Technology and design: different needs of physically handicapped, elderly women and men, girls, women in reproductive age, etc.

Cleaning: who keeps the toilets clean? Payment?

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Slide 14:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

**Gender, Hygiene and Sanitation:
Solid Waste Management**

- Solid waste poses a threat to the hygiene of the town, of the house and of the most vulnerable persons;
- Solid waste management, such as recycling offers good economic opportunities for poor women (and men);
- Solid waste is to be turned from a threat into an opportunity, making use of skills of vulnerable groups
- Women are often good moderators and treasurers in groups for economic activities.



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Slide 15:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender, Water and Sanitation

Efficiency:

To do more with fewer resources:

- include all available knowledge, capacity, human resources, all people
- involve those who do certain tasks, which others don't do or know about, think of division of tasks
- give training to those who are in a position to use it.



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Slide 16:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender, Water and Sanitation

Effectiveness:

- for more impact
- focus at the right stakeholders
- train the right stakeholders
- involve those who have an interest in your project and activities
- raise awareness of all



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Slide 17:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender, Water and Sanitation

Equity: for more equal opportunities and rights:

- Water has been declared a global human right
- Involve men and women of different ethnic groups socio-economic position, age, etc
- Give each category the same rights, the same say in decision-making, etc.
- Value the contributions of men and women according to the same standards;
- Development efforts need to decrease the gap between poor and rich, between men and women, etc.



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Slide 18:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender, Water and Sanitation

Sustainability:

1. for technical improvements to be more durable lasting and strong:

- Make sure those who work with it feel that they own it
- Train those who use it also to maintain it

2. for attitudinal change to stay:

- Make sure that training has been adequate and appropriate
- People need to be convinced that it is in their own benefit

3. for water management to be economically sustainable:

- Those who have to pay for water and for maintenance should be able to count on the services
- Payments should come from men *and* women, not just from women.



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GVG1: Inclusive Participatory Water and Sanitation Management

Slide 19:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Water supply and sanitation: Relations between the stakeholders

Different power relations between the stakeholders :

- Who does the work, and who makes the decisions?
- Is there a relations between the decision-makers and the users?
- Can good decisions be made for efficient, effective, equitable and sustainable interventions without the active communication between the users and the decision-makers?

Much evidence exists – qualitative and quantitative - that the more participatory projects are on gender and for the poor, the better and the more sustainable the results!



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Slide 20:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Water supply and sanitation: Relations between the stakeholders



International decisionmakers



Local water managers

Are they on speaking terms?



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GVG1: Inclusive Participatory Water and Sanitation Management

Slide 21:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

**Gender and Water supply and sanitation:
Relations between the stakeholders**

Group discussions
and Presentations



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Slide 22:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Water supply and sanitation: Gender in Planning and in the Budget

Gender activities and women's programmes need a budget,
like all activities;
Water and sanitation projects have budgets;
Check the budget of programmes, of projects, of the Local
Government, of the Municipality, of the District, to see if
the announced activities have been budgetted for;
Read the policies and budgets and calculate the percentage of
the expenditure which is budgetted for women and
vulnerable groups;



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Slide 23:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Water supply and sanitation: Gender in Planning and in the Budget

Budgets show priorities, more so than the text of policies.
Priorities are decided in a framework of governance.

*Gender Budgetting is a way of enhancing democracy by
enabling public participation and transparency
in finance and in decision making:
Thus improving governance.*



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Slide 24:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Water supply and sanitation: Participation

How to make sure that the voices of poor women and
vulnerable groups are heard:

- **Homogeneous** group meetings as a start: separate meetings for women and for other vulnerable groups
- Convenient timing and meeting place for women
- Actively invite poor women to speak, and *listen* to them
- Encourage them with respectful communication
- Address poor women and vulnerable groups to tap their specific knowledge, not as victims.
- Point at what people can do, not only at what they can't do:
address poor women as agents of change.



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Slide 25:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender and Water supply and sanitation: Participation

vulnerable groups



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Slide 26:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender and Water and the Environment:

Pollution of lake- and ground-water is worse for those who are responsible for:

- domestic water supply
- cattle
- reproduction

Depletion of (ground-)water disastrous for those who depend on wells

Decrease of biodiversity worse for those who collect minor forest resources: herbs, mushrooms, seeds, etc

Dumpsites are health hazards, especially for children



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GVG1: Inclusive Participatory Water and Sanitation Management

Slide 27:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Water and the Environment:



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Slide 28:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Water supply and sanitation: Networking, Inclusion, Mobilization, Communication

- Networking to be informed, to inform others, to share information and resources;
- Inclusion of vulnerable groups, women and men:
 - need for extra effort to *listen to* these categories;
- Mobilization of all inhabitants who are involved and affected:
 - what can be done to take care of the interests of any particular group that is not well represented in the MSF?
- Communication with the Town Council, with UN-Habitat and with the Water Company.
- Conflict resolution by transparency and open communication.



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Slide29:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and WatSan: Local Economic Development (1)

Economic empowerment: Right to education, right to suitable employment, same income for same work, and right to decide about spending benefits and income

Scarce resources

- Poverty trap by lack of water and sanitation (example Bunda: cholera → food hawkers' permits withdrawn)
- Training: train the right people, those who will use the training (often husbands go to a training which is meant for the economic activity of the wife)
- Involve women from a start equally with men (often women get their turn when all men are served) = ask women
- Water vendors to be involved in LED



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Slide 30:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and WatSan: Local Economic Development (2)

- Involve women in profitable opportunities
- In economic activities that men cannot make profitable, women should not be encouraged to invest
- Micro credit is often given in too large amounts, and many women world wide are indebted for life
- Micro credits should be as small as the total amount in the business plan, maximally
- Very small micro credits for productive purposes can be a blessing for very poor women, who then even can pay school fees: buying and selling



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Slide 31:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender and WatSan: Local Economic Development (3)

- In WATSAN many opportunities for women who are not particular about status jobs :
 - collecting, sorting, recycling, selling waste
 - but prevent health risks with Capacity building and with protective gear, included in business plan
- Women are inclined not to calculate their work time, men are inclined not to calculate the work time of their wives and daughters
- When waste management involves paid work, ensure that men and women earn the same wages



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Slide 32:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender and WatSan: Local Economic Development (4)

- If the toilet is used by many, the cleaning should not be done for free, unless in rotation with all users
- When piped water supply comes close to the house women will look for work as washerwomen, dhobi
- Include women and vulnerable groups in information flows about economic opportunities
- The assumption that women have plenty of time for work-intensive jobs is based on the lack of recognition for all the (unpaid) work they already do.



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GVG1: Inclusive Participatory Water and Sanitation Management

Slide 33:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Water supply and sanitation:

Good Governance

- Participation
- Rule of Law, integrity (no corruption)
- Accountability
- Transparency
- Responsiveness
- Consensus oriented
- Equity and Inclusiveness
- Effectiveness and Efficiency
- Budgetary allocations



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Slide 34:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Water and Climate Change:

Results of Climate Change are a.o.:

- Average temperatures rise
- Droughts become longer, dryer, and more frequent
- rains become heavier, rainy seasons shorter or longer, or turn into torrents
- Decrease in available water, and deteriorating quality
- Crop varieties may get lost in their place of origin: food insecurity
- Certain animals will get extinct
- Pests will spread to areas where there is no resistance
- and many other problems which we don't yet foresee.



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Slide 35:

**GVG1: Gender and Empowerment in Water and Sanitation:
Inclusive Participatory Water and Sanitation Management**

Gender, Water and Climate Change:

- Vulnerable groups and poor women will find fewer chances to cope with disasters
- Women and children are more vulnerable, women because of reproductive functions,
- Children because of their phase in physical development
- Elder people will have no access to water, fuel, shelter, etc.

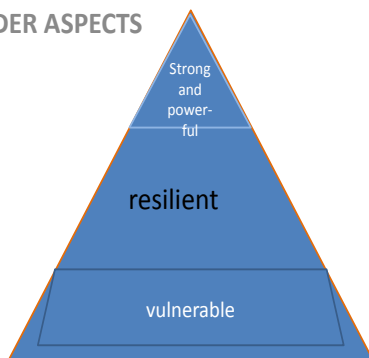


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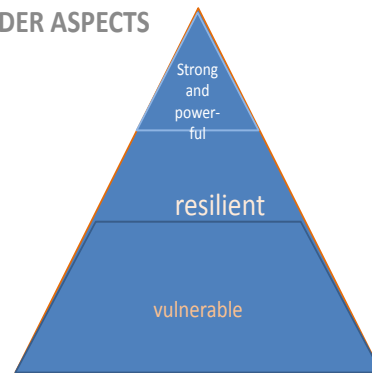


Slide 36 and 37:

GENDER ASPECTS



GENDER ASPECTS



Resulting from Climate Change the percentage of the people who become more vulnerable increases. Of that group on average 70 – 80% are women and children. The group of resilient people who can solve their own problems decreases.

