

REPORT



Trainers' Workshop on Gender and Water

Organized by:
Gender and Water Programme Bangladesh (GWAPB)

8-11 September, 2014

Paradise Garden Hotel, Baridhara, Dhaka

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Report on

Trainers' Workshop on Gender and Water

Background

The Gender and Water Programme Bangladesh (GWAPB) is a 3 year programme (July 2013 – June 2016), funded by the Embassy of the Kingdom of the Netherlands (EKN) to build the capacity of management and technical staff of EKN supported programmes and other organisations in the water sector, to mainstream gender. The objective is to increase the understanding of these water professionals on why mainstreaming gender in their work will make it more efficient, effective, and sustainable, and how to do this by using appropriate gender methodologies. Through this work, GWAPB ultimately aims to improve the access and control of the poorest women and men to water and related resources, and their empowerment. The Gender and Water Alliance, an international knowledge-sharing and capacity-building network for gender concerns in the water sector, is implementing the GWAPB.

The number of EKN supported water related programmes (EKNsPs) is about twenty, and GWAPB has already started working with ten of them. To be able to do all the demanded gender work with them in the set time, apart from the team, GWAPB also uses Short Term Experts (STEs for training and facilitating workshops, and for research and monitoring programmes. The STEs are learned professionals in gender, capacity building and/or the water sector, who GWAPB will invite to learn about the GWA approach to gender, and specific methodologies that we have developed and work with to apply a gender perspective in water interventions.

For this purpose the **Trainers' Workshop on Gender and Water** was organized **from 8 -11 September, 2014 in the Paradise Garden Hotel, 20 Park Road in Baridhara, Dhaka.**

The Overall Objective, Aim, and Result of the workshop

Objectives:

- To build on existing skills and knowledge to capacitate the participants to apply the GWA approach in training in Gender Mainstreaming for technical water professionals.
- To increase the understanding of WHY mainstreaming gender and diversity issues in water management will lead to sustainable positive impacts on the lives of women, men, boys, girls, elderly and differently-abled persons;
- To enhance understanding of workshop participants on various aspects of gender and water: gender and agriculture; gender and Integrated Water Resources Management; Gender WASH; and Gender and Disaster Management; and
- To improve participants' understanding and skills about gender and water related session management techniques and tools.

Methodology

The participants were all high level experts - mostly experienced teachers and trainers. Therefore, the workshop was planned to be very interactive and the function of the GWAPB team was more to develop and monitor the agenda for the workshop, facilitate a fruitful interaction, guide discussions, and exchange learning about gender issues in water among the participants. Participants were involved in

presenting from their own expertise and experience, and two external experts had been invited to give detailed examples of their work in specific gender-and-water areas.

Facilitators as well as participants were encouraged to speak briefly and to the point.

Participants and Facilitators

Number of participants: Excluding GWAPB staff, there were 20 participants from different organizations including Development Organizations, civil society organization, Government Training Institute, Universities, Research Institutions, and EKN supported projects. Among the participants 11 were female and 9 were male.

Facilitators: Joke Muylwijk, Executive Director of the Gender and Water Alliance (GWA), was the lead facilitator of the programme. Second senior facilitator was Dr. Rokeya Khatun, Senior Capacity Building Expert, GWAPB. Besides them, Ms Nazmun Naher, Programme Specialist, Gender and IWRM; Ms Safina Naznin, Programme Specialist, Gender and WASH; Ms Runia Mowla, Programme Specialist, Gender and Agriculture; and Mr. S. M. Faridul Haque, Gender and Communication Manager of the GWAPB, facilitated sessions of their respective areas. Two external resource persons also joined the workshop on separate days to share their experiences: Dr. Chetan Sharma, Director of Datamation Foundation, India, and Prof. Dr. Hamidul Huq, from Centre for Sustainable Development CSD in University of Liberal Arts Bangladesh (ULAB). Anamika Amani contributed where ever needed such as with the report.

Languages: The training was conducted in English.

Training Programme

Please see Annex I for the original Workshop Programme.

Day 1: Monday, 08 September

Session 1: Workshop Opening and Introduction

Objective: Welcoming the participants and sharing the workshop objectives

Method: Lecture

Facilitator: Joke Muylwijk

The workshop was opened formally with welcome greetings by Joke Muylwijk, ED, GWA. She was very happy to see the participants, and even happier that they had managed to join the workshop, despite their busy schedules. She emphasized that even although the skills of the facilitators could differ from each other, it is ultimately the effective participation of people that always makes a workshop a training event of high quality. Joke made a note



The introductory session

about the objectives –saying that the first one was to build on existing skills and knowledge to capacitate the participants to apply the GWA approach in training in Gender Mainstreaming for technical water professionals, while the other three were to learn about key aspects of Gender and Water.

In her words “The first objective is special as it recognizes that all of you are experts, and that we would like to utilize your expertise for our programme. So, during this workshop it will become clear to you in which way we try to support water managers, water technicians, water professionals, and water decision-makers with mainstreaming gender, without doing it for them. That will be the focus of this workshop.”

Joke then read out the programme, to explain a bit more about the logic behind it. She expressed her expectation that the programme would be rich with contributions from the already knowledgeable and experienced participants.

She mentioned that this was the first one of this type of workshop, for high level experts. So this workshop will be all the more important as an occasion to share and learn from. The evaluation of the workshop by all participants on the final day is therefore very important. With the objective to know the knowledge and experience of participants on gender issues in water, a set of questions was already sent to the participants and some of them had already responded. She highlighted the findings from the responses:

- Some of the participants have received quite a number of gender trainings while others have never attended a training on gender;
- Very few of them had given gender trainings;
- There was only one participant who had facilitated some water-related training, and also received some water-related training.

On basis of the above information she concluded her introduction saying - “even if you have done a lot on gender in practice, some slightly theoretical background is not superfluous and can be helpful. We certainly recognise your work in gender, and I hope that during the present workshop you will bring practical examples, either confirming what we say, or also contradicting.” After this welcome speech Joke invited all to the next session.

Session 2: Introduction of GWA and GWAPB

Objective: To share the activities of GWA and GWAPB with the participants

Method: PowerPoint presentation

Facilitator: Joke Muylwijk

In her power point presentation Joke stated that GWA is an International network with about 2200 members all over the world. Among them 30% are organizations and 70% are individuals. Among the 70% individuals, 45% are men and 55% are women. There are currently 180 members in Bangladesh. The members belong to three major categories i.e. Water managers who want to learn about gender, gender experts who want to learn about water; and gender-and-water experts. The network is active since 2000 and was subsidized by the Netherlands government. Though this subsidy was stopped from 2010, it has recently been granted for GWAPB through EKN. While introducing the GWAPB Joke informed that this programme was designed by GWA in response to a request from the EKN for gender mainstreaming in all its water sector projects in Bangladesh. GWAPB ensures the following to engender the water sector projects of EKN:



Orientation on GWA and GWAPB

- capacitate the staff of the EKN supported water-related projects on gender mainstreaming;
- Support civil society, GoB and development organizations with Capacity Building for Gender Mainstreaming in water sector
- Make small studies, and monitor how poor women’s and men’s lives improve as a result of better water management.

The GWAPB has started working for 10 projects out of the 20 selected by the EKN. These are – Blue Gold, CDSP IV, Safal, MaxWASH, BRAC WASH II, UDDP, WOP-DWASA VEI, IFC – PaCT, ADB River Management Project, and Bangladesh Delta Plan 2100. Collaboration, Networking, coordination; Capacity Building, training and coaching; Knowledge Development; Communication: Dissemination and sharing, Advocacy; and Monitoring are the five major components of the GWAPB. She introduced the team of GWAPB with the participants. Then she informed about the financing of the programme and the importance of transparency with respect to programme management and maintenance of financial accounting. South West Coastal area of Bangladesh is the GWAPB geographic coverage as most of the EKN financed water sector projects work in that area. The GWAPB was initiated in July 2013 and will continue till June 2016.

Session 3: Introduction of Participants: Getting to know each other (in pairs)

Objective: To know about participant's name, organization, area of work, expertise and one relevant gender experience

Method: interactive

Tools: matching card

Technique: Half of a complete sentence was written in each card and distributed among the participants. The participants identified their pair by finding out the other half of the sentence. As for example: "ABCD" was written in a card and the card holder identified another card holder who was holding "Any Body Can Dance". These 2 card holders then became a pair and exchanged information with each other.

Facilitator: Rokeya Khatun

Matrix 1. Introduction – Participants introduced themselves

Sl	Name	f/m	Organization	Position	Gender related experience and concerns
1		F	GWAPB	Sr. Capacity Building Expert	Her father wasn't in favour of her continuing education and tried several times to marry her off. Her mother was the main inspiration for her to go ahead with studies who even managed to buy expensive text books for her.
		M	SPEMP The WB	Communication Specialist	Encouraged his sister to continue her education.
2		F	NHSDP	Gender and Youth Specialist	Active involvement in national women development policy and hindu marriage law. Gender actually refers to social attitude towards women. This attitude hinders the development of women.
		M	IWFM, BUET	Professor	Lecturing and arranging workshop on gender and water.
3		F	Freelance Consultant	Gender and Training Specialist	Develops tools, GAP, modules etc. on gender.
		F	DSK	gender focal person	develops tools, GAP, modules etc on gender
4		F	Dhaka Ahsania Mission	Programme Coordinator,	Works in the CBO level on gender
		F	GWAPB	Programme specialist: Gender and Agriculture	10 years experience in mainstreaming gender.
5		F	Practical Action, UK	Hygiene coordinator	Training
		F	GWA	Advisor	Work experience with poor women and men from a coastal region in India revealed interesting perspective on women and mens work.
6		F	DWGS, DU	Lecturer	Finding out how women are victims for corruption.
		M	GWAPB	consultant/ Country Representative of GWA	He has to spend time with his children, so he is a free lancer, interested in gender, water and environment
7		F	DWGS, DU	Lecturer	Interested in female leadership, marginalized community etc
		M	IWFM, BUET	Professor	Got first gender training from the South Asian Integrated Water Resources Management Consortium (Saci WATERs) project. He got several gender training - in country and abroad since.
8		F	SAFAL	Gender Inclusion Officer,	to mainstream gender in Safal project is her major responsibility in gender and development
		F	GWAPB	Programme specialist: Gender and WaSH	gender based research
		M	Blue Gold	Training Expert	When he was in CARE he trained 300 women in motor cycle driving

SI	Name	f/m	Organization	Position	Gender related experience and concerns
9		M	SaFaL	Capacity Building Specialist,	Training on Gender
10		F	DWGS, DU	Lecturer	Interested in issues including trafficking, violence, gender and development
		M	NGO Forum for Public Health	Programme Coordinator	Tries to give equal opportunity for both men and women. Women can say much more about environmental degradation.
11		F	SWNOB	Coordinator	Presenting sensitive issues like sexualities and contraceptives before common people without hesitation. Gender-based harassment: men avoiding cue in bus counters and pushing women intentionally.
		M	NAPD	Research Officer	Training and research on gender
12		M	NAPD	Research Officer	research on gender, specially power relation
		M	GWAPB	Communication Manager	Studying gender studies as a male was an unconventional thing. Publication of a gender based half yearly
13		M	BCAS	Research Fellow	PhD on anthropology on indigenous knowledge on agriculture. It has enormous gender aspect.
		F	GWAPB	Executive Director	builds capacity and empower women to change policy.
14		F	GWAPB	Programme specialist: Gender and IWRM	keen to gender
		M	TIB	Program Officer	gender is nothing but learning by doing

Note: The rows in yellow color indicate the GWAPB staff and advisors.

