

**Advocacy Manual for  
Gender and Water Ambassadors**

**Rose Atemo Lidonde, Dick de Jong, Nafisa Barot,  
Begum Shamsun Nahar, Niala Maharaj and Helen Derbyshire**

**December 2002**



GWA Secretariat,  
c/o IRC International Water  
and Sanitation Centre  
P.O. Box 2869  
2601 CW Delft  
The Netherlands

© Gender and Water Alliance, 2003

Any part of this publication, including the illustrations (except items taken from other publications where the authors do not hold copyright) may be copied, reproduced or adapted to meet local needs, without permission from the author/s or publisher, provided the parts reproduced are distributed free, or at cost and not for commercial ends, and the source is fully acknowledged.

A reference copy of this publication is also available online at:  
<http://www.genderandwateralliance.org>

Principal authors: Lidonde R. A., De Jong D., Barot N., Nahar B. S., and Maharaj N.  
Editors: Lidonde R. A. and Derbyshire H. (2003)  
*Advocacy manual for Gender and Water Ambassadors*  
Gender and Water Alliance

ISBN Paperback 1 84380 019 5

Published for the Gender and Water Alliance by WEDC.

English version distributed by WEDC,  
Loughborough University,  
Leicestershire,  
LE11 3TU, UK.

Telephone: +44 (0) 1509 222885  
Fax: +44 (0) 1509 211079  
Email: [WEDC@lboro.ac.uk](mailto:WEDC@lboro.ac.uk)

Printed by Media Services, Loughborough University

## **Note on Authors**

A number of GWA members participated in producing this Manual. Original material was written by Nafisa Barot from UTTHAN, India; Dick de Jong from IRC, The Netherlands; Rose Atemo Lidonde from WEDC, UK; Niala Maharaj, Consultant, The Netherlands; and Begum Shamsun Nahar, from SDP in Bangladesh. Rose Lidonde - with the assistance of Helen Derbyshire, UK-based Gender Consultant - took responsibility for compilation and editing.

# Contents

<b>Part 1: What is gender mainstreaming and why is it important in the water sector?</b>	<b>7</b>
<i>What does gender mean?</i> .....	7
<i>Gender and Integrated Water Resource Management</i> .....	7
<i>Why is attention to gender issues important in water resources management?</i> .....	8
<i>Gender mainstreaming as a strategy</i> .....	9
<i>Gender advocacy</i> .....	12
<b>Part 2: Advocacy guidelines and tools</b>	<b>14</b>
(i) <i>Lobbying and Advocacy</i> .....	14
<i>Definition of terms</i> .....	14
<i>Advocacy and lobbying strategies</i> .....	14
(ii) <i>Making speeches</i> .....	17
<i>Key steps in speech making</i> .....	17
(iii) <i>Getting your message across at conferences</i> .....	19
<b>Part 3: Training Methods (Tools and Techniques)</b>	<b>21</b>
<i>What is the objective of the training?</i> .....	21
<i>What is the expected outcome of the training?</i> .....	21
<i>How is the training module organised?</i> .....	21
<i>Exercise 1 Introductions and expectations</i> .....	23
<i>Exercise 2 Workshop objectives</i> .....	24
<i>Exercise 3 Adult learning</i> .....	25
<i>Exercise 4 Clarifying key concepts</i> .....	27
<i>Exercise 5 Understanding communication styles</i> .....	29
<i>Exercise 6 Lobbying and advocacy</i> .....	30
<i>Exercise 7 Speech making</i> .....	33
<i>Exercise 8 Conference preparation</i> .....	34
<i>Exercise 9 Action planning for Advocacy trainers</i> .....	35
<i>Exercise 10 Workshop evaluation</i> .....	36
<b>Part 4: Case studies</b>	<b>37</b>
1. <i>Women demand paid work in water conservation, Rajasthan, India</i> .....	40
2. <i>Separate women's meetings: a key to participation in water conservation, Java, Indonesia</i> .....	41
3. <i>From purdah to participation, Pakistan</i> .....	42
4. <i>Women's participation transforms water management, Nkouondja, Cameroon</i> ....	44
5. <i>Developing managerial skills, Yanthooko, Kenya</i> .....	46
6. <i>Women lead in peri-urban community organisations, Honduras</i> .....	47
7. <i>Community water service run by women makes a profit, Hitosa, Ethiopia</i> .....	48
8. <i>The problems faced by female-headed households, Kerala, India</i> .....	49
9. <i>Sex/class conflict in community water management, Kerela, India</i> .....	49
10. <i>Community improvement via women's leadership, La Serena, Colombia</i> .....	50
11. <i>Women do it all – from funding to construction, Chiquito, Guatemala</i> .....	51

## Foreword

### Who is the Manual for?

This Advocacy Manual has been developed to assist members of the Gender and Water Alliance who are involved in advocating for greater attention to gender issues within the water sector. The Manual is principally aimed at GWA members designated as “Gender Ambassadors”, whose role is to influence debates in international and national water conferences and similar events, as well as in relation to national water policy development, implementation and monitoring. However, the Manual also provides useful information and guidance for staff from any government, civil society organisation or private sector organisation striving to recognise and address gender issues in their work and that of other organisations. The Manual aims to:

- Provide concise information on various aspects of water management from a gender perspective.
- Develop understanding of the key processes involved in “mainstreaming gender” in the water sector.
- Provide practical information on advocacy, including the skills and techniques used in lobbying, preparing and presenting speeches, and promoting attention to gender issues at conferences or similar forums.
- Provide examples of training exercises which can be used to develop and practice advocacy-related skills.
- Provide case study examples of the practical benefits of mainstreaming gender in community level water initiatives, which can be used for advocacy and training purposes.

### How to use the Manual

The Manual is divided into 4 main sections.

#### **Part 1: What is gender mainstreaming and why is it important in the water sector?**

This section contains introductory information on:

- What does gender mean?
- Gender and water.
- Why is attention to gender issues important in water resources management?
- Gender mainstreaming as a strategy.
- Gender Advocacy, including information on GWA and Gender Ambassadors.

Refer to this section if:

- You are looking for concise introductory information on gender and water – to brief yourself and others, to include in speeches and advocacy strategies, or to use in training.

### **Part 2: Advocacy guidelines and tools**

This section contains practical guidelines on:

- Lobbying and Advocacy.
- Speech making.
- Influencing Conferences and Events.

Refer to this section if:

- You want practical guidance on any of these aspects of advocacy.

### **Part 3: Training tools**

This section contains practical training exercises to use in training gender advocates and ambassadors.

Refer to this section if:

- You are involved in training staff in advocacy skills related to gender and water.

### **Part 4: Case studies**

This section contains 11 case study examples of the benefits of mainstreaming gender at community level.

Refer to this section if:

- You want case study examples to include in advocacy activities, including speeches.
- You want case study examples to use in training workshops.
- You are interested!

Please note that this manual can also be used in conjunction with a number of GWA products and other reference/resource materials which are listed in the References on page 57.

## Part 1: What is gender mainstreaming and why is it important in the water sector?

### What does gender mean?

The term “gender” refers to women’s and men’s different roles, resources, and experiences – aspects of culture that all of us learn in our own societies as we grow up. Gender roles and resources are different in different societies, and they change over the course of time even within the same societies. Because they are learned, they are open to change. Very often, women’s and men’s roles and resources are not only different, they are also unequal. Whilst there are instances where men are disadvantaged in comparison to women, generally women and girls have fewer opportunities, less access to resources, lower status, and less power and influence than men and boys.

Gender awareness requires the recognition that every policy, program and project affects women and men differently. Women and men have different perspectives, needs, interests, roles and resources - and those differences may also be reinforced by class, race, caste, ethnicity or age. Policies, programs and projects must address the differences in experiences and situations between and among women and men.

Promoting the equal participation of women as agents of change in economic, social and political processes is essential to achieving gender sensitive development. Equal participation goes beyond numbers. It involves women’s equal right to articulate their needs and interests, as well as their vision of society, and to shape the decisions that affect their lives, whatever cultural context they live in. Partnership with women’s organizations and other groups working for gender equality is necessary to assist this process.

Gender sensitive development can only be achieved through partnership between women and men. When choices for both women and men are enlarged, all society benefits. Gender is an issue that concerns both women and men, and achieving it will involve working with men to bring about changes in attitudes, behavior, roles and responsibilities at home, in the workplace, in the community, and in national, donor and international institutions.

### Gender and Integrated Water Resource Management (IWRM)

Integrated water resources management (IWRM) is a strategic management approach that recognises the diversity and interdependence of water users in a social, environmental, economic and cultural context, while identifying the potential for conflicting demands on water resources (Conley & Midgley, 1988). As such, WRM requires a strategic approach to the management of water resources that accounts for upstream and downstream relationships between stakeholders and the water requirements of the environment.

Women and men play different roles in relation to IWRM. They have different and generally unequal access to water-related resources, and they have different and generally unequal access to water-related decision making bodies at all levels.

#### **Water for Nature**

- Both women and men are involved in *environmental management*, but water use, demand, access and control varies between them
- *Environmental degradation* often affects women and men in different ways. Women are often hardest and earliest hit by environmental degradation in general and by water scarcity in particular. They have to walk longer distances and/or wait for water for longer periods of time.
- Women and men should both have *environmental rights* as well as *responsibilities*. However, in reality women often have few rights and considerable responsibilities. Independent rights to land,

for example, would enable women to play their role in managing the environment more effectively, as well as enhancing their status and influence in society as a whole.

- Both women and men are involved as *environmental activists*, but women tend to have less access to and representation within formal political structures at all levels and less access to the media than men.

### **Water for Food**

- A sharp gender division of labour often marks food and agricultural production. Men's work *tends* to be more visible and valued than women's, especially as definitions of 'work' often focus on produce for the market and exclude subsistence production, which is often carried by women.
- Women and men almost always have differential access to resources of production. They have unequal access to land, credit, time and other resources.
- Women and men often have different and unequal access to water for raising small livestock and growing vegetables. This is conditioned by household roles and responsibilities; the location of the household relative to the water supply; gender differences in access to and control over labour and land; and gender differences in crops and livestock responsibilities.
- Gender differences and inequalities often influence people's capacity to participate in new initiatives and benefits' from new resources. For example, in a new irrigation initiative, due to traditional roles and norms, women can be reluctant to speak out and let their views be known, or they may be unable to mobilise the financial resources to participate.

### **Water For People**

- In most cultures, women are responsible for the collection and storage of water for domestic use. Depending on locally available water resources, this can be an enormously time consuming task, taking hours of time on a daily basis.
- Despite these responsibilities, women often do not have equal access to consultation processes regarding improvements to domestic water supply, to management and decision making roles, or to paid work in water supply management and maintenance.
- In most cultures, women are also responsible for educating children in hygiene and sanitation, as well as ensuring the health of their children.
- Cultural practices and constraints also need to be taken into consideration when planning for sanitation. Apart from personal preferences, some customs are controlled by religious or social norms/taboo.
- There is need for appropriate and affordable technical options to take into consideration the varying requirements of women, men, children, the physically disadvantaged and the poor – people themselves must be able to be part of the decision making process in a gender-sensitive way.

### **Why is attention to gender issues important in water resources management?**

Conflicts over water – too much, too little or too polluted – harm people, food production and the environment. Research and practical experience demonstrate that *effective*, *efficient* and *equitable* management of water resources is only achieved when both women and men are involved in consultation processes, and in the management and implementation of water-related services. Striking a gender balance ensures that:

- The roles and responsibilities of women and men are mobilised to best effect.
- The creativity, energy and knowledge of both sexes contribute to making water schemes and eco-systems work better.
- The benefits and costs of water use accrue equitably to all groups.

This results in more:

*Effective* solutions – because, as the largest category of water users in the world, women have centuries of experience in managing community water resources and are a huge potential resource for the planning and implementation of water projects. The value they place on water is a vital resource in searching for the most cost-effective solutions.

*Efficient* solutions – because, when women and men share the costs, burdens and benefits of water resource management, this results in deepened community involvement and optimum use of time, money and resources.

*Equitable* solutions – because gender-sensitive water projects offer opportunities to address inequalities between women and men in access to resources, services and influence, and to promote the empowerment of women.

International conferences throughout the 1990s have consistently highlighted the importance of increasing women's participation in water-related initiatives, drawing on women's knowledge and increasing women's involvement as managers and decision-makers. The key question is how these policy commitments to promoting women's increased participation can be put into practice?

### **Gender mainstreaming as a strategy**

In 1995, at the Fourth UN International Conference on Women held in Beijing, "*gender mainstreaming*" was established as the internationally agreed strategy for governments and development organisations to promote sensitivity to gender issues in all policies and programmes. It is the process of assessing the implications for rich and poor women and men of any planned action, including legislation, policies and programmes, and for making women as well as men's concerns and experiences an integral dimension of design, implementation, monitoring and evaluation.

## The Four Key Steps of Gender Mainstreaming

In practical terms, gender mainstreaming involves four key steps:

### **STEP 1: Sex disaggregated data and gender analytical information**

Context specific information about women's and men's different experiences, problems and priorities is essential to effective gender mainstreaming. Information systems should routinely differentiate women's and men's experiences; gender analysis (an examination of women's as well as men's roles, resources, needs and priorities in relation to water) should routinely be part of planning and evaluation processes; and gender analytical studies should be commissioned to examine particular issues and address information gaps. All of this information is necessary to identify differences and inequalities between women's and men's experiences; to make the case for taking gender issues seriously; to design policies and plans that meet women's and men's needs; and to monitor the differential impact of policy, project and budget commitments on women and men.

### **STEP 2: Women as well as men influencing the development agenda**

It is critical that women and marginalized groups have a strong voice to ensure their views are heard and taken into account. This means promoting the involvement of women, men as well as marginalized groups in decision-making from the community level to the highest levels of organisational management, and ensuring that men and women committed to the promotion of gender sensitivity are influencing decision-making.

