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**Gender Awareness and Gender Planning  
in Water Resource Management**

**Domestic Water Supply and Environmental Sanitation**

**Report from a Workshop 29th - 31st May 1995**

by

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## BACKGROUND

Since 1989 SIDA's Gender Division has been supporting a programme for training in gender awareness for SIDA's personnel and consultants. Considering that various sectors face different issues and problems, working groups were created to elaborate training programmes for the different sectors. The working groups have been functioning within the sectors of gender and macro economics, forestry, health and fishery. In January 1995 a reference group on gender and water was established with the following persons: Margaretha Sundgren, programme officer at SIDA's water section; Ashraf Huque and Martin Johansson at the Centre for International Technical and Educational Cooperation (CITEC), Royal Institute of Technology; Charlotta Widmark and Sten Hagberg at the Development Studies Unit (DSU), Stockholm University; and Per Brandström at the Department of Cultural Anthropology, University of Uppsala. On behalf of SIDA Infrastructure Division/Water Section, the DSU and CITEC conducted a three-day workshop on Gender Awareness and Gender Planning in Water Resource Management with emphasis on household water supply and environmental sanitation. Thirty persons participated (including trainers) representing different professions, academic disciplines, universities and institutions. (see Appendix I)

The training programmes on gender awareness and gender planning should be seen as dynamic learning processes and are based on the participants' own experiences. The aim of this report is to briefly summarize the implementation of the training and indicate in some concluding remarks, the most important issues that were discussed, where consensus was reached and areas that need further analysis in the future.

## IMPLEMENTATION

The conceptual and analytical tools employed in the training are adapted from the Gender Planning Methodology elaborated at the Development Planning Unit in London (Levy & Moser 1989). The programme of the workshop is to be found in Appendix II and the documents and hand-outs distributed are listed in Appendix III.

The first part of the workshop was dedicated to presenting the background and the rationale for gender planning, as well as to introduce basic concepts. The workshop started by inviting the participants to reveal some of their expectations and what they wanted to learn from the workshop. The introduction lecture was held by Charlotta Widmark who clarified basic concepts such as sex and gender, women, the nature and structure of gender relations and the importance of contextualizing. The concepts of equity and equality were also discussed. What participants could expect to learn was outlined, i.e. the opportunities and limitations of the workshop. Sten Hagberg then held a lecture on important issues with regard to gender, domestic water and environmental sanitation, and the relation to social analysis, popular participation and target group analysis.

Ingvar Andersson, head of SIDA Water Section, made a presentation of Swedish Development Aid within the water sector and recent developments within SIDA. SIDA's policy on gender was also presented. This presentation was followed by Margaretha Sundgren who briefly summarized gender work within the water sector. Emphasis has moved from delineating women and children as target groups in the mid eighties, to give emphasis on women as actors, and to awareness of the implications of gender relations on water resources. The future water strategy that is to be elaborated will take gender analysis as its point of departure.

The **first group exercise** had as its purpose to identify women's and men's activities with emphasis on water and sanitation in low-income households in Africa, Asia, Latin-America and Sweden. Gender differences when it comes to activities related to water and the use of water were identified. In relation to this group exercise Ingvar Andersson presented the results of a gender study that was made in Tanzania on water management and distances for fetching water according to season.

Following the group work, Charlotta Widmark made a presentation of central issues and concepts, related to the first group exercise, in relation to stereotype assumptions and roles of women and men in low-income households. The analytical framework for gender analysis and the rationale for gender planning was introduced, as well as some "tools" such as: gender disaggregated statistics, gender division of labour, roles and activities, access to and control over resources, and practical gender needs and strategic gender interests.

The purpose of **group exercise 2** was to conduct a gender analysis on a rural development programme, analyzing the programme's implications for roles and activities of women and men. The rural development programme was presented by a videofilm ("Development On Village Terms - a Film about Hesawa" by Lage Bergström). The group exercise was followed by a short discussion. At the end of the first day guidelines for reading the documents for the following group exercises were presented.

**Group exercises 3 and 4** were concentrated on the SIDA supported programme in Tanzania "Health through Sanitation and Water" (HESAWA). The group exercises were introduced by Per Brandström, anthropologist and former advisor to the programme, by indicating different policy tendencies in the history of the programme. **Group exercise 3** had the purpose of identifying important gender issues and a gender analysis of the programme. The document used was SIDA Evaluation Report 1993/1. The components analyzed were water supply, operation and maintenance, health, hygiene and sanitation, and capacity building. The group work also included a discussion on women's participation based on some critical remarks in the evaluation report.

The second part of the workshop was directed towards introducing a framework for the operationalizing gender planning and to apply the framework to SIDA's water projects. The sessions were introduced by a thematic lecture on gender and

environmental health by Per Brandström. Bengt Johansson SIDA, made a presentation of SIDA's planning cycle and Charlotta Widmark presented the framework as well as methods for operationalizing gender planning in relation to SIDA's planning cycle. Concepts such as gender objectives and indicators, gender strategies, entry-points, assets and constraints were introduced.

**Group exercise 4** was based on three planning documents and it linked to the previous group exercise. The purpose of the group work was to examine how gender was planned for in the existing documents and to elaborate a gender planning for a development programme in a rural context.

Later, on the second day, a film about gender relations was shown: "Let's do it together" by Stig Holmqvist and Helena Altvall. The film was produced in Tanzania to be used in gender sensitizing activities there.

The last day was opened by a lecture by Sten Hagberg on gender and cost-recovery followed by an introduction to **group exercise 5** which had the purpose of planning for gender in relation to water and sanitation in an urban context. The programme that was analyzed was "Water, Sanitation and Environmental Education Central American Programme, Honduras". The programme was introduced by Kristina Boman who worked as a junior professional officer with UNICEF in the region. She gave the background to the programme and presented the results of a gender study in the area.

Finally, Sten Hagberg made a summary of the "mental tools" and the possibilities for planning for gender within the water sector.

Moving on to **future strategies** Cliff Wang, consultant from Norway, gave us some impressions of an outsider to SIDA and discussed the possibilities of integrating gender planning within "Logical Framework Approach".

Finally each one of the participants had the opportunity to express their views of whether they would be able to use the gender awareness and gender planning methodology in their present work. A written, individual evaluation of the workshop was also made.

## **PROGRAMMES: TANZANIA AND HONDURAS**

The group exercises were based on two SIDA-funded programmes: Health Sanitation and Water (HESAWA) in Tanzania, and Water, Sanitation and Environmental Education Central American Programme, Honduras.

### **Health Sanitation and Water (HESAWA), Tanzania**

The HESAWA programme was firstly given a brief analysis briefly on the basis of a film made in 1991. The analysis showed that the programme met many practical

needs for both women and men but gender roles were at that time not challenged. Men were the main actors in relation to the technical parts of the water supply system and were in the majority in relation to decision making, in spite of women being the main users of the water. Women took part in some of the project activities but were in general more occupied with the reproduction and maintenance of the household. According to the film, women also seemed to be responsible for the health concerning the family and children. This marked gender division of labour, also included the office of the implementors, the consultancy firm HIFAB which had men in the majority in relation to decision-making, and more women than men working as secretary etc.

