

# REPORT



## Capacity Building Workshop for Selected Professionals: Gender and IWRM II

**Organized by:**

**Gender and Water Programme Bangladesh (GWAPB)**

**30 November to 3 December, 2014**

BRAC Centre for Development Management- BCDM  
Rajendrapur, Dhaka, Bangladesh

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## List of acronyms

CDSPIV	Char Development and Settlement Project Phase 4
DWASA	Dhaka Water and Sewerage Authority
EKN	Embassy of the Kingdom of the Netherlands
GAP	Gender Action Plan
GWA	Gender and Water Alliance
GWAPB	Gender and Water Programme Bangladesh
HH	House hold
IGAP	Individual Gender Action Plan
IWRM	Integrated Water Resource Management
KAP	Knowledge Attitude and Practice
MHM	Menstrual Hygiene Management
OD	Open Defaecation
PaCT	Partnership for Cleaner Textile
SaFaL	Sustainable Agriculture, Food Security and Linkages
SMART	Specific, Measurable, Attainable, Realistic, and Time-bound
SWM	Solid Waste Management
UDDP	Urban Dredging and Demonstration Project
VWC	Village Wash Committee
WATSAN	Water and Sanitation
WFP	World Food Program
WOP	Water Operators Partnership

# Report of

## Capacity Building Workshop for Selected Professionals: Gender and IWRM II

### 1. Background:

A series of Capacity Building Workshops on Gender and IWRM are organized, by the Gender and Water Programme Bangladesh (GWAPB) – a 3 year program funded by the Embassy of the Netherlands in Bangladesh (EKN), as part of their capacity building efforts to facilitate and support various EKN supported project staff, civil society and government organizations in the water (related) sectors, in mainstreaming gender in their project-related work. Through this, GWAPB ultimately aims to enable these organisations and institutions 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.

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 first workshop in this series in May 2014.

This second workshop has the same objective, but involves a different group of professionals who have been nominated by their respective organisation or institution to participate in this workshop due to its relevance for their work.

### 1.1 Objective:

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 Plan (IGAP) for each of the participants in the context of their job position, work responsibilities; and the society they live in.

### 1.2 Call for Application and Selection of Participants:

Ten 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:

- 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.

### 1.3 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

### 1.4 Methodology:

The methodology of the training workshops was interactive and participatory. There was group work, and in the plenary sessions trainees were encouraged to speak out and to contribute from their own experience. Each of the trainees developed an individual Gender Action Plan (iGAP) for the coming year, in which they wrote the activities that they themselves will implement for mainstreaming gender in their own work. In this sense the concept of 'gender mainstreaming' is operationalized for the participant in a personal plan with a set of realistic objectives, activities, and SMART<sup>1</sup> indicators. Participants are expected to commit, and be finally responsible for the implementation and monitoring of their iGAP.

During the year following the training, the trainees may face problems with implementing the plan. They are encouraged to present their problems to the gender expert (the GWAPB team) for advice. This is called coaching. At the end of one year the same group of trainees will get together for a final training workshop to discuss how the implementation of their individual Gender Action Plans did work out in practice and to learn, partly by peer learning, and partly by the gender experts' inputs, how to improve the gender mainstreaming work in the future. The major question is which visible results have been achieved over that year, how did the participant experience the process of implementation and monitoring, are there any good practices that can be shared from this, and what are the main points of learning.

### 1.5 Location, Time, Participants, and Trainers

**Location:** BRAC Centre for Development Management (BRAC CDM), Rajendrapur, Dhaka.

**Dates:** 30 November – 3 December, 2014

**Number of participants:** Altogether 28 senior and mid - level staff (8 women, 20 men) from different EKN supported programmes in the water (related) sector, and some GWA members, attended the workshop. Please See Annex 1 to see the participant list of the workshop. Of these only 8 participants

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<sup>1</sup> SMART (in the context of indicators) refers to Specific, Measurable, Attainable, Realistic, and Time-bound



sent us their concept note prior to the workshop, so the other participants were asked to still write a brief concept note, to allow for sharing of experiences and learning between the participants.

**Trainers:** Joke Muylwijk, executive director of the Gender and Water Alliance, acted as the lead facilitator of the programme. The second senior facilitator was Dr. Rokeya Khatun, senior Capacity Building Expert, GWAPB. In addition, GWAPB sector specialists Safina Naznin, Nazmun Naher, and Faridul Haque facilitated sessions belonging to their area of expertise.

**Languages:** The training was conducted in English, as all the participants were fluent in the language.

## Day 1: Sunday, 30th November 2014

### Session 1: Opening and Introduction

**Objective:** Welcoming the participants and Introduction of GWA and GWAPB

**Method:** Lecture

**Facilitator:** Joke Muylwijk

The workshop was opened formally with a welcome address to the participants by Joke Muylwijk, Executive Director, Gender and Water Alliance (GWA). She briefly introduced GWA as an international network with about 2200 members. Among them 30% are organizations and 70% are individuals. Among the latter, 45% are men and 55% are women. There are 180 members in Bangladesh. The members are people who are interested in linking the technical and social aspects of water management and



development, trying to merge technical expertise with developmental knowledge from a social perspective. She then introduced the Gender and Water Programme Bangladesh (GWAPB), briefly explaining the inception of the programme, its rationale, the agencies involved, and the development of the programme so far. She mentioned that the programme is currently working with 10 EKN supported projects. – Blue Gold, CDSP IV, SaFaL, MaxWASH, BRAC WASH II, UDDP, WOP-DWASA VEI, IFC – PaCT, Rice Fortification WFP, Delta Plan 2100, ADB River Management.. Drawing from the programme’s experiences she described the challenges faced by many gender projects like GWAPB due to the prevalence of ‘lip service’, where staff simply tick a box to say that they have completed trainings, field visits, and other gender related activities, and there is little visual or documentary evidence of

lasting or sustainable impact on gender relations. A further challenge in working on gender in different projects is the multiplicity of ideas about gender mainstreaming, and how to work on this. . She stressed the importance of remembering that working on gender issues in our projects should ultimately benefit poor men, women, boys, and girls. Joke then introduced the team of GWAPB to the participants.

**Task Division:**

Vivian will provide support to writing the English report for each day of the workshop, as English is her mother tongue.

**Timekeeper and Recapper:**

Summary of the Day	Person	Time Keeper	Morning	Evening
Day 2 (1 <sup>st</sup> December)	Shonchita, Anamika	Day 1 (30 <sup>th</sup> November)	Rakib	Maksud
Day 3 (2 <sup>nd</sup> December)	Rakib, Auvi	Day 2 (1 <sup>st</sup> December)	Vivian	Chaity
Day 4 (3 <sup>rd</sup> December)	Mahidul, Manmatha	Day 3 (2 <sup>nd</sup> December)	Faisal	Auvi
		Day 4 (3 <sup>rd</sup> December)	Farzana	

Cultural evening committee: Mahidul, Chaity, Maksud, Shafiqul, Shonchita, Shyamal

**Session 2: Introduction of Participants: Getting to know each other (in pairs)**

**Objective:** To know about participant’s name, organization, work, discipline, expertise and gender related experience

**Method:** Participatory, interactive

**Tools:** matching card

**Technique:** Half of a complete sentence was written in each VIPP card and distributed among the participants. The participants identified their pair or peer by finding out the other half of the sentence. For example: “GWAPB” was written in a card and the card holder identified another card holder who was holding “Gender and Water Programme Bangladesh”. These 2 card holders became a pair to exchange information, and introduce each other to the larger group of participants.

**Facilitator:** Faridul Haque

Joke concluded the session with an observation that though many participants may think they do not have any gender expertise, we all have some experience with gender in our personal lives.

### Session 3: Why Mainstream Gender in Water Management?

**Objective:** To explain the importance of integrating gender into water management

**Method:** Lecture

**Facilitator:** Joke and Rokeya

**Process:** At the start, Joke wanted to know about the understanding of the participants of the term “gender”. The individual responses of the participants were-

- Social construction of men and women on roles and responsibility
- Equality rather than equity
- Scope of working side by side
- Equity and equality in all aspects of life
- Roles and responsibility
- Perception about men and women
- Ensure human rights is part of gender
- Gender is a concept, women are lagging behind in our society
- Working towards establishing rights
- Balanced voice, and rights heard
- Knowledge, Attitude and Practice (KAP) towards gender mainstreaming
- Participation at all levels: in personal, HH, work and policy level
- Power and patriarchy
- Dignity, equal relation between male and female
- Ensure equal access for all
- Biological – boys, girls, and societal
- limited participation of women in all spheres
- Need based rights, opportunity, and equal opportunity
- Ensure real participation and equal access to resources
- Social security
- Equity of male and female, boys and girls
- Ensuring participation of male and female in all aspects.
- Awareness raising about social issues
- Equal opportunity of all activities based on economic, social, environmental aspects
- Shared duties, eg. in BRAC WASH, hygiene messages dissemination by male staff to encourage men to collect water and share toilet cleaning duties with their female family members
- Equal participation in decision making in family along with male
- Power gap

*Some of these responses show gender awareness, and some are expressions of gender prejudiced ideas.*



*Joke asked why there are more women in VWC in BRAC WASH and how staff responds to the male members questions about this: To respond, Anamika replied that in BRAC WASH, 6 women and 5 men are in a VWC. They try to raise women's voice along with men. As women are mainly responsible for water collection along with their household work, and have knowledge on adaptation during water scarcity they have the most reliable information for the project about water collection, provisioning, and storage.*

*We need to ensure participation of women at all levels of professional work. In DWASA, for e.g. there are few women in top level functions, but quite a number employed in lower level jobs.*

After that Joke clarified a few concepts related to Gender

- The word “role” is fixed for a life time and it is better to use ‘tasks’ and “position” instead of role.
- Gender is not women. Gender (socio-culturally defined) is different from sex (biologically defined). Biologically, women can give birth and man cannot, but men can also cook, women can also be the boss.
- Gender versus Sex: the sex of people is fixed (mostly), whilst gender is subject to change: gender relations are different over time and over geographical regions.

