

REPORT



Capacity Building Workshop for Selected Professionals: Gender and IWRM

Organized by:
Gender and Water Programme Bangladesh (GWAPB)

May 18-22, 2014
BRAC CDM, Savar, Dhaka

Contents

1. Introduction and Objective of Workshop	2
1.1 Call for Application and Selection of Participants.....	2
1.2 Key Areas Covered During the workshop	3
2.1. Opening of the Workshop.....	3
2.2 WHY Mainstream Gender in Water Management	4
2.2.1: Gender Concept, Key Gender Terms	4
2.1.3. Power Walk	7
2.1.4. Gender issues in Water for Domestic purposes, Sanitation, Hygiene and Solid Waste Management.....	9
2.1.5. Gender Action Plan (Detailed iGAPs of all participants are in Annex4)	12
2.1.6. Gender issues in Water for Agriculture and Food Security	14
2.1.7. Gender issues in Water, Environment, and Climate Change	16
2.1.8. Gender and IWRM	18
2.1.9. Field Visit.....	20
2.1.10. Reflection from the Field Visit to Kalyanpur Slum	21
How to mainstream gender in water management work	24
2.1.11. Gender methodology	24
2.1.12. Gender Tools	26
2.1.13. Role play.....	28
2.1.14. Follow up of iGAPs	31
2.1.15. Evaluation	31
Annex 1: Call for Application.....	33
Annex 2: Programme of the event.....	34
Annex 3: Final Evaluation Form	37

Report on the Capacity Building Workshop for Selected Professionals: Gender and IWRM

19 – 22 May 2014, BRAC Centre for Development Management (BCDM), Savar

1. Introduction and Objective of Workshop

This workshop was organized by the Gender and Water Programme Bangladesh (GWAPB) – a 3 year program funded by the Embassy of the Netherlands in Bangladesh (EKN), to facilitate and build the capacity of staff of various EKN supported projects, civil society and government organizations in the water (related) sectors, to mainstream gender in their policies and practices. Through this, GWAPB ultimately aims to achieve measurable positive impact on the lives of poor men and women in their access to clean water, food security, safe sanitation, and resilient livelihoods. The objectives of the workshop were:-

- To help participants understand WHY mainstreaming gender and diversity issues in water management will lead to more efficacy and efficiency in their work
- To help participants learn HOW to mainstream gender and diversity in their work
- To develop an Individual Gender Action Plan¹ (iGAP) for each of the participants in the context of their job position, work responsibilities; and the society they live in.
- To compile a report from the proceedings of this workshop, which could serve as a handbook for organizing a similar workshop (with different participants)

Altogether 27 senior and mid - level staff (14 women, 13 men) from different EKN supported programmes in the water (related) sector, and some GWA members, attended the workshop. Please See **Annex 1** to view the **Call for Application** for the workshop.

1.1 Call for Application and Selection of Participants

Six EKN supported projects (EKNsPs) were each invited to nominate about 4 staff with resumes, from whom we selected 2 or more professionals to participate in the workshop. The following selection criteria was used to shortlist the final workshop participants:

- Senior and upper middle level water professionals;
- Professionals, with extensive knowledge and field experience ;
- Professionals who are willing to learn and apply new knowledge, and explore new avenues in their work;
- Professionals, who possess good communication skills, in Bangla as well as in English, especially since the latter is the language in which the workshop will be conducted.

The selected participants were asked to write a short concept note (maximum one page) on:

¹Depending on the work of the participant this GAP can be very short, a few bullet points, or as long as a few pages.

- The contents of their work
- The gender and social aspects of their work
- Their ideas about the impact of their work on women and men
- What gender mainstreaming they have done so far.

1.2 Key Areas Covered During the workshop

1. WHY Mainstream Gender in Water Management
 - Gender Concept, Key Gender Terms and Gender Ideology
 - Empowerment of women, children and men: 4 elements for analysis and as an objective
2. Background of Gender and Water
 - Gender and Water for Domestic purposes, Sanitation, Hygiene and Solid Waste Management
 - Gender and Water for Agriculture and Food Security
 - Gender and Water, the Environment and Climate Change
 - Gender and IWRM
3. HOW to mainstream gender in water management work
 - Gender methodology
 - Gender tools
4. Individual Gender Action Plan

2. Workshop Proceedings: DAY 1

2.1. Opening of the Workshop

The Workshop began with a brief word of welcome from the GWA Executive Director, JokeMuylwijk, and an introduction to the Gender and Water Alliance (GWA). After this she discussed the programme, the rules and logistics of the workshop, and requested volunteers from among the participants for time keeping and summarizing the proceedings of the workshop per day. She emphasized

that the content of the workshop had been designed keeping in consideration the academic and professional experiences of the participants with respect to water, gender & development, as well as their specific work responsibilities. See **Annex 2** to view the **Schedule of the Workshop**.



Photo 1: Role play

She then introduced GWAPB, briefly explaining the inception of the programme, its rationale, the agencies involved, and the development of the programme so far. She highlighted the importance of monitoring the programmes' progress from the start through baseline studies, and developing gender indicators, as benchmark data for this purpose. In different projects, the existing practice is to recruit a gender expert who is solely responsible for gender mainstreaming. In reality, for gender integrated implementation and monitoring of project activities, it is crucial that most of the project and organizational staff are be involved, and should be able, to contribute to mainstreaming gender in her/his own area of work. In this context she introduced the iGAP as a crucial part of this workshop where each participant would develop, and refine over the coming days, a practical, feasible, individual plan to implement some activity in his/her project or personal life over a year, which would contribute to improving gender relations and gender equality. Each participant is personally responsible to develop, and implement this plan, so it is important to choose something they can individually influence and control.

After Joke's opening address, an interactive method of introduction of the participants was facilitated by Dr. Rokeya Khatun, Senior Capacity Building Expert GWAPB. For this, visualization in participatory planning (VIPP) cards were distributed among participants, each containing a portion of a complete statement. Participants were requested to:

- Find out who has the matching card
- Form a peer group with that person who has the matching card
- Talk for 5 minutes in group about the following: name, organization, discipline (study),work, an achievement related to gender, hobby etc. then
- One of the peers introduces the other in the plenary group.

The session was a successful 'ice-breaker' - generating energy and laughter, and an easy environment for the participants to talk and get to know each other better

2.2 WHY Mainstream Gender in Water Management

2.2.1: Gender Concept, Key Gender Terms

Joke facilitated the session and started by asking the participants to share their understanding about gender by stating one element of the gender concept, preferably in a phrase.

Participants' responses were as follows:

- Working together with men and women
- How to address the discrimination between men & women
- Equal rights of men and women in society, family
- Ensuring human rights for men & women
- Respect the diversity of all categories of people
- Participation and sharing, Developing together
- Equality of men and women
- Social identity of men & women is different in different societies, different nations, different areas and it is not fixed(always changeable)

- Physical, mental & biological characteristics of men & women
- Gender is a feeling of equal empowerment, which equalize men and women
- Social cultural discrimination among men and women
- Absence of discrimination among men and women, e.g. equal wages etc.
- Social relation between men and women - cultural construction, perceptions and socially constructed differences
- Equality, equity, fairness, justice. It can be strategic and transformational, as men and women don't have equal opportunity, so we need to focus more on women and give more attention to women, which is equity
- Equity is a process to achieve equality
- Equal rights in all spheres of life, e.g. access to resources, right to get equal access in political power, water sector, property etc.
- Roles, responsibility decided by society; sex is a biological issue
- There is no specific definition. To do all work together with same priority

Adding to participants' contributions, Joke mentioned that gender is an objective and also a tool for analysis of the situation. Gender differs from sex. Gender is rooted in power relations, which are not always equal, but are rather asymmetric. It stems not only from the physical aspect of being a woman or a man, but also from the socio-cultural, economic, and political aspects. Women and men have different interest, knowledge and responsibility depending on time, place and culture. Gender is dynamic - hence, changeable. Gender can change and does change, like culture – if people themselves want it to change, if there is an urgent need felt by all. All development activities have a gender dimension and there is no gender neutral development.

“Gender +” is a broader conceptualization of gender, where gender interacts with age, ethnicity, class, race, religion etc. creating differences in groups of women and men. The key word is “Change” with respect to gender, and the changing relations among men and women. Different categories of men and women have different needs and interest. They have different socio economic position, age, and vulnerability. This also varies from culture to culture and religion to religion.

