



Water and Gender

- The Key Role of Water



United Nations
Educational, Scientific and
Cultural Organization



International Centre for
Water Security and
Sustainable Management



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- 05 PART IV: WATER AND GENDER' AS A GLOBAL AGENDA
- 06 DISCUSSION (Q&A)

Learning Objectives:

- Understand the concept of gender, and be able to differentiate gender and sex
- Explain the importance of gender in water, and the relationship between water and gender
- Develop an understanding of the 'water and gender' agenda in the international society
- Be able to utilize the WWAP Toolkit for sex-disaggregated water data collection

International Centre for Water Security and Sustainable Management



- Mission : Support Water Security Strategies for Sustainable Development against Climate Change
- Vision : Equal and Safe Water Use and Better Quality of Human Life

Objectives

Integrated and Problem- Solving Research

Case & Field-Oriented Education and Training

Global Network and Cooperation Platform

1. Integrated & Problem-solving Research



1

Global Water Security Agenda Development

- Global Water Security Issues
- WWDR Korean Executive Summary

2

Integrated Methodology Research

- Joint Research on Water-Energy-Environment Nexus
- Water Security Forum for the Future

3

Water Security Education System

- Educational Programme Modules

1.3 The Benefits of IWRM

Water Uses: Interlinked and Interrelated

- IWRM for better integrating environment, equity and efficiency to water use





ing Programmes



8

44.4%
Women

Water-Energy Nexus



Activiti



'Call for Action' Working Group for Gender

Hosting of Stockholm W

Case Studies of Gender Equality in Water Education

3. Global Network and Cooperation Platform

1. International Water-related Events

- 1) Forum for International Cooperation Public Agencies in the Water Sector
- 2) Korea Water Resources Association Convention 2021
- 3) 2021 Korean Society of Water & Wastewater and Korean Society on Water Environment Conference
- 4) 2021 Smart Water Grid International Conference
- 5) The 17th World Water Congress



2. UNESCO Family Activities

- 1) UNESCO C2C in Korea Cooperation Meeting



3. Cooperation Platform Activities

- 1) The 13th~14th AWC Board of Council Meeting



4. Decision-making and Operation

- 1) 2021 1st i-WSSM Executive Committee Meeting
- 2) 2021 2nd i-WSSM Executive Committee Meeting
- 3) Regular Session of 2022 Governing Board



01

SDG 6: Water and Sanitation

Water Security



United Nations
Educational, Scientific and
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(UNESCO 2013)

“ The capacity of a population to safeguard access to adequate quantities of water of an acceptable quality for sustaining human and ecosystem health on a watershed basis, and to ensure efficient protection of life and property against water-related hazards such as floods, landslides, land subsidence, and droughts. ”

The Impact of Water Scarcity on GDP

today's path



+6%

+2%

+1%

0%

-1%

-2%

6%

a better path



The impact of water scarcity on GDP by 2050, relative to a baseline scenario with no scarcity



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY




6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



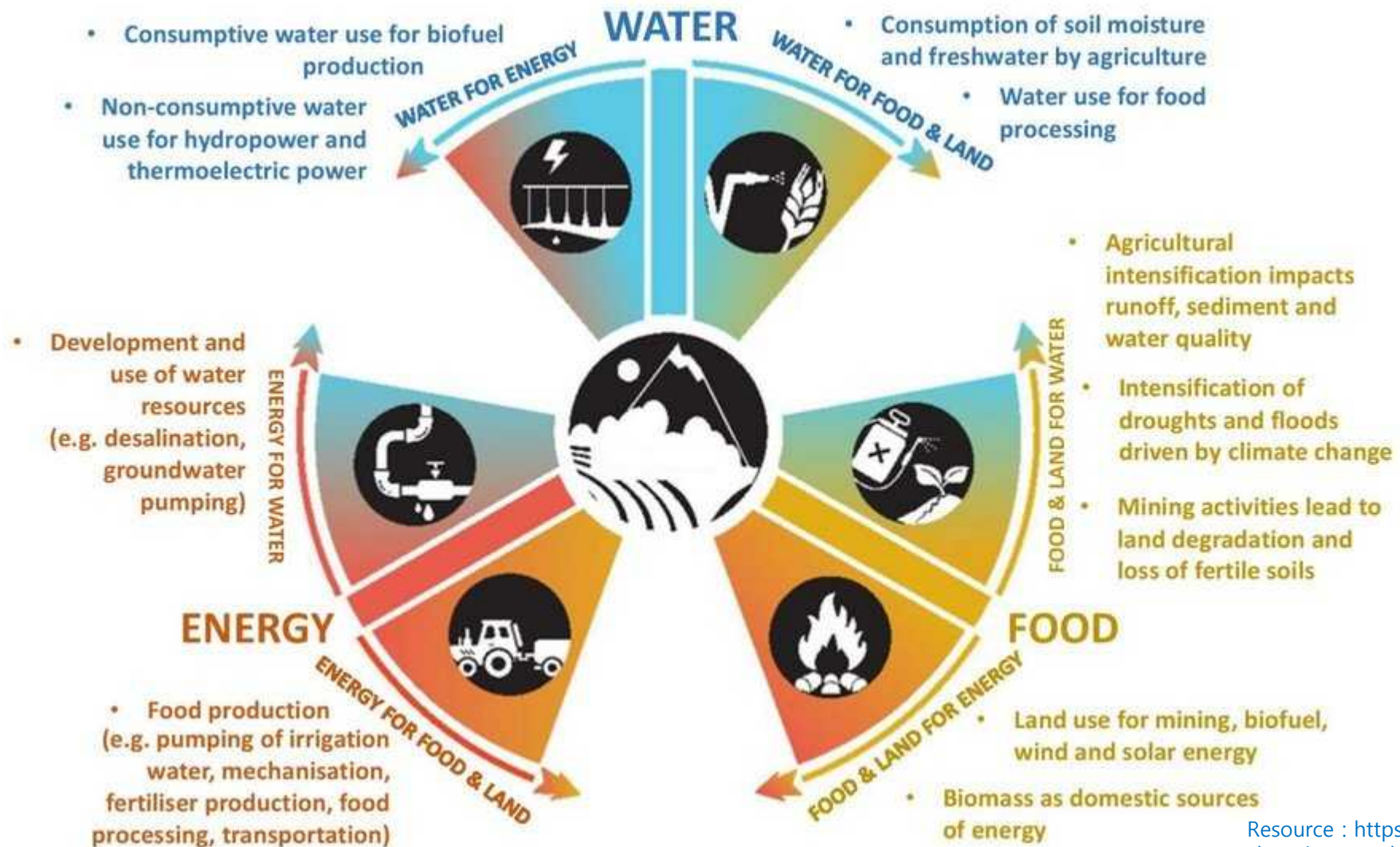
16 PEACE, JUSTICE AND STRONG INSTITUTIONS