### **Gender and Asymmetric Power Relation or Hierarchy, and Gender Plus**

Gender is rooted in power relations, which are not always equal, but are rather asymmetric. The meaning of asymmetric power relations is that there is a difference in power between people - such as men and women (husband and wife), between men (father and son), and even between women (mother in law and daughter in law).

This power difference 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 plus” is a broader conceptualization of gender, where gender is viewed as interacting 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. Here in this workshop, the broader meaning of gender is used: “Gender+”. It is not only men and women, because all men and women are different.

### **Gender ideology (mind set 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 favour of the girl child, which is not so easy to change. In many cultures it is said to be natural that men are superior and women are inferior and that 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, if it is a male calf it is not so welcome. There is nothing natural about unequal gender

relations, in fact it is cultural. In sanitation and hygiene, lots of taboos exist and to change the personal and shared gender ideology (mind-set) 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:** one of the participants talked about open defecation being a culture of many rural areas in Bangladesh. Other participants thought OD was a consequence of lack of resources, rather than a cultural habit. *Joke* remarked that lack of resources plays an important part in determining culture. For e.g. 40 years ago five children was considered a small family, but now it is seen as a big family.

**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 relevant for women, but also for men and for children, and for minorities.

**Economic empowerment:**

The right to choose one’s education, same income for same work, the right to work that one enjoys, the right to decide about spending benefits and income, the right to water, access to relevant resources. Sometimes women have access to income but 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. Often when work is manual many women are involved in it, but when it is mechanized it is taken over by men. Economic empowerment is important but not enough. We need to think holistically about empowerment.

**Discussion:** one of the participants talked about her experience from a project in a Char area where women labourers had to cook and look after their children in addition to the job, but still got only 80% of men’s wages (for the same work). The facilitator remarked that this was pure injustice and the employer should be held accountable for it.

Another participant shared an observation from his project where women are engaged in different project activities, but still lack control and decision-making power over resources.

Safina quoted from the study conducted by Pathways of women empowerment, where only 10% of women have control over their income, whilst these are educated urban women working for NGOs.

**Social Empowerment:**

A positive self-image, social status, how does your family, neighbourhood, and/or society see you as a person, an individual? The right to education, and is your voice heard? And does your opinion matter? When a baby girl is born in many cultures, people say “I’m sorry” rather than “congratulations!”. This is an example of how cultural bias can lead to social disempowerment – as girls may develop a low self-image, and parents may invest less in their daughter’s education compared to their sons.

**Good Practice:** Recognising the importance of social and religious culture in affirming people’s habits BRAC WASH is involving religious leaders in WASH and hygiene trainings, and in spreading some positive gender messages about men and women sharing household work.

**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 and extreme poor men and women 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).

**Discussion:** in the SAFAL project, women members of producer groups need to take permission from their husbands to take part in different committees, and are often not permitted to attend trainings, meetings away from their home.

**Good Practice:** Some women VWC members were able to successfully compete in the last local govt. Institute (LGI) election as they got some leadership training from a WASH project.

**Physical empowerment:**

The right to decide about one’s sexuality, to decide about the number of children and spacing between them, the right to proper healthcare, the 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. the right to wear the clothes you like, having rest - particularly during pregnancy and menstruation period, physical mobility, recreation, family planning methods/use of contraceptives, 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. A participant remarked that gender trainings should not only be directed towards women and vulnerable persons, and that creating gender awareness in the elite classes and decision maker is equally (if not more) important.

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.

**Session 4: Background of Gender and Water 1: WHY mainstream gender in water management?** (Gender and Water for Domestic purposes, Sanitation, Hygiene and Solid Waste Management)

**Objective:** Presentation of major issues on the topic and experiences from participants.

**Method:** Power point presentation and discussion

**Facilitator:** Safina Naznin

The trainer started the session by asking a general question to the participants on their observations about the relation between women and water?

**Response from the participants:**

- From his experience, one of the participants thought that women are the main providers of water. In rural areas, and especially in hill tracts, woman collect water from far away. Men only use the water.
- In our society only women collect water but both men and women can do it.
- Women basically do domestic work, for much of which water is needed.
- Apart from collecting water for domestic purposes women are also responsible for paid work such as in labour contracting society.
- Due to scarcity of water in the hilly area, people wash their dishes/utensils only once a day.

After this discussion, Safina started her presentation. Her presentation included the following-

**Gender issues related to water supply and sanitation**

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 drinking water, 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.

**Discussion topic: Is Solid Waste Management an opportunity or a threat for women?**

- SW in rural area is considered a resource.
- Sometimes SWM is an opportunity for poor people as they can generate income from it.
- BRAC started to work on SWM in Gazipur district and invested almost 31 crore Tk. They will produce power and fertilizer from waste materials. If we can utilize it properly, SW is definitely an opportunity.
- Joke showed her interest to do pilot research on gender and SWM in the BRAC project area if possible.

**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.

Discussion topic: attempts to apply a gender-sensitive approach to water supply

- BRAC WASH conducted meetings for community support work and courtyard meetings, where women are the coordinators. They are trying to raise awareness regarding importance of women's participation.
- One of the participants is thinking about designing a water vessel in a different way to encourage men to join in water collection duties. Because of the shape of the pitcher women are always bound to carry water. But if it was designed differently, men would also be encouraged to carry water.
- Response from the facilitator: Safina mentioned that the water jar's design can easily be adapted to suit men by tying a rope around the neck of the pitcher for carrying purposes. This type of modification in water vessel design is also visible in the CDSP-IV and Max WASH project area.

**Sustainability:**

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.

- 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.
- 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

**Good practice in School WASH:** Before the BRAC School WASH intervention there was only one unhygienic toilet for 203 girl students in school A. Attendance rate in the school was very low and the passing rate in S.S.C was only 55%. The project’s provision of a separate toilet for girls with a two chamber toilet including running water and MHM facility (e.g. supplying bin inside the toilet for sanitary napkin) changed the entire scenario. Absenteeism rate became very low, and In 2014 the passing rate is 91%.

**Question:** Arsenic contamination poses a serious problem to drinking water availability, and is still experienced in our country. That’s why RWHS is very good solution. But how long we can actually preserve RW?

**GWAPB facilitator:** if the catchment is clean and you don’t collect the rain water that falls in the first fifteen minutes then rainwater is safe for drinking. If the rainwater is collected without disturbing the thin biological film, it will not be contaminated by germs. We also have to protect rainwater from sunlight, so algae and other bacteria will not be able to form inside the tank. To protect against evaporation loss, it is also suggested to keep the tank covered.

Joke suggested that participants could take a look at the GWA manual on rainwater. In the context of SWM, she said that if we don’t manage SW, it pollutes water which is very limited. GWA has a manual on gender and SWM as well. Both of the documents are available in the GWA website.

## Session 5: Power Walk

**Objective:** This interactive game was conducted to sensitize participants about power relations and the marginalization experienced by different members of society, and to show how social position affects people’s lives, and how policy and programme decisions can improve or worsen marginalization.

**Method:** Participatory, interactive

**Facilitator:** Nazmun and Safina

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.

Participants were randomly given the following **character cards**:

1. UP chairman
2. UP female member
3. UP male member
4. Old woman
5. Old man
6. Poor farmer (male)
7. Disable girl 8years old (rich family)
8. Disable boy 8 years old (poor family)
9. Adolescent girl looking after her siblings
10. Adolescent boy
11. Pregnant woman
12. Day labourer (man)
13. Day labourer (woman)
14. School teacher (male)
15. School teacher (female)
16. LCS labor (woman)
17. Destitute woman
18. Influential political leader
19. Village health worker

**Situation Statements:**

1. I have access to clean water, close to my house.
2. I expect to finish secondary school
3. I am not vulnerable to natural disasters because where I live it is safe
4. I face discrimination or stigma when using public services
5. I will be consulted on WASH issues in our community
6. I can take decision in my family and everybody respects it
7. I am not in danger of being physically abused
8. I have separate toilet facility in the school/working site
9. I don't face wage discrimination
10. I can question the expenditure of WMA/WMO or other Associations funds
11. I have time and resources to spend time with my friends, to play sports and other recreations
12. I also have access to good health care services, for which I can pay
13. I make decisions about major purchases in my household
14. If I was accused of a crime I would be asked for my side of the story and believed
15. I can get the information that I need
16. I have a say in who I will (did) marry and when
17. I can attend any livelihood training and other education program
18. The price of fertilizer is increasing
19. The chairman of the disaster management committee takes all decisions, as a female member I just sign the attendance sheet.
20. 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.