GVG1: Inclusive Participatory Water and Sanitation Management

Slide 38:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender, Water and Climate Change:

- What will happen in your town in case of floods?
- What happens in case of drought?
- In more extreme situations with more vulnerable groups all reasons for good governance, participation of women and vulnerable groups become even more crucial
- For adaptation all people need to be prepared for disasters.



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Slide 39:

GVG1: Gender and Empowerment in Water and Sanitation: Inclusive Participatory Water and Sanitation Management

Gender and Water

Thank you for your
participation!



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SIMPLER VERSION POWERPOINT PRESENTATION on THE GENDER CONCEPT:

Gender Concept

- Gender vs sex:
 - Sex=biological differences between men and women
 - Gender=social and cultural differences based on relations including different interests, skills, knowledge, tasks/roles and responsibilities
- GENDER can change, but SEX cannot change.*
- GENDER behaviour is prescribed by culture and adapted by individuals*

Gender Concept

- Gender:
Seen as natural, prescribed and correct behaviour of the sex (stereotype). Involves:
- Ideas and convictions about men and women
 - Involve power relations
 - Internalized through socialization
 - Influenced by external situation
- GENDER IDEOLOGY IS DIFFICULT BUT NOT IMPOSSIBLE TO CHANGE***

Gender Concept

- Empowerment:
- Crucial to development
 - Involves making informed choices
 - Increases independence to operate within one's space (demand for rights, have control over resources)

Gender Concept

Issues affecting gender - diversity:

- Age
- Sex
- Ethnicity, customs and cultural beliefs, way of life
- Economics: poor versus rich
- Time and place

Gender Concept

- Gender and Development:
- Development is never gender-neutral
 - Development or change is different for women and men, boys and girls
 - Awareness creation and felt needs are vital to change and development.

Gender Concept

- Empowerment:
- Social and cultural self image, image in the society
 - Economic work and economic activities, income, resources
 - Political democratic space, self organization
 - Physical access to services, health, reproductive issues

Gender Concept

- Gender:
- Dynamic or changeable over time
 - Sets roles and expectations
 - Sets abilities
- But people will change gender relations if it is in their interest

Water and sanitation for different people/groups

- Vulnerable: Weak, defenseless/helpless, in danger/at risk, poor
- Special peoples and groups: Different, unique in needs and characteristics
- Different needs for water and sanitation
- What are some effects of limited supply of water and sanitation services on vulnerable/special people and groups?

Water and Sanitation for different people and groups

- Local water and sanitation infrastructure:
- How involved are vulnerable and special people/groups in water and sanitation
 - decision making,
 - planning,
 - budgeting in water and sanitation
 - issues of poverty and vulnerability reduction
 - How empowered are they?
 - Way forward for inclusive participation

SIMPLER VERSION POWERPOINT PRESENTATION on GENDER and PARTICIPATION and GENDER AND GOOD GOVERNANCE:

Gender and Participation (1)

Making sure that the voices of (poor) women and vulnerable groups are heard.

Achievable through:

- Homogenous group meetings as a start (separate meetings for each group)
- Convenient time and meeting place

Gender and Participation (2)

- Active involvement of disadvantaged (especially poor) women to contribute in meetings
- Effective and respectful communication
- Tapping on strengths/knowledge of poor women and vulnerable groups. DO NOT TREAT THEM AS VICTIMS
- Emphasize what they can do, NOT what they can't do: positive reinforcement
- Address disadvantaged people and poor women as agents of change

Gender and Participation (3)

Inclusive participation:

- Develop networks to be informed, inform others and share information and resources
- Make extra effort to ensure the inclusion of vulnerable groups, women and men in ALL stages
- Conscious and targeted mobilization of ALL

Gender and Participation (4)

- Ensuring interests of ALL are well represented in the MSF
- Enhance effective and open communication with ALL stakeholders including service providers, local leadership and community members
- Conflict resolution and mitigation

Gender and Governance (1)

Involves the development of policies and institutions to ensure that:

- ALL segments of society have a direct or institutional "voice" in decision making
- The needs and interests of ALL are represented
- Rights of ALL are upheld
- High quality service delivery without fear or favour

Gender and Governance (2)

Issues to be addressed:

1. Institutional policies-existence of and implementation of gender supportive policies achievable through:
 - balance in representation at decision making level,
 - affirmative action
 - existence of mechanisms for accountability for gender equality commitments (eg performance contracts)
 - effective legislation and actions to promote gender equality

Gender and Governance (3)

2. Transparency-including:
 - information disclosure
 - mechanisms for access to information on gender-related issues
3. Stakeholder participation
 - mechanisms for effective involvement of ALL stakeholders (especially vulnerable peoples/groups) in decision making and management of services
 - opportunities for capacity building
 - gender mainstreaming

Gender and Governance (4)

4. Accountability
 - clear lines of responsibility
 - mechanisms to track resource allocation and expenditure
 - effective monitoring procedures

PART 4

Reading and reference material

GVG1: Inclusive Participatory Water and Sanitation Management

Traveling Exhibit Poster Gender and Sanitation

GENDER AND WATER TRAVELING EXHIBIT: Water, Women, Men and Children: Different Users, Different Demands Maji, Wamama, Wanaume na Watoto: Watumiaji Tofauti, Mahitaji Tofauti

Each year 2.2 million people worldwide die from preventable diseases because of lack of access to clean water and inadequate sanitation. Approximately 300 million people in Africa lack access to safe water and about 313 million people do not have access to adequate sanitation. In a report by world health organization (WHO) in 2005, almost 50 % of Africans suffer from one of the major water-related diseases. Because women and children, especially the girl child, are primary collectors of water and responsible for washing, they are most susceptible to water borne diseases such as cholera, typhoid, diarrhea, malaria, bilharzia, etc. Gender sensitive water and sanitation policies in Africa are therefore essential to safeguard the health and well-being of the population, particularly women and children.

Kila mwaka watu milioni mbili hukata roba (2.2m) duniani hufika kufikana na magonjwa yanayoweka kutaliwa kwa sababu ya ukosefu wa kupatikana kwa maji safi na usafi. Takriban watu milioni mara tatu (300,000,000) kati ya watu wa Afrika hukosa maji maziwa na kati ya watu milioni mara tatu kumi na tatu (310,000,000) hawana huduma ya usafi na nyota ya kutafuta. Katika ripoti ya Shirika la Afya Duniani (WHO) mwaka wa 2005, kabla ya kila mwanamama (50%) ya Afrika wanakosa maji au maji safi. Kwa sababu wanawake na watoto, hasa mtoto wa kike, ndio wanapokea maji kwa wakati mwingi na kuwaibika kwa ajili ya kuafika. Ni nafisi wao kutabwa na magonjwa yanayoyasababisha na maji kama vile kipaupandu, hama ya matumbe, kuhata, mvakala, bilharzia, na kadhalika. Jinsi-mwili ya maji na usafi wa mazingira ni sera muhimu katika Afrika kati hali ya kutafuta maji na usafi wa watu, hasa wanawake na watoto.



Isken Hill, Kakameha, KENYA. Women washing and drying crocheted handkerchiefs along the road, making use of the available infrastructure meant for traffic.



Nyenya, SGANDA. Suning of sold clothes at the dumpsite.

A job for doing laundry, making the washing of clothes a less tedious task.



Isken Baringo, KENYA. Women and a child come from far to do their laundry and fetch the brackish water.



A woman proudly showing her toilet that is clean and can be locked as well.



NIGERIA

Isken, KENYA.

Gender, Hygiene and Sanitation
Jinsia, Usafi na Usafi wa Mazingira



Traveling Exhibit Poster Drinking Water and Gender

GVG1: Inclusive Participatory Water and Sanitation Management

GENDER AND WATER TRAVELING EXHIBIT. Water, Women, Men and Children: Different Users, Different Demands Maji, Wamama, Wanaume na Watoto: Watumiaji Tofauti, Mahitaji Tofauti

Rudimentary wells which consist of holes in the ground do not provide a hygienic environment and can cause diseases. Also safety is not guaranteed as landslides can cause accidents. Due to their gender role of fetching water, women are more often victims of these accidents. Cemented wells however do not always provide adequate hygiene as foreign objects and animal excrement easily enter them. Safety and hygienic conditions around wells must be improved. Boreholes provide a better option. They are safer and more hygienic, and can be located closer to settlements.