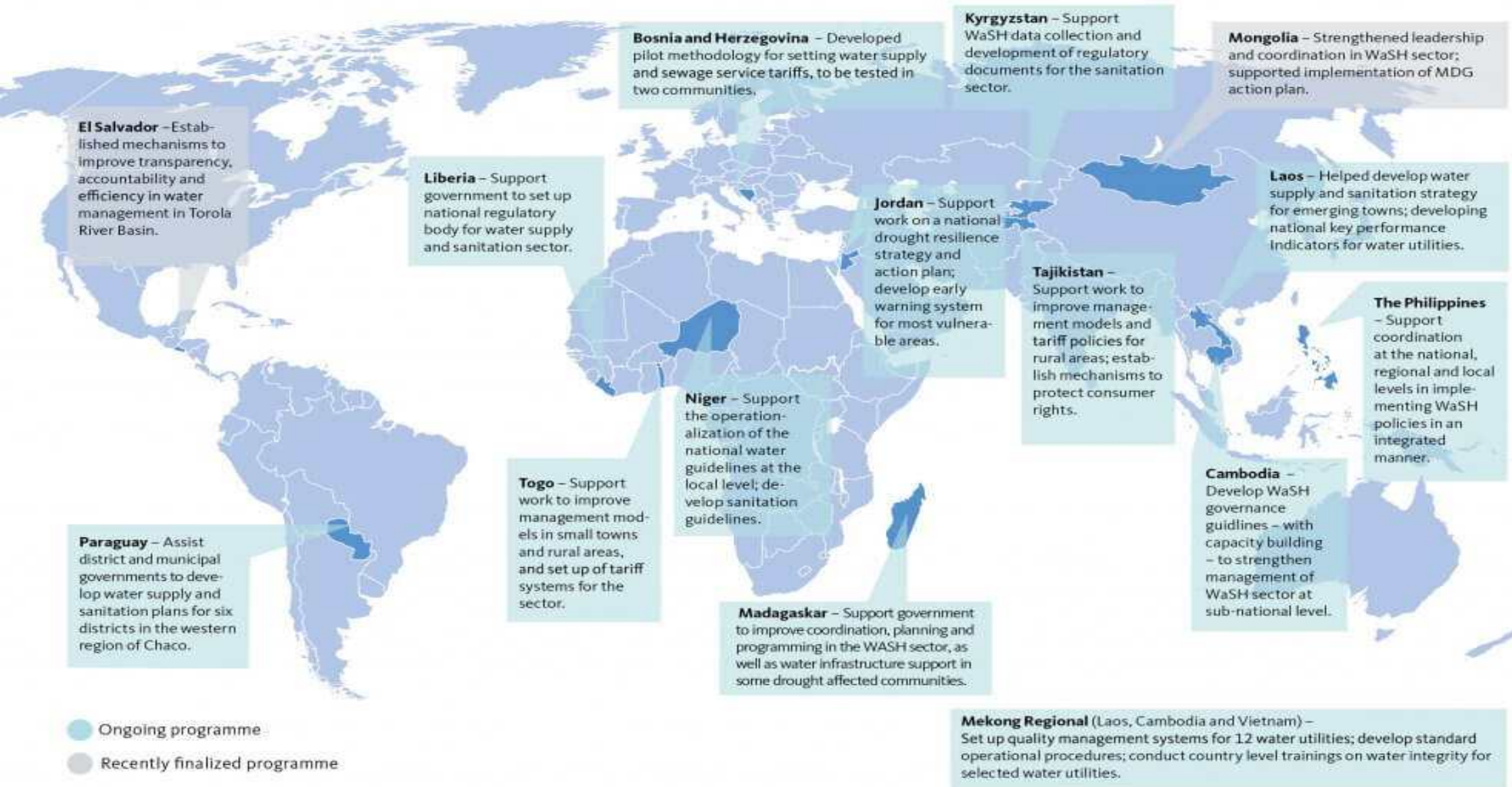
6 CLEAN WATER AND SANITATION

Ensure availability and sustainable management of water and sanitation for all

Nexus : Water-Energy-Food



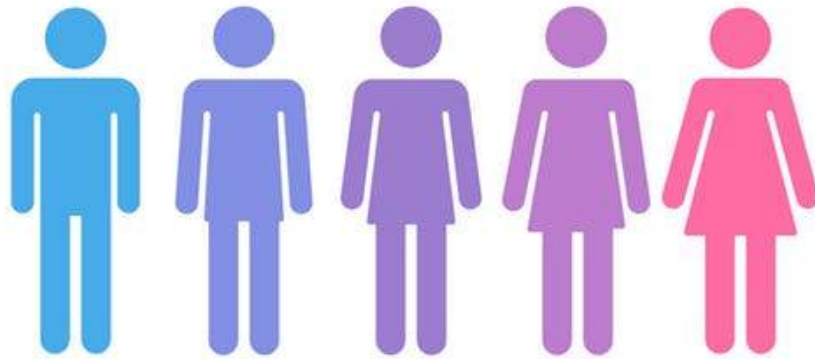
The GoAL WaSH World



02

UNDERSTANDING GENDER

What is gender?