**Learning from the game:**

- In the game the disabled girl from a rich family did better than the disabled boy from a poor family. Here wealth of the family had a stronger influence on the outcome than gender. On the other hand, the UP male member was in a better position than the UP female member despite holding the same position, as here being a woman meant less access to many opportunities. There were similar findings for the male and female school teacher.
- UP chairman was the most powerful in this game, and the destitute woman the least powerful.

**Session 6: Individual Gender Action Plans draft 1**

**Objective:** Explanation of IGAPs. Presentation of a selection of 6 of the initial concept notes, and suggestions by participants and facilitators to give the IGAP shape

**Method:** Power point, and discussion

**Facilitator:** Joke

Joke started the session with the question “who has a Gender Action Plan (GAP) for the whole project?”

- Who knows who is to be the one to implement it, or one of the people to implement it? Are you sometimes thinking about it?
- Those who have technical job, do you sometimes think about it?

Joke said that an Individual Gender Action Plan is a tool for water engineers and other professionals of different levels that helps to mainstream gender in one's work, without directly being involved in the Gender Action Plan for the whole project or programme. It is usually made for one year.

Only some participants could clearly answer the above questions.

- SaFaL has just started to develop their GAP
- BRAC has a GAP and also gender policy
- Blue Gold also has a GAP and it is being implemented
- DSK also has GAP
- Currently DWASA doesn't have GAP but they want it
- Max WASH doesn't have GAP right now
- Begum Rokeya's University doesn't have a GAP or gender policy
- ULAB does not have a GAP
- CDSP has a GAP
- Blue Gold is going to update the GAP for BWDB, and this is underway

**The IGAP can include all sorts of gender issues for e.g.:**

- Gender balance: equal numbers of women and men, or boys and girls participate in activities;
- Recognition of women's work;
- Recognition of special and different needs of men and women
- Making poor women's voices heard;
- Giving women engineers (colleagues) equal say and chances in the work;

**Why prepare an Individual Gender Action Plan:**

- To ensure commitment by each individual person to contribute to improving gender relations and enhancing equality.
- To do self-monitoring of work for improving gender relations and enhancing equality.
- IGAPs don't need to be closely aligned with your organization's objectives and outputs, but usually will be.
- To be proud of really making a difference in one's own space

**Objectives of the Individual Gender Action Plan:**

- What do you want to achieve in the area of gender relations and gender equality, in and with your work (objective)
- What is the problem and what are the causes?
- Possible solutions (plans) to overcome the difficulties?
- What will be your concrete and specific activities?
- What is your expected result after implementing the activities (outcome)?
- Time frame and necessary inputs (time, money)

Participants were then asked to discuss ideas for their IGAPs in a small group.

Some examples of issues that could be addressed by an IGAP:

- A. Effective male and female participation in a WASH committee.
- B. Make men and women aware about improving health.
- C. Why is it so difficult to achieve your IGAP? This may be due to lack of cooperation from colleagues, and scarce resources and funds. A possible solution to achieve IGAP may be to convince TL, colleagues about the benefits of taking a gender-sensitive approach in their work.



**IGAP Matrix**

What do you want to achieve in the area of gender relations and gender equality in and with your work (objective)				
Why it is difficult to achieve; Causes of the problem	Possible solutions (plans) to overcome the difficulties	What will be your concrete and specific activities	What is your expected result after implementing the activities (outcome)	Time frame

**Follow up to the IGAPs:**

- If participants face problems, or have questions regarding the implementation of their IGAPS, they can contact GWAPB facilitators to discuss what can be done.
- After a year, an IGAP review and learning workshop will be organised where the same group of participants will attend. They will present the experiences they had, and the results of their IGAP.



**Presentation of IGAPs: Day 1**

On the first day of the workshop, there was a presentation of 6 of the initial draft IGAPS by Uttam (DSK), Manmatha Sikder (BRAC WaSH), Farzana Shabnam (ULAB), Kazi Faisal (Max WaSH), Nishat Majumder (DWASA), and Khasrul (ULAB). This was followed by suggestions from the participants and facilitators to make the IGAP more concrete, and practical to implement.

Using the learning from this presentation and discussion, all the workshop participants will work in the evening to further develop and improve their IGAP.

Please refer to [Annex IV](#) to see the final drafts of the IGAPs.

## Session 7: Background of Gender and Water : Gender and Water for Agriculture and Food Security

**Objective:** Presentation of major issues on the topic and experiences from participants

**Method:** Power point and discussion

**Facilitator:** Joke

Joke started the session by describing different issues related to Gender and Water for Agriculture and Food Security such as:

- Division of work and responsibilities
- Division of decision making
- Right to land and right to water (land grabbing and water grabbing)
- Feminization of agriculture
- Feminization of poverty
- Competing use of scarce water for crops, water for vegetable garden, water for cattle and small livestock, water for food processing.
- Full and equal participation of women and minorities in water users groups
- Different farming system are often characterised by male/female ownership:
  - Irrigated, mechanized, and other large farms mostly run by men for cash crops
  - Small, labour-intensive, mixed farms often run by women for self-subsistence

Joke also reminded participants that subsistence farming plays a very important role in food security of rural areas and the poor. Cash crops often require processing, do not add much to the nutritional

quality of the diet, and are produced mainly for the domestic or international market. For e.g. sugar, coffee, tea, tobacco, shrimp, cotton, spices.

There also tends to be overuse of land for cash-cropping, reducing the land available for staple and food crops. While large scale cultivation of staples is often managed by men, it would not be



possible or viable without the work and knowledge of women farmers and labourers. Female farmers are still largely unrecognized, as is their work. Women’s ownership and entitlement to agricultural land is also very rare, and this greatly limits their access to credit, extension, irrigation rights, and other

inputs from projects and schemes that link these to the (male) owner. When they are able to lease land from male family members or landlords, they often have to pay more for this than male tenants, and still have limited decision-making over it.

#### Response from participants:

- A. Female farmers produce and male farmers sell & take the money
- B. In agriculture we see that seed preservation, sowing, weeding is done by women but they are not recognized as farmer. Government of Bangladesh also mentioned that farmers are male in different publications. Opening of account in the bank, getting credit, having training, all the facilities go to male farmers.

After having interaction with participants about uses of water in agriculture Joke observed that most water goes to farmers who produce sugar, which is a non-essential food item. The Water Footprint Assessment shows that lots of water also goes for meat production. For better water management in agriculture we will need equal participation and recognition of woman's work. After this session the workshop programme for day 1 concluded.

## Day 2: Monday, 1st Dec 2014

**Recap:** The discussion of the 1<sup>st</sup> day of the workshop was recapped by Shonchita and Anamika. For this they employed an innovative interactive game. Participants were provided with title cards on a random basis, and 2 groups were formed per table. Each group was then requested to summarise the discussions of the previous day in bullet points according to the title card they had. They were given 5 minutes for this discussion. The outcome of the recap session is as follows:-

1. Gender Concept: Gender equality promotes equal participation of men and women in all life spheres. There are social, political, economic, physical components to empowerment, which is key to the understanding of the Gender concept.
2. Economic empowerment: Control over resources, women's ability to spend money as per their requirements. Access to water body, land, same wages for same work etc.
3. Social Empowerment: Positive self-image of women, how society perceives women, does their opinion matter etc.
4. Physical empowerment: Freedom to work outside the house, attend meetings, non-acceptance of violence, clean water and sanitation facilities, suitable facilities for menstrual hygiene management.
5. Political Empowerment: ability of an individual to participate in groups, committees etc.
6. The main lesson learnt from the Power walk is that men generally have more power than women in the sphere of work, public functions, politics, and socially as well.
7. Gender Water and agricultural food security: there is no recognition of female farmers, and neglect of gender based division of work and decision making power.
8. Gender and Wash: Solid waste management is a threat and opportunity as well. Effective waste management can make waste a productive resource; on the other hand people who work at the lowest tier of waste management (women, children) often don't use gloves, and are facing serious health risks. A participant asked the question whether it is lack of knowledge or capacity that results in people not using gloves. Other participants responded that both, lack of awareness and poor management by public and private waste authorities results in this.



## Session 1: Background of Gender and Water 3: Gender and Water, the Environment and Climate Change

**Objective:** Presentation of major issues on the topic and experiences from participants

**Facilitator:** Rokeya Khatun

**Technique:** Power Point Presentation and discussion

The session started with the facilitator 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. Furthermore most projects/interventions in climate change adaptation and mitigation are not gender-neutral, and will have varying consequences for women, men, boys, and girls, which stresses the importance of using a gender-sensitive lens when designing, implementing, and monitoring them.



Following are some examples that were discussed about how climate change and environmental degradation and related interventions affect men and women differently:

- 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;

- Lack of land /water body ownership by women makes it more difficult for them to access credit, and other inputs distributed by projects and development agencies;
- 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 created by projects/interventions, 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 briefly discussed how women and vulnerable groups could be empowered by interventions, considering the 4 facets of empowerment : social empowerment (women and men participation in decision-making committees); economic empowerment (access to alternative livelihood options, extension services, etc.); political empowerment (women participation in disaster risk reduction committees, governance committees of producers groups, etc.) and physical empowerment (access to sanitation facilities at the cyclone shelters; safety from violence and sexual harassment, human trafficking etc.).