Vilima ambavyo havikamika kujingwa vuturi na vilimo na mashimo kati ya gabi haina mazingira yenye kuleta alya na kifoche, vinasiza kuwababina magororwa. Pia utatama ni madali kwa kuwa mabonitoko ya asili yanawiza kuwababina opa. Kutokana na jukumu kuu wa kuuza maji, wanawake mara nyingi zaidi hachishika kwa qati hii. Hata hivyo vilimo vikiyungwa na suti haina mazingira yenye kuleta alya kwa babina vilio. Waozwa tukiwa na kinyasi cha wanyama vyanawiza kuingo kuu mara kwa mara. Utatama na hali yenye kuleta alya kwenye vilimo kutama vidumishwa. Bamba la maji ni chaguo bora. Wao ni salama zaidi na yenye kuleta alya na inaweza kuwa karibu na makazi.



NIGER Water from boreholes is a safer and cleaner option and prevents the spread of water-borne communicable diseases. **NIGER** Maji kutoka vilimo ni chaguo volio salama na hazina kuanzishwa kwa magororwa yanayopambana na maji.

Ebera, Nalobé, KINTA
Ebera, Nalobé, KINTA

NIGER Cemented Wells are a safer option than open waterholes, but are not as hygienic as boreholes. **NIGER** - Vilimo vya suti ni chaguo salama kuliko vilimo volio ya suti, lakini sio zaidi kama vilimo vya suti.



Uganda, OGANDA Tap operator showing the tap which was repaired. **Uganda, OGANDA** Mwanawake wa maji anayonyesha maboko aliyokarabawiza.



Rwanda, KINTA A water vendor loading cans of water on his bike. **Rwanda, KINTA** Mwanawake wa maji anaweka maboko ya maji kwenye baketi yake.



Gender and Safe Drinking Water
Jinsia na Maji Safi ya Kunywa



GVG1: Inclusive Participatory Water and Sanitation Management

GENDER AND WATER TRAVELING EXHIBIT. Water, Women, Men and Children: Different Users, Different Demands Maji, Wamama, Wanaume na Watoto: Watumiaji Tofauti, Mahitaji Tofauti

In August 2000 Ronnie Kasrili, the then Minister of Water Affairs and Forestry said: "The image of a rural woman carrying a pot of water on her head while walking through the veld is an abiding picture of South Africa and one that the government is determined to change through the provision of clean, safe water in homes and villages." Unfortunately this has not yet been realized in South Africa, and certainly not in the rest of the continent.

Because of the gender roles attributed to them, i.e. being mainly responsible for the reproductive activities within their communities, African women and children, especially young girls, spend large amount of their time collecting water for domestic consumption, whether it be for cooking, washing, laundry, cleaning or the watering of domestic animals. This impacts negatively on their ability to pursue formal education or engage in public matters. The provision of safe, clean water within homes and villages, along with the challenging of traditional gender roles, will facilitate the empowerment of women and girl-children.

Mwaka wa 2000 mwazi wa Agosti Ronnie Kasrili, aliyekuwa Waziri wa Mambo ya Maji na Masu alibama: "Picha ya mwanamke kijini akibeba mifungu wa maji juu ya kichwa chake wakati huo akitembea kupitia mifungu na nyika ni picha ya Afrika Kusini inayodumu na ambayo serikali imedhamiria kubadilisha kwa njia ya ulinzi wa maji safi na salama kufika nyumba na vijiji. Kwa bahati mbaya hi adama taada hujafika Afrika Kusini, na kwa hakika vilivile kufika maeneo mengine barani.

Kwa sababu ya maji akumu ya kijini kuhusishwa na wazi, watoto kuwa na wazi kwa wazi wa shughuli ya utazi katika jamii zao. Wanaume wa Afrika na watoto, hasa watajichana wadogo, hutumia kiasi kubwa cha muda wao kukuonyesha maji kwa ajili ya makusini ya nyumbani, kwa hi kwa ajili ya kupika, kuzohe, kufika, kufahana au kuyawashwa watoto wa nyumbani. Hi hughati visivyo uwazi wao kutafuta elimu rasmi au kuhariki katika masuala ya umma. Ulinzi wa maji safi na salama, ndani ya nyumba na vijiji, pamoja na kufika changamoto kwa maji akumu ya kijini ya kilimaduni, kufawapa nguvu wanaume na watoto wa kike.



KENYA, Turkana Women fetching water from a hole of over 20 meters deep. Men women stand below watch often, for the deepest one to hand the water to the one above her.



NIGER Women travel long distances to collect water for domestic use.



UGANDA, Kyotera Collection of water from a water hole by water vendors. To make a living, they make it difficult for women to fetch their own water.



RWANDA Women tap operator sets safe and clean water.



CHAD Traditional open well without protection.



Kyotera, UGANDA Construction of a Rain Water Harvesting Tank by women's group for an old widow. This will provide clean water close to her home.

Gender and Access to Water Jinsia na Upatikanoji wa Maji



Traveling Exhibit: Poster Gender, Water and Agriculture

GVG1: Inclusive Participatory Water and Sanitation Management

GENDER AND WATER TRAVELING EXHIBIT: Water, Women, Men and Children: Different Users, Different Demands Maji, Wamama, Wanaume na Watoto: Watumiaji Tofauti, Mahitaji Tofauti

Access to water is crucial for food production. Whereas Africa's population has grown by 3% over the last thirty years, food production in Africa has only increased by 2%, and the number of people lacking food security in east and southern Africa has almost doubled between the 1980s and 1990s from 22 million to 39 million (Africa Regional document, 4th World Water Forum).

In poor communities food security is dependent on women's subsistence production to feed the population. A 1995 Food and Agricultural Organization (FAO) study found that women are responsible for half the world's food production, whereas men are more likely to grow cash crops. In developing regions rural women produce between 40% and 80% of the food. Most of this food production is done with very little access to land or land based resources such as water. Women also tend to gain access to the least arable land. In fact, only 7% of Africa's arable land is under irrigation. Lack of irrigation systems means that women are either dependent upon rainfall or have to carry water over long distances to water their crops. The building of dams close to crop fields and the provision of water pumps for the watering of domestic animals will not only greatly enhance food security, but assist in the production of agricultural-derived products for much-needed cash incomes.

Kupatikana kwa maji ni muhimu kwa ajili ya uzalishaji wa chakula, ingawa idadi ya watu imeongezeka kwa asilimia tatu (3%) hapa Afrika kwa ya miaka trelatini, uzalishaji wa chakula iliongezeka tu kwa asilimia moja (1%) na idadi ya watu kutoka chakula cha kulisha katika mashariki na kusini mwa Afrika imeongezeka karibu mara duu kati ya miaka ya 1980 na 1990 kutoka milioni sheni na mabii (22,000,000) hadi milioni trelatini na tisa (39,000,000) (maji ya Mikoa wa Afrika, Baraza la Nchi ya Maji).

Katika siri maisha uzalishaji wa chakula cha kulisha hufegemea wanawake. Katika mwaka wa 1995 shabiki uliyotanywa na shikika la Chakula na Kilimo (FAO) ulibaini kuwa wanawake nuchangia nusu ya uzalishaji wa chakula duniani, ambapo wanaume huwika kupanda mizao ya biashara. Katika mabara yanayoendelea wanawake wa vijiji huhalika kati ya asilimia sitini (60%) na asilimia trelatini (80%) ya chakula. Wingi wa uzalishaji wa chakula hi hufanywa bila kufika arahi au rasimii za miungu kama vile maji. Wanawake mara nyingi huwa hawafiki arahi ya kilimo. Kwa kweli, ni asilimia taba (7%) ya arahi iliyo chini ya kilimo Afrika ambayo hufanywa kwa maji. Ukasifu wa mifumo ya uyunyishaji maji ina maana kwamba wanawake adha hufegemea miua au hufazamika kubeba maji kwa mwendo mrefu ili wawete kunyunyika maji ya mimea yao. Ujenzi wa mabwawa karibu na mashamba wa mizao na utaji wa mabwawa ya maji kwa ajili ya unyaji wa maji kwa wanama wa nyumbani haitahakikisha chakula cha kulisha tu, bali itaaidi katika uzalishaji wa mizao ya kilimo kwa mapata ya fedha kati unashitaka.



KENYA: Turkana Women collecting water for goats from a hole in a riverbed. Every goat needs 2 pails of water, which the women have to fetch from up to 20 meters down.

KENYA: Turkana - Wanawake wanachukua maji kwa ajili ya mabii kutika chini ya mto. Mahitaji ya mabii ni milioni mita (2) ya maji ambapo hapa wanawake wanachukua kachaka maji kwa mabii kutika.



NIGER



SENEGAL



KENYA: Transplanting paddy



MALAWI: Farmers reinforce banks of irrigation channel with extra soil.



ANGOLA: Illegal irrigation

ANGOLA: Uyunyishaji haramu.