The group exercise on HESAWA was introduced by Per Brandström indicating the policy changes that the programme had been going through. Beginning with the purpose of providing water it became clear that water had to be connected to health issues. To provide the technology needed is always easier than working with the more acute problems of health, for instance. From the beginning the programme involved mainly men. Awareness about women's role in development then led to a greater emphasis on women's participation and special projects for women were supported. At the same time mainstream development cooperation was moving from Women in Development (WID) to Gender and Development (GAD). Efforts were made such as composing water committees of 50% women and 50% men. The shift from wanting to support "women" to promoting a "gender" policy was sometimes experienced as an imposition from donors, and led to some conflicts between SIDA and Tanzania. The Tanzanian partner found it especially difficult to see why a gender policy meant that previous projects for women, such as income-generations, could not be supported any longer. Another important policy discussion within the project was about water supply. According to the Tanzanian water policy water supply was supposed to be free. It was difficult to argue for and explain the necessity of user's charges and cost-recovery for the sake of the project's sustainability.

The two group exercises based on the HESAWA programme concentrated on four different components of the programme: water supply, operation and maintenance, health and hygiene, and capacity building. The overall impression was that the documents lacked sufficient gender disaggregated information for a gender analysis. In the evaluation report gender was treated in a special section rather than integrated throughout the document. The aim of the exercises was not to criticize the documents but rather make workshop participants reflect over what information is supplied and needed for a gender aware approach. The aim was also to think about situations where gender relations would be of interest in implementing or evaluating the impact of a programme. With the HESAWA gender analysis as a basis the participants were also asked to think about possible gender objectives, strategies and indicators for the specific areas of the programme. The result of the group exercises were as follows.

### **Water supply**

Gender was raised in the evaluation in relation to use and choice of water source. Gender differences were looked for by using the Participatory Rural Appraisal (PRA) method of "pocket chart". Gender was also mentioned in relation to the benefits of the project and choice of technology. The evaluators didn't use gender analysis as a method, and therefore gender roles and division of labour, information about control of resources and traditional knowledge and beliefs were lacking. Practical gender needs met by the programme were identified. These were, for women: getting closer to the water source, making less effort, saving time, better water quality, possibility to have a kitchen-garden; for men: learning more about construction work. Strategic interests met, for women: more time for other activities, vegetables for sale, participation in water committees. For men: nothing in particular. The group working with water supply identified links to policy and strategies in terms of decentralization, adapted technology, and community participation.

### **Operation and Maintenance**

In the evaluation report there was no disaggregated information. Group members felt gender should be raised especially in relation to how knowledge and skills are maintained. Practical gender needs for both men and women in general were found to be improved health and water supply. Strategic interests for women would be the promotion of female operators. The planning documents for HESAWA emphasized increased gender awareness in planning, budgeting, decision and implementation processes. Risks calculated with are mentioned as lack of spare parts, but nothing is mentioned about the human factor. However, planning documents say that the quality of the operation & maintenance staff will be strengthened and increased involvement of women will be specially looked into. Needs assessment does not mention anything about gender.

Important gender strategies and gender objectives would be that both women and men should be involved in operation and maintenance. However, it is important that strategies are not imposed from outside. To be able to assess gender objectives the group suggested that a gender strategy would be to carry out a PRA to identify perceived needs, entry-points, assets and constraints. Other important factors should be to develop information, education and communication skills. Motivation, knowledge and skills to implement the strategy should be decided according to the results of the PRA. Women, men and youth should be equally involved at the village level, and at the construction level potential doers, entrepreneurs, trainers, and "stoppers" (i.e. people that in their professional capacity are expected to block or complicate the gender strategy), should be identified and involved as well. The presence of a gender strategy within the project was considered an asset, but the strategy could be further developed. Different constraints identified were in the case there is a gender strategy that is not implemented, when there are structures of power that impede a gender balance, and the difficulties involved in communal projects in general, sometimes called: "the tragedy of the commons". Indicators on gender objectives could be the results of an ocular inspection and disaggregated statistics on the participation of women and men in the operation and maintenance.

**Health and hygiene:**

The group working with health and hygiene also found that there was a general lack of gender disaggregated statistics in the evaluation report. Gender is taken into account when it comes to nominating a male and a female village health worker. Discussions were held about other important criteria for this position such as experience and age, which should not be underestimated. The sanitation programme, including the construction of latrines, has not been successful. Questions were raised about whether there are cultural taboos that should be taken into account? Are there any effects of time saving on health? The group also lacked detailed information about whether study group programmes are failing or not. What about female participation? Who handles operation and maintenance? Practical gender needs for women are met by improved water supply, but the building of latrines are lagging behind. Strategic gender interests are met by the village health workers criteria. The HESAWA study group programme could be a strategic gender interest for women, but no information was available on the extent of women's participation. Further points mentioned were the different time perspective of development "hardware", i.e. technology, as compared to "software" such as health education.

When planning for gender in health, hygiene and sanitation a development objective would be a gender awareness leading to equity in health for women and men with special emphasis on under-privileged groups. The immediate objective would be increased female participation in decision making and increased gender awareness in planning, implementation and evaluation. Indicators on this would be disaggregated health statistics and morbidity/mortality rates.

Further suggestions from the group in relation to gender planning were as follows:

**Outputs:** Participation in committees in gender balance. Gender balance in trained health workers.

**Activities:** Gender workshops and gender analysis. Training in PRA/gender balance. Translation of documents into Swahili/local language. Gender balance in management training.

**Indicators on outputs and activities:** Learn through participatory observation at meetings, attendance register (disaggregated) at meetings, disaggregated figures for trained staff, number of documents translated and disaggregated figures from training workshops.

**Capacity building:** The group working with capacity building found no disaggregated statistics about this matter in the document. This raised a lot of questions, e.g. How have the different parts of the programme been functioning? Have they been for women or men? Effects? What are the possibilities for women and men to participate in social, cultural, political and economical frames in which they are living? Practical gender needs for women could be met as Village Health Workers.

How is their status compared to Traditional Birth Attendants that exist already?  
Other practical needs met are improved health and sanitation, water resources, fuel saving stoves, nutrition. The group concluded the analysis by assessing that education is always a strategic gender interest for women if it enhances female status.