Gender ideology (mindset and attitude)

In human beings, from birth onwards, some gender ideologies are set, e.g. when a child is born is it a boy or a girl? But in many societies, people are not welcoming girl children and the atmosphere is not in favor of the girl child, which is not so easy to change. It is said to be natural that men are superior and women are inferior and men always play a dominant role. But in nature, when a cow gives birth to a calf if it is a girl, then all would be happy as it produces lots of milk and will bear calves again, whereas, in case of human beings, a girl child is not always welcomed. There is nothing natural about unequal gender relations, rather it is cultural. In Sanitation and hygiene, lots of taboos exist and changing gender ideology is difficult but not impossible.

Gender relations are power relations which can change and do change, like culture, if people themselves want it to change. If there is an urgent need felt by all - for example, overpopulation or even population explosion, epidemics like HIV/AIDS, demographic changes due to war, tsunami and

disasters caused by a changing climate – then power relations, and hence, gender relations can change.

Discussion:

The economic condition in households might be a cause of gender discrimination - for e.g. Because of stipend programme for girls in Bangladesh, poor villagers are motivated to send their girls to schools and boys support their parents in their economic activities. However, because of Govt. initiatives (e.g., pro-poor stipend programme) both boys and girls are receiving financial incentives for education and consequently school enrollment for both boys and girls has increased. However, dropout rate of girls at the secondary level is still very high.

2.1.2. Gender and Power

Empowerment: An objective and a concept for gender analysis with four interrelated elements:

1. Economic Empowerment
2. Social Empowerment
3. Political empowerment
4. Physical empowerment

Empowerment is not only of women, but also of men and of children and of minorities.

Economic empowerment:

Right to choose one's education, same income for same work, right to work that one enjoys, right to decide about spending benefits and income, right to water, access to relevant resources. Sometimes women have access to income but have no control over it, for e.g. handing over salaries to husband, son, brother or mother in law. It is also commonly known that women's savings often go towards the improvement of their family's situation, whereas this is not the case for men.

Discussion:

Some positive examples: In *char* areas women take decision on expenses as their husbands' migrate and send money for the livelihood of their families. Also some men feel comfortable handing over their salary to their wives for managing family expenditure. By this the wives are rather more empowered. Due to increased mobility, aspiration and access to income opportunities, situations are now changing. As for example, women garments workers are now financially self-reliant, they have the ability to send money to families living in rural areas. However in microfinance though women are receiving the loans, they do not always possess control over the income, but still take full burden of debt repayment. Only economic empowerment does not mean everything. Economic empowerment is important but not enough. We need to think holistically about empowerment.

Social Empowerment:

Social empowerment means a positive self-image, social status, how does the society see you? Right to education, is your voice heard? And does your opinion matter?

Political empowerment

The right to organize one self, the right to take part in democratic processes: to be allowed to vote and to be voted, to take active part in Water User Associations (WUA) and other groups, to be a member of the Union Parishad and effectively participate in decision-making to influence development efforts. Quota system to reserve seats for women, extreme poor in committees, might be a good example of political empowerment, even though it does not always work (as often, women are not confident to raise their voice in public forums).

Physical empowerment:

The right to decide about one's sexuality, to decide about the number of children and spacing between them, right to proper healthcare, right to clean water, sanitation facilities and dignity, access to proper menstrual management, the ability to resist violence, the right to safety and security, and the power to get one's rights, e.g. right to wear the clothes you like, having rest - particularly during pregnancy and menstruation period, physical mobility, recreation, family planning methods/use of contraceptive, choice of food, recreation etc.

All the four elements of empowerment are interrelated and together they indicate the degree of empowerment of an individual or group. So, for example, just being educated (socio-economic empowerment) on its own does not mean a woman is empowered, if her husband does not allow her to work after marriage. Groups and individuals (not only women) who are on the lower side of the hierarchy, empower themselves if they are convinced, and if they are able. Empowerment means to be proud of one's own identity.

Outsiders (like project staff) cannot empower others, but can be catalysts and create enabling opportunities for women and men from different cultures to empower themselves following their own needs, values and strategy. They can do this by raising their awareness on their rights, and building their capacity for change: through appropriate education, skills training, advocacy for improved laws, policies and regulations on access to resources, etc.

2.1.3. Power Walk

This was an interactive session facilitated by Runia Mowla and Nazmun Naher, with the objective of sensitizing participants about the power relations among women, men, and children in a society – each with a different social, economic, and political position – and how policy and project decisions and resources can improve or worsen their power. The session proceeded as follows:

Participants stood on one line shoulder to shoulder. Each individual participant received one character/identity card. It was explained that the session facilitators would read out a statement sketching a scenario, or a development intervention. The individual participant would then be required to move one step backwards, one step forwards, or not move, depending on whether the situation affects his/her life adversely, positively, or not at all, respectively.



Photo 2: Power Walk

Participants received the following character cards:

1. Chairman of Water Development Board (man)
2. Executive Director of a women organization (woman)
3. Executive Member of a WUG (woman)
4. Executive member of Water and Sanitation Committee (man)
5. Girl looking after her sick parents, and her younger siblings
6. Girl aged 8, unable to walk, from a rural family
7. Boy aged 13 with a hearing impairment, from a poor urban family
8. Boy aged 16 from a middle class family
9. Poor 12 year old girl, from an ethnic minority
10. Unemployed 30 yr old man
11. Farmer from an ethnic minority (woman)
12. Village health worker in a clinic without minimum sanitation standards (man)
13. Widowed single mother with 3 children,
14. Worker at a rice farm in Khulna (man)
15. Local Journalist aged 26 (woman)
16. Member of a LCS involved in a road construction work (woman)
17. A fish farmer who works in a gher (man)
18. A small scale crop farmer (woman)
19. A small scale crop farmer (man)
20. A boy student who studies in a vocational training center
21. Poor woman who has one cow and 3 small children
22. Female member of a disaster management committee
23. A pregnant woman

Some sample statements/situations were as follows:

1. I have access to clean water, close to my house
2. I eat at least two full meals a day in all seasons
3. I completed secondary school
4. In our school there is no toilet for girls
5. The international market for our fish has collapsed because it got known that we use too much antibiotics
6. I earn more than the minimum wage
7. I can question expenditure of Association/Committee funds
8. I make decisions about major purchases in my household
9. If I was accused of a crime I would be asked for my side of the story and believed
10. I have a say in who I will (did) marry and when
11. I can attend any livelihood training and other education program
12. I earn a fair wage in my work
13. The price of fertilizer is increasing
14. The chairman of the disaster management committee takes all decisions, as a female member I just sign the attendance sheet
15. We need to cross the embankment to collect water from the other side which is not safe for my health

At the end the Facilitators summed up the exercise mentioning the following learning points:

- An individual's access to rights and resources is shaped by their power relative to others in the society.
- A person's relative power is affected by their gender+ situation (female, male, age, religion, ethnicity, class, disability, etc.).
- Development interventions can increase or decrease power imbalances and inequalities.
- Given similar opportunities, different women, men, boys and girls, are affected differently.

Note: In some circumstances, geographic location (urban, rural) can also influence how a policy decision impacts some groups of people. For e.g. a decision to have more green spaces in the city by reclaiming waste land can impact slum dwellers negatively as they will be evicted.

Gender issues in different Water (related) Sectors

2.1.4. Gender issues in Water for Domestic purposes, Sanitation, Hygiene and Solid Waste Management

Presented by Safina Naznin, GWAPB programme Specialist- Gender and WASH

Gender issues related to water supply and sanitation (WATSAN) are very important to consider as women and men, boys and girls have different responsibilities, needs, and constraints in this area.

Women's responsibilities and needs in WATSAN: All over the world women are primarily responsible for household water and food security which is greatly improved by access to clean water drinking, and suitable water for domestic use and small-scale production. In many developing countries poor women and girls bear the brunt of fetching water from long distances, and benefit the most when distances to safe water points are reduced. Women are also mainly responsible for hygiene at home and the health of family members, especially of children, sick & elderly, reducing their time for income-earning work. Besides these responsibilities, women also have special individual needs related to their biological characteristics - they menstruate, get pregnant and give birth, and are worst affected by lack of access to safe water and sanitation.

There is increasing empirical evidence that especially in sanitation women, men, children, the elderly and disabled have different needs and interests. Availability and access, technology and design, cleaning responsibility, payment modality, efficiency of use, special needs of women and men during disasters (floods, droughts) are all factors that need to be considered for WATSAN interventions.

Gender specific knowledge and decision-making in WATSAN: There are different taboos on discussing the issue of sanitation, and menstrual health management (MHM) which need to be broken. At household-level men often decide individually about expenditure on toilets, while their wives, daughters, mothers are most affected by their decisions. Due to women's responsibilities in water provisioning they know a lot about local water management practices: it is efficient to utilize that knowledge when planning interventions. Increasing women's participation and decision making

power in local WATSAN committees is also very important for the sustainability of WATSAN interventions, and can help to improve their status in the community, and control over resources.

