

Module B10

Methodology (and technology)

Target Group

Project managers and Civil society activists

Time

2 hrs

Material

The teaching aids required for the session are:

- Whiteboard
- Whiteboard markers
- Flipchart and markers

Examples/Handouts

International Examples

Examples from Pakistan

Note: depending upon the target group of participants either use the examples to illustrate training points or explain concepts or give these as a handout.

Guideline / Procedures and Main Training Points

1. Introduction to Module B10

Procedure

- Start the session by stating the topic and objective of the module

Topic: Methodology (and technology)

Objective: to understand the methodologies for gender mainstreaming in IWRM

- Introduce and state the main training points of Module B10

Introduction

- Care is needed when dealing with the idea of gender sensitive methodologies and technologies, as many water and/or gender practitioners think that there should be special appropriate technologies for women, thereby inadvertently ending up reinforcing the gender divide, instead of obliterating it.
- There are examples of women taking up water technologies and methodologies that were supposedly designed for men and which were deemed unsuitable for women. In some of the cases, women were able to deal with the problems of the failure of operation and maintenance that have plagued water infrastructure projects in the developing world.

- There is a widespread consensus for the need to shift the water paradigm from its current engineering and technology base to an interdisciplinary perspective that integrates technical, social, institutional and gender concerns, as has been advocated by IWRM concepts.

Main Training Points

1. To obtain gender equality and equity in water sector, gender friendly methodologies and technologies are essential.

2. Training Points

2.1 Training Point 1

To obtain gender equality and equity in water sector, gender friendly methodologies and technologies are essential.

Procedure

- Brainstorm with the participants on training point 1 and write down the relevant responses on the whiteboard.
- Ask 1 or 2 participants to summarize main training points on the whiteboard as you go along.

Training Points

- Managing water in an integrated and sustainable way may contribute to improving the access of women and men to water and water-related services.
Women's roles in the productive sphere (for example producing, buying and selling) needs support also as a critical factor for women's empowerment and gender justice. Most of all, women's strategic needs have to be addressed if gender mainstreaming is to be institutionalized.
- In most of the developing countries, a review of infrastructure based projects shows the following:
 - Development and use of technology has often marginalized women
 - Women do not get asked for their choices in technological options in the water Sector.
 - Compensations for the cases of livelihood deprivation and displacement of communities due to capital intensive infrastructure development (such as dams and hydropower projects) not provided to men and women individually or separately.
 - Disasters impact men and women differently but rarely are there gender approaches to disaster relief.
- **There are some Strategic Gender Actions which can help in developing methodologies and technologies in gender mainstreaming:**
 - Choice of integrative approaches that take the activity, access and control profiles of women and men in the target area and/or water sector into account.
 - Choice of strategies that address strategic gender concerns they will be different for different interventions.
 - Identification of concrete gender objectives, especially those relating to gender equality and/or those relating to women's empowerment.

- Identification of gender-friendly technologies so that women may not be marginalized because they are not technology specialists.
- Identification of gender specific benefits and impacts that will accrue from the intervention.
- Identification of program components that will move towards closing the gender gap.
- Establishment of governance structures based on gender equality as a major factor.
- Establishment of management structures that will proactively solicit women as managers and team members.
- Development of gender monitoring indicators.
- Specification of allocations for women and men in the budget, and appropriate MIS to keep track of expenditures against the allocations.

3. Winding up

Procedure

- Wind up the module with a summary and thanks to the participants.
- If more than one session in the workshop, announce break and time to return for the next session

Examples of Module B10

Methodology (and technology)

INTERNATIONAL EXAMPLES

Gender Sensitive Methodologies & Technologies

Care is needed when dealing with the idea of gender sensitive methodologies and technologies, as many water and/or gender practitioners think that there should be special appropriate technologies for women, thereby inadvertently ending up reinforcing the gender divide, instead of obliterating it.

There are examples of how women were helped to handle the water technology and infrastructure that were thought to be fit to be managed exclusively by men. An example from India will illustrate the point (*Adopted from SEWA, Project report Self-Employed Women's Association, Women's Struggle for Water, SEWA's Barefoot Water Technicians in Sabarkantha, September, 2002*). In many villages in Gujarat, hand pumps are the sole source of drinking water. However, due to a number of reasons the Gujarat Water Supply and Sewerage Board (GWSSB) found it increasingly difficult to maintain its 10,000 hand pumps. In some cases, it took six months before GWSSB attended to complaints of malfunctioning hand pumps.