When it comes to gender planning within the capacity building sector several suggestions were made. However, the workshop participants stressed the lack of information which made it difficult to say whether these suggestions were realistic or not. The four areas were:

**1 Objective:** education in pregnancy complications for birth attendants

**Strategy:** the education included in curriculum

**Actors:** promotion officers

**Indicators:** number of women educated, contents of curriculum

**2 Objective:** improved knowledge about committees and decision making, more female treasurers

**Strategy:** separate courses on accounting for women and men

**Actors:** promotion officers

**Indicators:** how many women participated

**3 Objective:** all pump attendants women

**Strategy:** only women to be educated, system for remuneration

**Actors:** water technicians

**Indicators:** number of female pump attendants

**4 Objective:** improved knowledge among women about sanitation, hygiene and health

**Strategy:** study group activities

**Actors:** women and men in charge at district level

**Indicators:** number of courses and female participants

In the evaluation report on HESAWA evaluators comment that: "it quickly became clear to the evaluators that the position on women being advanced through the programme is not well understood by many male staff, and there appears to be a significant degree of resistance to putting the principle of women's involvement into meaningful practice". Evaluators say that: "if further progress is to be made, the programme should closely review the way in which the arguments for women's involvement are being packaged and presented, both to programme staff and in the villages, and set out in more detail the precise goals of women's involvement." With reference to those comments, we posed the question - why is it important that women participate? Are there any negative effects?

Groups gave the following comments: Women's participation is important because women are the users, they have more knowledge and insight about problems of water supply and health, they are generally more motivated. Participation of both women and men means better use of human resources. Women are better house-



holders. Female involvement usually gives a good result, and gives women a stronger position. Health and water are female activities. Education brings positive change, which strengthens self-esteem, which leads to empowerment.

Negative effects of female participation could increase women's already heavy burdens and reinforce unequal division of labour. Female participation could be seen as disturbing the traditional power balance and it could create conflicts between men and women. The possibility of a back-lash was also discussed which could lead to some women having to pay a high price for their engagement in the project. However, discussions ended by concluding that change always has the possibility of implying conflict and that there are always cultural implications. Strategies for change should be flexible and sensitive if objectives are to be achieved.

Evaluators of HESAWA also stated that: "greater attention also needs to be paid to what women in the villages are saying on their own behalf, and how they define their own needs". This led to another question in the group exercise which was to discuss how we can find out what women's opinions, needs, and interests are, and also what do we need to know? The groups concluded that it could be important to use different methods and techniques (e.g. mapping, PRA, interview, discussions), to talk separately with women, and to use female facilitators. Another important way to get information would be to inquire through promotion officers about the needs and possibilities.

### **Water, Sanitation and Environmental Education Central American Programme, Honduras**

The second programme was "Water, Sanitation and Environmental Education Central American Programme, Honduras", a programme being implemented in an urban context with a cost-recovery system. Kristina Boman, gave an introduction to the programme indicating how the programme was designed and presenting the results of a study of the participation of women in water committees, etc.

The group exercise included identifying roles for women and men in the urban context and in relation to the programme. As in the HESAWA documents, gender disaggregated statistics were not sufficiently available to be able to make a clear analysis. The groups confirmed, though, that it is common that both men and women work outside home. Men's roles were characterized as decision makers, problem solvers, representatives in water committees, doing heavy constructions jobs, operation and maintenance, and to empty latrines. Women were involved in lighter construction work, to clean and maintain latrines, and being the main users of water. Participating in water committees imply new roles for the committee members, but positions are still distributed according to traditional gender divisions of labour. Structure and composition of an average household would be interesting, as well as knowing more about how economic gains are distributed within the household. Gender needs and interests met by the programme implied

that women had a water supply closer to home, and both men and women could gain more time and money which could lead to improved health.

Important gender objectives could be to educate and engage men aiming at alleviating the burden on women. A strategy should include a "Participatory 'Urban' Appraisal" to get more information about gender relations. Committee members should participate. Other suggestions for gender objectives were education in health/hygiene for women and men, increased knowledge of health/hygiene among women and men, more women in water committees aiming at 50%, rotating leadership, and more educated women in reference to water and environmental health. Suggested entry-points were in the feasibility study, the planning and implementing phases.

Constraints in this Central American context are the cultural heritage of gender relations, imbalance in power structure, female low self esteem, and lack of time and incomes. Assets are the existing committees, well-motivated women and the participation by UNICEF. Indicators that could be monitored would be to follow up on number of participants in education, and an increase in the possibility to pay for households involved in the programme.

An interesting case in relation to water programmes and gender policy was shared by Leif Rosenhall from SIDA. In the water programme in Kwale in Kenya, that has been funded by SIDA, women's participation has been promoted for a long time. In the beginning only men were participating, but after a couple of years with more and more women participating, the men had withdrawn from the project. Is this situation a problem and what could be done to promote a more gender balanced participation? The discussions did not give any clear recommendation. Some argued that it is not a problem as women actually are the most important users of the water and therefore should be in majority at different levels of the programme. Another line of argument was that the project's sustainability in the long run would require a more balanced participation. Should women alone be responsible for the water supply programme? A final conclusion was that before deciding on whether this really presented a problem or not, a consultation would be necessary to see how the situation is perceived in the locally.

## **IMPORTANT ISSUES**

### **Use of conceptual/analytical tools**

The Gender Planning Methodology used by SIDA and DSU is an adaptation of the methodology developed at DPU in London. For this training Swedish translations of concepts and definitions were used. Implementing the workshop in the Swedish language gives a clearer view for the Swedish participants and plenary discussions are conducted more easily and spontaneously. However, using the term "genus" (gender) was experienced as confusing by some of the participants as it has grammatical associations. Following the recent development within SIDA the concept of

"jämställdhet" (equality) was also introduced, as this will be used more in the Swedish language when talking about gender awareness and gender planning. This was also experienced as confusing and too political by some of the participants. The questions of whether "jämställdhetsplanering" is the same as "gender planning" and whether gender awareness and gender equality should be seen as a means or an end were raised several times during the workshop.

Gender analysis needs to be intimately linked to a broader social analysis. As mentioned in the introductory lecture, the concept of social analysis and its application on a local community includes different dimensions such as gender, age, social class, ethnic and linguistic background, religious affiliation etc. Gender analysis is a part of a broader social analysis. Social analysis is also linked to popular participation. In a study on gender, water and environmental health, Eva Poluha shows that low female participation is related to low popular participation in general (Poluha 1993). Factors particularly influencing low female participation are: lack of awareness due to lack of gender disaggregated statistics, meetings are not organized especially for women and recruitment for important positions are not gender balanced. Poluha underlines the importance of a flexible approach. A gender strategy must give the possibility of 50% participation of women and men but should not be imposed. A social and gender analysis should be combined with popular participation, defined as: "the active involvement of disadvantaged people to increase their power and control over resources and benefits" (Coady International Institute).

