

Fields	Content	Comments
Topic	Water and Gender	
Sub-topic	N/A	
Skills/knowledge accessed/developed	Observation, critical thinking, knowledge construction and empathy	
Prior learning required	Students will work in groups and as a class. They will be expected to be tolerant to other's ideas and expressions.	
Learning objectives	• Students engage in activities and discussions that bring out the difference between sex and gender • Students engage in activities and discussions that bring out the difference between equality and equity • Students are able to appreciate the inherent connection between women and water • Students are able to suggest solutions to make water work more equitable • Students learn how people are approaching to address the issue of gender equity	
Specific learning outcomes	1. Students are able to <i>differentiate</i> between sex and gender (with respect to the fluidity and social constructs) 2. Students are able to <i>differentiate</i> between gender equality and equity, and infer how this may affect their hopes and dreams 3. Students are able to visualise and <i>describe</i> the systems that lead to a higher burden of water work on women 4. Students are able to <i>identify</i> mechanisms that can help advocating for gender equity at least with respect to water	
Use of teaching time	2-3 mins The facilitator/educator will introduce students to the session. They will explain to the students that there will be a discussion about the relationship of water and gender. Some of us may disagree with each other, and	

	it might get uncomfortable for some of us. We need to understand that our lived experiences may often be different from others' lived experiences. All of us are required to be respectful and tolerant of each other's opinions in the session- and 'agree to disagree' if we cannot reach a common agreement. 10-15 mins The facilitator/educator may open the discussion with the following questions: 1. What is gender? (spend only 2-3 mins on this – this question is to get an idea of the collective knowledge of the class) • The facilitator could display some pictures of men doing certain jobs - eg. Bus driver, Farmer, Engineer, Plumber, etc. The facilitator would ask - Can women do these jobs? • The facilitator could display some pictures of women doing certain jobs - eg. Washing, fetching water, cooking food at home etc. The facilitator would ask - Can men do these jobs? (Example images are in the section <i>Background content</i>) Other examples - Tailor / Chef / Pilot / Dhobi / Wrestler / Engineer / Fishing / Armed forces / Maid / Teacher / Scientist / Grocer / Hairdresser and so on. (4-5 examples of each point can be enough) At the end, the facilitator should discuss the following points: Gender is socially constructed: "<i>we are not born women (or men), we become women (or men)</i>" (Beauvoir) • Gender roles and identities are shaped by social institutions • Gender identities can change over time, dynamic – fluid bonds, like water • Gender intersects with other social and power relations shaped by caste, class, age, faith, ability.... 15-20 mins The facilitator asks the audience what they understand	
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	by “Gender Equality”. Suggested activity The facilitator asks for 2 volunteers - one boy and one girl. They have to complete the following tasks in 5 mins (time can be adjusted): 1. Represents water work - They are told that they will both be given a bucket of water. Their task is to fill the bucket of water from a source (tap in this case) nearby - to reach the tap they have to make a small round. They can fill only half the bucket at one time. Note: The boy is given a bucket already filled to half. The girl is given an empty bucket. 2. Represents school work - After filling their buckets, they have to write 10 words (any 10 words) on a piece of paper 3. Represents leisure and relaxation - Then they have to sing 10 lines from a (water) song. The facilitator will discuss what the other students observed. They will bring out the advantage that the boy had by having a half-filled bucket to start with. This is an example of Gender Inequality. 5-10 mins The facilitator will ask how we can reduce Gender Inequality. Depending on the responses, the facilitator will discuss Gender Equity. At the end, the facilitator will briefly talk about the differences between Gender Equality and Gender Equity. (Refer to the section <i>Background content</i>) 10-15 mins Facilitator will emphasise on the connection between women and water - biological and social - “Water and woman are both sources of life, while one emanates from Humanity, the other gives Life” In the Museum's (Musee de l'Eau, Burkina Faso) Water and Women display, it is possible to discover the relationship that exists between women and water from pregnancy with the baby's bath in the amniotic fluid, which is composed of more than 98 percent water, to birth and life in society. Water Chores are	
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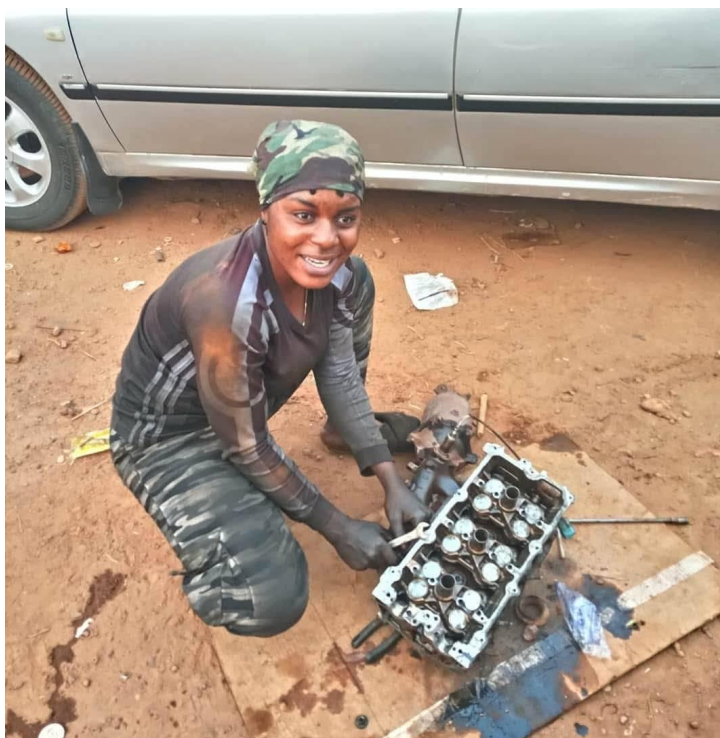
	symbolized through a symbolic 60-meter walk, reflecting the average 6 km traveled per day by women to bring water home. This water will be used to accomplish all household chores. They are therefore involved in the process of creating and maintaining life, hence our famous phrase "water is life; woman gives life, woman is life." 5-10 mins They will discuss how the higher social burden on water work affects girls' and women's lives. They will again discuss the inequalities 10-15 mins The facilitator will engage the students in discussing the possible solutions at home and policy/government level. The facilitator will give students 1-3 examples of people/projects/organisations working towards better gender equality and gender equity. (See section <i>Background content</i>) 30 mins Facilitator will ask the students to draw what they learnt from the session Total time - 120 mins	
Methods and materials		
Background content	<u>Gender and Work</u>	















