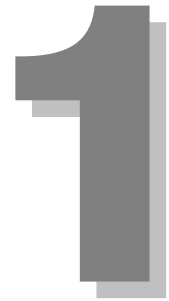




SECTION B

Modules



Gender and Integrated Water Resources Management

This module¹ was developed to facilitate an understanding of gender-related concepts in the context of Integrated Water Resource Management (IWRM). While water sector decisions have typically excluded women on one hand, they have adopted sectoral approaches towards development of water resources. This has differentially adverse implications for poor women and men through consequent ecological and social imbalances that are generated. In order to mainstream the development concerns of these women and men therefore, it is imperative not only to gender-sensitize water decisions but also to adopt holistic approaches towards water resource development and management that incorporates ecological, social/institutional and equity issues during decision-making.

¹ Written by Prabha Khosla.



MODULE ONE. GENDER AND INTEGRATED WATER RESOURCES MANAGEMENT

Module objectives:

- Explain the concept of gender through gender awareness exercises.
- Clarify the concept of IWRM as a new paradigm for the development and management of water and its advantages over the currently practiced sectoral approach.
- Demonstrate the need for gender mainstreaming in IWRM for sustainable development.

Duration: 10 hours or 1 1/2 days.

List of acronyms:

GAD	Gender and Development
GM	Gender Mainstreaming
GWP	Global Water Partnership
IWRM	Integrated Water Resources Management
MDG	Millenium Development Goals
OHP	Over Head Projector
PfA	Beijing Platform for Action
SD	Sustainable Development
SEMASA	Serviço Municipal de Saneamento Ambiental de Santo André
SPMA	São Paulo Metropolitan Area
TOT	Training of Trainers
UN	United Nations
USA	United States of America
WID	Women in Development
WRD	Water Resources Development
WRD & M	Water Resources Development and Management
WSSD	World Summit on Sustainable Development
WWN	Women and Water Networks



SESSION 1 INTRODUCTION TO MODULE ONE

Session objectives:

- Introduce participants to Module One.
- Assess participants' understanding of gender.
- Assess participants' expectations of Module One.

What you need:

- Transparency 1.1 and Handout 1.1.
- Flip chart stand and paper, markers, masking tape and OHP.

Duration: 30 minutes.

Step-by-step process:

Step 1 Welcome everyone and introduce them to Module One.

Step 2 INTRODUCTORY EXERCISE

PROCEDURE:

- a. Make a chart with flip chart paper and present it to the group (see below).

HOW WOULD YOU LIKE TO BE ADDRESSED DURING THIS WORKSHOP?	YOUR PROFESSION? (COMMUNITY WORKER, POLICY DEVELOPMENT SPECIALIST, ENGINEER ETC.)	IS THERE A GENDER ISSUE IN YOUR PRIVATE OR PROFESSIONAL/PUBLIC LIFE?
		Examples: I have three children, 2 boys and a girl. In my organization, the bosses are all men. NOTE: These examples are not to be given to the participants. They should come up with their own examples of gender issues.

- b. Go around the group and get each participant to respond to the 3 questions. Write their responses in the chart.
- c. When everyone has finished, ask them to reflect on the last column. This should help to clarify a few issues such as the experiences of women and men and/or the public and private life implications of gender relations. This would also assist the facilitator in understanding what gender means to the participants.



MODULE ONE. GENDER AND INTEGRATED WATER RESOURCES MANAGEMENT

- Step 3 Next, go around the room and ask everyone to give you one expectation for this workshop. *Ask them to only give one short phrase.* Write these on flip chart paper as they speak.
- Step 4 Go through their comments and address what will be covered here and what will be covered in other modules. Clarify any misconceptions. If needed, explain again the objectives of this module and maybe even the TOT Course. Or, proceed to Steps 5 and 6.
- Step 5 Give out Handout 1.1 (Module Overview).
- Step 6 Explain the module's coverage/sessions using Transparency 1.1 (Workshop Overview).



MODULE OVERVIEW

SESSION	SESSION TITLES AND OBJECTIVES
Session 1	Introduction to Module One (30 minutes)
Session 2	Women, Men and Gender (4 hours 30 minutes) <ul style="list-style-type: none"> ■ Understand the concepts of sex, gender, gender discrimination and the history of the struggle for gender equality and equity. ■ Understand practical and strategic gender needs.
Session 3	Integrated Water Resources Management (2 hours 30 minutes) <ul style="list-style-type: none"> ■ Introduce the concept of IWRM. ■ Enable a gender analysis of IWRM.
Session 4	Gender Mainstreaming In IWRM (2 hours 30 minutes) <ul style="list-style-type: none"> ■ Analyze a case-study from the perspective of gender mainstreaming in IWRM. ■ Illustrate the connection between women, gender, water, health, governance etc.
Session 5	Conclusion and Evaluation (30 minutes) <ul style="list-style-type: none"> ■ Conclude Module One with an evaluation and appreciation of all participants and organizers. ■ Reflect on achievements and obstacles of the day and consider the next steps.



WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module One	30 minutes
2	Women, Men, and Gender	4 hours 30 minutes
3	Integrated Water Resources Management	2 hours 30 minutes
4	Gender Mainstreaming in IWRM	2 hours 30 minutes
5	Conclusion and Evaluation	30 minutes





SESSION 2 WOMEN, MEN, AND GENDER

Session objectives:

- Enable participants to understand the difference between gender and sex.
- Deepen their understanding of gender discrimination.
- Provide a brief history of the Women In Development (WID) and Gender And Development (GAD) policy approaches.
- Enhance an understanding of practical and strategic gender needs.

What you need:

- Transparencies 1.2 to 1.6.
- Flip chart stand and paper, markers, masking tape and OHP.

Duration: 4 hours and 30 minutes. Break times will be determined by the facilitator.

Step-by-step process:

Step 1 EXERCISE (45 minutes)

To be a Man or a Woman: What defines us?

OBJECTIVE: Understand men and women in terms of stereotypes and perceptions and to identify the difference between sex and gender.

This exercise is designed as a brainstorm with the group. Explain the procedure before beginning. Get them to respond quickly and without commenting on the contributions from others. It would be advisable to have a co-facilitator with you to assist with writing on the flip chart sheets.

Make sure that the sex-related characteristics of women and men such as: gives birth, breast-feeding, getting pregnant, growing a beard or mustache are also mentioned. If not, you will need to mention them.

PROCEDURE:

- Take two flip chart papers and put them up side-by-side in front of the group. On the top of one, write the word “women” and on the other, “men”. Pose the question: “*What are the characteristics of women and men?*” Write down everything that is mentioned. Do not discuss anything at this point.
- After the lists are completed, go through each chart item by item. For example, under the heading of “women”, ask if men too can be patient, sensitive, caring...? If so, mark that characteristic with a “yes” or a “+” sign. Characteristics that cannot be changed, i.e., getting pregnant, growing a mustache etc., should be marked with a “no” or a “-” sign.
- Now go through the chart entitled “men”. Ask if women can talk loudly; be strong, etc... Continue to mark the characteristics as above.



MODULE ONE. GENDER AND INTEGRATED WATER RESOURCES MANAGEMENT

- d. Discussion Questions.
 - 1) What female and male characteristics cannot be changed? Which characteristics can both males and females have?
 - 2) Are women always patient, sensitive etc.? Do men always talk loudly, are strong etc.? Why or why not?
 - 3) How would you react if a woman talks loudly and is stronger than a man? How would you react if a man does not talk loudly and is not as strong, but patient and sensitive?
 - 4) Are these characteristics of women and men natural? Biological?
 - 5) How do we get these characteristics? Are they not socially constructed?
- e. Read out Transparency 1.2 on Definitions of Sex and Gender.
- f. Explain Characteristics of Gender (Transparency 1.3). Explanations are in the Trainer's Notes below. Take questions and comments from the group.

TRAINER'S NOTES

What you need to point out here is that in the exercise participants have defined the difference between sex and gender. Most of what they have defined are characteristics that are socially constructed.

Gender as a framework for analysis has the following characteristics²:

- **RELATIONAL.** It is relational because it refers not to women and men in isolation, but to the relationships between them and how these relationships are socially constructed.
- **HIERARCHICAL.** It is hierarchical because the differences established between women and men, far from being neutral, tend to attribute greater importance and value to the characteristics and activities associated with what is masculine and produce unequal power relationships.
- **CHANGES OVER TIME.** The roles and relations between women and men change over time, have changed over time, and thus have the potential to change to enable greater equality between women and men.
- **CONTEXT-SPECIFIC.** There are variations in gender roles and gender relations depending on the context – ethnic groups, race, socio-economic groups, culture etc. Thus, a gender analysis needs to incorporate a perspective of diversity.
- **INSTITUTIONAL.** Gender is institutionally structured because it refers not only to the relations between women and men at the personal and private level, but to a social system that is supported by values, legislation, religion etc.

Step 2 EXERCISE (1 hour 15 minutes)

The 24-Hour Day

OBJECTIVE: Identify the daily tasks of women and men in low-income households and to raise awareness about their roles and workloads in households and communities.

PROCEDURE:

- a. Ask participants to form teams of 4. You can do this by “numbering-off”. Alternatively, ask them to say “oceans, lakes, rivers, wetlands” in lieu of numbers. Ask each team to choose one low-

² From: Workshop on Gender, Health and Development.



income group about which they have personal knowledge – fisher people, farm workers, slum dwellers working in the informal economy etc.