Gender and Solid Waste Management: Solid waste poses a threat to the hygiene of the town, to the health of the family, and for the large water bodies of this planet. Solid waste management, such as recycling, composting – where waste is turned from a threat into an opportunity - offers good economic opportunities for poor women and men. Poor women are often involved in the sorting of waste in cities, and often benefit from economic activities arising from SWM, such as sale of compost, recycling-waste shops etc.

Relations between the stakeholders in WATSAN

There are different power relations between the stakeholders: Who does the work, and who makes the decisions? Is there a strong link between the decision-makers and the users? Can good decisions be made for efficient, effective, equitable and sustainable interventions without the active communication between the users and the decision-makers?

Why focus on Gender in WATSAN?

Research and practical experience demonstrate that **effective, efficient and equitable management of water resources is only achieved when women and men are equally involved in consultation process as well as in the management and implementation of water- related services** (GWA Strategic Plan 2006-2010)

Efficiency

When women and men share decisions in water management, the results are: a better use of time, money and resources, including human resources; a greater genuine involvement and commitment of water users, and increased creativity for conserving scarce supplies.

For efficient utilization of limited resources, use of all available knowledge, capacity, human resources, engagement of women and men to do specific tasks, enhancement of skills of those who are in a position to apply it, are important.

Effectiveness

Women are the main water users throughout the world, being responsible for providing adequate water and sanitation for their families. In many cultures, women and men contribute to water management, but they do so in different ways. Both groups have valuable and complementary knowledge and expertise, and thus both should be involved in planning and execution of water programmes. The specific responsibilities women have in water for different purposes give them expertise which is vital in the search for the most cost-effective decisions and management. For more impact it is important to focus at the right stakeholders, train the right stakeholders, and involve those who have an interest in the project and activities and raise awareness of all.

Equity:

Efforts to attain sustainable development will only succeed if the needs of all water users are addressed. These include female-headed households, women farmers and those running small

businesses. Women and children spend countless hours in carrying water over long distances, and looking for places for sanitation. Convenient access to water and sanitation would improve women's health and would enable women and girls to take advantage of educational and training opportunities that can help them combat poverty. For more equal opportunities and rights: Water has been declared a global human right. In this regards, involve men and women of different ethnic groups, people of different socio-economic positions, age, etc. - give each category the same rights, the same say in decision-making, value the contributions of men and women according to the same standards. Development efforts need to decrease the gap between poor and rich, between men and women, etc.

Sustainability:

1. For technical improvements to be more durable lasting and strong: Make sure those who work with it feel that they own it and train those who use it also to maintain it
2. For attitudinal change to stay: Make sure that training has been adequate and appropriate. People need to be convinced that it is in their own benefit
3. For water management to be economically sustainable: Those who have to pay for water and for maintenance should be able to count on the services

Discussion:

Both women and men need to be involved in the design, planning and implementation of any WATSAN activities. Some participants from the workshop provided examples from their projects where participation of poor women and men resulted in more appropriate WATSAN interventions:

- Due to increasing geo-physical vulnerability in villages in SW coastal Bangladesh, Shushilan has constructed tube well on the first floor of the cyclone shelter, to ensure continued supply of fresh water for the most vulnerable women, men, children, during disasters
- One participant mentioned how their organisation has involved men in keeping public toilets clean (for user-fee), and has initiated formation of a Tube-well Maintenance group where women are trained in maintenance, and supplied with tool-kits.
- There was a comment to be aware that such interventions may inadvertently overburden women with additional responsibilities in WASH.
- Max WASH has integrated awareness building on safe sanitation and SWM in their School WASH interventions through 'Child to Adult Learning' – where children disseminate learning from school on hygiene, sanitation, to adults at home.
- A participant shared their organizations experience where educating women and adolescent girls on Menstrual Health Management (MHM), together in one group, was not successful due to their different attitudes to the issue, and their readiness to speak about it.
- BRAC WASH informed participants on some ways in which their project builds local capacity for governance on WATSAN activities: their 11 member WASH committee (of which 6 are women), where they encourage participation of the most poor and vulnerable women; and the Student Brigade in School WASH where a group of boy and girl students manage toilet cleanliness and maintenance.

- Although cost-sharing is an important means of increasing people's ownership of local WATSAN facilities, the payment (in cash or kind) should be decided by the person's ability to pay, or else it will further marginalize the poorest and most vulnerable.
- Responding to a question from a participant on whether GWAPB could identify some gender gaps in their WATSAN project reports, Joke mentioned that most projects use a Women in Development (WID) approach in their projects, which needs to become more transformative – with the aim of enabling empowerment of women, poorest people.
- The presentation ended with a good example of empowerment where a village woman in a Char area was elected as a member of the local Union Parishad and initiated lots of development activities (road construction etc.) in consultation with other village people, which benefited poor women and men a lot.

2.1.5. Gender Action Plan (Detailed iGAPs of all participants are in Annex4)

Joke explained that individual Gender Action Plan is a tool that gives **visibility and accountability for an individual's initiative towards gender mainstreaming**. This plan includes what an individual staff of an organization wants to achieve in the areas of improving gender relations and gender equality. Joke further pointed out that if there is a Gender Action Plan (GAP) for the whole project, staff thinks that it is the responsibility of the Gender Specialist to implement that, others don't care toward its implementation or monitoring. But if individuals have their own specific Gender Action Plans, they will be motivated in a very positive way to carry the plan forward. Therefore, more specifically the objectives of an Individual Gender Action Plan (iGAP) are:

- To ensure commitment by each individual person to work for improving gender relations and equality in their personal and/or work environment.
- To do self-monitoring of specific tasks for improving gender relations and equality.

Participants were given a brief matrix to help them on their way to develop an iGAP covering the following points:-

Objective: what do you want to achieve in the area of gender relations and gender equality in and with your work?

Causes of the Problem: why is it difficult to achieve?

Possible Solutions to Overcome the Difficulties

Specific Activities: concrete activities that can help to solve the problem

Expected Result: this will come from your personal monitoring and evaluation

Time Frame: one year

On the first, second, and third day of the workshop, about 6 - 8 participants presented their iGAPs to the rest of the group, after which there was a plenary discussion in which they got comments and suggestions to improve, refine their plans further.

On day 1 the following participants presented the first draft of their iGAPs:

Mustakim (DWASA and UDDP), KaziGias Uddin (CDSP IV),FerdousiHussain (SHISHUK), Nazmun Naher (SAFAL), Irin Sultana (CDSP),

In general, most of the participants developed an iGAP related to their responsibilities within the project and/or organization they were working for. Since this tool was new to all participants, the initial plans were by and large very extensive in their scope, and very ambitious in what they wanted to achieve, the suggestions from the facilitators and participants helped in adapting them to make them much more concrete, and doable by the participant. **Through this exercise it was intended that participants learn how to personally contribute to the process of gender mainstreaming.** That they understand that they themselves know a lot about gender issues in their work, and are best equipped to make small steps towards creating more gender-sensitivity and gender equality in their area of work.

Many participants developed Gender Action Plans by taking activity components from their respective projects, and seeing where they could personally contribute to improving gender relations, and gender equality within these. Examples included:

- Monitoring work of tube well user- groups, land less contracting societies,
- Including gender indicators in result monitoring of project activities,
- Recruitment of women enumerators,
- Encouraging women's effective participation in sustainable rice cultivation, city beautification
- Empowering adolescent girls through improving their access to sports
- Sharing project GAP with members of WMA
- Studying the influence of gender trainings on knowledge, attitude, and practices of women farmers
- Developing assessment tools to assess women involvement in water management groups,
- Effective participation of women in various WASH committees of the project
- Women leadership development, etc.

The above ideas were further developed into concrete plans with the following suggestions from the facilitator:

- Make the Individual Gender Action Plan your own instrument/commitments towards improving gender relations;
- While iGAP could be complementary to the Project Gender Action Plans, they particularly reflect commitment of the staff individually;
- Individual Gender Action Plans go beyond project activities to ensure equality and empowerment – in office environment, in families and in society.

On the last day of the workshop all participants presented their finalized iGAP to the rest of the group in a poster presentation, and pledged their commitment to see them through to fulfillment with some coaching and facilitation from the GWAPB team. See **Annex 4** for the final brief **iGAPS of all the participants of the workshop**. Joke explained that after this workshop, there will be possibilities for the participants to be coached by GWAPB team members, over the timespan of about a year, after which we will again invite the same group to come together in a workshop to share their experiences with implementing their iGAPs.