Session 4: Expectations from the workshop

Objective: To know the issues the participants want to learn about from this workshop.

Method: Participants wrote down their expectations in cards, which were then clustered and hung on the wall of the training room.

Facilitator: Joke and Rokeya

Participants wrote their expectations and concerns in the cards as described below, to be reviewed on the last day of the workshop for confirmation of learning.

Matrix 2. Expectations and Concerns

Expectations	Concerns
To Learn from each other	Tools and strategy or approaches should match with community or society perspective
To learn from the session of Gender and Governance	Fitting gender perspective in traditional teaching materials
To identify potential resource persons to contribute in our gender work	To learn how to incorporate gender issues in teaching students of technical background
To be introduced with experts on Gender and Water	To be on time everyday for the workshop
Learn to promote gender role in IWRM	Misuse of time
Gender equity and climate justice	Keeping time and balanced discussion in the workshop
Conceptual clarity on Gender	Following the follow ups (Too quickly forgotten), Participants may forget / weaken their interest, commitment to gender after workshop
Clear understanding on Equality and Equity	Not to hold the workshop only in reports, rather come up with concrete ideas of research and action
Will be able to bring Change in thoughts	We will not hear from GWAPB after the workshop
Innovative understanding towards a transformed society	4 days is too long to ensure presence of all participants
Positive awareness about gender equity	Safe water availability for poor people specially women
More knowledge about gender and development	Gender mainstreaming in water projects lead to increase in women's working hour (workload)
Get clear understanding on gender and water relation	Linking gender with water management
Will be able to learn Participatory learning methods	Operationalizing the learning
How mainstreaming the gender with water sector in	Updated information

development area	
learn about Gender and water issues in Governance in Bangladesh context	Receptiveness
	Undesirable dominating by anybody
To learn more about how WASH affects women and discuss specific management technique and tools	shortage of time and discussion
Woman's' role in water management	Wasting of time
Interactive and experiential learning environment	Time! Failure of time to complete the session
Discussion about marginalized group based on gender and water	
To get proper knowledge about gender and water along with the promise of action, implementation and sensitization	
How I can relate this workshop in my working discipline	
Better understanding of Gender and Water	
To be involved in research work	
A fruitful understanding among us and at the end a proper blend of knowledge that can contribute to GWAPB's goal	

Session 5: Sharing of participants' experience with gender aspects of teaching, training, facilitation

Objective: Opinions and experiences about the ways to get our messages across, considering: Different audiences (Men, women, mixed), Different gender or sex related subjects, Where can we learn from? What went very well: replicable, what went wrong?

Method: group work and presentation of the outcome of group work

Facilitator: Rokeya Khatun

Process: The facilitator divided the participants in four groups and they were requested to discuss their experience and note them down so that they can share those in the plenary. Following are the outcomes of group work-

Matrix 3. Participants' experience with gender aspects of teaching, training and facilitation

	Forest	Sky	Garden	Ocean
Women only group	Participants thinks that gender is a female issue and male should understand	Women can share their feeling openly	Women can share and respond better	Participants feel comfortable if facilitator is a female.
Men only group	Problem in understanding. They think it's a female issue	Not that active participation	Gender issue and sometimes the trainers (if female)are criticized by participants	Don't feel comfortable to share experience if facilitator is a woman. They don't consider gender important. They don't feel interested if the facilitator is young.
Mixed group	Debate takes place at the beginning but at a certain point participants realize the fact and understand the importance of learning about gender issues	Creates an opportunity to integrate gender issues		Power conflict arises. Women become silent.
What went well	Picking example from known situation	Realized that sometimes training on gender might impact negatively, if information is not shared properly.	Different approach to begin with the session of gender was initiated. Participants were asked to mention the person who they love most. Most of them replied their mother, daughter etc. are their most beloved persons.	Imams (religious leaders) disagreed to attend a session of a female trainer but her approach, attitudes, request and respect to the participants made them easy and the Imams participated in the session.

	Forest	Sky	Garden	Ocean
What went wrong		Government officials considers gender as women only issue. In a training on Gender and Media, they invited only women.		
Remarks	Contextualization is important in Gender	Gender is not only the women issue. It has broad meaning. Young facilitator also face problems when participants are aged. Respect for human being is important.	Social rigidity should be taken into consideration. Facilitator's role is important. Quick situation analysis is also important. Context (urban/rural) of gender, level of audience is also important.	

Rokeya Khatun, the facilitator then summarized the learnings from the session as follows-

1. Use of life centered examples are important to make the session learner friendly.
2. Touching a person's emotional feeling in a positive way works as an eye opener.
3. Even in an adult group we should still remember the needs of children and youth (, like in rural Afghanistan parents did not feel need of socks for their daughters in winter, after training they realized this).
4. Social exclusion: handling attitudinal issues is a big challenge e.g. training for sex workers.
5. Technical person needs more motivation to include social issues.
6. Women-only session goes well (but how effective was that?) It depends on the nature of the topic whether the participants should be only man, only women or mixed group. For discussion on women's reproductive health sometimes it is better to conduct separate sessions for men and women)
7. Ice breaking examples make sessions effective.
8. We need to build men as gender trainers.
9. Adaptations, coping with participant's mindset are important for a facilitator. Otherwise session is not that fruitful.
10. Respect, mutual understanding between participants is also important.
11. Mixed group is better. But for sensitive issue, separate group is more comfortable.
12. Still, gender is considered as only relevant for women
13. Facilitator should not engineer any conflicts in the family. Appropriate/tactful message is important.

Then Joke added:

1. Some men feel threatened in gender training. They want to show themselves as fantastic fathers, husbands etc. for which they need to be given space.
2. As a facilitator you have to create your acceptance among participants through your body language, dress, speaking etc..
3. As a facilitator you should not be judgmental (it is right or it is wrong etc.).
4. Word selection is also important e.g. feminism is seen as not men-friendly by some people.
5. Don't impose examples from your context on other participants.

Session 6: WHY Mainstream Gender in Water Management?

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

Method: Lecture

Facilitator: Joke and Rokeya

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

- Social Construction, Socially ascribed tasks, works
- Social relation
- Position in society, determined by gender
- Culture, Social condition
- Socially defined attributes, roles
- Excuse for strong people to exploit the weak people
- Change
- Social identities
- Balance , equal
- Discrimination
- Power (relation)
- Social stereotyping
- Development fo rhuman being
- Changing relationship –context, time, place
- Treatment
- Masculinity- Femininity
- Gender (Power structure), age, ethnicity
- Daily life experience of male and female due to their sex
- Power relation, exploitation, discrimination

On the basis of the above points, Joke mentioned that “**Change**” is the important word for gender. Moreover, she added **power** and **mind set** as important components of gender. She said power exists because power is accepted and is also linked to one’s mind set like “Mother cannot beat my father”.

She mentioned that the concept of gender is closely linked with the following issues : Gender versus sex: set by physical differences ;

Asymmetric power relations (hierarchy) exists because power is accepted;

Social and cultural factors, different interests, knowledge, responsibilities;

Gender interacts with ethnicity, socio-economic class, age, caste, disabilities etc. creating variable power relations among men, women, people in a geographical area, and across time (gender +, gender and diversity),

Depending on place, time, and culture, gender is dynamic: *changeable*, there is no gender-neutral development; gender needs to be understood in its broader manifestations: *gender+*.

There are some specific ideas about men and women which are known as Gender ideology (mindset and attitude). Ideologies include - ideas and convictions about men and women. Joke mentioned that change of one’s gender ideology is difficult but not impossible. She added that Gender relations are power relations which can change and do change (like culture) if people themselves want it to change or if there is an urgent need felt by all. For example power relations can change due to overpopulation or even population explosion, epidemics like HIV/Aids, other demographic changes due to war, and disasters, e.g. caused by a changing climate.

Rokeya Khatun drew attention to the fact that there is no gender neutral development. Development initiatives affect women and men differently, so it is important to take note of the

differential needs of women and men. If one is interested in development, one should be interested in studying the change.

Empowerment was the next subject for discussion. The term 'empowerment' is misused sometimes. Economic empowerment is not the only dimension of empowerment. Empowerment has four elements. We are not fully empowered until we experience positive change in all these four elements. Empowerment is not for women only, men also need empowerment, and even children should be empowered. Animals need to empower themselves. So everyone needs empowerment. Four inter related elements of empowerment are:

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

Economic empowerment: an example of pro-poor stipend programme for education was mentioned by Rokeya in this regard. She mentioned that a stipend programme for school going girls only could cause drop out of boys from education. To ensure equal incentive, pro- poor stipend programme for both boys and girls has been initiated by the Government. According to this programme 70% girls and 30% boys from poor families who fulfil certain criteria will receive a stipend as an incentive towards receiving education. Right to have the same work and the same payment are important for economic empowerment. Right to have the work you enjoy is also important. Right to decide about income and benefit of your work, Right to water for consumption and production is also economic empowerment. Free mobility e.g. to collect water is important. Access to relevant resources and control over them is economic empowerment.

Political empowerment: this means a person is free to organize him/herself, to take part in elections, to vote or to be voted. In the water sector, a person could be part of a water association, take active part in a WUA. and in other groups. The right to give feedback - which is heard and listened to, to influence development efforts, decision making in committees like sanitation committees, holding positions etc. could be considered as political empowerment. While sharing field level experiences Rokeya and another participant pointed out that both men and women should be effective in performing their responsibilities for their constituencies.

Social empowerment is about a positive self-image and also linked with how society sees you. For example, in some societies people get dis-heartened if a girl is born. Getting rid of this feeling is social empowerment. A woman should be proud of herself. A participant at this moment shared an example of a research conducted by PRIP trust where they found that women who headed different NGOs didn't work for women's empowerment even within their organizations. Other participants thought this is because women in high positions still have to function within a patriarchal system. These power differentials also exist between women in a family, for e.g. Mother in laws dominate and often harass their daughters-in-law. Social empowerment is linked to education as well.

Physical empowerment is closely linked with water. The components related to physical empowerment are- the right to decide about one's sexuality, the right to decide about contraception, family planning, , the right to proper healthcare, the right to clean water, the right to sanitation facilities and dignity, the right to rest (especially for pregnant women), the ability to resist violence, access to proper menstrual management, the right to safety and security and the power to get one's rights.

Session 7: Gender and Water for Domestic purposes, Sanitation, Hygiene, and Solid Waste Management

Objective: Presentation of major issues and sharing of experiences from participants.

Method: Lecture

Facilitator: Safina Nazneen, Programme specialist- Gender and WASH, facilitated this session

Safina started her session asking questions to the participants about the relationship between women and men in WatSan. A participant shared her previous day's experience at home, where there was no water at her home. She asked the caretaker of the home to bring water for her home. What was remarkable was that although her husband was at home the entire day, he did not take any initiative to collect water, and left it to her. A discussion among the participants followed as a result of this, where they shared their views on the relationship between women and men in in water supply and use.

