

MACRO-MODULE 1

A gender world

**WWAP TRAINING ON SEX-DISAGGREGATED WATER DATA COLLECTION,
ANALYSIS, AND KEY-INDICATORS**



MACRO-MODULE 1: Introduction to gender-related concepts

OUTLINE

Module 1.1: introduction to “gender world”

- Difference between “sex” and “gender”
- Difference between gender equity and equality
- Gender mainstreaming and gender analysis, integration of the gender component in a project/program

Module 1.2: Water and gender

- Gender-roles in water management framework; women as main stakeholders of water
- Water and gender: the Dublin Statement
- SDGs, interconnection between 5th e 6th SDGs
- Importance of sex-disaggregated data collection

Module 1.1: Introduction to “gender world”

“Gender is now a popular, indeed indispensable, word in the development vocabulary[...]. There are many good reasons to focus on women. Women generally have lower incomes and less leisure time than men, and seldom have equal opportunities to develop their capability.

Investments in women’s human capital typically yield a greater rate of return in labour productivity, child health and family welfare than investments in men’s human capital.”

Folbre, 1998; Subbarao, Raney, 1993



Module 1.1: Introduction to “gender world”

What does
“gender”
mean?

Module 1.1: Introduction to “gender world”

SEX and GENDER

SEX

Biological differences between men and women

X X



X Y



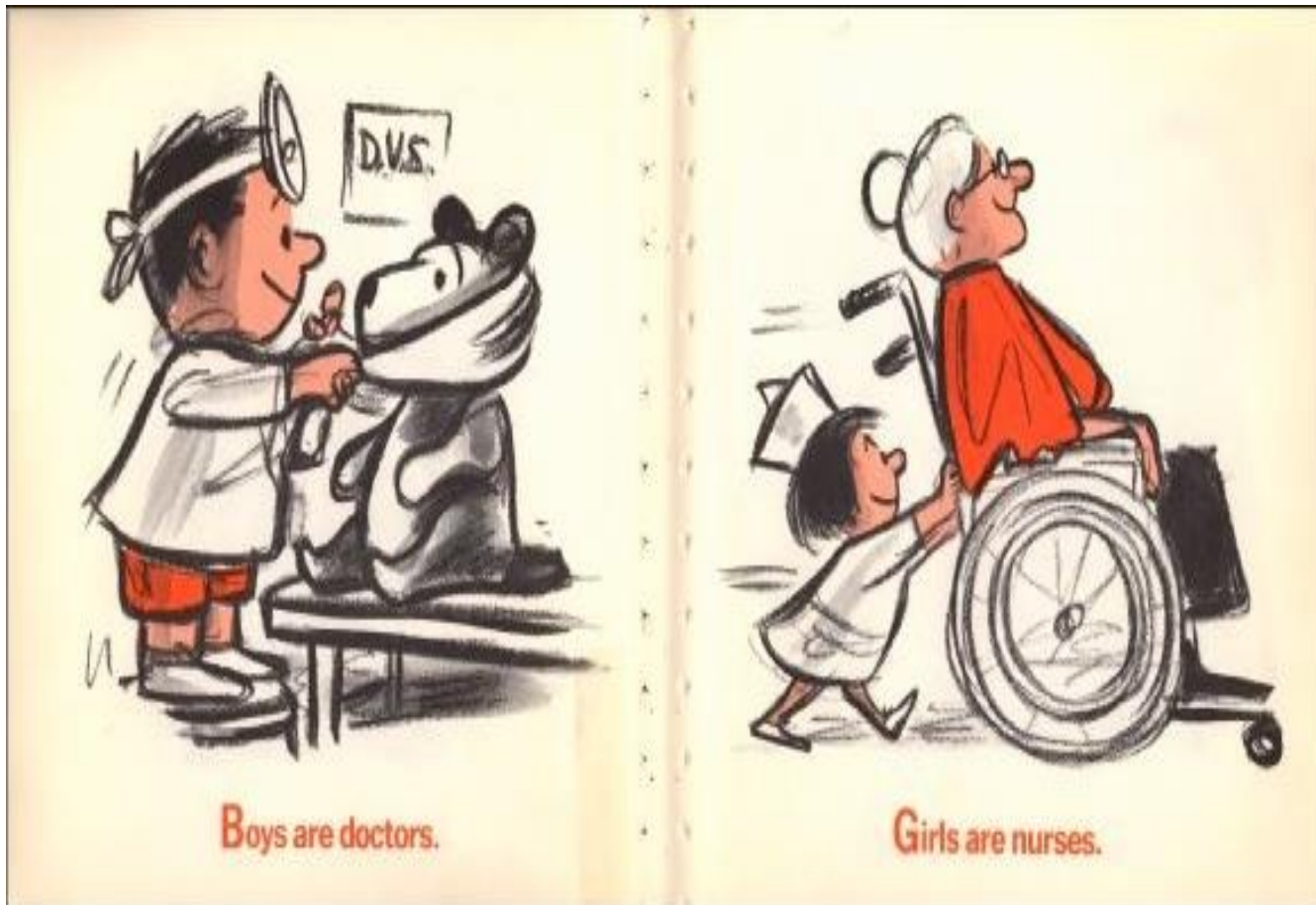
GENDER

