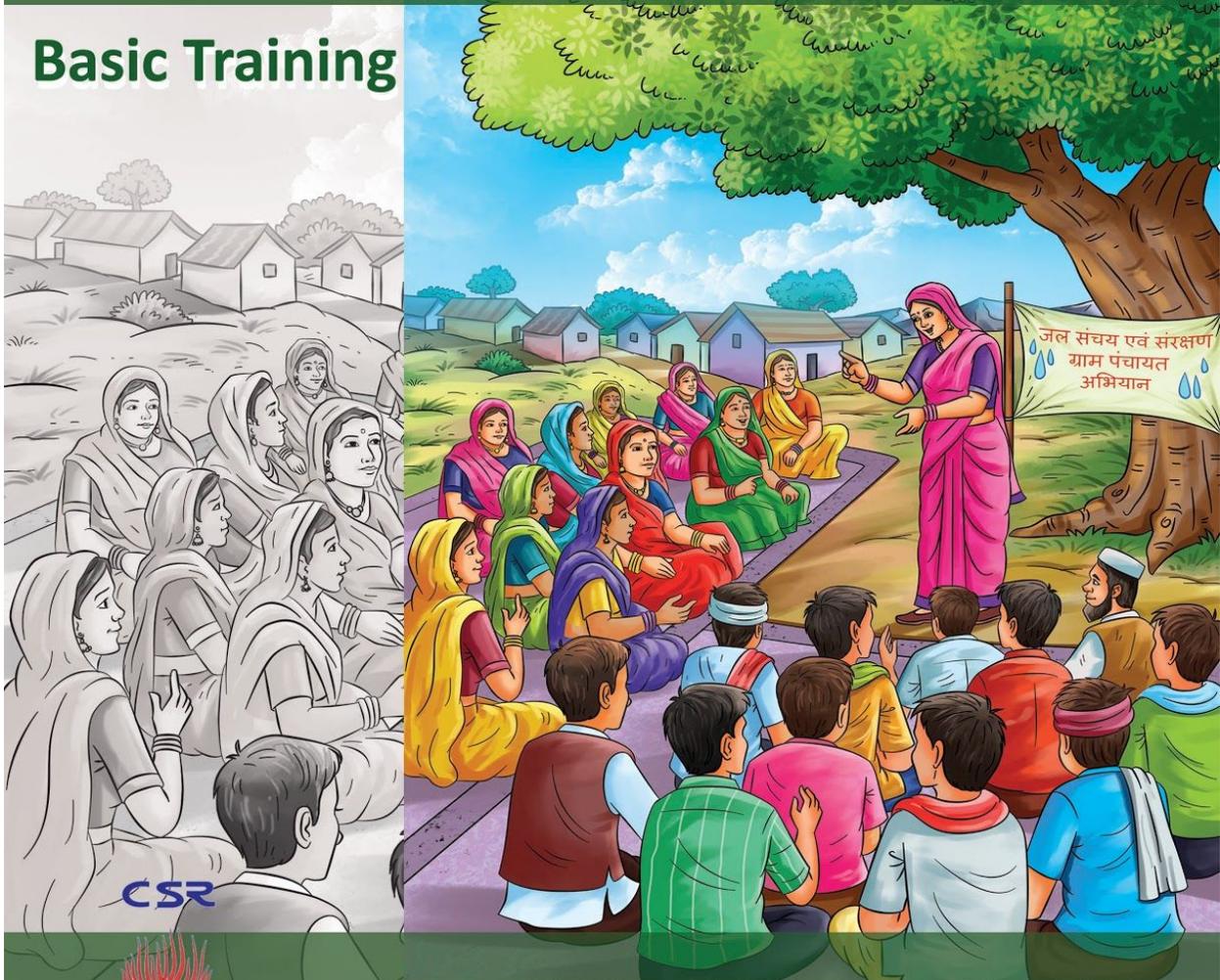


# Women's Leadership & Water Conservation: Capacity-Building and Infrastructure Development in Five Villages of Sanganer, Rajasthan

## Basic Training



CSR



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(Material from this training manual may be used upon duly acknowledging the source)

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## Centre for Social Research

Centre for Social Research (CSR) is a non-profit organisation based in New Delhi, which was founded in 1983. With the mission to empower the women and girls of India, guarantee their rights, and increase understanding of social issues from a gender perspective, CSR operates on local, national and regional levels in an effort to enhance the capacities of individuals, communities and institutions for creating a humane, equitable and gender-just society by reaching out to all sections of the society. In this context, one of the main goals of the organization is to engender a social environment with reduced inequalities between men and women.