Discussion:

Participants mentioned that though there are some initiatives taken to mainstream gender in their projects, there are also some barriers or obstacles like lack of cordial attitude of the decision maker, lack of specific gender action plan, lack of specialization on gender issues, lack of funding, inadequate timeframe, frequent changing of staff, absence of positive mindset and attitude, lack of awareness, different culture etc. There is also a critical gap in the coordination and communication among the gender experts and the water professionals, and a reticence of programme management in using a transformative approach to gender mainstreaming (with the aim of facilitating the empowerment of targeted groups of women and men).

There was a suggestion from Mr. Carel de Groot, EKN First Secretary Water Resource Management, (who attended a part of the workshop on day 2, together with Mr. Mike Slotema, Policy Advisor EKN), to always keep in mind the ‘why’ of one’s objectives in the iGAP. Joke agreed with this, and explained the importance of iGAP in enabling the change in individual mind set and accompanying change in results. The individual GAPs can add to (but not replace) the GAPs of the whole project.

2.1.6. Gender issues in Water for Agriculture and Food Security

Presented by Runia Mowla, GWAPB programme Specialist -Gender, Water, and Food Security

Water and food are undeniably connected: Water is essential factor for crop production, food processing including irrigation, livestock rearing and fish farming. Water is also needed for energy creation, to clean and transport water for crop irrigation. As water is a common asset or a natural resource, it is recognized that everyone has a right to water. In reality, however, use, transfer and distribution of water for food production and processing has important gender and power dimensions which influence women and men’s differential access to the market, and government policy and services.

Women and Water Rights for food related activities

Women manage water for food production, processing, as farmers, business women, and caretakers of their households. However, the continued underestimation of their agricultural work for family, society, and their under-representation in land rights legislation seriously limits their access to and control over water. This creates a vicious cycle in which women’s role in food production becomes increasingly marginalized – posing a severe threat to the food security of the present and future generations.

Making women’s contribution to food security visible:

There are increasing statistics on the important role women play in crop, fisheries, dairy, and livestock rearing. Women, on average, comprise 43% of the agricultural labour force in developing countries and account for an estimated two-thirds of the world’s 600 million poor livestock keepers (Source: FAOSTAT, 2011). They safeguard nutrition, food safety and quality at household and community levels, and are involved as buyers, producers, processors, sellers, and handlers of food items. Poor women often supply agricultural labour on own and other’s farms, specializing in labour intensive work including hand weeding, transplanting, forage collection, and make a major

contribution to processing of grains, fish, meat. Yet all this work still goes unnoticed when men are targeted in agricultural projects by various GO and development agencies.

Gender gaps in Agriculture:

Gender gaps are visible in terms of division of work and responsibilities, participation in decision-making, right to land and right to water (size of Plots), full and equal participation in Water Users Groups etc. Irrigated and other large farms mostly run by men for cash crops. Small mixed farms often run by women for self-subsistence, and not taken seriously by extension service etc. also gaps are seen in access to extension services, access to credit, access to market and commercial linkages, access and suitability of agricultural tools and technologies.

Government policies: are they water and gender responsive?

Gender dimensions are mentioned in the National Agriculture Policy 2013, National Food policy 2006, National Fisheries Policy 1998, New Agricultural Extension Policy 1996. It is important to develop more policies and infrastructures that can guarantee water rights to women. Policies, programs and strategies concerning water rights should have specific focus on gender equality and women's empowerment.

Information needed for Gender Analysis to Influence Program/Policy design

- Data on the actual involvement of women and men in crop production (rain fed and irrigated)
- Constraints and opportunities for the participation of both women and men in agriculture
- Consideration of the division of work, involvement in the irrigation planning activities

Monitoring and Evaluation Indicators for Gender in Agricultural Water Management

- Number and frequency of wo/men consulted during design and implementation
- Wo/men participation rate in construction activities, repayment rate, number of WUAs/WUGs
- % wo/men actively participating in planning sessions for water allocation programs for drinking water and agricultural irrigation
- % wo/men receiving training in the appropriate use of irrigation for high-value crop production
- Access of landless wo/men to water from irrigation schemes

Discussion:

- Government initiatives; at least 30% women involvement in agriculture through various policies, and Blue Gold project has provision that almost 50% women will be selected as trainee and in extension services. 10% quota has been kept for women in other non-cadre jobs.
- In National water policy 1999, rights of water for women & children, participatory water management, there is a 30 % quota stipulation for women in WMA membership. Blue Gold

and Small Scale Water Resources Sector Development Project (SSWRSDP), Char Development and Settlement Project (CDSP) follow this quota in the Water management and water user groups that are set up in the context of their activities.

- Participatory Water Management Rules 2014 also clear make mention about the equal and effective participation of women and men.
- A sufficient budget and policy for gender mainstreaming is very important. However, in implementation sometimes women are more burdened by water-project activities in addition to their household work. Participants shared that in Bangladesh, the government declares budget in different sectors and has specific allocations for women. Besides this it prepares gender budgeting report each year.

Workshop Proceedings - Day 2

The second day of the workshop started with a recap of Day 1 by Mahfuz Alam and Md. Zillur Rahman. They conducted a very interactive session for this purpose by distributing 24 cards – each with a question on the content of day 1 of the workshop – among the participants, and asking them to answer it from their recollection. In this way, not only were all the participants involved in the recap, but it also revealed individual participants’ understanding or confusion about some of the content discussed yesterday. So, for example some confusion regarding the different types of empowerment, and difference between equity and equality was clarified this way (by participants and facilitators together).

The recap was followed by a presentation by Rokeya Khatun

2.1.7. Gender issues in Water, Environment, and Climate Change

The session was facilitated by Rokeya Khatun, Senior Capacity Building Expert of GWAPB.

The session started with asking participants to share some examples of (local) environmental degradation and aspects of climate change caused by human activity and consumption. Responses from participants were as follows: deforestation by cutting trees, use of too much pesticide, carbon emissions from brick fields, excessive extraction of ground water, surface water pollution, urban flooding due to unplanned urbanization, inefficient transport/traffic management, etc. Participants agreed that the above processes are major contributors to extreme temperature, droughts, heavier snow fall, shorter/longer rainfalls, increased water evaporation causing cyclones, sea level rise, unforeseen flooding, salinity intrusion, river erosion, landslides – which again results in food insecurity, loss of human and natural resources, and increasing vulnerability of the poorest people.

The session pointed out that environmental degradation and climate change situations affect lives of women, men, children, boys and girls differently. Following are some examples that were discussed:

- Women’s workload increases a lot just before, during, and after the disasters;
- Most emergency response and early recovery activities are often completed by men, leading to poor service delivery for women, and inaccurate data on their needs and constraints
- Access to and control over water resources is worsened during and after disasters: women bear the brunt of this;

- Due to loss and damage of crops/assets – both women and men look for alternative sources of income – women have less scope for work due to restricted mobility, and are often paid less than men for same work;
- More men in water related decision making bodies often means that women’s issues get overlooked.

Towards gender mainstreaming for climate change mitigation and adaptation activities, participants agreed for the need to include both women and men in mitigation and adaptation activities; not to assume that when men are informed that information will automatically reach women; women should have equal access to the trainings for alternative livelihood options for better adaptation; capacity building initiatives should focus on the empowerment of poor women and men for making them more resilient to environment and climate change vulnerabilities. The session also focused on the four facets of empowerment: social (women and men participation in decision-making committees); economic (access to alternative livelihood options, extension services, etc.); political (women participation in disaster risk reduction committees, governance committees of producers groups, etc.) and physical (access to sanitation facilities at the cyclone shelters; safety from violence and sexual harassment, human trafficking etc.).

Joke then illustrated with a diagram the inequality between the largest consumers of energy (rich, developed countries) who contribute most to climate change, but are least affected by it, and the lowest consumers of energy (poorest countries) who contribute the least to climate change, but are most (negatively) impacted by it.

Discussion:

Responding to Joke’s presentation some participants commented that while a lot of funds go towards meetings, conferences, and policy formulation on disaster risk reduction and CC, there is little empirical evidence of how these funds are helping create more resilient livelihoods for the poor at grassroots level. Another participant drew attention to how project funds are targeted more towards adaptation to ‘symptoms’ of climate change, while larger bilateral funds are earmarked for mitigation of ‘causes’ of climate change. Governments need to be more accountable to the general public to show where the money goes.

With reference to possible contributions through EKN supported projects, participants instantly identified some gender-sensitive measures in climate change adaptation as follows:

SAFAL – training for women on climate resilient cropping pattern.

CDSP IV – ensure women friendly environment in cyclone shelter; emergency drill; social forestry.

Max WASH - Disaster resilient WASH facilities.

BLUE GOLD - Promote cultivation of drought tolerant crops.

BRAC WASH - Hygienic super-structure – climate resilient WASH facilities.

UDDP - Resettlement of inhabitants- male, female, boys and girls to safe and hygienic places.

