

REPORT



Capacity Building Workshop for Selected Water Professionals: Gender Action Plan for DWASA

Organized by:
Gender and Water Programme Bangladesh (GWAPB)

August 5 and 6, 2015
Venue: Hotel Orchard Suites, Banani, Dhaka

Table of Contents

List of Acronyms	2
1.1 Introduction and Objective of Workshop	3
1.2 Key Areas Covered During the workshop	4
1.3 Opening of the Workshop	4
2. Introduction of the participants	4
2.1 Ice breaking session: Day 1 (August 5, 2015).....	5
2.2 Ice breaking session: Day 2 (August 6, 2015).....	6
3. WHY Mainstream Gender in Water Management	8
3.1 Gender Concept, Key Gender Terms.....	8
3.2 Gender and Power.....	10
3.3 Different levels of gender needs.....	13
4. Gender aspects of services provided by DWASA,	15
5. Power Walk	16
6. Group work on developing Gender Action Plan for DWASA	17
7. Evaluation of the workshop	19
8. Closure of the day	20
Annex 1: The programme	21
Annex 2: Activities of GWA and GWAPB	22
Annex 3: List of the participants (5 Aug) Annex 4: List of the participants (6 Aug)	22
Annex 5: Presentation on Overview of the Dhaka WASA	24
Annex 6: Presentation on the activities of DWSSDP	26
Annex 7: Power Walk	29
Annex 8: Evaluation form	31
Annex 9: GAP, Developed by the participants:	32

List of Acronyms

ACO	Assistant Community Officer
AE	Assistant Engineer
ADB	Asian Development Bank
DWASA	Dhaka Water and Sewerage Authority
DWSSDP	Dhaka Water Supply Sector Development Project
DMA	District Metering Area
EMG	Embankment Management Group
FGD	Focus Group Discussion
GAP	Gender action Plan
GWA	Gender and Water Alliance
GWAPB	Gender and Water Programme Bangladesh
GM	Gender Mainstreaming
IGAP	Individual Gender action Plan
IWRM	Integrated Water Resource Management
LIC	Low Income Group
PGN	Practical Gender Needs
SAE	Sub Assistant Engineer
UDDP	Urban Drainage and Demonstration Project
SGI	Strategic Gender Interest
WOP	Water Operators Partnership
WSUP	Water and Sanitation for the Urban Poor
LIC	Low Income Community

1. Background:

Since 2013 GWAPB, WOP, and UDDP agreed on a collaboration for introducing a practical, gender sensitive plan for organizational and programme management in a key public water service delivery authority. As a follow-up of the agreement GWAPB, with the active cooperation of WOP, aims to support DWASA to become more effective, and equality oriented from a gender perspective, socially connected, and demand driven in the planning and provision of water services to their users. After a series of consultations with DWASA, WOP, and UDDP, it was agreed to develop and conduct a capacity building workshop for selected staff from DWASA and their partner organizations to develop a Gender Action Plan (GAP), to be implemented by them in their work. The workshop participants were both senior and mid-level core officials of DWASA, as well as officials responsible for implementation of various water supply sector projects. A key objective of the workshop was to make the participants more aware about gender issues, so that they can ultimately gear the delivery of their water services to be more beneficial to the specific needs of female and male water users in the city.

1.1 Introduction and Objective of Workshop

This workshop was organized by the Gender and Water Programme Bangladesh (GWAPB) – a three year programme funded by the Embassy of the Kingdom of the Netherlands (EKN) in Bangladesh, 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 women and men in their access to clean water, food security, safe sanitation, and resilient livelihoods. The objectives of the workshop were:-

- To increase the understanding of WHY mainstreaming gender and diversity issues in water sector will lead to more efficient and effective water management
- To learn HOW to mainstream gender and diversity in the work of the participants
- To identify organizational and program areas for gender integration, and to develop an action plan to be implemented by DWASA.



Altogether 18 senior and mid - level staff (4 women, 14 men) from DWASA attended the 2 day workshop from August 5th to 6th, 2015. Please See [Annex 1](#) to view the schedule of the programme for the workshop, and [Annex 3](#) and [4](#) to see the List of Participants.

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: as a framework for analysis, and as an objective
2. Developing a Gender Action Plan (GAP) for DWASA, with the participation of its staff

1.3 Opening of the Workshop

Facilitator: Ms Nazmun Naher, Programme Specialist, Gender and IWRM

The Workshop began with a brief word of welcome and an introduction to the Gender and Water Alliance (GWA) by the facilitator. She then introduced GWAPB, briefly explaining its aim and objectives, the 10 projects which GWAPB is collaborating with, and the five key components of the programme:

- Coordination and networking
- Capacity building
- Knowledge management
- Communication
- Monitoring and evaluation

See [Annex 2](#) to view a brief description of GWA and GWAPB.

2. Introduction of the participants

Facilitator: Dr. Rokeya Khatun, Senior Capacity Building Expert GWAPB.

After the opening address, an interactive method of introduction of the participants was facilitated. For this, Visualization in Participatory Planning (VIPP) cards were distributed among participants with one half of a sentence.

[Participants](#) were requested to:

- Find out a participant with the matching card, that completes the sentence
- Form a peer group with that person
- Talk for 5 minutes in this group sharing some details with each



other: name, representing organization, discipline (study), work, and an achievement related to gender

- After this, 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 for learning and sharing. The detailed proceedings of this session are reported in the following sections.

2.1 Ice breaking session: Day 1 (August 5, 2015)

VIPP card Statement	Name of the Participant	Description
Honesty is the best policy	Md Waz Uddin, Deputy Chief Training Officer, DWASA	He truly believes in “Honesty is the best policy”. He introduced Ms Nazmun Naher, a Civil Engineer by training, who has worked for the LGED, Water Aid, and is now working for GWAPB as its Programme Specialist, Gender and IWRM.
	Nazmun Naher, Programme Specialist Gender and IWRM, GWAPB	Md Waz Uddin is working as Chief Training Officer of DWASA . He studied English literature and used to teach English before joining DWASA he. This was his first training on gender and he recognizes that women and men have specific responsibilities and roles assigned to them by society – which they have been doing since ages.
My mother is my first teacher in the World	Sadiya Chowdhury, Assistant Programmer, DWASA	She is a graduate from Dhaka University and is now working in the IT Department of DWASA. Her experience of gender relations is related to her family. She is a mountaineer and has received a lot of support to pursue this activity from her parents and husband. However she feels that most people around her have a negative image about a woman mountaineer, as they feel women are more suited to a domestic role in the household. . She has also experienced that when women achieve good results at work they get undesirable reactions/comments from their male colleagues and others, while a man in the same situation receives only appreciation.
	S.M. Faridul Haque, Gender and Communication Manager, GWAPB	He did his Masters from the ‘Women and Gender Studies’ Department of the University of Dhaka. He shared that people think women and gender studies is a subject to be studied by women only. He was the Editor of the gender related newspaper in the Dhaka University. Before joining GWAPB as its Gender and Communication Manager, he used to work for CARE.
	Imamur Rashid Khan, DWASA	He works in the slum area as a community mobiliser to facilitate a good working relationship and communication between DWASA and slum people. He did his graduation (B.Sc) in Computer Science and Engineering. He cannot relate any gender related experience as yet.