CSR understands the importance of questioning, challenging and subsequently changing discriminatory practices and mechanisms prevalent in institutions like family, religion, polity, and education that promote the ideology of patriarchy in differential forms and variations. The training arm of CSR, Gender Training Institute (GTI), formed in 1997 with the support of the European Union, strategically focuses on gender mainstreaming and restructuring gender relations by conducting knowledge-based and participatory trainings with multiple sections of society including government institutions, educational institutions and corporate offices.

CSR has significantly contributed towards topics of global concern, such as climate change, and works on the mandate of increasing women's potential and capabilities in times of drastic environmental changes. We have worked with Elected Women Representatives in Bihar (Saharsa and Supaul) and Active Women Leaders in Nepal (Saptari and Sunsari) to increase their response mechanism to the recurrent floods in the Kosi river basin. Apart from mainstreaming women's role in disaster risk reduction, rehabilitation and recovery, CSR has a longstanding working expertise in Rajasthan where it has significantly addressed the issue of water scarcity, conservation and management. Since 2012, CSR has worked in different parts of Rajasthan- Abu Road, Jaipur, Bhinmal and Jalore, and has conducted fundamental and technical trainings with Elected Women Representatives with the aim of enhancing their understanding of impacts of climate change, increasing their access to water resources and providing technical knowledge about key water structures, the establishment of which has been directly undertaken by them. A salient outcome of CSR's work in Rajasthan has been increased leadership of these Elected Women Representatives, who have further conducted training-of-trainers with other women in their *panchayats* and larger communities. Additionally, increased knowledge of government schemes related to water management and conservation, and their passion to lead water conservation initiatives at village levels has also been an achievement of our program.

We have worked previously with Self Help Groups (SHGs) in Alwar. With the current pilot trainings in Sanagner, CSR envisages to extend these technical trainings on the subject of water conservation and water management with SHGs with the overarching aim of arming them with knowledge and technical tools pertaining to better management of water resources within their communities and adaptation to the challenges posed by climate change.

## Glossary

**Climate Change:** Climate change is any significant long-term change in the expected patterns of average weather of a region (or the whole Earth) over a significant period of time.

**Gender:** Gender is the socially constructed roles, behaviours, activities, and qualities that are given to men and women. Gender is not universal and all societies assign different roles, attributes and opportunities to girls and boys and women and men.

**Gender Equality:** Gender equality is the equal valuation and treatment of women and men. This does not mean that women and men should be seen as the same. Rather these differences should be recognised but men and women should be valued and treated equally and given the same opportunities.

**Gender Inequality:** Gender inequality refers to the disparity between men and women. This includes the unequal treatment of, or attitudes towards someone because of their gender.

**Gendered Division of Labour:** The gendered division of labour is the separation of social roles and activities between women and men. In most countries this leads to men being responsible for paid work within the market, whilst women are responsible for unpaid work within the home such as childcare, cleaning and cooking.

**Panchayati Raj Institutions:** India has a 3-tier governance structure with national, state and local level governance bodies. The Panchayat Raj Institutions are the grassroots level democratic institution or the local governing bodies.

**Patriarchy:** Patriarchy is a system of unequal power relations that are based on the belief that men are superior to women. The perceived superiority of men is used to justify men's control and domination over women.

**Sex:** Sex is the biological and physiological characteristics that define men and women. Sex is universal and women and men across the world have the same biological and physiological characteristics.

