

Water Classroom 2-3 (version 2)

Water and Gender

Teaching plan for learning on water for middle school students

Under a project initiated by the Living Waters Museum, Centre for Water Research, IISER Pune and
Research and supported by Transforming Education for Sustainable Futures, IIHS, Bangalore

2-2-1 Proposed plan

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| Lesson Plan number | WC-2-3 |
| Topic | Water and gender |
| Discipline | Social studies |
| Time | Part 1- 60 mins Part 2 – 65-80 mins (depends on the number of groups) Total - 125-160 minutes (can be split into multiple sessions) |
| Prior learning | Basic knowledge that there are at least two sexes – male, female. WC-2-2- Water as a human right (access, caste, poverty) |
| Learning objectives | <ul style="list-style-type: none">• Students will learn to <i>differentiate</i> between gender and sex• Students will learn to <i>differentiate</i> between gender equality and gender equity• Students will <i>recognise</i> that gender and water are interconnected and there exist several structural inequalities in access to water that are related to gender• Students will <i>infer</i> how and when gender may affect negotiations related to water through role play about water |

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| Learning outcomes | <ol style="list-style-type: none"> 1. Students are able to <i>distinguish</i> between gender and sex and between equity and equality 2. Students are able to <i>identify</i> gender and water-related structural inequities around them 3. Students are able to <i>devise</i> at least one way to reduce water-related structural inequities around them. |
| Resources/materials | Whiteboard, setup for the roleplay activity, activity sheets, powerpoint slides, projector |
| Use of teaching time | <p>Part-1 – 60 mins</p> <p>2-3 mins</p> <p>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.</p> <p>3-10 mins</p> <p>Facilitator/educator may open the discussion with the following questions:</p> <ol style="list-style-type: none"> 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) 2. Who waters the garden in your home? What is their gender more commonly – male/female or man/woman? 3. Who is a Teacher *more commonly – male/female or |

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| | <p>man/woman?</p> <ol style="list-style-type: none"> Who is a Farmer *more commonly – male/female or man/woman? Who is a Bus or a Taxi driver *more commonly – male/female or man/woman? Who is Cooks Food in a Restaurant *more commonly – male/female or man/woman? Who is Cooks Food at Home *more commonly – male/female or man/woman? Who is a Tailor *more commonly – male/female or man/woman? Who is Scientist *more commonly – male/female or man/woman? Who is an Engineer *more commonly – male/female or man/woman? <p><i>*it is important to say "more commonly" in these questions as we want to capture what students think is the norm.</i></p> <p>Facilitator/educator may select other roles / professions on the board E.g. Tailor / Chef / Pilot / Dhobi / Wrestler / Engineer / Fishing / Armed forces / Maid / Teacher / Scientist / Grocer / Hairdresser and so on.</p> <p>Facilitator/educator will count and note down on the board which roles according to the class are more common to which gender. Eg. Tailor – female or Armed forces – male.</p> <p>3-5 mins</p> |
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| | <p>Facilitator will show some images to students where the gender opposite to the common belief of the class is performing a certain role/profession.</p> <p><i>Refer to – WC-2-3-ppt-Gender and Water</i></p> <p>5-7 mins</p> <p>Facilitator/educator will discuss about the difference between:</p> <ul style="list-style-type: none"> -Gender and Sex -Gender equality and Gender equity <p><i>Refer to – Background content for facilitator/educator – 2-3-2a</i></p> <p>7-10 mins</p> <p>Facilitator/educator will conduct WC-2-3-Activity-I where they will fill data into a short data table (referring to the data table made on the board by the facilitator/educator in the earlier exercise) and answer one question - in 5 mins.</p> <p>Facilitator/educator will then select 3-4 students randomly and ask them to share their views with the class.</p> <p>Facilitator may choose to conduct this as a discussion only activity.</p> <p><i>Refer to – WC-2-3-Activity-I</i></p> <p>10-15 mins</p> <p>Facilitator/educator will discuss with students about Water and</p> |
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| | <p>Gender</p> <p><i>Refer to – Background content for facilitator/educator – section 2-3-2b-e</i></p> <p>5-10 mins</p> <p>Facilitator/educator will ask students to come up with ways/methods in which they can bring about gender equity amongst people around them.</p> <p>Part 2 – 65-80 mins (depending on the number of groups)</p> <p>5-10 mins</p> <p>Facilitator/educator will facilitate the following to prepare students for the Role play on Gender and Water:</p> <p><i>Refer to - to WC-2-3-Activity-II</i></p> <ol style="list-style-type: none"> 1. Students are divided into groups of 6 (preferably minimum 2 boys and 2 girls). 2. Each group is allotted either Scenario-I or Scenario-II 3. Each student is given one character from the scenario allotted them. 4. Explain that each student is expected to read and understand the character they are given. 5. Explain that each group is expected to: <ul style="list-style-type: none"> - argue the case and reach a decision which will include at least one settlement and one compromise - present a clear plan of action |
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- present the timeline in which the work is expected to get done
- which character will be responsible for what work.