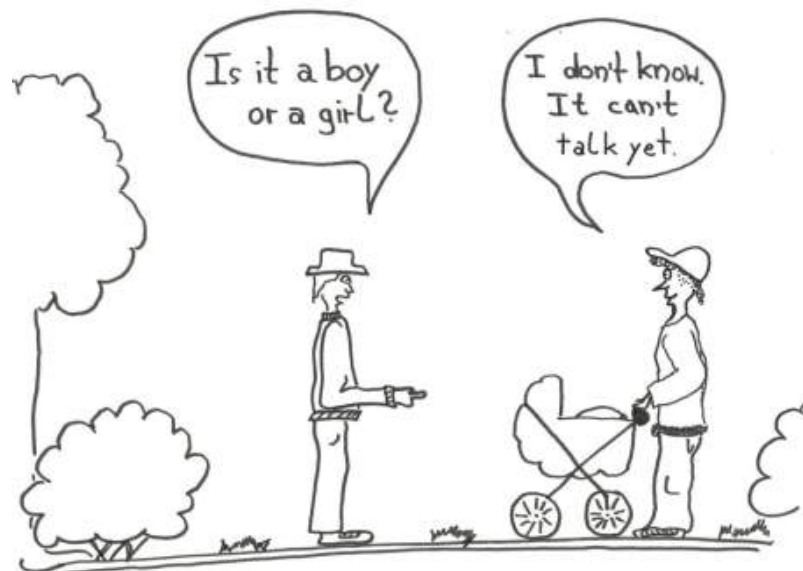


Gender vs. Sex



“Gender refers to the **roles and responsibilities** of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the **expectations held about the characteristics, aptitudes and likely behaviours** of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and **they vary within and between cultures**. Systems of social differentiation such as

physical and mental disability, etc. The concept of gender analysis, it reveals how (gender inequality and domination) is socially constructed and how it can be changed or **determined nor is it fixed**



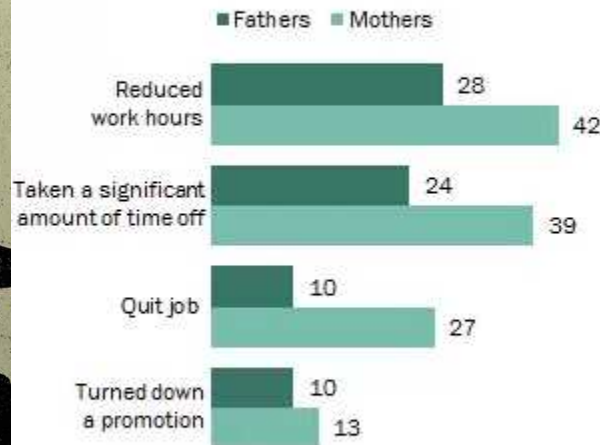
The Range of Gender Issues

History, Culture, Social & Political Norms, Practices, Values



Mothers, more than fathers, experience career interruptions

% of fathers/mothers saying they have done each of the following in order to care for a child or family member



Note: Based on those who have ever worked and have children of any age, including adult children.
Source: Survey of U.S. adults conducted Oct 7-27, 2013.

PEW RESEARCH CENTER



If you don't know someone's gender or when talking about a group, use gender-neutral language.

- ~~man~~kind humankind
- ~~chair~~man chair
- ~~congress~~man legislator
- ~~business~~man representative
- ~~police~~man police officer
- ~~land~~lord owner
- boyfriend/girlfriend partner
- ~~sales~~man salesperson
- ~~man~~power workforce
- ~~maiden~~ name family name
- ~~fire~~man firefighter
- husband/wife spouse

03

THE RELATIONSHIP BETWEEN WATER AND GENDER

Gender in the Water Sector

Can you think of any examples?