- b. Ask the teams to imagine a day in the lives of a wife and husband from the low-income group they have chosen. They can pick a particular season if they so choose.
- c. Ask the teams to list on flip chart paper the tasks performed by women and men in a household over a 24-hour period. You can make a chart to demonstrate what you mean. Inform the teams that that they have only 30 minutes for the exercise.

SAMPLE LIST: 24-HOUR DAY

TIME	WOMAN (TASKS)	MAN (TASKS)
4 am	Woman wakes up to ...	

- d. When all the teams have finished their charts, post the flip charts on the wall and ask participants to walk around and look at each of them. (10 minutes.)
- e. In the plenary session, help participants draw out common points from the charts.
 Discussion Questions.
 - 1) Who does the most hours of work?
 - 2) Who gets up earliest and goes to bed latest?
 - 3) What is the difference between the work and recreation of the women and the men?
 - 4) How is your family different when compared to other families and their activities?
 - 5) What similarities can you see between the same family members in different situations?
 - 6) What differences are evident between ethnic minority and non-ethnic minority families?
- f. Next, read through Transparency 1.4 Definition of Roles - Productive, Reproductive, and Community Management. The tasks outlined usually fall under these 3 categories.
- g. Ask participants to draw out examples of each of these from their list and reflect on how these categorizing terms help us both in recognizing women’s work, and in explaining its common "invisibility". (15 minutes.)

TRAINER’S NOTES

You will need to point out that not all human activities can be restricted to mutually exclusive categories as above. However, what is important to emphasize here is that the division is useful in allowing us to conduct a gender analysis and to ensure that reproductive, and not only productive roles are visible in society.



Step 3 EXERCISE (1 hour 30 minutes)

Iceberg of Inequality³

OBJECTIVE: Sensitize participants to the operating structures and impact of gender discrimination.

TRAINER'S NOTES

It is recommended that both a male and a female facilitator co-conduct this exercise. This will assist you both in dealing with the kinds of issues, emotions and defensiveness this exercise can raise.

This is a full group exercise. *Make it clear that this exercise will examine the situation of discrimination with regards to both women and men. Thus, the exercise will be based on taking examples of discrimination and inequality faced by women and men.* Do not explain how the exercise works. The exercise is more effective if you give them instructions to follow rather than explaining it in detail.

Make a large triangle from flip chart paper and put it up on the wall where all participants can see it. Make sure that you can still reach all parts of it to write. *Practice this exercise before you run it with the group.* You might need to make your own notes on how to proceed and to time it depending on the number of participants you have.

PROCEDURE:

- a. Write the following words on 3 flip chart papers: "stereotype", "prejudice" and "discrimination". Ask the group to give examples of each for men and women. Everyone is welcome to give examples that might pertain to women or men. For "stereotype", these comments are usually subjective in nature which reflect ideas about people. "Prejudice" is also a subjective point that refer to feelings and attitudes. Lastly, for "discrimination", examples should bring out points that refer to behavior and practices that are material and concrete.
- b. Ask the group three questions: Who can have stereotypes? (Everybody.) Who can be prejudiced? (Everybody.) What do you need to have to be able to discriminate? The answer to the last question is power. How do people get power in society? (Money, authority, gender, size, education etc.)
- c. Ask each participant to take 3 minutes and write down some examples of stereotypes, prejudice and discrimination that they have seen, heard or felt as women and men, or what men have seen in terms of discrimination against women. *Ask them to keep this short – under 1 minute.* (This exercise can also be done with 2 people or in teams of 3.) You want to end up with the notion that stereotypes are ideas about particular social groups, prejudices are feelings or attitudes and discrimination is manifested through acts and practices.
- d. Report Back. Have each participant (or team) read out her or his points under each of the 3 headings. As they present their points, write them on the paper triangle. No comments from others at this point. Cluster them as you write, but do not tell them why you are doing that. You will likely get comments such as:

STEREOTYPES

- Women are too weak to play football.
- Men don't cry.

³ This exercise was developed by Tim McCaskell for his work on anti-racism, anti-sexism and anti-homophobia and lesbophobia in the schools of Toronto, Canada. It is written up as a tool for this module.



- Women are too stupid to be in the sciences.
- Girls are too emotional for politics.
- Men are strong so they should protect women.
- Men are fearless.

PREJUDICE

- Telling of sexist jokes particularly about women's bodies.
- Put downs of women and girls about their abilities and competencies.
- Men don't make good nurses.

DISCRIMINATION

- Women get paid less than men.
- Women's work in the home is usually unpaid. Men's work outside is paid.
- Women are generally overlooked for promotion in business.
- There are fewer women than men in Parliament even though they make up 50% of the population.

- e. In the triangle, put comments that refer to individual attitudes/actions at the top. On the left side of the bottom half of the triangle write down the comments that refer to systemic and institutional systems and on the right bottom side write down points that refer to ideas/values. Ask the group to figure out why you have clustered their responses in this way? What is your organizing principle? How could you name these categories?
- f. You should come up with – Individual Actions, Systemic or Institutional Factors and Common Ideas. (Many participants will likely be more aware of individual actions than they will be of institutional or systemic practices so you may have to ask specific questions to fill out that category.)
- g. Making the Connections.
You can either ask the group where they think discrimination begins or what they think are the connections between these three areas. Most will begin by saying that ideas lead to individual acts. You can draw an arrow from Ideas to Individual Actions. Someone else might point out that since individuals make up institutions and develop policies and practices there should be an arrow from Individual to Institutional. Institutions, like schools or the media for instance, produce ideas. That means there should be an arrow from Institutions to Ideas. But common ideas shape and justify institutional practices. Draw an arrow back. Individuals behave in ways that are permitted by institutions; therefore, there should be an arrow from Institutions back to Individual Actions. People learn ideas from what they see other people doing etc. You should end up with arrows going both ways from all three corners of the triangle. This is a cycle.
- h. Discussion Questions.
- 1) What is this at the top? Who is doing it?
 - 2) What is happening at the bottom left? Who is doing this?
 - 3) What is happening at the bottom right?
 - 4) Where do these ideas come from?
 - 5) What is the connection between individuals and institutions?
 - 6) What is the connection between institutions and ideas?
 - 7) What are the connections between ideas and individuals?

The objective of these questions is to enable people to see the links between individuals, ideas and institutions.



MODULE ONE. GENDER AND INTEGRATED WATER RESOURCES MANAGEMENT

i. The Iceberg

Point out to people that most of the discrimination that they see and hear will be perceived as individual actions. You can draw a "water line" below Individual Actions. Ideas and systems are often hidden below the surface like an iceberg. Because people see sexism (see Glossary) as primarily a matter of individual action, there is a tendency to try to dismiss it. But what happens if you try to suppress an iceberg? It just pops back up again.

j. Kinds of Work

We disagree with discrimination against people for whatever reasons that might be presented. To stop discrimination we need to change the way society has been set up. To change this system, we need to do work on all three areas. What do these kinds of work look like? To change ideas you need to do education. To change behavior you need to enforce rules and consequences. To change institutions and systems you will need to participate in political action. Work must be done in all three areas; otherwise, the cycle will reassert itself.

You can change policies but unless they are enforced and implemented, nothing happens. You can educate people to be nicer to each other but if real life experiences teach them other lessons they will soon forget or ignore what they have learned. You can threaten people with consequences but ultimately unless they understand the rationale for those rules, they will find a way around them.

k. Next, take 2 flip chart papers and put the word "women" on one of the papers and the word "men" on the other. Get the group to assist you in taking the prejudices, stereotypes and discriminations from the triangle and disaggregate them based on gender. Ask the group to comment on the 2 lists.

l. As the list of women may be much longer than the list of men, suggest to the group that women be considered as being inside for the next step and men on the outside. Put the women's chart in the iceberg and the men's chart outside.

m. Inside and Outside the Iceberg

Ask the group: "What does it feel like to be inside this iceberg, the object of the individual actions, stereotypical ideas and institutional practices?" You should get responses such as frustrating, debilitating, hopeless, anger etc. Then ask them: "What are the behaviors that are associated with such feelings?" You should get responses such as depression, lack of confidence etc.

Next, ask: "What are the feelings generated by being outside the triangle?" You should get responses such as superiority, pity, fear, guilt etc. What are the behaviors associated with such feelings? You should get responses such as alliances and leadership etc.

n. Similarly, ask: "How will these feelings and behaviors affect the potential of bringing people together to change the system? What should people on the inside and the outside look out for in terms of their own behavior that might make working with others more difficult? How should they deal with such behavior in others?"

o. You can either take verbal responses or prepare flip chart papers with one of the above questions on each page and write people's responses on them as you take them through each question.

p. Reflection Questions (take a few minutes to see where the group is at).

- 1) How do you feel about this exercise?
- 2) Did you learn anything new?
- 3) Were you surprised by something?
- 4) Do you have a better understanding of gender discrimination now than before this workshop?



NOTE FOR THE FACILITATOR: You can use this workshop to focus on social issues like sexism, racism and discrimination against marginalized groups. You can also combine two issues in one session, e.g., sexism and poor people. Depending on the situation you are working on, you might decide to focus on one social injustice at a time.

Step 4 Different Policy Approaches to Women and Gender (45 minutes).

Using the Trainer's Notes, give a brief background on the Evolution of Policy Approaches to Women and Gender in Development.

TRAINER'S NOTES

Evolution of Policy Approaches to Women and Gender in Development

The struggles for equal rights for women and men can be traced in all societies and over a period of many years and even centuries. The issue of women's rights and women's position in society has also come to be a part of the post-World War II discourse of development.