- Women are responsible for collecting water in most of the families;
- One participant shared his team leader's situation, where his wife is dependent on him for collecting water. However this is an exceptional case in Bangladesh (and we do not know any more details);
- Regarding hygiene and waste management at home, women are mainly responsible for this. This is especially the case in rural areas, where women follow the practice of three R's for waste management: reduce, reuse and recycle;
- In many cases toilets are absent, women suffer most. They have to wait till dark to relieve themselves, and are often subjected to violence and harassment because of this;
- All technical interventions in Watsan should be gender sensitive. They are often totally gender blind. But gradually the situation is changing;
- There are many toilets in the bus stations which women don't use because they don't feel safe using them. In India there is a man named Mr Clean. He spent most of his life developing water supply and sanitation design for disabled, children and women;
- In Nepal there are public water points placed in the main streets, where women don't go. Placement of water points is an area where women need to be consulted;
- City dwellers neglect SWM. In Matuail 800 women and children earn their living from waste picking. Last time with cooperation of BRAC they treated 48 women. 46 out of them got medical services first time. They are called waste pickers. The interventions for them are largely ineffective and inadequate;
- Some NGOs collect waste by employing children.

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

Gender issues related to water supply and sanitation

Women are primarily responsible for household food security which is crucially affected by access to reliable water supply. Women are mainly responsible for house work, managing the water needs of the family, and homestead production. Women are mainly responsible for cleaning of the house, toilets, and hygienic practices. Moreover, they guard the family health, especially of the children, sick, and elderly. All this needs a lot of water, and women and girls bear the brunt of fetching this water, often from far away, several times a day, with risk to their health and safety, so they benefit the most when distances are reduced. They also have additional work to filter and/or boil water to make it safe for consumption. Especially when women menstruate, get pregnant and give birth they are worst affected by lack of access to safe water and sanitation. There are different taboos on discussing the issue of sanitation, thus undermining its importance. Men decide about expenditure for toilets, whilst sanitation facilities are more important for women to decide about (design, location). Increasing women's decision making power in the management of community water and sanitation systems improves sustainability, and can help to improve women's status in the family and neighbourhood. Men and women have different access to water, but usually women have less control over the water sources and water supply. So it is an urgent need for women and vulnerable groups to take part in decision-making institutions. Because of women's prime responsibilities, and tasks in water provision they know

much about the local water sources, and management: it is efficient to utilize that knowledge when developing local Watsan interventions.

The benefits of a gender-sensitive approach to water supply are:

More efficient water use

Female participation in decision-making: When women's concerns, such as the location of water points and public latrines, are taken into account and their expertise (in water purification, waste management) recognized, water management becomes more effective.

Improved adaptability during periods of water shortage: Women have special knowledge of alternative water sources that can be used during periods of shortage.

More sustainable water supply systems

Broader service coverage: Involving more women in determining the location of water facilities and in local management and financing will keep water systems sustainable and inclusive.

Effective design of water supply systems: Considering the different water needs of both women and men, helps in the choice of the technologies for their different contexts.

Reduction of conflicts: Giving attention to and respecting the views of both men and women provides critical information about what is and is not possible, and builds people's social acceptance and respect.

Improved maintenance: It is in the interest of women users that broken hardware is repaired immediately, so if they are taught to carry out small repair work, the systems will be more sustainable.

There are different needs and interests of women, men, and children for sanitation.

For example, in case of **toilets** : availability and access, technology and design, different needs of physically handicapped, elderly women and men, girls, women in reproductive age, cleaning responsibility, payment modality, efficiency of use , special needs of women and men during disasters (floods, droughts) need to be considered.

Gender and solid waste management: Solid waste poses a threat to the hygiene of the town, of the house, of the most vulnerable persons, and for the large water bodies of this planet. Solid waste management, such as recycling offers good economic opportunities for poor women and men. Solid waste can be turned from a threat into an opportunity, making use of skills of vulnerable groups. 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.

Day 2: Tuesday, 09 September

Vivian Kenny and Mahboob e Khuda did a recap of the previous day's topics at the start of Day 2

Session 1: Gender and Water for Agriculture and Food Security

Objective: Presentation of major issues related to agriculture and food security
Sharing of experiences from participants



Session on Gender and Water for Agriculture and Food Security

Method: Power point presentation and open discussion

Facilitator: Runia Mowla

Runia Mowla, Programme specialist- Water Gender and Agriculture, from GWAPB facilitated this session. She stated that there is a close connection between water and food because water is an essential factor for all kind of crop production, and it's processing, in livestock rearing, as well as in fish farming. Therefore water is needed from farm to plate and efficient use and distribution of water can increase food production and food security. Though water is treated as a natural resources or assets and mentioned as a basic human right for all, in reality, the use, transfer and distribution of water is decided by the power structures at all levels- household, local, regional, national and even international. Women being at the bottom of the power pyramid, have very little say in the quality, quantity, and timing of water resources they get. Still, they play an important role as water collectors for family and household use, as farmers, livestock-, fish- and poultry keepers, and even contribute to secondary crop production, such as legumes and vegetables for home as well as market. The low socio-economic status of women means that they have less or no land property or ponds entitlement, and poor access to education, information and technical knowledge. Improving their access and control over water can greatly increase women's contribution to family nutrition and health, income, and make better use of her time and labour inputs.

A major problem is that though women are actively involved in agricultural work, crop production and processing, food gathering and storage, their contribution goes largely unrecognised. Women, on average, comprise 43% of the agricultural wage labour force in developing countries, 35% in south Asia. (FAOSTAT 2010). The contribution of women as family labour is even more. In the agricultural division of work, women also get relegated to the most labour –intensive jobs, with least (direct) profits. For example: most of the preparatory and post harvesting or labour intensive works are done by women while men are responsible for taking decision about production, marketing, and spending earnings from selling produce.

In general from Latin America and Africa to South East Asia and South Asia women's ownership of household assets is much lower than men. Women farmers are not recognized as farmers despite being responsible for half of the world's food production, and producing between 60 to 80 % of the food in most DCs (FAO STAT 2010). Rural farming women in Bangladesh do not get farmer cards, excluding them of various benefits, unless they have a son.

According to FAO STAT, female farmers receive only 5% of all agricultural extension services from data gathered in 97 countries; only 15% of the world's extension agents are women and 10% of total aid for agriculture, forestry and fisheries goes to women.

Because of cultural attitudes, discrimination, and a lack of recognition for their task in food production, women enjoy limited to no benefits from extension and training in new crop varieties and technologies. An example of gender-blind technology development is the Silo (Food storage tower) provided by FAO Bangladesh to rural farmers through its different agriculture development programme, which is not always very comfortable to use by women farmers.

The vast majority of studies suggests that women farmers are very resource- efficient and would attain the same or more yields if they had equal access to productive resources and services, and have a better impact on the health of people, as well as reduce the number of people suffering from malnutrition.

Facilitating women's social empowerment (better access to education, information, and representation in decision-making process) is a prerequisite for them to demand and fully enjoy their water rights. Given access and control over water, women can make better use of her time and energy. Improved health, time management and income can further empower women.

National policies, programs and strategies related to water should always have an objective to improve gender equality and enhance women's empowerment.

Gender issues also need to be mainstreamed in all stages of project cycle: planning, design, implementation, and monitoring and evaluation. While designing an agriculture and water related project the actual involvement of women and men in crop production (in rain fed and irrigated systems), and the constraints and opportunities for the participation of women and men in agriculture is an important factor to be documented and considered.

Also in Monitoring and Evaluation of a related programme we need to document indicators such as: number and frequency of wo/men consulted during design and implementation; men or women's involvement in the irrigation planning activities, Wo/men participation in WUAs/WUGs, number or percentage of wo/men actively participating in planning sessions for water allocation programs for drinking water and agricultural irrigation etc.

Discussion

- A participant shared that attaining institutional credit/money for a woman farmer is difficult. Women farmers get the loan from the Bangladesh Krishi Unnayan Bank only if they have land property in their name. This increases the dependency on the husband or male counterpart as they have to use/show the husband's name as principal borrower. This is why micro-credit has become such a success here, as it is the only form of credit that accepts women as principal borrower.

Other participants shared that in Bangladesh, it is not only formal (bank) credit for which women are dependent on their male family members, but also most other resource inputs such as seeds of improved varieties, extension, fertilizers (Farmer cards that subsidise inputs for farmers are mostly only issued to male farmers). There was also a comment about how Bangladeshi women are unconsciously submissive and can't even imagine controlling their own income from agricultural production.

- There was a suggestion from participants to use more statistics from Bangladesh context in this and other presentations. They suggested to use the Agriculture Information Service (AIS) website for this purpose, although it has limited sex disaggregated data. This signals another area which needs attention – collating and collecting gender disaggregated data from the agricultural sector, and making this available to different stakeholders (GoB, INGOs, donors, academic institutes, NGOs, and citizen groups)

- Women farmers typically achieve yields that are 20-30% lower than men. For some places this difference is wider. But there are initiatives such as the Low External Input for Sustainable Agriculture (LEISA) to encourage home based organic agriculture, with high market value, which can benefit women farmers as they typically manage subsistence agriculture.

At the end of the discussion the facilitator shared a brief case study with the participants about a development project that was implemented in a district in the northern region of Bangladesh. The project encouraged agricultural production of soybeans to improve the nutritional status and economic condition of the people in the community. After the project had been underway for over two years, an assessment revealed that the nutritional status of the children had failed to improve and that fewer girls were attending school than before the project began. The question was posed to the participants why the project failed to achieve the desired results. Participants discussed the question in pairs and came up with the following responses, all of which revealed how a project that does not consider gender aspects in agriculture can harm the development and worsen the situation of poor people:

- Mostly women were involved in the cultivation of this crop, which increased their work burden, and girls were taken out of school to help with the household duties of the women.
- Most of the crop was sold to the market, instead of being used at home, as the crop did not fit the local taste of the farming families. However, as men had control over the income the profits did not benefit the nutritional intake of the family.
- When men began to see the economic value of selling soy beans, they took more of the crop to sell, and there was less of the soy bean crop available for the local people to consume.

Finally the facilitator summed up the most important reasons why the project failed to achieve results.

The project was designed without an understanding of the different tasks of women and men, about the importance they attached to education of the male and female children, or their knowledge of nutrition. Project staff and volunteers failed to do a gender analysis: for example who does what, who does what with what resources and assets, who controls the resources and opportunities. For all these reasons, the results were completely opposite from the expected outcomes.

Session 2: Facilitation skills on water and gender

Objective: Sharing of experiences from participants on how best to use different didactic and communication techniques and media in trainings to effectively convey learning on gender issues

Method: Group work and presentation

Technique: 4 groups were formed. Participants counted themselves from 1 to 4, and all who pronounced 1 became the member of group 1 and the next 3 groups were formed in the same way.

Facilitator: Rokeya Khatun

The facilitator said that many of the participants are experienced as trainers, teachers, and researchers. She invited the participants to draw from their experience for the group work.

The participants were divided into groups; each of the groups had to identify a gender and water related topic to conduct a session for the larger group. Allocated time for preparation was 30 minutes while 10 minutes were allotted for presentation in the plenary. The four groups worked on the following topics:

Group 1: Urban storm water management through community participation

Group 2: Shared responsibility of water collection: Role play

Group 3: Climate risk, drinking water and gender role

Group 4: River and Gender: Real life story

The outputs of the group work are described in the following tables:

Group 1 was the first group to present. It was a visual presentation and stakeholder-discussion session. Detail of their program was as following:

Title of the session: Urban storm water management through community participation

Objective: To make the city corporation staff aware about the management of storm water and the need to involve local people in a shared storm (rain) water management scheme.