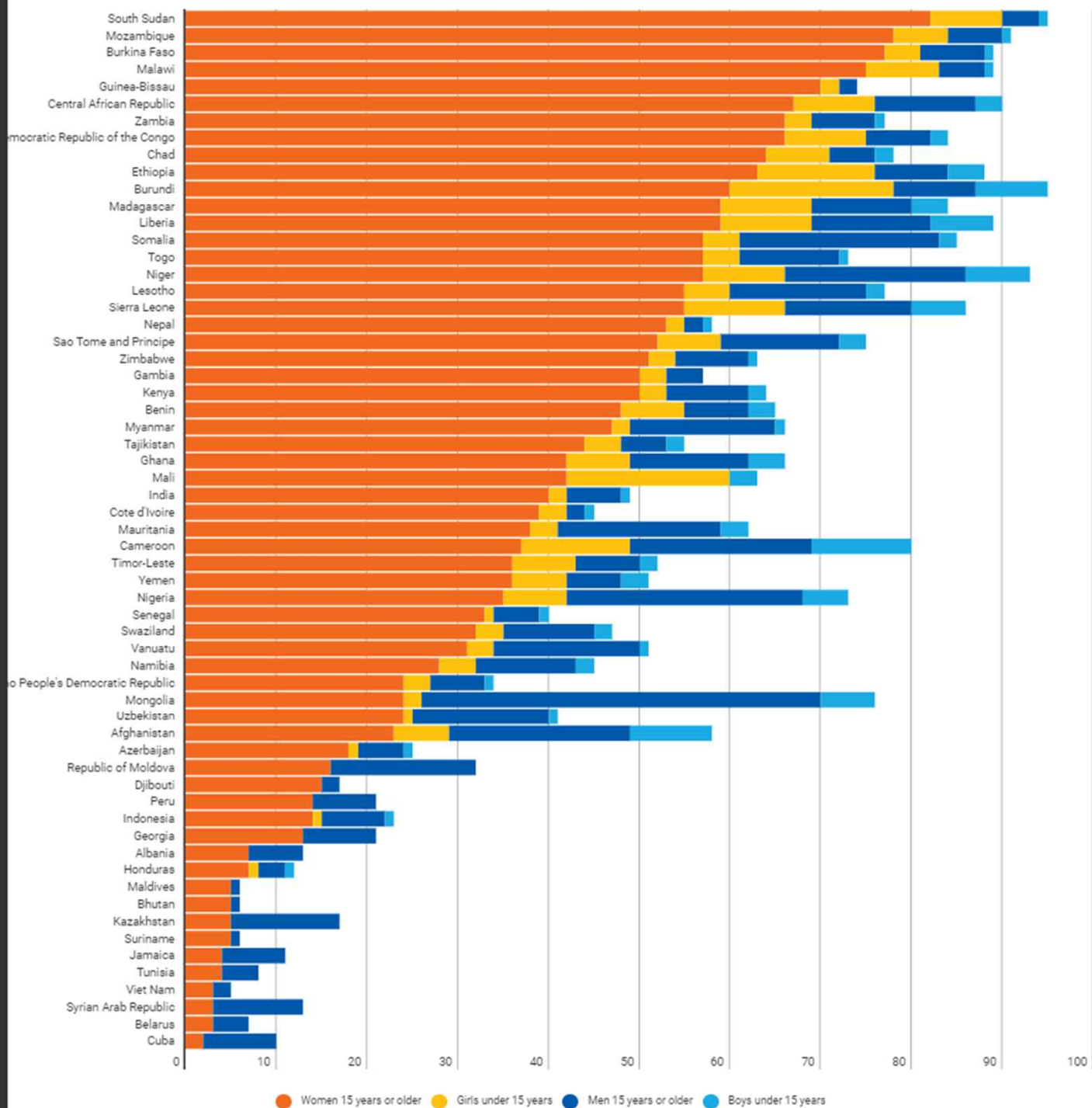
“Water and Gender” : 1. Water Collection



<https://www.youtube.com/watch?v=KCTVOqOgtvk>

In most countries with water off premises, the burden of water collection disproportionately falls on women

Primary responsibility for water collection, by gender and age (%), 2017



“Water and Gender”: Time Poverty

THE RIPPLE EFFECT

Time lost due to walking and waiting for water is having a ripple effect on women's lives, their communities and whole economies. Surveys from 45 developing countries show that women and children bear the primary responsibility for water collection in 76% of households. This is time NOT spent carrying out income generating activities, caring for family members, attending school or simply looking after women's needs and aspirations.

(Oxfam)

THE PROBLEM IS ACCESS TO WATER

On average, globally, women and children spend 200 million hours every day collecting water. ¹



Women represent 40% of the global labour force, yet in Sub-Saharan Africa 40 billion working hours (equivalent to a year's worth of labour by the entire workforce in France) are lost every year to water collection. ⁴



OPPORTUNITY IS AFFECTED AS

According to UNICEF, one in four girls does not complete primary school compared with one in seven boys. ⁶ However, school enrolment rates for girls have been shown to improve by over 15% when provided with clean water and a toilet facility, given girls no longer have to walk miles every day to fetch water. ⁹

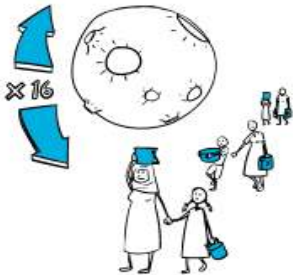
In just one of India's cities, Hubli-Dharwad – working, low-income households suffer an estimated city-wide loss of over 10.9 million

In Africa and Asia, girls and children walk an average of 3.7 miles a day just to fetch water.



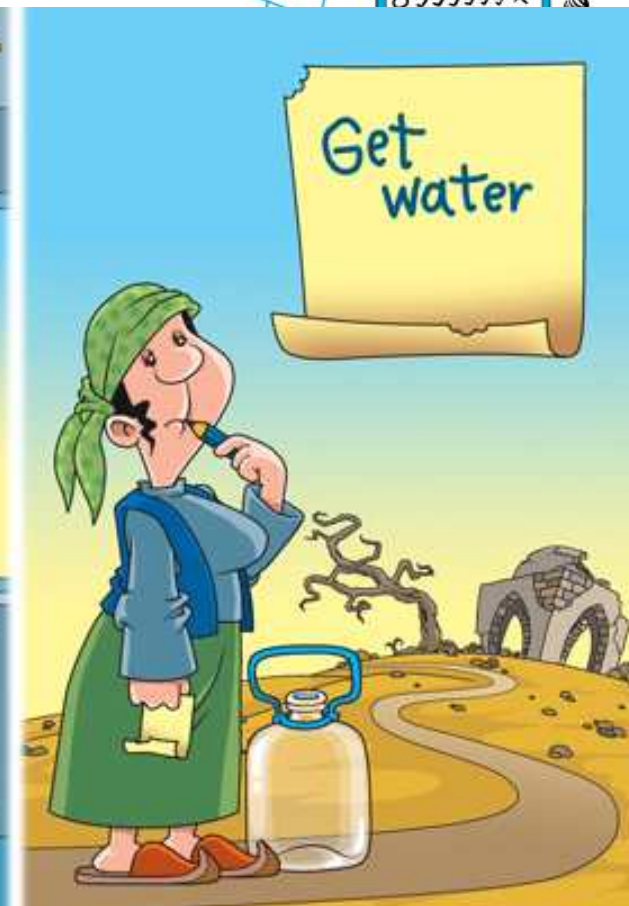
• Butterfly effect

In South Africa alone, women collectively walk the equivalent distance of 16 times to the moon and back every day just to get the water their families need to survive. ³