The "Welfare" Approach

Until the early 1970s, development policies addressed the needs of poor women entirely in the context of their role as wives and mothers. Known now as the "welfare" approach, the focus was on mother and child health, childcare and nutrition. It was assumed that the benefits of macro-economic strategies oriented towards modernization and growth would trickle down to the poor, and that poor women would benefit as the economic position of their husbands improved.

Analytical Critique

In 1970, Esther Boserup, a Danish economist, systematically challenged these assumptions. In her book "Women's Role in Economic Development", she concluded that far from women benefiting as their husband's situation improved, women were increasingly losing status. Women were becoming associated with the backward and the traditional, whilst men (with the assistance of economic development projects, such as the introduction of cash crops and new agricultural technologies) were increasingly associated with the modern and the progressive.

The "Women In Development (WID)" Approach

In the context of a groundswell of research and campaigning on the situation of women and the rise of the women's movement in USA and Europe in particular, 1975 was declared the UN International Year for Women, and 1976–1985 the UN International Women's Decade. This attracted high level attention to women, led to the establishment of national women's organizations and ministries in many countries, and helped to institutionalize what became known as Women in Development (WID) policies in governments, donor agencies and NGOs.

Responding to the concern that women had been left out of the processes of economic development, the aim of WID was to integrate women into economic development. This resulted in newly established WID officers, units and ministries developing women's projects, which were still separate to mainstream development but focusing on women's *productive* role. Typically, this resulted in women's income generation projects.



TRAINER'S NOTES (CONT'D)

Analytical Critique

The “gender” approach originated in the early 1980s in academic criticism of WID. Gender analysts, drawing on Marxist analysis and feminist activism felt that WID was not in any way an appropriate solution to the problems faced by women. Not only was WID failing in its own terms (most women’s income generation projects failed to generate significant income), it left the mainstream of development untouched, commanded marginal budgets, treated women identically, and failed to look systematically at why and how women were disadvantaged.

Gender analysts examine *why* women in different cultures are systematically assigned inferior or secondary roles. They seek to recognize 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. Drawing on feminist activism, gender analysts explicitly see women as *agents of change* and stress the need for women to organize to bring about change. Through most of the 1980s, gender analysis was regarded by gender analysts themselves as demanding a degree of commitment to change in structures of power that was unlikely to be found in either national or international development agencies.

The Gender “Efficiency” and Gender “Empowerment” Approaches

Two contrasting approaches dominated from the late 1980s. Advocates working within mainstream development organizations drew on gender analysis to bring concerns with women and gender difference into the “mainstream” of development for the first time. Known now as the gender “efficiency” approach, their strategy was to argue, in the overall development context of structural adjustment policies, that gender analysis makes good economic sense. It was discussed that understanding men and women’s roles and responsibilities as part of the *planning of all* development interventions helps in targeting, improving project effectiveness and ensuring that women, as well as men, can play their part in national development.

Those working within community level women’s projects drew on what gender analysts (and the women’s movement) had to say about women as agents of change. In the overall context of a rise in participatory approaches to development, the gender “empowerment” approach meant working with women at the community level building organizational skills and self-esteem through participation in determining needs and managing change.

Analytical Critique

Evaluations highlighted both strengths and limitations in “efficiency” and “empowerment” approaches. The “efficiency” approach succeeded to a degree in bringing the concern with women and gender into the mainstream of development, but at the expense of focusing on what women could do for development, rather than on what development could do for women. The empowerment approach opened up space for women to determine their own needs, but “empowerment” was too often misinterpreted as an end rather than a means.



TRAINER'S NOTES (CONT'D)

The “Mainstreaming Gender Equality” Approach

The term “gender mainstreaming” came into widespread use with the adoption of the Beijing Platform for Action (PfA) at the 1995 4th UN International Conference on Women. It represents an attempt by gender advocates to build on the successes of the past and address some of the challenges. It attempts to combine the strengths of the efficiency and empowerment approaches within the context of mainstream development. Mainstreaming gender equality is a commitment to ensure that women’s as well as men’s concerns and experiences are integral to the design, implementation, monitoring and evaluation of *all* legislation, policies and programs so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.⁴

Step 5 Go through Transparency 1.5 on Policy Approaches to Women and Gender in Development.

Step 6 EXERCISE (40 minutes)

Practical and Strategic Gender Needs⁵

OBJECTIVE: Help participants distinguish between practical and strategic needs of women and men (see Trainer’s Notes below).

PROCEDURE:

- a. Read through Transparency 1.6 on Practical and Strategic Gender Needs.
- b. Next, inform the participants that working in teams, they are going to develop lists of practical and strategic gender needs.
- c. A representative from each team will present their charts to the plenary.
- d. Ask participants for comments and questions after each presentation.
- e. Applaud the work of each team.

⁴ Abstracted from: Gender Manual: A Practical Guide for Development Policymakers and Practitioners.

⁵ Adapted from: Gender Training Tool Kit.



TRAINER'S NOTES

Practical and Strategic Gender Needs

The distinction between practical and strategic gender needs and an analysis of women's triple role are part of gender analysis and planning. Women's and men's practical needs are related to their condition and their workloads and immediate needs.

Women's and men's strategic needs arise from the analysis of women's subordination to men and are related to the changing of relations between women and men. These may include equal access to decision-making power, land ownership, shared responsibility for domestic tasks, access to income etc.

While these two categories of needs are useful analytical tools, in practice, they often overlap. For example, poor women's and men's felt and immediate needs for basic numeracy and literacy skills in order to operate in the local market may bring the longer term strategic advantage of enabling them to participate more effectively in community organizations.

For the exercise, participants should come up with needs such as those outlined below. Do not give them too many examples, the exercise is only useful if they can identify these themselves.

- PRACTICAL NEEDS include access to water, fuel, fodder, sanitation facilities, childcare facilities, transportation, credit etc.
- STRATEGIC NEEDS include sharing housework, women and men in non-traditional tasks, equal wages for work of equal value, equal rights to private property and common property resources, equal participation of poor women in decision-making etc.



DEFINITIONS OF SEX AND GENDER

Sex refers to the biological differences between women and men.

Gender refers to:

- ◆ The roles and responsibilities of women and men and the relationship between them.
- ◆ The way behaviors and identities are determined through the process of socialization.

These roles and expectations are:

- ◆ Usually unequal in terms of power and control over decision-making, assets and freedom of action.
- ◆ Culturally specific.
- ◆ Change over time.





CHARACTERISTICS OF GENDER

Relational ⇨ Socially constructed.

Hierarchical ⇨ Power relations.

Changes ⇨ Changes over time.

Context ⇨ Varies with ethnicity, class, culture etc.

Institutional ⇨ Systemic.





DEFINITION OF ROLES

Productive roles

- ◆ Work done by women and men for payment in cash or kind.

Reproductive roles

- ◆ Childbearing/rearing responsibilities and domestic tasks required to guarantee the maintenance and well-being of all family members.

Community management roles

- ◆ Activities taken at the community level for its development and political organization.
- ⇒ Usually voluntary, unpaid work.





POLICY APPROACHES TO WOMEN AND GENDER IN DEVELOPMENT⁶

	Women In Development (WID)	Gender And Development (GAD)
Approach	Women's lack of participation as the problem.	People-centered development.
Focus	Women.	Relations between women and men.
Problem	The exclusion of women from the development process.	Unequal relations (between women and men, rich and poor) that prevent equitable development and women's full participation.
Goal	More efficient, effective development.	Equitable sustainable development with men and women sharing decision-making and power.

⁶ From: UNDP (October 2001). Gender Analysis and Training.



POLICY APPROACHES... (CONT'D)

	Women In Development (WID)	Gender And Development (GAD)
Solution	Integrate women into existing structures.	Empower the disadvantaged men and women. Transform unequal relations and structures.
Strategies	“Women-only” projects. “Women’s Components”. Integrated projects. Increase women’s productivity. Increase women’s income. Increase women’s ability to manage the household.	Identify/address practical needs determined by women and men. Address strategic gender needs of women and men. Address strategic needs of poor women and men through people-centered development.





PRACTICAL AND STRATEGIC GENDER NEEDS

Practical Needs	Strategic Needs
<p>Pertain to day-to-day living conditions of women and men.</p>	<p>Pertain to the position of women in relation to men.</p>
<p>Do not question existing division of labor.</p>	<p>Seek to transform the existing division of labor.</p>
<p>Incremental (marginal increase in gain/benefits).</p>	
<p>Short-term.</p>	<p>Long-term.</p>
<p>Vary with economic conditions.</p>	<p>Common for most women.</p>





SESSION 3 INTEGRATED WATER RESOURCES MANAGEMENT

Session objectives:

- Introduce the concept of Integrated Water Resources Management (IWRM).
- Introduce participants to the complexity and inter-linkages of water uses, development and management.
- Enable a gender analysis within this complexity.

What you need:

- Transparency 1.7 to 1.10.
- Handout 1.2.
- GWP brochure on IWRM.
- Flip chart stand and paper, markers, masking tape and OHP.

Duration: 2 hours 30 minutes

Step-by-step process:

Step 1 EXERCISE (1 hour 30 minutes)

Gender and Freshwater Issues

OBJECTIVE: Get participants to identify the various factors related to freshwater that have led to the call for a sustainability approach to water use and management and in recent years culminated in what has come to be called Integrated Water Resources Management or IWRM.