Audience: Chittagong City Corporation, representatives of Chittagong Slum dwellers

Managed by: NGO and

Facilitated by: NGO staff

Main messages to disseminate: Communication disruption; WATSAN disruption; Sewerage overflow; Contamination of clean drinking water; Livelihood activities disruption; Waterborne diseases breakout; Difficulties for women and men;

Techniques of dissemination: A presentation by slum community woman and man showing video, photograph, newspaper report of the problems and disruption caused to them and the wider area due to lack of proper storm water management. This is followed by a joint discussion meeting of CCC staff with slum community leaders (2 women, 2 men) on how to effectively tackle this problem jointly.

Group 2

Title of the session: *Shared responsibility of water collection*

Objective: To show the challenges faced by women to collect water (safety, security and mobility)

Audience: Water management group at the community level (male and female members)

Techniques: Role play

The group showed through a role play how water collection is strictly seen as the responsibility of women and girls. The male members of a family sit idle, but don't go to collect water as this is considered as responsibility of women and girls. They think it is shameful for men to collect water. Sometimes sick women have to collect water from a long distance which further harms their health. Often women face harassment and even rape when they go to collect water from far-away places.

Main message to disseminate:

- Wife was the main responsible person for water collection even though she was sick,.
- Water fetching should not be seen as shameful for men
- women often face harassment and sexual violence when collecting water from far-off
- HH workload should be shared by both men and women

Group 3

Title of the session: *Climate risk, drinking water and gender role*

Objective: To show the impact of climate change on source of safe water, and burden of women in water provisioning for their family during disasters

Main message to disseminate:

- climate change is reducing safe drinking water sources
- gender dimension of water collection during disasters, especially women's increased burden and vulnerability
- Salt water causing threat for women and girl's health
- Sharing local coping mechanisms including rain water harvesting, Climate resilient ponds,
- Participation of men and women in water collection,
- Need for resource and support, especially for women and vulnerable groups from Local government and department of Public health.

Target group: community, CBO leaders and local government authority

Tools and techniques:

- Folk Songs, video show; sharing indigenous knowledge and practices
- Flip chart/Flash card, Presentation
- Open discussion
- Action Plan

Group 4 Title of the session: *River and Gender: Real life story*

Objective: Awareness building for saving river as a source of livelihood.

Audience: Local people

Main message to disseminate: Save River for secured Livelihood

Other messages:

- River as a resource for income generating activities
- Migration
- Women's and Children's Health Hazards
- Eco System and Food Security
- Sensitization and Mobilization of local people

Tools and techniques:

- Case Study, Participatory Discussion, Life History
- Visual Aids , Art Competition, Debate

1. Discussion is a good learning technique
2. Role play is a good technique in adult learning sessions.
3. Feedback should not be a long description.
4. Confirmation of learning should be always be asked from participants. Ask them “what have we learnt from this session? This inspires participants to contribute.
5. Folk Songs touch the heart. It is an effective tool to disseminate key messages.
6. Greetings/ Welcoming the participants is important
7. Facilitator should be modest and respectful to participants, but that should not indicate that the facilitator is weak.



Session 3: Gender and Integrated Water Resource Management (IWRM)

Objective: Presentation of major issues and Sharing of experiences from participants

Method: Power point presentation and open discussion

Facilitator: Nazmun Naher

The objectives of the session were to discuss the concept of integrated water resources management (IWRM), main elements of IWRM and identifying 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 total global water in the world available for use is only 3 % as fresh water. Of 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. In 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.

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.

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

- 2.

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.

After her presentation, Nazmun conducted an exercise for the trainees to explain the concept of sustainability. She invited 6 volunteers for this purpose, who were divided into 3 groups and asked to draw a picture on a single sheet of a paper. Once the game was over, the facilitator identified the following:

- The first group had utilized the resource (paper) quite selfishly as they did not (have to) think about the need of other people. They used the lion's share of the paper and left little space for the next group.
- Group 2 had to utilize the left spaces of the first group and they had to compromise with their need and availability of resources.
- Group 3 had the least space to utilize the resources. The previous 2 groups left hardly any space for group 3. As a result they had to draw according to the availability of space.

The moral of the game is that the next generation faces scarcity if the previous generation does not consider the need of the future generation. Holistic plan of the early generation, considering future needs of different stakeholders, ensures availability of resources for future generation, which is a sustainable approach.

Discussion:

With regards to Nazmun's point on the usage of water in different sectors, Joke clarified that agriculture uses water but it does not always directly result in a shortage of water for drinking purposes. A huge quantity of non-drinkable water is also being used for agricultural purpose. So the agriculture sector should not be blamed for using all the drinking water. Contamination of available surface water due to unsustainable farming practices (pesticide use) and industrial extraction of water, and pollution causes more shortage of water for domestic consumption.



Exercise on sustainable resource management

While discussing the 3rd pillar of IWRM, (Economic, social, and environmental) Joke mentioned that the right to water is hardly recognised by the World Bank because it could mean that every person has right to free water. But in fact the right to water does not mean that one does not have to pay for water supply. Everybody needs water every day. So it is a human right. That's why it could not be an economic commodity only.

While talking on Water policy and issuing a cost for water to the consumer, a discussion took place among the participants of the pros and cons of this. One of the participants mentioned that Water could sometimes be free but water supply could not be free. So the supply and transport of water should be paid for. In urban areas a charge is often issued for the costs of treating water to make it fit for domestic use. Some examples were then offered of progressive policy which stipulates the right to (free) water for all citizens, such as South Africa, where a person is entitled to 25 liter water per day for free according to their constitution. Another participant stated that the new provisional government of India is allowing 50 liter water for each person every day for free. However, despite these progressive policies the reality is that most of the poorest people in the world, most of whom are women, lack free access to safe water, and often have to pay a lot for non-formal water services. These are often the people who can least afford it.

Session 4: Gender-sensitive tools for data gathering

Objective: Learning about the usages of different qualitative tools

Method: Power point presentation and Open discussion

Facilitator: S. M. Faridul Haque

The facilitator began with explaining the objectives of development interventions. He mentioned that information is needed to design and implement development projects. This session was planned to help the participants to know the scientific tools of information collection. Some are:

1. Focus group discussions
2. In-depth interviews/key informant interviews
3. Observation
4. Resource/Social Mapping
5. Historical Timeline

Then an open discussion took place in the plenary and the participants shared the features of the above tools. The outcome of the discussion can be seen in the following matrix:

Matrix 4. Gender-sensitive Tools for data gathering

Tools	Features of the tools
Focus Group Discussion (FGD)	<ol style="list-style-type: none"> 1. Homogeneous group, men or women 2. Same profession 3. Same level of participation 4. Participatory 5. Moderator 6. Rapporteur/record keeper 7. Inclusive 8. Respect towards participants 9. No yes /no question 10. No bias: equal participation of women and men 11. Participant- friendly time and place
In-depth Interview	<ol style="list-style-type: none"> 1. One to one 2. Structured/semi structured questions, but also open questions 3. Selection of interviewee/participants 4. Timing and place can affect the dynamics and information got from interview: choose suitable place and time for women 5. Informed objective 6. Reflexivity 7. Consent of informant is needed 8. Following ethic (keep identity of informant confidential) 9. Forehand Appointment 10. Choose Favourable environment, especially for women 11. Make sure that when women are asked a question, the answer of the men is not recorded as her answer
Observation	<ol style="list-style-type: none"> 1. Information on issues 2. Done casually and carefully 3. Keeping notes and photographs 4. Information on Practices 5. Especially look at gender differences such as access to resources
	<ol style="list-style-type: none"> 1. Quick survey of society and resources 2. Use Local materials 3. Can be used in Multi-disciplinary teams 4. Objective setting

Resource/Social Mapping:	<ol style="list-style-type: none"> 5. Multi-dimensional 6. Must be Inclusive: it is possible and interesting to have a map by men and one by women 7. Community Location and timing is very important to include all stakeholder groups, including women 8. Often Supplemented with some other information tools
Historical Timeline:	<ol style="list-style-type: none"> 1. Analysed timeframe on the evolution in particular issues 2. Analyse context, pattern, relationship over time 3. Use of Secondary information 4. Collecting data across different generations: involve elderly people actively 5. Use of Oral history

Session 5: Gender-sensitive Methodologies

Objective: To explain Individual Gender Action Plans (iGAPS)

Method: Power point presentation

Facilitator: Joke Muylwijk

An Individual Gender Action Plan (iGAP) is a tool for water- and other professionals of different levels, that helps them to mainstream gender in their own work. This plan is developed and implemented independently from the Project's Gender Action Plan (though it can contribute to it). It is usually made for one year.

The IGAP can include issues of:

- Gender balance: equal numbers of women and men participate in activities, or equal numbers of boys and girls;
- 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.
 - To learn about gender-sensitivity and gender-mainstreaming by doing.
- Please keep in mind that IGAPs don't need to be closely aligned with your organization's objectives and outputs, but usually will be.

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	Indicators
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An Individual Gender Action Plan is a road map to follow and monitor individually. If problems occur with the implementation please involve the contact person in GWAPB to discuss what can be done.

Session 6: Participatory Learning for Action (PLA)

Objective: To explain participants about the Major gender aspects of PLA

Method: Power point presentation ¹

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 different forms of PLA. All these approaches are based on the full and genuine participation of the people (women and men) involved. Different data gathering tools, discussed in the previous session 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 to the evaluation. She mentioned different forms of participation including, each following one is more real and genuine participation than the one before:

1. Passive participation
2. Participation in information giving
3. Participation by consultation
4. Participation for material incentives
5. Functional participation
6. Interactive participation
7. Self-mobilisation (no external facilitator)

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.

The methods of PLA help women and men to increase their knowledge of their own lives, to plan and to act, to talk freely, understand things better and come to good decisions.

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.

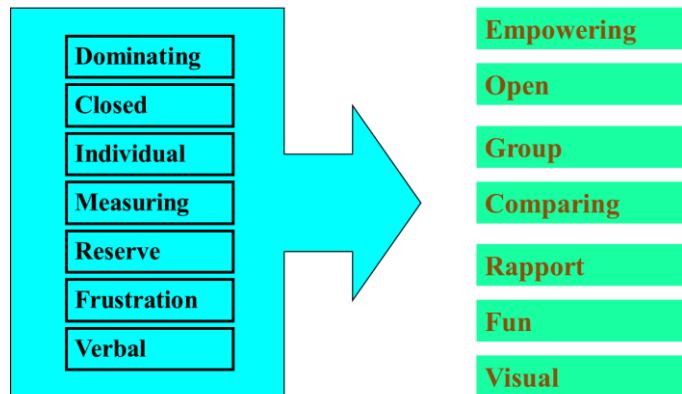
In this session, Joke described the principles of PLA. She mentioned the following:

- Inclusiveness
- Gender awareness
- Direct contact, face to face, in the field
- Critical self-awareness

¹ Adapted from an SNV power point presentation

- Changing behavior and attitudes
- A culture of sharing
- Commitment
- Empowering
- Flexibility, Innovation, Improvisation
- Learning directly from local people (men and women)

PLA plays role in capacity building and shifting position and status. This diagram shows how it influences people, and their ways to interact:



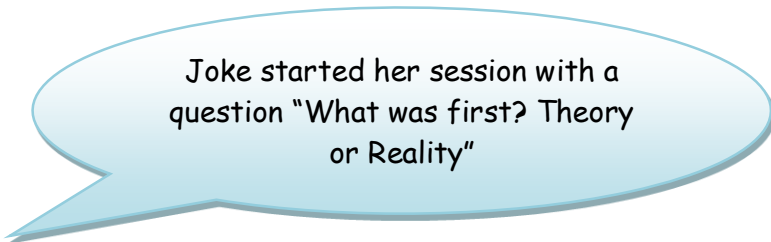
Joke mentioned Motivation – What & Why, Relevance for oneself, Concentration, Language, Reaction, Facilities, Understanding, and Repetition as the influencing factors for learning.