**Self Help Group (SHGs):** Self Help Groups are groups of 10-20 people in a locality formed for any social or economic purpose. Most of the SHGs are formed for the purpose of better financial security among its members. SHGs can exist with or without registration.

## Introduction to the Project

With six years of expertise in the area of rural water security and management, and generating visible on-ground impact involving women-led initiatives to build water management systems and increased pro-water conservation participation of female *panchayat* leaders, CSR is motivated to collaborate with **RITES Foundation** to enhance women's leadership capacity in water conservation in Sanganer region of Rajasthan.

The water conservation and climate change programs of CSR are aligned with and supportive of UN Sustainable Development Goal 5, 6 and 13, which supports women's equality and empowerment and targets increasing, women's participation in decision-making at all levels of governance. Along with their participation in making efforts to make portable drinking water safe and available in their villages by conserving and protecting the existing water sources in this way they are partnering in planning to reduce the effects of climate change.

In collaboration with RITES Foundation on the project titled – “Women's leadership and Water Conservation: Capacity Building and Infrastructure Development in Five Villages of Sanganer, Rajasthan”, CSR seeks to expand the existing work in the targeted district of Sanganer, Rajasthan, and shift the focus from training EWRs to working with women SHG members, to both expand the base of rural women engaged in water conservation and to target beneficiaries.

CSR has been already working on water management issues in Sanganer, Jaipur, which are congruent with CSR's current water conservation training curriculum. **This new involvement and implementation will train a new set of 20 women using our current curriculum with area specific improvements and changes based on a needs assessment of the area, working through local SHGs, identifying and installing appropriate water resources, and training women to use those Resources.**

The objectives of the project are:

- Train 25 women members of local SHGs in water conservation strategies and appropriate to the environmental context;
- Refurbish and restore existing water resource and equip training participants to maintain this resource.

We are working on 5 villages in the Sanganer area:

1. **Bhankrota Khurd Village, Sanganer Tehsil, Jaipur District:** It is situated 18km away from sub-district headquarter Sanganer, and 39km away from district headquarter Jaipur. Ajairajpura is the gram panchayat of the Bhankotra Khurd Village. The total geographical area of the village is 407.74 hectares. Total population of the village is 968 people - 491 male, and 477 female (according to 2011 census data).
2. **Rampura Unti Village, Sanganer Tehsil, Jaipur District:** It is situated 30km from sub-district headquarter Sanganer, and 40 km away from district headquarter Jaipur. Rampura Unti is also a Gram Panchayat. The total geographical area of village is 959.78 hectares. Rampura Unti has a total population of 2,320 people – 1,179 men and 1,141 women.
3. **Anoppura Village, Sanganer Tehsil, Jaipur District:** It is situated 40km from sub-district headquarter Sanganer. Rampura Unti is the gram panchayat of Anoppura Village. The total geographical area of the village is 207.7 hectares. Total population is 523 people - 276 male, and 247 female.
4. **Shyosinghpura Village, Sanganer Tehsil, Jaipur District:** It is situated 30km away from sub-district headquarter Sanganer and 40km away from district headquarter Jaipur. There are about 134 houses in the village, with a population of 1581 people – 826 men and 725 women. The Gram Panchayat for this village is Rampura Unti. The town nearest to Shyosinghpura is Jaipur, which is about 40 km away. The total irrigated area in this village is 166.27 HA through Bore Holes and Tube Wells.
5. **Jhund village, Sanganer Tehsil, Jaipur District:** It is situated 31km away from sub-district headquarter Sanganer and 41km away from district headquarter Jaipur. The Jhund village has 126 families residing, with a population of 822 of which 434 are males while 388 are females. The Gram Panchayat for this village is Rampura Unti.

