

3.12 Gender, Water and Capacity Building

Introduction

Building the capacities of different stakeholders is essential for mainstreaming gender at all levels of the water sectors. Grassroots women often lack the capacity to participate in a meaningful way in the planning, implementation, and operation and maintenance of water resources, water supply and sanitation programmes. Water sector institutions are generally dominated by men at management levels. Well-directed capacity building programmes targeted for women are needed to alleviate this situation, while programmes targeted for men are needed to sensitise them to the specific needs of poor women.

However, capacity building needs to go beyond individuals. El-Awar (2003) defines capacity building as “a process by which individuals, groups, institutions, organisations and societies enhance their abilities to identify and meet development challenges in a sustainable manner.” In many countries, there is a need to strengthen institutional capacities in the water sectors. Many countries lack the capacity even to spend the budget allocated for water and sanitation programmes. In particular, institutional capacity building is needed for stakeholders in the water resources and sanitation sectors to translate policy intentions into concrete gender-sensitive programmes.

Capacity Building and Gender Mainstreaming in Integrated Water Resources Management (IWRM)

The contemporary view of capacity building goes beyond the conventional perception of capacity building as training. It includes the creation of an enabling environment through policy frameworks, institutional reforms, and human resources development.

The concept of mainstreaming gender in Integrated Water Resources Management (IWRM) is gaining ground in the water sectors, raising the interest of government agencies, non-governmental organisations, donors and technical support agencies for supporting gender approaches. Nonetheless, the understanding of the concept of gender mainstreaming and the capacity to implement it in policies and within national and local organisations is very slow and requires a lot of effort and time.

Many water professionals have an engineering education, with little experience in incorporating gender and social equity approaches in their work. Therefore, capacity building provides concrete tools to integrate a gender perspective in their work, through using gender-sensitive socio-economic surveys and training methods.

Across the developing world, women have less access to formal education than men. As a result, women are under-represented at the institutional level, and grassroots women find it difficult to participate in decision-making or to take up paid operation and maintenance tasks. Well-designed capacity building programmes are needed to rectify this. Capacity building targeted for women at the grassroots level should be seen as a process rather than a one-time effort. It requires well-designed training programmes to develop skills that do not require literacy, are based on the needs expressed by the women, and provided by well-trained gender-sensitive trainers. Too often, the wrong people are trained in operation and maintenance, and the women who are trained are not given practical on-the-job training.

However, even when training programmes are well designed, the actual implementation of the training programmes needs to be given due attention. Programmes should be planned at

a time and location convenient to women, and training material has to be appropriate and accessible for the trainees. In South Africa, to ensure proper maintenance of the water projects, Mvula Trust required that all water committees had to have at least 30 per cent women. The committee members received on-the-job training in maintenance, and had to be consulted when decisions were made on changes in design, location or technology. This process was adopted by the Department of Water Affairs and Forestry.

In many villages in Gujarat, India, handpumps provided by the Gujarat Water Supply and Sewerage Board (GWSSB) are the sole source of drinking water. However, the GWSSB found it increasingly difficult to maintain these pumps, and in some cases, it took six months to attend to complaints. Prompted by its own members who felt they could better do the maintenance, SEWA submitted a bid to maintain 41 handpumps. Nevertheless, the GWSSB did not allow the women to participate in their training programme, because they did not meet the required education standards. As a result, SEWA called in an NGO to train the first batch of handpump mechanics. This did not mean the end of the women's struggle, as the villagers showed even less faith in the women's skills than the GWSSB engineers. With active support from SEWA, these barefoot water mechanics managed to gain the trust of the GWSSB and the villages based on their performance alone. Now SEWA grassroots mechanics maintain more than 1,500 handpumps, and they manage to repair defunct pumps within two days, compared to six weeks that it took previously.

Source: Verhagen and SEWA, 2002.