GHANA

Gender and Water for Agriculture
Jinsia na Maji kwa Kilimo



GVG1: Inclusive Participatory Water and Sanitation Management

GENDER AND WATER TRAVELING EXHIBIT, Water, Women, Men and Children: Different Users, Different Demands Maji, Wamama, Wanaume na Watoto: Walumiaji Tofauti, Mahitaji Tofauti

Sustainable management of water resources provides great benefits to a society and the economy as a whole. Due to their role as the main water gatherers, women have accumulated considerable knowledge about water resources - location, quality, storage, conservation - over generations. This is particularly true for arid regions. Being mainly responsible for water collection and distribution for both productive and reproductive purposes, women are keenly aware of the need to conserve the finite resource. They are also keenly aware of the need to balance human needs and desires with caring for environment. Women's indigenous and local knowledge of water resources and biodiversity need to be appreciated and utilized in the management of water for sustainability.

Ulimwengu wa kutumia maji ni wa kawaida kwa kutumia maji kutoka tunda kutawa kwa jamaa na uchumi kwa ujumla. Kufikiana na kutumia maji kwa haki na kutumia maji, wanawake wana wingi wa maadani juu ya rasimbi ya maji - mwele, ubora, ulimwengu, ulimwengu - hata joto. Hii ni kweli hata katika sehemu kambe. Wakawa wanajua wakazi wanawajibika kwa ajili ya ukusanyaji na usambazaji wa maji kwa ajili ya uzalishaji na madhumuni ya uzazi, wanawake huwa macho sana kutambua umuhimu wa kuhifadhi rasimbi ha hiyo na uwazi kwa kupotesa. Vilevile wao hutambua umuhimu wa uwazi wa mahitaji ya binadamu na shauku ya kufunika mazingira. Wanawake wana ufahamu wa kiasi na tala wa mifaa wakao kuhusu rasimbi ya maji na viumbe hai kati ya mifaa na wanyama vinavyohitaji kudhaminiwa na kutumika katika ulimwengu wa maji kwa ajili ya uendelezaji.



TANZANIA: Farmers using water with *Kibaguzungu* leaves to make an organic pesticide for spraying coffee crops.
TANZANIA: Shuhuma wachaganya maji pamoja na majaji Shaya Kibaguzungu ili kutayariza kawaida cha kinyapoti kwenye mazao.



MOZ: A woman harvests water from an underground spring.
MOZ: Mwanamama mtumia mwanachacha maji kutoka chemchemi ya maji chini ya tunda.



TANZANIA: A group of women filtering coffee residue from water for decanting animals and using abundant pollen to produce.
TANZANIA: Mwanamama Mwanzi anatafuta goma ya mabunde kutoka kundi kama mabunde. Kibaguzungu kawaida yanayotumika (shaya) kwa wanyama au kufika mwanamama ya tunda kwa maji.



Northern Cape, SOUTH AFRICA: A traditional water source in an arid region.
Northern Cape, SOUTH AFRICA: Chanzo cha maji ya kiamoni katika eneo kambe.



Botswana, SOUTH AFRICA: Women know which plants can point them to hidden water sources.
Botswana, SOUTH AFRICA: Mwanamama wanaojua ulimwengu lili kwanza kwanza kwa ajili ya maji yaliyohifadhiwa.



Namagaland, SOUTH AFRICA: Biodiversity needs to be maintained in order to ensure sustainable water provision.
Namagaland, SOUTH AFRICA: Viumbe hai kati ya eneo na wanyama vinavyohitaji ulimwengu ili kuhifadhiwa shauku wa maji kwa mifaa.

Gendered Knowledge of Water and Environment Maarifa Tofauti Kalika Wanawake na Wanaume Kuhusu Maji na Mazingira



Gender, Water and Sanitation



GVG 1-3 Gender and Vulnerable Groups Capacity Building for Improved Water and Sanitation Delivery in Secondary Towns in the Lake Victoria Region

Training notes for Trainers

Additional to the notes in the programme and the slide presentation

Suggestions and options for training Gender and water and sanitation management.

I Understanding Gender

There are different ways to start an introductory session in which the gender concept gets has to become clear. The approach depends on the level, background, gender, etc of the trainees. It always needs to start with brainstorming exercise to gauge the participants understanding of gender, rather than a lecture about the gender concept.

1. One possibility is to ask the participants one by one to give one characteristic of the gender concept. In the end the crucial aspects have to be on the list:

- Hierarchical
- Power relations (relational)
- Social
- Not biological
- Different per location
- Different in time
- Different per age
- Interacting with socio-economic class, ethnicity, age
- Dynamic

And most important: it can and will **change**

“Role of women” will be mentioned often by the participants but needs to be avoided by the trainer. It has to be explained at the end, that all women are different, and so are men. Gender is not only about women. Role denotes something which can hardly be changed. Women don’t just fulfill a role. Role belongs in the victim paradigm, whilst the empowerment of women is not served with such a paradigm. It is true that women are victims in many situations to a large extent, but poor women survive in terrible conditions, and to do so means that women are very strong. This strength needs to be focused on and utilized.

2. The introductory session could also start with the following question which will generate a discussion.

What in your community defines a woman and a man (Ask participants to list some of the characteristics that define a woman and a man. (Please write them down on a flip chart).

| Women’s characteristics | Men’s characteristics |
|-------------------------|-----------------------|
| | |
| | |
| | |

GVG1: Inclusive Participatory Water and Sanitation Management

The risk of this method is that it reproduces and confirms stereotypes, whilst it are exactly stereotypes that we want to get rid of. It will be noticed that participants who are already somewhat aware of gender equality get irritated by this question if there is no space to disagree.

For example: a man is physically strong and a woman is not. Well, why then does a women so much heavy work like fetching water, whilst a man only does this if he has some form of mechanical transport or is paid to do so?

II Definition of and difference between Gender and Sex

People often use the word 'Gender' as a synonym for 'Sex' or even as a synonym for "women" or "female." Explain that gender and sex are not interchangeable.

a. Sex:

Sex describes the *biological* characteristics that make someone female or male. Other than these few biological differences, women and men or girls and boys are not different. These biological or physiological differences are created by nature, and are the same in every family, every community and in every country, across time and place.

Sex is the term used to refer to a person's genetic, physiological or biological characteristics, which indicate whether one is male or female. It is basically about the biological differences between women and men. Sex, generally speaking, does not change over one's lifetime, whilst gender changes all the time.

b. Gender

'Gender' is used in social sciences to explain the way society has been and is creating differences between women and men, and girls and boys. These differences are not the same in every family, community or country, neither across time or place.

It refers to the position a person has in her or his society, in the family and in the country. It also refers to specific tasks and responsibilities that women or men have, and related to the tasks is specific knowledge. Relationships between women and men of different positions are often defined by the society or in the family. In many societies, women and men typical undertake certain tasks and responsibilities. When people are faced with the issues of allocation, such as, who will do what, they may divide them into two important categories, female work and male work. These tasks are sometimes allocated according to traditions and even seen as natural behavior. Nevertheless such tasks change over time and are different in various places. On the basis of this, you find a division of labour in terms of "women's work" and "men's work", but you have to be cautious in the use of such

GVG1: Inclusive Participatory Water and Sanitation Management

structuralist terms, because it is important to take into account that women and men incline to follow other interests than their prescribed roles. They will always try to stretch up the space for manoeuvre which they always have, how ever small.

In the water and sanitation sectors women have more responsibilities worldwide, and these are often very time consuming and heavy.

Gender relations are usually unequal in terms of power and control over decision-making, assets and freedom of action. They are culturally specific and **change over time**.

Women are daughters, mothers, sisters and wives, as well as friends, neighbours, farmers, colleagues, bosses, etc. They will behave differently in each of these positions. The same counts for men.

Characteristics of Gender

1. Hierarchical – power relations
2. Relational – socially constructed
3. Dynamic – **changes** over time
4. Context – varies in area
5. Diversity – interaction between gender and ethnicity, class, culture, age, etc.
6. Institutional – systemic

III Approaches to Women and Gender and Development

- a) Welfare approach: women are seen as mothers and as mothers only. No recognition for all their other work.
- b) WID – Women in Development. Women are supposed to benefit from the development process, which is gender neutral or gender blind.
 - Assumed homogeneity of women & neutrality of the development process
- c) WAD – Women and Development approach added a women's perspective to economic dependence theory & analysed role and class relations in development. Separate activities for women, so called women's components are added to the interventions.
 - Includes work outside household, and asks attention for women's work.
 - Efficiency is an important factor.
- d) GAD – Gender and Development approach does not only look at women, sees various categories of people: different categories of women, and different categories of men.
 - Equality is introduced.

GVG1: Inclusive Participatory Water and Sanitation Management

- e) Empowerment approach: all categories of people need to empower themselves. There are four interacting elements of empowerment⁵:
- socio-cultural,
 - political,
 - economic and
 - physical.
- f) Victims versus actors (agents of change): Women are often victims of the environment, of the situation and in a certain context. Nevertheless women are also active agents of change, and must be approached as such. If women are only and always seen as victims, there is no chance for improvement, development and empowerment.



