



Integrating gender into development of sub-catchment management plans in Kenya

A 'how to' note

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Introduction

Gender affects water resource governance at both policy and local levels. Enhancing participation, especially of women, in managing water resources in the landscape has thus been emphasized, for instance, in integrated watershed management approaches. Women and men have different perspectives on the way they prioritize natural resource management issues including water; however, at the local level, communities are often perceived as a group of people with common interests and priorities. This perception can hinder participation of women in planning and decision-making processes in water management programs. Hence, there is a need to consider these perspectives, identify the synergies and manage trade-offs. It is also necessary to explore the intersections of gender and

capabilities, and the roles they play in reducing gender inequality in water use and governance (German *et al.* 2007; Speranza and Bikketi 2018).

Several aspects of water management need to be viewed from a gender perspective. Failure to do this will result in inappropriate allocation among competing uses, inequitable distribution of benefits and burdens, and inadequate operation and maintenance of water infrastructure (UNDP and GWA, 2016). For instance, there are different constraints on men and women that prevent them from participating in natural resource management, including water programs. These include varying responsibilities, cultural constraints on women in some areas from voicing their needs and priorities, and representation in local-level institutions, such as water committees. To capture these gender perspectives,

participatory approaches that provide an opportunity for both women and men to participate and express their views are key in water resource management planning.

Why is a gender perspective needed in water resource management planning

Considering gender differences in water resource management planning and management has several advantages. It can increase project effectiveness and efficiency, thus improving performance and likelihood of sustainability. Women and men have distinct roles in access and use of natural resources, which has given them distinct knowledge of the environment. A gender perspective integrates this knowledge. Furthermore, a gender perspective enhances equity and empowerment by allowing both men and women to benefit from opportunities (UNDP and GWA 2016). Although there are policy measures on gender in Kenya, there is still gender inequality. More efforts are needed to change sociocultural beliefs and norms to support gender-equitable access to water (Speranza and Bikketi 2018). This is particularly important in local-level planning with communities.

Water management planning in Kenya

Communities are involved in water resource management planning in Kenya through the development of sub-catchment management plans (SCMPs). The process involves members of a Water Resource Users Association (WRUA) at the sub-catchment level, guided by a team from the Water Resources Authority (WRA). The SCMP process is guided by the WRUA Development Cycle (WDC), which was developed by the water authority (WRA and WSTF 2014). The objective of this 'How to' note is to add to the modules of the WDC, by providing gender components to the process and content of SCMPs. The note refers to the WDC modules and provides suggestions on areas where a gender focus can be included. The note also uses the lessons of engaging community members from WRUAs and Community Forest Associations (CFA) in developing water and forest management plans in Kenya.

Gender in the sub-catchment management plan development process

The table indicates the WDC modules where gender can be integrated into the process of developing the SCMP and into the content of the SCMP document.

Modules in the SCMP process	How to integrate gender
Module 1: Introduction	<ul style="list-style-type: none"> • <i>Overview of SCMP development</i> Who is involved: Include representation of WRUA members, committee representatives and leaders, and indicate their positions and gender. • <i>Process used to develop the SCMP</i> In addition to the plenary sessions, include processes that enhance participation of all, such as conducting tasks in groups that are disaggregated by gender, as well as role plays.
Module 2: Overview of sub-catchment	<p>When answering the following questions:</p> <p><i>What are the main water resource problems?</i> <i>Who is affected by these problems and how?</i> <i>What is the strategy to solve these problems?</i></p> <ul style="list-style-type: none"> • Find out the main water resource problems from both men and women. This can also be disaggregated further by age, i.e. younger women, older women, younger men, older men. • Once the resource problems are disaggregated by gender and age categories, ask each group how the water problem affects them and how they think those problems can be solved.
Module 3: Catchment characteristics	<ul style="list-style-type: none"> • Include a topic on land and water rights and how these vary with gender. This allows better understanding of the factors that might affect sustainable water use and management, and of some of the incentives that could be designed and targeted at men and/or women. • Community mapping of resources can be disaggregated by gender. • When identifying existing resources, their ownership and classification should be recorded according to gender. • Disaggregate problem identification and analysis to include the perspectives of both men and women. This can be done as a group activity.