Key Actors

Several key actors play a pivotal role in capacity building to mainstream gender in water sectors. At the international level, international organisations, agencies, donors and NGOs play an important role in providing support in creating the required enabling environment for integrated water resources management. International institutions, such as the Gender and Water Alliance (GWA) and IRC International Water and Sanitation Centre, actively support the development of local knowledge and resources to facilitate the dissemination of knowledge and information. NGOs have been involved in building capacity of CBOs and community members. Though many good practices have emerged from the NGO experience, their coverage is low as the replicability of their programmes is limited.

At the national level, there is a growing recognition of the need to strengthen capacities, and many countries—for instance India and Nepal—are in the process of setting up specialised training or knowledge institutes for the water sector. However, these centres tend to have little outreach to stakeholders at the intermediate and community levels.

Capacity Building tools in Mainstreaming Gender in IWRM

Capacity building tools to enhance the mainstreaming of gender in IWRM can be used to assess the capacity of the staff and identify gaps where capacities need to be further developed.

Institutional development tools assist institutions such as ministries, departments and NGOs, to develop tools for gender mainstreaming at the institutional level. These tools can be used to ensure that internal gender policies and strategies are reflected in recruitment, training programmes and the general practice of the institutions. Indicators should be developed to monitor progress towards achieving gender-related goals.

Social capacity development tools demonstrate how decentralisation and empowerment of local communities can be beneficial for women and girls. They show that the opportunities given to women to participate actively in project management will enhance their capabilities to participate actively in project and community development.

In the Small-Scale Water Resources Development Sector Project in Bangladesh, social capacity building has enabled easy access to institutional positions for the women from farming, fishing and landless families and has extended opportunities for women to be member of the Water Management Cooperative Association (WMCA). It allows the allocation of a 30 percent quota to ensure women's participation in WMCA and for one female to be a member of the First Management Committee.

Source: Begum, 2002.

Participatory learning tools offer creative tools to investigate issues of concern to poor women and men related to planning, implementing, and evaluating development activities. They challenge prevailing biases and pre-conceptions about people's knowledge. The tools used range from visualisation, to interviewing and group work. The common theme is the promotion of interactive learning, shared knowledge, and flexible, yet structured analysis. These tools have proven valuable in a wide range of sectors and situations, in both the North and the South.

References

Abrams, Len, no date. *Capacity Building for water supply and sanitation development at local level*. A paper delivered at the Second UNDP Symposium on Water Sector Capacity Building, Delft, Netherlands.

Available at: http://www.thewaterpage.com/capacity_building.htm#5

Begum, Shamsun Nahar, 2002. *Gender, Water and Poverty, Experiences from Water Resource Management Projects in Bangladesh*. Paper presented at a Regional Workshop on Water and Poverty, September 22-26, 2002, Dhaka, Bangladesh

El Awar, Faraj, 2003. *Capacity Development Approaches and Tools for Water Demand Management (WMD) Implementation in the Middle East and North Africa*. Paper written for the International Development Research Centre (IDRC, Canada) for WDM II Consultative Meeting 18-19 January 2004, Cairo, Egypt.

Available at:

http://www.idrc.ca/uploads/user-S/10983457021Capacity_Development_Report.doc

Gender and Water Alliance, 2003. *The Gender and Water Development Report 2003: Gender Perspectives on Policies in the Water Sector*. GWA, the Netherlands.

Available at:

http://www.genderandwater.org/content/download/307/3228/file/GWA_Annual_Report.pdf

Verhagen, Joep and the Self-Employed Women's Association (SEWA), 2001. *SEWA's Barefoot Water Technicians in Sabarkantha*. Part 1 of Women's Struggle for Water, a series of notes and posters on SEWA's Water Campaign. Ahmedabad, India: SEWA.

Additional Resources

Alaerts, G.J, F.J.A. Hartvelt & F.-M. Patorni, 1999. *Capacity building as knowledge management: purpose, definitions and instruments*, eds. Water sector capacity building: concepts and instruments. Proceedings of the second UNDP symposium on water sector capacity building, Delft.