Step 2 Begin by asking participants how they feel about the fact that everyone is talking and writing about water. Listen to participants' views. Discuss with them. Ask them to reflect on that as they exchange experiences with their colleagues. Then, building on what participants have expressed, the facilitator complements with actual/accurate information, bringing updated data, new developments concerning the topic and the different views of experts on: the problems with water, the lack of water, water stress, water conflicts, a water crisis, gender and water etc. The facilitator should provide information that confirms that there is no water crisis but a crisis of governance and management.

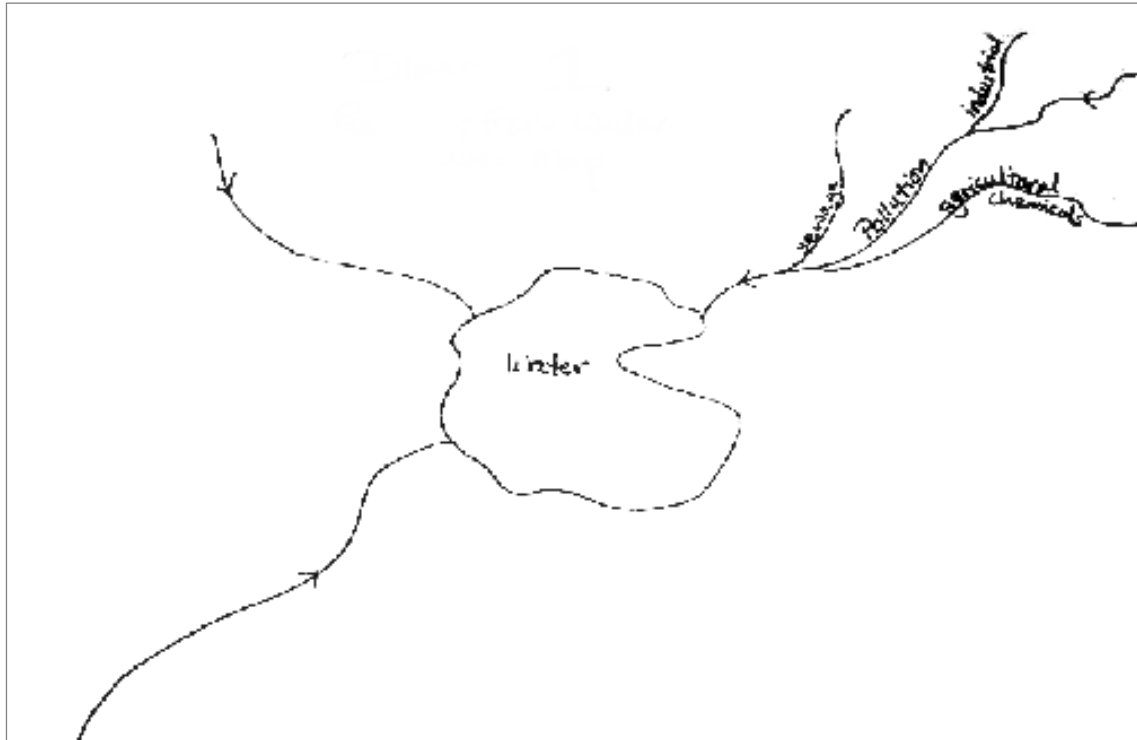
Step 3 Tell participants that they are going to make a map of gender and freshwater issues so that we can develop a sense of our collective understanding of the issues of water and gender. Before participants break into 3 teams, demonstrate the exercise.

PROCEDURE:

- a. On flip chart paper, make the following diagram.



SAMPLE DIAGRAM: ROUGH MAP OF GENDER AND FRESHWATER ISSUES



- b. With the water body in the middle, show a river coming into the water. Let's say one of the major issues around freshwater these days is pollution. This river will be called pollution. It will have tributaries that will define what kinds of pollution, i.e., industrial, agricultural chemicals, sewerage etc. Draw the river in one color and all the tributaries in another. This will help to see the issues more clearly.
- c. On a flip chart paper, write the word "pollution". From the information in the sample diagram above, list the gender implications of the issues identified in the "tributaries". You should get a list with comments such as: health problems for women and men, sick children from playing in the water, or children get diarrhea from contaminated water, more work for women when children are sick, women stay home and care for sick children and lose income, family loses income from repeated medical costs, men getting sick from working in chemical factory, chemicals in drinking water causing reproductive problems for women etc.
- d. Make sure they understand what is to be done. Repeat if necessary. Or give them another example, i.e., domestic use. Draw this river and its tributaries with the assistance of participants.
- e. Next, get them to identify the gender implications of "domestic water" and its tributaries. The objective here is to map the range of issues related to gender and freshwater so people get to see the need for an integrated approach to gender and water resources management.

Step 4 Organize the participants into 3 teams. Ask them to make a Gender and Freshwater Issues Map on a large sheet of paper (4 flip chart sheets taped together). Here they will map out all the issues that they see that implicate gender and water. They have 45 minutes for the exercise. One person from each team will present their map or they can divide the presentation between themselves.



TRAINER'S NOTES

You are encouraged to go through various websites (see Additional Resources) so that you may have a better understanding of the relevant issues before you run this session.

The team's gender and freshwater issues maps should roughly look like Transparency 1.7. These maps should be able to define the many challenges that are implicated in integrated water resources management. These include the following:

- POPULATION PRESSURES, e.g., too much withdrawal by humans etc.
- COMPETITION AMONGST SECTORS, e.g., agriculture, industry, domestic etc.
- UN-COORDINATED DEVELOPMENT AND MANAGEMENT, e.g., between different levels of government, service providers, utilities, water users etc.
- INEFFECTIVE AND INADEQUATE REGULATORY FRAMEWORK, e.g., laws, regulations, enforcement etc.
- POOR GOVERNANCE, e.g., legislation, development and management capacity, coordination, monitoring, evaluation, women and poor people excluded from management and decision-making etc.
- UNEQUAL ACCESS TO FRESHWATER, e.g., poor and women do not have equal access as more powerful members of society etc.
- UNEQUAL SPATIAL DISTRIBUTION, e.g., water rich and water poor areas, countries etc.
- TRANS-BOUNDARY ISSUES, e.g., sharing of water, river basins between countries etc.
- NON-SUSTAINABILITY OF ECOSYSTEMS, e.g., degradation and loss of water quantity and quality, loss of access by flora and fauna, desertification, contamination and loss of habitats and consequently species etc.
- LAND-USE CHANGES, e.g., increasing urbanization, loss of forests, increasing agriculture in marginal lands etc.
- GROWING CONFLICTS, e.g., between people, sectors, users, countries, regions etc.
- IMPACTS OF CLIMATE CHANGE, e.g., droughts, floods etc.

Ensure that the teams' presentations bring out these issues. If they do not, raise these issues for them.

Step 5 Team presentations to the plenary (10 minutes per team). Ensure they have covered the kinds of issues that are in Transparency 1.7 (Gender and Freshwater Issues Map) as well as information in the Trainer's Notes above.

Be sure to read also the Trainer's Notes by Jasveen Jairath on Gender Mainstreaming and the New Water Paradigm: A Fresher Look into the "Gender and Freshwater Issues Map" (see below).



TRAINER'S NOTES

Gender Mainstreaming and the New Water Paradigm: A Fresher Look Into the “Gender And Freshwater Issues Map”⁷

Two main ideas serve as a basis for the reflection on gender mainstreaming and integrated water resources management:

- A distinction should be made between the new water paradigm and the older, traditional, top-down, sectoral and fragmented water paradigm, responsible for problems which are being noticed today in water resources.
 - Looking into gender perspectives flowing towards the new water paradigm.
-

While discussing the Gender and Freshwater Issues Map, participants are encouraged to relate it to their own experiences or any known situation. Contextualizing the Freshwater Issues Map to a concrete situation will confirm the need to adopt the new water paradigm: a holistic, balanced, bottom-up and interdisciplinary approach to water resources development (WRD) for a sustainable environment. The contrast with the top-down, technocratic and segmented approach to water resources will clearly confirm its connection to the water disasters. Poor women from the global south experience these negative impacts with greater severity. It is clearer that gender perspectives are naturally accommodated in the new water paradigm, where a more ecological vision and social justice, water security, strategy of participatory decision and technology choice and a holistic perception for water planning emerge.

In this context, *integration* is an important constituent of the concept of integrated water resources management. Most usual interpretations limit themselves to sectoral integration only or to integration of different immediate physical sources of water (surface, ground, snow, rain etc). Integration by itself can imply/entail centralization that can be very oppressive for the poor populations (women and men). However, the “holism” that we refer to (through integration) is the understanding of WRD as a *political* process (that also reflects the gender imbalance) that emerges from the competitiveness of diverse social situations with equally diverse water demands/needs and natural availability. The competition generates contentious practices not only intra-society but also with the limited natural quantum of water. This leads to observed imbalances associated with creation and utilization of water resource facilities. Rectifying the situation therefore requires:

- Understanding WRD & M (it is important to highlight the difference between “D” and “M” as they are often coupled as “M” which lends itself to managerial interpretations of IWRM – thereby overlooking the significance of decisions regarding “D” – as a socio-technical process, where different WRD trajectories emerge as a result of decisions that reflect specific group interests. Whether poor women are able to partake in this is critical for gender mainstreaming. Therefore, WRD is not a neutral and technical issue as it is popularly perceived. As a matter of fact, it is the technical decisions that are manifestations of the relative power balance of the special interest groups.