## Introduction to the Training Manual

This training manual is mandated on the belief of treating the participant group as the main learning unit. The methodology used throughout is participatory, and supports learning by doing. The trainer must ensure that a participatory learning environment is promoted throughout the course of training, simultaneously reconfirming if the key messages are received properly. Case studies and real-world examples will be utilized to build the skills for applying concepts and using the tools. This manual comprises of innovative strategies of engaging with participants with sessions focusing on the distinction between sex and gender, the role of power and patriarchy in standardization of gender roles and stereotypes, the key interlinking of gender, climate change and water conservation and increased participation of women in the context of SHGs. Additionally, the activities included in this manual can potentially be supplemented by using real-life examples from CSR's previous work in Jaipur and Abu Road. The training facilitator should refrain from limiting responses from participants based solely on this manual.

### **Purpose of the training manual**

This training manual is a tool for trainers who are training the Self Help Group women (SHG's) on water conservation and climate change. It is designed to assist them in preparing and delivering these training workshops. The manual is targeted at trainers who have some experience and understanding of environmental issues within the target communities. This manual can also be used as a reference material for the trainee to understand the concepts explained in the manual.

### **Target Group**

This training programme is targeted towards Self Help Group women (SHG's). These women are in a unique position where they have the potential to work in a group and to bring change in their area by employing their learnings from the training in the site work of water conservation structures. Further, this training programme aims to build the capacity of these women to address other water issues and to support community members, particularly women, to take steps to better manage and conserve water.

## DAY 1: UNDERSTANDING GENDER AS A CONCEPT, AND THE ROLE AND IMPORTANCE OF SELF HELP GROUPS (SHGs)

At the basic level, gender refers to the socially determined ideas and practices of what it means to be female or male, as well as the hidden power structure that governs relationships between them. Gender is performed through the roles occupied by men and women in the society, thus forming the basis for the persistence of inequality. Women are expected to remain within the private sphere and take care of the household, whereas men are associated with the public sphere and are expected to be the breadwinners.

In essence, Self-Help Groups (SHGs) refer to a group of people, generally 10-20 in number, with similar socio-economic backgrounds who undertake holistic development of their community. In India, the Self-Help Groups Scheme was initiated by NABARD (National Bank for Agriculture and Rural Development) which focused on self-employment generation for women living in rural and semi-rural areas. As a village-based financial intermediary committee, SHGs are well linked with local NGOs and *aanaganwadi* workers in their bottom-up development motives. At the onset, SHGs must be formed on the basis of the members' needs and making them realize that SHGs can address both short-term and long-term goals. SHGs also promote a positive experience for women as it provides them a meaningful space to challenge existing norms and cultures, thus enhancing their overall participation. This community-based practice of micro-finance also provides adequate information about existing government schemes and formal institutions of availing government services/data.

### Key Messages:

- Gender based roles affect women's abilities to participate in decision making processes on domestic, societal, and political fronts.
- Participation in SHGs allows women to voice their concerns about issues such as health and sanitation, which are closely linked to water management, along with education and safety.

### ACTIVITY 1: ICEBREAKING ACTIVITY & UNDERSTANDING GENDER

Ice breaking exercises are an ideal method for facilitating acquaintance among group members. Participants learn the basic information about each other which are later pivotal in forming meaningful networks, relationships and associations.

Sex comprises of biological characteristics that generally define humans as females or males. Gender is a social construct which comprises of set of roles and responsibilities associated with being girl and boy or women and men, and in some cultures a third or other gender. There exists a natural difference between male and female anatomy. However, this difference is translated

into inequality through the prescription of unequal roles, privileges, social status of men and women.

Time: 60 minutes

Methodology: Participatory Group Exercise , Brainstorming Group Exercise & Presentation

Steps:

- Let everyone arrange their positions alphabetically as per their names.
- Ask the women to express their expectations from training that comes first to their mind.
- Write all these expectations one by one on the white board. These will be kept in the background throughout the training.
  
- Divide the participants into four groups i.e. two groups of “Men” and two groups of “Women”
- Ask the participants to mark the five respective roles and activities that they think are associated with or performed by men and women in their daily routine.
- List out the five points from each group on the board under the respective group heading of “Man” and “Woman”
- Ask the participants to close their eyes and the trainer should quickly inter-change the headings.

