

Lake Victoria Water and Sanitation Initiative

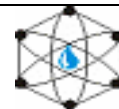
Training Materials

Theme: Gender and Vulnerable Groups
GVG3: Equitable Demand Management for Water, Sanitation and Waste



UN HABITAT

in partnership with:



NETWAS

Lake Victoria Water and Sanitation Initiative

Training and Capacity Building Component

Training Materials

GVG3: Equitable Demand Management for Water, Sanitation and Waste

Participant Guide

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

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PART 1
Syllabus and
Evaluation form

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

Title of the CD Intervention: Equitable Demand management for Water, Sanitation and Waste		
Code: GVG3	Duration: 2 or 3 days	Frequency and Duration of Interaction: 8 hrs/day
Type of CD Intervention:		
<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	<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	<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 <input checked="" type="checkbox"/> Bondo <input checked="" type="checkbox"/> Homa Bay <input checked="" type="checkbox"/> Kisii	Tanzania <input checked="" type="checkbox"/> Bukoba <input checked="" type="checkbox"/> Bunda <input checked="" type="checkbox"/> Muleba <input checked="" type="checkbox"/> Mutukula	Uganda <input checked="" type="checkbox"/> Bugembe <input checked="" type="checkbox"/> Kyotera <input checked="" type="checkbox"/> Mutukula <input checked="" type="checkbox"/> Nyendo
Target Groups: Representatives of Water Utilities (senior and middle level managers and professional staff), Representatives of Town Council (councilors and Town Clerk, Town engineer, Heads of other departments, professional staff) , Representatives of District Council and Environmental Committee, UN-Habitat (CoW, TA)		
Minimum/Maximum Number of participants: 12/24		
Location(s) and Number of Repeats at each location: Once in 10 towns (the two Mutukulas combined) = 10 times		
Profile of the Participant: Participants have exposure to middle to high education. All are involved in decision-making in management of the supply of water, sanitation and/or waste management. At least 30% of participants are women.		

<p>Prior knowledge or experience required:</p> <ul style="list-style-type: none"> - Practical and policy making experience - Technical knowledge 	<p>Prior knowledge or experience required:</p> <ul style="list-style-type: none"> - Practical and policy making experience - Technical knowledge
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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, including poor women.
3	Be able to involve stakeholders by improving communication with and informing the different stakeholders, and by practicing conflict management
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
6	Understand the own position as decision-maker in water demand management and its impact on vulnerable groups

<p>Description of the CD Intervention:</p>
<p>Subjects:</p> <ul style="list-style-type: none"> - Gender+ -concepts and Empowerment - Gender and demand driven water supply and sanitation: relations between the different stakeholders, power relations at different levels - Gender, vulnerable groups and the environment: climate change - 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, conflict management - The own position as decision-maker in water demand management and its impact on vulnerable groups

Didactics:		
<input type="checkbox"/> lecture <input checked="" type="checkbox"/> tutorial <input checked="" type="checkbox"/> debate/discussion <input checked="" type="checkbox"/> exercise <input checked="" type="checkbox"/> group work	<input checked="" type="checkbox"/> field visit <input type="checkbox"/> field work <input type="checkbox"/> movie viewing <input checked="" type="checkbox"/> role play <input checked="" type="checkbox"/> individual presentation	<input checked="" type="checkbox"/> lecturette <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment:		
<p>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 advise of the Resource Persons</p>		

Profile of the Resource persons:

One senior Gender Experts with practical experience in technical work, able to link the social and technical aspects of water and sanitation management, and experience in the country. The trainer will also be experienced in communication skills, able to involve all participants, practicing equality and inclusiveness, taking into account each participant's gender sensitivity.

- CD materials:**
- Training materials on Gender and Vulnerable Groups concepts and Empowerment
 - Training materials on Gender, water and sanitation, demand and supply
 - Training materials on Gender, water and agriculture and environment
 - Training materials on Gender, water, waste management and the environment
 - Training materials on participatory communication methods
 - Tutorial for Water Professionals: Why Gender Matters (CD-rom of GWA and Cap-Net) (to be handed out for self-study).
 - Photographs, Traveling Exhibit

- Supporting materials:**
- Town map (as prepared in Inquiry phase of Inception mission)
 - The information and cases found during the Inception Phase will provide the details of the training contents.
 - GWA reports per town.

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)

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*?

<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?