⁷ Dr Jasveen Jairath, Project Director, SaciWATERS (South Asia Consortium for Interdisciplinary Water Resources Studies).



TRAINER'S NOTES (CONT'D)

- The above also implies that if specific choices are made on which particular trajectory of WRD to follow, then it excludes other options with correspondingly differential implications of water security for different groups. This means that the existing pattern of WRD developments is not unique and alternatives do exist and can be explored. Water problems are not inevitable and natural – but created/constructed and can therefore be deconstructed. Needed are suitable strategies and capacities creation of women to identify these and facilitate their execution.
- This brings to the fore the role of mechanisms of decision-making about WRD which later will have an M component – both together influence the Gender and Freshwater Issues Map. This means developing a realistic diagnosis of the Map.
- As of now, there are two typical tracks/approaches to decision-making. The first one is associated with the older paradigm that entails a top-down, male oriented/controlled, technocratic/engineering dominated, “blue print” and centrally planned approach, with bureaucratic inflexibility where water segments are treated in isolation of the impacts that they create. It is an approach to WRD that understands water as a technical issue that can be decided on by experts in a social context. Issues of equity and sustainability remain beyond the purview of this approach to WRD & M. The decision-makers in such a case are usually men and engineers. The second track – that is proposed in the new paradigm – entails the formation of multi-stakeholder platforms that reflect interests of diverse groups. Level playing field in these platforms needs to be ensured through capacity building of the weaker sections (poor women in a major constituent) for negotiating for their collective water interest. Capacities also need to be built of assessments of water demands with reference to availability (local and exogenous). The latter constitutes the starting point of departure for IWRM planning.
- Ecological externalities will be considered as a necessity as poor women are differentially and additionally affected negatively and have a stake in preventing their occurrence. Women require capacity building for assessment and articulation of eco-dangers and the ability to get heard and make impact.
- Building capacities is also required for negotiation among all the stakeholders such that balanced decision-making (best practice) is the logical outcome versus the unbalanced assertion of a particular interest group. Such a perception allows the multi-stakeholder platforms a central role in the evolution of socially equitable and ecologically sustainable WRD. In the capacity building process, needs for GM in bottom-up IWRM may include:
 - Understanding of WRD as a political process – sectional interest driven.
 - Understanding of WRD in context of sustainable development – which includes technical and social parameters in an interdisciplinary context.
 - Negotiating capacities as a part of GS – for leadership, articulation and assertion of their water interests and for networking into collectives.
 - Sensitization to the need for advocacy from global to local fora. This will contextualize the role of international commitments. Linkages of GWA to WWNs to local networks acquires significance in this context.



TRAINER'S NOTES (CONT'D)

Conclusion

It is important to capture the contrast between top-down and bottom-up strategies in the debate on IWRM. Also important is to have in mind that its definition is broader than a collection of its characteristics, and that gender mainstreaming and gender-sensitivity will not find a place in the purely administrative or managerial interpretations of IWRM. While no one can disagree with issues of enabling environment, institutions, productive, efficient water use etc., in many situations these issues are seen independently, in a horizontal plane. For example, it is known from developing country experiences that the best kind of legal/institutional reforms are rendered ineffective by the way systems of exclusive interest representation are structured. Therefore if we want to empower women through better control over their water resources, the first thing we owe to the women is to help them analyze the water “crises” as the net of a political process. Logical conclusion to redress the situation is to enable women to evolve strategies to effectively influence the decision-making framework both for D & M. This needs of course capacity for appreciation of technical aspects of WRD, but also of how gender-sensitive technical decisions can be brought about. Herein comes the need for capacity building towards advocacy for GM. While international commitments can be highlighted – there is a need to establish linkages from the global to the local as a part of getting women’s water voice heard strategically.

- Step 6 Following the team presentations, go through Transparency 1.8 on IWRM and 1.9 on IWRM Components.
- Step 7 Lecture on IWRM. See Trainer’s Notes below. (1 hour until end of session.)



TRAINER'S NOTES

While the planet and its many inhabitants including flora and fauna have been experiencing increasing water loss and contamination problems (as also illustrated by their gender and freshwater issues maps), there has also been increasing international acknowledgement to do something about the growing water mismanagement crisis.

A critical moment in the water- and human-environment nexus was the International Conference on Water and Environment and Development held in Dublin, Ireland in January 1992. This conference laid out the now well-established Dublin principles that are the origins of the IWRM approach.

Additionally, the Rio Earth Summit, or the UN Conference on Environment and Development of June 1992, was critical in calling for a paradigm shift in water resources management. Chapter 18 (on Freshwater) of Agenda 21 is a seminal document. Chapter 24 on women makes an explicit link between poor women's heavy workloads and their access to safe and affordable water and the importance of adequate sanitation facilities.

Both the 1994 International Conference on Population and Development held in Cairo and the 1995 Fourth World Conference on Women held in Beijing make explicit references to the intimate links between gender equality and the sustainable development and management of water for economic and social development. The call for gender mainstreaming in all sectors and levels of society is from the Beijing Plan of Action.⁸

In the year 2000, 189 governments adopted 8 Millennium Development Goals (MDGs) with numerical and time-bound targets as their commitment to poverty eradication. The goals and targets cover the period 1990-2015. Some of the targets are: to halve the proportion of the people whose income is less than one dollar a day; to halve the proportion of people who suffer from hunger; to reduce by two-thirds the under-five mortality rate; to reduce by three-quarters the maternal mortality ratio; to halve the proportion of people without sustainable access to safe drinking water (this target includes indicators such as access to an improved water source and access to improved sanitation); and to achieve significant improvement in the lives of at least 100 million slum dwellers.⁹

The World Summit on Sustainable Development (WSSD) held in 2002 reaffirmed the MDG target on sustainable access to safe drinking water and also called for halving the proportion of people who do not have access to basic sanitation.

The resolutions, principles, consensus documents and plans of actions of these numerous international conferences commit governments, bilateral agencies, service providers, the private sector and civil society to realize these calls to action. They also underline the urgency for a holistic and sustainable approach to address current problems including those in terms of water and sanitation, poverty eradication, and gender equality. This is the broad backdrop to the need for gender mainstreaming in integrated water resources management.

⁸ For an extended outline of international conferences and the nexus of gender, water and poverty, see "Untapped Connections: Gender, Water and Poverty" by WEDO.

⁹ For the complete list of MDGs, targets and indicators, see <http://www.un.org/millenniumgoals>.



TRAINER'S NOTES (CONT'D)

The challenges of the IWRM approach are listed in the previous Trainer's Notes. Mention these as part of this lecture.

Key points that should inform the IWRM approach include:

- Water should be treated as an economic, social and environmental good.
- Water policies should focus on the management of water and not just on the provision of water.
- There should be an explicit recognition that women play a central role in the provision, management and safeguarding of water.
- Governments should facilitate and enable the sustainable development of water resources, including a regulatory framework.
- Water resources should be managed at the lowest appropriate level.¹⁰

An approach on how to do this is presented in Step 9 below.

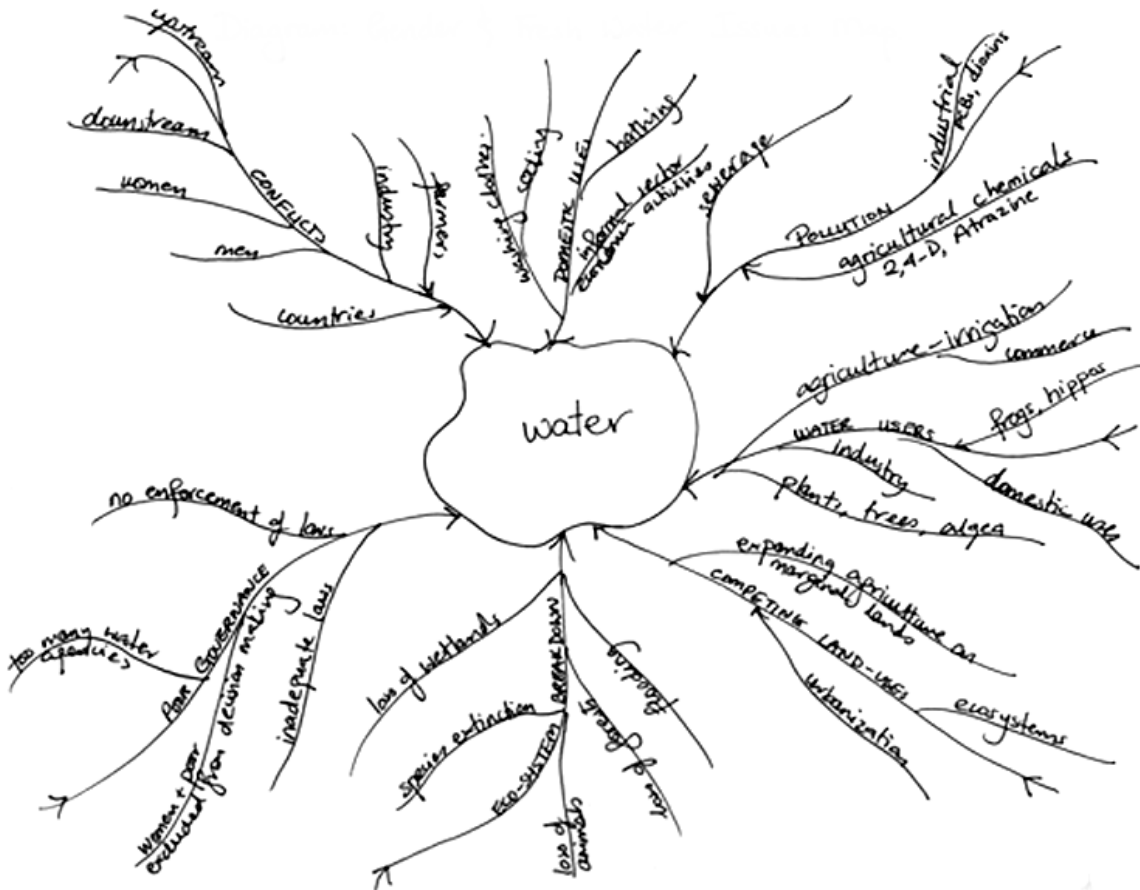
- Step 8 Download and reproduce the Global Water Partnership (GWP) brochure "IWRM at a glance"¹¹ and distribute to all participants. Walk them through the brochure.
- Step 9 Go through Transparency 1.10 The IWRM Triangle (also in the brochure mentioned above) and explain that this has been presented as one approach identifying the components needed for an integrated approach to water resources development and management. This approach is being tested and as of now, there is no clear indication as to its effectiveness. The success of IWRM as an effective approach depends on political will and a meaningful engagement of all stakeholders.
- Step 10 Give out Handout 1.2 on the Principles of IWRM and their Gender Implications. Ask participants to read one principle each. Field questions or comments on the Handout. (15 minutes.)