During these periods, women were forced to fetch water from far off places losing up to six hours a day. Moreover, carrying the heavy loads over such long distances led to health problems and exhaustion. Finally, water from alternative sources was of inferior quality. Local contractors and NGOs were invited to bid for contracts for the maintenance of hand pumps. First, SEWA had to fight the commercial contractors and lobby the government agency that did not allow the women to participate in their training programme (because they did not meet the required education standards). The villagers showed even less faith in the women's skills than the government engineers. The women were ignored when they visited a village to maintain or repair the hand pump. Some of the women were even threatened. But they persevered and today the local communities, the women themselves, all agree that SEWA's hand pump technicians have led to a major improvement of the hand pumps. When the government mechanics were doing the maintenance, it took 45 days on the average for a malfunctioning hand pump to be repaired. Now it takes 2-3 days! Many villagers believe that the hand pumps are functioning better and are giving 'better water'. As a result, the villagers have fully accepted the women as 'barefoot water mechanics'. The women have also gained from their maintenance work. They are earning around Rs. 5,000 annually, have gained in confidence and have become aware of the importance of their role in society.

Sharing of Burden

In another example a peri-urban area of Malawi, female participation in water management has been very constructive (*World Water Vision: Mainstreaming Gender in Water Resources Management: Why and How, Background paper for the World Vision Process, quoted in A Gender Perspective on Water Resources and Sanitation, Background Paper submitted by the*

Interagency Task Force on Gender and Water, pp 5, January, 2004). At first, male managers were put in charge of the communal water points. However, this was found to be ineffective, as the men were absent during the day and lacked service orientation and financial management skills. A new management group, consisting only of women, was set up and both water and sanitation management improved significantly. However, this was a heavy burden for the women, and the programme now follows an equitable strategy where the management group consists equally of men and women and where the burden of work and influence is shared equally.

Involvement of Women at Designing Phase

Leaving women out of the project design may result in inadvertently increasing the women's burden. For example, in east Nepal the tap-stands and tube-wells of the improved water services are located along the roadside where women cannot bathe freely and wash their clothes comfortably for fear of being seen by men. In order to avoid this, women in Hiel village in east Nepal carry water all the way to their homes several times each day, spending significant amounts of time and energy to do this. In three villages women reported waiting until dark to undertake these activities. All these women complained that the surveyors had not involved them in designing the tap stands or tube wells (*Regmi, SC, Fawcett B, Integrating Gender Needs Into Drinking Water Projects in Nepal. Gender and Development, 7 (3): pp 62-72, 1999*).

Gender Friendly Technologies lead to Gender Equality Actions

According to *Moriarty P, Butterworth J, The Productive Use of Domestic Water Supplies, IRC International Water and Sanitation Centre, May 2003*, if the approaches and technologies are not gender friendly, then the gender equality actions are hard to obtain. Sometimes thinking "outside the box" can bring results. In the Chilean coastal desert fog collectors (led by women) in the village of Chungungo have provided on average 33 litres of water/person/day – sufficient for domestic needs and maintenance of four hectares of community vegetable gardens, trees and a public park. Vegetables are grown for local use and sale. Women in low-income urban neighborhoods of Honduras have taken on and managed their own licensed water vending points. Vending provides part time employment to poor single women with children, the costs of water are fixed and surplus income is used on neighborhood project such as improved supplies. Water is used to generate an income from beer brewing, teashops and as laundrettes (*Women and Beyond: Women and Water, pp 25, source: Espejo quoted in UNDP, 2003*).

Organized Women Participation

Report on 2 Day Workshop on "Lake Management in India, GWP, IAAB, December 2001 shows, a university department near Bombay, in India, has created 17 artificial lakes through rainwater harvesting and ecological regeneration in a local area, using abandoned quarries. The

designers and implementers are all women – from the university and local women. In Women and children in a project in Sindh, Pakistan, regularly cleaned up and maintained the flow of drainage channels, helping to keep the irrigation and drainage channels separate (*Drainage Advisory Services, LBOD Communications Services, Main Report and Support Volumes SV 1 – 5, GOP/DFID/MM/ RDC, 1998*).