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

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

CD Intervention Gender and Vulnerable Groups **GVG3**

Equitable Demand Management for Water, Sanitation and Waste Participants' Programme

Training workshop of 2 ½ days in each of the towns for district, municipality and utility managers and engineers, for UN-Habitat representatives in the towns and districts. All are educated, middle and high level functionaries. A field visit is included.

PROGRAMME

DAY 1		
Time	Subject	Contents
8.30-9.15	Introduction	<p><u>Welcome</u> to the participants <u>Explanation</u> of the programme One or two participants are asked to make a summary of the day <u>Introduction</u> of participants: each trainee is invited to tell:</p> <ul style="list-style-type: none"> • his/her name, • designation, • organization, • his or her experience with earlier gender training <p><u>Introduction</u> of participants: each trainee is invited to tell:</p> <ul style="list-style-type: none"> • his/her name, • designation, • organization, • his or her experience with earlier gender training, if any. • Expectation of the training (one) <p><i>Participants are encouraged to write down what they see as feasible and important for their Action Plans (either individual or organizational action plans)</i></p>
9.15-9.30	Opening of Training workshop	Dignitary of the town opens the workshop.
9.15-10.45	Gender+ concepts and Empowerment	<p><u>Gender and Diversity of people.</u> Gender Gender+ Empowerment</p> <p><u>Gender:</u> 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>

DAY 1		
Time	Subject	Contents
		<p><u>Gender+</u> means gender and the other power relations.</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. Empowerment has four interacting elements, which all four 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.
10.45-11.00	Tea-break	
11.00-11.45	Gender and Water	Gender aspects of supply and demand of water for drinking and domestic purposes
11.45-12.30	Gender, Waste and Sanitation	<p>Gender aspects of sanitation and waste management:</p> <ul style="list-style-type: none"> • Different needs and interests of women, men and children for sanitation (toilets, sewage, solid waste removal) <p>Issues of vulnerability and disability.</p>
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.
14.00-14.45	Gender and demand driven water supply and sanitation: Water supply and sanitation For different people	<p>Gender and demand driven 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 groups. Each group appoints one reporter.</p> <p>Groups discussion:</p> <ul style="list-style-type: none"> • Vulnerable groups: which are the vulnerable groups in your town? • How does new watsan infrastructure contribute towards empowering vulnerable groups and women in your town?
14.45-15.45	Presentations by the groups and discussion	<p>Presentations by the 4 groups in plenary session (7 minutes each);</p> <p>Facilitated discussion about:</p>

DAY 1		
Time	Subject	Contents
		<ul style="list-style-type: none"> the vulnerable groups and women in the town, how empowered are the different groups? 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, in decision making?
15.45-16.00	Tea break	
16.00-17.00	Gender in the CBOs	<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"> Inclusion of social aspects: priority for poverty reduction and special attention + budget for women's interests.
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.</p> <p>Logistics</p>

DAY 2		
Time	Subject	Contents
8.30-8.45	Introduction	<p><u>Welcome</u> to the participants</p> <p>Explanation of the programme</p> <p>One or two participants are asked to make a summary of the day, to be presented at the end of day 2.</p>
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>
9.15-9.30	Recall of names	<u>Introduction</u> of new participants
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 involve poor women and vulnerable groups:</p>

DAY 2		
Time	Subject	Contents
10.45-11.00	Tea-break	
11.00-11.15	Gender, water and the environment	Different approaches of environmentalists: <ul style="list-style-type: none"> Eco-feminism: women will look after the environment better than men or Gender and the Environment: everybody is responsible for our planet, men and women.
11.15-12.10	Group work about Gender and the Environment	Pollution of Lake Victoria and the watershed has different impact on different groups (categories) of people. Each group appoints one reporter. <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? In which way were men and women differently affected by the pollution of the lake water? (15 minutes) What sort of environmental <u>awareness raising</u> has been taken place 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 each of the participants do in their own position? 15 minutes)
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. <p>Discussion about the way the participants can contribute to the cleaner environment in their own position, taking into account the different knowledge and responsibilities of women and men.</p> <p>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	Inventorise the various aspects of inclusion of all people
14.45-15.15	Position as decision makers in the town	In four groups, each group representing one organization, the responsibility of the organization and the position of the participant within it are discussed, to assess the impact of the decisions made in the organization and more specifically by the participant on poor and vulnerable groups and the different users of water and sanitation. <p>The organizations are roughly:</p> <ul style="list-style-type: none"> Water utility, company Town Council, Local Government Other government officials UN-Habitat