Akerkar, Supriya, 2001. *Gender and Participation, Overview Report*, BRIDGE, Institute of Development Studies, University of Sussex, UK.

This report looks at convergences between approaches to gender and to participation, how these have been played out, and how they have been or could be constructively integrated into projects, programmes, policies, and institutions. A background is given on the concepts of gender and participation, why there has not been more interaction in the past, and attempts for learning across these two approaches. The report also, looks at efforts to combine participatory methodologies and gender in projects and describes ways in which the two have been used to influence policy and to what extent measures have been institutionalised.

Blanco, Lara and Giselle Rodríguez, 2000. *Practising What We Preach: Management and Decision-Making Processes with Equity*. Towards Equity Series, No.7. San José: World Conservation Union and Arias Foundation.

Boezak, Sonja, Ra'ida Al-Zubi, Paola Brambilla, Elena Krylova and Emma Bell, 2002. *Report N° 65 on Gender Websites*, prepared for the Swiss Agency for Development and Cooperation (SDC), BRIDGE, Institute of Development Studies, University of Sussex, UK.

This compilation of websites was commissioned by the Swiss Agency for Development and Cooperation (SDC). The websites listed cover the five thematic areas that SDC's work focuses on: social development; conflict prevention; governance; work and income; and natural resources and the environment. Included are sites in English, French, Spanish and Russian. Websites that cover a range of issues are categorised under the social development section, so check this section for more websites on conflict prevention, governance, work and income, and natural resources and the environment.

Canadian International Development Agency (CIDA), no date. *Accelerating Change: Resources For Gender Mainstreaming*. Available at: 200 Promenade du Portage Gatineau, Quebec, K1A 0G4, Tel: (819) 997-5006 Toll free: 1-800-230-6349 Fax: (819) 953-6088, E-mail: info@acdi-cida.gc.ca

This Manual is the tangible resource that emerged from the proceedings of the Technical Workshop on Gender Mainstreaming, Sanur, Indonesia, February 2000. This Manual is an attempt to capture many of the lessons learned during the workshop and to reflect on the depth and breadth of experience that participants brought to the table. It is intended to be a practical resource for those engaged in mainstreaming gender equality in a variety of contexts. It should be taken as a toolkit of concepts, insights, frameworks and strategies drawn from the exchanges at the workshop. One of the most important realisations to emerge from the workshop was that there is no right answer that will apply to every society. Nevertheless, sharing successes, failures, and all those experiences that fall in between, will lead to the strengthening of capacities for those engaged in the pursuit of gender mainstreaming wherever the Manual is used.

Centre for Strategic and International Studies (CSIS) and Sandia National Laboratories (SNL), 2005. *Addressing Our Global Water Future: A White Paper by The CSIS and SNL*. Washington D.C: SNL, U.S. Department of Energy's National Nuclear Security Administration and CSIS.

This White Paper addresses the growing global challenges of dealing with the devastating effects of increasing water scarcity and declining water quality. The second section deals with building capacities and building solutions, the paper analysed the effective integrated water resource management and the community participation. The principles of this approach can be applied at any

level and at any scale, depending on the circumstances. As such, participatory, integrated water projects can improve gender equality, foster democratic institutions, and improve tenuous or uncertain cross-border relations.

Available at: http://www.sandia.gov/water/docs/CSIS-SNL_OGWF_9-28-05.PDF

El Anwar, Faraj, 2004. *Capacity Development Approaches and Tools for Water Demand Management: Implementation in the Middle East and North Africa*, A paper prepared for the Water Demand Management II Consultative Meeting, January 18-19, 2004, Cairo, Egypt.

Guijt, Irene, 1996. *Questions of Difference: PRA, Gender and Environment – A Training Guide*. London: International Institute for Environment and Development

Gender and Water Alliance, 2003. *Gender Mainstreaming in Integrated Water Resources Management: Training Of Trainers Package*.