Session 7: Different Gender and Development Approaches, and how the GWA approach fits into these

Objective: Short introduction, Carousel with 5 stations in which the participants can fill in their ideas about that particular approach, Summary and what is particular about the “GWA-approach”

Method: Power point presentation

Facilitator: Joke Muylwijk



Some said that theory is first and most of the participant said it is reality which comes first. Joke also said that Reality comes before theory. Theory and reality have something to do with each other and should be related. The two theoretical approaches that are compared are the Structural approach and the Actor Oriented approach. She tried to show gender within the approaches.

Gender in Structuralist Approach (focus on structures, Institutions, Rules, regulations, government who defines our reality)

- Women as victims of patriarchy
- Poor women and men are pitiful and need to be helped (by those who are better off (remember what Shaakeel said: Gender is an excuse for the powerful to exploit the powerless)
- “We know everything and will help you”
- We give them handouts and make them more dependent
- We see women as mothers of too many children

Discussion

At this point there was a general discussion among the participants about the dominance of top-down planning in water management in Bangladesh, giving examples of government institutions such as the BWDB – with their focus on technology and institutionally-oriented planning rather than people-centred planning. Through influence of international donors there has been more effort made towards participatory water management, and involvement of women and other vulnerable groups. However

this remains at policy level, and implementation at field-level is often ridden with problems due to conflicting agendas of different institutions involved (BWDB, LGED), and tendency of technical staff to undermine the knowledge and capacity of local women and men to contribute to their plans. There have been some good examples where participatory water management has benefitted the local women and poor people (IPSWAM), however even here there is little scope for real empowerment of the poorest groups as once the project funds run out the poor are left without work, income, and decision-making power. This is the case with the WMA groups set up during such projects (with quota for women members) as well as LCS which give work to the poorest women and men – these often disband once the project is finished. Participants also gave examples of projects where gross misappropriation of funds intended for the poorest, has taken place.

All these examples stress how important empowerment of local women and men is, for meaningful participation and ownership in water management projects. (**See Annex 4**, for a full description of the discussion)

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

- Women as agents of change
- Poor women are strong, they manage to survive with few resources
- We encourage them to empower themselves by using their strength
- We show them their rights and support them in getting these rights
- We believe that they can increase their space for manoeuvre
- We recognise their position and work as farmers, fishers, weavers, entrepreneurs, etc.
- Weapons of the Weak (James Scott, 1936)

The Way in between

- How to make use of the truths of the Structural approach (structures: the systems, the regulations, the policies) and that of the Actor-oriented approach (actors: the people, women and men, actors within the structures)
- How is the link between the policies and the practices?
- How is the relation between theory and practice?
- Which theory serves us best to understand the reality?

(Anthony Giddens, 1938-, *Sociology*)

Day 3 Wednesday: 10 September

Nazneen Pappu and Gitasree Ghosh conducted the recap session of Day 2 in a participatory manner. They divided the participants into two groups and asked questions to each group on the issues discussed the day before: What is the most effective tool for gender and development? Why did the Soyabean project fail? Which degree of participation is appreciated in development activities? This way of recap was appreciated by the participants as it helped them to recall the learning of Day 2. It also helped the facilitators to monitor the learning process.

Session 1: Gender Water, the Environment and Climate change

Objective: To discuss the impacts of climate change on gender and water

Method: Discussion and brain storming

Facilitator: Rokeya Khatun

Rokeya Khatun started her session with a question to the participants that “climate change impacts lives of men and women differently” is this a theoretical statement or reality? She agreed with the responses

of the participants that this is a reality which turns into a theory at a later stage. She explained the diagram and stated that the poor specially women and children cause the least harm to the environment but they are the worst affected by climate change and environmental degradation. On an average, 70% of the women and children are the victims of climate change and unable to survive. She mentioned a story told by Joke about a woman who was left behind by her husband with her children and how the woman managed to survive by her own. After this she started a brain storming session on the climate related reasons that increase the vulnerability of women. She herself mentioned limited access to early warning system as a reason for women's increased vulnerability to disaster situation. Then the participants came up with more ideas:

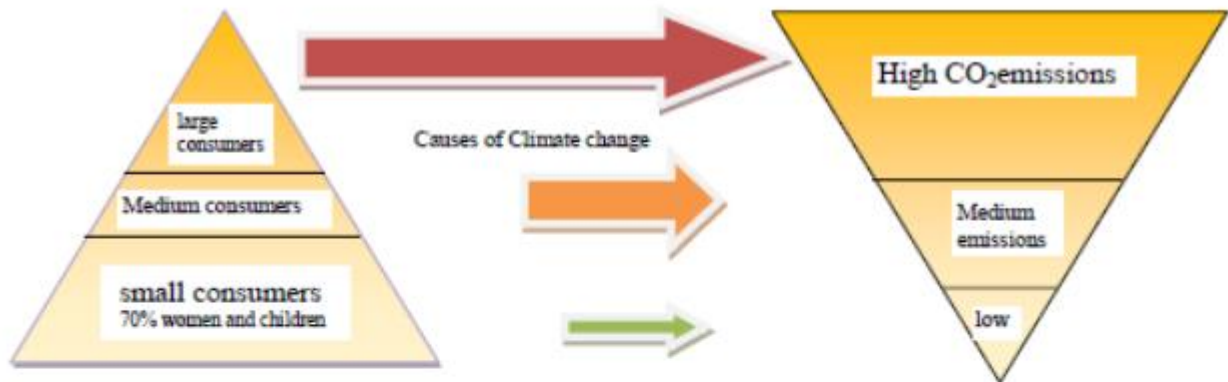


Fig 1: Different consumers' relative impact on climate change

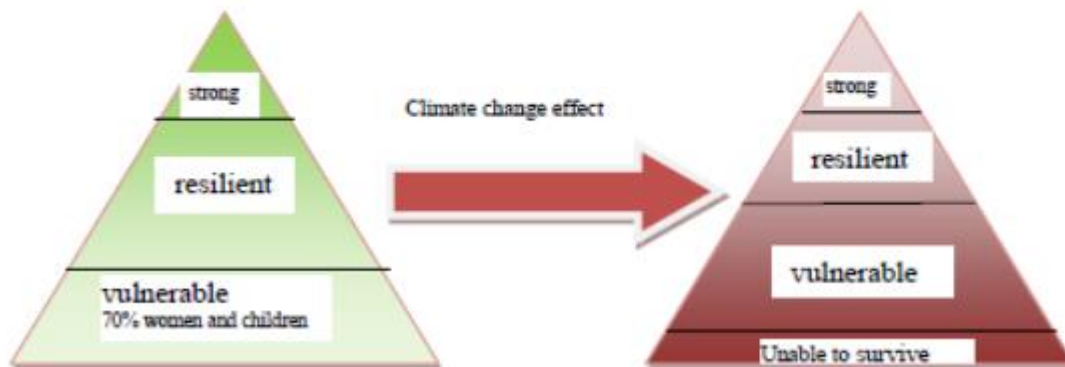


Figure: Effects of the Climate Change on the division of the world population

Diagram developed by Joke Muylwijk

1. Factors that increase the vulnerability of women during disaster:

- Lack of separate accommodation and WASH facilities at the shelters
- Migration of male members increases the vulnerabilities of women left alone
- Women are responsible for safety of Children
- Women are responsible for safe-keeping of the house (and home-assets)
- Home -Asset loss affects women more
- Loss of livelihood
- Sickness, malnutrition because of vector (water) borne diseases, increases women's care-taking responsibilities.
- Sexual harassment in shelters
- Women and girls are often targets of Trafficking agents on the way to shelter
- Restricted mobility of women makes it difficult to get information in time
- Lack of capacity in terms of information, access to services etc.

- Pollution, lack of water and food security affect women worst due to their prime role in water and food provisioning for their family
- Women have often not learnt to swim
- Women's dress weighs them down more during floods
- Destroyed/inundated water and sanitation facilities

2. How do these factors impact the lives of women? Participants answered: :

- Increased workload
- Violence
- Ill health
- Poverty
- Loss of food security
- Need to travel far for drinkable water
- Increased safety related vulnerabilities
- Harassments by in laws
- Less access to and control over water resources

3. How to overcome/reduce the vulnerabilities? Participants contributed:

- Providing financial support to women
- Shelter to be made easily accessible for women and differently abled persons, e.g., ramp for easy accessing to the shelters
- Ensure separate accommodation and WASH facilities for women at shelters
- Climate resilient livelihood options
- Teach women and girl children to swim
- Disaster warning systems have to target women to give them timely information
- Gender responsive adaption; addressing women's special needs at the planning and implementation stage of interventions
- Consultation with women to identify suitable alternative livelihood options for them

It was emphasized in the session that climate change and gender should be considered together as a cross cutting theme in each of the following stages of any project to reduce vulnerability of women:

- o Problem identification
- o Feasibility study
- o Planning
- o Designing the strategy
- o Implementation
- o Monitoring (Operation and maintenance)
- o Evaluation

Empowerment aspects with regard to climate change vulnerabilities

Economic empowerment:

- Access to alternative livelihood options for women and men
- Income generating activities both traditional and non-traditional activities (Tailoring, Poultry)
- Strong market linkage between the producer and the sellers

Social Empowerment:

- Participation of Women: enhancing the skills and knowledge of women in operation and maintenance of structures; women participation in executive committee, in decision making roles particularly with respect to disaster management.

Political Empowerment:

- Women's effective participation in disaster risk reduction and disaster management committee like Upazila Disaster Management Committee (UDMC), etc..

Physical Empowerment:

- Access to sanitation facilities at the cyclone shelters and this should be free from violence; availability of medical support; safety of adolescent girls, etc.

Project example (Sharing)

Village Super Markets of the SaFaL project could be used as Cyclone Shelter, so special needs of women/disabled/ elderly people should be considered starting from its design stage.

Professor Bala stated that *“conservation of natural resources is very important and they are a crucial element of women’s livelihood options. It is also part of their empowerment”*

Climate-Gender Lens

The session concluded with a statement from the facilitator “Women are vulnerable not because they are women but because they are deprived”

Session 2: Gender and Aquaculture: Developments in Shrimp cultivation in coastal

Bangladesh

Objective: Sharing research findings in Satkhira

Method: Powerpoint presentation

Guest Speaker/Resource

Person: Prof. Dr. Hamidul Huq from Centre for Sustainable Development (CSD) in ULAB University for Liberal Arts Bangladesh



Dr. Hamidul Huq presented some findings from two of his post-doctoral research studies on ‘Gender and Aquaculture: Development in shrimp cultivation’. In his studies, he looked at biophysical systems and social relations of shrimp

farming in southwest coastal areas of Bangladesh. He has used the Ecosystem Approach to Poverty Alleviation as a guiding paradigm in his research. Joke moderated the session. Bangladesh is a rich country in terms of land, water, climate and people, though lacking in efficiency in utilization and development of these resources. Dr. Huq conducted the research in Dumuria and Paikgacha upazilla in Khulna district, the southwest coastal flood plain region of Bangladesh. This region was naturally characterized by having tidal floodplains; the rivers brought enough siltation to the floodplains through their tidal process; this land is characterised by rich fertile soil – with enormous potential for agriculture, but is also exposed to natural disasters like tropical storm, storm, surge, and downpour. Like most of the coastal zones of Bangladesh, this area is one of vulnerabilities as well as of opportunities.