In response to a point from Joke, the session further generated discussions on how projects contribute to CC mitigation as well, for e.g. through mangrove planting and reforestation by women’s groups for CO₂ absorptions.

Participants were informed about the contents of the Government of Bangladesh document on Climate Change and Gender Action Plan (Ministry of Environment and Forests); as well as a research publication on Ensuring Access for the Climate Vulnerable in Bangladesh – Financing Local Adaptation done by a group of researchers from Action Research for Community Adaptation in Bangladesh (ARCAB), Bangladesh Centre for Advanced Studies (BCAS); International Centre for Climate Change and Development (ICCCAD) and ActionAid Bangladesh (AAB).



Photo 3: Role play

2.1.8. Gender and IWRM

Nazmun Naher, Programme Specialist-Gender and IWRM, facilitated the session. The objectives of the session were improving understanding of the participants with respect to the concept of Integrated Water Resources Management (IWRM), the main elements of IWRM, the challenges, and gender aspects of IWRM. She discussed the following issues:

Definition of IWRM

‘IWRM is a process which promotes the coordinated development and management of water, land, and related resources, in order to maximize the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems ‘(ref: Global water partnership, 2010). The three pillars of IWRM are efficiency, equity, and sustainability.

Principles of IWRM

Dublin 1992 and Chapter 18 of Agenda 21 (UNCED Rio de Janeiro 1992):

- IWRM is a cross-sectoral holistic approach to water management as response to the competing demands for finite fresh water resources
- to ensure the coordinated development of water, land and related resources to optimize economic and social welfare without compromising the sustainability of environmental systems
- Water should be treated as an economic, social, and environmental good.
- Water policies should focus on the management of water as a whole and not just on the provision of water.

- Governments should facilitate and enable the sustainable development of water resources by the provision of integrated water policies and regulatory frameworks.
- Water resources should be managed at the lowest appropriate level.
- Women should be recognized as central to the provision, management and safeguarding of water.

Challenges of IWRM

- Securing water for people: 1/5 of the world's population is without access to safe drinking water and 1/2 of the population is without access to adequate sanitation
- Securing water for food production: conflicts are likely to arise between water for irrigated agriculture and water for other human and ecosystem use
- Protecting vital ecosystem: Land and water resources management must ensure that vital ecosystems are maintained and that adverse effects on other natural resources are considered when development and management decisions are made
- Dealing with variability of water in time and space: Almost all the freshwater available for human use originates from precipitation, which varies immensely over time and space. The effects of Global Climate Change (CC) may add further to this challenge
- Managing risks: variations in water flow and GW recharge, CC, drought and flood events, water pollution, economic risk due to the often large-scale and long-term character of the investments required, political instability etc.
- Creating popular awareness and understanding: public awareness is needed in order to mobilize effective support for sustainable WRM
- Forging the political will to act: political attention and commitment are vital to ensure good decision-making and the necessary investments in the development and management of water resources. Bringing water resources issues to the top of the political agenda is fundamental to the long term success of sustainable
- Ensuring collaboration across sectors and boundaries: There is a need to find appropriate ways to co-ordinate policy-making, planning and implementation in an integrated manner across sectoral, institutional and professional boundaries and to take into account the even more complex co-ordination issues arising over the management of international watercourse

Gender disparities in water management

- Formal water management is male dominated. Though their numbers are starting to grow, the representation of women in water sector institutions is still very low. That is important because the way that water resources are managed affects women and men differently.
- As custodians of family health and hygiene and providers of domestic water and food, women are the primary stakeholders in household water and sanitation. Yet, decisions on

water supply and sanitation technologies, locations of water points and operation and maintenance systems are mostly made by men.

Importance of gender in IWRM

- A crucial element of the IWRM philosophy is that water users, rich and poor, male and female, are able to influence decisions that affect their daily lives.
- Involvement of women in decision making: special efforts must be made to ensure women's participation at all organizational level
- Women as water users: women play key role in the collection and safeguarding of water for domestic and in many cases – agricultural use, but they have a much less influential role than men in management, problem analysis and in the decision making process related to WRM
- IWRM requires gender awareness: There is a need to ensure that the water sector as a whole is gender aware, a process which should begin by the implementation of training programmes for water professionals and community or grass root mobilizers

IGAP presentations on Day 2

Nazmun's presentation was followed by the presentation of iGAPs by the following participants: Shaakeel Hasan (GWAPB), Syed Nur E Alam (DAM-MaxWASH), Helen Rahman (UDDP), MD. Maksudur Rahman (CDSP), JannatulFerdous (SAFAL), A.K.M. Rafiqul Islam (UST-MaxWASH), Palash Chandra Torfder (PRIDE), Md. Zillur Rahman (SHISHUK), Md. Salah Uddin Titol (SPACE-MaxWASH), Siddiqur Rahman (Shushilan-MaxWASH)

Each participant received feedback and suggestions from the facilitators and other participants on their draft plan which they used to draft a more concrete plan, presented on the last day of the workshop (see Annex 4).

This session was followed by a field visit after lunch.

2.1.9. Field Visit

The objective of the field visit was to give the workshop participants the chance to carry out a brief participatory study in a field situation, and analyse their findings using the 4 elements of empowerment. Participants were given the task to assess the present empowerment scenario in a Dhaka slum settlement where NGO interventions have taken place, on the basis of four indicators as given below:

1. Social empowerment: self-image, status, how does the society see you?
2. Economic empowerment: same income for same volume of work, and right to decide about spending the benefits and income
3. Political empowerment : the right to organize one selves and to take part in democratic process, right to take decision under WUA, influence development efforts

4. Physical empowerment: the right to decide about the number of children, spacing in between, and the right to proper healthcare, clean water, dignity, the ability to resist violence, the right to safety and security

Methodology: Participants were divided into four groups and each group tried to gather information on one of the empowerment indicators (social, economic, political, and physical). Group developed 4 to 5 small questions to be asked to slum people to understand their degree of empowerment. Participatory (semi-structured) discussion through Focus Groups was preferred rather than a structured questionnaire survey. Each of the groups had to report on the findings from their field visit in a plenary session on day 3 of the workshop. These findings can be found in the following section.

Workshop Proceedings: DAY 3

The day started with a recap of Day 2 of the workshop by Fatima Begum Labony and KaziGias Uddin, after which there was a plenary discussion of the findings from yesterday's field visit.

2.1.10. Reflection from the Field Visit to Kalyanpur Slum

Background of the slum

Kallyanpur Pora Bosti and Beltala slum is located in Ward number 10 at the north-west part of Dhaka South City Corporation. The slum was established around 1973 and is occupying Government land. The settlement now consists of around 2500 households- mainly migrants from Faridpur, Bhola, Barisal and Kishoreganj. Many of them were agricultural laborers and small farmers who had lost their livelihood due to river erosion.

The slum management committee is a registered CBO with 15 members, most of whom are women. Despite the majority of the members being women, it was observed that the most important positions of the committee like President, Vice President and General Secretary- though open - are mostly occupied by men. However some formal positions like joint secretary and treasurer positions are reserved for women.

Water related problems in this low lying area were common from the beginning of the occupation. According to the social map made in 2005, it was understood that it is actually wet lowland connected with several storm sewerage canals. People in this area earlier used hanging toilet connected to the wet land. As there were no sources of safe water, people had to use water from open water body for their domestic purposes. Open defecation and the discharge of waste into the water body caused water pollution and water borne diseases in the vicinity. In addition, many children and aged persons fell down in the water body while using the hanging toilets. With this situation in 2005, DusthoSashthya Kendra (DSK) with the cooperation of WaterAid Bangladesh started development activities regarding WASH facilities in this slum. They provided running water points, community managed toilets, and delivered hygiene messages among different target groups. As a result the slum dwellers got access to safe water for their domestic purposes and hygienic sanitation facility. Rural migration to Dhaka slums is a great challenge and there is still a lot to be done to achieve 100% sanitation coverage here.

Since 2005 about 64 communal latrines were installed in this slum settlement - each addressing needs of 30-40 HHs. Around 79 running water points were established each consisting of a hand tube well, bathing space and water reservoir. Most of the women (50% of the total slum population) work in garment factories, and many others are working as domestic help. In comparison most male residents are day laborers, rickshaw pullers, beggars and a few of them work in garment factories.

Findings from Field Visit (from group presentations and discussion)

Social Empowerment:

Due to the interventions of DSK and others, the social welfare of the slum dwellers is markedly better since 2005. They now have their own CBO, are skilled to plan and prioritize development needs. There is reduced morbidity, less incidence of water borne diseases, better hygiene maintenance, increased access to primary education for children, better access to sanitation facilities, and more hygiene awareness. Participation in executive committee of CBOs, linkage with GOs/NGOs, and mutual respect among family members were some of the social empowerment indicators mentioned by the slum dwellers. Due to NGO intervention, there is even a toilet for disabled people in the slum.