All is well that end's well	Hasan al Farouk, Sub Assistant Engineer, DWASA	He obtained his diploma in Civil Engineering from Barisal in 1998. He cannot relate any gender related experience as yet as it is his first training on gender.
Raise boys and girls the same way	Khaleda Begum, Assistant Community Officer, DWASA	She studied in Rangpur college. This is her first gender training, and this is her first job also. Her main responsibility is to mobilize community groups for sensitization on drainage, solid waste management and livelihood development.
	Sayed Sazzad Hossain, Sub-Assistant Engineer, DWASA	He completed his education in 2012. This is his first job, and he did not receive any gender training before.
A stitch in time saves nine	Rokeya Khatun, Senior Capacity building Expert, GWAPB	She did her Ph.D in Demography, and has worked for various government ministries and development partners. Before joining GWAPB, she was working for UN Women. She received wholehearted support from her mother for pursuing her studies. In her work she often faced resistance from senior male colleagues when trying to integrate gender in development initiatives. By explaining the practical benefits of GM for the organization and the government commitments, she made a way to move ahead.
	Wahida Begum, Assistant Engineer (AE), DWSSDP, DWASA	She is a civil engineer by training. At this time she is the gender focal person on behalf of DWASA for an ADB funded project called DWSSP. She prepared the GAP under guidance of ADB.
Life is like photography, you need the negatives to develop.	Md. Saddam Hossain, SAE, DWASA	He obtained his Diploma in Civil Engineering from Mymensingh. Now he is studying for a Bachelor's degree in Engineering. He doesn't have any previous experience in gender, but tries to ensure that women in his family get the same opportunity as men. For example, he helped his niece with her higher studies.

2.2 Ice breaking session: Day 2 (August 6, 2015)

Statement	Name of the Participant	Description
Recognize our heroes and she roes	Mozammel Hossain, Assistant Engineer, DWASA	He has been working in DWASA in the capacity of Assistant Engineer, for a long time. He completed his diploma in Civil Engineering from Dinajpur. He can't identify gender issues in his personal and professional life. It is his first training on gender.
	S.M. Faridul Haque, Gender and Communication Manager, GWAPB	Farid works for GWAPB. He studied in the Women and Gender Studies department of the University of Dhaka.
	Obydur Rahman, SAE, DWASA	He works in the capacity of Sub Assistant Engineer in zone 5 for DWASA. He is from Faridpur and did his diploma in Civil Engineering from Faridpur Polytechnic Institute. He is curious to know about gender, its relation to water, and why we need to learn about it.

<p>All that glitters is not gold</p>	<p>Israfil Hossain Akanda, Executive Engineer, DWASA</p>	<p>He is an executive engineer for zone 5 under DWASA. He obtained his B.Sc in Civil Engineering from BUET. His partner was curious to know why he is working for DWASA? He replied that he wants to work to supply water for people – water means life. He thinks that if he does good work everybody will recognize it and he will be rewarded in return. He is the only brother to two sisters.</p>
<p>Life has two rules, 1 .never quit; 2. never forget rule number 1.</p>	<p>Md. Sirazul Islam, SAE, DWASA</p>	<p>He joined DWASA on 10th Oct, 2011 and works as a SAE for zone 5. He studied in Khulna. His father was the Assistant General Manager of a scheduled commercial bank. He has one brother and one child. His brother does business in Khulna. It is his first training on gender.</p>
	<p>Md. Shahidul Islam, Assistant programmer, DWASA</p>	<p>He is from Shoilkopa Upazila under Jhenaidah district. He joined DWASA in 2010. He is married and has one son. It is his first training on gender. His wife stays in Jhenaidah. He is one of four brothers.</p>
<p>Children need more presence than presents from parents.</p>	<p>Jahanara begum, Customer Development Officer, DWASA</p>	<p>She studied child psychology in Dhaka University, and has learned about gender from her previous organization - CARE.</p>
	<p>Mir Mehedi Hossain,</p>	<p>He has been working in DWASA for 5 years, Where he received 4 trainings on gender. He applied the learning from these trainings in his water supply programme for slum people. He did his Masters in Finance and Banking from National University. He has one child, and comes from a family of two brothers and one sister.</p>
<p>Parents' goodness is a resource for children</p>	<p>Md. Shahin Hassan, Sub Assistant Engineer, DWASA</p>	<p>He is from Rajbari And has been working since 1993His wife used to work but is a homemaker now because she needs to take care of their two children. His father was a school teacher. This is his first training on gender. . He obtained Bachelors (Honours) Degree in Political Science.</p>
	<p>Md. Elias Uddin Mahmud, System Analyst, DWASA</p>	<p>He started working for DWASA in 1992. He lost his father at a very early age, when he was in Grade IV at school. This is his first training on gender.</p>
<p>A family is an institution, we need to nurture it for its success.</p>	<p>Rokeya Khatun, Senior Capacity Building Expert, GWAPB</p>	<p>She is the Senior Capacity Building Expert in GWAPB. She obtained her Masters in Development Economics from the Williams College, USA; and later on her Ph.D. in Demography. She has worked for several Government Ministries and Development Partners like CIDA, WFP, ADB and UNDP. Before joining GWAPB, she was working for UN Women. For the opportunities in her life, she is grateful to her mother who used to buy text books for her in spite of economic hardship.</p>
	<p>Abdullah Al Mamun Khan, Assistant Revenue Officer, DWASA</p>	<p>After completing his studies (Bachelors of Arts), he joined DWASA as its Assistant Revenue Officer. He shared a touching experience about his mother who had suffered a prolonged illness, but has survived it. He considers her recovery as a blessing in his life.</p>

3. WHY Mainstream Gender in Water Management

3.1 Gender Concept, Key Gender Terms

Facilitator: Dr. Rokeya Khatun, Senior Capacity Building Expert, GWAPB

To begin the session, the participants watched a short movie entitled “Impossible Dream”. The movie depicted the busy life of a woman who does all the household work next to her full-time job as a worker in a garment factory who receives less wages than her co-workers who are men, despite doing the same work. Her husband works as a crane operator, and spends his free time with friends, watching television –not helping his wife with her duties or child care. The woman dreams how good it could be if her husband helped her in her daily work for the family.

Reflection of participants about the movie:

Participant A: “Gender is not only about discrimination between man and woman; it is more of attitude and a domination of masculine power that has been continuing since the days of our grand-parents. Gender means change”. The participant said he had learned this from his son who is a 3rd year student of the Dhaka University Gender and Women Studies Department.

Facilitator: “The movie shows the role of a man and a woman set by a certain society. For a better life, partnership between a husband and wife in household duties are important. Men tend to dominate in husband-wife relations and often take control over resources (for e.g., the TV remote is always in the hand of the husband – who watches only his favorite channels)”.

Participant C: “Improvement of gender roles depends on the brevity or will power of women. Women will have to come forward; both men and women will have to change their attitudes and will have to play complementary role in family and social lives; till today most of the women take their lives as a given, and end up living an undignified life”.

Five major points related to ‘gender’ came out of the discussion:

1. Discrimination
2. Responsibilities
3. Partnership
4. Change
5. Attitude

Adding to participants’ contributions, the facilitator mentioned that gender empowerment 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 equal, but are 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, and if there is an urgent need felt by all.



All development activities have a gender dimension and there is no gender neutral development. Gender-sensitive

development is needed for sustainable development. She quoted from Nobel Laureate Amartya Sen “Women need development, but development needs women” as they are also 50% of the human resources of a country.

“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 with respect to gender is ‘change’, and the changing relations between men and women, and among different groups of men, and of 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 into motion, e.g. when a child is born it is a boy or a girl. But in many societies, people do not welcome girl children and have unfavourable attitudes towards the girl child, which is difficult to change. It is said to be ‘natural’ that men are superior and women are inferior, and that men should always play a dominant role. But in nature, when a cow gives birth to a calf if it is a female, then all are happy as it produces lots of milk and will bear calves again. There is nothing natural about unequal gender relations, in fact it is socio-culturally and economically defined.