Dr. Huq’s research covers a period of polderization in this area (polder 29) which saw a shift from rice cultivation to shrimp farming, and then to mixed cropping due to policy influence, technological interventions, climatic events, changes in the geo-physical characteristics of the landscape, social and gender relations of production, market interventions, and other factors. The main purpose of the polder construction in 1960s and 70s was a policy decision to prevent salinity intrusion in this low-lying area, thereby increasing the cropping intensity in the coastal areas to 3 crops a year, to increase rice production and contribute to poverty reduction. The first decade after polder construction was characterised by

intensive rice cultivation (with high yielding varieties), livestock keeping and fresh-water fish farming. The small and marginal farmers were benefitted from cropping intensity which was suitable for only one crop in pre-polder period. The landless got employment opportunities in agriculture field, and women kept live-stock on their homesteads.



However an unexpected impact of the polder construction – waterlogging- caused a major change in land-use from rice/food crop/livestock farming to large-scale shrimp farming for export in the 1980’s. This then led to increasing large-scale shrimp cultivation by large land-owners and rich businessmen/politicians, which took land away from small farmers (sometimes by force), and displaced traditional aquaculture and small-scale farming. There were two main factors to the process of accelerating shrimp farming: strong international market demand and high prices for shrimp product; and it was no longer financially viable to cultivate rice because the polders had become waterlogged due to poor drainage, and bringing saline water illegally into shrimp gher made the land unsuitable for crop production. Shrimp-farming was much less labour intensive, and many small farmers who lost their land and occupation as agricultural worker migrated to other places for employment. This period impacted



Joke and Dr. Hamidul with a poster on gender and Water

very negatively on small landholders, share-croppers, and live-stock keepers (many of whom were women) as they were forced to sell their cattle and join ranks of day labourers. As small male farmers migrated, an increasing number of households were female-headed, who were indebted to money-lenders, and had no choice but to work in shrimp ghers at very low wages (half that of men). Besides this, villagers faced a shortage of drinking water because, pond, land, canal had been merged with the mainland because of shrimp farming. Women were the worst affected by this due to their prime responsibility in securing water for drinking and domestic use.

The above diagram shows how poor farmers became victim of vicious circle of poverty as

after effects of shrimp farming in Khulna and Satkhira region.

This was however not a lasting agricultural system either as cyclones (in the 80's and 90's) and viruses led to a decline in the productivity of the shrimp farms. Investors withdrew, and large scale businessmen-farmers left their ghers abandoned while they concentrated on other ventures. With this trend of absentee gher owners, original land owners and farmers came back to the area and tried a diversified farming style– some rice, horticulture, fish - involving family labour and a division of labour between male-female members. The current situation in Satkhira is one where 60% of the land is still waterlogged (with some shrimp farming), but 40% of the land is used for farming.

Dr. Huq emphasised certain important findings of his study:

- The total lack of consideration for gender in Coastal Embankment Policy , and the technological interventions ,which resulted in major negative impacts for the small farmers and share-croppers, most especially for women farmers and labourers.
- The technology, although considered as gender-neutral had some inherent gender bias where ownership and capital was linked to concrete, physical assets like land, water, farm, house which are mostly in the name of men. There was no consideration of social capital (in which women play a key part).
- The phenomenon of “counter development” which is a result of grassroots initiatives, and people’s agency response to top-down planning. Dr. Hug quoted a remark in this regard “people never understand what you do for them till you stop doing it”.
- There is diversity in power relations between different women and different men in this development arena, so gender cannot be seen simplistically as women vs. men. For e.g. some moneylenders in the area were women who borrowed from NGOs and lent to small women and men entrepreneurs. Also, both men and women are taking equal responsibility and decisions in fish-farming in Dumuria.

Session 3: Power Walk

Objective: This game was conducted to sensitize participants on how power relations, different policy and programme interventions, and social position affects people’s lives and could lead to the marginalization of different members of society.

Method: Participatory

Facilitator: Nazmun and Safina

The name 'Power walk' itself denotes that it is an active exercise. The following preparations were made for this exercise.

1. A list of characters was developed, related to the context and/or theme for the training, of which one half was girls/women. The characters included: children, adults, ethnic minority, fish farmers, physically challenged etc. Hence, more than one person had the same character with different positions and status for creating interesting discussions on how different roles and positions of men and women can make them more vulnerable in a situation.

2. Characters names were written on some VIPP cards. Some of these names are mentioned below

3. A list of statements was developed, related to the context and/or theme of the training. The statements concerned people's rights especially their access to and control over resources, (e.g. *I have access to clean water*). Some statements are mentioned below.



Getting ready for the Power Walk

4. Choosing a space to conduct this exercise (this depends on the number of participants and number of statements).

The session proceeded as follows:

- Participants stood in a line, shoulder to shoulder, facing the same direction
- Each participant has a VIPP card with their character. which they have to keep secret until the end.
- Participants are asked to listen to the statements: for statements to which their character could answer yes, they take one step forward, for statements where they would answer no they take one step backwards, If the statement did not relate to them at all, or they didn't know how to answer, they could stay in the same place
- To help generate learning from this activity we asked the group questions which would help them to describe why they are where they are in the line and how that feels.
- At the end, Participants were asked specific questions about who they were and how they got to that spot, how did it feel to be moving forward and leaving others behind? How did it feel to be getting further, behind? What different power relations are demonstrated by the results they saw in this exercise?

Sample characters

1. Chairman/ Director of Water Development Board (man)
2. Executive Director of a women organization (woman)
3. Executive Member of a WUG (woman)
4. Executive member of Water and Sanitation Committee (man)
5. Girl looking after her parents who are sick and her younger siblings
6. Girl aged 8, unable to walk, from a rural family
7. Boy aged 13 with a hearing impairment, from a poor urban family
8. Boy age 16 from a middle class family
9. Ethnic minority girl, 12 years old from a poor family
10. Unemployed man, aged 30
11. Farmer from an ethnic minority (woman)

12. Village health worker in a clinic without minimum sanitation standards (man)
13. Widowed single mother with 3 children,
14. Worker at a rice farm in Khulna (man)
15. Local Journalist, aged 26 (woman)
16. Member of a LCS who involve in a road construction work (woman)
17. A fish farmer who works in a *gher* (man)
18. A small scale crop farmer (woman)
19. A small scale crop farmer (man)
20. A boy student who studies in a vocational training center
21. Poor woman who has one cow and 3 small children
22. Female member of a disaster management committee
23. A pregnant woman

Sample Statements

1. I have access to clean water, close to my house.
2. I eat at least two full meals a day in all seasons
3. I expect to finish secondary school (or I did finish secondary school)
4. I am not vulnerable to natural disasters because where I live it is safe
5. I face discrimination or stigma when using public services
6. I will be consulted on issues affecting health services in our community
7. I am not in danger of being physically abused
8. School fees for secondary education are increasing
9. In our school there is no toilet for girls
10. The international market for our fish has collapsed because it got known that we use too much antibiotics.
11. I earn more than the minimum wage
12. I can question to expenditure of WMA/WMO or other Associations funds
13. I have time and resources to spend time with my friends, to play sports and other recreations
14. I have access to welfare services if I needed them
15. I also have access to good health care services, for which I can pay
16. I make decisions about major purchases in my household
17. If I was accused of a crime I would be asked for my side of the story and believed
18. I can get the information that I need
19. I have a say in who I will (did) marry and when
20. I can attend any livelihood training and other education program
21. I earn a fair wage in my work
22. The price of fertilizer is increasing
23. Minority language is not taught and allowed in school
24. There is no more financing for the WUG now that the project is over
25. The chairman of the disaster management committee takes all decisions, as a female member I just sign the attendance sheet.
26. We need to cross the embankment to collect water from the other side which is not safe for my health.

At the end the Facilitator(s) briefed or summed up the exercise mentioning some learning points as following:

- Individuals' access to rights is shaped by their social position and their power relative to others in their society
- A person's social position (or relative power) is affected by their age and gender (as well as by other social characteristics such as ethnicity, class, disability, etc)
- Development interventions (policies and programme) can increase or decrease power imbalances and inequalities

Session 4: Gender and IWRM: local women and men develop their micro IWRM-plans, a case from India

Objective: onto learn how decentralised and participatory IWRM is practiced: strong points and challenges

Method: Power point Presentation and open discussion

Facilitator: Dr. Chetan Sharma

Dr. Chetan started his session by welcoming all the participants and expressed his good feeling to be back to Dhaka. He stated that Rajasthan is really different than Bangladesh. Bangladesh is a water rich country and Rajasthan is an extremely water scarce, poor, desert state, where the majority of the population are Hindu, with some nomadic groups. In fact Jaisalmer is the western border district of India with Pakistan.

The project he presented is funded by Government of India and EU and aims to involve grassroots water users (women and men) in the planning and design of integrated water management plan for their area, which recognizes and addresses the key water needs of the users, uses local knowledge and solutions in designing a sustainable plan that is owned and accepted by the local population.

The project area is marked by severe water scarcity, with very little watsan infrastructure – only 15% of the households have a toilet, and open defecation is very high (75%). There is a strict segregation of the sexes, and strong taboos exist on talking about sanitation (especially women's specific needs). Traditional water infrastructure still exists - like step-wells and communal water tanks, however these are out-of-use and in disrepair. Local women also had a lot of knowledge on traditional techniques of water



Dr. Chetan shares his experiences

purification and preservation. So again, this was a scenario of challenges, but also of opportunities. The project recognized that a rigorous consultative process with different stakeholders in the area would be needed, and that it was crucial to involve local women at this stage. For this purpose local staff was recruited, who underwent a rigorous 3 day training in participatory information gathering and consultation processes with the villagers. During the field work which covered 2 Blocks (Jaisalmer, and Sankara) and 123 village panchayats, 123 plans were made involving local men, women, school principals, health workers, crèche workers – and any others concerned with water. A 25-member Village Water Health Sanitation Committee was formed in each village, which would help implement, manage, and monitor the plan. Local knowledge, labour and resources would be used as far as possible to increase ownership in the micro-IWRM. PRA, FGD, and social mapping with transect walks were used as the main means to gather primary data. However a lot of secondary data (population census, rainfall data, district data on agriculture, watsan services etc.) was used to verify and cross-check the primary

data gathered. The micro-IWRM plans were sent for approval to the district committee, and the total process from training of staff to writing of plans to approval at District level took about 6 to 8 months. Gender disaggregated data was collected on participation of women and men in the meetings, their activities in agriculture and livestock keeping, and their use of water and sanitation facilities. The EU donor also stipulated a minimum participation of women, and people of lowest castes in the meetings, to ensure that they were also present in the consultation process. The IWRM plans considered existing water resources, Ground level reservoir, and Present water demand such as agriculture, drinking water, domestic and industrial. Based on this information the annual and total water demand was calculated.