10-15 mins

Each student will read and understand the character they are expected to play and answer the following questions to help them in their role:

- a. At least one requirement/demand of your character
- b. Is/are this/these requirement(s)/demand(s) negotiable?
Can you settle for less?
- c. At least one aspect where you are dependent on others in the group.
- d. At least one position of power of your character where you can influence decision-making.
- e. What is the gender of your character?

Refer to - to WC-2-3-Activity-II

4-5 mins

In a group discussion in their respective groups, students will discuss the following (1 min per question):

- i. What were the major challenges presented to the group?
- ii. What is the location of their meeting?
- iii. What time of the day is it?
- iv. Who is standing or sitting and where/on what)?

Refer to - to WC-2-3-Activity-II

5-20 mins

Each group will put up a play for 3-5 minutes where the members will ideally:

- argue the case and reach a decision which will include at least one settlement and one compromise
- present a clear plan of action
- present the timeline in which the work is expected to get done
- which character will be responsible for what work.

Refer to - to WC-2-3-Activity-II

10-15 mins

Students will reflect on the play they performed using a quick write exercise to answer the following questions:

- a. What was the name of your character?
- b. Write in 1-2 lines - what were the major challenges discussed in the meeting?
- c. Write in 1-2 lines. What was the resolution? Do you agree with it? Why?
- d. Do you think the gender of the characters played a role in these discussions regarding water scarcity? How?
- e. To what extent do you think the play reflected the way these kinds of challenges get resolved in real life? Explain in 2-3 lines.

Refer to - to WC-2-3-Activity-II

10-15 mins

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| | <p>Facilitator/educator will randomly pick 1-2 students from each group and ask them to discuss how they think gender played a role in the negotiations during the play, especially with respect to water.</p> <p>The facilitator will follow up by asking to what extent gender played a positive or negative role in the negotiations and decision- making, then discuss the existence of structural inequities present in water-related decision- making, and request students to reflect, discuss, and write down at least one way to reduce these structural inequities.</p> |
| Differentiation | <p>The facilitator/educator may facilitate the discussion (also alter the characters) to include other genders if students/participants are familiar or if the aim is to make them familiar. We suggest that this is done in collaboration with an expert who works with gender – You may contact us for recommendations of such experts in India.</p> |
| Additional activities | -- |
| Anticipated challenges and solutions | <p>Some sets of students/participants may find role play challenging and require additional assistance.</p> <p>Students may avoid negotiations in order to reach an amicable decision – they may be encouraged to avoid this. The goal of the game is to explore the complications and intricacies in the lives of these characters, contradictions in requirements of different stakeholders and learn how to negotiate.</p> |
| Keywords | Sex, Gender, Equity, Equality, Role play, Water scarcity, unpaid work |

2-3-2 Background content for facilitator/educator

2-3-2a Gender and Gender equity

SEX

- Biologically determined – we are each born male or female
- Cannot be changed unless through medical intervention
- Sex role stereotypes
- Sex ratios

GENDER

- Socially constructed: "*we are not born women, we become women (or men)*" (Beauvoir)
- Gender roles and identities are shaped by social institutions
- Can change over time, dynamic – fluid bonds, like water
- Intersect with other social and power relations shaped by caste, class, age, faith, ability....

"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)

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 well-being 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.

2-3-2b 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.