IV Asymmetric power relations (hierarchy)

Gender relations

Relations between women and men are usually not equal, the one person has more decision-making power than the other. Gender division of work establishes gender relations in families and in society at large. These relations may either be based on a relationship of co-operation or of conflict. Gender also describes power structures inherent in these relationships and so comes in the aspect of gender (in-) equality.

Gender Equality means that women and men have equal rights, duties and opportunities in all essential areas of life. In situations of equality every person gets the same amount of something.

⁵ See for explanation the slide presentation and text in the programme.

GVG1: Inclusive Participatory Water and Sanitation Management

Gender Equity recognizes the differences between men and women in different positions, and takes each of them seriously in their own account, their specific needs and interests which will not be equal. Equity denotes fairness and reasonableness, more than equality.

It is necessary to understand, why women and men experience the world in different ways, how these differences are made in society, what are the bases of inequality and, as a result, hierarchy in relationships between women and men. More often than not, women are in sub-ordinate positions.

Interests and priorities. There are often strong divisions along the lines of age, religion, class and gender. These power differentials make it difficult for some people to voice opinions that contradict the views of those in power. Power differentials may even affect who participate in specific meetings. Outside officials may invite only 'community leaders' (generally men) or those who are associated with leadership according to a specific community, for example a father in a family, a teacher in a school to participate in water and sanitation consultations. This process eliminates the views, interests and contribution of the real users, who are often women.

Community: the word community needs to be used with an adjective and not in place of village, society, neighbourhood, informal settlement, group of houses, etc. The word community could denote a group of people who are all equal and share interests which are voiced by the so called "community leaders" in the interest of all. The reality is quite different. Within such groups of people there are some who are rich, and many are poor, some are vulnerable and others resilient, some have a lot of power, others haven't. Gender has to do with these differences, whilst the word "community" tries to hide these differences. ***So from a gender perspective try to avoid using the word community without adjective.***

Intra-household and intra-family relations. Some women may find it difficult to speak out in front of their husbands or fathers. They may also believe that discussions relating to family matters (even issues relating to workloads) are not for public forums.

Different constraints to participation. Men and women have different responsibilities and workloads. Women often have less time to devote to new activities. Attending specific meetings may raise problems for women if meetings are set for the times of the day when they tend to be occupied with household responsibilities or childcare or weekly activities such as market days. Additionally, formal or informal membership norms in water and other village or neighbourhood institutions can also deny women the right to participate.

Different abilities to participate. Given gender biases in education, women and men often have varying literacy levels. Men may also have more experience putting their arguments forward to outsiders and feel more confident dealing with new people than women do.

V Empowerment

Empowerment is about people - both women and men, but also children - taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. It implies the creation of an environment where individuals, women and men, are enabled to use their capabilities increasingly to take charge of their lives. This is especially relevant for women, who are mostly in subordinate positions. In this case, empowerment particularly aims at a change in the situation of women through their participation in development and decision-making. It is therefore important for organizations to support processes that can nurture self-empowerment of individuals or groups. Empowerment is an interactive process with the following four elements:

- a) Socio-cultural: It involves awareness-raising on rights, building self-confidence, and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. Expansion of choices and increased access to and control over resources and services is key to the empowerment of women, vulnerable groups such as those with physical disabilities and HIV/Aids Virus. This element relates to the self-image of people in their subordinate position, as well as how the society as a whole looks at them.
- b) Economic Empowerment – this involves increasing incomes of the target groups. The aim is to identify and promote existing opportunities for generating incomes. Water provision can contribute to this by allowing for more time towards productive activities. It also requires that both men and women are given equal opportunities to economic activities relating to water and sanitation. Economic empowerment includes the right to decide about one's own income and the type of work one does.

Sometimes, the division of labour has huge potential of perpetuating gender inequalities and inequities. The following case of Kochungo Nguono Women groups is clear case where women are denied equal opportunities to economic activities.

Cultural constraints to women's participation:

The case of Kochungo Nguono Women's Group

A variety of constraints impinge upon women's ability to participate in collective action in both centralized and decentralized governance systems. Due to cultural norms and relations between men and women, women tend to lack a political voice. Cultural factors have significantly contributed to

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the low participation and unequal opportunities between men and women in decision making and benefit sharing. Inequalities based on persistent attitudes towards gender roles are clearly reflected in the jobs allocated to men and women. In Homabay, the women of Kochungo Nguono Women Group narrated that during the pipe laying project along their village, they were denied employment opportunity for pipe laying even though they had expressed interest. They had been told that the only available jobs were male. It is important to note that women's economic situation improves when they gain better access to not only water, but also to employment opportunities. Women are willing to do that type of work that for a long time was considered to be 'male'. For example, construction, laying pipes and digging of trenches among other paid up jobs.

- c) Political empowerment – Enhancing involvement and participation. Working with such groups of women and vulnerable people is key in building skills and self esteem through their participation in managing their water and sanitation. For example, affirmative actions are key enablers towards achieving this goal. In democratic systems women generally have more say and more chances to be politically empowered. They can vote and can be voted for.
- d) Physical empowerment – Different categories of people have access to clean water in enough quantity not far away from their houses as well as to sanitation infrastructure. This is an important empowering element. Women who can resist (domestic) violence and who can decide about their own sexuality, the number of children they want to have and the spacing between them, have moved themselves towards empowerment.

VI Dublin Principles and Gender issues in Water and Sanitation

Water plays a vital role in relation to human health, livelihood, economic growth as well as sustaining ecosystems. Without equal access to water for all- including for ecosystems - international commitments to conflict prevention, poverty eradication and gender equality and women empowerment cannot be made good. The important role of gender in water management and the women's contribution in this regard is contained in the Dublin Principles, which are globally recognised as the cornerstone of all international commitments to improved water management.

The Dublin Principles were established at the International Conference on Water and the Environment held in Dublin in 1992. The conference came up with the following four principles:

1. Freshwater is a finite and vulnerable resource, essential to sustain life, development and the environment.
2. Water development and management should be on a participatory approach, involving users, planners and policy makers at all levels.

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3. Women play a central role in the provision, management and safeguarding of water.
4. Water has an economic value in all its competing uses and should be recognized as an economic good.

VII Key gender issues of concern in water

Given the different responsibilities, women and men have different interests, needs, knowledge and uses for water and sanitation. Women are generally responsible for water collection for domestic uses. As such, in times of scarcity, women suffer disproportionately. In addition, because of the power relations between women and men, women face different participation challenges. The following are the key gender issues relating to water;

- a) **Inadequate availability** – The availability of clean and safe water in the Lake Victoria region is affected by a myriad of factors including inadequate distribution network, increasing water pollution, and extreme event of climate change such as flooding and droughts. This has resulted in conflicts among different users and uses such as water for domestic and commercial uses where cases of conflicts have been noted. Conflicts between women and water vendors have sometimes turned into physical assault where women have suffered disproportionately as a result. Inadequate availability of water has a huge implication on women’s time, people’s health (especially children and women) and household budgets.
- b) **Inequitable access to services** – There is inequitable distribution of water among different groups in each town.

In each town, water is unevenly distributed in space and in time. There are parts of a town (or some estates within a town) that have better access to water than others. For example, in Homabay, residents of Shauri Yako village noted that they hardly get water in their taps, and when it comes it does not even last for a day. In Kisii, some water Kiosks were installed and launched a year to 2 years ago but they do not operate because they hardly get water flow.

As well, women and men do not have equal access to water and sanitation.

(Facilitators note: A plenary discussion on some of the factors that affect women’s access and control, e.g., economic power, land ownership, housing issues, power relations, women’s position and how these factors influence the security of their right to water and sanitation, etc). Some of these factors may include the higher poverty levels among women & vulnerable groups; irresponsive technology that inhibits easy access by women, vulnerable groups; control - culturally, women have no control over water resources, etc.

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- c) **Laws and mechanisms regulating water resources management** – women’s needs are not adequately taken care of in the permitting, allocations and licensing considering. Laws are in most cases gender neutral, they see communities as a group of people with common needs and interests. Policies governing delivery mechanisms should recognise the different user needs/challenges and facilitate access by all users.

In 2007, Kenya Government developed the **Pro-Poor Implementation Plan (PPIP)** for water and sanitation. The PPIP sets out the actions which need to be undertaken by water sector institutions, water and sanitation service providers, development partners and civil society organizations among other stakeholders to streamline their actions towards a national approach aiming to meeting the water and sanitation MDGs. In 2009, Nairobi Water and Sewerage Company in response to this, developed a Strategic Guideline for Improving Water and Sanitation Services in Nairobi’s Informal Settlements.

