

Course Name:
Gender and Water

Course objectives: The objective of this course is to build a perspective on studying gender relations and water. The course familiarizes participants with conceptual issues in the analysis of gender and water, the practical and public policy challenges in gender mainstreaming in the water sector and tools and concepts needed for doing a gender analysis. The understanding of gender and water is placed within the context of discourses on equity, welfare and efficiency. At the end of the course, participants should be able to study water resource management and governance using a gendered lens as well as contribute to current discourses on gender mainstreaming in the sector.

1. Conceptual groundwork for the analysis of gender in water (3 hours) Conceptualisation of equity: difference between equity and equality. Gender as an axis of social differentiation in studying equity. Difference between sex and gender. Concept of gender relations, sex-gender system. Gender as a social construction located in time and space. The concept of intersectionalities. Distinguishing gender equality from gender equity.

A gendered critique of development : welfare, equity, anti-poverty, efficiency, rights based approaches. Ecofeminism, feminist environmentalism. Operationalizing gender studies: asking the 'who question'.

Readings. Zwarteveen, M. 2008. Men, masculinities and water powers in irrigation. *Water Alternatives* 1(11); 111-130

Sultana, F. 2009. Fluid lives: subjectivities, gender and water in rural Bangladesh. *Gender, Place and Culture*, 16(4), 427-444.

Zwarteveen, M. Z. 1997. Water: From basic need to commodity: A discussion on gender and water rights in the context of irrigation. *World development*, 25(8), 1335-1349.

Crow, B., & Sultana, F. 2002. Gender, class, and access to water: Three cases in a poor and crowded delta. *Society & Natural Resources*, 15(8), 709-724.

2. Why a gendered lens on water: The gender dimensions of water control, access and distribution (4 hours)

Gender - based division of labor around water ; practical and strategic needs; intersection of gender with other axes of social differentiation in shaping water access; differential impacts of water scarcity on men and women; gendered impacts of water technologies and water supply interventions; gendered impacts of large dams and infrastructure; gendered dimensions of environmental protest movements; differential vulnerability of men and women to the effects of

climate change on water security and disasters. Changing gender relations around water: role of migration, erosion of commons; urbanization and occupational diversification. Feminization of agriculture and feminization of agricultural labor.

Readings.

Drew, G. 2014. Mountain Women, Dams, and the Gendered Dimensions of Environmental Protest in the Garhwal Himalaya. *Mountain Research and Development*, 34(3):235-242.

Narain, V. 2014. Shifting the focus from women to gender relations: assessing the impacts of water supply interventions in the Morni Shiwalik Hills of North West India. *Mountain Research and Development*. 34 (3): 208-13.

Narain, V., and Singh, A.K. 2019. Replacement or displacement ? Periurbanization and changing water access in the Kumaon Himalaya, India. *Land Use Policy*, 82 (2019), 130-147.

van der Woude, Afke. 2016. Changing Environment, changing waters: an analysis of drinking water access of vulnerable groups in Peri-urban Sultanpur. In V. Narain and A. Prakash (eds.) *Water Security in periurban South Asia: adapting climate change and urbanization*. New Delhi: Oxford University Press. pp. 208-232.

O'Reilly, K. (2010). Combining sanitation and women's participation in water supply: an example from Rajasthan. *Development in Practice*, 20(1), 45-56.

3. Gender mainstreaming in the water sector (5 hours)

Genesis of the international discourse on gender mainstreaming. The international discourse on IWRM (Integrated water Resource Management). Engendering the water sector. Move from WID (Women in Development) approach to GAD (Gender and Development Approach) Reasons for the low presence of women in the water sector in South Asia: the perceived masculine nature of the water sector; the bias in favor of civil works and engineering; absence of gender sensitive infrastructure; sexual undertones and biases against female engineers; factors and recent initiatives that could reverse this trend. Globalization, neo-liberalism, gender and water. Review of country level approaches and policies.

Readings.

Ahlers, R., & Zwartveen, M. (2009). The water question in feminism: water control and gender inequities in a neo-liberal era. *Gender, Place and Culture*, 16(4), 409-426.