These are all examples of women taking up water technologies and methodologies that were supposedly designed for men and which were deemed unsuitable for women. It can be seen that in some of the cases described above, **women were able to deal with the problems of the failure of operation and maintenance that have plagued water infrastructure projects in the developing world**. There is a widespread consensus for the need to shift the water paradigm from its current engineering and technology base to an interdisciplinary perspective that integrates technical, social, institutional and gender concerns, as has been advocated by IWRM concepts

Training in Water Management

The Watersheds and Gender project in **El Salvador** is an example of how women learned new skills through participation and involvement. The project has promoted women as leaders, and trained them as community promoters and managers of small scale companies. As a result, women have acquired technical agricultural knowledge and are now performing tasks previously considered suitable only for men.

Source: Agua Project Report, 2002. Salvador. AGUA project Evaluation August-September 2002, See <http://www.ard-water.com/agua.htm> and http://www.dec.org/country/more_display.cfm?region=lac&country=Elper cent20Salvador&category=phn

In South Africa, Lesotho and Uganda, the women ministers for water are implementing affirmative action programmes in the water sector to train women for water and sanitation related careers, including science and engineering. At the local level, women have found their voices and have now been trained to locate water sources in the village, to decide on the location of facilities and to repair pumps. Since these changes were made, the incidence of pump breakdown has decreased considerably. While it may be hard to imagine a change in orientation of water policy in many countries in the near future, affirmative action policies such as 'women in water' awards and a bursary for young women to take up careers in the water sector in South Africa have proved to be a successful means of empowering women.

NATIONAL EXAMPLES

Developing Methodologies and Technologies for Engendered Water Sector

Managing water in an integrated and sustainable way may contribute to improving the access of women and men to water and water-related services. However, there has not been much progress in Pakistan in terms of gender mainstreaming in this area, because the methodologies and design used for gender mainstreaming are conservative and sometimes end up reinforcing the gender divide, instead of obliterating it.

For example, in the case of irrigation systems or water supply projects, the building of washing spaces and bathing areas in the proximity of the canals is seen as an appropriate gender intervention. It is claimed that such intervention helps in meeting **women's practical needs**. While the creation of a domestic water use sphere for women does help in meeting women's current needs, keeping women confined to their gender specific roles arrests the process of empowerment that would come from clear entitlements over water as a productive resource. Within IWRM approaches, women's roles in the productive sphere (for example producing, buying and selling) needs support also as a critical factor for women's empowerment and gender justice. Most of all women's strategic needs have to be addressed if gender mainstreaming is to be institutionalized.

Strategic Methodologies

The table below assesses whether water projects and initiatives in Pakistan address women's strategic gender needs.

Strategic Gender Action	Status in Pakistan
Choice of integrative approaches that take the activity, access and control profiles of women and men in the target area and/or water sector into account	Very few water projects in Pakistan do this
Choice of strategies that address strategic gender concerns - they will be different for different interventions	Hardly any
Identification of concrete gender objectives, especially those relating to gender equality and/or those relating to women's empowerment	Only general pronouncements
Identification of gender-friendly technologies so that women may not be marginalized because they are not technology specialists	Not done
Identification of gender specific benefits and impacts that will accrue from the intervention	Sometimes carried out
Identification of programme components that will move towards closing the gender gap	Gender gaps not identified specifically
Establishment of governance structures based on gender equality as a major factor	A few attempts
Establishment of management structures that will proactively solicit women as managers and team	Attempted in some projects

members

Development of gender monitoring indicators

Specification of allocations for women and men in the budget, and appropriate MIS to keep track of expenditures against the allocations

Developed in some projects

Not done

An example of strategic gender intervention is the Women and Water Networks of South Asia (a regional network and one within each South Asian country). **This is a classic case of** choosing proactive empowerment and strengthening of women, in order to close the gender gap **in water related decisions, participation, actions and impacts**. It does not follow the wisdom that women have to wait to get education and technical training before they can have a say in the water sector

The need for Women and Water Networks (WWNs) emerged during the process of the development of Vision and Framework for Action documents for South Asia Region in 2000 (*Kamal S, Gender Mainstreaming in the Global Water Partnership Family of Institutions and the Role of Women and Water Networks, Paper presented at the First South Asia Water Forum, Khatmandu, Nepal, February 2002*). Since then, the WWNs has come a long way, and are working on a few well defined strategic goals and functions.

Technology and Women

A review of infrastructure-based water projects in Pakistan shows the following:

- Development and use of technology has often marginalized women
- Women do not asked for their choices in technological options in the water sector
- Compensations for the cases of livelihood deprivation and displacement of communities due to capital intensive infrastructure development (such as dams and hydropower projects) not provided to men and women individually or separately
- Disasters impact men and women differently but rarely are there gender approaches to disaster relief