The facilitator 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.

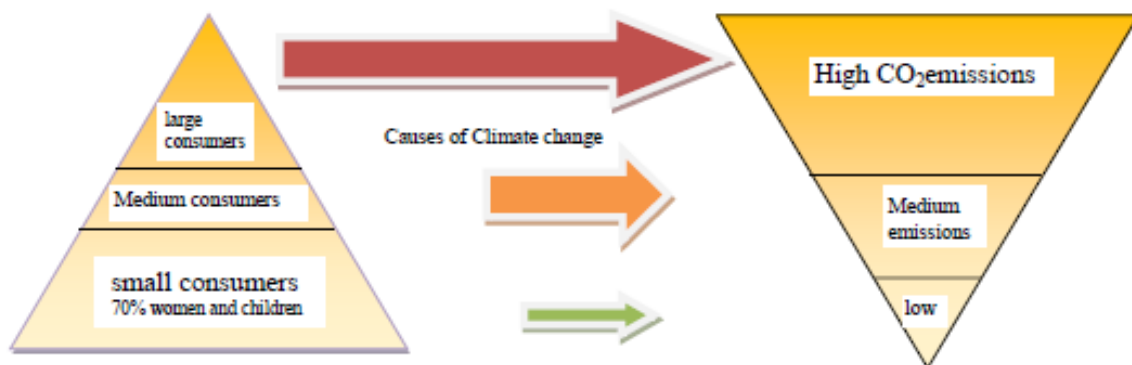
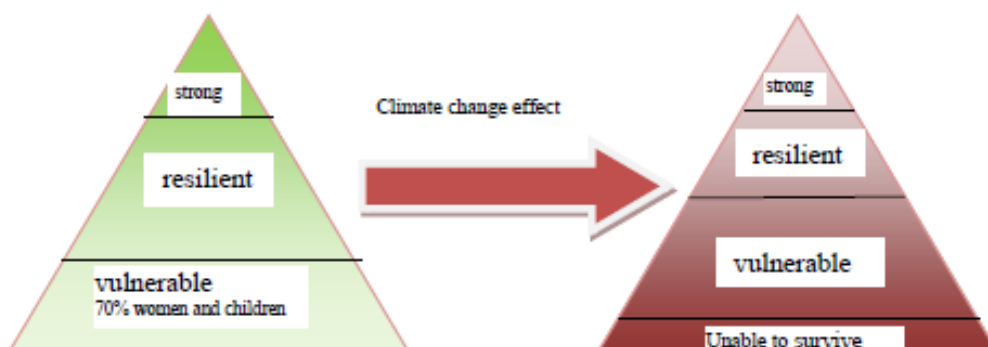


Fig. 1: Different consumers’ relative impact on climate change





### Discussion with participants on the different climate change and disaster risk management interventions of their projects

- ✓ CDSP IV- Seed provision (95-100 men and women ), salinity tolerant seeds, technology support
- ✓ SaFaL- Training on crop protection and loss minimisation for farmer groups; Village Super Markets (VSM) would be used as Cyclone shelters in SafaL project, providing storage for crops, livestock, and equipment in addition to shelter for human beings.
- ✓ Water and sanitation facilities - Climate resilient, tube well on high platform, latrine on high platform), climate resilient technology support.
- ✓ BLUE GOLD: WMG, WMA for farming and food security.
- ✓ BRACWASH: Water point / 2-3 headed tube well. BRAC WASH is providing software support including knowledge and training on hygiene knowledge and practice. Hardware support includes commissioning of Engineers to help to install hygienic latrines. Small grants are also being provided to the poor for climate resilient latrines.

### Preparation for the field visit to BRAC-WASH project site:

This session was followed by some guidelines from Joke to the workshop participants, for the field visit in the afternoon to BRAC WASH project sites in Kapasia

- While in the field, participants should try and observe the sights they see, and the people they meet using an empowerment perspective. This perspective should lead their discussions in the field as well.
- When questioning and/or talking with the respondents, participants should take care to be polite, and sensitive to the situation observed. Participants should also keep their language plain and understandable for the respondents.
- BRAC staff will accompany the workshop participants in the field area. A bus has been arranged to take the participants to the field area, and this will leave at 1.30 p.m from the Reception.
- Participants should make brief notes during their visit and discussions, which can be used to present to the group in the workshop the next day (in flip charts).

## Session 2: Background of Gender and Water 4: Gender and Integrated Water Resource Management

**Objective:** Presentation of major issues on the topic and experiences from participants

**Method:** Power point presentation and open discussion

**Facilitator:** Nazmun Naher

Nazmun Naher, GWAPB Programme Specialist-Gender and IWRM facilitated the session. The objectives of the session were to discuss the concept of integrated water resources management (IWRM), specify the main elements of IWRM and identify the main gender issues and challenges for IWRM.

**Definition:** IWRM is the coordinated development and management of water, for all uses in order to maximize the resultant economic and social welfare in an equitable manner without compromising the sustainability of vital ecosystems. The basis of IWRM is that the many different uses of limited water are interdependent .i.e. high irrigation demands and polluted drainage flows from agriculture, mean less fresh water for drinking or domestic use, contaminated water sources in the local area.

The session started with a sketch of the present global water scenario. Of the total global water in the world available for humans only 3 % is fresh water; in this 3 %, most of the sources are not easily accessible to people (like ground water and glacier). Only 0.9% of this fresh water is easily accessed from lakes, swamps, and rivers (Source: Global Water Partnership website). This data informs us how finite the water resources are. That's why we need to use water more efficiently so that we can ensure its optimum use.

Demand for water is much more than the available resources. As a consequence it creates pressure for limited water resources. Water resources are under pressure because of:

- Growth in population
- Increased economic activity
- Improved standards of living lead to increased competition of social inequity
- Lack of pollution control measures etc.
- Increased economic marginalization
- Lack of poverty reduction programmes
- Overexploitation of soil and forestry resources

### **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
- To ensure the coordinated development of water, land and related resources to optimise 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 recognised as central to the provision, management and safeguarding of water.

### **Gender disparities**

- 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. Women also have a much less influential role than men in management, problem analysis, and in the decision making process related to WRM

**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.

- As women are typically left out of decision making on WRM, special efforts must be made to ensure women’s participation at all organizational levels, and building their capacity to effectively participate in water-related institutions
- 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, policy makers, and community or grass root mobilizers.

**Key principles in Gender and IWRM**

1. Efficiency: to do more with fewer resources:

Include all available knowledge, capacity, human resources; involve those who do certain tasks, which others don’t do or know about; give training to those who will use it.

2. Effectiveness: for more effect:

Focus at the right stakeholders; train the right stakeholders; involve those who have an interest in your project and activities; raise awareness of all

3. Equity: for more equal opportunities and rights:

Involve men and women of different ethnic groups, socio-economic position, 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

4. Sustainability: For technical improvements to be more durable lasting and strong; for attitudinal change to stay; for water management to be economically sustainable

Make sure those who work with it feel that they own it; Train those who use it also to maintain it; Make sure that training has been adequate and appropriate; People need to be convinced that it is in their own benefit; Those who have to pay for water and for maintenance should be able to count on the services; Payments should come from men and women, not just from women.





## Presentation of IGAPs: Day 2

On the second day of the workshop, there was a presentation of 8 of the adapted draft IGAPS. The following people presented their IGAPS Maksudur Rahman, Robiul Islam, Chandan, Khalid, Auvi Priodorshini, Mahidul Islam and Anamika.

This year, the United Nations Secretary-General’s Campaign “UNiTE to End Violence against Women” invited all to “Orange YOUR Neighbourhood.” GWAPB was taking part in the UNiTE campaign and had a photosession on the second day of the workshop to show the unity. The week was celebrated by local streets, shops and businesses, who organized “Orange Events” in their own neighbourhoods, between 25 November and 10 December 2014.



## Field Visit to a WASH project site in Gazipur

On the afternoon of Day 2 of the workshop, all the participants visited the BRAC WASH project area in Kapasia, Gazipur. With the objective to do a situational analysis based on the 4 elements of empowerment (social, economic, political and physical), participants of the workshop were divided into 4 groups. Members of Group 1 were Nishat, Mahidul, Robiul, Kazal, Khasrul, Maksudur, Shafiqul, Zasim and Safina; members of group 2 were Edwin, Anamika, Antaz, Shahnaz, Farzana, Shanchita, Chandan and Nazmun; members of group 3 were Chaity, Rezwana, Shamal, Faisal, Rakib, Taher and Farid; while members of group 4 were Manmatha, Sadeq, Auvi, Khalid, Vivian, Nurul, Joke and Rokeya.

Group 1 had a conversation with the Village WASH committee, Group 2 talked with members of the Male Forum, Group 3 had a discussion with the Women Cluster members; while Group 4 conversed with the

members of the Adolescent Girls Forum. The respondents spoke freely with the different workshop groups, who tried to understand how the BRAC WASH Programme was contributing and/or influencing the social, economic, political and physical empowerment of women, children, and men in the area.