- d) **Participation and inclusion of women and vulnerable groups** in decision making at national, local and household levels is generally low. Women and vulnerable groups are mostly excluded from development and decision-making relating to water resources development and management at all levels. It must however be noted that women in particular have gained much knowledge and experience which if incorporated can enhance not only efficient and sustainable management, but also sustainable development.
- e) **Privatization of water and sanitation services** –There exists a strong reliance of women on water because of their day to day activities, their tasks and responsibilities at the household and community level. As such, although privatization of water services will affect everyone, women, and particularly poor women are disproportionately affected. They use much less water than they require meaning compromised hygiene, sometimes they opt for unsafe water when they cannot afford resulting to higher health burdens, they travel further distances in search of free water sources increasing their opportunity costs. Women have always enjoyed feeling in charge of water points/sources but privatization makes them loose this ownership which has a huge implication on sustainability of water programmes and projects. In some situations with enough employment opportunities, where women can spend their time in earning an income, poor women are the first who see their interest in getting a piped water connection, for which they have to pay. The water will be cheaper than the water from the kiosk, it will be safer too. They will be enabled to spend a lot of their time earning an income which is much higher than the bill they have to pay for the water.

VIII Key issues of Gender in Sanitation

Sanitation is dignity. It is a key issue of interest to women and men. However, access or inadequate access affects men and women differently because they have different needs and uses for sanitation. Following are the key gender issues in sanitation;

- a) **Inadequate facilities** – Most of the sanitation facilities in informal settlements are shared by a large number of households.
- b) **Technological options** – are mostly not responsive to user needs. For example toilet facilities have not been adapted to meet women's and vulnerability concerns. Poorly constructed and unhygienic structures that are in some cases inappropriately located. Privacy is also a major issue of concern among the urban poor. These issues continue to constrain access by those with special needs.
- c) **Cultural limitations for women** constrain their access to sanitation facilities - These cultural factors include taboos that require some categories of people not to use pit latrine or not to share. For example, pregnant woman among the Bagandas are restrained from using pit latrines on the belief that it may cause a miscarriage. Where there are not facilities, women and children face higher risks of sexual assault when looking for privacy to defecate. This risk is also increased in the absence of sex-separated facilities.

One cultural practice that limits latrine coverage or utilization of existing ones is the restriction on sharing sanitary facilities between adults and children, men and women and in-laws and outsiders in general. There are also myths about pregnant women and the possibility of a miscarriage resulting from usage of pit latrine.

- d) **Physical differences between women and men** such as women's child bearing and her responsibility for her own and her small children's health make hygiene and cleanliness much more important for women than for men. With high percentages of death at birth of mothers and babies hygiene for women it is often a matter of life and death whilst for men hygiene is more a matter of comfort.
- e) **Privatization of sanitation services** – Has a huge implication on access to services. The poor women and men are the ones who bear the brunt of impacts of sanitation services privatization because it is them who do not own facilities. From group and individual discussions, most of these people were not willing to pay for use of sanitation facilities.

In Mutukula in Uganda, a discussion with a women revealed that women were not willing to pay UG Sh. 100 for use of a toilet. She noted that she would rather buy vegetables. In Bondo, it

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emanated from a group discussion that community members were not willing to take micro-credit for sanitation – ‘Bora Unga’, its better ugali or food in other words.

Another key gender issue is that expenses on sanitation compared to expenses on food, are usually decided on by men in the family. Since sanitation is more of a women’s issue compared to men’s, sanitation does not get a high priority. This means that open defecation and flying toilets continue to be a major challenge.

Privacy: Its even worse for women, who may not to relieve themselves in the open because of their need for privacy. The search for hidden places exposes women to high risks of assault and rape.

- f) **Disability** is a key gender issue that needs a special focus. Addressing physical disabilities will help in relieving burden for women to care for the disabled or make them independent if the user has a physical disability.
- g) **Privacy, safety and dignity – Gender issues have much to do with the privacy, safety, convenience and dignity.** Management of menstruation, pregnancy and post-natality requires separate space for women and girls. People living in homesteads with appropriate sanitation facilities feel dignified and are socially empowered. More women and girls. Sanitation installation must take into consideration the following;
- Location – selection of the site must address concerns such as harassment and embarrassment to women and girls and so: locations must be safe.
 - design and construction should be women-friendly (shape, placement of receptacle, overall construction of cabin, location culturally acceptable, easy handling of toilet/bathing facility)
 - separate space for women and girls.

Safe sanitation Aspects

- assured continuous supply of water for toilet and bathing > mental liberation because of physical liberation from burden of (often difficult) water collection
- cleaning and maintenance of facility for clean facility, free from pathogens, effectively prevents human, animal and insect contact with excreta
- maintenance of cleanliness inside and surroundings of home

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- no dilapidated conditions, so nobody need fall into a toilet pit/open toilet or slip on a bathroom floor, for example
- toilet habits, hand washing after latrine affects health
- free from sexual harassment: toilet/bathroom door can close properly for privacy and so there is no chance of entry/assault by intruders
- Applied technology and way of construction needs to include women's interests according to the local customs, for example a higher shelf which remains clean and where sanitary pads can be put.
-

IX Gender, water and environment

That the relationship between people and the environment is not gender-neutral became clear in the mid-1980s. It has been proven that women bear the highest costs of the environmental degradation because of their responsibility for providing water to the household, for food, or energy, for health and for hygiene at family and higher levels.

Key concerns:

- Pollution of the Lake and other water resources has a huge implication on access to water for livelihoods, health and household budgets. Pollution sums up to high economic and opportunity costs for especially women who have the sole responsibility for providing water for domestic use. It takes toll on their time as they spend lots time in search of water that still may not be of good quality.
- Polluted water also affects food security as it affects fish stocks in the lake.
- Depletion of (ground-)water is disastrous
- Poor environmental sanitation is disastrous for children and women. For example, dumpsites are dangerous health hazards, especially for children. Women are responsible to look after the sick family members including the children.

Women's contribution to management and conservation of environmental and water resources has huge potential of realizing results. This can be achieved by enhancing women's participation and involvement in decision making.

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It is essential to reassess the economic, social and environmental functions of water and to recognize and value of women's contribution as users and managers of water resources. We need to consider the sustainability of environmental resources in planning, construction, operation and management of main water projects, to evaluate the social impact of the development of water resources, to re-establish the quality and protection of water resources, and to link water policies with other ecosystem policies from a gender perspective (AWID).

X Gender and Governance

Relevance of Gender Issues to Good Governance

Gender equality is an important goal in itself and a means for achieving development. Development policies and institutions must ensure that all segments of society - both women and men - have a voice in decision making, either directly, or through institutions that legitimately represent their interests and needs. Yet, persistent and pervasive gender disparities in opportunities, rights vis-à-vis the state and public institutions, and voice, particularly limit women's ability to participate as full citizens in social, economic, and political life. The exclusion of women from full participation constrains the ability of public sector policies and institutions to manage economic and social resources effectively. Such gender-based exclusion compromises the prospects for high-quality service delivery⁶.

Key issues of good governance

a) Institutional policies

- Extent to which gender and good governance exist and being implemented within the institution;
- Gender disaggregated information on key good governance variables including
 - Proportion of women representation in decision making within the institutions. for example, water and sanitation working groups/committees, Water Users Association (WUAs) and Water Resources Users Association (WRUAs) among others
- Establishment and implementation of and affirmative action on women's equal participation with men as decision-makers – for example the 30% representation of women is recognised in the region. But is it implemented?
- Existence of mechanisms for accountability for Gender Equality commitments by the organization, e.g. performance contracts.

⁶ Worldbank. www.worldbank.org/gender

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b) Transparency

- Information disclosure – e.g., reporting on performance contracts relating to gender equality and openness about the budget and the expenditure.
- Establishment of mechanisms for access to information on gender and governance. for example if need arises to scrutinise effectiveness of legislation and actions on promotion of gender equality;

c) Stakeholder Participation

- Mechanism for gender and vulnerable groups' effective involvement in decision making and management of water, sanitation and related development activities. Ensuring affirmative action efforts to promote participation at all levels.
- Capacity building for gender mainstreaming and related capacity.

d) Accountability

- Lines of responsibility are clear and if needs be, the
- Mechanism to track resource allocations and expenditures to promote gender equality as an integral part of measures to strengthen the budgetary process.

XI Gender Mainstreaming Process

Gender mainstreaming refers to the process of making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of the policies and programmes so that women and men benefit equally and inequality is not perpetuated. To effectively mainstream gender in water and sanitation management, holistic approaches towards water resource development and management must be adopted. The approach must also incorporate issues of environmental sustainability, social, institutional and equity in the processes of decision-making. There are many tools of gender mainstreaming of which just three are described in the following paragraphs

Mainstreaming Gender is a process of including all - esp. by increasing women's participation - in consultation, management and decision-making regarding sanitation facilities AND in the process drawing on women's knowledge and skills equally as on that of men. The purpose of gender mainstreaming is that women and men can benefit equally without gender discrimination (GWA).