### **STEP 3: Context-specific action to promote gender equality**

Gender mainstreaming is a strategy to promote gender sensitivity and the empowerment of women. Action to promote greater equality of influence, opportunity and benefit for women and men should be devised on the basis of context-specific sex disaggregated data and gender analytical information and a clear understanding of women's and men's priorities. Actions need to be explicitly included in policy and project documents and frameworks, backed up with staff and budgets, and monitored and reviewed through appropriate indicators of change.

### **STEP 4: Organisational Capacity Building and Change**

Gender mainstreaming – as an organisational strategy to promote gender equality - depends on the skills, knowledge and commitment of the staff involved in management and implementation. "Evaporation" of policy commitments to gender sensitivity is widespread. Developing appropriate understanding, commitment and capacity – as well as addressing issues of gender difference and inequality within development organisations themselves – is a long-term process of organisational change. Appropriate capacity building activities need to be explicitly included in policy and project documents and frameworks, backed up with staff and budgets, and monitored and reviewed through appropriate indicators of change.

*Source: Adapted from Derbyshire, H. (2002) "Gender Manual: Practical Guidelines for Development Policy Makers and Practitioners", DFID*

In the International Freshwater Conference held in Bonn in 2001, the following essential next steps were identified in terms of integrating attention gender issues in water management.

- Planners must include a gender perspective systematically in the development of all-national and regional water resources policies and programmes.

***Sex disaggregated data and gender analytical information***

- The collection of gender disaggregated data is essential to distinguish differences in needs, interests, and priorities in water resources management.
- Donors and governments are requested to include gender impact assessments for all water projects, in order to ensure equal responsibilities and benefits among women and men, including distribution of work, paid opportunities and capacity building.
- In regards to the issue of gender mainstreaming the development of indicators can act as a critical monitoring and evaluation tool. Such indicators are a means of gathering select data and information relevant for management of gender mainstreaming. Please refer to the GWA monitoring and evaluation framework.
- Technology choices, management regimes and regulatory frameworks have different impacts on women and men. Governments and all water management organizations must analyse and monitor these impacts with feedback at all levels.
- The United Nations, reporting under the Convention of the Elimination of Discrimination against Women (CEDAW) should include indicators relating to gender and water.

***Women as well as men influencing the development agenda***

- All water management organizations from the community to the basin level and higher should include effective representation of women and men of all social strata. Where representation is unbalanced, affirmative action is required based on clear criteria.

***Context-specific action to promote gender equality***

- Water management is closely tied to land tenure arrangements. Governments should revise laws and policies to ensure women equal rights to both water and land.
- 98% of rural women classified as economically active are involved in agriculture. Governments and water management organizations must provide training and credit for women to improve efficiency of land and water use for food production.
- Governments, donors and all water management organizations should target capacity building and training to:
  - Build capacity of women to manage water and related financial resources to improve efficient water use.
  - Increase scientific and technical education of women.

***Organisational Capacity Building and Change***

- Governments, donors and all water management organisations should target capacity building and training to support water professionals in integrating gender perspectives in their programmes and projects.
- All the above recommendations should be monitored and progress reported back to the Johannesburg Earth Summit 2002 and the Third World Water Forum.

The World Bank’s Toolkit on Gender in Water and Sanitation outlines ten key lessons, which apply to all water-related sectors:

1. Gender is a central concern.
2. Ensuring both women’s and men’s participation improves project performance.
3. Specific, simple mechanisms must be created to ensure women’s involvement.

4. Attention to gender needs to start as soon as possible.
5. Gender analysis is integral to project identification and data collection.
6. A learning approach is more gender-responsive than a blueprint approach.
7. Projects are more effective when both women's and men's preferences about 'hardware' are addressed.
8. Women and men promote project goals through both their traditional and non-traditional roles.
9. Non-governmental organizations and especially women's groups can facilitate a gender-balanced approach.
10. Gender-related indicators should be included when assessing project performance.

### **Gender Advocacy**

This Manual relates to one particular aspect of gender mainstreaming *making the case for taking gender issues seriously*. This is the role of the Gender Water Alliance as a whole, and GWA "Gender Ambassadors" in particular.

### **The Gender Water Alliance**

The Gender Water Alliance (GWA) was established in June 2000, to promote attention to gender in Integrated Water Resource Management (IWRM). GWA<sup>1</sup> is an international network open to all organisations and individuals involved in the water sector. It currently consists of 200 organisations and individuals from around the world, and is overseen by an internationally elected steering committee.

As a network the GWA is working to achieve equity and equality amongst women and men in the use, management, and development of sustainable water resources. Further information about the GWA, including information about joining, is available from the GWA website:  
<http://www.genderandwateralliance.org/>

### **GWA Gender Ambassadors and Gender Advocates**

GWA uses the term "*Gender Ambassador*" to refer to GWA members with designated responsibility for promoting attention to gender issues, and promoting the role of the GWA, in international, regional, national and local fora concerned with water. However, many other people in many different organisations are involved in promoting attention to gender issues in different aspects of the water sector. In this Manual, we use the term "*Gender Advocate*" to refer to this large group of people, which includes staff from government organisations, civil society and the private sector.

The role of Gender Ambassadors and Gender Advocates is to persuade those in positions of power and authority at all levels to take gender equality and women's empowerment seriously. Gender advocates can be men or women, and individuals or organisations. They may undertake this responsibility as part of their designated role, or purely on the basis of their own motivation and choice.

Both Gender Ambassadors and Gender Advocates are involved in the following kinds of activities:

- Advocating the importance of mainstreaming attention to gender issues in IWRM in their own organizations.
- Advocating the importance of mainstreaming attention to gender issues in IWRM in national and international water policy debates, implementation and monitoring.

---

<sup>1</sup> GWA is an Associate Programme of the Global Water Partnership funded by the governments of the Netherlands and United Kingdom.

- Linking with women and men at the grassroots, ensuring that their views and experiences influence the design of water-related policies and activities, decision making and management.
- Partnership building with women's networks, and with gender advocates in other organisations, to build strength and understanding, and coordinate advocacy activities.
- Taking every opportunity to promote attention to gender issues.

Gender advocacy requires patience, persistence and commitment - the ability to think strategically, take advantage of unexpected opportunities, and recover from setbacks. Gender advocates need to be willing to compromise and recognise the significance of modest gains and breakthroughs. Promoting gender sensitivity and the empowerment of women is a long-term, complex and difficult task.

Gender advocates face different opportunities and constraints in different contexts.

### ***Government-based advocates***

In many cases, advocates operating within government are highly constrained in their room for manoeuvre. Razavi's (98) description of gender advocates describes this situation well - "suppliants trying to persuade those not convinced of the intrinsic value of gender equality, in terms least likely to generate resistance, that gender issues need to become a priority".

### ***Civil-society based advocates***

Civil society-based gender advocates are often freer to express their views than those working within government. However their degree of influence and leverage over government decision-making will depend on a number of factors:

- the extent to which women's empowerment and gender sensitivity is accepted as a desirable goal by the government and in wider society.
- the government's history of addressing women/gender issues.
- the government's degree of dependence on civil society support (e.g. need for voter support to remain in power).
- government decision-making ideology and procedures.
- the existence and capacity of internal gender advocates fighting for a similar agenda.

The next section of this manual provides an overview of Advocacy tools.

## **Part 2: Advocacy guidelines and tools**

### **(i) Lobbying and Advocacy**

#### **Definition of terms**

*Advocacy* means pleading for, or supporting, a cause.

*Lobbying* means campaigning for legislative change.

#### **Advocacy and lobbying strategies**

Careful advance planning is central to effective advocacy work. The following planning steps apply to advocacy in all circumstances, whether this is targeted at decisions makers within the advocates' own organisation, or whether Gender Ambassadors and advocates from a number of organisations are working together to influence policy and decision making at the national or international level.

#### **Step 1. Identify your allies**

There is strength in numbers. It is personally supportive and more effective in terms of bringing about change to identify and work with people who share a commitment to gender sensitivity. Allies might be:

- *Internal* to your own organisation. Formal or informal Gender Working Groups are a useful source of personal and professional support, and provide an important forum to develop and discuss ideas.
- *External* to your own organisation. External pressure and links (with, for example, women's groups or academics with an interest in gender and water) can be important in promoting attention to gender within an organisation. Efforts to promote attention to gender issues in national or international water policy development will be most effective when gender advocates from different organisations – the GWA, government ministries, donor and civil society organisations – work in collaboration.

#### **Step 2. Inform yourself about gender issues affecting beneficiary groups**

Gender advocacy needs to be based on concrete information and practical examples concerning the relevance and importance of gender issues in Integrated Water Resources Management. Advocacy based on rhetoric is of very limited effectiveness. The GWA website and The Gender and Water Development Report 2003 – Gender perspectives on policies in the water sector, are both valuable sources of facts, figures and case studies. This Manual contains case studies illustrating the benefits of gender sensitivity in community based water projects. It is always worth searching for existing information about gender issues and beneficiary groups before carrying out new research or consultation processes.

#### **Step 3. Inform yourselves about the processes/organisations you are aiming to influence**

It is critical to understand the organisation and/or decision making processes you are seeking to influence – whether this is at a water-related conference, a national policy making process or decision making processes within a particular organisation. Influencing water policy development on gender means that you have to know when policy/strategies are being formulated and which policy makers are involved.

Key questions to find out about include the following:

- Who holds the power?
- Who influences decisions and how?
- What are the decision-making points and processes?
- What is their current approach to gender issues? What lessons can be learned from past efforts to promote attention to gender issues?

**Step 4: Strategise collectively**

Having identified gender issues affecting beneficiary groups, sought to understand the decision-making processes you are seeking to influence, and identified lessons learned from previous efforts to promote attention to gender issues, it is important to strategise collectively with your allies.

- What are your collective Strengths, Weaknesses, Opportunities and Threats?
- What are your aims and objectives?
- Bearing in mind your strengths, opportunities and resources – what will you do? Think about the following:

*Identify your “entry points”/points of leverage*

Why should the policy and decision-makers you are seeking to influence take any notice of what you say about gender issues? What arguments can you use that are likely to appeal to them?

- Do they have existing policy commitments to gender sensitivity? (Is there an international, national or organisational policy on gender and water, for example? Does existing Water Policy include any mention of gender or women? ).
- Does gender sensitivity link clearly to any aspects of the existing vision/mission? (Even if existing policy does not clearly mention gender, can you make a clear link between gender issues and existing policy commitments).
- Do you have allies (supporters of gender sensitivity in relation to Integrated Water Resources Management) in influential positions?
- Can you draw attention to new research findings that highlight key gender issues in water resources management?
- Do donors supporting Integrated Water Resources Management promote attention to gender sensitivity? Does this provide a significant entry point?

*Target your messages and resources*

Bearing the above “entry points” in mind, think through how to target your messages and resources. This will require:

- Making choices – about what topics to address, and what information to focus on
- Co-ordinating efforts
- Focusing on arguments likely to appeal to your target audience or organisation - think like they think
- Focusing on the solution not on the problem i.e. give suggestions of actions that can be taken. Focus on what’s achievable and practical

*Build your support base*

If advocacy related activities are to go on for a period of time, taking steps to extend the network of people and organisations is an important way of sustaining motivation, ensuring support and increasing effectiveness. Some of the ways in which the support base can be extended are:

- Networking.
- Making strategic alliances.
- Media campaigns.
- Lobbying in conferences and meetings

## **Key points to think about**

### **PLANNING:**

Develop a lobby strategy for each conference/event well ahead of time:

- Liase with other GWA ambassadors.
- Inform yourselves about the focus of the conference, who will be involved and what decisions will be taken.
- Inform yourselves about relevant gender issues.
- Collect relevant information, facts and figures and case study examples.

### **TOPIC SELECTION:**

Decide on the policy/issues you want to influence, based on:

- Your strengths.
- The opportunities provided by the conference/meeting.

### **RELEVANCE:**

Make sure what you say is as relevant as possible. Focus on:

- key points in the draft policy or main conference paper you are trying to influence.
- Arguments likely to appeal to your target group.
- Practical and achievable suggestions.

### **ACCURACY:**

Make sure what you say is accurate

- If decision makers have the impression that your information is biased or inaccurate, you will lose them forever.
- A useful information resource is World Water Vision - Results of the Gender Mainstreaming Project: A Way Forward (2000). Chapter 2 'Results of Mainstreaming Gender in Vision 21' is particularly useful. This can be found at: <http://www.watervision.org/clients/ww/water.nsf/WebAdmin/fHomepage>
- Keep an eye on <http://www.genderandwateralliance.org/english/challenges.asp>

### **RAPPORT:**

Develop a good rapport with key policy/decision makers.

### **ADDITIONAL SUPPORT AND INFORMATION:**

Offer to provide additional information if required. Useful resources include:

- the GWA key messages advocacy leaflet.
- written statements with suggested improvements to draft policy texts.
- evidence based information such as GWA e-conferences syntheses, GWA case studies syntheses, and The Gender and Water Development Report 2003 – Gender perspectives on policies in the water sector.
- offer your availability to answer future questions/concerns.

## **Experience from an ambassador attending the World Summit on Sustainable Development (WSSD)**

### **Background:**

As an ambassador attending conferences, it is important to understand the structure and organisation behind such a conference. UN conferences are unique in their structure and organisation as the main participants and decision makers of outcomes are primarily the delegations of the UN countries present. In recent years only have stakeholders, representing the civil society, been given an opportunity to participate. Even in this case, the stakeholders can only participate through a coordinated fashion which are called caucuses. Each stakeholder group is a caucus (e.g. women's caucus) which is coordinated by one organisation with UN status and recognition. Within each caucus, all interested parties are welcome and through a coherent and coordinated fashion, the issues to be raised in the conference are discussed and agreed upon. This unites the caucus as a whole which strengthens lobbying efforts as all parties work towards common goals.