¹⁰ Adapted from: Mainstreaming Gender in Water Management. p.7.

¹¹ <http://www.gwpforum.org/servlet/PSP?iNodeID=215&itemId=202>.



GENDER AND FRESHWATER ISSUES MAP





INTEGRATED WATER RESOURCES MANAGEMENT (IWRM)

- ◆ A multi- and cross-sectoral approach.
- ◆ Promotes coordinated development and management of water, land and related resources.
- ◆ Aims to optimize the resultant economic and social benefits in an equitable manner and without compromising the sustainability of vital ecosystems.
- ◆ Requires broad-based participation.
- ◆ Implies recognizing that women and men of all strata have different requirements and unequal opportunities.





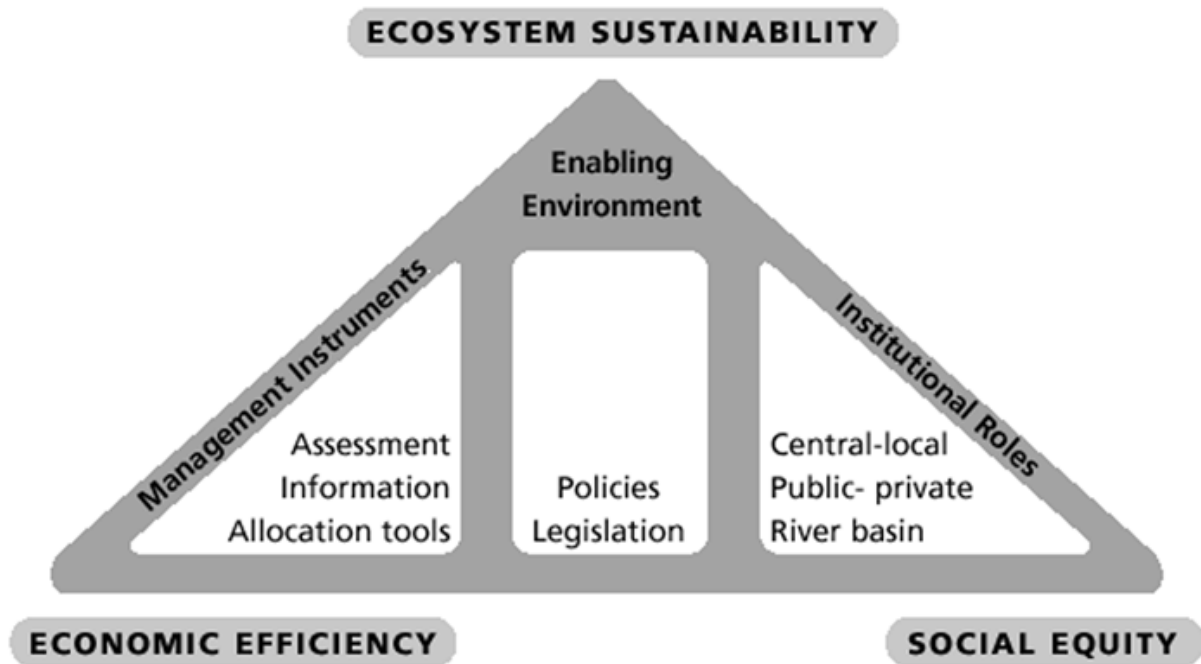
IWRM COMPONENTS

- ◆ Sustainable development.
- ◆ Access to water: a basic right of all people.
- ◆ Demand-driven and demand management.
- ◆ Gender mainstreaming.
- ◆ Access to information.
- ◆ Subsidiarity.
- ◆ Effective, participatory, transparent and accountable governance.
- ◆ Inclusive of all stakeholders, especially women, indigenous and poor communities.
- ◆ Environmentally accountable.
- ◆ Water should be treated as an economic, social and environmental good.





THE IWRM TRIANGLE





PRINCIPLES OF IWRM AND THEIR GENDER IMPLICATIONS¹²

PRINCIPLE	RATIONALE	GENDER ASPECTS
Demand-responsive projects; demand management	Governments that provide free services cannot maintain them. Users are better off with a service that satisfies them and is affordable and does not deplete water resources. Demands on amounts of freshwater, for water supply, sanitation, agriculture, livestock, industries etc. are manageable by price and charging policies, rationing water, reducing unaccounted for water, and public education.	Women and men have different demands for water and water-related services. A gender and class specific analysis of demands is required. Increased pricing should not reduce water consumption for cooking and hygiene. Tools of pricing and rationing miss their purpose when not compensated for by reliable and predictable services in recognition that women manage time as much as men. Campaigns to reduce water wastage need to target women and men, as either group wastes water. More attention to pollution control benefits water resources and women, who collect domestic water, deal with health and suffer from poor sanitation.
Water being an economic good	Freshwater is limited. Its transfer costs money. Its use for disposing waste causes damage, which also costs money. Those using freshwater should therefore pay. Having to pay will limit use and pollution.	In valuing freshwater, domestic and productive use of water by women are overlooked/underrated. Their rights to water and land have social and economic benefits. Water development may affect negatively the livelihood of poor women and men. Within households, men, women or both may pay charges. Charges paid by women often press harder on them as their incomes are smaller.
Holistic approach to water management	Holistic management is needed because development and management actions taken in one water resources sector have an impact on water availability, quantity and quality in other water resources sectors.	Impacts do not stop at the household level, but affect members of households differently, according to their sex, age and position. Different types of users can also contribute differently to overall water management.

¹² Source: Gender In Water Resources Management, Water Supply And Sanitation: Roles And Realities Revisited.



PRINCIPLES OF IWRM AND THEIR GENDER IMPLICATIONS

PRINCIPLE	RATIONALE	GENDER ASPECTS
Government roles shift from provider to enabler	Governments should not take upon themselves the full implementation of services. This is done more efficiently and effectively by those who have a direct stake (use and profit) in providing the service. Government's roles remain essential in providing the environment, monitoring achievements and controlling and preventing abuse. As enablers, governments' responsibility for capacity building becomes more important.	In enabling and monitoring governments have a particular responsibility to protect the interests of the groups that the profit-seeking sectors will not consider, such as low-income households, domestic water users and those who use water sources and water catchment areas for the first necessities of life. Women are heavily represented in these categories. Capacity building should benefit women and men equally and prepare women to represent economic and social interests overlooked in water resources development/management.
Stakeholders participation; civic partnership	A greater participation of social and economic stakeholders leads to better water management. Management should represent all interests to ensure that in given conditions and considering future impacts the best choices are made. It should be at the lowest appropriate level to ensure that decisions are supported by those who implement them.	Women's traditional roles in water resources management are underexposed and underrated. In new management systems, women are underrepresented at the levels where decisions are made that affect also their lives and livelihood. Greater participation of women in management should not lead to more work and responsibilities for women and exempt or bypass men, but equitably distribute benefits and burdens between the sexes.



SESSION 4 GENDER MAINSTREAMING IN IWRM

Session objectives:

- Analyze a case-study from the perspective of gender mainstreaming in IWRM.
- Illustrate the connection between women, gender, water, health, governance etc.

What you need:

- Transparency 1.11.
- Copies of Case-Study 1.1.
- Balloon diagram on flip chart paper.
- Flip chart stands and paper, 4"x 8" color cards, markers and masking tape.

Duration: 2 hours.

Step-by-step process:

Step 1 This is an exercise on developing an understanding of gender mainstreaming.

Step 2 EXERCISE (30 minutes)

Card Brainstorming

PROCEDURE:

- On a flip chart paper, write the following sentence: "What is Gender Mainstreaming?"
- Give everyone 1 card. Ask them to write one word or a short phrase that describes their understanding of gender mainstreaming. *Request them to write in large letters.*
- As they finish, post the cards on the wall.
- Get the participants to help you organize the cards.
- You should come up with a fairly good description of what gender mainstreaming means/involves. Come to some consensus on this with the group. You do not need to make a full and detailed definition.
- Next, show them Transparency 1.11 (Definition of Gender Mainstreaming).
- Ask for any comments or questions from the participants.