Proposed structural measures in IWRM plan:

- Construction/rehabilitation of new tanka
- Excavation/rehabilitation of river
- Construction/rehabilitation of Ground water level reservoir
- Construction/rehabilitation of dhora
- Construction of HH and community toilet
- Construction of nali means gutter
- Construction of pashu Kund
- Installation of new hand pump
- Recharging old open well
- Rain water harvesting
- Construction of khadeem for agricultural use

Nonstructural measures:

- Awareness generation program for water conservation

Gaps:

- Lack of community approach
- Drinking water security aspects
- Ground Water conservation

Questions to Dr. Chetan from the participants:

Q: Is there any flexibility in the village IWRM plan?

Chetan: There is no flexibility once the plan has been agreed to by all the stakeholders. Public health also engaged in the planning. It also depends on the available fund.

Q: what are the barriers for this project in order to integrate gender?

Chetan: The principles have been given here like participatory process, right to water etc.. However, although we are very good planners, effective implementation remains a challenge. Politicians, local politician machinery, and others do not like gender empowerment. , Alcohol abuse by men, and implementation flaws, substandard implementation etc. are also major concerns. Funding is not a barrier. We had to go through 4 stages of selection process to be chosen to carry out this project. 15% of the total budget is given by villagers.

Q: Rajasthan is one of the most deprived water states in India. In India is implementation always done by Govt? In your opinion are user's charges a curse for IWRM (means revenue collection).

Chetan: Sometimes Govt. and sometimes NGOs are selected by Govt. to implement the work. People are ready to pay if they have good quality, uninterrupted water use, so it is not felt as a curse.

Solutions promoted in IWRM plans:

- A. Local traditional measures for improving drinking water security, especially for the poor (impact on % access to drinking water for the poor)
 - Use of tamarind and amla to treat brackish water
 - Changes in food habit (less wheat, more millet)

- Use of dry vegetables as a means of food preservation and food security
 - Limited use of water for bathing (local people bathe about 4 times a month)
- B. Measures for demand management
- Effective use of the water
 - Creating awareness on water conservation and management
- C. Measures for conservation, stabilization and replenishment of GW (impact on GW level)
- Promote use of less water
 - Promotion of cultivation of millet over wheat and rice

Conflict mitigation, Special needs of women and children, and low castes were also considered throughout these processes. Dr. Sharma remarked the big change that was seen as a result of this micro-level consultation and planning process: although there was a lot of resistance of local men to allow their female household members to participate in a public meeting, they finally agreed to this after lot of dialogue with the project staff and stakeholders. Finally, women were very proud to participate in the meetings, and think that their opinion mattered in a plan for the village's future. They were strong proponents for the revival of the traditional water infrastructure. This was a very empowering experience for them.

Day 4, Thursday, 11 September

Nasima Akhter and Dr. Dwijen Mallick conducted the recap session of day 3. Following the success of the previous day's recap technique, they also devised a number of questions on different subjects discussed the day before, and asked these to the participants. Once again this was helpful for participants to recount their learning, and for the facilitators to monitor the learning process.

Session 1: Gender, Water and good Governance

Objective: To know about Aspects of Good Governance, Participation, Transparency, Accountability, effectiveness and efficiency, Equality (gender), equity and inclusion, Integrity, Responsiveness,

Method: Power point presentation

Facilitator: Joke and Saiful

Joke and Saiful Islam from Transparency International Bangladesh (TIB) facilitated the session mainly on some aspects of Good Governance, and its relationship with gender and water.



Joke Muylwijk in a session

Good Governance is the process of decision making and the process by which decisions are implemented or not implemented.

4 kind of Governance were mentioned such as:

- Corporate governance
- International
- national
- local
- Water is also a Trans boundary issue.

Joke talked of some other related concepts such as Integrity (it has a broader meaning than honesty.

Huge amount of money is spent on development of water and sanitation infrastructure, and the World Bank estimates that 40% of this money is lost through malpractices or corruption. Before starting to explain the definition of Integrity, Joke asked participants what this concept meant for them. Their responses included: Transparency, Accountability, Reflexibility, Consensus, Responsibility, Participation, Equity, Fair option etc.

Definition of integrity

Integrity is about the need for the public, private, and civil society sector representations to be honest in carrying out their functions and to resist extortion and banish corruption. Integrity is at different levels: personal, government/public authorities, institutional (banks, law courts, businesses, development organisations etc.). Government and private offices should not have such financial and other obligations to any individual and organization that may influence their duties in the public's interest and hamper water services, water and environmental management. There are some examples of institutional strategies that set guidelines for integrity, for example: 'National Integrity Strategy' in Bangladesh.

Transparency

Some of the expressions about a transparent situation that were defined in the sessions by the participants are as follows:

Openness, Clear access to information, , Decisions follow rule of law, Information is free and easily available, People know their rights, Information is understandable: languages and media (also accessible to minorities, women, and illiterate people).

Definition of Transparency

The situation in which openness and public access to information are well maintained, so that users can understand the decision making on the problems that affect the public. In general, everywhere, if you come in a public office, you do not know how much a job will cost you. The most of the Public Institutions are authoritative rather than transparent, sometimes it seems that they have open governance, but they are not transparent at all in reality.

Accountability

Participants had mentioned the term being closely linked to responsibility, commitment, participatory, dutiful, transparent, quick service provision.

Definition of Accountability

Is a mechanism to hold people and institutions accountable where it may be seen as a concept referring to the actual application and implementation of rules and standard. Accountability in democratic sense means that every individual in a public function or a public institution must be answerable for their own action.

Saiful Islam shared the work of Transparency International Bangladesh (TIB) at grass roots level: on the one hand they are involved in advocacy campaigns for public and private sector integrity, for making public institutions more transparent with their information, and on the other hand building capacity of diverse stakeholders (consumers, schools) to demand their right to information – thereby pressuring

accountability of service providers. Accountability includes political administrative and financial responsibility.

Inclusiveness:

Engagement, taking part for stakeholder, involvement, engagement, involvement in decision freedom of association (political) - are the words came from the participants as similar meaning of inclusive.

Definition of Inclusiveness

It refers to the most basic indication of democratic rule that whoever is affected by decision should, directly or indirectly, have the chance to influence the decision too. Involving or engaging of stakeholder in a decision making process can create a sense of ownership among them.

Those who are related in the issues we can call them stakeholder. For example: the Ministry of Education is a stakeholder in Education policy, along with women, children, and men of Bangladesh? Stakeholder should be consulted, informed, on all development policies and strategies affecting them directly or indirectly.



The picture above shows different components of Good Governance, which are the opposite of Govt. social exclusion, inefficiency, red tape, and corruption.

Corruption

The participants came up with different words meaning or related to corruption such as *Dishonest, unfair, bribery, misuse of resource, unethical exercise, disempowering, misuse of power etc.*

Definition of Corruption

Corruption is about breaking socially established expectation of appropriate



Mr. Saiful from TIB in the session of Gender, water and good governance

behaviour. TIB uses a slightly different definition: corruption is the abuse of entrusted power for private gain. TIB advocates Rule of Law, fair legal frame work, Protection of minorities, women and poor, Independent judiciary system, impartial, incompatible political force etc. as tools to ensure that corruption does not take place in public sector, non-governmental organizations and private enterprises. Common examples of indirect and direct corruption include: red tape in applications for reservoir water abstraction, falsifying water meter reading etc.

Water governance has 4 dimensions such as: Social, Political, Economic and Environmental which include equitable, effective and sustainable use of water and equal democratic opportunities in its management. In general, Right to water is for all, and there are many gender issues linked to corruption in water management, and service delivery of water and sanitation. From a gender perspective we include also a physical dimension in Water Governance. For example, corruption in the form of physical harassment and intimidation is experienced very differently by women than by men, by rich women, than by poor women.

Tools for good governance

- Diagnostic tools can be used to assess integrity levels and corruption risks.
- Capacity development tools are used for specific trainings to enable actors to take action.
- risk mitigation tools help take action to address specific integrity gaps.
- communicative tools exist to effectively advocate for change.

Good governance requires an independent, effective judiciary, and a strong incorruptible police force.

Discussion:

Participants mentioned some examples of governance tools like: AKVO Flow, Asia Water Governance Index, The Annotated Water Integrity Index AWIS (TIB Use), Citizen Report Cards, Tap risk Map, Water Management Transparency Index etc. Water Development Board, local government, Citizens, and consumers can use this tool to measure satisfaction level of specific services. Half of the tools of TIB are used for advocacy programme as TIB is quite constrained in getting access to check government institutions. All the above Tools are available online. Citizen report cards are familiar in India and Bangladesh, but it is not very user-friendly as there is a specific card per public department, and one must be a user of the services to use the card. Also as many of these services are available online, people without access to computers and Internet cannot make use of them.

Accountability and Gender and Water

Joke talked of something about the relationship between gender and water and how corruption impacts on women lives.

For drinking water, women users usually depend on Government services, and vulnerability to corruption is higher, especially for poor women as they have less access to public officials (who are mostly men), less money to bribe. Often women endure sexual harassment to get access to daily water for their families. Also, longer time is needed for collecting water which means less time for productive work, less income for women.

Discussion:

Joke, then asked some questions about Women and Water Integrity to think and talk about: Do women suffer more corruption than men? Do women face different forms of corruption than men? Do women in public office have different tendency to engage in corruption or do they face different opportunities? How differences in vulnerability and opportunity between men and women bring changes in anticorruption?

Participants were of the opinion that, collecting data on corruption, Integrity and governance from the field is difficult, thus getting answers to those questions is also not so easy. Women can be perpetrators of corruption, but global statistics show women are less corrupt than men. The statistics also reveal that

women are more often victims of corruption than men. TIB informed that they have done a study in Gazipur and Jamalpur to analyse forms of corruption experienced by men and women. There are many evidences of women and young girls being assaulted on the way to collecting water from faraway places. Women are much more vulnerable to sexual and physical violence or threats, as they are often not aware, or face many restrictions in filing a complaint with the concerned authority or police.

Session 2: Evaluation and Closing of the workshop

The evaluation was conducted by analyzing data from a structured questionnaire that had been filled in by all the participants on the last day of the workshop. Some of the questions were of a 'multiple choice' type while others were open questions. (See annex 3)

The Evaluation had two objectives:

1. To get feedback from the participants on the performance of the workshop, and their suggestions for further scope of improvement
2. To get relevant information from the participants about their interest and conditions for engaging with GWAPB as Short-Term Experts (STEs)

1. With reference to the 'multiple choice' questions, there seems to be a clear division in the responses of the male and female participants to many questions: The objectives of the workshop were very clear to all the men, whereas they were somewhat clear to most of the woman. Most of the female participants found the workshop well organized, but the male participants were less inclined to agree with this. Male participants, on the other hand, strongly agreed that the facilitators were responsive to participants' needs whereas female participants did not strongly agree with this. The workshop facilities were very satisfactory according to the male participants, while female participants



Handing over souvenir

mentioned it was only somewhat satisfactory. All the female participants found the level of the overall training good, whereas half of the men thought the overall training was excellent (the rest of them thought it good, like the women participants). Male participants were also more sure than the women that they could apply the knowledge gained from the workshop directly in their work, however most of the female participants felt quite confident about applying a GWA approach in research or training. On other questions the response of men and women was mostly the same: Regarding meeting the objectives of the workshop, for most of the participants it is mostly met.