During the WSSD, main sessions were only open for country delegations. Stakeholders were allowed to attend and listen but not participate. Only at punctual moments were the stakeholders given a few minutes to state their issues and dialogue with the delegations. The few minutes given to the stakeholders required a structure where only a few chosen persons were allowed to speak. The GWA ambassadors, skills and knowledge in water enabled us to be chosen as speakers. It was for this reason that participating in the caucus was vital for the GWA ambassadors to get their issues across. Three members of the GWA were chosen for the dialogue although only one spoke.

The WSSD negotiations between country delegations were built around the Millennium Declaration document which puts forth the issues to be argued and then a plan of implementation developed as a result of the discussions with as much as possible time-bound targets. Stakeholders, through the caucuses, were allowed to comment on this document. Written comments were sent to the organising committee which consider the comments for insertion. To ensure that our issues on gender were added, active consultation with country delegates proved important.

For an ambassador to lobby, this declaration document is the key piece that is required for your preparations. Once in hand, the work begins.....

### **Step by Step process:**

1. From the document, start preparing texts which you would like to be included in the texts.
2. Once texts are agreed upon by members of the caucus, actively seek out delegates to spend a few minutes with you. The best time to catch a delegate is when he/she or they have a coffee break. Seek them out and offer to have coffee with them. (E.g. in the GWA case at the WSSD, the Netherlands delegation was chosen. As they represent the European Union, we gained access at a later point to address the whole EU delegation).
3. Getting the delegates attention means you have to convince him/her or them of why you need your issues included (e.g. here is where you need concrete evidence to show why gender mainstreaming is vital).
4. Once you have his attention, you present your written texts and discuss with him/her or them. The delegates will have many questions and may or may not agree with your arguments. The object here is not to get them to agree with everything but to ensure that if they do agree, they are willing to argue your point with the whole UN delegation during their closed sessions.
5. Willingness to re-work the text for the delegate after your discussion is an added bonus.
6. At this point the delegate would have agreed to argue for the gender issue during their session.

continued ....

## GENDER AND WATER ALLIANCE

7. Arguing the gender case during the delegation sessions, does not automatically imply the issue and/or text will be accepted. A continuous check with the delegates you met personally is required to re-work and re strategise.
8. Continuous reporting to the caucus is also vital as each caucus member may have contacted different delegates and this assists in getting an overview of the countries/delegations who agree with gender issues and those that are not so supportive.
9. Dialoguing with delegates in an open session may have two types of structures.

One: where several members of a caucus are invited. Here the main speaker reads a statement which summarises the main points the caucus wish to raise on gender and what governments must consider for action. Once the statement is read the delegations may respond with questions and arguments. Through a facilitator, other members of the caucus may react to the questions of the delegates. Responses have to be clear and concise as only a minute or two is usually allotted per person.

Two: where several members of the caucus are invited but facilitated through one of the selected delegates. Here, the stakeholders and country delegations respond to questions the facilitator determines. This process of facilitation is determined by the facilitator in consultation with the organizing committee. Stakeholders do not know what questions will arise, thus responses are given spontaneously. The fact that several members of a caucus are present, who answers what questions is also carried out spontaneously. (E.g. The WSSD dialogue was carried out using the structure number two. The women's caucus had three members but agreed among themselves that only one person would speak.)

10. After the document has been finalised do not forget to thank your delegates for their assistance. Offer to keep in touch with them for information sharing. Upon return after the conference, send the delegates some information on the GWA (brochures, publications etc) and remind him/her/them of your willingness to share more information. Information they may require would be contacts (women's organisations, resource centres etc.) in the countries they represent. Sometimes, they may require more information on publications, reports available or websites. (E.g. for the GWA this had tremendous impact on our contacts with governments who did not know the GWA in the past and are now contacting us for information).

## **(ii) Making Speeches**

GWA ambassadors and gender advocates will on occasion need to speak publicly about the importance of paying attention to gender issues in water management. For those with limited experience, making speeches in public can be nerve-wracking. However, careful preparation pays off, as does some consideration of the causes of public speaking stress. Speaking on gender and troubled waters will soon become a satisfying experience for you.

### **Causes of public speaking stress**

Nearly everyone feels a bit of stress or even fear while walking up to the podium before delivering a speech in front of a big audience. Morton C. Orman<sup>2</sup> lists the following hidden causes of public speaking stress:

1. Thinking that public speaking is inherently stressful (it's not).
2. Thinking you need to be brilliant or perfect to succeed (you don't).
3. Trying to impart too much information or cover too many points in a short presentation.
4. Having the wrong purpose in mind (to get something from the audience rather than to give/contribute).
5. Trying to please everyone (this is unrealistic).
6. Trying to emulate other speakers (very difficult) rather than simply being yourself (very easy).
7. Failing to be personally revealing and humble.
8. Being fearful of potential negative outcomes (they almost never occur and even when they do, you can use them to your advantage).
9. Trying to control the wrong things (e.g., the behaviour of your audience).
10. Spending too much time over preparing (instead of developing confidence and trust in your natural ability to succeed).
11. Thinking your audience will be as critical of your performance as you might be.

## **Key steps in speech making**

### **1. Planning**

- Use knowledge of the occasion, the audiences and their expectations.
- Use the GWA Advocacy material well.
- Consider what is the best style for presenting your speech.
- Check the conference room and availability of equipment in advance.

---

<sup>2</sup> Source: Orman, Morton C., 1996, How to conquer public speaking fear, <http://www.stresscure.com/jobstress/speak.html>

## **2. Writing**

- Learn the fundamentals of successful speech writing which entail coherent structure with a powerful opening, a purposeful body and memorable conclusion.
- Consider the following structure:
  - Benefits of a gender-sensitive policy.
  - From policy into action.
  - Examples.
  - Conclusion.

## **3. Rehearsal**

- Practice in front of a mirror, a friend or a family member, or use video if one is available.

## **4. Delivery**

- Arrive early, check/test the facilities.
- Dress appropriately (is it formal/informal).
- Make friends – try to put your audience at ease.
- Maintain eye contact.
- Be rested.
- Be yourself – don't imitate someone else's style.
- Use your own words.
- Give it your all in the first few minutes while you have everyone's attention – clearly state your objectives and main points up front.
- Accept some of your anxiety as good – "it gets the adrenaline flowing".
- Don't get distracted when/if members of the audience appear disinterested (yawn or move around). You'll find a few of those in every crowd.
- Imagine yourself as a good speaker.
- Anticipate some tough questions and be prepared to answer them.
- Take your time, pace yourself and allow yourself a few moments to gather your thoughts throughout your presentation.

### **Key Tips for Making Presentations**

- Rehearse your beginning and your ending.
- Before the beginning of your presentation take time to collect your thoughts.
- Look at the audience, scan them and make eye contact with as many people as you can.
- Begin by explaining the main theme/purpose of your speech/presentation.
- Vary the speed, tone and pitch of your voice.
- Refer to your notes from time to time, so nothing can be forgotten.
- Repeat the main points, in different ways for emphasis.
- Keep checking your audience understands the relevance of each point to your argument.
- Make use of natural breaks to collect your thoughts (writing on a flip chart, for instance).
- Be natural, sincere, and enthusiastic.
- If you lose your place, or nerves get the better of you, take a few deep breaths, collect your thoughts and start again.
- Be prepared to smile and use humour where appropriate.
- Use metaphors and stories to illustrate difficult concepts.

More general tips on planning, writing and delivery of public speeches as well as examples can be found at: <http://www.speechtips.com/preparation.html>

### **(iii) Getting your message across at conferences**

GWA Gender Ambassadors are often appointed for the purpose of getting gender messages across at specific international and regional water conferences. It is critical to plan effective participation in advance.

#### **Key steps**

##### **1. Before the conference**

- Find out who will be attending the conference.
- Inform yourself about the conference themes and goals.
- Identify gender gaps and gender issues relevant to the conference themes.
- Identify and prioritise target groups.
- Prepare a list of materials and tools to take with you to the conference.
- Develop a list of questions for your target groups, which may give you an entry point for mainstreaming gender. For example:
  - To what extent is your water system friendly to women in different conditions?
  - How do you ensure equitable distribution of water amongst all –caste, class and gender?
- Understand different positions being taken by different groups.
- Find out why certain positions or stands are being taken on these issues.
- Be clear about GWA's position on these issues and use GWA language during the discussions and debates in the conference.
- Think about ways in which the GWA could complement, supplement or counter different positions with appropriate examples.

##### **2. At the conference**

- Conferences can sometimes be overwhelming and may lead you to lose your focus. It is therefore important to revisit all the plans you have made and the notes you have prepared.
- Work as a team with other GWA Gender Ambassadors attending the conference. It will help strengthen your voice on different issues.
- Ensure that you have regular feedback meetings with other members. This gives you an opportunity to see how effective the gender mainstreaming process has been.
- Initiate discussions through the lists of questions you have in the tool kit.
- Give delegates relevant materials to remind them of the points you are making and help them to share these with others.
- Be pro-active. Put-up of posters, messages and displays of GWA materials at different important points could also enhance these opportunities.
- Use time effectively.

**3. Post Conference**

Reflections after the conference are an important part of gender mainstreaming, to see what has been achieved/not achieved and why. It is also important to plan for further linkages with the participants you have tried to influence. It will help you and other members to write down the lessons learnt for future reference.

### **Part 3: Training Methods (Tools and Techniques)**

This section contains examples of participatory methods (tools and techniques) to train Gender Ambassadors and Advocates in advocacy skills. The methods have been designed for training GWA Ambassadors in a series of regional training courses but could be adapted for training any staff wishing to develop their advocacy skills in relation to gender issues in water management.

#### **What is the Objective of the Training?**

The training aims at providing a systematic and holistic approach in application of gender concepts and strategies by the course participants at forums such as conferences, while providing speeches or during exposure visits and or when lobbying for gender mainstreaming in sector activities. Sections 1, 2 and 4 of this manual will furnish as reference materials.

The training is aimed at empowering the course participants with skills and knowledge to mobilise commitment from governments, agencies, professionals, the private sector, CBOs and other civil society organisation to invest in resources required for gender mainstreaming.

Specific objectives will be to:

- Create awareness amongst the course participants on skills and techniques for lobbying, preparing/presenting speeches and advocating for gender mainstreaming at conferences or similar forums.
- Share with the course participants knowledge of key messages on gender mainstreaming that can be applied in their speeches, at conferences, or during exposure visits.
- Provide for systematic and holistic approach in promoting gender at various levels.
- Draw from the various course participants own experiences and or case studies and provide an opportunity for them to appreciate different scenarios.

#### **What is the Expected Outcome of the Training?**

By the end of the training course participants will be able to conduct similar gender advocacy training courses for their respective regions. However in the long term it is expected that various course participants are equipped with the skills for advocating for gender mainstreaming either within their own organisations and or sector programs, either through lobbying, at conferences, while giving speeches and or in the daily routine work.

#### **How is the Training Module Organised?**

The training module is organised on the basis of basic concepts for gender mainstreaming and the guidelines for advocating for gender mainstreaming found in Part 1, 2 and 4 respectively of this manual.

While the guidelines will serve as a checklist for the gender ambassadors to use as a reference material, the training will focus on knowledge and skills of how to deliver the various key messages in mainstreaming gender concerns. While the case studies will provide experiences of gender mainstreaming.

The training module will therefore consist of tools and techniques, which translate into various methods for lobbying for, support, delivering key messages through speeches and at conferences, to be enriched by participants own experiences in gender participation.

## GENDER AND WATER ALLIANCE

<b>Overview of the Methods (Tools and Techniques)</b>				
<b>Exercise Number</b>	<b>Group activity title</b>	<b>Time (mins)</b>	<b>Materials</b>	<b>Purpose</b>
1	Introductions and experience sharing: airing expectations and fears.	45	Assorted cards, markers, flip chart.	To get participants to introduce themselves and share their experiences.
2	Workshop objectives, outputs and programme.	30	Workshop programme, hopes and fears on board and workshop objectives and expected outputs outlined on flip charts or as hand out.	To discuss the workshop objectives, expected outputs and program so as to reach a consensus.
3	How adults learn: considering optimum learning scenarios.	90	Adult learning exercise handout.	To determine participants' perception of different and good working styles when advocating for gender in IWRM.
4	Understanding/clarifying key concepts.	45-60	Handouts with various gender concepts. Flip charts markers.	To allow for brainstorming on different perceptions of gender, gender mainstreaming and reach a consensus on some basic concepts for advocacy.
5	Identification of priority issues and actions	60-90	Flip charts markers.	To identify key priorities and points for action.
6	Understanding communication styles using Johari's Window	60	Johari's window drawn on flip chart	To create awareness of the importance of inter-personal communication, and awareness of potential communication barriers.

Overview of the Methods (Tools and Techniques) continued				
Exercise Number	Group activity title	Time (mins)	Materials	Purpose
7	Lobbying for Gender Mainstreaming in IWRM.	60	Flip charts markers.	To assist the ambassadors to reflect on how to go about lobbying for Gender Mainstreaming.
8	Speech preparation – content.	120	Flip charts markers.	To provide participants with opportunities for experiential learning in preparation and presentation of speeches.
9	Conference preparation and presentation.	120	Flip charts markers.	To understand the importance of preparation for conference presentations.
10	Action Planning and Way Forward.	60	Flip charts markers.	To prepare action plans and strategise on the way forward.
11	Workshop Evaluation and Conclusions.	30	An evaluation form/questionnaire.	An evaluation of the workshop will be carried to provide feedback for future improvements.