2-3-2c Domestic Water Use

With respect to water, women are typically associated with the collection and safe storage of water for domestic or household use (reproductive work), and looking after the sanitary needs of children, the elderly and infirmed. In many parts of rural India, women bear the drudgery of water collection walking 4-6 kms everyday balancing heavy pots (up to 20 kgs in a single journey) on their head. Close to 54 percent of rural women – as well as some adolescent girls - spend an estimated 35 minutes getting water every day, equivalent to the loss of 27 days' wages over a year. (Source: Analysis of the situation of children, adolescents and Women in India 2016). Some Indian women can take up to six trips a day to gather and transport water. These walks in rural regions can average ten miles a day, carrying up to 15 litres every trip. The women load jars or buckets on their heads to carry water. The pressure, added with the distance to water sources, creates back, feet, and posture problems. The heat increases their exhaustion, and the chore itself takes away much needed time for other duties. Where young girls are involved, either directly in water collection or indirectly in looking after younger siblings left at home, it has an impact on their access to education, to play and to their self-development.



Residents of Khuba Ram, a village in Rajasthan, India, fetch water from a well, a daily unpaid task done mostly by women. © Michael Martin/laif/Redux

(<https://www.opensocietyfoundations.org/voices/are-we-undercounting-work-done-women>)

However, water collection does not affect all rural or urban poor women equally. Women from lower caste households (Dalits, SC, ST), sometimes have to walk further as they are not allowed to fetch water from the same community water sources since they are considered ‘polluting’ (as elaborated in the section related to caste discrimination earlier). In some social contexts, e.g. where the practice of *purdah* is prevalent (higher castes, Rajput women, Muslims), women’s mobility in the public domain is restricted and men typically fetch water. In periods of extended water scarcity or drought, men also go out in search of water as they know there could be conflicts. But men rarely head-load water - typically they have access to transport (a bicycle, wheelbarrow, tractor or animal power) and they use lighter utensils such as plastic jerry-cans.

2-3-2d Water for Production

Both women and men use water for productive purposes including agriculture, irrigation, livestock and animal husbandry as well as small-scale enterprises (restaurants, dyeing and block printing, aquaculture). A woman's access to water for productive purposes depends on a number of factors including the social status of her household and her economic contribution. Since land ownership across India is predominantly male and is an important criterion for membership in water user associations, women have to negotiate for timely access to water for irrigation through kinship ties or social networks. Rural women's human rights, particularly their ability to access, own, acquire, control, administrate, or otherwise use land, are determined by laws governing marriage, divorce, widowhood, inheritance, and family ties. Therefore, due to lack of land ownership, many women do not have access to and control of water for irrigation.

2-3-2e Examples of efforts for promoting gender equality and equity in relation to water

Nafisa Barot, Utthan

The story of Nafisa Barot is a story of courage, both mental and physical. The International Water Association's Women in Water award winner, 2020, Barot's work goes back to the 1980s. After graduation, when young Nafisa visited villages in the desolate Bhal region of Gujarat, she realised the plight of the women, with their everyday drudgery for water and their lack of access to productive resources such as credit in a strongly male-dominated system. Together with three friends, she formed Utthan, meaning upliftment, to address issues of livelihood, water and food security, through local participatory initiatives with a strong focus on women's empowerment and bottom-up solutions rooted in people's knowledge. Over the years, Utthan's work spread to other regions of Gujarat including tribal and coastal districts where climate change posed new risks to vulnerable communities. Today Utthan provides capacity-building support on water, land and gender rights for several organisations across the country and Nafisa continues to be a strong advocate for gender-sensitive water policies and social inclusion.