DAY 2		
Time	Subject	Contents
15.15-15.45	Presentation of group findings	<p>The four groups present the outcome of their discussions and hand in their notes to the reporter of the workshop.</p> <p>Discussion about the way the participants can contribute to the better communication, coordination, more information to and involvement of all stakeholders, including poor women, men and vulnerable groups.</p>
15.45-16.00	Tea break	
16.00-17.00	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?
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 the field trip of Day 3 are explained. Also the follow-up of the Action Plans are explained.</p>

DAY 3		
Time	Subject	Contents
	Introduction	<p><u>Welcome</u> to the participants</p> <p>Recap of the programme of the field trip</p>
	Empowerment Approach	<p>During the fieldtrip the participants look through empowerment glasses: How does what you see empower which group of people?</p> <p>Repeat the four elements of empowerment, and see which elements are missing.</p>
	Field visit	Details
	Expected time back in town	

Please leave your contact details including e-mail address on the List of Participants with the Facilitator

PART 3

Powerpoint

Presentation

SLIDE PRESENTATION

GVG3:

Gender and Empowerment in Water and Sanitation:

Equitable Demand Management for Water, Sanitation and Waste



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



Slide 1:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
Waste**

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:

**GVG3: Gender and Empowerment in Water and Sanitation:
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Waste**

Gender and Diversity of People: the Gender concept

Gender

- Dynamic, not static: *changeable*
 - Changes 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:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
Waste**

Gender and Diversity of People: the Gender concept

Gender ideology (mindset)

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:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
Waste**

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:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
Waste**

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:

**GVG3: Gender and Empowerment in Water and Sanitation:
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Waste**

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 the benefits and income



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Slide 7:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
Waste**

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:

**GVG3: Gender and Empowerment in Water and Sanitation:
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Waste**

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:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
Waste**

**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:

**GVG3: Gender and Empowerment in Water and Sanitation:
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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 and*

*Need for decisionmakers to listen to women and
vulnerable groups*



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Slide 11:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
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Gender and Water for domestic use



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Slide 12:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
Waste**

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:

**GVG3: Gender and Empowerment in Water and Sanitation:
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Waste**

**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 14:

**GVG3: Gender and Empowerment in Water and Sanitation:
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Waste**

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 15:

**GVG3: Gender and Empowerment in Water and Sanitation:
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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 16:

**GVG3: Gender and Empowerment in Water and Sanitation:
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Waste**

Gender, Water and Sanitation

Equity: for more equal opportunities and rights:

- Water has been declared a global human right (2010)
- 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 17:

**GVG3: Gender and Empowerment in Water and Sanitation:
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Waste**
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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Slide 18:

**GVG3: Gender and Empowerment in Water and Sanitation:
Equitable Demand Management for Water, Sanitation and
Waste**

**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 19:

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



International decisionmakers



Local water managers

*Are they on speaking terms? Are the
decisionmakers thinking of the local
situation?*



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Slide 20:

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

Group discussions
and Presentations



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Slide 21:

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**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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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 23:

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Gender and Water supply and sanitation: Participation

vulnerable groups



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Slide 24:

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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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Slide 25:

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Gender and Water and the Environment:



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Slide 26:

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Equitable Demand Management for Water, Sanitation and
Waste**

**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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**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



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Slide 28:

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Waste**

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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Slide29:

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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.

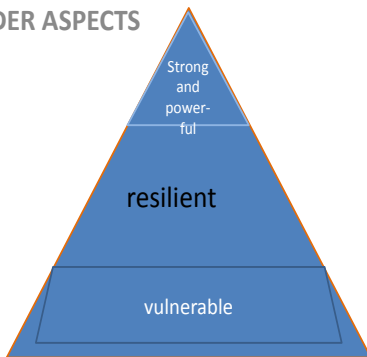


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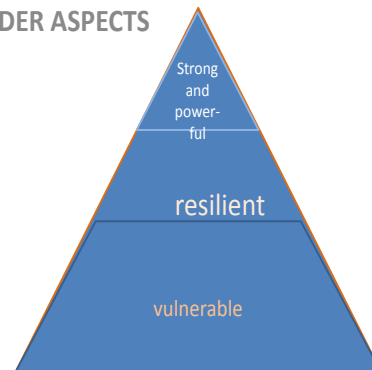


Slide 30 and 31:

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.

Slide 32:

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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.
- What can you do in your position to avoid large disasters in your town?
- What can you do to encourage disaster-preparedness?



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Gender and Water

Thank you for your
participation!



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