Socially constructed roles, it alludes to the cultural, social, economic, religious, political conditions as basis of certain standards, values and behavioral patterns



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STEREOTYPING



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THE WOMEN CASE:
HAVE THE SAME
OPPORTUNITIES,
ENCOURAGE, EXCHANGE
EXPERIENCE TOGETHER



Elizabeth Marami, 25, is Kenya’s first woman marine pilot after successfully completing five years of intensive training at the prestigious marine training college in Alexandria, Egypt. Ms Marami, now is ranked as a Second Officer, and works at the Kenya Ports Authority, Mombasa.



Grace Murray Hopper (1906-1992). Her father believed his daughters should have the same educational opportunities as his son.

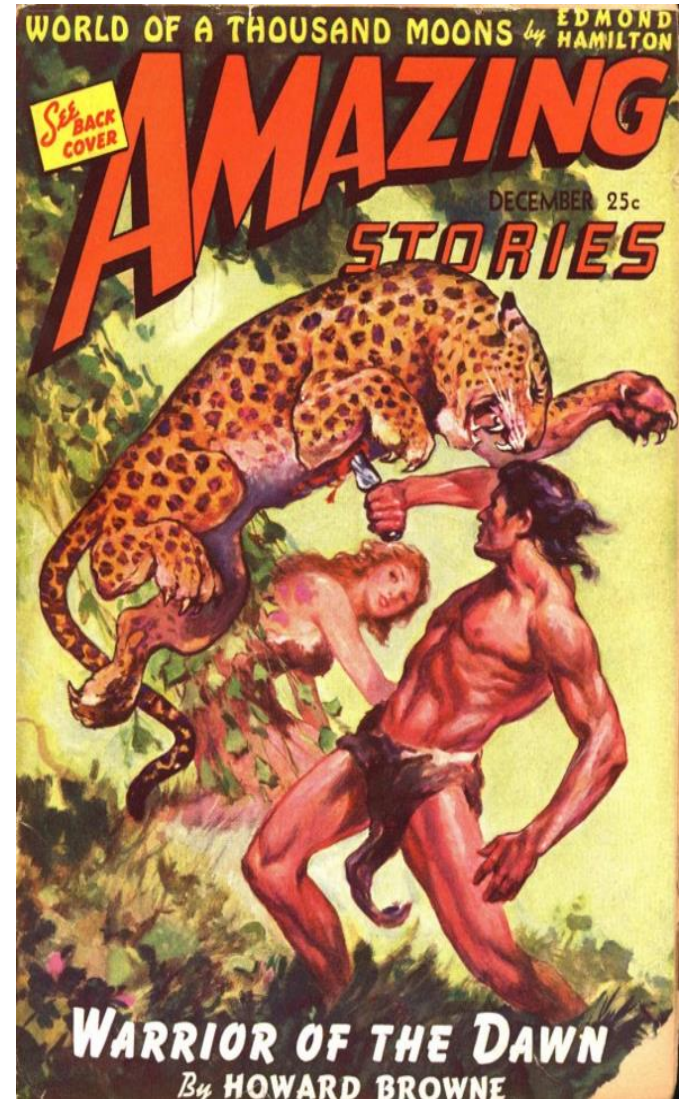
Throughout her years in academia and industry, Admiral Hopper was a consultant and lecturer for the United States Naval Reserve and she was one of the first people programming the MARK I computer for military purposes.

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CLASS ACTIVITY

This is an advertising pamphlet of some decades ago.

Do you think that gender roles are present in this picture?



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GENDER ROLES

Gender roles influence the labour division between men and women and create different access to the institutional decision making centres: this fact creates different work evaluation and enforce power relations that reinforce gender roles.