Gender relations are power relations which can change and do change if there is an urgent need felt by all, and due to external factors - for example, population explosion, epidemics like HIV/AIDS, demographic changes due to war, tsunami, and disasters caused by a changing climate.

After that the facilitator made a few statements and participants were requested to categorize them based on their understanding of the difference between gender and sex.

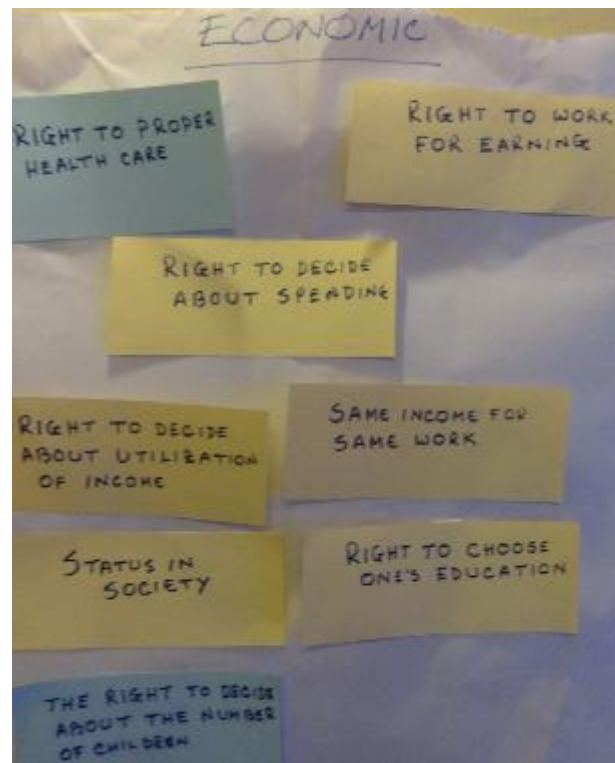
Statements	Gender Vs Sex
Women are paid less for the same work	Gender
Amina is a lactating mother	Sex (biologically/naturally determined; not changeable; but men can do bottle feeding)
Women do all sorts of activities including cooking, cleaning, washing, fetching fire wood, etc.	Gender defined responsibilities of women
Men are engaged in income earning activities – productive work	Gender Defined perception of men’s work

3.2 Gender and Power

Facilitator: Dr. Rokeya Khatun, Senior Capacity Building Expert GWAPB

The facilitator talked about the concept of Empowerment that is very closely linked to gender: as an objective and a concept for gender analysis, She then went on to explain the four interrelated elements that constitute empowerment:

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



She emphasized that empowerment is not only of women, but also of men, children, and minorities.

□ **Economic empowerment:**

This relates to the 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 mother in law, son, or brother. It has been commonly documented that in poor families women’s income often goes towards the improvement of their family’s situation, whereas for a significant proportion of men’s income is spent on personal habits like drinking, smoking, and gambling.

□ **Social Empowerment:**

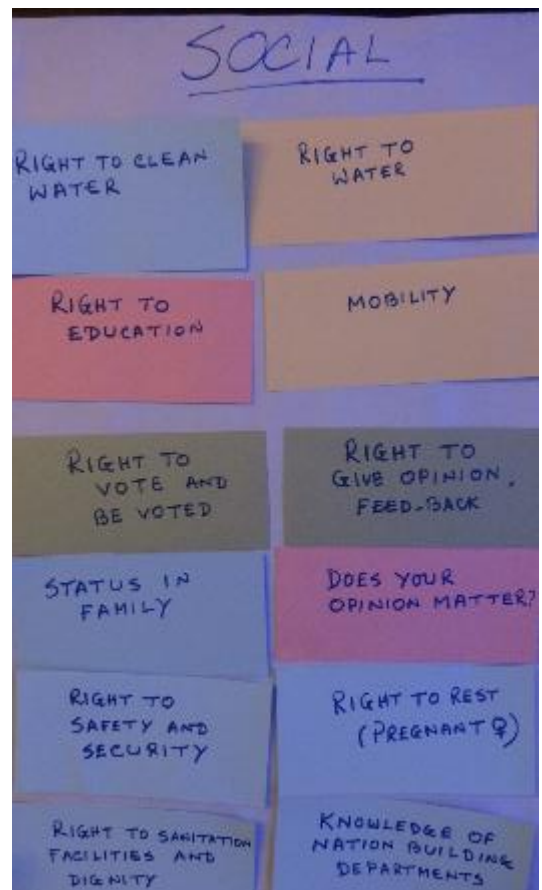
Social empowerment means a positive self-image, social status, how does the society see you? Right to education, is your voice heard? And does your opinion matter?

□ **Political empowerment**

This relates to the right to organize oneself, 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. The ‘quota system’ to reserve seats for women, and the extreme poor in public committees and institutions, 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:**

Examples of physical empowerment include 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.

After explaining the four elements of empowerment, the facilitator distributed cards on which the indicators of empowerment were written. She requested the participants to paste the relevant cards on the flip chart paper that are pasted on the walls – Social, Political, Economic and Physical. After completing the task, participants received the opportunity to review their work and came to an agreement on how these can be used as indicators of empowerment in DWASA programmes.

Reflections of some participants:

Participant A: “The main indicator of empowerment is income”.

Participant B: “Who will go to collect water sometimes depends on the family and other factors. A few families also send their boys to fetch water”.

Participant C: “Gender discrimination is mostly seen in the lower and upper classes, not in the middle classes. Domestic work responsibility of woman has come out of a ‘maternal’ family concept”.

Participant D: “Men should have mentality to support woman for work. Yesterday I (the daughter) did the shopping, my father cleaned the vegetables, and my mother cooked – saving time by dividing the work for making dinner. On the other hand, my husband stores his dirty clothes next to the wardrobe instead of keeping it in the right place. This mentality should be changed, particularly when both husband and wife work out side”.

Participant E: “Sisters are close to their mother and brothers are close to their father. That’s why a man does most manly work. For example, boys take care of cows. It is a tradition. It doesn’t mean men and women have different work responsibilities”.

Facilitator: “Sometimes a father buys a magazine or book and encourages his son to read but not his daughter. He does it innocently and carelessly. But if we give both boys and girls equal opportunities, they can develop equally”.

Why special attention to woman?

Because woman are deprived.

A: he has twin child but he found boy less sensitive than girl. Woman do work sincerely in the garments.

It would be interesting to state whether the person who made the statement was a man or woman, as many of the reflections show an inherent gender bias/stereotyping.

To realize the situation of women of Bangladesh with respect to the four elements of empowerment, participants were asked to answer (i) what are the resources of the people in a society which make them be seen as powerful; (ii) in which category of empowerment do these resources fall; and (iii) who generally possesses the bulk of the resources: women or men? Following is the output of the exercise, at the end of which participants realized that there is still a lot to do for women’s empowerment.

Resources people possess	Category of Empowerment the resource falls into	Who possesses a major share of the resource?
Money	Economic	Men
Rapport/relations/connections	Social	Men
Leadership	Political, social	Men
Intelligent	Social	Men, Women
Muscle	physical	Men
Decision making power	Social	Men
Control over income	Economic	Men
Education	Social, economic	Men, Women
Skill	Social, economic	Men, Women
Experience	Social, economic	Men, Women

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.