Economic Empowerment

Because of several incentive programmes on education from both GOs and NGOs, the number of school going children has been increased but it is limited to primary level. But sending girl children to school is still dependent on father’s decision. Some residents were not happy with the quality of water provided by DWASA, and still spend a high portion of their income on expenses due to poor health. To get suitable work is still a big challenge for women, though some of the women were found working. Many men are self-employed as small traders, masons, vegetable vendors, while some are casual laborers and others work in the garment factories. In general it was observed that men earn better than women who get lower wages working as domestic help, tailors, cooks etc.). Family earnings average about 10 – 15,000 taka per month, and women have increased savings. However, very few women spend their personal benefits or salary independently (even though most of it goes for the wellbeing of their family)



Photo 4: Women in Kallyanpur of DSK group

Political Empowerment

Right to organize themselves:

Women mentioned that they can organize themselves for any event, meeting, and conflict resolution. At the beginning they were dependent on men for organizing all events. Now they do not hesitate and women instantly come forward to face any situation.

Right to take part in democratic process:

In all activities related to the CBO and ongoing development in this slum, women easily establish their rights in selection of leaders by themselves. They face no barriers to vote in a democratic process.

Allowed to vote and to be voted:

Both men and women are national ID card holders, having rights for voting in election. They mentioned that the last MP elections could not be held because there was only one candidate. However, they voted

in previous elections. Most of them mentioned that they do not face any political pressure when casting their votes. However, they tend to support the party in power for their existence because they have a permanent fear of eviction from the ruling government. There is still a dominance of men in key positions in the CBO due to their ability to network with other ruling groups, leaders, to ensure tenure for the slum residents (this involves paying bribes, socializing with powerful men – an area where women are less comfortable). This is a major contributing factor why women do not stand candidature to be voted for these key positions.

Influence in development efforts:

Women are strongly organized in influencing the ongoing government and NGO development activities so far. They can voice their concerns to the involved authorities. Insecurity of their property and residential rights is high for both men and women, and women cite fire-related accidents as a common hazard they fear. Both men and women jointly protest eviction from their slum.

Physical Empowerment

Women have access to free health care facilities, ANC/PNC and delivery services for pregnant women provided by BRAC. In case of operation 50% cost is shared by BRAC. Family members and neighbors take them to hospital when they become sick. Rate of domestic violence is less than earlier due to the intervention of several human rights organization. Girls and women can move safely in the area during day/night. In most cases females alone do not take decision about number of children - they usually consult with their husband. If needed, women help each other to convince their family on family planning issues. Girls do not feel secure to move alone at nights due



Photo 5: Mapping of LIC for community planning



Photo 6: Field visit at Kallyanpur LIC

to lack of lighting, and this makes it difficult for them to use the toilets at night. Generally as there are no separate toilets for men and women, the latter use them early in the mornings. Despite availability of toilets, there is lack of consideration of women's needs in toilet design and facilities: distance between toilet and the water source, and absence of bin in the toilet for sanitary napkin during menstruation. The FGD revealed that only 10% women have been able to resist domestic violence. Most of the female member of the family can take rest during their work, particularly during pregnancy because their family members have been educated by the health service provider. There is a CBO named Nagar Bastibashi Unnayan Sangstha (NBUS) in the slum which is very active in taking care of the safety and security of the slum dwellers.

After the presentations by all the groups, there was a discussion about issues related to sustainability: when NGOs phased out of the slum area, there was no more monitoring of various processes started by them. This is important to document especially to learn what changes are sustained over time. For e.g. the CBO is a valuable socio-political asset for the slum dwellers, and still exists despite the phase-out of the projects and NGO interventions. There was a mention that women's 'time-poverty' has increased despite WASH facilities near at hand. It would be interesting to see why this is so. Finally, there was also a comment about how multiple NGOs working in the same area often do not coordinate with each other, hereby undermining the effectiveness of their interventions.

How to mainstream gender in water management work

This part of the workshop concentrated on tools and methodological approaches to use for gender-sensitive planning and implementation of interventions

2.1.11. Gender methodology

Joke facilitated the session. With contributions from participants she highlighted the following:

Important Gender issues in all sectors:

- Unequal valuation of work
- Non-recognition of work, especially of un-paid work
- Non-recognition of reproductive tasks
- Non-recognition of community service
- Violence and insecurity
- Unequal say in decision making

Gender divisions in numbers

- Men's work is more mechanized and women perform 2/3 of the world's work (its matter of attitude not the machines)
- Men earn cash and women earn 1/10 of the world's income
- Men hold higher status positions and women are 2/3 of the world illiterates
- Men have more decision making power and women own less than 1/100 of the world's property

To define the word work, “Work is everything that needs to be done”

Participants were then asked to recount from yesterday’s field visit to the slum what sort of work they had seen women and men doing there?

Responses for women’s work:

Selling firewood, shopkeeper, engaged in different types of income generating activities and preparing different types of confectionary items, cooking food, taking care of husband, children, collecting water etc.

Responses for men’s work: *selling mango and other snacks, painting, watching TV, playing cards, selling ice cream, collector of garbage, cooking rice etc.*

There are different types of work:

Paid works. Unpaid work, Manual work vs. mechanized work, Reproductive work vs. Productive work, Household work vs. work outdoors, Income generating activities (IGA) vs. Entrepreneurial work, Agriculture on own land vs. Agricultural labourer, Drudgery work vs. office work.

In a gender sensitive approach, the words we use to describe men and women’s work should be the same. So for example, women’s work that earns money should not be called “income generating activities” while men’s work that earns money is called “business” – as this already denotes some discrimination and gender-bias in importance given to work.

Gender in Structuralist approach (focus on structures):

- Women seen as victims
- Poor women and men need to be helped, they are pitiful
- “We know everything and will help you”
- We give them handouts and make them more dependent
- We see women as mothers of too many children
- Patriarchal structures are a given and cannot be changed

Gender in Actor-oriented approach (focus on the agency of people, the power people have):

- Women as agents of change
- Poor women are strong, they manage with few resources
- We encourage them to empower themselves by using their strength
- We show them their rights and support them in getting their rights
- We believe that they can increase their space for man oeuvre
- We recognize their position



Photo 7: Group work

and work as farmers, fishers, weavers, entrepreneurs etc.

- Weapons of the weak (James Scott, 1936)

The words we use: Try to avoid the use of words that hide the reality, development jargon, gender jargon, lazy words like Community, CBO, NGO, Reproductive work, Awareness raising, IGA etc. Let us think about the meaning of the words we use.

To explain how words can cloak or hide reality Joke asked the participants to think about the term “**community**” and what this means to them. They came up with the following responses:

- Group of people with same objective
- Common feature, Common interest
- Some people, common culture
- People from specific area with common interest
- Same life standard living in same place
- Group of people live together, same values & culture
- Common decisions
- Common food habits
- Same mentality, same thinking
- Common interest, work in particular area
- Common identification in a demographic region
- Common interest, People share the same culture, history and tradition
- Struggle for same problem
- One Community consists of 50-60 nearby household living in a certain places having common features
- Homogeneous group, have same status and need basic demands
- Group of people, lived in nearby places, 70-80 HH and they are very much interlinked and maintain their relationship
- Depending on the activity/project in mind, it can be a village, group of people have common interest, e.g. community latrine

After pointing out how there were so many different things implied by the use of this word Joke recommended not to use lazy words like *community* on its own, and seek instead more revealing alternatives like *urban people, villagers, inhabitants of a slum* etc. Then we can recognize the power relations in that group.

2.1.12. Gender Tools

Rokeya presented some gender tools which are widely used as an instrument for opinion forming and information collection.

She started facilitating with a probing question like ‘what are the objectives we are trying to achieve through the projects for which we are responsible?’ The answers from the participants were:

- Poverty reduction
- Improving living standards
- Bringing positive changes in the lives of women, men, boys, girls, elderly and disabled

- Participation of women, men, boys and girls in development initiatives

Responding to her question about ‘how to go ahead towards that’, the contributions from the participants were:

- Understanding the present situation
- Understanding the problems different groups of people are facing
- Assessing existing capacities and vulnerabilities
- Determining strategies to overcome the vulnerabilities; and
- Making an inventory of existing resources, knowledge, and skills

It was discussed that as situations and people’s needs are different; and development initiatives affect lives of women and men differently, we need to properly plan interventions, and base these on relevant and current information from the field. For that, we need to ensure:

- Participation of all - male, female and others- in analyzing needs and priorities;
- Flexibility: time, resources, location
- Team work; and certain norms to be practiced, some disciplines mixed; and each to have equal opportunity to speak
- We should avoid biases, and/or make them explicit when explaining methods used in gathering data;
- Representation of the poorest, women, vulnerable group etc. in our plans and activities.