### **Policy issues**

Working for gender equality is an important issue for Swedish development aid. It is a political decision and a matter of profile for the Swedish government. A working group at the Ministry of Foreign Affairs is currently analyzing the possibility of gender equality becoming a goal in its own right for Swedish development cooperation. A decision will be reached during 1995. In the overview of gender issues within SIDA's Water sector Margaretha Sundgren showed a quotation from a Tanzanian consultant's report indicating that development cooperation partners do not always understand each other. The report was on the HESAWA Promotion Strategy - how to promote the villagers to participate in the programme in Tanzania:

"Gender awareness is more problematic because the expectations of Swedish society differ from the cultural practice of Tanzanian society- The programme can legitimately demand representation of women in committees, but the village does not have to accept exotic intrusions into its culture. It may reasonably ask that the donors respect local cultural norms."

A discussion about Swedish policy and whether gender concerns can be considered a foreign intrusion or not followed upon this presentation. Central issues seem to be: who defines the problem? What do we mean by gender equality? What do the Tanzanians mean? If Sweden wants to promote gender equality how do we deliver

the message? Is gender equality a means or end for Swedish Development Cooperation? There was a general consensus about the importance of popular participation and the need for active listening to partners in the developing country. Several of the participants stressed the importance of putting gender into a cultural context.

### **Thematic issues**

Per Brandström held a lecture on the relation between gender and environmental health and local beliefs about purity and impurity. Giving an example from a Tanzanian context Per illustrated the difference between "from within experienced needs" (e.g. water) and "from the outside defined needs" (e.g. sanitation). There has been very little investigation on ideas about sanitation in different cultural contexts, is it possible to take local ideas into consideration when planning the sanitation part of a programme? Naturally, the most important part in all development cooperation is to listen, listen and listen to local partners and take local knowledge as a basis for planning.

Sten Hagberg introduced the third day with a lecture on the relation between gender and cost-recovery. The term "cost-recovery" is used to decide to what extent a project has possibilities to mobilize internal resources to cover different types of costs. It can refer to different things. Some planners refer to "cost-sharing" (donors provide part of the investment costs) and "community-financing" (local community is responsible for financing investment in cash or in kind or through loans from financial institutions), while others prefer to talk about "users-charges". Cost-recovery is implemented for budget reasons (the state cannot afford to finance the project) or equality reasons (users that can pay should do that so that resources available for poor people should not be reduced). Discussions about cost recovery are often accompanied by a "demand driven perspective" when it comes to technological transfer and cooperation. When applying a demand driven approach it is important to apply a gender perspective, as the social groups with power and resources will find it a lot easier to make demands. Demand is not necessary the same thing as need. Different vulnerable groups in society may have needs for e.g. credits, without having the power and resources to demand them.

Another important point is the idea of water as a commodity. Here focus is on markets where users pay for the water and on meetings where decisions are made. These structures are not gender neutral. The willingness to pay does not always coincide with the possibility to pay. The time used for fetching water might mean that there is no time for income-generating activities, without which there is no possibility to pay for the water. Other important aspects refers to the false division between domestic water, and water for production, and the issue of ownership. Ownership also means the right to exclude people. Responsibility for e.g. water pumps is intimately linked to rights over water sources. It seems important to conduct gender analysis at different levels of programmes, i.e. at the water point, at the household and at the institutional level (c.f. Cleaver & Elson 1995).

## **Gender and the Logical Framework Approach (LFA)**

Cliff Wang started by making some observations on issues that had been discussed during the three days, and then gave an overview consisting of thoughts by an outSIDA-er, and possible linkages between gender awareness and the logical framework approach. Gender and Development promotion should be realistic and effective, and SIDA's role and opportunities should be thought of in relation to LFA.

Cliff Wang stressed the importance of being strategic! Questions to be asked: Within an operational context, are we asking the key questions? Do we know what to do with all the information? Is it possible to design gender sensitive projects without gender awareness training? How does the partner country react to all this? Who does gender analysis? Who should do it? Are we precise enough? Do we know what we really want? Do we tell others?

Suggestions for SIDA was to have a clear Gender and Development (GAD) strategy, discuss development cooperation principles with partners, request consultants for what you want, expect/demand results. Use LFA and gender analysis with common sense. Get definitions straight, know what we want to achieve by when, put GAD into country context. Prioritize, be selective, think strategically. Distinguish between "nice-to-know" and "need-to-know" information. "Go for it" when you have people's attention. Think in terms of project time and frame. Focus on project results (out-puts), not super objectives and activities. Analyze and solve the problem.

In Cliff Wang's explanation of the "Logical Framework Approach" important entry points for gender interventions were in problem analysis and outputs. Another possibility would be to put in some outputs especially for women. Cliff Wang's recommendations were to update plans when appropriate and be specific. Indicators at outputs level are performance standards. At objectives levels they are intended impacts. Gender awareness is important to reduce the risks. Look critically at external factors and do something about them wherever possible. Use country gender analysis.

An important question that had been discussed several times during the training was whether "Gender and Development" is a means or an end? This question was again an issue in relation to the use of the logical framework. Participants seemed to say that it was both a means and an end. And Cliff Wang's reflection was that a sector project cannot solve all strategic needs of individuals in society. A well-conceived plan reduces risks and provides a sound basis for efficient implementation, project monitoring, reporting, reviews and post-project evaluation. Concerning LFA and the project cycle the most efficient moment to discuss gender planning would be in the planning phase, as that is the time when budgets are discussed and it would be the moment when partners are listening with attention to each other.

## "MENTAL TOOLS"

How do we take women and men into consideration in planning within the water sector (including water, sanitation and health)? There are some "mental tools": look at the sector from a gender perspective (i.e. use your gender glasses), see what information is missing, to analyze a document, to make a gender analysis, to include gender issues in plan of operation and terms of reference for studies, evaluations and implementation of projects. When planning for gender there are difficulties that are often based on lack of knowledge and information. One reason for working with existing documents is to get closer to a real situation. The awareness of what information is missing make it possible to ask the right questions and make adequate demands for documents and reports.

What can be done to make women and men visible in development policy and planning?

- \* use gender disaggregated statistics
- \* ask: "who decides what for whom?"
- \* being aware of different gender issues on different levels

Important issues on the policy level are:

- participation of both men and women
- education and curriculum should include local knowledge and situation, as well as gender analysis
- studies that show water usage, use of latrines and other sanitary habits, ideas about purity, impurity and contagion of disease
- legal limits for water and sanitation, possibilities? finances?

Important issues at the field level are:

- knowledge, look for existing information and documentation, local knowledge, to listen
- activities and usage, who does what? when? where? why? how?
- responsibility. Who is responsible? in what way? for what?
- incentives, motivation for women and men? willingness?, possibilities?