3.3 Different levels of gender needs

Facilitator: Dr. Rokeya Khatun

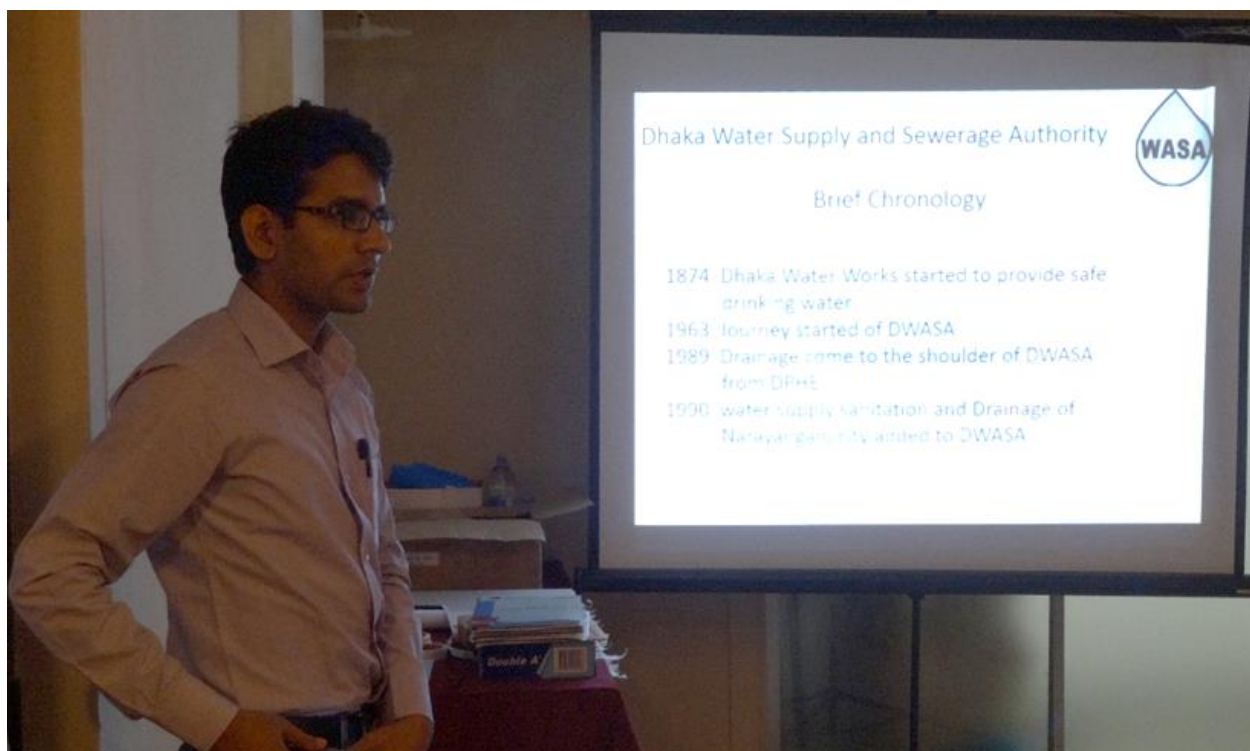
In this session the facilitator showed a few illustrations on the projector and asked for participants' opinion on its gender aspects. After observing the photos the participants gave following comments:



- Reserved seats for woman is an incentive and facilitates woman's participation in politics. However, at some point of time women will gain confidence to come in politics through open competition.

- One of the participant's shared a personal experience: He was the teacher of a Diploma Institute that didn't allow girl students to use computer. Equal access to resources is one of the essence of gender equality.
- Girl students often faced harassment from boy students, and eventually remained absent from the class.
- Religion doesn't show discrimination between a man and woman, but people often use religion to explain sub-ordinate situation of women and men's power over women.
- People often misuse media and religion for their own gains
- When a woman raises her voice, men tend to ignore her, but when men raise their voice, they are heard and their demands are met. This pattern of behavior is part of socio-culturally fixed preconceptions about men and women.

The session then concluded with a discussion on 'practical' and 'strategic' gender needs¹ that are often used in development planning. Practical gender needs (PGNs) are the needs women identify in their socially accepted roles in society. They do not challenge, although they arise out of, gender divisions of labour and women's subordinate position in society. Strategic gender needs (SGNs), on the other hand, are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. The GWA approach to gender and empowerment focuses less on the distinction between PGNs and SGNs, and more on their complementarity, understanding that over time and for sustainable development, strategic gender needs in fact become basic or practical gender needs and, therefore, it is unnecessary to differentiate between them.



¹ A conceptual distinction in gender needs made by Caroline Moser in the early 1980's, to help development planners to classify their interventions in terms of which gender needs they planned to address.

4. Gender aspects of services provided by DWASA,

The objective of this session was to understand the gender implications of DWASA's work: who gets which type of service from the institution? What gender guidelines and provisions are there in DWASA's institutional procedures and how is gender integrated in the activities of DWASA.

In the first part of this session a power point presentation was made by two DWASA staff: Engineer Israfil Hossain Akanda and Engineer Wahida Begum. Israfil is an Executive engineer, and Wahida is an Assistant Engineer in DWASA. Please see [Annex 5](#) for Israfil's presentation on overview of DWASA and [Annex 6](#) for Wahida's presentation on DWSSDP. The presentation mostly focused on how DWASA provides service to the users, including different rules and regulations currently being followed by DWASA. It also described the Gender Action Plan that was presently being implemented under the project Dhaka Water Supply Sector Development Project (DWSSDP).

Following the presentation, there was a general discussion on some key gender issues that it highlighted:-

- The staffing in the Dhaka Water Supply Sector Development Project (DWSSDP) is definitely dominated by males, where they constitute 85%, and the women only 15% .
- DWASA supplies water to all, but has made no special effort for meeting the specific needs of the women and adolescent users, so far
- Participants observe that DWASA doesn't feel "comfortable" to recruit women engineers
- DWSSDP is an Effective Gender mainstreaming (EGM) project. It aims to empower woman but does not do so directly.
- The project has attempted to integrate some gender criteria under pressure from the donor
- In this project GAP is one of the main areas of focus
- The DWSSDP started in 2012, and includes partner NGOs that work for different awareness-raising activities until Dec 2015 (project implementation period).
- DWSSDP project of DWASA also implemented a project named District Meter Area (DMA), which conducted a survey at consumer level in order to identify the daily usage of water (through a questionnaire). At the end of the project, DWSSDP will conduct citizen report card survey to identify the level of satisfaction regarding demand and supply of water and the billing system. They also did it at the beginning of the project with the help of a NGO.
- The LIC unit of DWASA conducted a study on consumer's satisfaction with the cooperation of WSUP at slum level.

Wahida also briefly described the methodology that was used to prepare the GAP under DWSSDP. Interviewing the Staff of different level, conducting FGD and reviewing relevant documents was followed to prepare the GAP. A few recommendations came out of the larger group of participants, at this point, which are summarized below:

- People who were interested in the GAP, didn't get to know about the workshop as it may not have been well circulated at the time of the call for participation.

- The above point was well taken and Ms. Wahida said that they would let the FCBC know that they need to circulate the call for participation in the next GAP workshop more thoroughly.
- Project staff claimed that they got the letter about the workshop only 3 days prior to the event, which was why they could not circulate it well.
- There are very few women in high positions in DWASA - less than 5% of the total staff(ref: DWASA admin)
- The draft Gender Strategy report has not been circulated well in the institution. Participants think it is important to know how WASA will take over this strategy., especially as DSSWDP will end in Dec 2015.