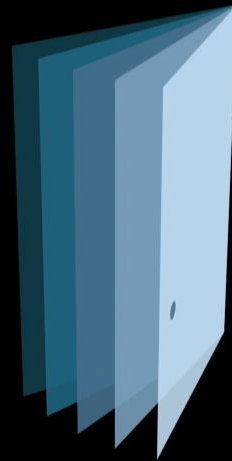
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GENDER EQUITY and EQUALITY

Gender equity aims to understand the needs of each gender and provide them with what they need. Gender equity considers the gender differences and for this reason the two terms are not interchangeable.

Gender equality means equal rights, responsibilities and opportunities for both women and men. Gender equality ensures everyone gets the same resources (and have the same duties) regardless of gender.

The WaterRooms



Inequality



***Equality* = same status and
equal opportunities**



Gender Equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development

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

Equity = Fairness

**Equity is a means.
Equality is the result.**



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CLASS ACTIVITY

PLATE OF RICE

Promoting equity through positive actions to achieve equality



Technique developed by Brigitte Leduc from the International Centre for Integrated Mountain Development (ICIMOD).

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Gender mainstreaming according UN

“...Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and 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”.



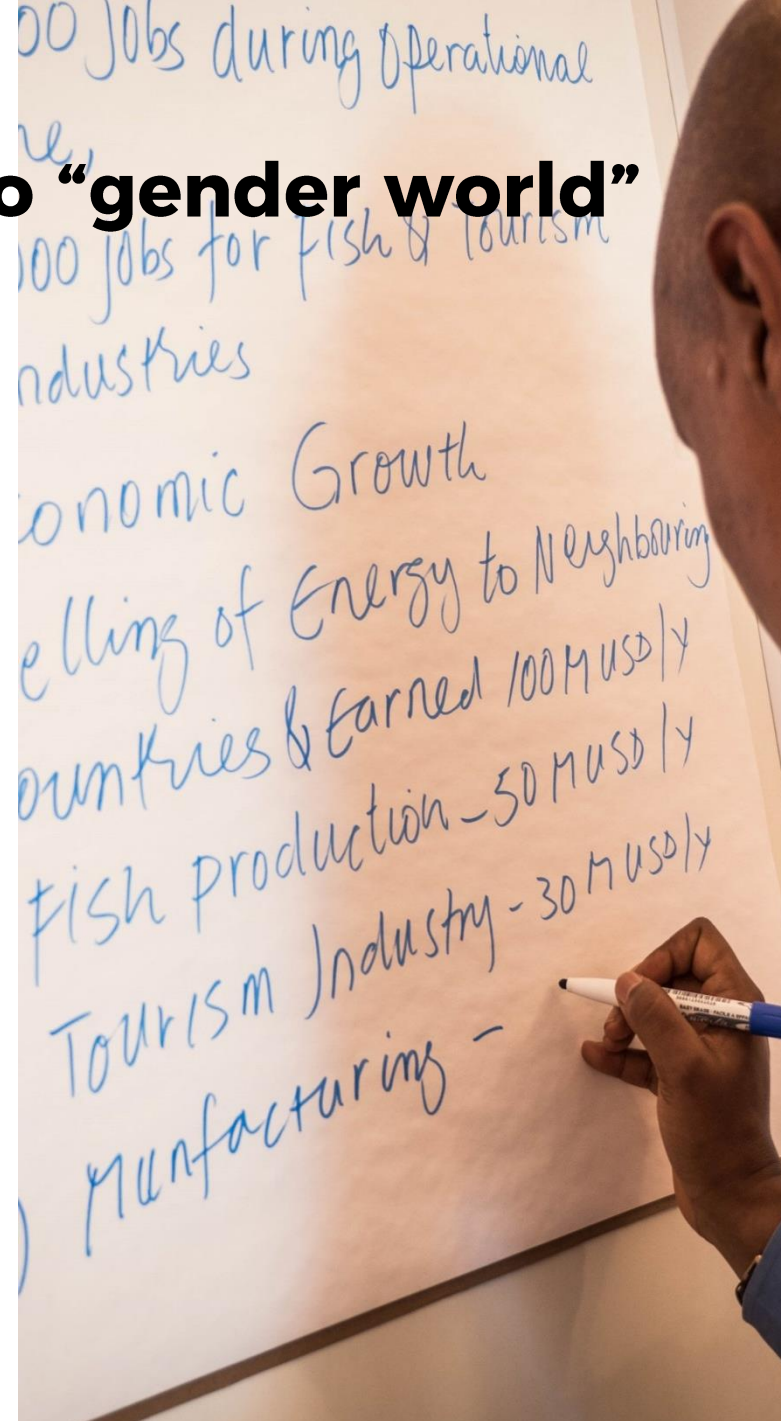
Economic and Social Council. Coordination of Policies and Activities of the Specialized Agencies and Other Bodies of the United Nations System Related to the Following Theme: Mainstreaming the Gender Perspective into all Policy and Programmes in the United Nations System. ECOSOCAC/1997/2, New York: United Nations, 1997