This training package is intended for managers, planners and trainers who are concerned with policy development and implementation of integrated water resources management programs and projects. The main objective of this training package is to provide program and project staff with a sufficiently detailed account of the gender approach in integrated water resources management to help them in implementing their activities.

Available at:

http://www.cap-net.org/captrainingmaterialsearchdetail.php?TM_ID=101

GWA, 2003. *Tapping into Sustainability: Issues and Trends in Gender Mainstreaming in Water and Sanitation*. A Background Document for the Gender and Water Session, Third World Water Forum, Kyoto, Japan.

Available at: <http://www.genderandwater.org/page/156>

Hill, C.L.M, 2003. *Guide for Gender-Disaggregated Data in Agriculture and Rural Development*, FAO, SEAGA.

This is a manual of facilitation materials for building capacity of those involved in producing agricultural data and statistics.

Available at: <http://www.fao.org/sd/seaga/downloads/En/GDDEn.pdf>

Keller, Bonnie, Anne-Lise Klausen and Stella Mukasa, 2000. *The challenge of working with gender, experiences from Danish-Ugandan development cooperation*, Danish Ministry of Foreign Affairs (Danida).

This study on Danish-Ugandan development co-operation was commissioned by Danida as a contribution to the five-year follow-up of the Fourth Global Conference on Women held in Beijing, 1995. It recognises that many other countries are grappling with similar issues and that experiences can be usefully shared in order to achieve the goals of gender equality and economic empowerment. This publication stresses opportunities and challenges, rather than 'best practices.' It describes and analyses experiences, pitfalls encountered, achievements and challenges for the future, with particular reference to three Danish-supported programmes in Uganda. Focused skills transfer is necessary to ensure that efforts devoted to capacity building for gender analysis and gender planning are directly applicable to the specific working contexts of those who participate in training activities. Creating linkages between programmes and institutions will promote more efficient use and co-ordination of the resources invested in gender training.

Available at: http://www.siyanda.org/docs_genie/danida/challenge.pdf

Lacirignola, Cosimo, Atef Hamdy and Mladen Todorovic, no date. *Regional Action Programme on Water Resources Management: An Overview of Actions towards Better Water Use in Mediterranean Agriculture*, Centre International des Hautes Etudes Agronomiques Méditerranéennes (CIHEAM).

The Regional Action Program on "water resources management" (RAP-WRM) represents a part of a larger programme developed by Centre International des Hautes Etudes Agronomiques Méditerranéennes (CIHEAM) and its four institutes within the framework of EU activities. The overall objectives of the whole programme are human resources development, institutional capacity building and the improvement of regional cooperation in the agricultural sector through training, promotion of research and communication of scientific and technical information, with particular emphasis on sustainable agriculture and the transition to a more open and competitive market economy.

Available at: <http://ressources.ciheam.org/om/pdf/b44/03001793.pdf>

Lidonde, R.A, D. de Jong, N. Barot, B.S. Nahar, N. Maharaj and H. Derbyshire, 2003. *Advocacy Manual for Gender & Water Ambassadors*, GWA, Delft, Netherlands.

Guidelines for lobbying, speeches, and conferences, training module and case studies.

Available at:

http://www.genderandwater.org/content/download/235/2112/file/00483_GWA_Advocacy_manual_insides.pdf

Liao, Mary E, 2004. *Gender and Water Demand Management: Diagnostic Study (Regional Water Demand Initiative for the Middle East and North Africa project)*, Cairo: International Development Research Centre (IDRC).

The overall purpose of this Diagnostic Study is to review gender and water demand management issues in the countries of the Middle East and North Africa (MENA) region, and to explore ways in which gender may be mainstreamed within the [WaDIMena](#) project. The review seeks to justify the importance of gender issues and relevance to water demand management in Middle East and North Africa region, to identify the most salient and relevant theoretical methodological research gaps in gender and water demand management. It also seeks to provide an analysis of needs and priorities at the level of research, policy and development support needed to further the agenda of gender and water demand management and to identify means to alleviate the gaps and address the priorities for gender and water demand management in MENA region.