### **Exercise 1: Introductions and expectations**

#### **Objective**

To enable participants to introduce themselves to the group and share their expectations and fears relating to the training.

#### **Time**

45 minutes

#### **Materials**

Assorted cards, markers, flip chart.

#### **Process**

- Ask each participant to write down their fears and expectations about the training course.
- Ask participants to reflect on their personal experiences of undertaking advocacy for mainstreaming attention to gender issues in water management.

- Divide the participants into pairs and ask each participant to introduce themselves to their partner in terms of their names, their organisation/work, expectations and fears, and their experiences of advocacy. What have been the major difficulties they have experienced and how have they addressed these?

*In plenary:*

- Ask each participant to introduce their partner and their:
  - expectations and fears about the training.
  - experiences of advocacy and overcoming obstacles.
- As a group discuss what lessons can be drawn from the different experiences.

### **Notes for the Facilitator**

- *This exercise is designed to demonstrate to participants that the facilitator(s) value(s) their opinions.*
- *Writing hopes and fears also helps participants to express opinions, which they might otherwise not voice.*
- *If the group is large, participants can be divided into small groups of five to six people, rather than into pairs. Participants introduce themselves to the group and share their expectations and fears. The group members collectively decide on expectations and fears that reflect all of their views, and record these on cards. In plenary each group introduces themselves and shares their expectations and fears. The facilitator puts the cards on the wall, clustering similar hopes and fears.*
- *After the presentations, the facilitator should summarise the exercise highlighting the importance of carrying out the exercise also drawing out the main hopes and fears.*
- *Remind participants during the programme to check periodically if the hopes have fulfilled and fears overcome.*
- *Most workshops begin by asking participants what they expect from the workshop. If expectations are not written down, they may be forgotten and serve little constructive purpose.*

## **Exercise 2: Workshop Objectives**

### **Objective**

To introduce and discuss the workshop objectives expected outputs and programme.

### **Time**

30 minutes

### **Materials**

- Hopes and fears from Exercise 1.
- Workshop objectives and expected outputs on a flip chart or handout.
- Workshop programme outlined on flip charts or as hand out.

### **Process**

- In a plenary discussion the facilitator leads a discussion on the objectives and expected outputs of the workshop.
- Having read the objectives, the facilitator then refers to the hopes and fears/expectations, asking participants if the programme and objectives cover their hopes and address some of their fears.
- The facilitator leads a discussion on the thematic areas of the programme highlighting areas that will be covered.

**Notes for the Facilitator**

- *Going through the workshop objectives together with the participants ensures that workshop ownership is shared between facilitators and the participants.*
- *The facilitator must emphasize that the facilitation team will remain open for more suggestions on the programme.*
- *What is presented on the first day remains largely an operational framework, as the program will be reviewed on daily basis to accommodate issues arising and the final workshop programme will be produced on the last day.*

**Exercise 3: Adult Learning**

**Objective**

To discuss optimum working styles when advocating for attention to gender issues in Integrated Water Resources Management.

**Time**

45 minutes

**Materials**

- Flip Chart Paper, Markers, Masking tape.
- Adult learning exercise handout/flip chart.
- Characteristics of adult learners handout/flip chart.

**Process**

- Participants spend 5-10 minutes making notes on their personal experiences of learning as a adult, in accordance with the Adult Learning exercise.

**Adult Learning exercise**

Think of 2 things you have learned as an adult:

- Something you found easy to learn.
- Something you found difficult to learn.

For both of these situations, think through:

- Factors which helped you to learn.
- Factors which hindered your learning.

The following questions might help you:

- Why did you learn it?
- Who helped you to learn?
- What was the relationship between you and that person?
- How formal was the situation in which you learned?
- How did you learn it?
- What made the learning easier or more difficult?

## GENDER AND WATER ALLIANCE

- Participants share their personal experiences of adult learning in pairs for 10-15 minutes.
- In plenary, the facilitator asks for examples of good and bad adult learning experiences and writes the identified factors helping learning and the factors hindering learning on two flip charts.
- Leading on from this exercise, the facilitator leads a discussion on the characteristics of adult learners and goes through the handout on Characteristics of Adult Learners.
- In conclusion, the facilitator discusses with the group the implications of this exercise and its conclusions for advocacy i.e. *how* you communicate is as important as *what* you communicate.

### **Characteristics of Adult Learners**

- Adults bring with them a considerable stock of knowledge and experience, much of which is likely to be relevant to what is being learned - and which will therefore affect the way they learn.
- Adults have a number of already established habits of thoughts, prejudices, stereotypes, attitudes, beliefs and values.
- Adults have usually come to a stage in their life where they are expected to assume responsibility for themselves and for others. They may be older; more experienced, wiser and richer than their tutor!
- They may not have had contact with formal education for some years.
- They can lack confidence in themselves as learners, underestimate their own powers, be over anxious and therefore reluctant to make mistakes.
- The value of the course is immediate rather than preparing for a distant future. Therefore the courses value lies in its relevance to their life and interests now or in the near future.

### **Notes for the Facilitator**

- *This activity helps participants consider the factors most and least conducive to good learning and/or getting messages across through advocacy. The exercise depends on participants reflecting on and sharing their own experiences. The facilitator should refrain from teaching and talking down to the participants.*
- *Though the experiences will differ, but what is important is the rationale as to why the participants feel it was a good or bad learning experience.*
- *In summarising the session the facilitator should highlight the importance of less directive approaches for advocacy. While as Ambassadors and Advocates, we all have strong messages we want to communicate, we should recognise the different communications skills that can be used to effectively convey the same message(s).*
- *We need to appreciate from our own good or bad learning experiences that advocating for gender mainstreaming does not necessarily mean taking a top-down approach. It may call for them to facilitate interactive processes, where their audience or target groups are engaged in reflecting and conceptualising the significance and benefits of integrating gender in IWRM, and from the experiential learning process, become motivated to apply what they have learnt.*

## **Exercise 4: Understanding/Clarifying Key Concepts**

### **Objective**

To allow for brainstorming on different perceptions of gender, gender mainstreaming and reach a consensus on basic concepts.

### **Time**

60-90 minutes

### **Materials**

- Flip Chart Paper, Markers, Masking tape.
- Handout with gender concepts.

### **Process**

#### *Stage 1: Group work*

- Divide participants into small groups.
- Ask participants to review/discuss various concepts linked to gender mainstreaming in IWRM. These may include, but should not necessarily be limited to, the following:
  - Gender
  - Gender Equality
  - Gender Equity
  - Gender Mainstreaming in IWRM (Water for Nature, Food and People)
- In their groups, ask participants to discuss, and clarify whether they share a common understanding of the various concepts.

#### *Stage 2: Plenary discussions*

Engage all participants in discussion of the following points:

- What are the issues arising in relation to these definitions?
- What do we, as Gender Ambassadors need to learn from this exercise?
- How do these messages relate to gender mainstreaming and the GWA goals as whole?

#### *Stage 3: Wrap up and feedback*

- Facilitator clarifies definitions and concepts.

### **Sample definitions**

#### **Gender**

The word “gender” refers to the socially determined division of roles, responsibilities, and power between women and men. While biological division – referred to by the terms “male” and “female” - is static, socially constructed gender identities and relations are dynamic they vary over time, from culture to culture and with economic classes, race, cast, people with disabilities, age, and marital status. Gender is therefore related to how we are perceived and expected to think and act as because of the way society is organized, not because of our biological differences.

#### **Gender analysis**

Gender analysis is the process of seeking to understand gender roles, resources and relationships in any particular culture. This usually involves finding out about what women and men do what resources and services they have access to, what resources they control, and what decisions they participate in at family and community level. It is also about understanding women’s and men’s different experiences of particular issues, their different needs, priorities and suggested solutions.

### **Gender inequality**

Everywhere there are significant ways in which men's and women's responsibilities, opportunities and influence are unequal, although the nature and extent of inequality varies from society to society. Whilst there are instances where men are disadvantaged in comparison to women, generally women and girls have fewer opportunities, lower status and less power and influence than men and boys. Gender inequality represents a huge loss of human potential, with costs for men as well as for women.

### **Gender equality/gender equity**

*Gender equality* means that women and men enjoy the same status. It means that women and men have equal conditions and opportunities 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 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, the poor and marginalized groups from otherwise operating at the same level.

Commitment to gender equality signifies an aspiration to work towards a society in which neither women nor men suffer from poverty in its many forms, and in which women and men are able to live equally fulfilling lives. It means recognising that men and women often have different needs and priorities, face different constraints, have different aspirations and contribute to development in different ways.

The terms "gender equality" and "gender equity" are often used interchangeably and translated identically. Some people, however, have very strong views that the term "gender equity" is preferable. It is often argued that the term "gender equality" carries unfortunate connotations of *sameness* whereas "gender equity" is seen to be more about *fairness*. The most important thing is to be clear about what you mean when you use either of these terms.

### **Gender Mainstreaming**

*Gender Mainstreaming* is the process of accessing the implications for women and men, rich and poor of any planned action, including legislation, policies and programmes, in all areas and at all levels. It is a strategy for making women as well as men's concerns and experience an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes 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 (ECOSOC).

### **What is WRM?**

Integrated water resources management refers to coordinated development and management of water and land related resources for optimising economic and social welfare, without compromising the sustainability of vital environmental systems. This requires broader based participation and implies recognising that women and men of all strata have differing requirements and potentially unequal opportunities.

Effective, efficient and equitable management of the available water is therefore only achieved when both women and men are involved in making decisions on how to share, supply and protect water. Everybody, men, women and children must help manage and share water fairly.

*Laws and policies relating to water* should be revised: where necessary to give men and women independent rights to land, water, property and inheritance. A gender (male-female) perspective should be included systematically in the development of all nation/regional, policies and programmes: Relegating women's issues to one sector such as 'women in development' or addressing them through isolated programmes does not improve the male-female co-operation.

### **Notes for the Facilitator**

- *Handouts should be prepared before hand so that they are used for reference.*
- *It is important to allow room for sufficient debate/discussion with the facilitator coordinating discussion rather than imposing definitions.*

### Exercise 5: Understanding Communication Styles

#### Objective

To create awareness of the importance of inter-personal communication, and potential communication barriers.

Time

60 minutes

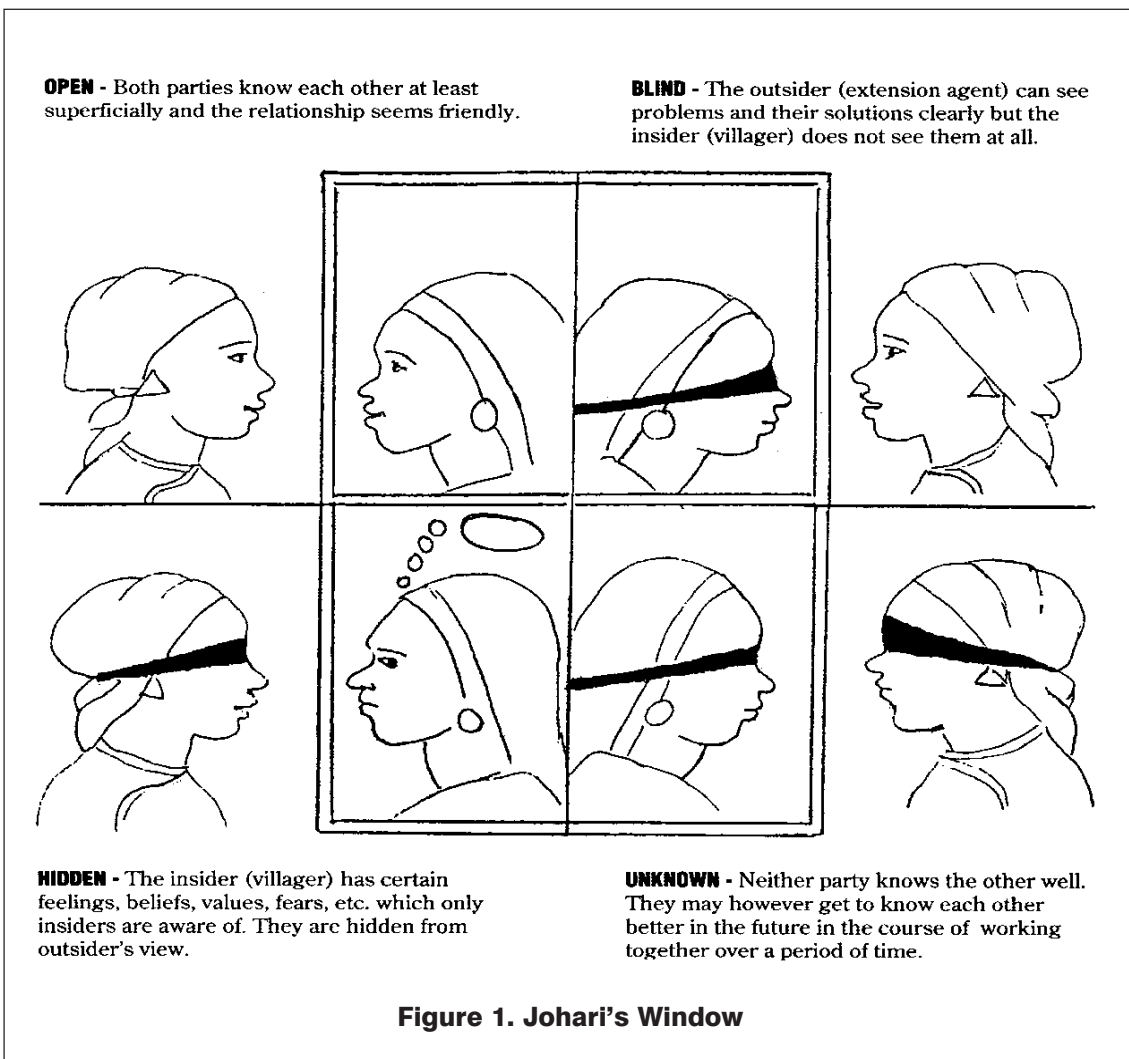
#### Materials

Johari's window drawn on large A4 size paper with four separate labels: BLIND UNKNOWN, OPEN, HIDDEN.