## EVALUATION

Gender awareness is an issue that has been discussed within the Swedish development aid for quite some years now. Participants' expectations' on the first day therefore ranged over: hoping to get an introduction and some "tools" for applying gender awareness in practical and concrete situations, interchange experiences, and to learn more about how gender planning is managed by SIDA in relation to top-down policies and popular participation. Participants had different backgrounds such as programme officers at SIDA, economists, sociologists, water technicians etc. at universities and consultancy firms. At the end of the course the majority of the participants felt that their general awareness had been raised and that they could see links to their own working situation. Several persons commented on having received concepts and "tools" for working with gender issues in their own work. SIDA officers pointed at the importance of writing down a clear gender strategy for the water sector, but also that the training functioned as a part of the process of creating a new water strategy on gender analysis and logical framework approach. Several participants would have preferred a greater degree of operationalization. Working in a gender aware manner is not easy and a lot of humbleness and capacity for listening is necessary. Respect and knowledge about other cultures are necessary. One participant also commented on the fact that there is no absolute knowledge in this field. Comments were also made on the relative acceptance and openness regarding gender issues today. The participants that had already participated in an introductory course found it useful with a "brush-up" and some of the participants thought that the training could be followed up after 1 - 2 years using more concrete examples. It was also experienced as positive to work more intensely with one programme, as was the case of HESAWA.

The written evaluation gave the impression of participants in general being satisfied. The workshop in general was appreciated but some comments indicated that parts of the programme could be modified.

## CONCLUSIONS

The three main themes discussed were 1) increased gender awareness 2) increased involvement of women 3) adaptation of gender issues to local conditions. Discussions showed that the relation of gender equality as a means or an end (or both) needs further clarification from SIDA. Lack of information about gender relations in a cultural context calls for more gender disaggregated statistics in reporting, but also the need for careful listening, contextualizing and showing respect for local perceptions, attitudes and interests concerning gender equality and other project components as well.

A general conclusion is that the gender planning methodology can be applied in the water sector without any major obstacles. Water and sanitation programmes are generally conducted on a household level which makes it easy to apply the

rationale for gender analysis. However, the operationalizing part of gender planning methodology in general should be strengthened, and perhaps be adapted to the logical framework approach as that will be SIDA's main planning instrument in the future. The use of "jämställdhet" (gender equality) as a concept within gender training will also need further analyzing. It is important, and possible, to keep developing the relationship between gender analysis, social analysis and popular participation in a training context. Another possible improvement is to give an introduction to concepts in socio-economic analysis in an even more fundamental way, as social scientists and technicians have so different theoretical backgrounds.

In summary, the workshop was implemented in a satisfactory way. To work with specific programmes that were contextualized both through documents and resource persons gave positive results. To work with different components, as in the HESAWA group exercises, was also appreciated. The support from SIDA's Water section was invaluable and the fact that almost the whole section was participating gave a certain weight to the workshop. The contacts and efforts of CITEC to encourage consultants from different institutions to participate also resulted in a very good representation throughout the workshop.



**List of participants: Gender Awareness and Gender Planning in Water Resource Management, 29th - 31st May, 1995.**

**KURS: Gendermedvetenhet och genderplanering i hantering av vatteresurser med inriktning på hushållsvatten och omgivningshygien.**

**Sånga-Säby Kurs & Konferens, Svartsjö, Stockholm, 29 - 31 maj 1995**

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**KURS OM GENDERMEDVETENHET OCH GENDERPLANERING I  
HANTERING AV VATTENRESURSER MED INRIKTNING PÅ  
HUSHÅLLSVATTEN OCH OMGIVNINGSHYGIEN 29-31 MAJ 1995**

**P R O G R A M**

**DAG 1**

**MOMENT 1**

**SYFTE:** Att presentera bakgrunden och motivet till att genomföra genderplanering samt att introducera grundläggande begrepp

- 9.00 **Introduktion** (CW)  
- bakgrunden till och innehållet i kursen  
- introduktion av deltagarna och deltagarnas förväntningar  
- kön, gender/genus, kvinnor, jämställdhet och jämlikhet:  
definitioner och distinktioner
- 9.45 **Föredrag:** Gender och vatten: viktiga frågor, relation till social analys,  
folkligt deltagande och målgruppsfrågor (SH)
- 10.15 KAFFE
- Föredrag och diskussion:**
- 10.45 Det svenska biståndet inom vattensektorn (IA)
- 11.00 SIDA's policy vad gäller kvinnor och gender (från segregation till  
integration) (CHA)
- 11.30 SIDA's Policy med hänsyn till gender och vatten (MS)
- 12.00 LUNCH
- 13.00 **Grupparbete 1:** Vatten i vardagen - kvinnors och mäns aktiviteter med  
tyngdpunkt på vattenanvändning och omgivningshygien i några hushåll  
under ett dygn (SH)
- 14.00 Avrapportering och diskussion (SH)
- 14.45 **Föredrag och diskussion:** Centrala frågeställningar och begrepp i  
genderanalys och genderplanering - presentation av analytiska "verktyg"(CW)
- 15.15 KAFFE
- 15.30 **Film:** På byarnas villkor - en film om HESAWA i Tanzania  
Inledning (CW)
- 16.15 **Grupparbete 2:** Att genomföra en genderanalys av ett  
landsbygdsutvecklingsprogram, som det skildras i filmen

16.45 Diskussion och sammanfattning (CW)

18.00 MIDDAG

**Kvällsaktiviteter:**

Introduktion av dokument (SH)

Tid för läsning

**DAG 2**

8.45 Sammanfattning av föregående dags arbete (CW)

9.00 **Introduktion till grupparbete 3: Hushållsvatten och sanitet i landsbygdsutvecklingsprogram** (PB)

9.30 **Grupparbete 3: SIDA Evaluation Report 1993/1**  
Inledning (PB, SH)

10.00 Kaffe

10.15 Grupparbete forts.

11.30 Avrapportering och diskussion (PB, SH)

12.30 LUNCH

**MOMENT 2**

**SYFTE:** Att introducera ett ramverk och metoder för att tillämpa genderplanering samt att genomföra övningar i att tillämpa ramverket på SIDAs vattenprojekt

13.30 **Tematisk föreläsning: "Gender och omgivningshygien" -**  
kulturella föreställningar om renlighet och orenlighet (PB)

14.00 **Föredrag: Presentation av SIDAs planeringscykel** (BJ)

14.15 **Presentation av ett ramverk och metoder för att tillämpa genderplanering**  
inom SIDAs planeringscykel (CW)

14.45 **Grupparbete 4: InsatsPM och HESAWA Plan of Action 1994-1998**  
Inledning (SH)

15.00 Kaffe

16.30 Diskussion och sammanfattning (SH)

18.00 MIDDAG

**Kvällsaktiviteter:** Filmvisning: "Let's do it together" (CW)

### DAG 3

- 8.30 Sammanfattning av föregående dags arbete (CW)
- 8.45 **Tematisk föreläsning: "Gender och kostnadstäckning"** (SH)
- 9.15 **Introduktion till grupparbete 5: Hushållsvatten och sanitet i ett urbant sammanhang - bakgrunden till projektet** (KB)
- 9.45 **Grupparbete 5: Water, Sanitation and Environmental Education Central American Programme, Honduras Inledning** (CW)
- 10.00 KAFFE
- 11.30 Återrapportering och diskussion (CW)
- 12.00 LUNCH
- 13.00 **Sammanfattning: "mentala redskap" och möjligheter för genderplanering i vattenresursfrågor** (SH)
- 13.30 **Diskussion: Genderperspektiv inom ramen för "logical framework approach"** (CIW)
- SIDAs framtida vattenstrategi (CIW)
- 14.45 KAFFE
- 15.00 **Framtiden för genderplanering i deltagarnas egna arbeten, vad det finns för behov av uppföljning** (CW)
- 15.30 Utvärdering och avslutning