<b>Man</b>		<b>Woman</b>	
Goes to work	Breadwinner of the family	Cooking	Gives birth
While the participants’ eyes are closed, the trainer immediately changes the headings as follows to show the distinction between perceived gender roles.			

<b>Woman</b>		<b>Man</b>	
Goes to work	Breadwinner of the family	Cooking	Gives birth

- Conduct a small discussion on why certain roles, traits and activities are assigned to men and why certain roles and activities are assigned to women. And how patriarchy plays a role in it.

### **Discussion Overview:**

- What is “male” and what is “female”?
- What characteristics/roles are defined in and by nature?
- Which of these are changeable?
- The most important word is “change”
- What happens when these roles defined and assigned by society are accepted as natural?
- Why do we have to understand this differentiation and how does it benefit us?
- Discussion on change of status of women in India gradually which is limited regionally and socially.
- The participants will think about the gender roles prescribed to both men and women and also how does patriarchy plays a role in it. This will also help the participants to build a strong understanding on the difference between gender and sex.

### **ACTIVITY 2: GENDER ROLES & STEREOTYPES**

Gender stereotypes are preconceived ideas about how men and women act and behave based on the societal framework of their ‘expected’ roles. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold. The expectations which arise due to these gender stereotypes can cause unequal and unfair treatment. Since these stereotypes become inherent through processes of socialisation, people are more inclined towards adhering to the roles assigned to them.

**Time:** 60 minutes

**Methodology:** Participatory Exercise

**Materials:** Flip Charts, Pens and Blank Sheets

**Objective:** To Understand the formation of gender roles and responsibilities & biological determinism

**Steps and Discussion Overview:**

- Divide the participants into groups.
- Let them write what men and women do in their daily life at household-level, workplace, and the larger community level.
- Assign one category to one group and then follow with discussions.
- Finally let them make presentations and analyze gender roles and responsibilities.
- In the end, conclude it by explaining the power structures which perpetuate gender stereotypes and responsibilities.

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Activity	Male	Female
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**Cooking**

**Washing clothes**

**Daily grocery shopping**

**Taking care of children**

**Responsible for sick and old family members**

## Working in the Garden

### Sewing

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- Let each participant be divided in a group of two
- Think of a farming community at your village and working on the field
- Draw the farmer along with the background scenery in the paper given to you with all the activities you can imagine
- Now invite the participants with their complete drawings
- Finally discuss on number of male and female farmers and the basic stereotypes

### ACTIVITY 3: UNDERSTANDING SHGs

This activity is important to gauge the participants' understanding of the significance of SHG's and how they understand their specific roles as part of an SHG. This provides an insight into how female members benefit from SHGs, and how they can strategically work to incorporate water conservation goals within the agenda of their SHG.

**Time:** 120 minutes

**Methodology:** Participatory

**Materials:** Chart paper, markers

**Objective:** To encourage participants to strengthen the SHG framework. Prepare participants for the handholding sessions with community members. Effective communication skills. Leadership skills enhancement.

**Steps:**

- Discuss the main functions and responsibilities of SHGs with participants
- Ask participants to break away into smaller groups to discuss among themselves
- Facilitate a game of "dumbcharades" among the groups - participants will act out responsibilities.

- Participants will then note down the roles and responsibilities on chart paper, and each group will be tasked with preparing a brief presentation on the same.

**Discussion Overview:**

- Functions of SHGs / roles and responsibilities
- Networking with *aanganwadi* workers and village sarpanch.
- Water schemes, especially NREGA, data and Government rules.

**HOMEWORK FOR THE DAY:**

Go home and have a conversation with your family about the importance, roles and responsibilities of SHGs. Express on a sheet of paper (drawing, writing etc), how this discussion went.

Materials: pen and paper

Objective: To encourage participants to discuss the importance of SHGs with family/community members.