5. Power Walk

Facilitators: Nazmun Naher and Faridul Haque

The objective of this interactive session was to sensitize the 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.

For more details on the Power Walk exercise, and the character cards and sample statements used in this workshop, please refer to [Annex 7](#)



6. Group work on developing Gender Action Plan for DWASA

Facilitator: Nazmun Naher

The facilitator explained that the Gender Action Plan is a tool that gives **visibility and accountability for a project towards mainstreaming gender in their work plan and activities**. This plan includes what a project or an organization wants to achieve in the areas of improving gender relations and gender equality. Therefore, more specifically the objectives of a Gender Action Plan (GAP) are:

- Promotion of equal opportunities for women and men (staff and/or target group)
- Quantitative and qualitative indicators to monitor gender equity at organizational and/or field level
- Building staff capacity in gender issues at work and home. For e.g Promoting a work-personal life balance (sharing responsibilities)
- Gender-sensitivity in language (used in project reports, studies, trainings)

- Integrating a gender perspective in planning, implementation, monitoring, and evaluation



Participants were given a brief matrix to help them on their way to develop a GAP 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 in DWASA?

Activities: what can be done to achieve this objective?

Target Group: who will be involved in the activities?

Indicator: what variables can be used to measure the outputs, outcomes, and impact of the above activities. Check that these are SMART²

Accountability: who will be responsible to implement the activities, and how will this be checked/monitored?

Support required: apart from DWASA, what other support is required, and from whom or which organization?

Time frame: flexible

Other remarks: if required

The participants were divided into two groups and requested to prepare a gender action plan. There were five participants in each group. The two GAPs, developed by the participants were presented by the group members and these two group works were compiled into a one single GAP. Similar thing was done in the second day and another GAP was produced. On the basis of this two GAPs, a single GAP was developed for the Zone 5 of DWASA (working area of WOP) which have been attached in [Annex 9](#).

² SMART indicators: Specific, Measurable, Achievable, Realistic, and Time-bound

7. Evaluation of the workshop

Facilitators: Nazmun and Faridul Haque

At the end of the workshop, participants were given an opportunity to openly express themselves about the event. In addition, they filled up a structured evaluation questionnaire (See [Annex 8](#)).

Participants appreciated GWAPB staff's efforts towards organizing this capacity building workshop on developing a GAP for their institution and work. They found the workshop contents relevant to the activities they are implementing, and the facilitation techniques and methodologies appropriate.

General comments from the participant:

Participants' agree that DWASA should have strong involvement with GWAPB to mainstream gender in their work, and to implement their GAP. They also said that they need more workshops in the future. They would like to attend such a workshop once a year. They liked the session on empowerment of woman, children and man, and the interactive and participatory method of training. They found the sessions on how to develop a GAP, and how to mainstream gender in DWASA, particularly useful. They said that if the group size was smaller it would have been more interesting as the discussion session could be more interactive. Overall, they found the workshop useful and helpful for their work. A few participants would have liked it to be of a longer duration. In the future, participants would like to join workshops on some other topics such as Gender equilibrium implementation mechanism, Women's rights, and women and water.

Results of the Evaluation (from the questionnaire)

- The objectives of the workshop were clear to 83% of the total participants. The remaining 17% of the participants found them very clear.
- 55% of the total participants found the length of the workshop was adequate and the rest found it too short.
- All the participants thought that the workshop was well organized.
- 78% of the participants thought that the facilitators were responsive to their needs, while 22% did not agree with this,
- Only 12 % of the participants thought that the skills they had acquired from the workshop were directly applicable to their work, while the majority thought that the skills they acquired are somehow applicable to their work. .
- All participants agreed that there were adequate opportunities in the workshop for discussion, participation, and interaction from their side
- The participants were divided on whether the workshop facilities were satisfactory (half of them thought they were, and the other half thought they were not satisfactory)
- The workshop was rated as Good by 72%, Excellent by 11%, and Average by 17% of the participants
- All the participants thought that the workshop had increased their interest to learn more about Gender.

8. Closure of the day

The certificate giving ceremony of the workshop was attended by Engineer Md. Abul Kashem, Chief Engineer (CE) DWASA and Shaila Shahid, Team leader (TL) GWAPB. They observed the presentation of the GAP and gave some feedback for the next course of action. Some of these suggestions are mentioned below:

- The CE of DWASA remarked that higher authorities of DWASA would benefit from learning about gender. He thinks that once they learn about the subject they will be interested to work in it, just like he did when he followed a gender training of the World Bank.
- He also wanted to know from the participants whether they are eager to own this GAP or not? If they feel an ownership for the GAP, the DWASA management will definitely support it.
- The TL of GWAPB said the participants need to be motivated to implement their GAP, and that they should think about whether the GAP is achievable. She emphasized that GWAPB staff is open to give them technical support as and when required.
- The Chief Engineer requested staff to do advocacy with donors and higher DWASA management to implement the GAP. He thinks the GAP will help change people's mind set about gender stereotyping.



The DWASA CE and GWAPB TL then handed over the certificates to the participants, thanking them and the facilitators for their valuable contribution to the workshop, after which they formally closed the workshop.

Annex 1: The programme

Capacity Building Workshop for Selected Water Professionals: Gender Action Plan for DWASA

Place: *The Orchard Suites Limited , House # 90, Road # 13/A, Block # C, Banani, Dhaka-1213*

Date: *5 and 6 August 2015*

Time	Day	description	Responsible Facilitator
Day 1 Wednesday 5 August			
9:00	Opening and introduction	Welcome Logistics Introduction of the Programme Short introduction of GWAPB Task division: - time keeping - summaries of the days	Nazmun Naher , Programme Specialist – Gender and Integrated Water Resources Management (IWRM), GWAPB
9:10	Introduction of Participants	Name, Organization, Discipline, Work with gender till now, Most important individual gender experience	Rokeya Khatun , Senior Capacity Building Expert, GWAPB and
10:30	Tea		
10:45	Why Mainstream Gender in Water Management	Gender concept , Key Gender Terms and Gender Ideology	Rokeya Khatun , Senior Capacity Building Expert, GWAPB
		Empowerment of women, children and men: 4 interacting elements for analysis and as an objective and process	Rokeya Khatun
12.00	Gender activities in DWASA	Services provided by DWASA, who get which type of service? Gender in DWASA's rules and regulations, present gender activities in DWASA	Engineer Israfil Akanda , Executive Engineer, MODS Zone 5, DWASA and Mrs. Wahida , Assistant Engineer, DWSSDP, DWASA
1:00	Lunch		
2:00	Power walk	How is the life of different categories of people influenced by interventions and changes in their surroundings?	Faridul Haque
2:30	Group work	Identification of gender activities in line with DWASA <ul style="list-style-type: none"> - Gender activities in DWASA (HR, strategy etc.) - Gender activities in LIC (gender friendly services, research, tariff, equitable approach) - Gender activities in Zone 5 related to WOP - Gender sensitive monitoring and reporting in DWASA 	Nazmun Naher, Faridul Haque
3:30	Gender Action Plans draft 1	Presentation of a GAP	Nazmun Naher, Faridul Haque
5:00	Certificate giving ceremony		Md. Abul Kashem , Chief Engineer, DWASA and Shaila Shahid , Team Leader, GWAPB
5.30	Closure of the day		All

Annex 2: Activities of GWA and GWAPB

Gender and Water Alliance (GWA)

Gender and Water Alliance (GWA) was created at Second World Water Forum in the Hague (March, 2000). Its main objective is to mainstream gender in water management worldwide and to promote equitable access to safe and adequate water. It is a global network of organizations and individuals working in the water sector and in gender mainstreaming, striving for incorporation of gender considerations in water policies and practice at all levels. Of the total 2200 members all over the world 30% are organizations, and 70% are individuals of whom 45% are men and 55% are women.