WHICH IMPACTS TIME AND THEREFORE THE

For every \$1 USD spent on water and sanitation there is a \$4 USD economic return. ⁷



“Water and Gender” : 2. Sanitation and Hygiene (WASH)

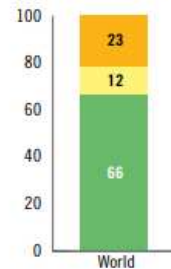
Sanitation in schools

Key messages

In 2016,

- 101 countries and seven out of eight SDG regions had sufficient data to estimate coverage of basic sanitation services in schools⁴.
- 66% of schools had a basic sanitation service, defined as an improved single-sex facility that is usable at the time of the survey.
- 12% of schools had a limited sanitation service, defined as an improved facility that is not single-sex or not usable at the time of the survey.
- 23% of schools had no sanitation service, defined as an unimproved facility or no facility at all.
- Over 620 million children worldwide lacked a basic sanitation service at their school.
- Coverage of basic sanitation services in schools varied widely between regions, ranging from 46% in Oceania to 100% in Australia and New Zealand.
- A third of schools in sub-Saharan Africa and Eastern and South-Eastern Asia had no sanitation service.
- Almost one in five primary schools and one in eight secondary schools had no sanitation service. There were insufficient data to calculate global estimates for pre-primary schools.
- The ratio of students to toilets often exceeded national guidelines, for both girls and boys.
- In most countries with data, fewer than 50% of schools had toilets accessible to students with limited mobility.

Globally, 66% of schools had a basic sanitation service in 2016



NO SERVICE
LIMITED
BASIC
INSUFFICIENT DATA

FIGURE 5: Global school sanitation coverage, 2016

Seven out of eight SDG regions had estimates for basic sanitation services in schools in 2016

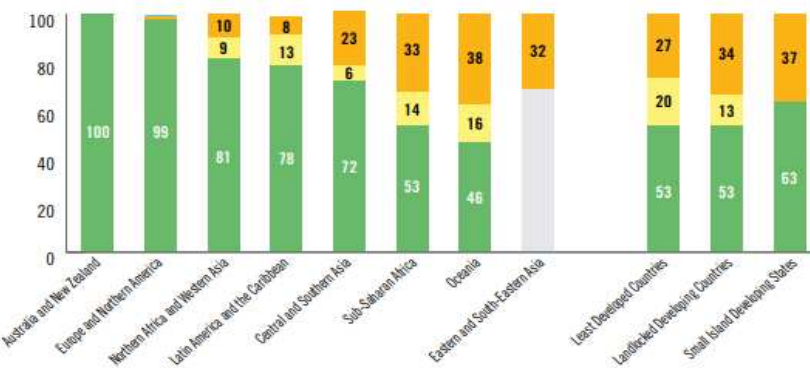


FIGURE 6: Regional school sanitation coverage, 2016 (%)

67 out of 101 countries had >75% coverage of basic sanitation services in schools in 2016

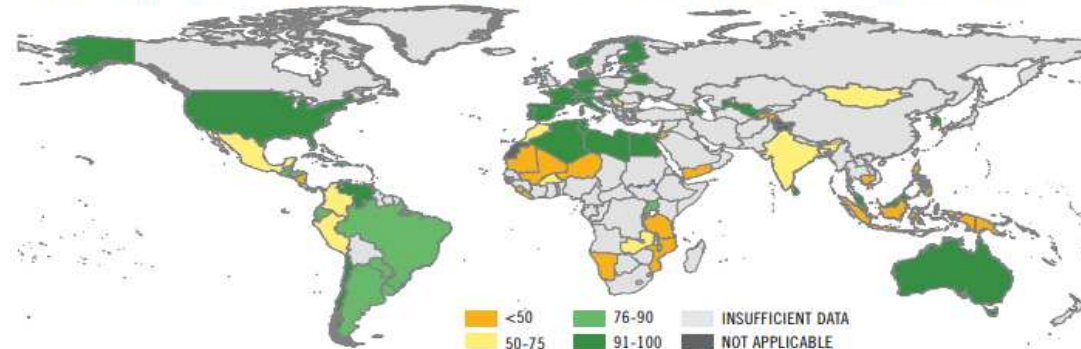


FIGURE 7: Proportion of schools with a basic sanitation service, by country, 2016 (%)

⁴ Most countries had data on the availability of sanitation facilities but relatively few had data on whether they are improved, usable and single-sex.

“Water and Gender” : Women’s Health



Why is this a gender issue?

1. Maternal and newborn health
2. Menstrual hygiene
3. Violence against women



“During my period at school, I had to carry my dirty cloths with me in a plastic bag to throw away after school, as there was nowhere for me to dispose of them. I would also have to leave early because I was soaked and had to go and bathe and stay at home until my period had reduced. Now I’m at a school with new toilets, I don’t need to miss lessons. We can throw our dirty cloths away during the day and get new ones. Our toilets here are nice and clean, so I like using them. Having the clean toilet block helps me with my studies.”

Chimunya, aged 17, Zambia

“Water and Gender” : 3. Governance



Governance is 'the range of political, social, economic and administrative systems that are in place to develop and manage water resources, and the delivery of water services, at different levels of society' (Cleaver & Hamada, 2010)

The Wanaraniya Water Project

- Wanaraniya, Matale District, Sri Lanka
- 280 low-income households (about 1,000 people)
- 3 wells, 3 streams, 1 perennial river (6.5km away from the village)
- Vishaka Women's Society → Dam and pipeline construction
- Positive impacts of the project:



Aladuwaka, S., and Momsen, J. (2010). "Sustainable Development, water resources management and women's empowerment: the Wanaraniya Water Project in Sri Lanka." *Gender and Development*, 18(1), pp. 43-58.