#### **Kursledare:**

Charlotta Widmark, Stockholms Universitet (CW)  
Sten Hagberg, Stockholms Universitet (SH)  
Per Brandström, Uppsala Universitet (PB)

#### **Resurspersoner:**

Ingvar Andersson, SIDA (IA)  
Carolyn Hannan-Andersson, SIDA (CHA)  
Margaretha Sundgren, SIDA (MS)

Bengt Johansson, SIDA (BJ)  
Cliff Wang (CIW)  
Kristina Boman, ICS (KB)

## **Documents and Hand-outs:**

Appendix III

1. Group exercise 1
2. Stereotypical assumptions
3. Roles of women and men
4. The Rationale for Gender Planning
5. Concepts and definitions used in gender analysis
6. Group exercise 2
7. Guidelines for reading
8. Group exercise 3
9. Concepts and definitions used in operationalizing Gender Planning
10. Group exercise 4
11. Group exercise 5

## **Project Documents:**

- SIDA Evaluation Report 1993/1 Health through Sanitation and Water - A Study from a Village Perspective.
- HESAWA Promotion Strategy, March 1995.
- HESAWA Phase III, Plan of Action for the period 1st July, 1994 - 30th June, 1998.
- SIDA Insatspromemoria, Fortsatt stöd till landsbygdens vattenförsörjning, omgivningshygien och hälsoutbildning, Tanzania, 1994/95 - 1997/98.
- UNICEF-GUA/AO, Water, Sanitation and Environmental Education Central American Programme Honduras 1991-1995, May 1991.
- UNICEF-GUA/AO, Water Sanitation and Environmental Education Programme in Central America 1992-1996, Second Progress/Utilization Report to the Government of Sweden (January-December 1993), March 1994.
- Water and Sanitation in Central America, Mid-term review of UNICEF's programme by Marta Medina, Jorge Vargas, Uno Winblad, July 1993.

## **Films:**

- "Development on Village Terms - A Film about HESAWA Tanzania" by Lage Bergström, Utbildning & video 1991.
- "Let's do it together" by Stig Holmqvist and Helena Altvall.



# GENUS OCH HUSHÅLLSVATTEN

## Övningsuppgift 1

**Syfte:** Att identifiera mäns och kvinnors aktiviteter med speciell tonvikt på vatten och sanitet i fattiga hushåll i olika delar av världen.

Arbeta i grupperna och diskutera det dagliga livet för män och kvinnor i fattiga hushåll i Afrika, Asien, Latinamerika, och Sverige.

- 1) Bestäm var hushållet finns (f.a. landsbygd eller stad) och klargör vilka medlemmar som hushållet har utifrån ålder och kön.
- 2) Diskutera de olika hushållsmedlemmarnas aktiviteter, i synnerhet de som berör vatten och sanitet under en 'genomsnittlig' arbetsdag. Specificera gärna årstiden.
- 3) Använd bifogade blädderblock och markera vattenanvändning/aktiviteter under en 24-timmars period. Skilj på män och kvinnor, unga och gamla.

**Källa:** Tillämpad från Levy, C. & C. Moser. 'Training Materials developed for training in Gender Planning for Development 1984-89'. London university, Development Planning Unit.

**STEREOTYPISKA ANTAGANDEN OM HUSHÅLL, VANLIGT  
FÖREKOMMANDE I UTVECKLINGSSAMMANHANG**

ANTAGANDEN	FAKTISKA FÖRHÅLLANDEN
<p><b>Strukturen på fattiga hushåll:</b> Kärnfamilj</p> <p><b>Hushållets organisation:</b> Mannen försörjer familjen Kvinnan är beroende, en hemmafru</p>	<p>Det finns många andra hushålls-sammansättningar, t ex familjer bestående av flera generationer, ensamstående mödrar o dyl.</p> <p>Kvinnor och män är inblandade i olika aktiviteter beroende på arbetsdelningen enligt genus i det social och kulturella sammanhanget.</p> <p>Kvinnor och män har olika genusroller, d v s reproduktiva, produktiva och kollektiva/offentliga roller</p>
<p><b>Tillgång till resurser och beslutsfattande inom hushållet:</b></p> <p>Tillgången är rättvis, dvs kvinnor och män har lika tillgång till och kontroll över resurser.</p> <p>Genusrelationerna inom hushållet är harmoniska.</p> <p>"Hushåll" hanteras som en enhet för planering.</p>	<p>Tillgång till och kontroll över hushållets resurser är ofta mycket ojämnt fördelade mellan hushållets medlemmar.</p> <p>Genusrelationerna kan ofta vara konfliktfyllda och leda till konkurrens.</p> <p>Vi behöver <b>disaggregera</b> "hushållet".</p>

*Källa:* Omarbetad från Levy, C. och Beall, J., Training materials for training in Gender Planning 1990-1993 (SIDA). London: DPU Gender Planning Team.

## PRINCIPER FÖR GENUSPLANERING

<p><b>Disaggregering av allmänna kategorier, såsom "hushåll", "lokalsamhälle", "byråd" o dyl.</b></p>	<p><b>Analys av arbetsdelningen mellan kvinnor och män</b></p>	<p><b>Identifiering av hushållets eller gruppens sammansättning och strukturella komponenter</b></p>
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<p><b>Kvinnor och män tilldelas ofta olika uppgifter och har således olika genusroller</b></p>	<p><b>Kvinnor och män har olika tillgång till och kontroll över resurser och beslutsfattande</b></p>
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<p><b>Praktiska Genusbehov</b> är behov som kvinnor och män har i relation till sina existerande uppgifter och roller</p>	<p><b>Strategiska genusintressen</b> är intressen som kvinnor och män har som utmanar rådande arbets- och rollfördelning.</p>
<p><b>PGB</b> tillgodoses genom åtgärder som underlättar för kvinnor och män att utföra och uppfylla sina existerande uppgifter och roller</p>	<p><b>SGI</b> tillgodoses genom åtgärder som utmanar och syftar till att <b>ändra</b> existerande uppgifter och genusroller i syfte att öka jämställdheten mellan könen</p>

<p><b>Kopplingar till Policy och Strategiarbete</b>          Vad policyarbetet innebär för aktiviteter, uppgifter, roller, behov och intressen i förhållande till genus</p>
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Källa: Omarbetning av Levy, C. och J. Beall **Training Materials for training in Gender Planning 1990-1993**. London: DPU/Gender Planning Team.