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Key tools of gender mainstreaming

Gender Analysis of policies, programmes and institutions to determine the differences between men and women in terms of rights, responsibilities, access to resources, power. Gender analysis seeks to establish the ways in which gender norms (what men and women do, what they have, what they think etc.) are affected by, and reflected in, processes of development and change. The main aim to shed light on areas where commitment and action is needed, for example, the structures of power within a society, institution or any other group; budgetary allocations to ensure gender commitments and needs are implementable; participation; etc.

The analysis is conducted in every phase of the project cycle to see what implication each decision and activity will have on women, men, girls and boys. The different categories of each groups must be taken on board, in particular the vulnerable groups.

Gender Analysis can be time and money consuming. It is important to assess the different impact of an intervention for women and for men, but it must be avoided that technical water engineers and infrastructure technicians are made responsible for taking gender options into account, if these are complicated and demanding specific time and expertise. In such situations it is advised to have gender specialists to look at the impact of the planned intervention, and to involve the different categories of users, by asking them for their customs, their needs, interests and suggestions.

Various tools: to map – vulnerabilities, capacities, needs, knowledge and activities: Assessments through:

- Participatory observation
- Interviews
- Group discussions
- Transect walks
- Ranking priorities
- Consultations
- Participatory Action Research
- Documentation Research.

To ensure the participation of all stakeholders.

Empowerment – water and sanitation programmes, projects and actions should incorporate empowerment of women and vulnerable groups interventions in order for to enable them gain power and control over their own lives. Empowerment consists of four elements as described above. Empowerment can be used as a tool for assessing the impact of an intervention.

XII Benefits of Gender mainstreaming in water

Gender mainstreaming in water plays a key role in addressing gender and social disparities in terms of equitable access to and control over resources, benefits, costs, and decision making between women and men. This results in:

- **Efficiency:** This is because everyone, both women and men participate and contribute to water management, programmes tap from all available knowledge, capacity, human and resources. Interventions are more responsive - programmes involve those who do certain tasks, give training to those who will use it and more can be done with fewer resources.
- **Effectiveness:** Policies, programmes and interventions are more effective as they reflect the needs and concerns of all groups. Particular interventions are developed with the knowledge of the actual users, often women, who know most about the use.
- **Equity:** integrating gender enables realization of individual rights to water and sanitation. Interests of all are taken on board in every decision.
- **Sustainability:** Participation of women and men in decisions on the type of water service installed, there is more ownership and responsibility regarding operations and maintenance is assumed by all translating into more sustainability. A sense of ownership results from being involved from a start. Often women are more interested in maintaining the new infrastructure and facilities, because if it breaks down, it is still their responsibility to find water and to care for hygiene. It is then more in their interest to ensure that the facilities are well kept and usable for a long time.

XIII Gender concepts

Gender: refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context and time -specific and changeable. Gender determines what is expected, allowed and valued in a women or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Other important criteria for socio-cultural analysis include class, race,

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poverty level, ethnic group and age. These aspects interact with gender. If all these aspects and the way they interact with gender are taken into account it is called **gender+ or gender-and-diversity**.

Gender Equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.

Gender Equality means that the rights, responsibilities and opportunities of individuals will not depend on whether they are born male or female. Equality does not mean “the same as” – promotion of gender equality does not mean that women and men will become the same. It means that perceptions, interests, needs and priorities of both women and men are taken into consideration not only as a matter of social justice but because they are necessary for sustainable development processes.

Gender ideology is the different set of ideas that every person has in mind about gender relations. Everybody has some idea about differences between men and women, and knows how he or she should behave towards another person, men or women, of certain age, class, ethnicity, etc. This does not mean that the person will actually behave like that. Most people think that their own gender ideology is the logical and even natural way of relations between men and women.

Equality between women and men (gender equality): refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration – recognizing the diversity of different groups of women and men. Gender equality is not a ‘women’s issue’ but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

Gender mainstreaming

Mainstreaming gender perspectives in all types of activities (referred to as gender mainstreaming) is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a means to the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/dialogue, legislation, resource allocation, planning, and implementation and monitoring of programmes and projects. Development of an adequate understanding of mainstreaming requires clarity on the related concepts of gender and equality.

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It does not entail developing separate women's projects within work programmes, or even women's components within existing activities in the work programmes. It requires that attention is given to gender perspectives as an integral part of all activities across all programmes. This involves making gender perspectives – what women and men do and the resources and decision-making processes they have access to – more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards, and planning, implementation and monitoring of projects.

Empowerment is about people -both women and men- taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions including international cooperation agencies can support processes that can nurture self-empowerment of individuals or groups.

Women Empowerment concerns women gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

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Uganda: water vendors versus women water users



One Sunday afternoon, Pauline is attending her shop set out on a wooden rack. She sells fruits, vegetables, dried fish, batteries, charcoal and everything else a normal household in this small town in Western Uganda would need daily. A few metres away, a water standpost can be seen, with three taps and a platform looking suspiciously dry. For the past eight months she has been the official water tap operator selling the water and keeping accounts. She sells the water from the standpost at Ush 100 (4.6 US dollar cents) per jerry can of 20 litres. The main tap at the back, where the water meter is visible, is broken. Pauline says that it is of poor quality, and that most of the other taps have this same problem. Taps at the front have already been replaced five times. She is now waiting for the plumber who is at the same time her contact person and tenderer at the Town Hall.

Broken standposts and water vendors

With this water standpost and the other five in town not working, most people without a home connection depend once again on the water vendors, young men who fill their jerry cans in an open waterhole at the low end of the town. They walk from stone to stone to sit on one in the middle of the water hole, to get the relatively clear but untreated water and fill six jerry cans at once. They tie them on their rickety bicycles and cycle up, which is quite heavy work. The vendors bring the water to the doorsteps and charge Ush 200 (9.1 US dollar cents) for 20 litres.

In the town it is often said that the taps are vandalised at night. The Multi Stakeholders Forum, organised for the UN-Habitat's programme Lake Victoria Water and Sanitation Initiative (LWATSAN), also mentions the continuous vandalising of the taps, which renders this new form of water supply meant for poor people rather ineffective. The water vendors are mentioned as the culprits who break the taps, so as not to lose their customers. Pauline does not directly accuse the water vendors of vandalising the tap stands; she is not there at nights to see it happen.

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The Gender and Water Alliance (GWA) takes part in the interdisciplinary inquiries in the town, and some of the stakeholder categories are asked to tell their stories and issues.

The view from the waterhole

The next day the inquiry team walks to the waterhole and finds some water vendors there, filling their jerry cans and fixing their cycles, some more come racing down the slope, to come to a squeaking halt with obviously bad brakes. One of them specialises as the cycle repairer.

Their point of view throws a different light on the situation. Each vendor has to pay the town council for a licence, a daily fee for the cycles and a fee for the cans to a person called the tenderer. They work hard and people prefer their water to that from the taps. Their water tastes better, uses less detergent when washing, and does not leave a coloured film after boiling. Still, they are not respected; on the contrary, they are despised in the town. Whenever there is an accident, not unthinkable seeing how they race down the road, they are always blamed, and never the other person. There have been some problems with harassment of women, but now the vendors say they have rules and one, called the defence vendor, keeps order within the group. They have no other opportunities of making a living, and are not very happy with the new water infrastructure brought by the UN-Habitat programme, such as the water standposts. When asked what they think about the vandalising of the taps, they all laugh. One says, “even though the system is highly protected we are all interested in it breaking down.” They have not been asked to perform as tap operators, and would like to have such a job.



We had difficulty in finding women water users to ask their opinion, firstly because they all are very busy, and secondly because many do not feel secure enough to get water at the waterhole themselves. All the stones are occupied by young men, talking their young men talk, embarrassing the women, and even touching them and hitting them jokingly with their cans. The vendors may be proud of their rules but women see this differently. In the end even

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women who are poor and would prefer to carry the water themselves decide to buy the water from the vendors whenever they can, to avoid the harassment.

This is the context in which the partners of the LVWATSAN Capacity Building programme do their inquiries to develop a tailor made training and capacity building plan for each of the ten towns of the programme. Issues of different stakeholders are collected, which happen to be surprisingly different in each of the towns.

Different methods of analysis

This situation in a town in Uganda is interesting to analyse from two perspectives. From a Women-In-Development perspective (WID), looking at the town and these stakeholders, the position of the women water users deteriorated because first they could get water themselves from that water hole for free, carrying it uphill themselves, whilst now they have to pay for it, and quite a lot. The water from the taps is cheaper, but apparently also not safe, and most of the time not available. Even the women tap operators hardly benefit, since the taps keep breaking. A WID solution could be to suggest that the water hole is forbidden territory for the male vendors during some fixed times. However, the use of unsafe water would continue.

The second option is to analyse the situation from a Gender and Empowerment perspective. This understands that the interests of the vendors also need to be taken into account alongside those of women water users. These boys would prefer any other job, particularly an empowering work that would give them respect in the town instead of contempt. If they had other occupations they would stop vandalising the taps, and women could get low cost water from nearby standposts. Empowerment of the women would also result in them not being stopped by a group of young men at the water hole. They would go there together and make a point of getting their rights. Pauline and other tap operators would be able to make a living of this occupation if the taps have pressure all the time.