### Day 3: Tuesday, 2nd December 2014

#### Reflection on the field visit from Day 2

The 4 groups that visited the BRAC WASH project site the previous day, reported on the situational analysis they did, based on the 4 elements of empowerment.

#### Group 1 visited a Village WASH Committee

A Village WASH Committee consists of eleven members of various groups and trades. Only the person who can dedicate enough time to the committee for improvement of safe water, sanitation and hygiene in the village is considered eligible to be elected as the president. Union Parishad members and women members in their own area are selected as advisers of the Village WASH Committee.



While presenting their findings, group 1 members mentioned that they did a transect walk to understand social empowerment situations. Villagers (both women and men) are now aware of sanitation and water issues. In the recent past, there were incidences of early marriage of girls, and not many people were sending their girls to school, but now the situation has changed. Nishat confirmed by saying that ‘we did not find anything negative’.

Following are the field visit findings of Group 1, from an empowerment perspective:

There were many indicators of the project having a positive influence on the **Social Empowerment** of women, men, and children in the area. There is increased male and female participation in decision



making, and reduced incidence of early marriage of girls. Women, especially, are more socially aware than before the project, and raise their voice about social issues. Women are enjoying improved social prestige and dignity. There is an increased probability of sustainability of Village WASH Committee because of male and female participation.

The project has also positively contributed to the **Economic empowerment** of women and men. Women are engaged in income earning activities, and can spend their earnings independently. There is a reduced incidence of water borne diseases, and so less medical expenses. Now women have access to water resources, both for agricultural and household activities, and the income level of both women and men has increased. The level of education of men and women has improved compared to earlier, and while women's movement outside their area is still limited, they are more mobile than before the project began.

As regards **Political empowerment**, there is more participation of women and men in the local government, and their involvement in the VWC has helped to increase their self-confidence. VWC is now able to minimize any conflict in their community, and they reach consensus with respect to selection of vulnerable beneficiaries. Women and men raise their voices, and are expressive.

The project has also contributed to **Physical empowerment** of the local people, and especially of women as violence against women and incidence of sexual harassment has reduced. All family members enjoy better health as the incidence of water borne diseases has reduced, and there is increased access to safe water for them

### **Group 2 talked with members of the Male Forum:**

Group 2 met with almost 25 members of the Male Forum. Every man in the project area is allowed to attend the session. They are encouraged to share the learning in the family later on. The session we observed was mostly about WASH. The field facilitator followed a specific training manual to conduct the field session.

Group 2 came up with the following observations on how the project had influenced the empowerment of the men they spoke with, as well as that of their family members:

#### **Social Empowerment**

The men said that their female family members participate more in decision making in their households due to project activities. They are more mobile and less dependent on their menfolk now, for household-related shopping, for example. They thought that women now have better access to education, and there is no incidence of early marriage of girls, divorce, and dowry practice. Wives now share their opinion with their husbands, but still lack the power (and consent of their men) to carry them out. Men say they share their knowledge and experience from the project activities, with their female family members, particularly with their wives. They implement their learning together with respect to their daughters' education, marriage, health and hygiene, etc.

#### **Economic Empowerment**

From speaking to the men, the participants thought that although women are involved in income generating work, they lack the power to decide how to use the money earned. Social and religious barriers tend to restrict women from working outside their home, and women have to wear a 'burkha' (headscarf and veil). While women have some access to resources, their right to properties and legal documents is almost nil. It is also women who are responsible for most of the drudgery work including collecting fire-wood for cooking.

**Political Empowerment**

Women are not free to support or vote for the political party of their choice, and although they cast a vote the choice is often made for them by the male members in the family. Some women are members of groups set up as part of the project.

**Physical Empowerment**

Men can choose who they marry while women can't. Also women cannot decide on family planning issues, even though they bear the responsibility of contraception. Wives get help from their husbands for health-related expenses, and are not required to do any hazardous or heavy work when they are pregnant. Most women have access to safe water e.g., deep tube well, submergible pump, as well as access to sanitary facilities. The male forum members mentioned that most women do not experience any torture or physical abuse, and feel quite secure. Women are still lacking awareness on hygienic menstrual management.



**Group 3 talked with members of the Women's Cluster.**

Group 3 visited the Women's cluster at the village of Nakachini, Kapashia, Gazipur. Meetings of the women's cluster committee are conducted by designated field staff, and key messages on good hygiene behaviour are shared. To make sure that all the households in a given village receive the information conveyed, the meetings are organised in small groups and the participation of members from each invited household is ensured. Almost 13 women attended the session and shared their views and learnings.

Out of the 10 women in the cluster, only 4 talked to the participants. Following are the observations of this group on how the project activities have influenced the empowerment of people in this area:

**Social empowerment:** From their discussion with the 4 women, the participants gathered that women participate in family decision making processes, feel more self-confident, and can air their opinion freely. The women feel their social bargaining power has increased, and that they have more mobility to access the market, and for health care, personal, educational, and community needs.

However further questioning revealed that although women are aware of girl's right to education, only 3 out of 10 girls from their area actually attend school, and only two girls of the village have completed their higher education. The prevalence of early marriage of girls is still common here, and the women mentioned 14 – 15 years as being the normal age for girls to marry. Women do not feel safe in this area and parents fear for the safety of their daughters. They hope that this situation will change with the influence of media, work of NGOs, and education contributing to a change in the attitude of men.

**Economic empowerment:** participants found that some women said they are participating much more in family budget preparation and resource allocation now than 8 – 10 years ago, due to increased knowledge and information. Women also save money, and have some freedom to spend in certain cases. They are involved more in homestead gardening for their own use. However women’s participation in income generating activities is still very limited, and they are mostly dependent on their husband’s income for household expenses.



**Political empowerment:** Women were found to be aware of their right to vote, but lacked relevant information for this, and hardly participated in political events and campaigns. While they did have opportunities to participate in, and organize group and community meetings, their involvement in the local government bodies was very low, and they felt they lacked political bargaining power.

**Physical empowerment:** participants found that although women said they were more mobile, they feared for their and their daughters’ personal safety outside the home. Women said they had better Information and access to health care, and had knowledge on family planning, yet were not able to decide on contraception. They had no power to decide on birth spacing, and early marriage of girls is still very common here. On the positive side, women said the incidence of domestic violence was less than before.

### **Group 4 talked with the Nakachini Village Adolescent Girls Group**

This is a 7- year old group with 22 members at present. They organize group meetings every 3-4 months and the group has held 28 meetings since its formation. The subjects of discussions are hand washing hygiene, water sealed sanitary latrines, menstrual management, girls education, child marriage, dowry, personal health and hygiene management, water borne diseases, reproductive health, cervical cancer, nutrition, etc.

During the discussion with the girls’ it was seen that some of them participated and talked much more than others. The discussion revealed the following information on girls empowerment as a result of the project:

**Social Empowerment:** Girls feel good because of their increased knowledge, and proudly share their learning with their family members. They think their health has improved and medical expenditure has decreased compared to earlier. The girls are knowledgeable about water management and sanitation practices, and provided us an example of this: keeping water jar on a raised place so that children don’t put their hand in the jar. The girls mentioned that their brothers also help their mother in chopping vegetable, and that girls get to eat as much food as their brothers. However when some girls said that when any food is left over, families offer this to the girls as well, the workshop participants found this difficult to believe. The girls were also involved in a protest about a child marriage at Naranpur of



Sreepur Upazila, and play an important role to prevent child marriage and dowry in their community. They all go to school.

**Economic empowerment:** The girls are able to get their voices heard in terms of food, nutrition, personal care. The girls are dressed fashionably, have mobile phones, and can afford to visit beauty parlours.

The girls are also **politically empowered** as they have the capacity to organize themselves, and campaign successfully to stop human rights violation, like child marriages. They also exert a positive influence on the political attitudes of their family, neighbourhood, and school children and teachers.



Participating in the Forum has also contributed to the **physical empowerment** of the girls as they are aware about personal health, hygiene, cleanliness, and are able to manage themselves during their menstrual periods. They have information about reproductive health, maternity, food, nutrition, and can use this to inform their parents on how to prevent and treat diseases, and how to live a healthy life. They girls are also aware of the consequences of child marriage, and are actively contributing to reducing its prevalence in their village.

**Conclusions drawn from the Group findings from the Field visit, on how project activities have influenced the empowerment of the local women, men, and children:**

**Social empowerment:** Participation of both women and men increase the institutional sustainability of an organization, e.g., Village WASH Committee. Awareness and conscious efforts of both women and men are important to get out of social vices like violence against women, child marriage, dowry, etc. Skills and education make women and men better equipped to deal with life’s uncertainties.

**Economic empowerment:** Women’s control over income raises their confidence, improves their family living situation, and their savings reduces the negative impact of economic and social shocks/crises that the family faces from time to time.. Women have a better say in family decision-making, and their indigenous knowledge (knowledge about water sources, agricultural seeds, etc.) and skills contributes to economic and social sustainability of the family and village.

**Political empowerment:** The opportunity to participate in decision making and freedom to express their opinion enhances women’s self-confidence. This increases probability of women living a life of dignity and prestige along with their male counterparts.