Resources

- Ahmed, S. (2017). Engendering Change: Overcoming Difference and Disability: A profile of Nafisa Barot. South Asian Water Studies, 5(4), 55-58
- <https://utthangujarat.org/>
- <https://iwa-network.org/people/nafisa-barot/>
- “Why is gender equity a concern for water management?” in Sara Ahmed ed. 2005 Flowing Upstream - Empowering Women through Water Management Initiatives in India, Ahmedabad: Centre for Environment Education.
- Diverting the Flow: Gender Equity and Water in South Asia by by Margreet Zwarteveen (Author, Editor), Sara Ahmed (Editor), Suman Rimal Gautam
- <https://confluence.mumbaiwaternarratives.in/water-equity/exhibit01.php>
- <https://confluence.mumbaiwaternarratives.in/water-equity/exhibit02.php>
- <https://www.opensocietyfoundations.org/voices/are-we-undercounting-work-done-women>
- <https://www.livingwatersmuseum.org/art-for-climate-advocacy>
- <https://indianexpress.com/article/cities/delhi/water-as-a-right-is-aaps-new-promise-to-residents/>
- <https://www.samerth.org/about-us/samerth-governing-body>
<https://www.theoptimistcitizen.com/gazala-paul-gujarat-has-revived-water-in-97-villages/>
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- <https://www.indiawaterportal.org/articles/gazala-paul>
- <https://sewabharat.org/sewa-movement/>
- Panda, S. M. (2006). Women’s collective action and sustainable water management: Case of SEWA’s water campaign in Gujarat, India (No. 577-2016-39199).
- <https://www.indiawaterportal.org/articles/womens-collective-action-and-sustainable-water-management-case-self-employed-womens>

Water Classrooms-2-3-ACTIVITY-I

Student Name:

Class:

Date:

| What | Where | Gender of who most commonly does this | Are they paid for this work (Yes/No) |
|-----------------|-----------------|---------------------------------------|--------------------------------------|
| Watering Plants | At home | | |
| Watering Plants | In School | | |
| | | | |
| Cooking | At home | | |
| Cooking | In a restaurant | | |

Q1. What do the answers in the above table tell us about gender equity?

Water Classrooms-2-3-ACTIVITY-II

Gender and Water Role Play

Rules:

1. Students/participants are divided into groups of 6 (preferably minimum 2 boys and 2 girls).
2. Each group is allotted either Scenario-I or Scenario-II
3. Each student is given one character from the scenario allotted to them.
4. Each student reads and understands the character they are expected to play.
5. Each group will put up a play for 2-3 minutes where the members will argue the case and reach a decision which will include at least one settlement and one compromise. They will present a clear plan of action, the timeline in which the work is expected to get done and who will be responsible for what work.
6. After the play, each student will reflect on the following:
 - a. What was the name of your character?
 - b. What were the major challenges discussed in the meeting?
 - c. What was the resolution? Do you agree with it? Why?
 - d. Do you think gender played a role in these discussions regarding water? How?

Scenario-I- Water scarcity in an apartment complex in a city

Situation-I

Sarojini Vihar is a housing society in north Pune. One Monday morning, its residents wake up to find no water in their taps. The adults must get ready for work; the children must rush to school. But none of this is possible, simply because there is no water!

An emergency society meeting is called, and the various members show up to solve the water crisis. It was found that the main water supply pipe (the municipal supply pipe) to Sarojini Vihar had burst.

Discuss and present a short skit on how the society meeting went? What did the different people say? How was the problem resolved?

Characters-I

I-1. Shweta, Society President

Shweta is the society's president and represents the residents' voice. She works with an NGO for orphans and is well acquainted with senior government officials. She has been getting phone calls from most people in Sarojini Vihar. Time is running out, and people would like to get some other arrangements made. She knows that only a limited amount of water can be provided on such short notice and is responsible for delivering that water at the least cost possible. She must also ensure that the main supply pipe gets repaired as quickly as possible. The more days the line remains broken, the more inconvenience they'll have. She aims for a 2-3 days repair.

I-2. Manav, PMC representative

Manav is the representative of Pune Municipal Corporation (PMC) and is here to listen to people's problems. He was told about the broken pipeline only this morning at 7:30. He came to the meeting because of Shweta and her connections. However, he knows the government machinery and is not very optimistic about the speedy repair of the supply. He intends to assure people that this problem will be solved in a week.

I-3. Mufeeda, Private Water Operator

Mufeeda owns a small private Water Company that provides water tankers and bottled drinking water to residents and housing societies. She assures Shweta that she can provide a tanker of water in half an hour, but at a higher cost than usual. She also knows that the PMC may take a lot of time to repair the pipes. So, she's offering to be the sole water supplier to Sarojini Vihar for the next few days. But she needs to be paid in advance.