## DAY 2 - UNDERSTANDING THE LINKAGES BETWEEN GENDER, WATER, & CLIMATE CHANGE

### RECAP OF DAY 1 & DISCUSSION OF HOMEWORK EXERCISE

- Ask participants what they remember from the previous day
- Testing the participants understanding of the distinction between sex and gender.
- Reiteration of gender roles and responsibilities and their limiting effects on women.
- Discussion of homework
- Revision of women's understanding of SHG roles and responsibilities

**Time:** 30 minutes

**Methodology:** Participatory Group Exercise

**Materials:** White Board and Marker Pens

**Objective:** To refresh participants' knowledge and understanding from the previous day

### ACTIVITY 4: UNDERSTANDING CLIMATE CHANGE - AND THE RAINWATER CYCLE

Time: 60 minutes

Methodology: Participatory Group Discussion

Material: Chart paper & pens, large poster on the rainwater cycle

### ACTIVITY 5: UNDERSTANDING THE RELATION BETWEEN GENDER, WATER & CLIMATE CHANGE

The UN Sustainable Development Goals have three dedicated goals for Gender Equality (SDG 5), Clean Water and Sanitation (SDG 6) and Climate Action (SDG 13). Water management through increased gender-responsive activities acts as a key inter-linkage in directly advancing these three goals. With changes in climatic conditions, water shortage exacerbates due to increase in groundwater salinity, making it more difficult for women to provide adequate water for their families. Women are responsible for more than 70% of water chores and management

worldwide. By incorporating a gender lens in water conservation and climate change, not only will women's disproportionate burden of climate change-induced consequences decrease, but it will also significantly contribute to reducing gender inequalities, increasing women's access to resources and decision-making at all levels.

**Time:** 60 minutes

**Methodology:** Participatory Group Discussion

**Materials:** White Board and Marker Pens

**Objective:** To strengthen the participants' understanding of the link between gender, water conservation and climate change, so that their particular role as leaders is mainstreamed.

**Discussion Overview:**

- Women's participation in decision and policy-making in relation to water and climate change issues is very important and must be encouraged.
- Direct engagement with women on the subject of climate change and water is a step towards their increased access to and control and ownership of resources.

#### ACTIVITY 6: GENDER ANALYSIS IN CLIMATE CHANGE AND WATER SCARCITY

A gendered analysis demonstrates women's access to natural resources, and gives an estimate of disparities in terms of usage of these resources by men and women. This gendered analysis can be discussed in women's access to the following types of resources:

- Natural: Land, Water, Forest, Rivers, etc.
- Economic: Work opportunities, Wages and Remuneration, Credit and Production inputs
- Social: Formal and Informal education, Regional and Cultural norms. Private and Public spaces
- Infrastructural: Bridges, Roads and Markets
- Political: Access and participation opportunities for organization and decision making at community, regional and national level
- Time: Work time and Free time
- Personal: Self-esteem abilities, communication capacity, and individual decision making ability.