#### Process

Stage 1: In plenary, or in small groups.

- Post a large Johari's Window (see figure 1) on the wall/give a handout with Johari's Window to each group.



Source: Adapted from Lyra Srinivasan (1993) *Tools for Community Participation: a manual for training trainers in participatory techniques*. PROWESS/UNDP.

## GENDER AND WATER ALLIANCE

- Present four labels (BLIND, UNKNOWN, OPEN, HIDDEN) and give the following definitions (N.B. do not say which label is associated with which window):
  - BLIND: The Ambassador feels that the audience are ignorant. Therefore, s/he is instructing the audience in a directive way to try to get them to see things as the Ambassador feels they should.
  - UNKNOWN: Neither the Ambassador nor the audience really know one another, nor appreciate what each brings to the process of development.
  - OPEN: Open communication and understanding exists between the Ambassador and her or his audience
  - HIDDEN: The audiences' true feelings, beliefs and values are hidden from the Ambassador because trust has not been established between them.

Ask participants to consider which label goes with which window, and why.

### Stage 2

- Ask participants to match a label to each window and state the reasons for their choice.
- What can be done to stimulate more open communication between the Ambassadors and their target audiences in the future?
- Invite discussion of the relevance of Johari's window to advocacy at conferences, speech making, and lobbying.
- Ask participants to consider what issues have been raised in relation conferences, speech making, and lobbying and or in their communities in which they are working.
- Time permitting, invite participants to role-play each frame of Johari's Window.

### **Notes for the Facilitator**

- *The tool helps participants realise how Gender Ambassadors (as well as extension workers, project officers etc.) relate to others.*
- *People may not necessarily be blind to the issues of gender, but may require guidance on how to be able to analyse their own situation.*
- *The tool also brings home the point that Gender Ambassadors can themselves be blind.*
- *Until genuine trust has been achieved advocacy may fall on deaf ears.*
- *This tool can assist Ambassadors in preparing for and dealing with different responses and reactions from their target audiences and/or groups, e.g. silence, being ignored.*

### **Exercise 6: Lobbying and Advocacy**

#### **Objective**

To assist the Ambassadors to reflect on how to go about lobbying for Gender Mainstreaming.

#### **Time**

120 minutes

#### **Materials**

- Flip charts and markers.
- Handout on advocacy and lobbying.
- Handout on scenarios.

**Process**

*Stage 1: Plenary*

Share the following hand out as a background material in preparation for the this activity.

**Advocacy and Lobbying: Handout**

**Strategies**

1. Identify your allies.
  - internally.
  - externally.
2. Inform yourselves about gender issues affecting beneficiary groups.
  - GWA resources/ existing information/secondary sources.
  - new research.
  - participatory consultation processes.
3. Inform yourselves about the processes/organisations you are aiming to influence.
  - Who holds the power?
  - Who influences decisions and how?
  - What are the decision-making points and processes?
  - What is their current approach to gender issues?
4. Strategise collectively.
  - SWOT analysis (What are your collective strengths, weaknesses, opportunities and threats in relation to advocating for improved attention to gender issues in IWRM).
  - What is the aim and objective for your lobbying? How can you build on your strengths and opportunities, and minimise your weaknesses and threats?
5. Identify your “entry points”/points of leverage.

Think about why should they take any notice of what you say?

  - Policy commitments?
  - Links to their organisational vision/mission?
  - Allies in influential positions?
  - New research findings?
  - Donor conditionality?
6. Target your messages and resources.
  - Make choices on topic and message.
  - Focus on arguments likely to appeal to your target organisation - think like they think.
  - Focus on the solution not on the problem.
  - Focus on what’s achievable.
  - Make practical suggestions.
7. Follow up.
  - Handouts and leaflets.
  - Sources of further information and support.
  - Personal follow up/meetings.

*Stage 2: Group work*

Divide the participants into three groups.

- Ask each group to consider one of the following scenarios, and role-play their response. They should use the Lobbying and Advocacy handout to assist their preparation. Participants should use their own experience and imaginations to provide details for the various scenarios, and may chose to focus the role play on a situation familiar to a particular group member.

**Lobbying scenarios: Handout**

**Scenario 1: Policy level**

You have been tasked to visit one of the sectoral Ministers and your task is to explain to him the importance of gender mainstreaming in his Ministry. You have done your background work on the existing policies, where are the gaps and what areas need to be addressed both at policy and implementation levels.

Attention should paid to the following areas:

- What recommendations will you make to the Minister?
- Think about how you will put these recommendations across?
- What follow up mechanisms will you propose/have in place?

**Scenario 2: Project level**

You have been tasked with visiting a project and assessing the extent to which gender and poverty concerns are effectively addressed. You have done your background work on project goals, objectives and implementation strategies. Consider:

- The extent to which goals and objectives are implemented on the ground?
- How will you approach the project management team to discuss this?
- What recommendations will you make to the project management team?
- What follow up mechanisms will you propose/have in place?

**Scenario 3: Community management**

You have been tasked with visiting a community-based project to consider the extent to which different gender, class and age groups are/have been involved in project decision making.

- Whose voice and choice exists in relation to the various decisions undertaken?
- How are the benefits and burdens shared amongst the different socio-economic groups?
- What recommendations will you make to the community and project management team? How will you do this?

*Stage 3: Plenary*

- Ask the participants to role-play their scenarios
- Ask non-role-playing group to note down any important issues they would like to discuss, for example:
  - Who was the ambassador?
  - Who were the key stakeholders?
  - How did the ambassador approach the different stakeholders?
  - What was the response from the respective stakeholders?
  - What key messages was the ambassador trying to communicate?
  - How were these messages communicated or advocated (style)?
  - How were the messages received?
  - What follow up strategy did the ambassador have in place?
  - How could the ambassador have done it differently?

*Stage 4: Plenary*

- Ask the participants to brainstorm on what they perceive priority gender and water issues to be:
  - What are the issues that need to be pushed forward of for lobbying?
  - How can this be done?
  - What are the constraining factors?
- Ask each group to write their ideas on flip-charts to discuss in plenary.

**Notes for the Facilitator**

- *The ideas generated in this activity may relate to participant's day-to-day routine work. They will need to systematically think through the topic for lobbying and plan out a clear strategy on how they intend to carry out the lobbying, who the target audience of their message is and what the best timing and place is.*
- *Group discussion provides participants an opportunity to learn from each other's experiences. It also builds confidence on the kind of issues that they will be expected to advocate for in the future.*
- *Guidelines on Lobbying in Part 2 of the manual provides a checklist what steps and process are required in lobbying. While wrapping up the exercise, the facilitator should compare the issues that have arisen from the above exercise with this checklist to emphasis the different skills and preparatory processes required for each ambassador to plan upfront when lobbying.*

**Exercise 7: Speech Making**

**Objective**

To provide participants with opportunities for experiential learning in preparation and presentation of speeches.

**Time**

120 minutes

**Materials**

- Flip charts and markers.

**Process**

*Stage 1*

Ask participants to individually write a 5 minute speech on a subject of their own choice (which need not be related to gender and water) as homework on the previous evening and be prepared to present this in plenary. Refer them to the guidance notes on page 17 of the Advocacy Manual.

*Stage 2: Plenary*

- Each participant should give their speech to the group, and participants should provide constructive comments and feedback – on clarity, structure, time management, appropriateness of the subject/level of detail to the group and the time available

*Stage 3. Discussions and comments*

- Facilitate discussion in relation the purpose and structure of each presentation.
- How effective was the presenter in communicating the message to the target audience each group?
- How could they have done better?
- What do we learn from these different structures?
- How can we relate the speeches to other issues we want to address in advocacy for GWA Ambassadors?

### **Notes for the Facilitator**

- *Guidelines on making speeches in Part 2 of the manual provides a checklist what steps and process are required in preparation of speeches. While wrapping up the exercise, the facilitator should compare the issues that have arisen from the above exercise with this checklist to emphasis the different skills and preparatory processes required for each ambassador to plan for upfront.*

## **Exercise 8: Conference Preparation**

### **Objective**

To understand the importance of preparation for conference presentations.

### **Time**

120 minutes

### **Materials**

- Flip charts and markers.
- Handout on scenarios.

### **Process**

#### *Stage 1*

- Divide participants into three small groups. Inform them that they are going to represent the GWA in the following conferences and they will be expected to lay out a strategy on how to prepare themselves. They should work as a team, but should feel free to divide tasks on who researches on information required, how they prepare the presentation and who finally presents in plenary discussions.

### **Conference scenarios: Handout**

#### **Scenario 1: Water as a diminishing resource and the need for policies and actions.**

You have been asked to attend the World Water Conference. You will need to make a presentation on water as a diminishing resource identifying the need for policies and actions to ensure that gender and poverty concerns are given adequate attention.

- How do you organize yourselves in preparation for the conference in terms of research, the content to be presented, the target audience, the duration for the presentation and the expected output.

#### **Scenario 2 The increasing risk of environmental degradation.**

You have been asked to attend the World Summit Conference on Sustainable Water and Environmental Development. You have been asked to specifically to address the increasing risk of environmental degradation due to deforestation, lack of watershed management, and water pollution and the need to address gender and poverty concerns if the problems are to be resolved.

- How do you organize yourselves in reparation for the conference in terms of the research, the content to be presented, the target audience, the duration for the presentation and the expected output?

#### **Scenario 3. Mainstreaming gender in an institution/organization.**

You are a head of an institution. You have the responsibility of mainstreaming gender in your workplace and overall institutional policies. Your task is to sensitise your staff to appreciate the significance of gender in the goals and activities of your organisation and also ensure that gender equity and equality issues are addressed with respect to personnel issues.

- What strategy would you use and how would you present this at a staff meeting.

*Stage 2*

- Ask the participants to role-play their presentation at the respective conferences' in plenary.
- Facilitate discussions asking:
  - What are the key things you need to take into consideration when preparing conference presentation/speeches?
  - What key messages was the ambassador trying to communicate in her/his presentation/speech?
  - How were these messages communicated or advocated (style)?
  - How were the messages received?
  - How effective was the representative in communicating these messages?
  - What follow-up strategy did the ambassador have in place?
  - How could the ambassador have done it differently?

**Notes for the Facilitator**

- *Guidelines on influencing conferences and events in Part 2 of the manual provides a checklist what steps and process are required in preparation of attendance at conferences and events. While wrapping up the exercise, the facilitator should compare the issues that have arisen from the above exercise with this checklist to emphasis the different skills and preparatory processes required for each ambassador to plan for upfront.*

**Exercise 9: Action Planning (for Advocacy Trainers)**

**Objective**

To prepare Action Plans and ways forward.

**Time**

60-90 minutes

**Materials**

- Flip charts and markers.

**Process**

*Stage 1*

- Participants will be requested work in small groups and or individually and prepare for the following:
- What other tools can they propose as trainers to enhance advocacy skills and how would they design them?
- How do they organize further regional training workshops in terms of :
  - Who will be trained?
  - When will the training be organised.
  - What activities/tasks will they need to outline in preparation for the training?
  - Who will be responsible for the training?
  - What resources are available in support of the training?
  - What follow up strategy will in place to facilitate advocacy of gender mainstreaming in the sector?
  - How will this be monitored and by whom?

*Stage 2*

- Presentation and discussion of Action plans in Plenary.

**Exercise 10: Workshop evaluation**

**Objective**

An evaluation of the workshop will be carried out to provide feedback for future improvements.

**Time**

30 minutes

**Materials**

- Evaluation Form/Questionnaire

**Process**

- Ask participants to fill in the evaluation form.
- Facilitate an informal discussion on their feedback, and suggestions for improvements.

Evaluation Form	
<p>1. Which parts of the programme did you find most interesting and useful?</p> <p>2. Which parts of the programme did you find least interesting and useful?</p> <p>3. Programme content – please comment on:</p> <p style="margin-left: 20px;">a) Structure and effectiveness</p> <p style="margin-left: 20px;">b) Guidelines quality and relevance</p> <p style="margin-left: 20px;">c) Case Study quality and relevance</p> <p>4. Programme methodology – please comment on:</p> <p style="margin-left: 20px;">a) Participant mix</p> <p style="margin-left: 20px;">b) Training methods</p> <p>5. List three key lessons that you learnt and which you expect will strengthen/ improve your work?</p> <p>6. List 3 key activities for follow-up at country/ organizational level and type of support needed to accomplish these activities</p> <p>7. How could the workshop be improved?</p> <p>Any other comments</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>a)</p> <p>b)</p>

## Part 4: Case Studies

This section contains eleven case studies illustrating the benefits of involving women in water resources management at community level. The case studies have been drawn from different regions and countries in Africa, Asia and Latin America. They are designed to provide useful illustrative and practical examples to use in advocacy and in training.