GWA contributes a Gender and Empowerment perspective to the wealth of experience gathered on local governance, on gender relations at the grass roots and on environmental and technical aspects, in the LVWATSAN programme, forming the foundation for an appropriate applied pro-poor capacity building programme.

Joke Muylwijk, May 2010, In Source Bulletin



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General points about the GWA approach to Capacity Building and Training of Water Professionals

Who are the trainees?

There is a difference between addressing gender experts or sociologists with a training about gender on the one hand, and technical water professionals or practitioners on the other hand.

Technical people have to mainstream gender in their work, but we can't expect from them to become gender specialists after a training of a few days. If we try to make them implement a complete Gender Analysis (with the four parts of the Caroline Moser framework), they will quit before they have ever started, because it is too much work, and very complicated, time-consuming and therefore costly. Furthermore technicians have their own work, their own targets to reach. All we want is that water engineers and technicians know that it is in their own benefit to mainstream gender in a rather simple way.⁷

Point 1: Why to mainstream gender?

First the technical trainees have to be convinced WHY to mainstream gender: because it will make their own technical work more efficient, effective and sustainable. These aspects need to be explained, till they are really convinced. So to mainstream gender for them is not from a charity point of view, to help poor women. That may be so, but that should not be the reason for technicians to integrate gender in their work. It makes more chance if they learn to take into account the different needs and knowledge of different categories of women and men.

Point 2: How to mainstream gender?

After the WHY, they will learn HOW to mainstream gender in a simple way. This is by applying the empowerment approach.

Gender and Empowerment approach

Four interacting elements of empowerment:

Socio-cultural identity, political participation, economic independence and physical integrity.

These four are interrelated; the one cannot do without the other, and still call it empowerment.

⁷ It is important that we realise that poor women and men are very interested in the technological innovations, and in the infrastructure. We have to respect the technicians for their important work.

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Every technician can remember these four elements, and understand the interaction if it is explained properly. Try not to make the training too difficult. It is not meant for the gender trainer to show how clever we are and how complicated our profession is, it is our duty to make it as simple as possible for technicians.⁸

Empowerment can be used as an analysis of the current situation, a sort of baseline. It is also applied as objective. It is a way of looking at a situation in a certain context and at the position of people: women, men of different categories, children.

Everybody can, with a little bit of explanation, apply these four elements, and see what could be changed to enable people to empower themselves.

A gender approach is also that it is not just empowerment for women, also for men, especially poor men.

Then there is the point that people empower themselves, and that they are not empowered by somebody else. It is possible to help women and men to empower themselves to some extent, but they have to want to empower themselves, and if they don't it will not happen.

Make sure the training is interactive, do not stick rigidly to the planned programme

The programme for the training, the number of days, depend a lot on the level, the understanding and the need of the participants. That is why the training has to be very interactive, lots of group work, and as trainer, be a facilitator, rather than a lecturer.

Processing of group work

Make sure the rich conversations of the groupwork do not get lost: documenting is important: make people write.

It is very important, that after the group work, when there has been a plenary presentation, that the issues they list are discussed. The idea is not to leave the participants all in confusion. After a one day training, it often happens that trainees are confused. But after a real training of a few days, they should not be confused anymore. They should also not be resistant against a gender approach any longer. They should understand that they are not threatened by a gender approach, but that it is in their advantage.

Because this relates to water programmes, as gender facilitator we need to give the examples as much as possible, related to water (and IWRM, and sanitation, and irrigation, and droughts, and floods, etc.)

Programmes:

After a few months or longer, a follow-up training will start with a recap of some concepts:

Gender: as GWA facilitator we don't tell what gender is, we ask what gender is. We make sure all aspects are mentioned. Only if we can't make the participants think of the aspects, we add one or two aspects. If the previous time the training has been done well, this session takes a short time.

⁸ Then, outside the timeframe of this training, we, as sociologists, can make gender studies as complicated as we want for ourselves. Because, it is true, gender is not simple, so many different people, so many different ideas about relations between women and men.

GVG1: Inclusive Participatory Water and Sanitation Management

Empowerment: we ask the same, and only add to it, if the group can't come up with the four elements. If some of the participants come with invalid and sexist arguments, GWA facilitators try to make the other participants correct him or her. Experienced trainers know what to do in such situations.

After the recap it is important to know what the work of the participants is, to make sure that the subjects are relevant to them. Think of the Action Plans that have to be developed.

The context in the different states or countries will show different important issues. For strong results of group work it is important that the group knows what they need to discuss, that they don't all do something else, and start to talk into all directions. Give handout with questions for the discussions.

The division of tasks between women and men, the question "who does what" is very relevant, but not in a simplistic way. Not all women do one specific thing and the men something else. Not all women are oppressed, and not all men are oppressors. Some women are not allowing other women to make any decisions about themselves. For example mothers in law. Not all men beat their wives. Not all men never involve their wives in decision-making.

Gender Mainstreaming Action Plans

All participants need to make action plans. In a first workshop they need to make a draft, or in case they have beforehand been told to take a draft with them to the training, that is even much better. In that case they can discuss and present their draft Gender Mainstreaming Action Plans.

WiD versus GaD

The details of these different approaches are irrelevant for technicians. Don't explain them, unless they ask for an explanation.

WID words: mothers, house wives, community, women's activities, income generating activities, the role of women, it is culturally fixed, no change, teaching. These words should be used less, they are of the past and bring no improvement for poor people. Cut out WiD concepts as much as possible (such as "the role of women", community development, women as mothers, women as victims only, charity, income generating activities for women and employment for men, etc.).

We have to make sure that a WID approach is not applied anymore. It is important that gender deals with men and women. Men have to be involved, because women cannot be responsible for everything in this world. Men also should not be feeling left out. The participants of the workshop will want to make sure everybody knows how gender sensitive they are. They need some time for it, but not too much.

In training just apply a GaD empowerment approach yourself. Women are active agents of change.

Gender approach words: differences, power relations, gender relations, decision making, categories of people, empowerment, recognition, tasks, responsibilities, local knowledge, learning, participation.

GWA has various power point presentations, which you can use, or adapt if you like.

To explain GENDER, we ask each of the participants to mention one aspect, just one, and all a different one. See the slide. You One of the facilitators writes them on a flip-chart. In the end you check if all the important aspects are mentioned. Especially CHANGE. Gender can change.

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Gender and diversity (gender+): not all women are the same and not all men are the same. Think of economic class, caste, minorities, especially indigenous people who often have less difference in power position between men and women, but all the more compared to non-indigenous people in India. Age is an important factor, and sometimes religion. Who can own land? Who is allowed to use the public water supply? Who has influence in decision making regarding where taps will be?

Gender Ideology is what people have as mindset. Everybody has an idea about gender relations and how to behave.

Empowerment: It cannot be only economic empowerment, that is not real empowerment. The four elements have to be all addressed for a person to be empowered (not just women).

Gender and IWRM: Link this to decision making and empowerment, if possible.

Presentations by participants. Of each of the organizations one person can present. Especially listen to the language used.

Participatory tools, participatory learning

List examples of tools and instruments which can be used to make all categories of people participate.

Opening of training:

Explanation of the programme: do the participants agree with the programme? Do they want to include some more subjects, which are important to them, and they can't find it in the programme?

Also explain that they all need to make a draft Gender Mainstreaming Action Plan for the coming year or two, for the programme, either individually or as a team, but then also including the individual tasks. They will be coached by a GWA facilitator whilst implementing it (if the programme budget permits).

Recap of some concepts:

Gender and gender+ (aspects)

Gender ideology

Empowerment (components)

Major issues of:

- gender and drinking water
- gender and sanitation
- gender and water for agriculture
- gender and water for the environment

Don't use power point presentations if you can help it. Although sometimes it is OK, for those who can read English and not understand much of it. If you still want to use power points: make them much more simple: only the subjects. Never read from a power point. Always talk from your head.

The major gender-and-water issues, how are they here in this country, state, district, cities, villages we are including in the programme, the social context. Which categories of people are empowered in what sense? Also: how is the division of work? Who does what? These are suitable subjects for group work. Following clear directions for group work, linked to the recap subjects.

Subjects for the second day:

GVG1: Inclusive Participatory Water and Sanitation Management

Gender and Participation,
Gender and Networking and inclusion,
Gender and group mobilization,
the subjects which are particular for this programme.
Participatory tools and learning.

Role Play

At the time of evaluation: All participants explain what they have learnt and how they plan to mainstream gender differently now, instead of separate women's activities.

In the field trip, the participants will try to look with an empowerment view: it should be part of their draft Gender Mainstreaming Action Plans to write the situation as it is now, the four elements, and what they expect these four elements to become after the programme intervention.

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