Available at: http://www.idrc.ca/wadimena/ev-66734-201-1-DO_TOPIC.html

Moser, Caroline O. N, 1993. *Gender Planning and Development: Theory, Practice and Training*. New York: Routledge.

Parker, A. Rani, 1993. *Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers*. New York: UNIFEM.

Rose, Lidonde, 2001. *Gender and participation*. A paper presented at the 27th WEDC Conference held in Lusaka, Zambia.

It gives a background to the development of the Methodology for Participatory Assessment.

Available at:

<http://www.lboro.ac.uk/wedc/papers/27/5%20-%20Institutional%20Issues/11%20-%20Lidonde.pdf>

Schalkwyk, J. 2000. *Exercises in Gender Mainstreaming*, Gender in Development, Monograph Series, UNDP Gender in Development Programme.

This set of five group exercises has been prepared for use in the GIDP Capacity Building Support Programme. The overall purpose of these exercises is to give workshop participants (generally gender focal points) some experience and confidence in identifying relevant gender equality issues. The exercises are based on hypothetical "case studies" in different UNDP areas of policy interest (poverty, governance, human rights, post-conflict initiatives, water resources).

Swiss Agency for Development and Cooperation (SDC), 2005. *Gender and Training: Mainstreaming gender equality and the planning, realisation and evaluation of training programmes*, Berne, Federal Department of Foreign Affairs.

The paper provides detailed information and practical incentives for mainstreaming gender equality in the planning, realisation and evaluating of training programmes.

Available at: http://162.23.39.120/dezaweb/ressources/resource_en_24712.pdf;
Swiss Agency for Development and Cooperation (SDC), Federal Department of Foreign Affairs (DFA), 3003 Bern, Tel.: 031 322 44 12; Fax: 031 324 13 48; info@deza.admin.ch

Available in English, German, French and Spanish.

Thomas, H, J. Schalkwyk and Beth Woroniuk, 1996. *A Gender Perspective in the Water Resources Management Sector: Handbook for Mainstreaming*, Stockholm: Swedish International Development Cooperation Agency, Publications on Water Resources, No.6.

This handbook aims to develop awareness, commitment and capacity for integrating gender perspectives into water resources management. It includes an analysis of linkages between gender equality and water resources to guide sector analysis and policy development and help to set concrete measurable goals, and guidance for mainstreaming gender in different parts of the planning cycle (sector analysis, project formulation/appraisals, annual review and evaluations).

UNEP, 2003. *Empowering Women in Water Management and other Development Initiatives. A Training Manual: Focusing on Rainwater Harvesting*. Earth Care Africa Monitoring Institute, Nairobi, Kenya.

WEDC, 2001. *Practical Guide to Mainstreaming Gender in Water Projects: Guidelines for Water Engineers and Managers*, Loughborough University, UK.

User-friendly guide for engineers and managers, together with a training pack and set of case studies to enable design of projects that meet the needs of women and men.

Zaldaña, Claudia, 2000. *In Unity There is Power: Processes of Participation and Empowerment*. Towards Equity Series No. 5. San José: World Conservation Union and Arias Foundation.

Spanish language resources

Heiland, Stephanie, Betty Soto and Malin Ljunggren, 2003. *Género en Saneamiento Básico. Sistema Modular de Capacitación*.

Módulo de capacitación que focaliza el nivel institucional, para que los actores asuman una transversalización real del enfoque de género en los proyectos de agua y saneamiento, para la toma de conciencia, modificar actitudes y orientar decisiones que mejoren las condiciones de vida y de los hogares más pobres de áreas peri urbanas. Los contenidos son formativos y parten de los conceptos básicos que hacen al género, para introducir luego el género en saneamiento básico, el estado actual del género y las herramientas para transversalizar el enfoque de género en proyectos de agua y saneamiento.