Overview				
Case Study	Region of the World	What the case study illustrates	Organizational Type (E.g. Govt, NGO)	Type for water sector (WFN; WFF;WFP)
1. Women demand paid work in water conservation.	Rajasthan, India	Women are the ones primarily concerned with water shortages. <ul style="list-style-type: none"> <li>- Women contribute voluntary labour for water conservation, which increases their burdens.</li> <li>- Paid work is often given to men.</li> </ul>	Govt and NGO	Water for Nature (WFN), Water For Food (WFF), Water for People (WFP)
2. Separate Women's Meeting: A Key to participation in Water Conservation.	Java, Indonesia	<ul style="list-style-type: none"> <li>- Common conditions re: irrigation.</li> <li>- A simple strategy for increasing water conservation efforts.</li> </ul>	Govt	WFN WFF
3. From Purdah to participation.	Pakistan	Women can sometimes offer more practical solutions in water management. <ul style="list-style-type: none"> <li>- Involvement by women can dynamise community development</li> <li>- Traditional leaders can be won over through patient effort to include women</li> <li>- Success based on women's involvement can lead to changes in attitudes in both women and men</li> </ul>	Govt NGO (PRA Team)	WFP
4. Women's Participation Transforms Water Management.	Nkouondja, Cameroon	<ul style="list-style-type: none"> <li>- Women's involvement in local water management increases creativity</li> </ul>	Govt (Chief) Participatory Action Team (PAR)	WFP

## GENDER AND WATER ALLIANCE

Overview continued				
Case Study	Region of the World	What the case study illustrates	Organizational Type (E.g. Govt, NGO)	Type for water sector (WFN; WFF;WFP)
5. Developing Managerial skills in Dynamic Women's' Group.	Yanthooko, Kenya	<ul style="list-style-type: none"> <li>- Women are often enthusiastic to take on the challenge of water management.</li> <li>- They need training in administration and group management for their activities to be sustainable.</li> <li>- Gender balance in training teams is important for acceptability.</li> <li>- Skills training necessary to prevent dependency habits.</li> </ul>	NGO (Catholic Diocese) (NETWAS)	WFP
6. Women Lead in Peri-Urban Community Organizations.	Honduras	<ul style="list-style-type: none"> <li>- Women are capable and willing of leading community organisations in water management.</li> </ul>	Govt (National Water Board) ESA (UNICEF)	WFP and hygiene and sanitation promotion.
7. Gender sensitive Community –run Water Service Makes Profit	Ethiopia	<ul style="list-style-type: none"> <li>- That community management can work if proper gendered systems are put into place.</li> </ul>		WFP and hygiene and sanitation promotion.
8. The problems faced by female headed households	Kerala India	<ul style="list-style-type: none"> <li>- The growing numbers of female-headed households in the developing world</li> <li>- The difficulties female farmers face due to no legal rights to land and water</li> <li>- Factors increasing the poverty of rural women</li> </ul>	International Fund for Agricultural Development (IFAD)	WFF,WFP

ADVOCACY MANUAL

Overview continued				
Case Study	Region of the World	What the case study illustrates	Organizational Type (E.g. Govt, NGO)	Type for water sector (WFN; WFF;WFP)
9. Sex/class conflict in community Water Management-	Machakos, Kenya	<ul style="list-style-type: none"> <li>- The difference made by gender-disaggregated data.</li> <li>- The disadvantages women face due to traditional male-female power relations.</li> <li>- Lack of a gender approach leads to structural impoverishment of women.</li> </ul>	International Research Development Centre (IDRC)	WFF, WFP
10. La Serena: Community Improvement via Women's leadership	Colombia	<ul style="list-style-type: none"> <li>- The determination of women to solve water problems</li> <li>- Their ability to overcome even the most intractable political circumstances</li> <li>- The dynamism that can be generated for subsequent community development projects</li> </ul>	Govt; Municipal Council NGO; University Experts	WFP and Hygiene and Sanitation Promotion/ improvements
11. From funding to construction: Women Did it All –	Barrel, Chiquito, Guatemala	<ul style="list-style-type: none"> <li>- The capacities of women in all aspects necessary to local water management.</li> <li>- Women's determination to solve problems that affect their daily lives.</li> <li>- The need for training of motivated women in related aspects of management and planning.</li> <li>- The prevalence of women-headed households in the developing world</li> </ul>	Govt (Municipality)	WFP

## **Case study 1: Women demand paid work in water conservation, Rajasthan, India**

This case illustrates:

- Women are the ones primarily concerned with water shortages.
- Women contribute voluntary labour for water conservation, thereby increasing their burden of unpaid labour.
- Paid work is often given to men.

### ***Background information***

“Water, in a sense, rules the lives of the vast rural population of the state of Rajasthan, India. A primarily agricultural economy, the state suffers from repeated droughts, food, fuel and fodder scarcity. No one really knows where Rajasthani woman’s work begins, and it never really ends. It is not unusual for women to walk 6 kilometres to bring water for the home. Low female [paid] work participation rates are accompanied by the highest child labour rates for both sexes.”

Malavika Karlekar, Asian Journal of Women’s Studies.

Though it sits next to the large Gambhiri dam, the village of Permadiya Khera does not get water because it is located at a higher level than the dam.

### ***The water project***

In March 2001, a non-governmental organisation called a district meeting to discuss solutions to the water shortage. About 1,200 people from 16 villages left their fields and their paid work on government drought-relief programmes to attend. 75% of those who turned up were women. Participants agreed to conserve rainwater by de-silting & deepening the village pond, and to create awareness on techniques of water conservation and regeneration. Voluntary community participation in water projects began. The same pattern was repeated when the NGO called further meetings in other villages to put community water conservation programmes into place. The meetings established plans for communities to contribute voluntary labour to the task of preserving the district’s water supplies and constructing small water harvesting structures. The communities resolved to call on the government to support their activities.

Eventually, a meeting was held with women members of the state’s official representative bodies, who promised to put the communities’ demands to higher levels of government. The communities called for integration of indigenous and scientific knowledge to devise locally appropriate, socially responsible and flexible strategies. It was proposed that village elders should identify traditional water sources and their suggestions should be included when framing mechanisms to ensure effective management of the water resources. Key government departments and agencies became involved, and in the next community consultation unbalanced consumption of water, large-scale deforestation, and heavy topsoil erosion were identified as critical issues to address. Everybody felt that these could be overcome by individual and collective effort, as well as self-discipline to treat natural resources as common property. Planners and decision-makers were called upon to make systemic changes to prioritise water harvesting, afforestation and soil conservation activities. Communities were called upon to undertake repair and restoration of degraded watersheds.

### ***Women’s struggle to secure payment for their work***

The series of meetings resulted in women taking responsibility for monitoring water resources. This reflected a growing realisation among communities and government agencies about the need to conserve water and control reckless extraction of ground water. Tube wells established to irrigate water-hungry crops such as sugarcane and opium (a primary cash crop of the district) were depleting aquifers without proper recharging.

The discussion was taken into official legislative bodies, and money was accessed for work on conservation, while villagers continued to contribute voluntary labour. When researcher Malavika Karlekar visited some of the ‘mahila mandals’ (women’s self-help organisations) carrying out voluntary conservation work, discussions centred on two issues – the need for water and women’s efforts to secure their right to paid work.

'It was not easy to get the muster rolls in our names,' one member recounted. 'We had to make several trips to the district headquarters and do *dharna* (silent demonstrations) before they listened to us. Of course, the men did not like it at all – they wanted us to work as their family members so they could claim the pay!'

A sustained campaign of demonstrations led to success. The women maintained the right to clean the reservoir of weeds and other pollutants on a paid basis. As this is the only major water source serving at least three villages, the women were zealous in keeping it clean. Initially, the women's husbands resented them getting paid work. One of them said her husband used to taunt her about it. However, that stopped.

'After all,' she concluded, 'I do all the other domestic jobs as well and bring in a living wage.'

## **Case study 2: Separate women's meetings: a key to success in water conservation. Java, Indonesia**

This case illustrates:

- Common conditions re: irrigation.
- A simple strategy for increasing water conservation efforts.

### **Background information**

Increasing population and the use of irrigation on 70% of paddy fields in Java, Indonesia is expected to create water demand problems by 2020. The water carrying capacity of the island is outstripped. In the early 1990s, the Cidurian Upgrading and Water Management Project in Tangerang conducted a pilot programme for the inclusion of women farmers in the planning of a project. It had become clear by then that women's lack of participation was hampering water management projects from achieving their true potential.

Indonesian women have traditionally played a critical role in rice cultivation but they have seldom been officially involved in irrigation development. However, surveys conducted by the Cidurian Upgrading and Water Management project showed that, in fact, women were actively involved in irrigation. It was they who monitored water conditions in the fields to check illegal intake and outlet of irrigation water. They controlled the buffaloes that damaged the canals. They used tertiary irrigation water for household purposes. Special efforts were therefore made to integrate them into the upgrading and water management programme of the Cidurian project.

### **Ensuring women's involvement in irrigation management**

A pilot project was carried out from January 1991 to April 1992 to identify the best method of involving women in irrigation management. This showed clearly that in the absence of formal women's organisations in villages, social barriers prevented women from attending extension meetings. Special agricultural information strategies had to be devised to take into account the low educational level of rural women. Separate meetings and four special training sessions for woman farmers were organised. The aim was to provide the women with basic information on the programme; overcome their initial shyness; make an inventory of their interests regarding participation; prepare concrete plans; and identify potential leaders and representative for water users associations.

A later evaluation by a team of agricultural extension and community development experts noted that separate meetings helped the women develop confidence and reduced their shyness when they eventually attended joint meetings with men. As a result of the separate meetings, women were well represented at later consultations when mutual agreement with the men was reached about the division of labour and payments. This further increased the women's confidence and led to greater participation in water users associations.

### ***The effect of women's involvement***

By the end of the pilot project, it was no longer difficult to encourage women to become members of the boards of water user associations. Rural women soon began occupying important posts, such as treasurer, assistant treasurer, and secretary of such boards. They took on responsibility for: the administration of male and female water users; the collection and registration of irrigation service payments; and the establishment and maintenance of a communication and information network among the female members of their associations. The ultimate result was a reduction in the number of illegal off-takes from the irrigation canals. But the project also triggered other women's self-help activities. In one village, they organised female literacy classes. In two others, women's groups have been formed to start a collective saving scheme and dry field-crop cultivation on community-owned fields.

### **Case study 3: From purdah to participation. Pakistan**

This case illustrates:

- Women can sometimes offer more practical solutions in water management.
- Involvement by women can dynamise community development.
- Traditional leaders can be won over through patient effort to include women.
- Success based on women's involvement can lead to changes in attitudes in both women and men.

### ***Background information***

Women follow a strict form of purdah in Hoto village, Baltistan. They are not allowed to be meet with people, especially men, from outside the community. Though they are largely responsible for domestic water work and some irrigation work, men have traditionally been responsible for making decisions that affect the management of water resources.

Water is traditionally owned and managed by the community itself. Until 1994, village elders were responsible for water management and for ensuring that all members of the community received an equal share. However, this traditional organisation was ill equipped to deal with the management of new technologies and with the institutional structures required for improving the water supply.

### ***The water project***

In 1994, a participatory Action Research team went to Hoto and offered to help improve its water management system. For a year, the men of Hoto would not give permission for the team to meet the women. However, after a long process of dialogue, a female team member was allowed to meet the women and bring them into the dialogue on drinking water.

'We did not know any information about the meeting,' they said. 'The men didn't tell us about the meeting, other than that we were free to come. Anyway, what are we supposed to do in the meeting? What concern is it of ours? This is the men's duty and not ours.'

Hoto is large sprawling village of 180 households divided into five *mohallahs*, based on family or clan membership. The traditional leaders started organising *mohallah*-based water committees, which would be responsible for communicating with individual households, and separate women's committees were also established. The younger and more educated members of the community became the leaders of the water committees, as the traditional leadership recognised that educated people would be better prepared to take on committee responsibilities. This marked the beginning of the traditional leadership giving power to other people, something, which was not easy for them to do. Two members from each committee were appointed to be members of a wider Water Committee to co-ordinate the activities of the various *mohallah* organisations.

***The effect of women's involvement on water management***

Eventually, the men allowed their women to participate in a joint meeting to develop strategies to solve the drinking water problem. The men suggested extending the distribution pipes of an old government water supply scheme to all of the households in the unserved area. The women put up a counter-proposal. What they felt was needed was a new water tank built on unused land, which would provide water to the presently non-functioning public standpipes. 'What is the point of a new pipe if the present pipe is not already being used?' they asked. The women's solution was far more cost-effective, and the community adopted it.

This marked a major change in thinking in the village. Whilst previously, women had been passive in their attitudes towards improving the drinking water situation and men had been uninterested since domestic water work was not 'their' problem, now the women have become active participants, and have observed that significant changes have been made in their lives.

'We do not have the burden of bringing water now,' one of them said recently. 'We can stay home and take care of our children.' They also feel that they are able to spend more time paying attention to personal hygiene. 'We are washing our clothes in the water now that the water is available.'" states one of the women members of the overall Water Committee.

Women committee members started making new demands on behalf of the women in the community, such as asking for hygiene education, and selecting the subjects that they are most interested in learning about. They began paying attention to the storage of water, taking care of personal hygiene, and increasing their knowledge about disease transmission. Women committee members established an operation and maintenance fund, initially by collecting 10 Rs from each household. They are now exploring other ways to sustain the fund, feeling strongly that households in Hoto are too poor to make monetary contributions on a regular basis.

'We are going to collect one kilogram of apricot kernels from each household,' the Committee President explains. 'This will be easy for every house to give because every house has apricots. We will sell the kernels and the money will go to the fund '.

***Wider community benefits***

Probably the most significant effect of women's involvement in community organising has been their demand for the education for their daughters. In 1998, a new girl's school was opened in Hoto.

'I wish my daughters could have got an education. But there were no schools in the village when they were young. We know that the older girls cannot go to the school now so we are sending our young daughters to schools. We don't want them to live like us but much better than us'.

***Taking the approach to other villages***

Traditional leaders have been very impressed by the results of this project. Sheikh Ali Ahmad, the traditional leader of Hoto, commented: 'The PAR project has helped the community in solving the biggest problem, which was once impossible to think about. We have learned how to organise our resources and bring them together to put them to use'.

When Sheikh Agha Saheb, another traditional leader living outside of the village, visited Hoto and discovered that households were using tap water, and that the people themselves had solved their water problem, he formed the Al-Muntazeer Organisation aimed at taking the same approach to other villages and applying it to other issues of community development.