## DEFINITIONER AV BEGREPP OCH "REDSKAP" SOM ANVÄNDS I GENUSANALYS

### KÖN OCH GENUS

1. Genusplanering bygger på att man skiljer på begreppen **kön** och **genus**:

**Kön** syftar på biologiska och fysiska skillnader mellan kvinnor och män.

**Genus/Gender** syftar på kulturella tolkningar av biologiskt kön, vad som anses vara kvinnligt respektive manligt i en viss kultur, den sociala relationen mellan kvinnor och män i ett specifikt sammanhang. Genusrelationer kan förändras i samband med förändrade ekonomiska och politiska villkor.

### ARBETSDELNING ENLIGT GENUS

2. Genusplanering bygger på idén om att i det i de flesta samhällen finns betydande skillnader mellan kvinnor och mäns aktiviteter och ansvarsområden. Det sätt och i vilken utsträckning män och kvinnor är engagerade i olika aktiviteter återspeglar den **arbetsdelning** som råder i ett speciellt sammanhang och vid en viss tidpunkt. Det finns även uttalade eller outtalade statusskillnader kvinnor och män, dvs. kvinnors och mäns arbete och egenskaper värderas olika.

Både kvinnor och män kan vara engagerade i olika kombinationer av reproduktivt, produktivt och kollektivt arbete eller beslutsfattande inom lokalsamhället. När män och kvinnor är engagerade i liknande arbetsprocesser är de ofta ansvariga för olika delar eller stadier av dessa processer.

### AKTIVITETER OCH GENUSROLLER

**Roll** är ett sociologiskt begrepp som refererar till det beteende som anses vara lämpligt eller passande för en individ eller en grupp i ett specifikt socialt eller kulturellt sammanhang. Roll innefattar aktiviteter men kan också referera till abstrakta egenskaper eller karaktärsdrag. **Genusroller** syftar på det beteende som anses lämpligt eller passande för kvinnor eller för män i ett specifikt kulturellt sammanhang, dvs. de sociala förväntningarna på män respektive kvinnor.

### REPRODUKTIVA AKTIVITETER OCH ROLLER

Aktiviteter som har att göra med biologisk reproduktion och vård (barnafödande, amning), vård av barn och andra familjemedlemmar, barnuppfostran och vård/underhåll av huset/hemmet (hushållsarbete) tillhör den reproduktiva rollen. Socialt och kulturellt uppfattas kvinnor och män ha **reproduktiva roller** beroende på hur deras anknytning är till ett visst sammanhang där olika biologiskt reproduktiva och andra reproduktiva aktiviteter (social reproduktion och reproduktion av arbetskraften) förekommer.

Aktiviteter som rör kvinnors och män arbete mot betalning (produktion av varor med bytesvärde), eller för försörjning (produktion av varor med bruks- eller potentiellt bytesvärde) ger en hänvisning om deras respektive produktiva roller.

Gränsen mellan reproduktiva och produktiva aktiviteter och roller kan vara svår att dra. Aktiviteter som sker i specifika försörjningssystem och sociala sammanhang kan ha både reproduktiva och produktiva dimensioner. Reproduktiva tjänster som utförs av en hushålls- eller familjemedlem kan ofta ersätta en kostnad som familjen annars skulle ha. Om tjänsten är nödvändig för familjens överlevnad skulle de annars behöva betala för den eller byta värdefulla varor för den på marknaden. Samma vara eller tjänst som produceras mot betalning skulle anses vara produktiv.

## KOLLEKTIVA AKTIVITETER OCH ROLLER PÅ SAMHÄLLSNIVÅ

**Kollektivt utförda aktiviteter eller utövande av kollektivt ansvar inom ett lokalsamhälle kan vara av två typer:** 1) frivilligt samhällsarbete, dvs. obetalda aktiviteter som syftar till att säkra tillgång till och underhåll av resurser för kollektiv konsumtion t ex vatten och hälsovård. Dessa aktiviteter har ofta anknytning till den reproduktiva rollen. 2) samhällspolitiskt arbete, dvs. aktiviteter för att påverka det offentliga livet, beslutsfattande i förhållande till politiska strukturer inte bara lokalt utan också på regional eller nationell nivå.

## GENUSBEHOV OCH INTRESSEN

Med utgångspunkt i de olika aktiviteter som kvinnor och män är engagerade i och de olika genusroller de har, har kvinnor och män olika sociala behov och behov och intressen i förhållande till utvecklingsfrågor.

**Praktiska genusbehov** är behov som kvinnor och män identifierar för att fullgöra de socialt accepterade rollerna. Dessa behov identifieras för att underlätta praktiska och omedelbara bristfälligheter. Om de tillfredsställs underlättar det för kvinnor och män att mer effektivt göra vad de redan gör. Praktiska genusbehov tar sin utgångspunkt i den rådande strukturen för genusrelationer, arbetsdelning, tillgång till resurser och beslutsfattande och syftar till att underlätta och stimulera positiv förändring utan att utmana de existerande genusrelationerna.

**Strategiska genusintressen** är intressen som kvinnor och män har som prioriteras i en specifik situation eller ett sammanhang för att förändra relationer som uppfattas som ojämlika. Strategiska genusintressen representerar alternativa möjligheter och en medveten strävan för att förändra existerande genusroller och en given arbetsdelning för att uppnå jämställdhet och en mer jämlik fördelning av resurser och inflytande.

Källa: Omarbetning av Levy, C. och J. Beall **Training Material för Training in Gender Planning 1990-1993**. London: DPU/Gender Planning Team.

## GENUS OCH HUSHÅLLSVATTEN

### Övningsuppgift 2

**Syfte:** Att genomföra en genusanalys av ett landsbygdsutvecklingsprogram vars syfte är att förbättra livsvillkoren för befolkningen i området, och analysera vad programmet innebär för kvinnors och mäns roller och aktiviteter.

1. Medan du tittar på filmen "På byarnas villkor" använd bifogade blad för att anteckna något om följande villkor för projektet:

a) arbetsfördelning mellan kvinnor och män

b) kvinnors och mäns roller och aktiviteter

c) identifiera kvinnors och mäns tillgång till, ansvar och kontroll över:

- vattenresurser och latriner

- hälsa/hygien (utbildning)

- arbetskraft

- kunskap

- teknik

- planering och beslutsfattande (nationell, distrikts- och lokal nivå)

- information

d) de genusbehov och intressen som tillgodoses

2. Efter filmen, diskutera och jämför era anteckningar i grupperna. Gör en gemensam analys.

3. Finns det information som du skulle behöva för att kunna göra en bättre analys, som saknas i filmen? Vilken?

**Källa:** Omarbetad från Levy, C. and Moser, C. **Training Material Developed for Training in Gender Planning for Development** (1989-1993. London University, Development Planning Unit.