Water and Gender in Numbers

15 % of countries have a gender policy in their water ministry

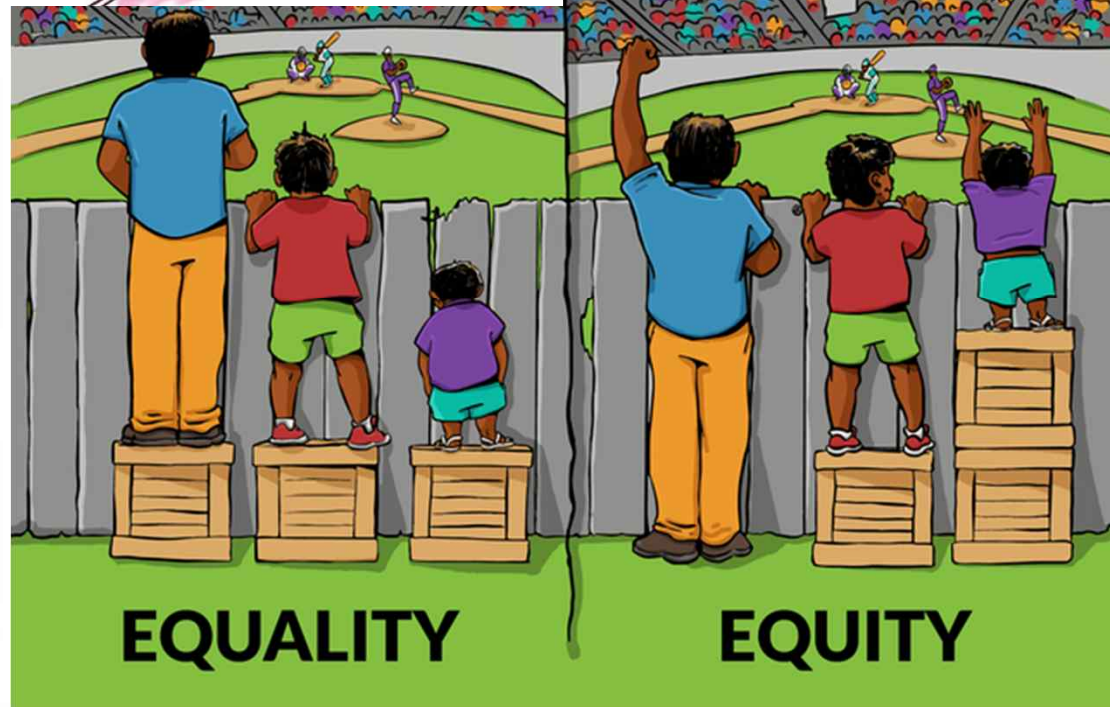
72 % of tasks for taking care of water-borne diseases are women's

140 Million hours invested everyday by women and children to collect water

80 % of households in low and middle income countries said women are the main water collectors

7 Times more efficient water governance when women are involved

Why do we care?



04

WATER AND GENDER AS A GLOBAL AGENDA

The History of “Water and Gender”

THE DUBLIN STATEMENT ON WATER AND SUSTAINABLE DEVELOPMENT

International Conference on Water and the Environment (ICWE)
in Dublin, Ireland, January 1992

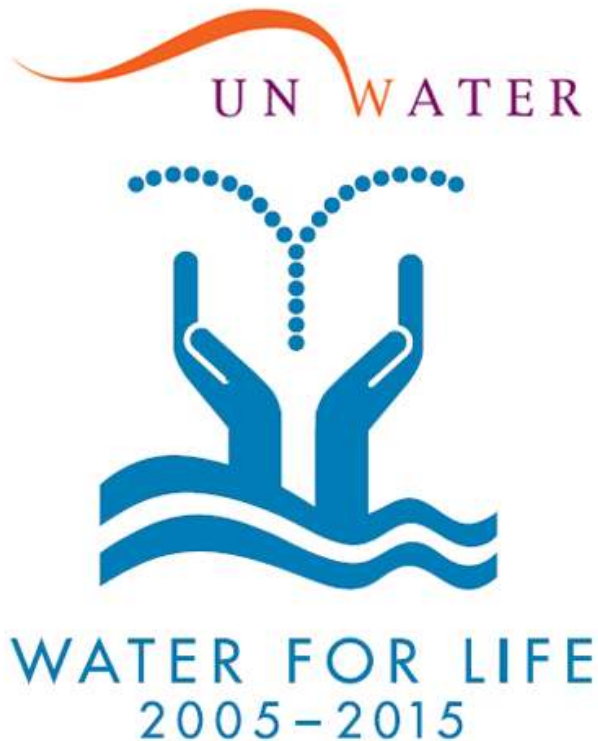


**INTERNATIONAL CONFERENCE
ON WATER AND THE ENVIRONMENT:**
Development issues for the 21st century
26-31 January 1992, Dublin, Ireland