Understanding Gender

“Gender refers to the socially determined roles and responsibilities of women, men and children. Gender is related to how we are perceived and expected to think and act as women, men or children (girls and boys), because of the way society is organised, and not because of our biological differences,” (WSSCC 2000 Vision 21).

SEX

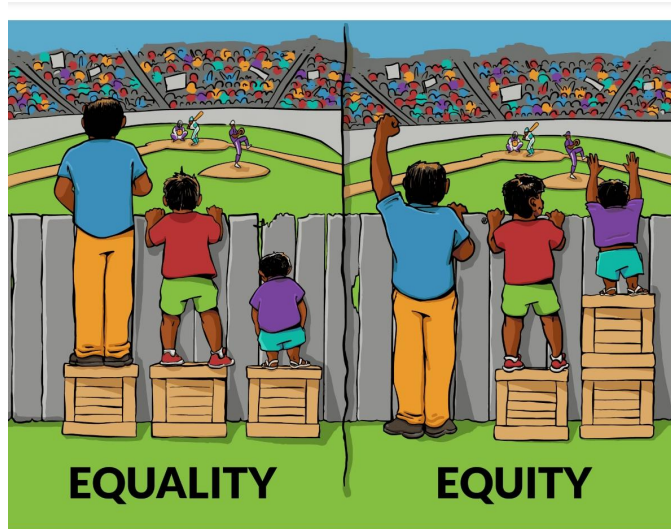
• Biologically determined – we are each born male or female
• Cannot be changed

GENDER

• Socially constructed – “we are not born women, we become women for men” (Beauvoir)
• Can be changed

Gender is a neutral term. Gender relations are built on universally similar biological differences (mainly reproductive functions) which constitute us as ‘male’ or ‘female’ or now, the ‘third’ gender. But the gender roles and responsibilities that we acquire from the time we

	are born are embedded in specific historical, social, economic, political and cultural contexts that determine access to resources (land, water), endowments (education, skills, capacities) or decision-making. Gender relations are dynamic, characterised by both conflict and cooperation, and mediated by other social stratifiers including, class, caste, race or ethnicity, age, marital status or position in the family (e.g., female-headed households, single women, widows). Gender Equality • Fundamental human right – right to life of human dignity without deprivation for both women and men • Depends on access to • Education • Economic opportunities • Participation in decision-making Gender Equity • Fairness in allocation – being able to access the same opportunities • Sometimes may require positive action like quotas, reservation Gender equality means that all genders have access to basic human rights and are free to pursue whatever career, lifestyle choice, and abilities they want without discrimination. Their rights, opportunities, and access to society are not different based on their gender. This includes equal access to basic human rights to food, health, housing, occupation, medical services, overall wellbeing and therefore, access to the right to water. But unfortunately, due to the existing patriarchal nature of society which underlines gender discrimination, these basic rights are not equally accessible to all the genders, especially to women.	
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How does gender affect our relationship with water?

The gender division of labour provides the basic principle for differentiating the water-related work that women, men and in some cases, children do. Apart from child-bearing, there is nothing 'natural' or given about the tasks that women and men do. Rather these are decided by institutional structures and norms as well as cultural practices, our families, the market and society at large. There are two main categories of work:

Productive work includes the production of goods and services for subsistence or income. It is this work which is mainly recognised and valued by society as 'work', and which is most commonly included in national economic statistics. Both women and men perform productive work but women's work tends to be undervalued and underpaid.

Reproductive work includes all the largely unpaid activities which go into the maintenance and reproduction of the household and which are largely seen as the responsibility of women (or girls), though men /boys are getting more involved with housework, depending on the social context.

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