Modules in the SCMP process	How to integrate gender (continued)
Module 4: Management approach	<p>Under the WRUA theme, indicate the following:</p> <ul style="list-style-type: none"> • Number of men and women who are members of WRUA. • Number of men and women in the committees. • Whether there are rules that require the number of women to be a certain proportion of the whole. • Composition of management and the reasons for this. • How management and other committee members are selected.
Module 6: Water allocation	<ul style="list-style-type: none"> • When determining current abstraction, indicate who is doing the abstraction, and for what purpose. • In water resource ownership, indicate who has what rights to the water. Use the bundle of rights approach from use, to access, to management, to exclusion, to transfer, to alienation.
Module 8: Catchment protection	<ul style="list-style-type: none"> • Include CFA as stakeholders. • The following exercises can be disaggregated according to gender: <ul style="list-style-type: none"> – Mapping and analysis of special catchment areas. – Prioritization of areas requiring conservation activities. <p>Disaggregating by gender will bring out the incentives and disincentives to each participant for each of the activities.</p> <ul style="list-style-type: none"> • Women and men should be represented on the technical team developing the plan of action. Develop the plan in a participatory way. • Involve participants in demarcation of riparian land and pegging process. • Under tree nursery development: Include discussions on who has the rights to trees. For example, who can sell and who gets the proceeds from the sale. Also, find out what skills men and women have. Consider where the tree nursery and seed beds will be located. • Under afforestation: Include discussions on rights. This includes rights to both the land where the afforestation is happening, and the trees being planted. Use a gender differentiated approach to establish this.
Module 12: Livelihoods enhancement	<ul style="list-style-type: none"> • Include CFA as stakeholders. • The target group for the Livelihood Micro Grants should include both men and women. • WDC-LMG project cycle: The WRUA LMG committee should be representative. • Public advertising and information should be accessible to women. For instance, use leaflets in local languages. • Include gender representation in membership as an eligibility criterion for the Community Based Organizations (CBOs) proposal selection process.
Module 13: Rights-based approach/poverty reduction	<ul style="list-style-type: none"> • Identifying issues on access and management of resources should be gender disaggregated to bring out the perspectives of men and women. • The question in the module on ‘Whose rights?’ provides the opportunity to include a discussion on rights to resources. These include who has the rights of access, management and exclusion to resources such as water, land and trees.
Module 14: Institutional development and coordination	<ul style="list-style-type: none"> • Ensure equal representation during the awareness creation meeting and orientation training. • During bylaw development, encourage discussions on gender representation and provide opportunities and space for women to occupy leadership positions, with equal representation in the sub-committees. • When highlighting the status of the WRUA membership, include leadership positions and their distribution by gender. • The session on leadership skills should include gender discussion to enable participants to understand the need to consider and appreciate the different strengths of women and men in leadership, and to provide space for women and men to assume leadership positions. It should also help participants to identify barriers to women taking up leadership positions in groups. Provisions should be included in the bylaws to overcome these barriers. • Under effective communication, include discussions on effective communication methods to reach men and women.
Module 15: Monitoring and information	<ul style="list-style-type: none"> • Design of the monitoring program: When answering the question ‘Who will collect the data?’ consider assigning roles to both women and men. Also, consider what capacity needs are required for both groups to collect data, and how the data will be translated into action.

Conclusion

Integrating gender into the SCMP process requires that the barriers to participation are overcome. These include cultural norms which prevent participation, especially by women. Women should be represented in leadership and on the management committees of the water and forest management associations and involved in forest and water management activities. Participation in the SCMP development process has been hampered by the hurried nature of the process, which has undermined community participation. A more participatory approach is needed, including gender segregated group discussions rather than plenary sessions.

Acronyms and abbreviations

CFA	Community Forest Association
SCMP	Sub-Catchment Management Plan
WDC	WRUA Development Cycle
WRA	Water Resources Authority
WRUA	Water Resource Users Association

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