Almost all the participants agree that there were adequate opportunities for discussion and group participation and interaction were encouraged. Half of the participants thought that the length of the workshop was adequate, while the other half thought it was too long.

2. Most of the STE's are available more than 10 days per year and interested to work in both areas training and research.

The session on gender conducted by Joke and focusing on PLA, actor oriented, structural approach, and IGAP was found useful by all participants. They also liked the sessions on Gender and WaSH, IWRM, and good governance. The interactive style of the workshop sessions, and the time for open discussions

was also appreciated by many participants. Other points commended by participants included the heterogeneity of the group, and the good scope for networking and sharing information. However almost all participants would have liked to have more case studies from Bangladesh presented in the workshop. They also suggested inviting government officials from BWDB, LGED in future workshops to share their experiences in gender issues in a water development project. As many participants found the workshop too lengthy, they suggested keeping it to a maximum of two days, and keeping it in the weekend, so they wouldn't have to miss work (most of them are busy full-time employees). To shorten the workshop some participants suggested cutting out sessions dealing with defining gender and related concepts, as well as the session on qualitative tools of analysis, as most of them are already familiar with this.



Closing moments

Session 3: Closure

All participants and facilitators were thanked for their work and their attention. All were handed a mug with the picture of the whole group, as it was made on the first day.

The workshop was then formally closed.

Annex 1: Programme Schedule

Time	Day 0 Sunday 07 September		Facilitator
	Sunday evening arrival in Paradise Garden Hotel of participants who stay in the hotel, because they have no residence in Dhaka or live too far away. Registration, at arrival	Handing out folders Allocation of rooms Practical information	Paul and Anamika
Day 1 Monday 08 September			Facilitator
9.00	Registration Opening and Introduction	Handing out folders Welcome Logistics Introduction of the objective and the programme of this workshop Task division: time keeping, summaries of the days	Anamika Joke
9.30	Introduction of GWA and GWAPB		Joke
10.00	Introduction of Participants: Getting to know each other (in pairs)	Name, Organisation, Discipline, Memorable gender event of life	All, facilitated by Rokeya
10.30	Tea and Coffee		
10.45	Expectations from the workshop	Round of: - positive expectations - concerns	All, facilitated by Nazmun and Anamika
11.10	Sharing of participants' own experience with gender aspects of teaching, training and facilitation experiences	- Opinions and experiences about the ways to get our messages across, considering: a. Different audiences (Men, women, mixed) b. Different gender or sex related subjects - Where can we learn from? a. What went very well: replicable b. What went all wrong: is a warning for colleagues Documentation is important (assign rapporteur and note-taker per group)	Group work: Introduced by Rokeya. 4 Groups are facilitated by Safina, Farid, Runia, Nazmun
12.30	Plenary Presentation of outcome of group work	Good practices and lessons learnt of gender aspects of facilitation methods are presented and listed on paper	7 minutes per group
1:00	Lunch		
2.00	WHY Mainstream Gender in Water Management?		
2.00	Gender Concepts	Gender, Gender+ or Gender and Diversity Gender Ideology (individual) Equity, Equality	Joke and Rokeya
3.00	Empowerment of women, men and children	Four elements of empowerment for analysis and as an objective: Socio-cultural Economic Political Physical	Joke/Rokeya
4:00	Break for afternoon snacks and tea/coffee		
	Background of Gender and Water: WHY mainstream gender in water management?		
4.15	Gender and Water for Domestic purposes, Sanitation, Hygiene and Solid Waste Management	Presentation of major issues and sharing of experiences from participants.	Safina
5:15	Summary and Closure of the day	Includes some logistic announcements	Joke and An
Day 2 Tuesday 9 September 2014			
9.00	Recap of yesterday		Recappers
9.30	Gender and Water for Agriculture and Food Security	Presentation of major issues Sharing of experiences from participants	Runia
10.30	Tea and Coffee break		
10.45	Facilitation skills on water and gender	How to get your message across: from teaching to training? (gender aspects) Facilitation techniques for adult learning (also gender aspects) Effective use of visual aids, equipment;	Group work 4 groups Introduced by Rokeya

		How to show different categories of people in drawings? Documentation is important!	Groups are facilitated by Anamika, Farid, Nazmun, Safina
11.30	Plenary presentation of group work	4 groups, each 10 minutes	Rokeya
12.15	Gender and IWRM Integrated Water Resource Management	Presentation of major issues Sharing of experiences from participants	Nazmun
1.00	Lunch		
2:00	Gender tools for development	Some practical aids	Runia
2:35	Gender methodology	Individual Gender Action Plans	Joke
2:50	Participatory Learning for Action (PLA)	Major gender aspects of PLA	Joke
3.30	Tea break		
3.45	Different Gender and Development Approaches, and how the GWA approach fits into these	- Short introduction, - Carousel with 5 stations in which the participants can fill in their ideas about that particular approach - Summary and what is particular about the "GWA-approach"	Joke
5.15	Summary and Closure of the day	Includes some logistical announcements	Rokeya, Anamika
Day 3 Wednesday 10 September			
9.00	Recap of yesterday	Issues that apparently were not so clear on day 1 and/or 2 are now again dealt with	Recappers and Joke
9.30	Gender, water, the environment and the change of climate	Presentation of major issues Sharing of experiences from participants	Rokeya
10.45	Tea		
11:00	Gender and Aquaculture: Developments in shrimp cultivation , by Prof. Dr. Hamidul Huq, Centre for Sustainable Development CSD in ULAB University for Liberal Arts Bangladesh	Presentation about his research in Satkhira	Hamidul (Joke moderator)
Background to Gender and Water: HOW to mainstream gender in water management?			
12.30	Power Walk to explain differential needs, impacts of changes in society		Safina and Nazmun
1.00	Lunch		
2.00	Gender and IWRM: women develop their micro IWRM-plans , a case from India by Dr. Chetan Sharma, Director of Datamation Foundation	Interactive session on how IWRM is practiced: strong points and challenges	Chetan (moderator Joke)
3.30	Tea		
4.00	Gender, water and good governance	Aspects of Good Governance: Participation Transparency Accountability, effectiveness and efficiency Equality (gender), equity and inclusion Integrity Responsiveness	Joke, Shaakeel, and Saiful Islam (BAWIN, Transparency Int. BGD)
5.00	Summary and Closure of the day	Includes some logistical announcements	Shaakeel
Day 4 Thursday 11 September			
8.30	Recap of Day 3		Recappers, Joke
9.00	Panel	A number of challenging statements are listed, and a selection of the participants will defend them, whilst others contradict them	Anchorman Shaakeel
10.30	Coffee and tea		
10.45	Gender and Water	Pending issues, and time for further questions related to the contents of our work	Joke and Rokeya
11.30	Follow-up	- Tasks and responsibilities of Short Term Experts in GWAPB - Conditions and Scope of the work Time for further questions about STEs	Joke
12.45	Evaluation of the workshop	Written evaluation by forms, and verbally by a round	Runia, Safina
1.15	Closure		Joke
1.30	Lunch		
2.30		<i>Enjoy work, stay safe!</i>	

Annex 3: 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?

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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

Annex 4 Discussion

Professor Bala of IWFM, in this point explained something about the background of formulation of the Participatory Water Management Guideline of the Government. In 1960, BWADB, as the principal agency of the government for managing water resources of the country was given the responsibility of accomplishing the tasks of executing flood control, drainage and irrigation projects to increase productivity in agriculture and fisheries. Therefore, all those rural infrastructures such as flood control, drainage, irrigation structure and polders were planned and managed by BWADB through a very top down process while rural people's participation was not there. Also budget of the BWADB had been reduced to manage all the new structures, projects and activities aiming to achieve sustainable development through involving poor powerless, voiceless men and women or neglected rural people. Then, Government formulated a Guidelines on 'Participatory Water Management' which is expected to follow by LGED and BWADB. Answering to the question of Joke did they involve or have coalition with Local Government bodies in this process? Mr. Kashem from BlueGold said there was no such involvement of Local Government institution which means they were not involved in implementation or monitoring of this guidelines from except paying an advisory role. Joke said if we have a Participatory Water management Policy then it also should have the decentralization of the funds or financing, although that is not here. But, professor Bala added that there will be a Water Management Association (WMA) who are to contribute 3%- 4% percent of total costs of the project. For this, they deposit money to the account of Water Management Association lead by BWADB or LGED. Also In all water related projects, they must form a Water Management Committee with the member from all poor landless men and women and in which one third members must be women. The LGED and BWADB invest the money that the members of WMA deposit in its account to constructing the water infrastructures and other structures. There is also a rule to 25% Earth work for developing all infrastructures will be done by Landless Contracting Society (LCS). Even, before starting the activities there are also some stakeholder meetings in which staff from different ministries attend. Therefore, all water projects and interventions must follow this guideline so such rules and REGULAIONA should be followed by LGED and BWADB and other agencies new projects and interventions, no donors (ADB, World Bank, IWFM and other international organization) provide fund unless they meet these requirements. In responding to one of Jokes questions about health and education, professor Bala said that, issues related to Education and Health are not included in the guideline for water projects. The difficulty is, after completion of the work of LGED or other programmes, most of the time, Water Management Associations cannot work because, there is no more maintenance of that water infrastructures.

Kashem from BlueGold project added that Donors projects like BLUEGOLD are giving the 50% earth work to LCS and during IPSWAM project, 100% earth work had been done by LCS that means donor encourages to follow that guidelines for Participatory Water management. But when the project support is withdrawn by the donor people, BWADB have other funded project like ADB, WORLDBANK which are not following the guidelines then. Joke wondered, in every country, even which has no project at all, they have a government, ministries, policies and taxpayers and here we think it is all about projects of foreign donors. We have to think there should be a time without projects and without donors because Bangladesh is already nearly a middle economy developed country. There should be a thinking of independence, sustainability of the work, poor women encourage and empower themselves etc.

Professor Bala added that, our development work is implemented mostly by our own Annual development money, only for big project like Padma bridge, Nuclear Power plant etc, we have to go for foreign support like from ADB or World Bank. Kashem again mentioned something about a project that just winded up last year. Water Management Improvement (WAMI) programme was mainly World Bank funded (loaned money) of which 30% was given by the Netherlands government. At some point the Netherlands government withdrawn their funds because they asked the World Bank to follow the IPSWAM methodologies and participatory process that they did not do. After 3 years of the project, it was found that they did not spend a single penny for the LCS, finally in the 4th year, they allocated some money to the LCS that was also a very bad experience of how they stole all this work to the contract in the name of the LCS. There were lots of confrontations between social and technical aspects in the projects. Field engineers, contractors did not like to involve people from LCS in this work, thus it was difficult to implement all the guidelines of the Participatory Management. The programme was planned for improvements of 210 water related projects which were in trouble, although the number had been coming down in 67 now. One of the aims was to share experiences of the IPSWAM project (by BWADB) and acted accordingly in WAMI project.

Dr. Bala talked highly of IPSWAM describing a field visit of that project in Barisal. He found the women could talk about their needs and priorities, they had a lot of training and work as day laborer outside home, so the project went well. He still dismayed to see that after the project winded up there was nothing about women in action. Joke then added that she read the evaluation report of IPSWAM, in which it is said about gender and women, they have had work there and were paid for that, and now nothing is left of it. GWAPB, in our project, we are supposed to again evaluate from gender perspective about 6 completed Dutch funded project, to see what the impacts is been on empowerment of men and women, children, minorities, minimal and what we can do in it.