#### **Case study 4: Women's participation transforms water management. Nhouonda, Cameroon**

This case illustrates:

- Women's involvement in local water management increases creativity.

##### ***Background information***

In 1995, Nhouonda's community water management system was sliding towards breakdown. The village's water management committee was not functional. The committee's president never called meetings, took unilateral decisions and carried out irregular spending. The caretaker deliberately disrupted the water supply to certain parts of the village because he received no motivation from users. There were many leaky spots in the pipeline and frequent breakdowns of taps, resulting in shortage of water, especially during the dry season. This resulted in serious conflicts amongst members of the water management committee and between Nkouondja and Fosset, the two communities sharing the water. There was an acute shortage of funds to carry out maintenance on the system, as the population refused to pay when there was no system of transparency and accountability. The women of Nhouonda, who were not members of the water management committee, were alienated from the decision-making, and adamant in refusing to pay their monthly contributions.

'Those who are charged with collecting the money are not honest,' one told an external observer. 'They ask us to pay while they and their wives do not pay, and they expect those whose husbands have no [official] position to pay.'

Each member of the community was supposed contribute an amount equivalent to 17 US cents every month. But no records were kept. A new system had been tried, in which the collector made a list of the names of contributors. But this list was never signed. People said their contributions were never recorded, the collectors embezzled some of the money, no information was given on the management of funds, and the management team could not even estimate what was expected.

'These men are not serious,' one old lady said. 'We contribute money but they do not write it down and afterwards they say we never contributed.'

Community members were no longer supplying materials for the construction of new catchments, meant to solve water supply problems.

##### ***The water project***

A Participatory Action Team (PAR) began to assist the community to analyse its problems and prioritise the actions to be taken. The village chief called all his Quarter Heads together to discuss the halt in work on the new catchments. Various reasons were put forward for the lack of participation, and the chief then called on the PAR team to make a contribution.

The PAR team let the women of the village speak. Soon, the real causes were identified as well as the core solution. The community agreed to resume work on the catchments the very next day. The Quarter Heads said they would inform all members of the community that night that they should turn up for the work, and a monitoring system was set up to know who was not going to participate. The president of the women's group volunteered to supervise all the women and promised to remind them very early in the morning.

'Since you have been coming here,' the village chief remarked to the PAR team, 'you have talked to us about the importance of involving women. But we never could imagine the difference we now see. We wish that you continue to train them as much as possible. I would like to see them drive a car like the woman I saw in Foubot town.'

***The effect of women's involvement on water management***

It was the start of an attitudinal change that was followed by physical changes. New pipes were bought, and all the old, leaky ones replaced. The technique of rationing water during periods of shortage was revised to ensure that each Quarter received water two days a week. Broken taps were repaired punctually since management was decentralised to the Quarter level and even by stand-pipe. Some people in the Quarters were elected to collect monthly contributions and any other funds necessary for development of new installations. A new system was devised for keeping the surroundings of the standpipes clean: all the women living around a standpipe organised to clean in turns. All of this has been achieved though the combined efforts of the men and women in the village. The women appreciated the respect they started getting from the Water Management Committee's President, and so they contributed labour to improvement work.

'This project has come at the time we are very busy in the farm,' one woman noted when the new catchment project restarted. 'But the way the president takes time to talk to us is such that you would not hesitate to participate.'

The Committee President retorts that he couldn't possibly succeed without the help of the president of the women's group. Internal village fundraising, good record keeping, accountability and transparency have become standard – resulting in the gradual improvement of the physical system. The entire system of funds collection has been tightened.

Today, the women no longer peek from the window when officials connected with water come to the village. They attend joint sessions with the men and take part in decision-making. When a representative of the International Centre for Water and Sanitation visited the village in April 2001, the women came out in numbers to welcome him. The Chief said:

'You have been having only bones when you come here, but today you are going to have the bone and the meat on it. Yes you have been hearing and seeing only what the men are doing, but today you are going to hear and see what the women are doing.'

Amidst clapping and cheering, they welcomed Aminato, the dynamic president of the women's group to the stage. At a later meeting, when the men insinuated that they would not cooperate with some of the decisions the women had taken in respect to raising their own contributions, the women openly and boldly said that they had ways to sanction them if they refused to give them support. They said they would refuse give them food. This led to a major debate between women and men. A young man expressed fear of women knowing too much, which could lead to divorces in the village. A woman stood up and challenged him, saying there had been divorces before. The young man backed down.

The villagers' attitude towards donors has also become more assertive and self-confident.

'We know that we are requesting help,' the Chief told representatives of a major aid organisation at a public meeting. 'But that does not mean that we will die if you do not help us. When somebody gives you food with anger you will never feel like having eaten something.'

The youth association is also taking more assertive action in the community's water management programme.

'We have learnt that one hand cannot tie a bundle,' one of its members explained.

## **Case study 5: Developing women's managerial skills. Yanthooko, Kenya**

This case illustrates:

- Women are often enthusiastic to take on the challenge of water management.
- They need training in administration and group management for their activities to be sustainable.
- Gender balance in training teams is important for acceptability.
- Skills training necessary to prevent dependency habits.

### ***Background information***

The people of Yanthooko face regular and acute water shortages. Traditionally, they get their water from dry riverbeds. Each family scoops a hole in the riverbed into which water seeps from the surrounding sand. When rains come, these holes are filled with sand.

### ***Women take responsibility for tackling water shortages***

The St Martha women's group decided to confront the water problem. This enthusiastic group, which proved eager and ready to try new innovations, attracted donor assistance. Through the Catholic Diocese, Machakos, the group got help in building a shallow well and hand pump in a dry riverbed. The result was that, instead of having salty water, as nearby communities do, St Martha had sweet water. The women's group also got aid to construct rainwater harvesting tanks, washing slabs, bathrooms, improved cooking stoves and VIP latrines. It then developed plans to dig a second well or establish a gravity scheme from the hills on the western end of the village.

However, the group lacked managerial skills. It had no procedures or systems in place. Records were poorly kept, not shared or audited. Only one person kept both financial and secretary's records. The women shied away from these responsibilities, mainly because they felt insecure with accounting. The group began developing a dependency on external assistance.

### ***Participatory Action Research project***

Nairobi's Network Centre for Water and Sanitation offered to carry out a Participatory Action Research (PAR) programme for filling the organisational gaps. The community was receptive, encouraged by the gender balance in the PAR Team. This gender balance also made it easier for the PAR Team to participate in the activities of the women group, such as singing, serving meals, and occasionally working with members on their own household chores, such as ploughing with oxen. A village walk was held, village maps drawn and discussed, and semi-structured interviews conducted. Other standard PAR tools were employed. Group discussions were especially favoured by the women. By explaining to their peers, the Yanthooko group discovered the limitations of their management.

They received training on the challenges, duties, roles, responsibilities, attributes and requirements of each of the tasks to be performed by the committee. The roles of the committee versus those of the community were outlined and discussed. To encourage a community learning process, trainees or course participants were selected by the whole group. Providing feedback to the whole group was built into the training process so information/knowledge obtained by the trainees was shared with the community. Emphasis was placed on learning practical skills necessary to undertake a particular function in the management of the water supply, and on enhancing group dynamics. Each trainee was encouraged to perform their role while also supporting the functioning of the other office bearers/members in order to build confidence, trust and synergy. Meetings were used often to share the new knowledge.

### ***The effect of women's improved management skills***

Whereas in the past, the chairlady looked for external support, she now sees that raising internal resources is equally important. She places emphasis a dual approach: external support and internal resource mobilisation. The treasurer, who had been shy in fulfilling the demands of her post, is now keeping and sharing records with members. Knowing that their primary accountability is to the local community -who are not as knowledgeable as themselves- the secretary and the treasurer have

become more open. Records are now available to members on request, and regular sharing of information is becoming a common practice.

This has enhanced confidence in the group. Members are contributing money willingly. The secretary now keeps minutes of meetings and shares this with relevant bodies. Meetings are called by way of letters, and an agenda is clearly defined, shortening meeting times and improving attendance. The Yanthooko Group has reviewed its constitution, discussing it with the members and seeking approval for changes. The group now works in accordance with standard rules and regulations, making monitoring and accountability much easier.

The local administration has also now taken interest in the group. The PAR training emphasised the building of local partnerships and the water committees were encouraged to seek the involvement of local chiefs. In Yanthooko, the group has developed guidelines stipulating roles, duties, responsibilities and obligations for each of the segments of the community, including the local administration. This is giving new life to meaningful involvement of all the various actors involved. Members have pledged renewed commitment and are contributing resources to developing an income-generating project and a second shallow well to increase water availability.

### **Case study 6: Women lead in peri-urban community organisations. Tegucigalpa, Honduras.**

This case illustrates:

- Women are capable and willing of leading community organisations in water management.

#### ***Background information***

In Tegucigalpa, the capital of Honduras, 400,000 people live in "*barrios marginales*" - rapidly-growing peri-urban settlements without basic utilities. In the early 1980s, most of these communities lacked access to a drinking water source and a family could spend as much as a third of its income buying water from a vendor.

In 1987, UNICEF and the National Water Board (SANAA) began a programme to provide safe, potable water from boreholes and surface water. The water is treated by SANAA and distributed through the conventional network as well as by water trucks to public stand posts and in-house connections.

Under the terms of the UNICEF/SANAA programme, a community becomes eligible for a water project by setting up an independent water committee to run and manage its own water system from the construction process onward. Eventually, the community becomes the owner of the water system, and is responsible for collecting fees, managing the administration, operation and maintenance.

#### ***Women's involvement in water management***

Women are the driving force behind the organisation of communities in Tegucigalpa's *barrios*, filling approximately one third of the positions on water boards. 62% of them function as committee president or financial controller. They make up half of the participants in plumbing workshops. The construction of water systems has progressed more quickly than expected. By the year 2000, all Tegucigalpa's legalised peri-urban communities were expected to have their own water system installed and functioning.

The next step is the introduction of a hygiene education programme to combat the major health problem of diarrhoea and other water-related diseases. Family visitors, mostly women, are recruited from the community and trained in hygiene education and sanitation. In about 80% of the houses visited, there has been a significant change in sanitation and hygiene behaviour.

Over 150,000 people living in 95% of Tegucigalpa's barrios have already benefited from the water supply programme. Much of the programme's success must be attributed to women's willingness to organise themselves and to work for the benefit of their families and neighbours. Gaining access to clean water is the first step in obtaining other services and improving the community. A new problem - the increase in wastewater as a result of the water supply - is now being tackled by women community members.

### **Case study 7: Community water service run by women makes a profit. Hitosa, Ethiopia**

This case illustrates:

- That community management can work if proper gendered systems are put into place.

#### ***Background information***

Management of the Hitosa Water Scheme is thoroughly decentralised. The scheme supplies three towns and seven villages, a total of 71,000 people. At the end of the 1996/1997 financial year, the scheme had raised an income of 154 million Birr from supplying water to users, and had spent 131million.

*Kebele* (local community) water committees were selected at the start of the project. Their role is to supervise the tap attendants and attempt to resolve any problems that arise in their work. They are also responsible for ensuring that the tap stands are not abused and that they are working properly. They report problems, damage or breakdowns to the Water Administration Office. They are also responsible for health education and sanitation. The Water Management Board is the highest decision-making body and the formal employer of the Water Administration Office. It comprises 62 members - two representatives from each water committee, and equal numbers of men and women. It nominates an Executive Committee to carry out the day-to-day work.

#### ***Women's involvement in water management***

74 members of the village communities are employed to administer the scheme from the Water Administration Office, located in a compound donated by the community. 13 are young people, trained by the project in administration, finance and technical skills. The other 61, all tap-attendants, are women. Initially, it was not easy to recruit women. Local communities were reluctant to nominate women for training and employment. If a job was going in a village, they argued, it ought to go to a man, the head of the household. Project staff countered that women bore the brunt of water collecting, and were responsible for making sure that it was properly stored and used. Eventually, every community put women forward as trainees.

The tap attendants work half time and are paid 105 Birr a month, equivalent to the national minimum wage. They are the public's first point of contact with the water service. They co-ordinate opening open the tap stands - some operating in the mornings from 7 to 12, others in the afternoon from 1 to 5 - and use voucher books to sell water for five cents per 40 litres. Each month, they deposit their takings and their empty voucher books with the Water Administration Office and collect salaries and new voucher books. Each tap-stand has a meter which is checked monthly to ensure probity.

So far, the scheme has drawn many compliments from customers who judge it to be responsible, effective and honest. One reason is that all the employees of the scheme live locally and have to face their customers at the end of their workday. Another is that methods to ensure transparency in accounting have been built into the scheme. All accounts are open to public scrutiny, pasted up on the wall of the Administration Office. The Board is extremely vigilant, they communicate well with their customers and solicit their agreement on changes in tariffs and rises in staff salaries.

Source: *Water Aid research and campaigns*, <http://wateraid.org.uk>

### **Case study 8: The problems faced by female-headed households. Kerala, India**

This case illustrates:

- The growing numbers of female-headed households in the developing world.
- The difficulties female farmers face due to no legal rights to land and water.
- Factors increasing the poverty of rural women.

The International Fund for Agricultural Development has highlighted the fact that more and more rural households in the developing world are headed by women. In the developing world as a whole, the figure is one household in four. In Sub Saharan Africa it is as high as one household in three. These women are put in the position of farming the land and providing for their families alone – but without the benefit of legal rights to land and water.

In Moorkanad, in Kerala in India, for example, about half of the households are headed by women, with men, in most cases, away seeking work in the Gulf States. In 1992 alone, nearly 120,000 migrants left the state of Kerala to find work in other parts of the world. The women left behind single-handedly manage family farms. Whilst researchers have commented on the enormous workload they now carry, women continue to describe themselves as simply housewives.