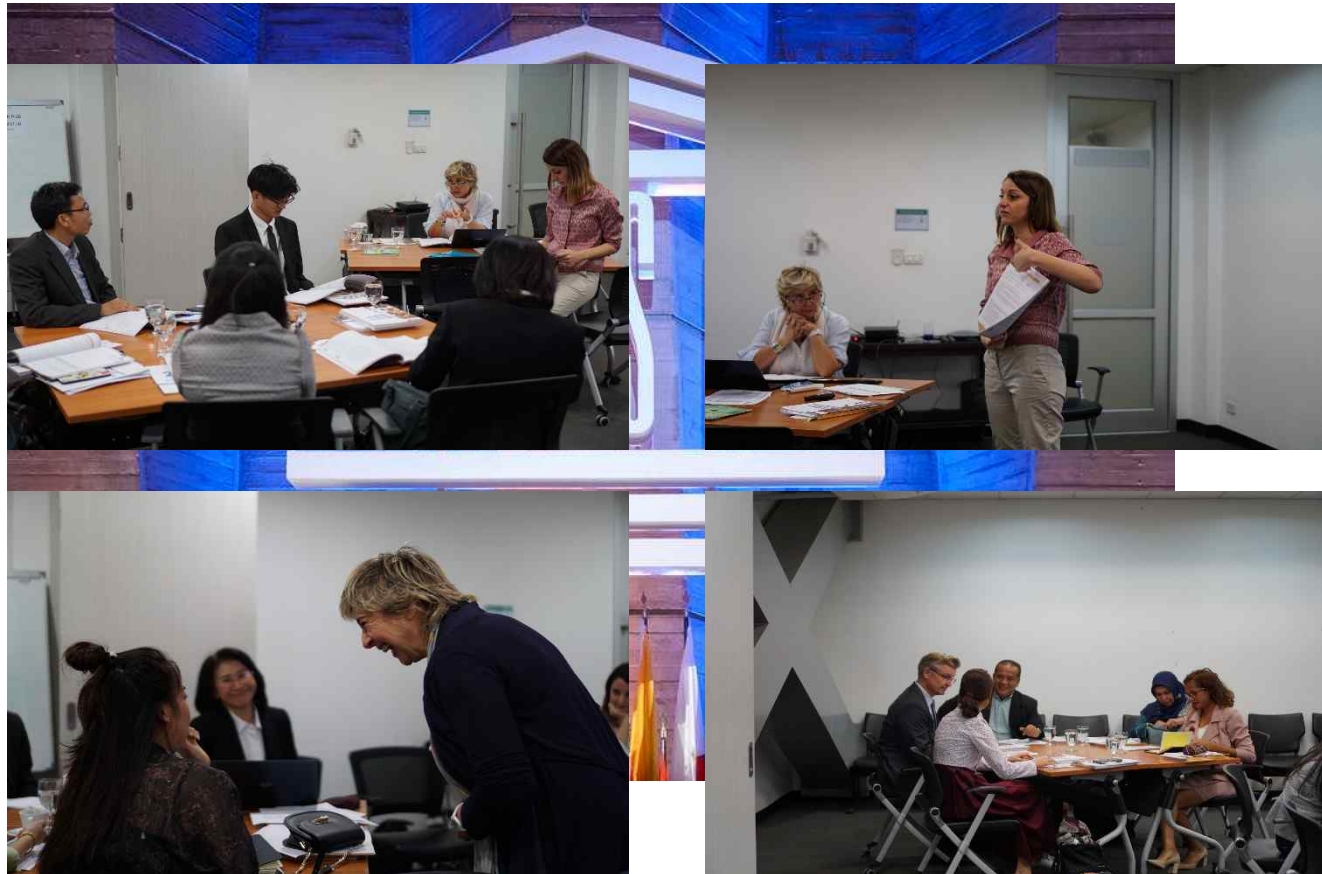
- **Principle 1** - Fresh water is a finite and vulnerable resource, essential to sustain life, development and the environment
- **Principle 2** - Water development and management should be based on a participatory approach, involving users, planners and policy-makers at all levels
- **Principle 3**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

The History of “Water and Gender”



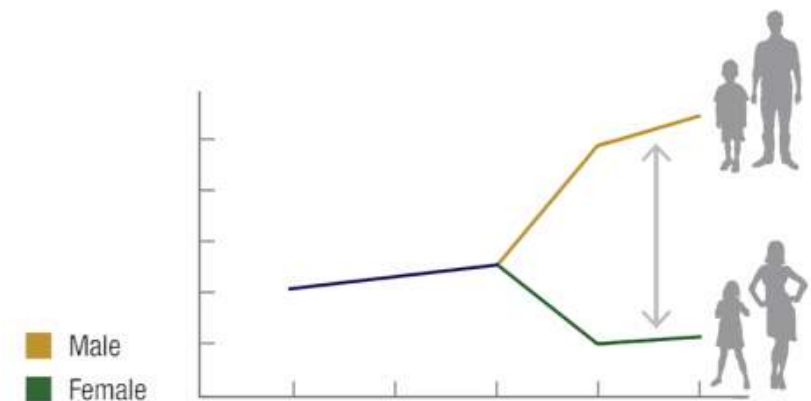
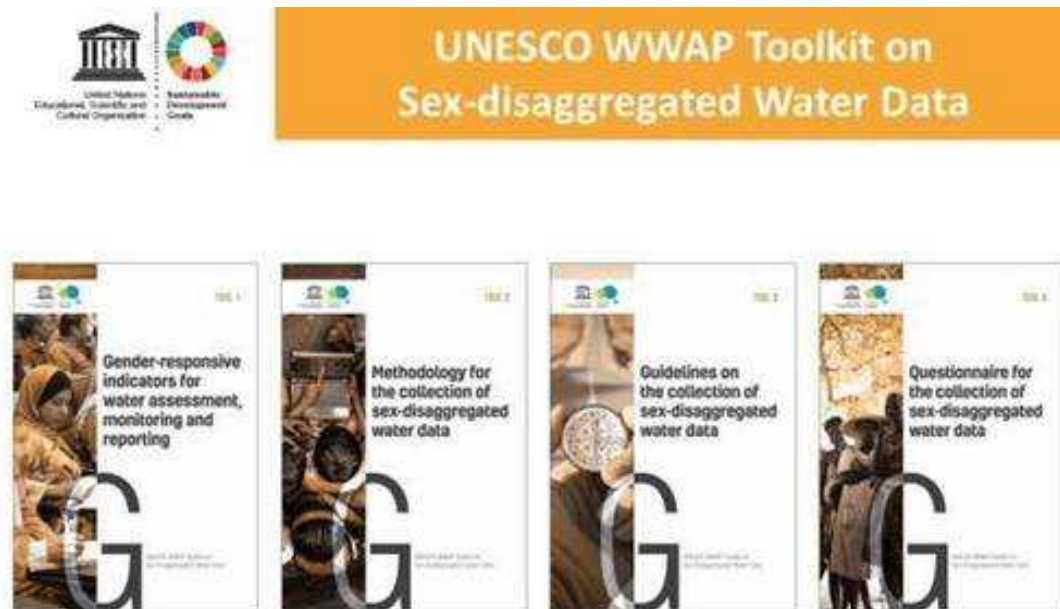