In Bangladesh GWA has about 220 members - water managers who want to learn about gender, gender experts who want to learn about water, and gender-and-water experts. Since its inception in 2000 up to 2010, GWA ran with the subsidy from the Netherlands Government.

Gender and Water Programme Bangladesh (GWAPB)

Gender and Water Programme Bangladesh (GWAPB) is a Project of the Gender and Water Alliance, financed by EKN, with the objective to facilitate its water programmes, civil society, water professionals and government organizations in Bangladesh to adopt and implement a gender mainstreaming strategy in water related policies and practices in order to achieve measurable and positive impact on the lives o

f poor women and men. The programme is implemented through 5 (five) components – Collaboration, Networking and Coordination, Capacity Building, Training and Coaching, knowledge development, communication, and monitoring. The GWAPB is working with the following projects of the Embassy of the Kingdom of the Netherlands (EKN): Blue Gold, SaFaL, CDSP IV, Max WASH, BRAC WASH II, WOP DWASA VEI, UDDP, IFC PaCT, Bangladesh Delta Plan 2100. Furthermore, GWAPB works in partnership with a number of University departments, Research Institutes and GoB Departments and training institutes. Total duration of the programme is July 2013-June 2016.

Annex 3: List of the participants (5 Aug)

SL	Name, Designation
1.	Md Waz Uddin, Deputy Chief Training Officer, DWASA
2.	Sadiya Chowdhury, Assistant Programmer, DWASA
3.	Imamur Rashid Khan, ACRO, DWASA
4.	Hasan al Farouk, Sub Assistant Engineer, DWASA
5.	Khaleda Begum, ACO, DWASA
6.	Sayed Sazzad Hossain, Sub-Assistant Engineer,

Annex 4: List of the participants (6 Aug)

SL	Name, Designation
1.	Mozammel Hossain, Assistant Engineer, DWASA
2.	Obydur Rahman, SAE, DWASA
3.	Israfil Hossain Akanda, Executive Engineer, DWASA
4.	Md. Sirazul Islam, SAE, DWASA
5.	Md. Shahidul Islam, Assistant programmer, DWASA
6.	Jahanara begum, Customer Development Officer,

	DWASA		DWASA
7.	Wahida Begum, Assistant Engineer (AE), DWSSDP, DWASA	7.	Mir Mehedi Hossain
8.	Md. Saddam Hossain, SAE, DWASA	8.	Md. Shahin Hassan, Sub Assistant Engineer, DWASA
9.	Md. Delwar Hossain SAE, DWASA	9.	Md. Elias Uddin Mahmud, System Analyst, DWASA
10.	Israfil Hossain Akanda Executive Engineer DWASA	10.	Abdullah Al Mamun Khan, Assistant Revenue Officer, DWASA
11.	Nazmun Naher GWAPB	11.	Wahida Begum, Assistant Engineer (AE), DWSSDP, DWASA
12.	Rokeya Khatun GWAPB	12.	Nazmun Naher GWAPB
13.	S. M. Faridul Haque GWAPB	13.	Rokeya Khatun GWAPB
14.		14.	S. M. Faridul Haque GWAPB

Annex 5: Presentation on Overview of the Dhaka WASA

Dhaka Water Supply and Sewerage Authority: Brief Chronology

Presented by: Israfil Hossain Akanda

Executive Engineer, DWASA

1874: Dhaka Water Works started to provide safe drinking water

1963: Journey started of DWASA

1989: Drainage come to the shoulder of DWASA from DPHE

1989: water supply sanitation and Drainage of Narayanganj city added to DWASA

Vision:

To be the best water utility in the public sector of Asia-with commitment towards people and environment Services provided by Dhaka WASA.

Water Supply, Seweage Management and Drainage System management are the key functions of Dhaka WASA. Water Supply includes- Portable Water, Industrial Water and Gardening and Car Washing

Demand and Supply:

Total water demand about 220 crore liter/day. Total production capacity about 240 crore liter/day among them Surface water is 30% and Ground Water is70%.

Complimentary Water Supply-for Mosque, Mondir, Ramadan etc, and Social programs from Deep Tube Wells

Sewage Management

1Sewage Treatment Plant

27sewage Lifting Station

885 Km Sewer line

2500 Km Line of City Corporation including surface drain

The sewerage network:

- There are many 4,6,8 inch diameter VC and AC sewer that are not sufficient now.
- Many disruptions are found in the sewer line in different areas.
- Some sewer lines are blocked permanently by flyover construction, flood or solid garbage.
- Sewer overflow is very frequent in different parts of the city due to these reasons.

Lack of public awareness:

- Most of the city dwellers are unaware about liquid waste and solid waste. Solid and liquid wastes are mixed up unconsciously.
- Polythene, plastic bottles, pepsi can etc are found in the sewer line frequently

- Some rubbish, jhut are also fall off to sewer system which some times block the sewer line

Sewerage Master Plan

- Aimed to provide sewerage services to 32 million people projected in 2035
- Targeted to develop sewerage system at 1425 square kilometer areas of Dhaka by 2035
- Repairing and upgradation of 14.5 Km trunk sewer lines from Tejgaon to Pagla.
- Construction of about 1800 Km sewer lines by 2015
- 1st phase, the capacity of PSTP would be increased to 200 million liter/day
- Sewerage system, transmission mains and treatment plants would be made at Uttara, Mirpur, Rupganj, Demra (N.ganj), Rayerbazar in the 2nd Phase.
- 3rd phase, sewerage treatment plants would be constructed within greater Dhaka including Gazipur, Savar and Keraniganj.

Drainage System

- Dhaka city was criss-crossed by about 54 nos canals.
- These canals were used as flowing path of waste water.
- Most of the canals are Struggling for existence due to Encroachment.

Canals are being encroached

- It is quite difficult to recognise some canals now a days.
- Dhaka Wasa and District administration have taken several steps to Recover some canals.

Gender in Dhaka Wasa's Rules and Regulations

- Service rules and finance rules are followed by Government rules and regulations Qouta and other privileges are followed accordingly.
- Maternity leave/faternity leave (yet to be implemented), education leave etc are gender irrespective in Dhaka Wasa.
- Appointment, Promotion are not deviated in terms of Gender
- Gender issues incorporated in every projects

The future Look

- More public awareness for new network.
- Private sector and NGO involvement in sanitation services.
- Enforcement of pollution control and reuse guidelines.
- Water quality and public health protection.
- Phase by phase implementation of Sewerage Master Plan.

Annex 6: Presentation on the activities of DWSSDP

Implementation of Gender Action Plan through the intervention of DWSSDP.

Presented by:

Wahida Begum

Assistant Engineer & Gender Focal Point, DWSSDP, DWASA

August 5, 2015

Objective of the Session

To know the activities that have been completed for implementation of Gender Action Plan under DWSSDP.

To identify the impacts from implementation of Gender Action Plan.

Services provided by Dhaka WASA

Water supply

Sewerage Management

Dhaka Water Supply Sector Development Project (DWSSDP) is a project of DWASA and it deals with the water supply system of DWASA. Objectives of DWSSDP-

To establish isolated District Metered Areas (DMA) of water supply system within the project area.