I-4. Aparna, Plumber

Aparna is a plumber who responded first to the water crisis. She generally comes to work at 9 in the morning and travels for an hour on the bus to get to Sarojini Vihar. But today, she got an emergency call at 4 a.m. and had to rush to the society on her husband's motorcycle. She checked the rooftop tanks and the building pipes but found no problems. She had to go around and

investigate on the bike to pinpoint the supply pipe damage finally. She doesn't want to be disturbed during her non-working hours again. Moreover, she also faced a similar water crisis in her house a month ago. Hence, she wants the PMC to do something about the city's ageing water infrastructure and ensure its proper repair and upkeep.

I-5. Zubeida and Farhad (residents)

Like other residents in the society, Zubeida woke up early and found there was no water in the kitchen or the bathroom. She knew the children were going to wake up soon and would need water to get ready for school. There is some water stored in the kitchen but only enough to cook breakfast and for drinking purposes. She looks at her husband, Farhad, snoring away in deep sleep, oblivious to their early morning woes. She knows he had a late shift at work, but she has to get to her office on time too, and now there is the society meeting too. Honestly, cannot these people on the committee find solutions themselves, after all, we are paying so much in monthly society dues, Zubeida says to herself, angrily. Should she wake up Farhad and send him out to buy water or attend the meeting first; should she call the school and tell them the children will not come today and then call in sick at her office?

Scenario-II - Water scarcity in tribal villages

Situation-II

A local MLA is up for re-election so he has organised a meeting at the district collector's office about the serious water scarcity situation in the tribal villages in the block. He has been contacted by women from 2 tribal villages requesting him to help them resolve the water scarcity in their villages.

He has invited these women representatives from 2 tribal villages to meet the collector and other officials and make their demands. The women have pushed the gram pradhan who is reluctant, to also attend the meeting.

Characters-II

II-1. Aruna Devi

A 35 year old tribal village woman who has just lost her pre-teen daughter to dysentery from drinking muddy water from a well which has dried up. She has managed to initiate a village water supply committee. But nobody knows what to do about the water crisis because the committee hasn't received any training from the district administration. There is a dam near the village that supplies water to a nearby town, but the villagers are not being given permission to take water from it. She wants to know what the district administration is planning to do about supplying safe water to the village before other children die.

II-2. Sharayu Devi

A 60 year old tribal woman who has been spearheading an agitation for a piped water supply in the village for the last 15 years. The women of the village have to walk 3 km in the hot sun during summer months to get water from a spring. There is a dam near the village that supplies water to a nearby town. The women want a pipeline to be built to supply water from the dam but the villagers are not being given permission to take water from it. She feels this is injustice, and demands to know why the village cannot access water from the dam.

II-3. Samar Thakur

45 years old, civil contractor and gram pradhan. He has moved out of the village to the nearest town where his family has access to water, and he gets construction- related jobs. He says he is helpless because no funds have been provided to the panchayat to do anything about the water problem, otherwise he would have organised the village to build a pipeline from the dam somehow.

II-4. Abhay Chodankar

50 years old, the district collector. He has recently taken over the post and is unaware of how bad the water situation is because he has grown up in towns and is unfamiliar with villages. He is not sure whether the situation is being exaggerated by the tribals, or whether what they are describing is the reality. The towns and city are more of a priority for him because he feels that they provide more economic benefits to the district. He doesn't realise that it is tribal communities that provide most of the labour force in the towns for all kinds of jobs. He depends on the engineer to explain the situation.

II-5. Ramvilas Thakur

45 year old tribal man and local MLA. He is up for re- election and wants to make sure that all the tribal villages support him. He supports the demand of the women for a piped water supply and short-term measures of providing tankers to supply water directly to both villages so that all the families have access to adequate water right away. He wants to explain to the collector that it is the tribal communities that are the poorest, and also the backbone of the district. because they provide labour both for agriculture and the towns and the city.

II-6. Seema Barot, Director of an NGO from Gujarat

As part of the extension of their work in tribal villages in Gujarat, Seema and her team are on a field visit to this region and happen to be around when the Collector has called this meeting. They share alternatives for water harvesting and water conservation that have worked well in their project areas and encourage the women present to think about what they could do based on their wisdom and understanding. Two engineers on their team, a man and a woman, plan to stay behind for a few days to work with the women, but they need the support of the local administration, especially for funds.