**Time:** 60 minutes

**Methodology:** Audio Visual Screening and Participatory Group Discussion; Knowledge dissemination and Group Discussion

**Materials:** Projector, screen and AV material; Flip Charts, Pens, Markers, White Board

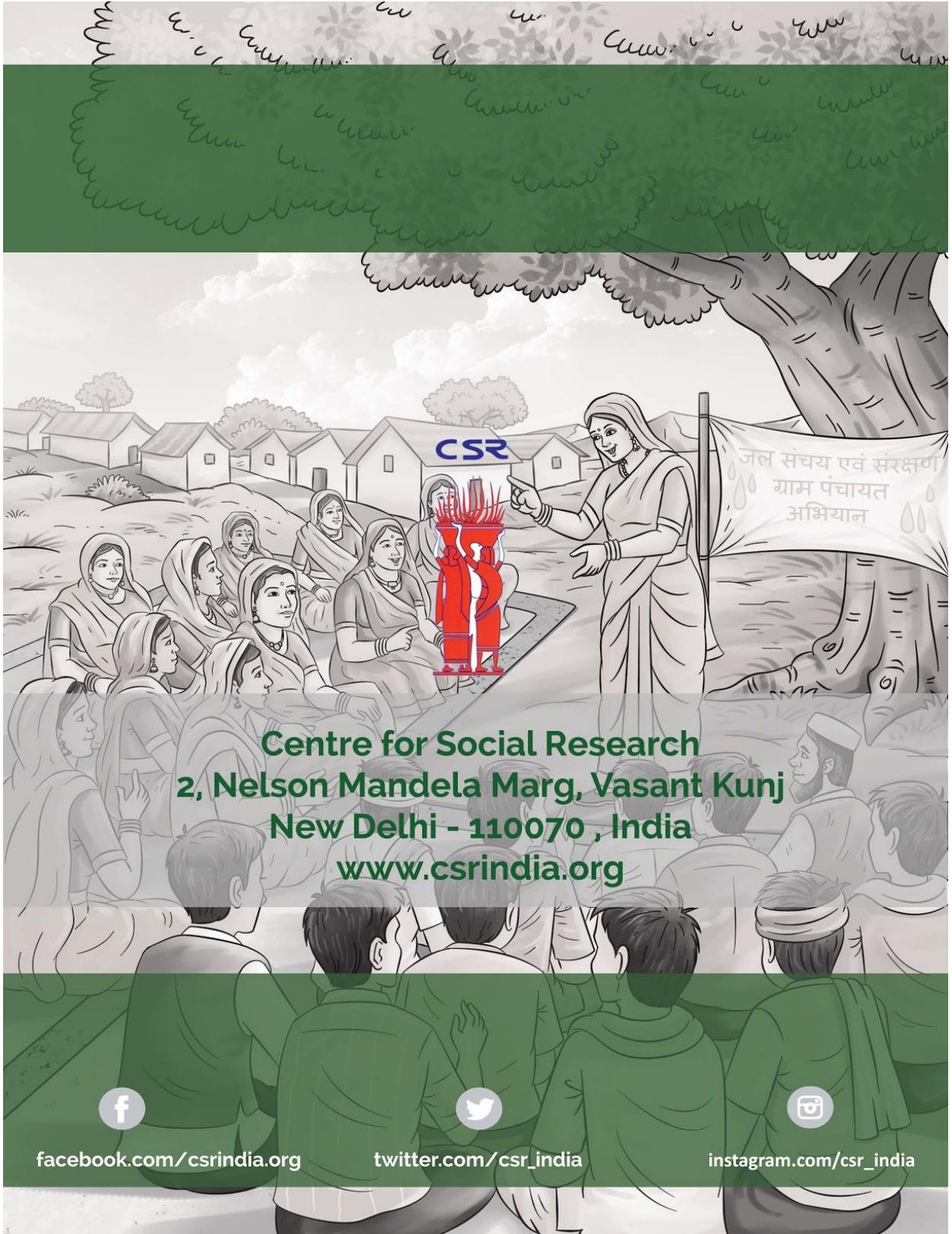
**Objective:** To promote participants' ownership and access to resources at the community level.

**Discussion Overview:**

- Understanding the concept of Climate change with particular focus on Rajasthan and Sanganer
- Patterns of rains and water scarcity
- Meaning and implications of Gender Analysis
- Brief discussion on Gender Roles Framework
- Gender Analysis on project through activities involved
- Sum-up discussion with what is implied by gender analysis and guidelines for it
- Also, through the session encourage participants for their own examples which will simplify the term for them to understand.

**Points of discussion after the AV screening:**

- Who is the target of the proposed policy, program or project on Water Conservation, who will benefit and who will lose?
- Have women ever been consulted on the intervention?
- At the time of water scarcity, who takes up what kinds of responsibilities and provide required support in the community?
- Does the intervention ever challenge the existing gender division of labor, tasks, responsibilities and opportunities?
- What specific ways can be proposed for encouraging and enabling women to participate in the policy or program despite their traditional roles?
- What methods to employ for making men to agree for women to have equal participation in decision making at community, regional and national level.
- What is the long term impact with regard to women's increased ability to take charge of their own lives, and to take collective action to solve problems.



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