In order to ensure men and women’s participation while analyzing problems, collecting information about existing resources and skills, and in determining solutions, we adopt certain tools. Some of those discussed in the session were as follows:

- Transect walk for rapport building and talking with the population;
- Focus Group Discussion (FGD)
- Individual interview
- Social mapping - identify resources (e.g. tube well, school etc.) and collect information on their distribution,
- Key informant interview: school teacher, village elites, religious leaders, etc.
- Priority ranking: As resource is a constraint, ranking is important. Most pressing needs are to be identified and addressed first.

Participants agreed that people’s active involvement(women, men, boys, girls, elderly, etc.) is key to determine sustainable development strategies.

IGAP presentation of participants on Day 3, part 1:

In this session the following participants named ZainalAbedin (CDSP),HafizaAlam (Uttaran-SAFAL), Fatema Begum Labony (SAFAL), HosneAraRina (DAE-Blue Gold),MerinaJabun Naher (DAE-Blue Gold) presented their draft IGAPs to the rest of the group:

Each participant received feedback and suggestions from the facilitators and other participants on their draft plan which they used to draft a more concrete plan, presented on the last day of the workshop (see Annex 4).

After these presentations, an interactive method of participatory opinion forming and training was illustrated.

2.1.13. Role play

The main objectives of the role play exercise were: to show the difference in thinking of different stakeholders such as officials at decision making level and users at village. High officials are thinking to get an award for 100% Open Defecation Free (ODF) situation whereas people at grassroots level don't have drinking water and a single hygienic toilet.

But the general public is often unaware of real picture. Decision makers should observe and know about the field situation before giving speeches in international forums, and during decision making, allocating budget, making policy etc. Media also have an important role to play in this regard.



Photo 8: Role Play

Role Play: Transcript

Issue: Access to clean water is very far from a rural house. Women and girls spend long hours per day walking to and from these water points. The number of toilets is also very limited, and they are far from the house. A health worker wants to help a family to install a toilet and a tube well in their house by giving some financial support.

Players from the family:

1. Mother:
2. Father:
3. Son: (12 years old)
4. One old grandmother (father's mother)

Players from outside the family

5. One girl from the village
6. One health worker

Scene 1 (Family members are talking, sitting in front of their house)

Mother: (she fans herself with a hand fan and is talking), oh no, it's really a big problem, how long we will have to bear the water crisis and lack of toilet facilities? I do not feel good that every day, for toilet, we have to cross over 3-4 houses, and at night it's frightening.

Father: yes, this is part of your work to fetch water from outside the house, what to do?

(This time the village girl enters the house and starts talking about it)

The village girl: you know yesterday I walked off to the toilets at night, after finishing, two men followed me to the house, and I was so frightened!

Son: Father, I am brave to go to the toilets at night, no problem for me! Sister, how timid you are!

Grandmother: (pointing to her son) When will you understand what work your wife does in the household every day? She spends at least 2.5 per hours every day to fetch water. And I could not take a wash for the last 2 days?

Son: Grandma, you are filthy!

(This time health worker enters the house and joins the discussion)

Health worker (to son): I was telling your parents that if you should install a good tube-well and a toilet in your house. But no one takes my proposal into account, even though I wanted to give you some money for that. By the way, you know today we have a TV talk show on this issue where a minister is also invited to talk. Let's go to the chairman's house to watch the show.

Ok, let's move

(All leave the place)

Issue 2: A TV Talk show is airing a program "Voice of the People". In this episode, they gather people from different organizations, including the Government, to talk about Water Sanitation issues and the problems related to hygiene in coastal areas of Bangladesh

Players are the high officials

1. Secretary - MoFLGD)
2. CE (DPHE)
3. Minister (Health)
4. MP (man)
5. MP (woman)
6. NGO worker (Country Director, MAX WASH)
7. TV Program presenter

Scene 2: TV program presenter/ anchor/host: Today in our program, 'Voice of the people' will talk about water sanitation and hygiene problems in coastal areas of Bangladesh. First we will go to the secretary from MoFLGD, and ask him to say something about the problem.

Secretary (MOFLGD): no, no, there is nothing to be worried much about the situation, rather we should be happy with the current statistics on open defecation in Bangladesh - that is only 3% while In Nepal and India its more than 15%.

MP from opposition party (man): But we need more water points and toilets and that should be done by the Government who are in the power now.

MP (woman): don't you think that more water points and toilets will protect people from disease, and reduce child mortality?

CE (DPHE): we have already put so much effort in that region to improve the situation, but you have to understand that we have a shortage of resources.

NGO worker: we are implementing many programs with the government in that region yet progress is slow. We really want to hear something from the Minister on this.

Minister (to NGO worker): In the last 5 years Government has done everything for her country people. Next week, I will have to go to Australia to attend a conference on this issue. You people need to provide me with good data and information for this.

Scene 3: The rural family discusses the TV programme.

'Bureaucrats and politicians are keen to highlight positive achievements even though we are suffering. The audience was laughing while the bureaucrat was complacent in saying that in Bangladesh the open defecation rate is only 3% while in Nepal and India this is more than 15%.

IGAP presentation of participants on Day 3, part 2:

Following the Role Play, the second group of IGAPs for Day 3 of the workshop were presented by the following participants :

Athoye J. Sharif (BRAC WASH), Md. Mahfuzul Islam (ARD), Judith Tripty Kana Biswas (CDP) Each participant received feedback and suggestions from the facilitators and other participants on their draft plan which they used to draft a more concrete plan, presented on the last day of the workshop (see Annex 4).

Day 3 of the workshop closed with a reminder from Joke that tomorrow would be the final presentation of all the IGAPs of workshop participants together. To use this time efficiently she instructed all participants to send a soft copy of their IGAP to Safina, with a cc to Joke, so that all the plans would be on one computer – which would ease their presentation tomorrow.

Finally, there was also a spontaneous decision made by participants to have a **cultural session** just before dinner in the evening, where some participants would have the chance to show their talents in singing etc.

Workshop Proceedings: DAY 4 (Final Day)

The day began with a detailed recap of day 3 of the workshop by Zainul Abedin and Helen Rahman, and moved swiftly on to the next intensive session of the day – the final chance for all the workshop

participants to present the most current draft of their IGAP to the whole group. Due to the large number of plans to be presented in a limited time, each participant would get 6 minutes to briefly present their plan (including comments from the group). To monitor this Joke assigned a time keeper (Irin Sultana). She suggested to have a few energizers in between a series of IGAPs to break the monotony of the session.

In total 22 IGAPs were presented on Day 4 (see Annex 4), which showed a marked improvement from the first draft in terms of being more concrete, realistic to achieve in a year, and having scope to be implemented and monitored individually by the participant.

The presentation was followed by a note from Joke on follow-up of these IGAPs.

2.1.14. Follow up of iGAPs

Joke explained the follow-up planning for the individual gender Action Plans (iGAPs) and mentioned that participants could call/email any GWAPB team member to ask for support. A Follow-up workshop will be held after one year. The GWAPB staff will also call participants to follow up within 4 months.

After that she responded to the questions from the participants:

- Participants asked for a follow up workshop in the middle of the year, which is not planned yet. However, to allow acquaintance with EKNsP partners activities, GWAPB staff will visit them during field visits to the EKNsP sites. For e.g. when GWAPB staff visits Max WASH activities in Patuakhali, they will also try and combine this with a visit to some of their partner organizations (whose staff participated in this workshop).
- How could GWAPB help them to organize some events/training? Joke answered that GWAPB could conduct tailor-made sessions within workshops of EKNsPs. This will be more effective, as it is specific to the needs of the project.
- Participants would like to receive details of the emails and phone numbers of all the participants along with the workshop report: This will be sent out together with the workshop report of the proceedings. However, participants need to respect privacy of individuals and refrain from sharing this information outside the group.
- Participants requested attaching presentations with the workshop report so they could share their learning from this workshop with other stakeholders in their work: GWAPB does not encourage attaching presentations with a report as this undermines active learning of a participant. However the workshop report will be compiled so it can be used as a handbook for another similar training (with different participants), and participants can also use it like this for their purposes.

2.1.15. Evaluation

At the end of the workshop, participants were given an opportunity to openly express themselves about the event. Also, they filled up a structured evaluation questionnaire (See Annex 5).

