

## **ESTABLISH GOOD PRACTICES IN INTEGRATING GENDER AND RAIN WATER HARVESTING ACTIVITIES**

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Is it solely women's role and duty to fetch water? Do rain water harvesting projects promote gender sensitivity to the issues of women in development? Or do they simply reinforce stereotype roles of women as domestic water carriers in the mind of the planners, the implementers and even the women themselves ( Saalas,1995)

Implementing water projects in this manner is counter productive to women empowerment. By stereo typing women as water providers will only reinforce the oppressive role prescription of society instead of examining how roles affect persons.

### **Awareness**

Success of the rain water project depend on the extend to which the project team are able to mobilize the women and fit in with the people's culture and gender division of labor. The mobilization process ensures and increase in community awareness, as studies in Kenya has reveled ( Getechah, 1981), which contribute to achieving the success and sustainability of rain water harvesting systems

### **Education & training**

Girls and women are frequently denied education and training opportunity because they are female. Inadequacy in women's education status limits the economic development in developing counties. Women who have denied schooling can not expand their roles, either as income generators and/or as contributors to community development , without access to new knowledge and skills. Rainfed farming project in Hebei low land plan in China where 70% of the agriculture work is under taken by women, records that women's education level positively correlated to income level.(Jinmin etal, 1995). Survey further records that women are more receptive to accepts re-education of agriculture and technology than men. Therefore, rural women's education level should be improved and the quality of science and technology should be improved.

Program need to be developed with thorough understanding of women's needs and problems and their views about them. What women need to learn should be defined by them, from their own perspective, rather than by technical experts. This in turn required that they are informed what there is to learn.

### **Technology**

Women should not only restrict to be the applicator of the technology. Women should participate in the technology development, technology evaluation and application. Quite often people- particularly women are not consulted on matter of design, construction, use

and maintenance of water facilities. Problem may be encountered when the technology utilizes is not compatible with local condition and the situation of women or the community as a whole.

A rain water project is good opportunity for a women specific components. It should start with the existing situation that it is the women job to fetch water. But it should not stop there, but rather open doors new areas.

### **Operation & Management**

Successful rainwater harvesting and good storage have special significant for women. They have better access and control on the water supply. Management of the amount of water over period of time and apportioning it for specific purposes is also done by women. Learning how to operate and manage rain water harvesting requires careful management skills.

### **Conclusion**

Inclusion of women, and their need in rain water harvesting systems, which should be entail their involvement in the actual planning, construction and maintenance of the system could be catalyst for muti-sectoral development and for integration of women in wider development sector. The integration could relieve the women from traditional task without undermining their social status.

### Reference

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