## GENUSANALYS AV 'PÅ BYARNAS VILLKOR'

### Övningsuppgift 2

Hur är arbetsfördelningen?  Vilka är kvinnors och mäns aktiviteter och roller?		
Vilken är kvinnors och mäns tillgång till resp. ansvar/kontroll över:  vattenresurser och latriner?  hälsa/hygien?  arbetskraft?  kunskap och teknik?  planering och beslutsfattande?  information?		
Praktiska genusbehov  Strategiska genusintressen		

**Källa:** Omarbetad från Levy, C., Moser, C. and J. Beall **Training Materials Developed for Training in Gender Planning for Development**(1984-1993). University College London, Development Planning Unit.

## GENUS OCH HUSHÅLLSVATTEN

### Läsanvisningar

**Syfte:** Att bekanta sig med arbetsdokumenten genom att kritiskt läsa dem ur ett genusperspektiv.

Läs igenom nedanstående frågor och beakta dem när du läser dokumenten.

- 1) Vilka genusaspekter berörs i dokumentet? I så fall, var? På vilket sätt? I vilka sammanhang?
- 2) Finns det viktiga luckor av information respektive aktiviteter när det gäller den uppmärksamhet som genus rönt i dokumentet? Var skulle dessa genusaspekter beröras?
- 3) Analysera den statistik som presenteras. Var har könsdisaggregerad statistik använts? Var hade en sådan statistik behövts?



## Genus och hushållsvatten

### Övningsuppgift 3

**Syfte:** Att identifiera viktiga genusfrågor och genomföra en genusanalys av en biståndsinsats i ett landsbygdssammanhang

1. Identifiera och analysera mäns och kvinnors roller inom olika delar av projektet, så som det beskrivs i utvärderingen. Börja med ett av följande områden:

- Vattentillförsel
- Drift och underhåll
- Hälsa, hygien och sanitet
- Kapacitetsutveckling

a) I vilka sammanhang beaktas kvinnors och mäns roller i utvärderingen?

b) Finns det ytterligare sammanhang där kvinnors och mäns roller skulle kunna beaktas? Var/hur?

c) Saknar ni någon information för att kunna göra genusanalysen?

d) Vilka praktiska resp. strategiska behov och intressen har projektet tillgodosett?

e) Vilka kopplingar kan göras till policy och strategiarbete?

2. Under paragraf 2.11 (s.36) i utvärderingen diskuteras lokala attityder till kvinnors medverkan i projektets genomförande. Diskutera:

a) Varför är det viktigt att kvinnor deltar? Finns det några nackdelar?

Gör en lista med era argument.

b) Hur kan vi ta reda på vad kvinnorna i byarna har för åsikter, behov och intressen? Vad behöver vi veta?

## DEFINITIONER AV BEGREPP SOM ANVÄNDS FÖR ATT TILLÄMPA EN GENUSPLANERING

### Genusanalys

Syftet med genusanalysen är att förstå underliggande mekanismer till de dominerande utvecklingsproblemen respektive utvecklingsinsatser vad gäller påverkan på kvinnor och män i allmänhet och relationerna mellan kvinnor och män i synnerhet. I genusanalysen används begreppsmässiga "verktyg" för genus- eller jämställdhetsplanering: arbetsfördelning, aktiviteter och genusroller, tillgång till resurser, genusbehov och intressen. Genusanalys bör vara en kontinuerlig aktivitet, som tillämpas vid en rad nyckelpunkter och tillfällen i en organisations planeringscykel.

### Genusmål, strategier och indikatorer

*Genusmål* bestäms utifrån de mest framträdande problemen som framgår av genusanalysen. De ska vara vägledande för aktiviteter och insatser vid olika tillfällen för att göra processen för policy, program och projektplanering mer genusmedveten. Målen ska ange vad man förväntas uppnå när det gäller genus och jämställdhet i relation till resultaten av en given insats/aktivitet på policy, program eller projektnivå. Genusmål revideras och omdefinieras vartefter processen framåtskrider, och förhållanden förändras. Det kan vara förändringar som beror på medvetna handlingar för att göra insatser mer genusmedvetna, eller andra faktorer. Genusmål måste formuleras med hänsyn till målsättningar för policy, program eller projekt, och med hänsyn till sektorn, men ska inte förväxlas med dessa. För att formulera målen är det nödvändigt att nuvarande och potentiella organisatoriska och institutionella system fastställs, och att målgrupp och förmånstagare definieras.

*Genusstrategier* består av en uppsättning specifika aktiviteter och handlingar vars mål är att uppnå genusmålen.

*Genusindikatorer* är uppföljningsinstrument som fastställer relationen mellan genusmål/förväntningar och resultat/effekter av en policy eller ett program. De anger eller verifierar i vilken utsträckning mål/förväntningar har uppnåtts i kvantitativa eller kvalitativa termer.

### "Entry points", tillfällen eller sammanhang

"Entry-points" är tillfällen eller möjligheter att föra in genus i utvecklingspolicy och program. Detta innefattar att identifiera tillfällen för olika slag och nivåer av deltagande såsom det är framlagt eller implicerat i målsättningar för policy och program och i beskrivningar av målgrupp och förmånstagare.

## **Genus och hushållsvatten**

### **Övningsuppgift 4**

**Syfte:** Att utarbeta en jämställdhetsplanering för en biståndsinsats i ett landsbygdssammanhang.

1.
  - a) Berörs genusaspekter i mål, målgruppsformulering och planerade aktiviteter i InsatsPM och Hesawa Plan of Action? Var och på vilket sätt?
  - b) Finns det likheter och skillnader jämfört med er tidigare analys och HESAWA Promotion Strategy?
2.
  - a) Gör en jämställdhetsplanering för det framtida arbetet inom HESAWA.
  - b) Definiera specifika:
    - genusmål
    - strategier
    - aktörer
    - tillfällen
    - tillgångar och hinder
    - indikatorer
  - c) Hur ska olika aktiviteter prioriteras?

## GENUS OCH HUSHÅLLSVATTEN

### Övningsuppgift 5

Syfte: Att utarbeta en jämställdhetsplanering av en biståndsinsats i ett urbant sammanhang

Genomför en genusanalys av programmets verksamhet. Utarbeta därefter en genusstrategi:

- 1) Identifiera de roller (hushålls- resp. samhällsarbete) och de genusbehov och genusintressen (praktiska respektive strategiska) som verksamheten tillgodoser.
- 2) Genomför en jämställdhetsplanering:
  - a) Formulera genusmålen
  - b) Identifiera en strategi (handlingar&aktiviteter)
  - c) " de olika aktörerna och deras ansvar
  - d) " tillfällen
  - e) " tillgångar & hinder
  - f) " indikatorer
- 3) I mån av tid, diskutera skillnader mellan jämställdhetsplanering i ett urbant resp. ett landsbygdssammanhang.

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