Step 3 Working in 3 teams, the participants will read the case-study and develop a balloon diagram of the case-study. They will do this by identifying the key areas for consideration for gender mainstreaming as well as an IWRM approach.

Remind them that they can use the information from the previous session as well as their gender and freshwater issues maps to assist them with this exercise.

Step 4 Explain the exercise before breaking into teams.



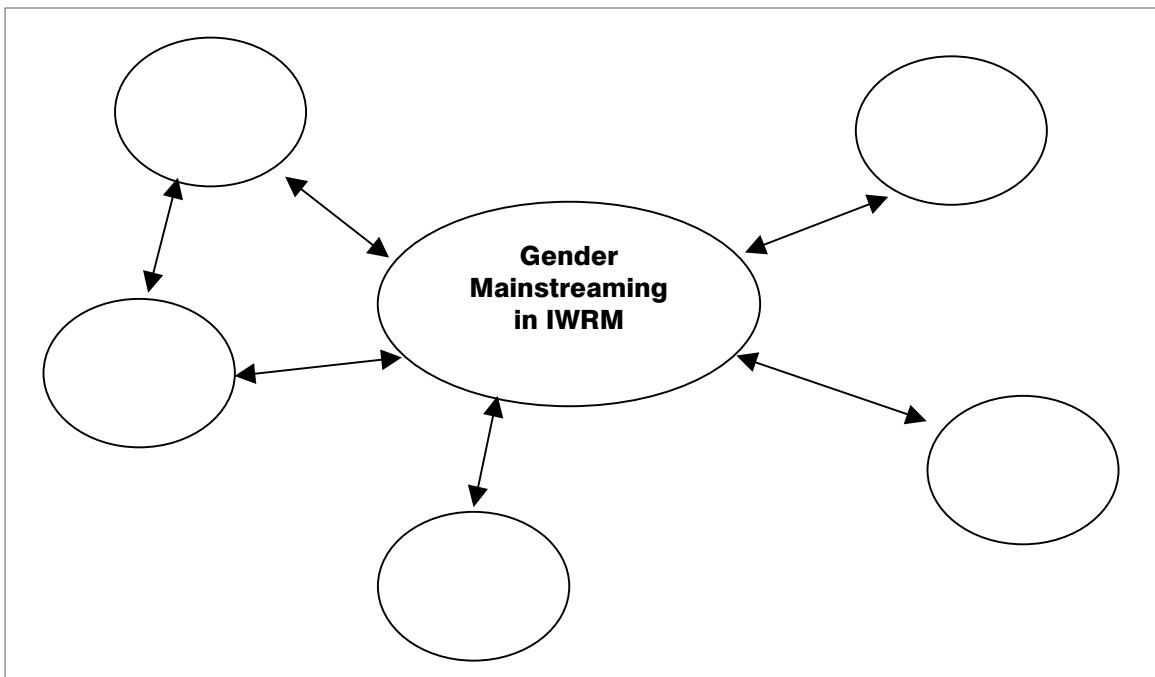
MODULE ONE. GENDER AND INTEGRATED WATER RESOURCES MANAGEMENT

Step 5 Use an example to briefly illustrate what a balloon diagram is. Ask them to put the words “gender mainstreaming in IWRM” in the middle of the diagram and then show various linkages based on the data in the case-study.

For example, one balloon could be a multi- and cross-sectoral stakeholder group for watershed management. Using the data in the case-study, fill out who should be its members. For example, the government-mandated tripartite committee should include all levels of government, the service providers, the chemical plant, the poor residents and especially the poor black women, the people who use the protected areas and those who manage it, the health department, youth etc.

They have 45 minutes for the exercise.

SAMPLE BALLOON DIAGRAM



Step 6 Have the teams present to the plenary (10 minutes each). Comment on their presentations and ask the group for their reflections.

Step 7 Get the group to identify what are the common issues to the presentations. List these. Ask them if what they have presented constitutes a more comprehensive and holistic approach to water development and management. An IWRM approach? Why? What is different from the currently existing approach to water management and provision? (15 minutes.)

Thank them for their contributions and applaud the work of each team.

Step 8 Reflection Questions.

- 1) What did you learn?
- 2) What was new?
- 3) Do you feel that you have an understanding of gender mainstreaming and IWRM?
- 4) Can you see its application in your work?



DEFINITION OF GENDER MAINSTREAMING

Gender Mainstreaming

- ◆ The process of assessing the implications for women and men of any planned action, including legislation, policies and programs in all areas and at all levels.
- ◆ A strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated.
- ◆ The ultimate goal is to achieve gender equality **by transforming the mainstream.**¹³



¹³ ECOSOC 1997.



ISSUES AND LINKAGES: GENDER MAINSTREAMING IN IWRM

Santo Andre, São Paulo Metropolitan Area, Brazil¹⁴

Introduction

With a population of 665,000, Santo André is one of 39 municipalities in the São Paulo Metropolitan Area (SPMA). It is located on the fringe of the SPMA. It covers 177 sq. km. of which 66.4 sq. km. are urbanized. Sixty percent of the municipality is located in reserve areas intended to preserve watersheds, green areas and natural parks. Santo André has inherited the legacy of rapid and poorly managed urban growth characterized by limited land-use planning and enforcement, environmental degradation, and growing informal settlements.

The São Paulo Metropolitan Area (SPMA)

São Paulo Metropolitan Area (SPMA) comprises 39 municipalities, and a population approaching 20 million. The total area is 8,051 km, of which 1,771 km. is urbanized. Population growth rate is 1.2% per year for the whole region, but 3.3% for the periphery. The formal urban area – formal city – within the region is well serviced with basic infrastructure: of all households, 92% have piped water, 95% have electricity, 90% have garbage collection and 90% have sewage collection systems. Only 30% of the region's sewage is treated. Environmental problems arising from urban growth include water, air and noise pollution, flooding, congestion, and health problems. Thirty percent of the SPMA population lives in irregular (illegal or informal) housing, with almost no infrastructure and especially no sewage services.

The Government

Elections in the 1990s in Santo André brought in a government with a strong commitment to popular participation. Since then, successive governments have been from the same political party enabling a consistency of policy development and implementation. The decentralized nature of the state's urban management policies allows the municipality greater control over the management of their ecologically sensitive areas.

In recognition of the size and population of the SPMA, different levels of government have stressed sustainable and environmental management. Legislation requires that every river basin establish a tripartite committee, which involves government, civil society and the private sector. The committee is responsible for formulating plans aimed at restoring and protecting the watersheds. The scope of these plans is to include socio-economic development.

SEMASA – Serviço Municipal de Saneamento Ambiental de Santo André

This is the municipal corporation with the responsibility for water supply, sewage, drainage services and environmental quality. They are attempting to shift to a more community-based approach that includes environmental education and promotion of stewardship. For many residents, the link between ecological degradation and disease or natural disasters is not clearly understood. Much illegal dumping occurs, not only by residents but also by industrial companies and much of this finds its way into the water.

The Billings Dam, the reservoir that supplies Santo Andre and other municipalities in the SPMA is located in this vicinity (it is not the only supplier, but it is in increasing demand). It is also the recipient of sewerage from informal settlements, floodwaters and industrial effluent.

¹⁴ Interviewing Ms. Erika de Castro, the project coordinator of a community-based watershed management project for the Centre for Human Settlements at the University of British Columbia, Vancouver, Canada and the Municipality of Santo Andre, Brazil developed this case-study. Additional resources used for the case-study are included in the list of references.



The People of the Favelas

About 10% of the population of Santo Andre lives in *favelas* – poor informal or illegal neighborhoods. This amounts to approximately 67,000 people in 123 settlements. The majority of the *favelas* are located in the Alto-Tietê River Basin that, as part of the watershed protection area is governed by strict land use policies. Thus, many of the settlements are technically illegal as well as potentially hazardous as people are also living under power lines, next to a solid waste dump and on land subject to flooding. Fifteen to twenty-five new families a month are moving into the favelas.

The population is primarily Afro-Brazilian with many female-headed single parent households. Much of the population is illiterate. There is a high ratio of children in the neighborhoods and educational attendance is compulsory.

Economic Issues

This part of the SPMA grew rapidly from the 1950s onwards when Brazil adopted an import substitution policy and the motor vehicle industry was established in the region. However, many residents of Santo Andre are economically marginalized. The vast majority of women (70-80%) do not participate in the formal economy. Little is known about informal sector involvement for either men or women. Almost 1000 people are employed at a major chemical plant within municipal boundaries and in the designated protected area.

Health and Social issues

AIDS and teenage pregnancy are serious concerns in the neighborhoods. These are primarily addressed through school programs for both boys and girls and in neighborhood workshops. Domestic violence is another significant problem and neighborhood women's organizations try to deal with this through outreach programs focusing on educating women about their rights and improving self-esteem. Unemployment and underemployment is rampant in the region, heavily affected by the loss of manufacturing plants. Water quality related diseases such as diarrhea are also a problem.

Service Issues

There is a serious lack of basic services in the favelas. All of them lack sanitation and paved roads, other infrastructure services are precarious, and education facilities, public transportation and health services are inconsistent and irregular, depending on adjacent neighborhoods. This makes the socio-economic problems noted above even more difficult for residents, particularly the women. These issues are an important part of the context of the Community Based Watershed Management Project. If the project is to have the support and active participation of the women in the community, it must be seen to offer them some benefits. The link between watershed quality and disease or soil erosion is not clearly understood and watershed linked problems are only some of the struggles women grapple with in their day-to-day lives.