Participants appreciated GWAPB efforts towards organizing this capacity building workshop on Gender and IWRM. They found the workshop contents relevant to the projects they are

implementing, and the facilitation techniques and methodologies appropriate. They also made some suggestions for future workshops:

- (i) Future workshops should include sessions on gender and poverty; policies on food security, water safety; and gender integration at the organization and at the program/project levels;
- (ii) In depth discussion should be held on gender and IWRM; gender mainstreaming tools and techniques;
- (iii) Sharing of implementation experiences of different projects of EKN/development partners including Gender Action Plans;
- (iv) Gender based monitoring and evaluation: Discussion and exercise on how to develop gender sensitive indicators of specific projects;
- (v) Group exercise, Case study, role play and video presentation should also be added to the techniques of facilitation;
- (vi) Specific sessions should be arranged on sharing of project implementation experiences from gender dimensions.

Participants further mentioned that they would need support from GWAPB to implement the activities of their individual Gender Action Plans.

The workshop closed with a round of brief comments from all the participants and facilitators. These can be summed up as follows:

- Clarity gained in gender concepts
- Facilitators worked very hard, and the energy of the older staff served to inspire participants to work harder
- A lot was learned, and participants hope to apply this in their work practices
- This was the first residential gender workshop for some participant, and they really enjoyed it. It motivated them to engage better in the proceedings
- Participants thought GWAPB team had a lot of gender expertise, and appreciated that there was no external resource person needed.
- The diversity of the group (sex, age, professional background) was enriching to the whole experience of the workshop
- This workshop was more enjoyable than other gender workshops
- The venue and facilities were very satisfactory
- Facilitators were really amazed to see how well the IGAPs had evolved over the limited time, and they appreciated the interest and enthusiasm of the participants during the workshop. They look forward to keeping in touch with participants after as well, and hearing how their IGAPs are progressing or the challenges they face in realizing them.



Photo 9: Participants, at the end of the event

Annex 1: Call for Application

The objectives of the workshop are:

to increase the understanding of WHY mainstreaming gender and diversity issues in water

- management will lead to more efficient and effective work
- to learn HOW to mainstream gender and diversity in their work
- to develop a Gender Action Plan², each of the participants exclusively for their own position and their own tasks.

The individual GAPs can add to but not replace the GAPs of the whole project.

In this workshop, staff of some of the EKN supported programmes come together, so peer learning and sharing of ideas and experiences will be an extra outcome.

After the development of an individual Gender Action Plan, there will be possibilities for the participants to be coached by GWAPB team members, over a timespan of about a year, after which we will again invite the same group to come together in a workshop to share their experiences with implementing their GAPs.

The programme will be for **three and a half days**, from Monday morning to Thursday afternoon. Participants are expected to arrive on Sunday evening. See the programme below this letter.

Costs of accommodation, the venue and meals will be directly paid by GWAPB. Travel costs will be refunded based on actuals as shown on the receipts and tickets. A minimal DSA will be provided for telephone costs, etc.

EKNsP are invited to nominate about 4 professionals (by 5 May), from whom we will select 1 or 2 professionals to participate in the workshop with **resumes** (listing contact details, education, work experience and present position and activities).

Following are the **selection criteria**: Senior and middle level water professionals, who gained sound knowledge and experience through their work in the field and who are willing to learn and apply new knowledge and explore new avenues in their work. They possess good communication skills, for this workshop in **English**, because that is the only language we will use.

It will be expected of the selected participants to write a short **concept note** on:

- The contents of their work
- The gender and social aspects of their work
- Their ideas about the impact of their work on women and men
- What gender mainstreaming they are doing till now

This note of maximum one page will be the basis of the GAPs.

²Depending on the work of the participant this GAP can be very short, a few bullet points, or as long as a few pages.

Annex 2: Programme of the event

Time	Day 0 Sunday 18 May	Sunday evening Arrival in BCDM, Savar	Responsible facilitator
	Registration , at arrival	Hand out folders Allocation of rooms Practical information	Paul and Runia
	Day 1 Monday 19 May		
9.00	Opening and Introduction	Welcome Logistics Introduction of the programme Short intro of GWAPB Task division: time keeping, summaries of the days	Joke
9.30	Introduction of Participants	Name, Organization, Discipline, Work with gender till now	Rokeya
10.30	Tea		
10.45	WHY Mainstream Gender in Water Management	Gender Concept, Key Gender Terms and Gender Ideology	Joke and Rokeya
		Empowerment of women, children and men: 4 elements for analysis and as an objective	Joke
1.00	Lunch		
2.00	Power Walk		Safina and Nazmun
2.30	Background of Gender and Water 1	Gender and Water for Domestic purposes, Sanitation, Hygiene and Solid Waste Management	Safina
3.15	Gender Action Plans draft 1	Presentation of a selection of 6 of the initial concept notes, and suggestions by participants and facilitators to give the GAP shape	Joke
4.15	Background of Gender and Water 2	Gender and Water for Agriculture and Food Security	Runia
5.00	Closure of the day		Joke and Runia
	Evening: do work to improve the GAP		

Day 2 Tuesday 20 May			
8.30	Recap of yesterday	Issues that apparently were not so clear on day 1 are now again dealt with	Recapper and Joke
9.00	Background of Gender and Water 3	Gender and Water, the Environment and Climate Change	Rokeya
9.45	Preparing for the field visit		Safina and Joke
10.15	Tea		
10.30	Background of Gender and Water 4	Gender and IWRM	Nazmun
11.15	Gender Action Plans draft 2	Presentation of a selection of 8 of the adapted concept notes, and suggestions by participants and facilitators to give the GAP shape (the selected participants are different from those who presented yesterday)	Rokeya
1.00	Lunch		
2.00 – 6.00	Field visit to: Kallayanpur slum (Kollanpurporabosti) Components to see: Water point, Solid waste management, community toilet etc.	Task: Situational analysis based on the 4 elements of empowerment Discussion: participants will sit with general people, members from community based organization (CBO), female group in the Resource Centre and we also can discuss informally in household members.	Safina and Nazmun
	Evening: participants do again some work to improve and detail their GAPs		
Day 3 Wednesday 21 May			
8.30	Reflection about field visit and reporting about the degree of empowerment of different categories of water and sanitation users	Rapporteurs of the groups	Rokeya
9.30	HOW to mainstream gender in water management work	Gender methodology	Joke
10.00		Gender tools	Runia
10.45	Tea		
11.00		Participatory Learning for Action (PLA)	Joke
11.30	Gender Action Plans draft 3	Presentation of a selection of 6 of the adapted concept notes, and suggestions by participants and facilitators to give the GAP its final shape (the selected participants are again different from those who presented yesterday)	Nazmun
1.00	Lunch		
2.00	Role Play preparation		Runia and Nazmun
3.00	Role Play		

3.30	Gender Action Plans draft 3	Continuation of presentation of Gender Action Plans	Runia
Day 4 Thursday 22 May			
8.30	Recap of Day 3		Recapper and Joke
9.00	Presentation of all final GAPs	Participants have prepared their GAPs on a sheet (posters), in a matrix format. These are hanging on the wall. Four groups each of five participants. Each group reads five posters. Plenary presentations by the 4 representatives of the groups: the remaining questions and further suggestions. With this discussion the GAPs are finalized.	Joke and Rokeya
12.00	Explanation of follow-up	What to do with the implementation of the GAPs, how to get support and feedback?	Joke
12.30	Evaluation of the workshop		Runia and Safina
12.45	Closure		Joke
1.00	Lunch		
2.00	Leave and back to our homes!	<i>Travel safely!</i>	

Annex 3: Final Evaluation Form

FINAL EVALUATION FORM

Gender and IWRM workshop

BRAC, CDM Savar, 18-22 May, 2014

1. The objectives of the workshop were:

Very clear

Clear

Not clear

Comments:

2. The objectives of the workshop were:

Completely met

Mostly met

Unmet

Comments:

3. The length of the Workshop was:

Adequate

Too short

Too long

Comments:

4. The workshop course was well organized:

Strongly agree

Agree

Disagree

Strongly disagree

Comments:

5. The facilitators were responsive to participants' needs.

Strongly agree

Agree

Disagree

Strongly disagree

Comments:

6. The skills I acquired are:

Directly applicable to my work

Somewhat applicable to my work

Not applicable

Comments:

7. There were adequate opportunities for discussion

Strongly agree

Agree

Disagree

Strongly disagree

Comments:

8. The workshop facilities were:

Very satisfactory

Somewhat satisfactory

Unsatisfactory



Comments:

9. The logistical arrangements (transportation, lodging, etc) were:

- Very satisfactory
- Somewhat satisfactory
- Unsatisfactory

Comments:

10. In future workshops, to which topics or activities would you dedicate more time?

11. What parts of the workshop were most useful to your work as a facilitator?

12. General comments and suggestions