**Physical empowerment:** A life with freedom of choice (about marriage, family planning, education, occupation etc.) and free from threat, violence and humiliation is important for women and men to live and contribute better in development.



### Session 5: Participatory Learning for Action (PLA)

- Objective:** To explain the major gender aspects of PLA to the participants
- Method:** Power point presentation and interactive discussion
- Facilitator:** Joke Muylwijk

Joke started her session with the definition of PLA. She said PLA is usually known as Participatory learning and Action but she prefers to define PLA as Participatory Learning for Action. Participatory Rural Appraisal, Rapid Rural Appraisal, Participatory learning methods, Participatory Action Research are all slightly similar and different forms of PLA. All these approaches require the active participation of the people involved (women and men) involved, in different degrees. Different tools, discussed in earlier sessions of this workshop, are also linked with PLA.

Participatory approaches like PLA were developed as a reaction against the top down approach to developing strategies for addressing local concerns. Strategies of PLA have a much **greater chance of success** if the **different categories of local people** are involved in the process from start to finish, in the design of a project, and up to and including its evaluation. Joke mentioned different forms of participation:-

1. Passive participation (where stakeholders are physically present, but restricted from any further involvement. They do not even understand the proceedings)
2. Participation in information giving where stakeholders are receiving information, which they can understand to some degree)
3. Participation by consultation (where stakeholders are allowed to give some opinions)
4. Participation where stakeholders receive material incentives
5. Functional participation



6. Interactive participation (where stakeholders and intervening agents are both listening and giving opinion)
7. Self-mobilisation (where stakeholders can solve their own problem by coming up with a solution themselves)

**Joke**

If you have group of interdisciplinary people, you will get lots of information. I learn from you and you learn from me. The objective of gender inclusion is for sustainable development. PLA is a bottom up approach to develop a strategy to solve problem with the participation of local stakeholders. It may have a greater chance for success.

Using a PLA approach also helps women and men who are stakeholders in a planned intervention (project) to:

- Increase the knowledge of their own lives
- Plan and to act to improve their situation
- Talk freely with external actors and other stakeholders
- Understand project activities and the context better and
- Come to good decisions

Participants shared their experiences regarding the previous day's field visit and thought that the research technique they had employed to gather information was not a Focus Group Discussion, as this focuses on a specific subject, and lets respondents talk freely about it, with only some facilitation from the researchers. The workshop participants had employed more of a group interview method as they asked questions on various topics to the women, girls, and men, and did not have much time to let the respondents discuss with each other.

While describing the objectives of PLA, Joke mentioned that sustainable development is the ultimate objective of PLA. She mentioned the following features of PLA –

- Creative inquiries in issues which are important to poor women and men;
- Interdisciplinary learning leading to an integrated vision of the situation of poor women and men;
- Promotion of interactive learning, shared knowledge;
- Opportunity for mobilizing people (men and women) for joint action to improve their own situation.

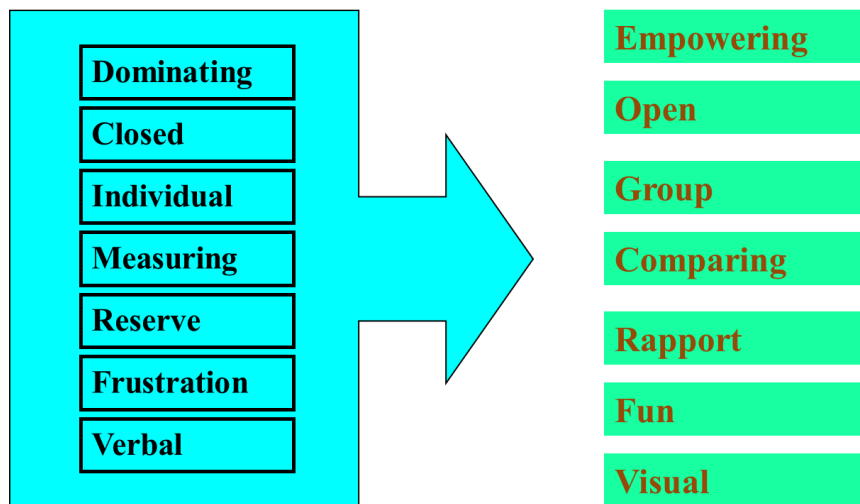
Applying the methodology of Participatory Learning and Action also contributes in Capacity Building and Training programmes. As trainees actively participate in the sessions; it helps in various ways to keep the participants attentive, trainees get the feeling this is about their own lives; Trainees are encouraged to talk and are listened to; Myths and preconceived ideas are identified, and trainees are not shy to admit that these can be doubted. Joke mentioned Inquiries, Capacity building, and action as an iterative sequence of PLA. Participatory social mapping is also a PLA method which gives the participants a new insight and understanding of their local area, as while mapping their individual and communal resources they also discuss where the rich and poor live, and how their access to resources differs. Social mapping

can be used together with ranking if there are issue or problems in the group and village such as salinity, arsenic contamination of wells, pumps that don't work , that need to be ranked in order of seriousness.

In this session, Joke also outlined the following principles of PLA:-

- Inclusiveness
- Gender awareness
- Direct contact, face to face, in the field
- Critical self-awareness
- Changing behavior and attitudes
- A culture of sharing
- Commitment
- Empowering
- Flexibility, Innovation, Improvisation
- Learning directly from local people (men and women)

PLA plays an important role in capacity building and shifting position and status. The following diagram shows how it influences people.



Joke then briefly mentioned some facilitation techniques to encourage participants to contribute more freely:

- See what is going on
- Hear and listen to what is said
- Ask open ended questions
- Be interested in what participants say
- Resolve conflicts (don't cut out the time)

Joke also mentioned Motivation – What & Why, Relevance for oneself, Concentration, Language, Reaction, Facilities, Understanding, and Repetition as the influencing factors for learning.

Concluding the session, she talked about some important gender issues in all sectors such as:

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

In fact the gender discrimination is valuation of work, and access to resources is revealed by UN statistics:

- Women perform 2/3 of the World’s work but earn only 1/10 of the world’s income
- Women are 2/3 of the world’s illiterates
- Women own less than 1/100 of the world’s property



### Presentation of IGAPs: Day 3

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:

- Uttam from DSK described how in the field site of his project at the time of training it is difficult for breast-feeding mothers to participate as there is no shed. He would like to try to arrange a proper shed facility for these mothers, by motivating CBO leaders to help him identify places. Apart from this specific activity he also wants to try to ensure proper participation of women in the training.

Workshop participants and facilitators advised Uttam to include a realistic time frame for the activity, and and to make some parts of the IGAP more specific if possible.

- Manmatha’s IGAP sets two objectives. One is applicable for his personal life and another one related to his organization. In his personal life he would like to educate his son on gender. In his organization he would like to go through the BRAC gender policy in detail, and implement a few objectives personally. The time frame is set for his plan is 2 years.

Manmatha was advised to revise his IGAP to make it more specific (for the organisational objective), and to take care that his activity does not turn into lip service.

- Farzana would like to try to convince fish buyers to visit the village she works in, and buy fish directly from destitute or widow woman. In beel Pabla, Khulna, women are socially and culturally restricted from selling fish in the local market. Road conditions are also bad. Farzana believes that if these women can sell fish without using middle man they will be cheated less, and will make more profit. She wants to work initially for 9 women to make their task easy and to provide them

more financial benefit. Everybody wishes her best of luck, as it is a very challenging task. The time frame for this plan is 1 year.

- Kazi Faisal wants to promote user friendly toilets for the elderly and handicapped, by including hand rail, stairs etc. and to include it in the organizational guidelines as well. Nowadays in Bangladesh, there



are many organizations that have developed user friendly toilets , and facilitators and participants suggested to Kazi that he review these first and then adapt the toilets made by his organization gradually, based on the organizational strength to promote user friendly toilets.

- Nishat wants to do something to create awareness among boys in her village school so that eve teasing can be reduced. She is the first woman mountaineer in Bangladesh to have climbed Mount Everest, and she was encouraged by participants to be a gender ambassador in her organization, and include some activity in her IGAP to promote gender awareness there.

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 on implementing their IGAPs.

## Debate on Gender, Water, and Development

**Objective:** To build participants' understanding of the 4 elements of empowerment

**Method:** Interactive debate

**Facilitators:** Nazmun, Farid



Workshop participants took part in a debate on the topic ‘Economic empowerment is the first condition to achieve overall empowerment of both women and men’ on the afternoon of Day 3 of the workshop. The objective of the session was to sharpen participants’ understanding of the four elements of empowerment – social, economic, political and physical. The debate session was facilitated by Nazmun and Farid.



Facilitators divided the participants into two groups

– Group A to argue for the topic, and Group B to argue against the topic. They explained the rules of the debate as follows:

- (i) 3 participants from each group would receive the opportunity to put arguments forward;
- (ii) Each of them would receive 3 minutes to talk; and,
- (iii) At the end, 2 persons from each group would be allowed to summarize the main arguments of their group to the audience.