Disponible en: www.anesapa.org

Pimentel, Noris, 2000. *Mujer y Medio Ambiente – Técnicas y ejercicios para el Trabajo*, República Dominicana.

Una iniciativa con alto enfoque didáctico que contiene técnicas y ejercicios para trabajar el tema de mujer y medio ambiente, desde la perspectiva de género. Intenta dar respuesta a una necesidad planteada sobre todo por las mujeres que realizan capacitación sobre el tema de mujer y medio ambiente. El planteamiento parte de que la sociedad vive una marcada desigualdad entre hombres y mujeres, que ambos poseen sentidos y visiones diferentes frente a la naturaleza, los que debemos conocer para programar una intervención equilibrada.

Aguilar, Lorena, Ivania Ayales and Guiselle Rodriguez, 1997. *Género y Figura no son hasta la sepultura – Guía para la construcción de relaciones de equidad en iniciativas de desarrollo sostenible*. Unión Mundial para la Naturaleza (UICN), Área Social, Oficina regional para Meso América.

Presenta una iniciativa práctica para hacer un trabajo comunitario a nivel de proyecto con perspectiva de género en Centroamérica. Presenta una serie de diez instrumentos conceptuales para la integración del enfoque de género y el desarrollo sostenible. Incluye además técnicas de trabajo y algunos lineamientos para la construcción de una ética basada en valores y propósitos donde la concepción y la unión que se logre establecer entre género, sostenibilidad y participación, cobren gran relevancia. A pesar de los muchos aportes para la construcción de género, se ha avanzado mucho en el plano conceptual. El documento aporta en el plano metodológico e instrumental, y plantea tres lineamientos fundamentales: i) trabajo enfocado hacia relaciones ínter genéricas, ii) toma como punto de partida la reflexión grupal y iii) el/la facilitadora cobra sentido al leer el contexto y las relaciones entre los seres humanos.

Escalante, Ana Cecilia, María del Rocío Peinador, Lorena Aguilar, Ana Elena Badilla, 1999. *Ojos que no ven ... Corazones que sienten: Indicadores de equidad*, Unión Mundial para la Naturaleza, Fundación Arias Para la Paz y el Progreso Humano.

Esta publicación une las áreas de género y medio ambiente, a través de un proceso que pretende facilitar y apoyar a organizaciones e iniciativas de desarrollo rural de la región, asegurando la incorporación de la perspectiva de equidad de género en su quehacer institucional. Se enmarca en herramientas e instrumentos que permiten incorporar la perspectiva de equidad de género en el ciclo de un proyecto.

Fundación Arias para La Paz y el Progreso Humano, no date. *Manual de Capacitación para personal técnico de la Cooperación Holandesa: Derechos de las mujeres a la tierra, agua y recursos naturales, una visión latinoamericana* (version preliminar).

Aunque el manual es sintético se aprecia la amplitud del tema de los derechos humanos de las mujeres a la tierra, el agua y recursos naturales en los países de las regiones Andina y Centroamericana.

REPEM, no date. *Red de Educación Popular entre Mujeres – Talleres de formación: Género y Presupuestos*.

The Popular Education Network amongst Women of Latin America and the Caribbean, REPEM (Red de Educación Popular entre Mujeres), has dedicated one of its training manuals on macro and micro-economics to gender sensitive budgets. After contextualising the issue within the framework of globalisation and macroeconomic policies, Alma Espino analyses the allocation of public funds from a gender perspective. Jeanine Anderson provides interesting and complementary analysis to traditional gender budget approaches by looking at women's social and political assets. Carmen Zabalaga provides insights on gender budget work at the municipal level in Bolivia and Irene Sarasúa takes us through a series of case studies worldwide, drawing on the existing gender budget literature.