- Harris, L. M. (2009). Gender and emergent water governance: comparative overview of neoliberalized natures and gender dimensions of privatization, devolution and marketization. *Gender, Place and Culture*, 16(4), 387-408.
- Joshi, D. 2014. Women, water, caste, and gender: The rhetoric of reform in India's drinking water sector. In Narain, V., Goodrich, C.G., Chourey, J, and Prakaash, A. (eds.) *Globalization of water governance in South Asia*, pp. 35-52. New Delhi: Routledge.
- Kulkarni, S. 2009. Situational analysis of women water professionals in South Asia. *SAWAS, South Asian Water Studies*, 3 (3).
- Liebrand, J. and Udhas, P.B. 2017. Becoming an engineer or a lady engineer: Exploring professional performance and masculinity in Nepal's Department of Irrigation. *Engineering Studies*, Published online 09 July 2017.
- Mishra-Panda, S. 2007. Mainstreaming gender in water management: a critical review. *Gender, technology and Development*, 11 (3): 321-328.
- Udas, P. B. and Zwarteveen, M. 2010. Can water professionals meet gender goals ? A case study of the Department of Irrigation in Nepal. *Gender and Development*, 18(1): 87-97.
- Sultana, F. (2018). Gender and water in a changing climate: Challenges and opportunities. In *Water security across the gender divide* (pp. 17-33). Springer, Cham.
- Zwarteveen, M. 2017. Hydrocracies, engineers and power: questioning masculinities in Water. *Engineering Studies*, 9: 2. 78-94

4. Engendering water institutions. (5 hours)

Rationale for engendering water institutions. Review of experiences in engendering different water uses: domestic, irrigation and industrial. Women in *pani samitis* and water users' associations. Experiences and lessons learnt. Factors limiting women's representation and voice in collective institutions: role of social norms and patriarchy, constraints of time; value of gender - based division of labor in collective institutions ; patriarchal structure of water users' associations; representation of women by husbands or male elderly family members. Critique of the notion of empowerment and participation. With a broad overview of experiences from the global literature, instructors may want to focus on experiences and cases specific to the respective countries.

Readings.

Ahmed, S. 2008. Gender and integrated water resource management in South Asia: the challenges of community-based alternatives. In Dutt, K.L. and Wasson, R.J. (eds.) *Water First: Issues and challenges for communities and nations in South Asia*. New Delhi, India. Sage , pp. 185-201

Meinzen-Dick, R., & Zwarteveen, M. (1998). Gendered participation in water management: Issues and illustrations from water users 'associations in South Asia. *Agriculture and human values*, 15(4), 337-345.

Mishra-Panda, S (Ed.) 2008. *Engendering governance institutions: state, markets and civil society*. New Delhi: Sage Publications.

Pandolfelli, L., Meinzen-Dick, R., & Dohrn, S. (2008). Gender and collective action: motivations, effectiveness and impact. *Journal of International Development: The Journal of the Development Studies Association*, 20(1), 1-11.

Van Koppen, Barbara. "Gender in integrated water management: an analysis of variation." *Natural Resources Forum*. Vol. 25. No. 4. Oxford, UK: Blackwell Publishing Ltd, 2001.

5. Gender tools in IWRM. Gender impact assessment, gender budgeting and gender auditing. (5 Hours)

Concept, rationale and experiences. After an introduction to these concepts, course instructors are advised to review the experience and status in their respective countries, or lessons learnt. This could be delivered ideally through some local guest lectures or sharing of experiences in the countries where the course is taught. Some basic conceptual readings are listed below.

Readings.

Stotsky, Janet, 2006. "Gender Budgeting," International Monetary Fund, Working Paper, no. 232.

Chakraborty, L. (2016). *Asia: A survey of gender budgeting efforts*. International Monetary Fund.

Sodani, P. R., & Sharma, S. (2008). Gender responsive budgeting. *Journal of Health Management*, 10(2), 227-240.

Mishra, Y., & Sinha, N. (2012). Gender responsive budgeting in India: What has gone wrong?. *Economic and Political Weekly*, 50-57.

6. Case study and assignment: (8 hours)

The course instructors should use this time to engage students with some exercises or case studies on the subject of gender and water. Students could use this time to either explore a theme of the course at greater length or develop a small case study to explore gender-water interactions.