INSTRUCTIONS FOR THE TEAM:

Using the information in the case-study, develop a balloon diagram showing the issues and links between IWRM and gender mainstreaming. You have 45 minutes for this exercise.



SESSION 5 CONCLUSION AND EVALUATION

Session objectives:

- Conclude Module One with an evaluation and appreciation of all participants and organizers.
- Reflect on achievements and obstacles of the day and consider the next steps.

What you need:

- Copies of Module Evaluation Forms (see Annex 1) in case you will do a written evaluation.
- Participants' expectations from Session 1.

Duration: 30 minutes.

Step-by-step process:

- Step 1 Inform the group that we have come to the conclusion of Module One and we would like to end it with an evaluation.
- Step 2 Put up the flip charts with the “list of expectations” from Session 1. Discuss and evaluate with the group. Were the expectations met? Which were and which not? Go through the list with the group and get them to reflect on the day and how it matched with their expectation. Take comments and criticism with grace.
- If possible, discuss how unmet expectations can be met. If that is not appropriate at this point, “park” issues on a flip chart sheet and call it the “Issues Parking Lot”. This is a place to keep track of issues that cannot be dealt with right away, but are important for facilitators to address at some point in the TOT.
- Step 3 You can either do a written and/or a verbal evaluation with the group.
- Step 4 Ask participants if they have any ideas on next steps and/or follow-up actions.
- Step 5 If it is culturally or politically relevant invite the appropriate guest to say a few words to close the workshop.
- Step 6 Acknowledge and thank participants and other contributors and organizers. Thank them for their great energy, valuable contributions and wish them the best in their next steps. Ensure that you say proper good byes and pack-up later.



GLOSSARY

DISCRIMINATION refers to an unfavorable action, behavior, outcome or treatment of a person or groups of persons. Discriminatory acts can be the result of racism, sexism, anti-poor bias etc.

GENDER refers to the roles and responsibilities of women and men and the relationship between them. It refers to the way behaviors and identities are determined through the process of socialization. These roles are usually unequal in terms of power and control over decision-making, assets and freedom of action. These roles and expectations are culturally specific and they can and do change over time.

GENDER ANALYSIS refers to a systematic way of looking at the different impacts of development on women and men. Gender analysis requires separating data by sex, and understanding how labor is divided and valued. Gender analysis must be done at all stages of the development process; one must always ask how a particular activity, decision or plan will affect men differently from women. (Parker, Rani A. Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers. UNIFEM, New York, USA, 1993.)

GENDER EQUALITY means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development and to benefit from the results. Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play. (Gender-Based Analysis: A Guide For Policymaking. Status of Women, Canada, 1996.) Gender equality is essential to poverty eradication.

GENDER EQUITY is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality. (Gender-Based Analysis: A Guide For Policymaking. Status of Women, Canada, 1996, emphasis added.)

GENDER MAINSTREAMING is the process of assessing the implications for women and men of any planned action, including legislation, policies and programs in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality by *transforming the mainstream*. (ECOSOC, 1997, emphasis added.)

GENDER PERSPECTIVE. At the institutional level, a *gender perspective* means generating strategies for changing the unequal relations of men and women to resources, decision-making and rights. It is not sufficient to have just a single "gender person" focusing on these issues. Gender is often side-streamed rather than mainstreamed due to lack of understanding and the will to change. (The Gender Approach to Water Management: Lessons Learnt Around the Globe. GWA, January 2003.)

HOMOPHOBIA means to have an irrational fear and/or hatred of lesbians and gays. It also includes fear of being perceived as lesbian or gay, fear of one's own physical or sexual attraction to people of the same sex, as well as fear of *being* lesbian or gay.

INTEGRATED WATER RESOURCES MANAGEMENT or IWRM is a process which promotes the coordinated development and management of water, land, and related resources in order to maximize the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems. (Global Water Partnership/Technical Advisory Committee.)

LESBOPHOBIA. The expression of dislike, hate or fear based on heterosexism is known as homophobia. When directed at women it is referred to as lesbophobia.



PREJUDICE refers to a negative or hostile attitude toward another social group, usually racially defined but can also include attitudes to women or people from different ethnic and tribal groups as well as poor women and men. Prejudice is a thought or attitude; discrimination is the expression of that thought or attitude.

RACISM is essentially a conscious or unconscious belief in the inherent superiority of one race over another\others and thereby the right by that race to use power to dominate. The most widespread form of racism consists in the internalized belief in the superiority of the white race over all others. The result is that culture, norms, theories and practices of the white racial group(s) come to be seen and to be treated as normative for all. In addition, whites come to be seen as entitled to preferential treatment.

SEXISM refers to a set of attitudes and behaviors towards people that judge or belittle them on the basis of their gender or that perpetuate stereotypical assumptions about gender roles. The term is most often used to refer to men's attitudes towards women, although in recent years there has been increasing discussion of sexism by women towards men.

SEXUAL ORIENTATION is an enduring emotional, romantic, sexual or affectional attraction to another person. It is easily distinguished from other components of sexuality including biological sex, gender identity (the psychological sense of being male or female) and the social gender role (adherence to cultural norms for feminine and masculine behavior). Sexual orientation exists along a continuum that ranges from exclusive homosexuality to exclusive heterosexuality and includes various forms of bisexuality. Bisexual persons can experience sexual, emotional and affectional attraction to both their own sex and the opposite sex. Persons with a homosexual orientation are sometimes referred to as gay (both men and women) or as lesbian (women only). Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors

STEREOTYPE. A stereotype is a positive or negative set of beliefs held by an individual about the characteristics of a group of people. It varies in its accuracy, the extent to which it captures the degree to which the stereotyped group members possess these traits, and the extent to which others share the set of beliefs. Stereotypes include or are formed by the suspicions or expectancies we have about others, and these in turn shape and influence our behavior toward a person/s.

SUSTAINABLE DEVELOPMENT. The term was popularized by the World Commission on Environment and Development (the Bruntland Commission) in 1987. The Commission defines sustainable development as "...development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Sustainable Development is a social justice and gender-sensitive rights-based approach to development that is informed by the need to integrate and balance the competing economic, political, social, cultural and environmental needs of the present generation without compromising environmental integrity and the ability of future generations to meet their needs. (Prabha Khosla.)

A sustainable development program is 'a development project/program which is able to deliver an appropriate level of benefits for an extended time period after major financial, managerial, social and technical assistance from external donors is terminated (OECD/DAC)'. Water resource services that are developed as part of sustainable development are thus not dependent on ongoing service delivery and use. Rather, the services should be developed and established in such a way that they meet demands of the users while addressing the five components of sustainability: *technical sustainability*: user involvement in the choice of appropriate and affordable technology; *social sustainability*: user recognition of the benefits of water resource, provisions through stakeholder participation and gender sensitive approaches; *financial sustainability*: user management of financial resources (e.g. cost recovery, maintenance systems etc.); *environmental sustainability*: user resource management; and *institutional sustainability*: user involvement as stakeholders in devolved power, capacity building and local autonomy. (Gender and Water Alliance, 2000.)



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ADDITIONAL RESOURCES

_____ (November 2002) Policy Development Manual for GWA Members and Partners.

Cap-Net IWRM page: http://www.cap-net.org/showhtml.php?filename=iwrm_definition.

Food and Agriculture Organization (FAO), Land and Water Division, <http://www.fao.org>. Its goal is to raise levels of nutrition and standards of living, to improve agricultural productivity and to better the conditions of rural populations.

Gender and Water Alliance (GWA). Sidestream or Mainstream? Making all water uses the business of women and men. Download from: <http://www.genderandwateralliance.org/english/advocacy.asp>.

Global Water Partnership, IWRM ToolBox:
<http://www.gwp.ihe.nl/wwwroot/GwpORG/handler.cfm?event=home&targetFrame=top&>.

INSTRAW – The United Nations International Research and Training Institute for the Advancement of Women. <http://www.un-instraw.org/en/>. The site operates in English, Spanish and French.

Poverty, Gender and Water. International Water Management Institute (IWMI).
<http://www.iwmi.cgiar.org/respages/PGW/index.htm>. The IWMI web page is accessible in English, French and Spanish.

Ramsar Toolkit: Handbooks for the Wise Use of Wetlands. http://www.ramsar.org/wurc_handbook_index.htm. A set of nine handbooks containing guidelines, supporting background documents, photographs, case-studies and references.

Towards a Gender and Water Index by Barbara van Koppen, International Water Management Institute.
<http://www.genderandwateralliance.org/english/econferences.asp>. This paper expands on the gender dimensions of the Water Poverty Index. It explores a methodology for the development of a specific Gender and Water Index for integrated water resources management.

UNESCO and the World Water Assessment Programme. <http://www.unesco.org/water/wwap/>. A joint initiative of 26 UN agencies working together. The 1st World Water Development Report 2003 is available from this site.

United Nations Environment Programme (UNEP) Freshwater Portal. <http://freshwater.unep.net>. An online gateway to information about freshwater. It is an extensive catalogue of information resources ranging from documents, to databases, maps and graphics, covering the most critical freshwater issues of the day: water scarcity, irrigated agriculture, water and sanitation, water quality, groundwater, trans-boundary water management, water and ecosystems, floods and droughts and urban water.

What about Women? Why We Need a Gender Perspective in Development Policy (Report 20). April 1995, 4 pages. A good overview pamphlet on the status of women. Includes useful facts and figures. Available online. http://www.ids.ac.uk/bridge/reports_gend_con_meth.htm.