To supply water at least at 1 bar pressure for 24 hours.

To minimize the Non-Revenue Water (NRW) up to 15% or less.

Major Gender Categories of Projects

Gender Equity Theme (GEN): Gender Equality and Women's Empowerment (GEWE) as explicit project outcome.

Effective Gender Mainstreaming (EGM): GEWE is substantially integrated but not as explicit project outcome. Men, women & children get benefit from the project intervention. (Example: DWSSDP)

GEN / EGM Criteria

Project Gender Action Plan (GAP).

Gender Analysis in project preparation.

Gender targets and performance indicators in Design and Monitoring Framework (DMF).

GAP in project processing & administration documents.

Gender Mainstreaming explained in project document (RRP).

Legal covenant for GAP implementation.

Gender Action Plan: Area of Focus

Building Capacity of DWASA from Gender Perspective

Increased number of women employees

Addressing gender issues at program level

Relating Gender responsiveness with social inclusiveness

Project Implementation and Monitoring

Building Capacity of DWASA from Gender Perspective

- Recruitment of a Gender Specialist.
- Introductory consultations with different responsible senior officials of DWASA and also scheduled workshops among DWASA officials of different levels for creating a preliminary understanding regarding the upcoming Gender strategy for DWASA.
- 3 separate Focus Group Discussions on Gender Strategy with Junior Level, Mid Level & Senior Level officials of DWASA (participants: 27 men & 7 women).
- Formulation of Gender strategy is under processing.
- Training module has been developed and is being utilized.
- Training of Trainers' program on "Gender and Water Sector Development" for the officers of Dhaka WASA.
- A half day gender awareness consultation with the PMU & PCU officials & BRM representatives organized by PMU.
- Two Workshops on "Awareness and motivation with emphasis on Gender Initiation" and two workshops on "Mainstreaming of Gender in urban water supply sector", one workshop on "Gender and Development for Staff" with DWASA officials of different levels organized by FCBC.
- 4 community trainings to the North & South City corporation Councilors and other community leaders (participant: 266 men & 84 women) by the NGOs on water supply improvement activities to achieve community participation in this issue.

Increased number of women employees

Recruitment of 15% women officials in different levels of project implementation and monitoring (women officials in the positions of Consultant, Assistant Engineer, Sub-Assistant Engineer, Computer Operator etc.).

Addressing gender issues at program level

- Consultations were carried out with women before designing DMA area and gender perspectives were considered.
- Designed area for DMA formation ensure gender perspective (location, household responsibility, security and privacy).
- Employment of 30% women field officers in assigned NGOs to prepare Citizen Report Card (CRC) and 50% women members for awareness campaign NGOs.
- Men & women field officers discourage illegal water connection & meter tempering, thus motivate the communities on minimization of NRW.

- Carried out awareness raising seminars, house to house campaign among men & 100% women dwellers by the NGOs on (a) water conservation through economic use of water (b) hygienic use of water.
- Training on operation, maintenance & monitoring of water supply facilities has been delivered to the NGOs to disseminate the knowledge to the consumers.
- Men & women field officers are involved in motivating the communities on sustainability of community water points.
- **Relating Gender responsiveness with social inclusiveness**
- 500 nos. house connections have already been done among the Low income communities of Korail Slum area. Water crisis has been eliminated through the new connections provided among the Low income communities.
- Connection permissions are being prepared for providing new water connection (Phase-II) to the Korail slum area.

Project Implementation and Monitoring

- Gender perspectives (women involvement, privacy, wage rate) have been included in the Contract Agreement of NCB-02.6 for Service Connection in Korail Slum (Phase-II).
- Collection of sex disaggregated information from the project intervention is maintained regularly and reported to ADB.
- Since October- December 2011 quarterly progress report of GAP for DWSSDP is being submitted to ADB regularly.

Impacts of implementation of Gender Action Plan

- Water crisis of Korail Slum area has been eliminated through the new connections.
- Improved water supply facility among the Low income communities of Korail Slum area has facilitated their women to engage themselves in income generation.
- DWASA officials have been introduced with Gender sensitive issues that will facilitate the Gender Mainstreaming within Dhaka WASA.
- The Gender Strategy will improve the overall working environment of Dhaka WASA.

Recommendations

- Implementation period of DWSSDP is up to December' 2015. The upcoming Gender Strategy has to be handed over to Dhaka WASA. Hence, an institutional arrangement within DWASA is required to take over & implement the strategy.
- Institutional arrangement is also required to monitor the implementation of Gender Strategy and to communicate with DWASA management in case of any shortfall arises.
- Immediate decision from DWASA management is required to establish the said institutional arrangements.

Annex 7: Power Walk

Objectives

- To sensitize participants to power relations and to the marginalization experienced by different members of society
- To show how social position affects people's rights, access to and control over resources and services, even how policy and programme decisions can improve or worsen their marginalization

Duration:

30 minutes

Preparation:

1. Identify characters: Develop a list of characters related to the context and/or theme for the training. Characters could be diverse but at least one half should be girls/women. If there are fewer participants then characters reduce the number but keep a balance between children and adults, girls/ women and boys/men, more advantaged/less advantaged. More than one person can have the same character – it creates opportunities for interesting discussions during debriefing.
2. Cut the list of characters into strips. See below for a sample list of characters
3. Develop statements: Develop a list of statements related to the context and/or theme of the training. The statements should concern people's rights especially their access to and control over resources and services, (e.g. *I have access to clean water*) Statements, can be generic and/or related to your work (e.g. *I am likely to be hired and paid fairly in a health clinic*)
4. Choose the space:
 - This exercise needs a lot of space and is great to do outside: The space needs to be big enough that: everyone can stand in a line, shoulder to shoulder, facing the same direction to take 12 to 15 steps forward from the starting line (that is they can step forward once for every statement) and to take 15 to 20 steps backwards from the starting point

Facilitating the exercise:

- Put participants in a line, shoulder to shoulder, facing the same direction
- Give each participant a slip of paper with their character. Tell them to keep it secret until the debriefing.
- Ask participants to listen to the statements:
 - for statements to which their character could answer yes, they take one step forward
 - for statements where they would answer no they take one step backwards.
 - If the statement does not relate to them at all, or they don't know how to answer, they can stay in the same place
- Debriefing:
 - To help generate learning from this activity ask the group questions which will help them: to describe why they are, where they are in the line and how that feels.
 - Specific questions you can use: Ask people at the front, back and middle who they are and how they got to that spot, how did it feel to be moving forward and leaving

others behind? How did it feel to be getting further, behind? What different power relations are demonstrated by the results we see in this exercise?

Sample characters

1. Chairman/ Director of Water Development Board (man)
2. Girl looking after her parents who are sick and her younger siblings
3. Boy aged 13 with a hearing impairment, from a poor urban family
4. Unemployed man, aged 30
5. Widowed single mother with 3 children,
6. Member of a LCS who involve in a road construction work (woman)
7. A cleaner of a village health clinic (woman)
8. An engineer who works in a WATSAN programme (man)
9. A member of a disaster management committee (woman)
10. A pregnant woman

Sample Statements

1. I have access to clean water, close to my house.
2. My knowledge and tasks in managing natural resources are recognized and paid off
3. I have equal rights to entitlement in inheritance assets
4. I am not vulnerable to natural disasters because where I live it is safe
5. Water sources for domestic use is far from my house
6. I am not in danger of being physically abused
7. I have knowledge about water and sanitation rights
8. In our school there is no toilet for girls
9. Water and sanitation policies have included all people's needs and priorities in them
10. I earn more than the minimum wage in my work
11. I can question to expenditure of WMA/WMO/WATSAN committee or other Associations funds
12. I have time and resources to spend time with my friends, to play sports and other recreations
13. I can join in a Water Management committee as and when I wish
14. I make decisions about major health issues in my household
15. I can get the information (water Sanitation related) that I need
16. I can attend any health and hygiene training and other education program
17. I earn a fair wage in my work
18. The chairman of the disaster management committee takes all decisions, I just sign the attendance sheet.
19. We need to cross the embankment to collect water from the other side which is not safe for my health.
20. We are often absent from natural resources related decision making at local level.