The farms and agricultural equipment are legally owned by male family members. Many of the female farmers would like to install pumps to irrigate their farms but, as they have no collateral, banks will not give them loans. They are forced to borrow from informal money-lenders at high rates of interest, or pawn their jewellery. They face many other obstacles as farmers. Government agricultural extension officers do not assist them, since the traditional concept of farmer is male. They have lost entire crops because they were not warned about spreading plant disease. They are growing poorer and working harder, than their male farming counterparts.

*Source: Gender Perspectives on Property and Inheritance, KIT publishers*

### **Case study 9: Sex/class conflict in community water management. Kerala, India**

This case illustrates:

- The importance of gender-disaggregated data.
- The disadvantages women face due to traditional male-female power relations.

#### **Background information**

Due to droughts, there is competition for water from the Yatta Irrigation Scheme in Machakos, Kenya, and most people don't get enough to irrigate their crops. The government has set up a community management system, involving user groups and water management committees. However 85% of respondents to an IDRC survey said that women and children trying to draw water are the victims of harassment by men and attacks by thugs.

#### **Sex disaggregated data**

The survey results reflected many of the common findings from sex-disaggregated surveys of water access in the developing world. These include:

- While over 75% of the households were officially headed by men, in 35% of cases, women were the actual economic heads, responsible for the support of between 5-10 people. A quarter of the households comprised over 11 members.
- In 76% of the households, the owners of the land were men, and consequently, men made major investment decisions such as purchases of land and cattle. Women made decisions on domestic water and general household investments including minor irrigation work.

## GENDER AND WATER ALLIANCE

- 96% of households irrigated their crops three or four times a week. 44% of the labour was provided by women, and only 29% by men. The other 12% was provided by children.
- 92% of the households irrigated their fields at night. This exposed women to danger of attack by thugs, to difficulties in getting child-care, and to health dangers caused by the cold night air.
- Some male farmers were irrigating illegally by diverting the canal's water to their own farms. They only did this when *women* were using the water, for fear of reprisals from other male farmers. The women regarded this as harassment and said it was severely jeopardising their farming pursuits.
- 85% of the respondents belonged to a water access group, but few women sat on water management committees, since they were afraid of expressing themselves in front of men and were too busy with household chores to attend meetings.
- Women were responsible for washing and herding livestock. However, as they were not consulted during the design of the water supply system, no provision was made for these activities, such as troughs for watering animals and facilities for washing and bathing.
- Respondents in the survey said those who got the most water during shortages were those closest to the main furrow or canal (24%); the most aggressive individuals and lawbreakers (24%); the wealthy and influential (15%); and men (15%).
- 99% of those who policed the water supply were men and the majority of respondents said these officials were corrupt and unfair.

### **Recommendations**

The following recommendations arose from the survey:

- Meeting times should be changed to accommodate to women's schedules.
- Women should be encouraged to attend meetings and vie for leadership positions in the management groups.
- The community itself should be given greater responsibility for the entire management of the system to prevent corruption by those with greater wealth.

*Source: IDRC, Management of Water Demand in Africa and the Middle East.*

### **Case study 10: Community improvement via women's leadership. La Serena, Colombia.**

This case illustrates:

- the determination of women to solve water problems.
- their ability to overcome even the most intractable political circumstances.
- the dynamism that can be generated for subsequent community development projects.

### **Background information**

When cholera broke out in the troubled state of Cali, Colombia, the town of La Serena was spared. This was attributed to the quality of water consumed in the village.

'With the construction of our treatment plant, many things have changed in the community,' says resident Fabiola Gomez. 'For instance, diarrhoea and other children's skin diseases have been reduced.'

The treatment plant was only constructed after women forced their way into the leadership of a 1995 community water management programme because of La Serena's desperate need for a supply of potable water. The Canaveralejo river, which supplies water to La Serena's 3,800 inhabitants, was highly contaminated.

La Serena had been unmanageable for twenty years. The population was exploding due to migration from the conflict-ridden countryside. There was little work in the town, and residents scraped a living how they could. Most of them did not have legal ownership of the land they occupied. Urban militias, comprising guerrilla soldiers, self-defence groups and hooligans, used intimidation tactics to control the management of community organisations.

### ***Community water management plan***

In 1995, a Community Water Management Plan was established by the government, supported by an NGO, some university experts and other official municipal bodies. It immediately ran into problems with the Community Action Board, which was the locus of 15-year-long power-struggles between three competing groups. The women of the community, concerned not to give up the opportunity to grasp at the chance of clean water, struggled long and hard to capture leadership positions in the Community Action Board. Eventually, supported by some dedicated men in the community, they succeeded.

'At the beginning it was tough,' recalls Dona Fabiola. 'All organisations were being run by men, and when women wanted to participate we had to impose ourselves by force. It was a hard task, but we let them see that we were also able enough, and we did better than them, and we were never discouraged.'

### ***Wider impacts of women's involvement in water management***

Based on a participatory consultation process, motivation was generated for the self-development and strengthening of local organisations. The women went on to play prominent roles in other organisations working for community development. Collective participation led to improvements in the power supply, paving of the streets, collecting of refuse, construction of a school and a health centre. The town's youth organisation, which has been growing in capacity, has carried out some reclaiming and cleaning activities at the Canaveralejo river. They are developing a popular library project, and have now attracted aid from an international organisation.

Because of the way they faced their problems, La Serena has become an example for other communities.

## **Case study 11: Women do it all – from funding to construction. Chiquito, Guatemala**

This case illustrates:

- The capacities of women in all aspects necessary to local water management.
- Women's determination to solve problems that affect their daily lives.
- The need for training of motivated women in related aspects of management and planning.
- The prevalence of women-headed households in the developing world.

### ***Background information***

Barrel Chiquito, Guatemala, is a small community of 29 houses and 250 people. The men migrate to work on coffee plantations in the southern lowlands, and women, as a consequence, manage all community affairs. The families of Barrel suffered for many years from a lack of water. Water for domestic and farm use was hauled by women and children from waterfalls and small springs. Four 1 ½ hour trips a day were necessary to fulfil families' needs.

In 1988, the people of Barrel accepted a proposal from another local community that they should purchase a spring. Eugenia Velásquez led the discussion:

'It's about time we do something to not go on hauling water! Going to get water is difficult for us – we're tired of it. What's more, the water serves us every day. I agree with helping to buy the spring; later, we'll see how we will go about building the water project.'

In 1989, a committee comprising 5 women and 1 man was elected to find financial support. The government of San Marcos granted the committee legal recognition and it identified Agua del Pueblo (ADP) as a source of assistance.

### ***The water project***

Agua del Pueblo made its first visit to Barrel in 1989 and proposed a set of working conditions. The community had to contribute manpower for transporting materials, digging ditches, and building. They had to make an initial economic contribution of 5% of the value of the project investment, contribute local materials, and commit to repaying a loan advanced to finance the construction of the water system. They obtained a loan of Q 15,600 that was used to cover 25% of the total cost of the system's construction.

The president of the committee, Doña Eugenia Velásquez, explains:

'The technicians of Agua del Pueblo explained to us that their organisation could help finance construction costs, partly as a donation and partly as a loan. We can pay off the loan in six years, but, at the start of the construction, we have to give a down payment.'

In May 1991, construction began with a goal of finishing in seven months. The committee supervised the completion of assigned tasks and community members' work in ditch digging and hauling. Few men were involved in these tasks, since most of them were working away from home. Doña Jacinta, one of the women involved, explained the work she and others were doing.

'The truth is that the local material that we needed for the construction of our water project didn't exist. The men weren't in the community. They go off to the plantations to work. So, the women took advantage of the fact that they were filling the potholes on the highway with big rocks. We would hide and when the truck went away, we'd bring back the rocks to the community. We women could do the work when the men were not around. They just sent the money to pay the hired hands. The heaviest work was done by the hired hands, such as the ditch digging [and] the hauling of cement, iron tubes and block. We women were also given training for the handling of the water-cocks.'

Health technicians and social promoters from ADP held training sessions with the committee on the roles they were to play in the project construction. Community members also participated in workshops on health education and the appropriate use of water and the latrine.

### ***Women's role in water management***

In November 1991, the water and latrine project was inaugurated. The committee formed groups of beneficiaries to clean the distribution tank, and took charge of maintenance. The treasurer collected and recorded fees, as well as loan payments, and noted down expenditure. Beneficiaries were given a receipt so that there would not be distrust regarding the collection of money. Every six months, the committee visited beneficiaries to monitor the use of the water and latrines. The water engineer, with the help of one or two members of the committee, carried out inspections of all the elements of the system. They would examine the catchment, go over the entire conduction line, and check out the stop-cock and the air and cleaning valves. The water engineer also did the repairs on taps in the houses and fixed breakdowns in the system when there were leaks.

### **Difficulties**

But soon the committee was over-extended. After finishing the construction of the water system, it had formalised its legal status with the departmental government of San Marcos as the “Pro-Improvement Committee”. It wanted to carry out other community development projects. Doña Calixta, a committee member, had insisted: “That does not mean that we’re no longer going to see to the water. We still believe that what happens with the water project is our responsibility.” But now the group had to attend to other community needs, such as the procurement of a school, teachers, electricity and stoves. These responsibilities consumed time, and the committee ended up neglecting the ad-ministration of the water system.

Don Francisco, Treasurer, lamented this situation:

‘We don’t have any time left to collect the water fee from everybody. It’s hard for us to hold assemblies to keep the community up on what’s happening in the water project. We had planned to check over and clean everything in the project every three months, but with the work we have to do with the electricity project, now we only do it every year. We haven’t gone to give an accounting to the government, nor have we been punctual with paying back the loan that we have with Agua del Pueblo.’

At the start of project, the committee established a maintenance fee of Q 0.25 per month for each beneficiary, which added up to Q 3.00 per year. Very little could be accomplished with this small amount which was insufficient to replace worn parts or even to cover the cost of cleaning materials.

### **Solutions**

In spite of having managed to bring electric power to the community, to purchase land for a school, and to build 35 stoves, the committee recognised the need for closer administration of the water project. They figured that it would be better to form special commissions for each separate project. A school commission made up of parents came forward, as did a group of ladies, supported by their husbands, to attend to the stove project. Thus the original committee was able to resume giving the water project more attention.

Three investigators from ADP suggested a Participatory Action Research project to make a study of the water and sanitation situation in the community. 6 local people made up the research team – four women and two men – and all were trained in techniques for the assessment of water and sanitation issues. Problems with the system were identified and presented to all the beneficiaries. Discussions led to the conclusion that the fee had to be raised, and that there was an urgent need to train the committee and water engineer, both to familiarize them with their functions, and to enable them to make service extensions.

The committee had increased the fee from Q3 to Q6, but a year later, realized that even this was insufficient. They made an inventory of all the costs involved and presented this to an assembly of the beneficiaries, to make them see the necessity of raising the fee again. There was resistance to a new raise, but the beneficiaries were eventually persuaded.



## References and Resource Material

The Gender and Water Alliance (GWA) publications (forthcoming 2003):

*The Gender and Water Development Report 2003 - Gender perspectives on policies in the water sector.*

*Guidelines for Local Government for Mainstreaming Gender.*

*'Lessons Learnt' in Mainstreaming Gender*

ADB (2002) *Gender Checklist: Water Supply and Sanitation*. Asian Development Bank: The Philippines. <http://www.adb.org/documents/manuals/gender-checklists/water>

AusAID (2000) *Gender Guidelines for Water Supply and Sanitation* (supplement to the guide to gender and development). AusAID: Canberra, Australia.  
[http://www.ausaid.gov.au/publications/pdf/gender\\_guidelines\\_water.pdf](http://www.ausaid.gov.au/publications/pdf/gender_guidelines_water.pdf)

Dayal, R., Wijk, C. van, Mukherjee, N. (2000) *Methodology for Participatory Assessments with Communities, Institutions and Policy Makers: linking sustainability with demand, gender and poverty*. Water and Sanitation Program, The World Bank: Washington, DC.

Fong, M.S., Wakeman, W. and Bhushan, A. (1996) *Toolkit on Gender in Water and Sanitation* (Gender Toolkit Series No. 2). Gender Analysis and Policy, Poverty and Social Policy Department, The World Bank: Washington, DC.

Francis, J. (2002) *Global Water Partnership Guidelines for Gender Mainstreaming* (draft). GWA.  
e-mail: [suvrat@genderandwateralliance.org](mailto:suvrat@genderandwateralliance.org)

Reed, B.J. (ed) (2002) *Building with the Community - How to engineer projects to meet the needs of men and women*. WEDC: Loughborough University, UK.

Reed, B.J. (ed) (2002) *Developing Engineers and Technicians*. WEDC:  
Loughborough University, UK.

Reed, B.J. (ed) (2002) *Infrastructure for All - a practical guide for engineers, technicians and project managers on how they can meet the needs of men and women in development projects*. WEDC: Loughborough University, UK.

Srinivasan, L. (1990) *Tools for Community Participation - A manual for training trainers in participatory techniques* (PROWESS/UNDP Technical Series) PROWESS/UNDP: New York

WEDC (2001) *Practical Guide to Mainstreaming Gender in Water Projects - guidelines for engineers and managers*. WEDC: Loughborough University  
<http://www.lboro.ac.uk/wedc/projects/msgender/index>

Wijk-Sijbesma, C. van (1998) *Gender in Water Resources Management, Water Supply and Sanitation: Roles and Realities Revisited*. IRC International Water and Sanitation Centre: The Netherlands.

Wijk-Sijbesma, C. van (1995) *Gender in Community Water Supply, Sanitation and Water Resources Protection - A guide to methods and techniques*. IRC International Water and Sanitation Centre: The Netherlands.