Following are the arguments from both the groups:

Arguments for the topic, by Group A	Arguments against the topic, by Group B
<p><b>Auvi:</b> Economic empowerment is crucial because for basic needs of life like education and skill we need money. In the family and society those who have a say in decision making are the ones who earn money. Economic empowerment is a deciding factor for all sorts of sources of power. In our real life we see that men always dominate. Men are the bread winners, they have the income earning capability, so they can influence decisions. To get medical treatment, to choose a partner for life, to get educated, and to enjoy all sorts of amenities of life, we need money. Nothing can be achieved if we don't have money.</p>	<p><b>Chaity:</b> Economic earning can't be a major condition for empowerment. If we look at our society, we see that working women are earning money. However, they are still not truly empowered as they don't have control over that income. Earning without having control over your income is useless. Naila Kabeer has mentioned several times that self-realization, confidence, self-recognition are needed for empowerment. These are all indicators of social empowerment. So, earning plus social empowerment can take us to self development. Many NGOs are lending money to women to make them self-reliant. But these women don't have control over their income. They are not consulted for decision-making. So, money or economic earning can't be the first condition for empowerment.</p>
<p><b>Mahidul:</b> Close your eyes and think why we are here. The answer is we want overall empowerment. Naila Kabeer's statement is correct that we need to gain social empowerment. But nobody can deny that we can do nothing without economic empowerment.</p>	<p><b>Rakib:</b> We all live in a society. Economic empowerment may not support the development of a social being. Social empowerment in the form of gaining knowledge, skills, civic senses, etc. is the first condition for overall development of our lives.</p>



<p>Poor people need to get access to employment to earn money for survival; vulnerable and ethnic minorities can't get access to resources. We need money to have a decent standard of living. So economic empowerment is the first condition for overall empowerment.</p>	<p>Women, despite having economic empowerment, face sexual harassment. So, physical empowerment is also very important for us. First, let us make an environment comfortable for both women and men to live in together. Social empowerment is the first condition, only then comes the question of economic empowerment.</p>
<p><b>Maksud:</b> Economic empowerment means right to decide about spending - enjoying benefits of earning. If there is no decision making capacity how shall we establish social and physical empowerment? In our society women earn less than men and that is the reason why women are not empowered. Globally 2/3 rd of women are illiterate, because they don't have economic ability. If they have money, they will be empowered; women competing in Union Parishad elections are better-off financially. If women have money, they will have a voice. So economic empowerment is the most important element of overall empowerment.</p>	<p><b>Shonchita:</b> Education changes a person's social image. You can't teach safe water use with money. Awareness and consciousness raising are important. How can we think about economic empowerment of women if we do not make them educated first. So, only with economic empowerment you can't develop yourself. When you are confident enough by being educated, then only can you achieve economic empowerment. Please don't forget that physical and social empowerment are also very important.</p>
<p><b>At this point there was a commercial break. Chaity and Uttam sang a song promoting 'lipgel'.</b></p>	
<p><b>Auvi as Team Leader:</b> You are arguing against economic empowerment. Please recognize that if you have money you will send your children to school. Nothing is possible without money. Wage discrimination does not indicate economic empowerment, rather it indicates our meanness.</p>	<p><b>Chaity as Team Leader:</b> You know that up to secondary level, girls' education in many countries is free. Why is this so? Because education is the first and foremost condition for empowerment. If you are not aware, you can do nothing; self-awareness will lead to work, to achieve equal position with men. Self-realization and awareness which are indicators of social empowerment are the most important conditions for empowerment.</p>

Joke was the judge of the debate. She appreciated the strong argumentation and debating skills of both the groups, and thought they had both raised valid points. However, in her opinion Group B had more varied and stronger arguments, so she declared them to be the winners of this debate. She reflected on the topic of the debate – which first, economic empowerment or social empowerment? She concluded that it is actually a 'chicken or egg' situation, a dilemma that many development interventions have to deal with, and they all have different responses to it.

The session ended with a very big clap for the participants in the debate.

**The presentation of IGAPs , second session, on Day 3** saw the following group of participants Antaz, Shafiqul, Sadeq, Chaity, Shahnaz, Rakib Uddin and Rezwana present their draft IGAPS to the workshop participants. This was followed by suggestions from the participants and facilitators to make the IGAP more concrete, and practical to implement. Please refer to Annex IV to see the final drafts of the IGAPs



To have a break from the intensive schedule of the workshop, participants enjoyed a Cultural evening on Day 3, where several of them presented their artistic and musical talents to a very receptive audience.

Here are some glimpses of the cultural evening.



## Day 4: Tuesday, 3rd December 2014

### Presentation of IGAPs: Day 4

Seven participants, namely: Shonchita, Asad, Edwin, Shaymal, Taher, Zasim and Vivian presented their IGAPs on day 4. Due to time limitations Joke allocated each of them 3 minutes for presenting, and a further 4 minutes for discussion on their plan with the other participants and facilitators on how to make the IGAP more concrete, and practical to implement in the limited timeframe. Please refer to Annex IV.. for more details on the final IGAP drafts of these participants

After the last group of participants had presented their IGAPs, Joke clarified some issues that were touched upon in previous sessions, on the request of the participants.

- **Reliability of statistics on sanitation coverage and use**

Statistics on Open Defaecation (OD) and sanitation coverage are often misleading, and have to be considered in the context of who is collecting the data, and for what purpose (for progress on MDGs, government reports to donors, etc.). Some workshop participants commented that owning a toilet does not necessarily mean having access to it, as some people are excluded from using public/community and even private toilets. Many toilets are in disrepair and out-of-use, but still counted in government sanitation coverage reports. Often times a single toilet has been counted 3 or 4 times in reports. Over reporting of OD is also quite a common occurrence in reports (16 % OD was mentioned in a study of Prof. Mushfique Mubarak from Yale University vs the 3% official statistic on OD).

- **Difference between Equity and Equality:**

Equality means the same for everyone, without taking into consideration the different needs and requirements of people. It does not always lead to justice. Equity on the other hand is closely

connected to Social justice, and means keeping the different needs of people in mind, so this may mean preferential treatment of some people, to start with (quota for women, certain ethnic groups in government jobs, educational institutes ). Equity is often a pre-condition for creating more equal opportunities for all.

Joke described how equal access to irrigation water for all in an Indonesian agricultural scheme led to inequitable distribution due to illegal diversion of water by some people for their own needs .

One of the participants also shared a picture depicting an equal and equitable (justice) situation in a playground.



There was then a discussion about positive and negative areas where Bangladesh is “champion”

- Corruption
- Cricket
- Disaster management
- Mobile phone user (South Asia)
- Violence against women
- Reducing Women and child mortality
- Sanitation coverage (South Asia)
- Vulnerability for climate change
- Climate change adaptation
- Microfinance

From Joke’s perspective there are some other areas where Bangladesh is a champion. For example:



- It is a country of extremes like, extremely high population, extreme weather, water situation; all of which have major impact on gender issues; The Bangladesh Delta plan (BDP 2100), which is 100 times bigger than in Netherlands
- Its population of 16 crore, which poses big challenges to securing safe and secure water access for all.
- The gap between the poor and the rich. A World Bank study shows that 45% of all money for water infrastructure and sanitation is lost due to corruption. This money lands in the pockets of a few, at the cost of the poor

Joke then mentioned a CD on IWRM for water managers that had been prepared by GWA, and which would be provided to all the workshop participants, so they could use it in their work, and for reference purposes.

### Follow up of IGAP after this 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 on implementing their IGAPs.

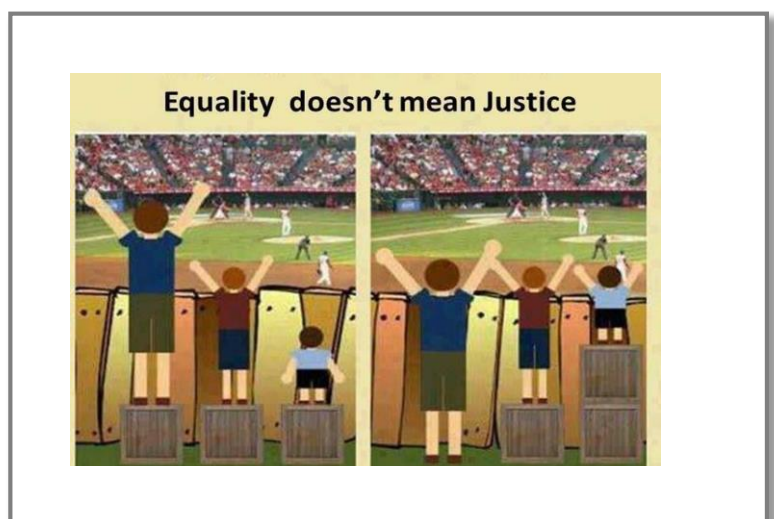
However, should participants face problems with implementing their IGAPs at any point in time, Joke urged them to discuss this with GWAPB staff as soon as possible, through email or phone. GWAPB will also be shortly sending out a survey questionnaire to all participants related to the implementation of their IGAP, and she urged participants to respond to it in time. She added that if all participants were able to implement their IGAPs in a year's time, that would be a big step for gender-friendly actions and attitudes in the water (related) sector.