Disponible en: http://www.idrc.ca/es/ev-66822-201-1-DO_TOPIC.html

French Language Resources

Centre Régionale pour l'Eau Potable et Assainissement (CREPA), pas de date, *Rapport de l'atelier de définition de cadre méthodologique de recherche en approche genre dans le secteur de l'Approvisionnement en Eau Potable, Hygiène et Assainissement* (AEPHA)

Cet atelier constitue une étape importante dans le processus d'appropriation des outils de recherche en approche Genre dans le secteur de l'eau, l'hygiène et de l'assainissement pour les personnes ressources du CREPA.

CREPA, pas de date, *la politique du genre dans l'hydraulique villageoise, l'assainissement et la protection des ressources en eau : un guide méthodologique et technique*.

C'est un rapport final sur le séminaire de sensibilisation des cadres féminins à la problématique de l'eau potable et de l'assainissement. Ce rapport met en exergue la participation communautaire dans tout programme dans le secteur eau.

Disponible au: Centre Régionale pour l'Eau Potable et Assainissement (CREPA), Ouagadougou, Burkina Faso.

Centre Régionale pour l'Eau Potable et Assainissement (CREPA), pas de date. *Rapport de l'atelier de définition de cadre méthodologique de recherche en approche genre dans le secteur de l'Approvisionnement en eau potable, hygiène et assainissement (AEPHA)*

Cet atelier constitue une étape importante dans le processus d'appropriation des outils de recherche en approche Genre dans le secteur de l'eau, l'hygiène et de l'assainissement pour les personnes ressources du CREPA.

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CREPA, Ouagadougou, pas de date, *La politique du genre dans l'hydraulique villageoise, l'assainissement et la protection des ressources en eau : un guide méthodologique et technique.*

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CREPA, Ouagadougou, *Rapport final: séminaire de sensibilisation des cadres féminins à la problématique de l'eau potable et de l'assainissement.*

Il met en exergue la participation communautaire dans tout programme dans le secteur eau.

Disponible au: CREPA, Ouagadougou, Burkina Faso.

Key Web Sites

Capacity Building for Integrated Water Resources Management (Cap-Net):

Cap-Net is an international network for capacity building in IWRM. It is made up of a partnership of autonomous international, regional and national institutions and networks committed to capacity building in the water sector.

<http://www.cap-net.org>

The Gender and Water Alliance (GWA):

The Capacity building program of the Gender and Water Alliance was organised to develop and implement new tailored and improved methodologies, tools and materials for training and capacity building.

<http://www.genderandwater.org>

Global Environment Monitoring System (GEMS):

Global Environment Monitoring System provides a modular approach to training in monitoring and water quality management. A training guide describes a series of courses that are offered through the GEMS Water Programme and our partners. The training programme is oriented toward assisting developing countries in setting up basic capabilities for water resources management or in modernising existing programmes.

http://www.gemswater.org/capacity_building/index-e.html

World Bank Capacity Building Activities (WB):

Capacity building is central to the World Bank's support in the water supply and sanitation (WSS) sector. The World Bank's support to countries follows a learning-by-doing approach

that combines capacity building, reforms, and investments. World Bank capacity building activities are targeted mainly at clients of the World Bank, i.e., policy makers and government officials. However, partners of the World Bank - such as development experts, media representatives, and representatives of bilateral and multilateral organisations, staff of nongovernmental organisations, and others - can also participate in many of the Bank's learning programs

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTWSS/0,,contentMDK:20262460~menuPK:533815~pagePK:148956~piPK:216618~theSitePK:337302,00.html>

Case Studies

The complete case studies are found in the annex of this resource guide

- Brazil: Conscious Fostering of Women's Leadership
- Pakistan: Initiative of One, Relief for All – Women's Leadership in the Banda Golra Water Supply Scheme
- South Africa: Women in Sanitation and Brick Making Project, Mabule Village