(Adapted from 'facilitator guide to the training components of the Plan Gender equality and Rights Capacity Building, June 2011)

Annex 8: Evaluation form

EVALUATION FORM

Capacity Building Workshop for Selected Professionals: Gender Action Plan for DWASA, Dhaka 5 and 6 August, 2015

Sex: Male Female

1. The objectives of the workshop were:

- Very clear
- Clear
- Not clear

2. The length of the Workshop was:

- Adequate
- Too short
- Too long

3. The workshop course was well organized:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

4. The facilitators were responsive to participants' needs.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

5. The skills I acquired are:

- Directly applicable to my work
- Somewhat applicable to my work
- Not applicable

6. There were adequate opportunities for discussion and class participation and interaction were encouraged

- Strongly agree
- Agree
- Disagree
- Strongly disagree

7. The workshop facilities were:

- Very satisfactory
- Somewhat satisfactory
- Unsatisfactory

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

9. What parts of the workshop were most useful to your work?

10. How do you rate the training overall?

- Excellent
- Good
- Average

11. The workshop increases my interest on Gender for further study?

- Yes
- No

12. General comments and suggestions

Annex 9: GAP, Developed by the participants:

Area of focus	Objective	Activities	Target group	Indicators/MoV	Action by	Support required	Time frame	Remarks
(i) Gender Equity Strategy	To mainstream gender in DWASA programme interventions .	-Formulate a Gender Equity Committee (GEC) with 50% women representation. -Determine specific Terms of Reference of the GEC.	DWASA staff, consumers	-Meeting minutes from department/Zone to form the committee -Notification/Government or departmental order to form the GEC. -GEC Functional	DWASA management committee and; or Zone 5 staff	DWASA authority and officials from all levels	Sept. – Oct. 2015	
	To integrate gender perspective in project design, implementation and monitoring.	-Conduct Gender Audit for DWASA in collaboration with the Gender Equity Committee. -Develop a draft Gender Equity Strategy for Zone 5 on the basis of the Gender Audit.	DWASA Zone 5	-Approved (signed) ToR to conduct the gender audit; -Gender audit team in place; -Work Plan of the Gender audit team; -Gender audit report.	Gender Equity Committee, DWASA authority	GWAPB, Development partners, DWASA	Nov. '15- April'16	Findings of the gender audit will help to understand the gap and to identify the appropriate measures. Recommendations of the gender audit will give proper direction to develop the gender equity strategy more comprehensively
		<ul style="list-style-type: none"> o Organize dissemination workshop to obtain feedback on the Draft Gender Equity Strategy. (DWASA staff, donors, and relevant sector actors will participate in the dissemination workshop). o Finalize the draft Gender Equity Strategy on the basis 	DWASA staff, consumers	<ul style="list-style-type: none"> o Reports of the dissemination/sharing workshop (s)/meeting o Gender Equity Strategy and Implementation Plan for Zone 5 	Gender Equity Committee, officials from DWSSDP, DWASA authority	DWASA, (I)NGO, Development partner	“	

		<p>of the feedback from the dissemination workshop.</p> <ul style="list-style-type: none"> ○ Prepare plan for implementation of Gender Equity Strategy and get approval from DWASA-WOP. (The Gender Equity Strategy itself can contain a plan for its implementation) ○ Share final version of the Gender Equity Strategy and Plan for its implementation with the DWASA Steering Committee. 						
(ii) Human Resource Policy	To ensure gender balance in staffing; To establish equity approach for improving organizational output	Review existing HR policy of DWASA and determine gender gaps, if any; incorporate and integrate personnel related gender aspects – Government policy aspects, incentives/special provisions (day care, WATSAN, emergency medical information, etc.) – promotions and postings, etc.	DWASA officials	<ul style="list-style-type: none"> ○ An official notification to develop a HR policy. ○ Gender sensitive HR Policy of DWASA. <p>[Gender Equity strategy will mention its necessity and how to develop, mobilize the HR policy in the final report. Gender audit report will give proper direction how to develop and why HR policy is important].</p>	DWASA admin	Development partners, GWAPB	May 2016 – May 2017	
Gender activity under Zone 5 with the cooperation of DWASA and WOP								
(iii) Installation of a Deep tube well	To ensure easy and safe access to potable water for all - women, men, adolescent girls and	Select a convenient (safe and easily accessible) site/location in consultation with women, men, adolescent girls and boys, elderly and differently-abled persons living nearby and in adjacent areas.	Under privileged consumers/ Zone 5	<ul style="list-style-type: none"> ○ One deep TW installed and functioning. ○ Decreased water borne diseases. ○ Documentation on the effects of poor people's access to safe water (to be posted in DWASA website). 	DWASA, WOP	GWAPB can help to prepare the small documentation	45 days (to be determined in discussion with	Existing pump is being relocated considering the demand of local slum.

	boys, elderly and differently-abled persons.						the focal person of WOP)	
(iv)Monitoring (Gender sensitive water supply mechanism)	To ensure equitable water supply.	<ul style="list-style-type: none"> o Develop format for sex disaggregated data collection on equitable access and use of safe water; customers' view about the service; benefits (social, economic, political and physical) of the service. o Collect data on a periodic basis, analyze, prepare recommendations and report to competent authority. o Activate slum based service monitoring committee with appropriate women representation. 	Consumers belong to DWASA	<ul style="list-style-type: none"> o Report(s) reflecting gender based information on the service by DWASA. o Inquiry report on community observations, suggestions, satisfaction, livelihood improvement, etc. 	DWASA, WOP	CBO	3 months (to be determined in discussion with focal person of WOP)	GWAPB can give the technical support to revise the existing form to make it gender sensitive
(v)Reporting (Gender sensitive water supply mechanism)	To ensure documentation of efficiency of the mechanism (water supply system) from gender dimension.	<ul style="list-style-type: none"> o Include gender based information in all relevant reports. o Organize short orientation on gender-based reporting. 	Zone 5 staff and LIC Committee/ consumers	<ul style="list-style-type: none"> o Gender analysis and information are available in reports – both quantitative and qualitative. 	DWASA, WOP	DWASA, WOP		Initiative will be taken by DWASA. GWAPB will give technical support to prepare the first report
(vi)Research	To ascertain effectiveness	<ul style="list-style-type: none"> o Hire consultant to: 	Slum dwellers	Study report.	WOP through subcontracting	GWAPB, CBO,NGO,	1 year	Korail slum is preferred for the

	<p>of the LIC approach for possible replication in future programmes.</p>	<ul style="list-style-type: none"> ○ develop concept paper/research proposal ○ design study conduction strategy – area of focus, methodologies, etc. ○ conduct study; and ○ share findings and recommendations. 		<p>Reflection of findings in DWASA programmes.</p>		<p>DWASA, Zone-5 and slum people</p>		<p>study area/or any other area suggested by DWASA.</p>
--	---	---	--	--	--	--------------------------------------	--	---