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GENDER ANALYSIS

Mainstreaming is done through [gender] analysis, in the first place...

...and then through advocacy, networking, teamwork, and other skills useful to influencing decision-making processes: it is important to track the outcomes of the decisions.



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WHAT IS A GENDER ANALYSIS?

It is an assessment exercise to understand the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, and their access to - and control over - resources, and access to development benefits and decision-making powers



THE ANALYSIS PROVIDES UNDERSTANDING OF GAPS AND DISPARITIES, AND ALSO WHY AND HOW THEY OCCUR

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GENDER ANALYSIS IN PROGRAMMES AND PROJECTS

Gender analysis refers to the analysis of the context within the country and/or the region of the programme/project.

Analysis of men’s and women’s roles should precede the creation of development programs

The analysis of the impacts and consequences of men’s and women’s roles in a programme/project logically comes second.



■ **Module 1.2:**

Water and Gender



Module 1.2: Water and Gender

Water and gender roles: the women's case



In many countries of the world women are traditionally in charge of:

- Fetching, collecting, transporting and preserving water
- Selecting water source for each water use (drinking, cooking, washing)
- Making water “drinkable”
- Providing new generations with ‘water education’

Module 1.2: Water and Gender

Dublin Statement

Principles of the Dublin Statement on Water and Sustainable Development (1992)

1. Fresh water is a finite and vulnerable resource, essential to sustain life, development and the environment
2. Water development and management should be based on a participatory approach, involving users, planners and policy-makers at all levels
3. **Women play a central part in the provision, management and safeguarding of water**
4. Water has an economic value in all its competing uses and should be recognized as an economic good

Module 1.2: Water and Gender

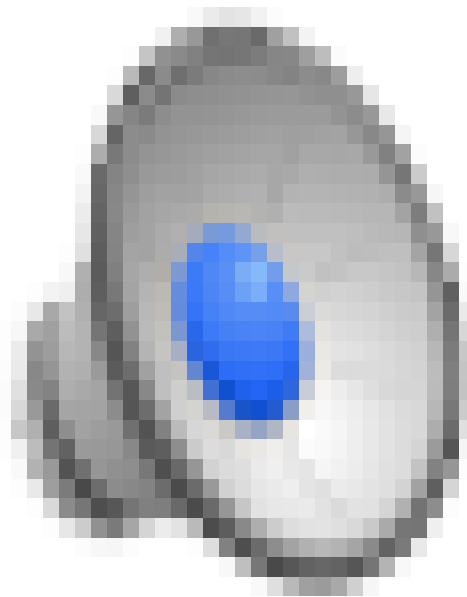
3^o principle of Dublin Statement

Acceptance and implementation of the 3rd principle require positive policies to address *women's specific needs and to equip and empower women to participate at all levels in water resources programs, including decision-making and implementation, in ways defined by them.*



Water is Life:

Women and Water in the Kibera Slum



Module 1.2: Water and Gender

SDGs: the 5th e the 6th goals



The SDGs reaffirm the need to achieve sustainable development by promoting economic development, social inclusion, environmental sustainability, and good governance including peace and security



Module 1.2: Water and Gender

CLASS ACTIVITY: INTERCONNECTIONS SDG 5 and 6

5.1 End all forms of discrimination against all women and girls everywhere

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.b Support and strengthen the participation of local communities in improving water and sanitation management

Module 1.2: Water and Gender

“..Improve availability of and access to data and statistics disaggregated by income, sex, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts...”

(2030 Sustainable Development Agenda)



There is a need to take urgent steps to improve the quality, coverage and availability of disaggregated data to ensure that no one is left behind.

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THANK YOU

MACRO-MODULE 1

Introduction to gender-related concepts



United Nations
Educational, Scientific and
Cultural Organization



World Water
Assessment
Programme