UNESCO's "Water and Gender"



“Gender Mainstreaming”

- UNESCO WWAP Water and Gender Toolkit



<http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/water-and-gender/>

UNESCO WWAP Toolkit

- Booklet 1

Table 2. List of WWAP priority topics for indicators

PRIORITY TOPICS
Gender-responsive water governance
Safe drinking water, sanitation and hygiene (WASH)
Gender-specific knowledge resources
Transboundary water management
Water for agricultural uses
Water for industry and enterprise
Human rights-based water resources management
Water, migration, displacement and climate change
Indigenous and traditional knowledge, and community water rights
Water education and training

1. GENDER-RESPONSIVE WATER GOVERNANCE

1a Gender-responsive water policy frameworks

1a

1a.i. Number and percentage of regional, national, sub-national and sectoral water policy frameworks that are gender-sensitive/responsive/transformational⁴ and status of implementation (such as planning phase, early implementation, and full implementation).

1a.ii. Percentage of national, sub-national, sectoral budget allocations, and procedures⁵ for integrating gender concerns in water policy frameworks.

1a.iii. Measures for creating public awareness regarding gender-specific content in water policy frameworks; evidence of implementation of measures.

1b Gender-responsive management in water governance institutions⁶

1b

1b.i. Number of Female/Male (F/M) staff in different job positions (levels), job field, and salaries (scales) in (a) national ministries that deal with water resources,⁷ and (b) in public/private utilities and commissions for water-related services.⁸

1b.ii. Nature of measures for improving gender parity, equity⁹ and redressal mechanisms¹⁰ in Human Resources (HR) policies of (a) national ministries that deal with water resources,¹¹ and (b) public/private utilities and commissions for water-related services;¹² evidence of implementation of these measures, and perception¹³ of F/M staff with regard to these measures.

1b.iii. Participation by F/M staff (position)/board members/committee members in decision-making processes in (a) national ministries that deal with water resources,¹⁴ and (b) public/private utilities and commissions for water-related services;¹⁵ reasons for participation/non-participation; proportion of F/M participation; number of gender-specific¹⁶ decisions adopted resulting from contributions made by F/M participants.

TOOL 1

Gender-responsive indicators for water assessment, monitoring and reporting

UNESCO WWAP Toolkit on Sex-disaggregated Water Data



UNESCO WWAP

- Booklet 2, 3 and 4



Table 2. List of WWAP priority topics for indicators and related SDGs

PRIORITY TOPICS	RELATED SDGs
Gender-responsive water governance	1, 5, 6, 10, 16, 17
Safe drinking water, sanitation and hygiene (WASH)	1, 6, 10, 17
Gender-specific knowledge resources	1, 5, 6, 10, 17
Transboundary water management	1, 6, 10, 16, 17
Water for agricultural uses	1, 2, 5, 6, 10, 15, 17
Water for industry and enterprise	1, 6, 10, 17
Human rights-based water resources management	1, 5, 6, 10, 17
Water, migration, displacement and climate change	1, 5, 6, 10, 13, 16, 17
Indigenous and traditional knowledge, and community water rights	1, 6, 10, 16, 17
Water education and training	1, 4, 5, 6, 10, 15, 17

1a. Gender-responsive water policy frameworks?

Indicator 1a.i. Number and percentage of regional, national, sub-national and sectoral water policy frameworks that are gender-sensitive/responsive/transformational,³ and status of implementation (such as planning phase, early implementation and full implementation).

Collect background information

- Draw a list of all the water policy frameworks that you need for your research. The policies could be regional, national, sub-national or sectoral. Visit the relevant ministry or government authority to verify your list. You may have to take official permission according to the rules and regulations of the ministry or government authority.
- Obtain the following documents and any other relevant material from the concerned ministry or government authority or, if possible, through online sources:
 1. Policy documents
 2. Records or documents concerning the policy formulation process
 3. Records of meetings, workshops, consultations with stakeholders for identifying and integrating gender concerns in the policies
 4. Organization or administrative chart of the ministry or government authority

Questions for desk review

- Tip** ✦ While doing the desk review, identify key officials for interviews. You may need to interview more than one official.
- Q1. What is the total number and scope (regional, national, sub-national, sectoral) of policy frameworks being reviewed?**
 - Q2. How many policies being reviewed have gender-specific objectives, commitments and outcomes?**
 - a) Write down the gender-specific objectives, commitments and outcomes for each policy.
 - b) Review the gender-specific objectives, commitments and outcomes and assign these categories to the policies; Gender Sensitive (GS), Gender Responsive (GR), Gender Transformational (GT).⁴ Make a note for each policy.
 - Q3. What kind of executive orders are issued to implement the gender-specific objectives and commitments in the policy? (For example: directives, declarations, issuances, rules, orders of government department or ministry. Write down details for each policy).**



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Intangible Cultural Heritage and Science*

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www.unesco-iwssm.org

ANY QUESTIONS OR COMMENTS?

THANK YOU!

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ellie007@unesco-iwssm.org

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