Finally, Joke also mentioned that if anyone needed some financial assistance for their IGAP, and could justify it within the objectives of GWAPB, the programme could provide them with a small grant for this purpose. She also agreed to look into the possibility of a joint study on Rain Water Harvesting Systems with Udayan (Asad), and encouraged others to come up with similar proposals for joint studies with GWAPB.

Concluding this session, Joke invited all the participants to become a member of GWA by subscribing through the GWA website.

### Evaluation of the Workshop:

There were two kinds of evaluation of the workshop: a quick round of feedback from the participants, and an evaluation form that each participant filled in individually. Rokeya facilitated the verbal evaluation session listening to feedback from two participants from each table, on how they enjoyed the workshop or not; what they gained from it, and what they missed (and would suggest to improve for next time). Some of the responses are summarized below:-



- **Anamika:** She enjoyed the workshop a lot and had sufficient space for relaxation as well. She is concerned about the water scarcity of coastal areas and the wastage of water in urban areas. She suggested letting the participants share water from a big bottle or dispenser, rather than using personal bottles of mineral water each day.
- **Rakib:** He was happy with the logistic support. He could not follow all the sessions in detail, and would appreciate having a written report of the workshop and soft copies of the presentations to refer to. She thought the workshop provided a good opportunity to share information, network with other professionals from the water sector and related projects. She liked the diversity of the group (gender staff, technical staff). She appreciated the fact that the IGAP provides an opportunity for everyone to do some gender work. She suggested allocating more time for some topics, as they were new for some participants, and could not be understood easily.
- **Manmatha:** He thanked the organizers, and hoped to implement the learning from the workshop in his fieldwork. He thought it would be useful for the participants from this workshop to attend other gender-related trainings organised by GWAPB, and hoped to be invited again.
- **Khasrul:** He found the information on equity and equality very useful. Gender is a new subject for him, but he has learnt a lot from this workshop. He would like to see and hear more practical examples and case studies used in the presentations and exercises.
- **Asad:** He thanked the organizers for the workshop.
- **Khalid:** He said he has learned a lot from the workshop. He would like to see more recent research on gender, water, and environment issues integrated into the curriculum.
- **Antaz:** He said the workshop had made him more conscious of the male-dominated society we are living in, and the need to be more aware of the different interests of not only men and women, but also of the upper, middle, and lower classes. He also thanked the organizers for arranging this useful workshop.
- **Taher:** He requested a hard/soft copy of the presentations made during the workshop.
- **Vivian:** The IGAP exercise was most useful for her, and she has learnt a lot of things from this workshop.

GWAPB staff members also shared their experiences from the workshop, and thought the participants had put in some really great team work.

After the verbal feedback session the participants filled up their evaluation questionnaires individually. The major findings from these are:-

The objectives of the workshop were very clear and completely met for most of the participants. Participants were also happy with the course contents, facilitation, and logistics provided during the training workshop. While most of the participants (62%) thought the length of the workshop was adequate and necessary, around 21% felt that the length of the workshop was too long, while about 17% thought it was too short. Most of the participants agreed to share the learnings from the workshop with their respective organization, and hoped that with the consent of their managers, they would be able to implement some of the learning in their practical work. The participants were also pleased with the facilitators and their presentations, and the lively participation of their peers from different organizations. They really appreciated the chance to meet and exchange information with them. . Many participants were keen to get a soft copy of the presentations.

There were also some suggestions for future workshop:-





- There is a need for more participation of staff from Govt. departments in such workshops.
- It is important to engage more men in GWAPB gender trainings and other gender related activities.
- The workshop programme should allocate time for prayers
- “Gender and Water” is a very big subject, so concentration on some specific areas would be more useful.
- More time and specific training on *Gender and climate change*, *Gender equity in climate change adaptation*, *Gender in Food and Agriculture*, *Women participation in income generation activities*, *Gender and IWRM*, *Gender tools*, *Empowerment indicators*, and *organization of a Gender Action Plan (GAP)*, will be useful for further planning.

After the evaluation, Joke officially closed the workshop with a vote of thanks to the participants and GWAPB team, and wished everyone a safe travel back home. All the workshop participants were given a memento in appreciation of their participation in this workshop.



**Annexes:**

**Annex I: Programme Schedule**

Time	Day 0 Saturday 29 November	Saturday evening arrival in BCDM, Rajendrapur	Responsible Facilitator
	Registration at arrival	Handout folders Allocation of rooms Practical information	Paul and Farid
<b>Day 1 Sunday 30 November 2014</b>			
9:00	Opening and introduction	Welcome Logistics Introduction of the Programme Short introduction of GWAPB Task division: - time keeping - summaries of the days - cultural evening committee	Joke
9:30	Introduction of Participants	Name, Organisation, Discipline, Work with gender till now, Most important individual gender experience	Farid
<b>10:30</b>	<b>Tea</b>		
10:45	<b>Why Mainstream Gender in Water Management</b>	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 and process	Joke
<b>1:00</b>	<b>Lunch</b>		
2:00	Power walk	How is the life of different categories of people influenced by interventions and changes in their surroundings?	Safina and Nazmun
2:30	<b>Background of Gender and Water 1</b>	Gender and water for domestic purposes, Sanitation, Hygiene and Solid Waste Management	Safina
3:15	Gender Action Plans draft 1	Explanation of IGAPs. 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	<b>Background of Gender and Water 2</b>	Gender and Water for Agriculture and Food Security	Joke
5:00	Closure of the day		Joke and Farid
	Evening: do work to develop and improve your Individual Gender Action Plan IGAP		all
<b>Day 2 Monday 1 December</b>			
8:30	Recap of yesterday	Issues that apparently were not so clear on day 1 are now again dealt with	Re-capper(s) and Joke
9:00	<b>Background of Gender and Water 3</b>	Gender and Water, the Environment and Climate Change	Rokeya
9:45	Preparing for the field visit		Safina and Joke
<b>10:15</b>	<b>Tea</b>		
<b>10:30</b>	<b>Background of Gender and Water 4</b>	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
<b>12:30</b>	<b>Lunch</b>		
1:30 – 5:00	<b>Field visit</b> to BRAC WASH projects in Kapasia.	Task: Situational analysis based on the 4 elements of empowerment	BRAC WASH, and Safina
	Evening: Preparation of field visit findings	Write empowerment indicators on a <b>flip chart</b> : Positive, negative, remaining questions, etc.	Participants/ Safina/Nazmun/ Farid/Rokeya
<b>Day 3 Tuesday 2 December</b>			
8:30	Final preparation of field visit findings		Participants/ Safina/Nazmun/ Farid/Rokeya
9:15	Reflection about field visit and reporting about the degree of empowerment of different categories of water and sanitation users	Rapporteurs of the groups	Rokeya
<b>10:15</b>	<b>Tea</b>		
10:30	<b>HOW</b> to mainstream gender in water management work	Gender methodology; Participatory Learning for Action and some Gender tools or Gender, Water and Good Governance	Joke
11:30	<b>Gender Action Plans draft 3</b>	Continuation of presentation of Gender Action Plans	Safina
<b>1:00</b>	<b>Lunch</b>		
2:00	Debate on gender, water and development: preparation		Safina and Nazmun
3:00	Debate		Joke/Nazmun
<b>3:30</b>	<b>Gender Action Plans draft 3</b>	Continuation of presentation of Gender Action Plans	Nazmun
<b>Day 4 Wednesday 3 December</b>			
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/six 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 iGAPs are finalized and ready to be implemented by you!	Joke and Rokeya
12:00	Explanation of follow-up	What to do with the implementation of the iGAPs, how to get support and feed-back?	Joke
12:30	Evaluation of the workshop		Nazmun and Safina
12:45	Closure		Joke
<b>1:00</b>	<b>Lunch</b>		
2.00	Leave and back to our homes!	Travel safely!	

## Annex III: Evaluation form

### EVALUATION FORM

Trainers' Workshop on Gender and Water

Paradise Garden, Baridhara, Dhaka 8-11 September, 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 and group participation and interaction were encouraged**

Strongly agree

Agree

Disagree

Strongly disagree

**Comments:**

**8. The workshop facilities were:**

- Very satisfactory
- Somewhat satisfactory
- Unsatisfactory

**Comments:**

**9. General comments and suggestions**

**10. How do you rate the training overall?**

- Excellent
- Good
- Average
- Not good

We would now like to ask some specific questions to those of you who are interested to work with GWAPB as Short Term Experts. We would appreciate you taking the time to fill in the following questions:-

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

1

**12. What parts of the workshop were not useful to your work as trainer/facilitator?**

**13. What aspects of the training (including the content) could be improved?**

**14. What is your area of interest (must include gender) to work jointly with GWAPB as STE?**

**Do you feel confident about applying a GWA approach in research and/or training?**

**Yes, quite confident**

**I would need some more preparation**

**I would need a follow-up Trainers' Workshop**

**15. If you are willing to make yourself available as STE, what is the maximum number of days you could spare?**

10 days/yr

more than 10 days/yr  ( please specify how many)

less than 10 days  (please specify how many)

**16. Is it possible for you to indicate which period/months of the year you could be available?**

**17. How much advance notice do you need to make yourself available as STE?**

**18. What types of work would you like to be involved in?**

Training

Research

Both