

Report of Capacity Building Workshop on Gender and Inclusion for Watershed partners in Bangladesh



Organized by

Gender and Water Alliance Bangladesh (GWA-B)

Participant organizations

Development Organization of the Rural Poor (DORP)

WaterAid Bangladesh

GWA Bangladesh Office in Dhaka, 2-3 January 2018

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Background and Objective of the Workshop

This 2 day long workshop was organized by the Gender and Water Alliance- Bangladesh (GWA-B) for Watershed project Work Package 5 as an activity of Quarter 4 of 2017. The workshop held at Gender and Water Alliance-GWA's office at Banani, Dhaka, Bangladesh from 2 to 3 January 2018. Total 9 participants including 5 women joined in the workshop from GWA (4 women), DORP (4 men) and WaterAid Bangladesh (1 woman).

The core of the Watershed programme is the **empowerment of the water user and to leave no one behind** in the advocacy and capacity building work. GWA-B was actively planning for a two-day workshop with DORP and WaterAid Bangladesh to ensure understanding for the need to integrate gender and inclusion even better in the project activities. The capacity building activities take place at various levels, because the advocacy is done in steps, ultimately by civil society at the grassroots level. Therefore, the content of the workshop was focused on the Capacity Building that WaterAid Bangladesh does with the Civil Society Organizations (CSOs) at national level and DORP with the CSOs in Bhola. Some of DORP's staff have participated in gender training related to WASH, so this was an opportunity for a larger group of DORP activists and staff to learn more about inclusion. This is similar for WaterAid Bangladesh.

Objective of the workshop

This workshop was organized for building capacity of Watershed partners in Bangladesh on gender and inclusion. The overall purpose was that the coaching by the Watershed CSOs will be totally inclusive and gender sensitive.

The direct objectives of the workshop were:

1. The understanding of gender and inclusion, related to IWRM and WASH is strengthened.
2. The capacity to recognize the different categories of people, their different needs and knowledge, and to realize who are missing out, is strengthened.
3. The capacity of DORP and WaterAid staff to include all different people in their work is improved.
4. Specific knowledge on gender and diversity in advocacy work and its application in practice is increased.
5. DORP staff is able to do all their coaching in the selected areas (in this case Bhola) in a gender inclusive way.
6. A draft Gender Action Plan for 2018.

Methodology of the Workshop

Some of the participants have already taken part in one or two workshops of GWA-B, whilst for others the subject is less known. All sessions were interactive, so the facilitators were aware of the level of awareness and knowledge of the different participants.

Overall the workshop was:

- Inclusive: all participants were asked to speak. Those who speak proportionally too much were asked to give equal time to all participants.
- Participatory: all opinions matter and are important. All were asked for their opinions. All were meant to learn.
- Timely: the facilitators were attempt to follow the programme, and be in time with sessions. This is not easy if all sessions are interactive.
- Learning for Action.

Workshop Proceedings: Day 1: Tuesday, 2nd January 2018

Session 1: Opening: Welcome and Logistics

Objective: Welcoming the participants and Introduction of GWA and GWA-B as well as to inform participants on the logistics and rules of the workshop

Method: Lecture

Facilitator: Khadiza Akter

Note: Khadiza Akter

The workshop was opened formally with a warm welcome address to the participants by Khadiza Akter, Programme Officer, Gender and Water Alliance Bangladesh (GWA-B). She said, “Today we meet in the context of a large global project that is called Watershed. Under this project 7 organizations are involved. Gender and Water Alliance (GWA) is its implementing partner in the context of Bangladesh. Also, Development Organization of the Rural Poor (DORP) and WaterAid Bangladesh. Today and tomorrow GWA will carry out a capacity building workshop on gender and inclusion for Watershed partners in Bangladesh. On behalf of GWA and our team, I am welcoming you all in this workshop. We are proud to have you all-in our nice office, and we will try hard to make the workshop useful, and we hope you feel welcome for the two days here. Joke wanted to be here, but she could not, and she sends her greetings to you all. The workshop is in Bangla, so you all can participate equally. Especially we encourage to hear more from the participants who work in the field level and have the ground information.”

Later Khadiza said, “You all know about GWA, it is an international network and it is working in Bangladesh since 2013. For the limitation of time I am not saying detail about GWA/GWA-B but you all received a folder with nice materials of GWA and GWA-B. Please read them and make good use of them.”



At the end of her opening session, Khadiza informed participants about some logistical issues and ground rules of the workshop. Firstly, she requested participants to keep their mobile phone on silent mode, and to take urgent phone calls out of the meeting so that other participants will not be disturbed. Secondly, she said that the workshop will have a two-way communication system. Therefore, not only will the facilitators talk but it is expected and encouraged that participants talk and discuss as well. She requested participants to discuss, ask questions and express their opinions freely to make the workshop interesting and a learning experience for all. However, she did request participants to respect speakers and not engage in “side-talk” during the session. She showed participants where the toilets were for both men and women and asked them to talk with her in case of problems or questions. She showed them the place where drinking water, tea and coffee were available, and asked participants to help themselves. Snacks and lunch will be provided to participants but if they have certain dietary restrictions they need to inform. Finally, participants were requested to give their honest and true feelings regarding the workshop in the evaluation form which will be provided to them at the end of the workshop, so that Gender and Water Alliance-Bangladesh (GWA-B) team could improve themselves. Khadiza finished her talk by saying that as GWA-B team have to work a lot together with the participants for the Watershed project, their true sharing about the workshop and other issues will help a lot to have a successful project. Then she closed her session giving thanks to everyone.

Session 2: Introduction of the Programme of this workshop

Objective: To explain the purpose and programme of the workshop to the participants

Method: interactive discussion

Facilitator: Safina Naznin

Note: Khadiza Akter

In this session Safina requested participants to go through the 2 days programme schedule with her and ask questions if they were not clear about something. Briefly, she explained, the first day of the workshop will be on strengthening partners' understanding of gender and inclusion; sharing ideas about why Mainstream Gender in Water Management and Governance; having shared understanding about empowerment and how it is important in WASH and IWRM; presentation and discussion on the international Watershed project, and then about Watershed-Bangladesh focusing on how Gender and Inclusion is a crucial part of the programme; presentation and interactive discussion on Gender Strategy of DORP with a focus on how this works for advocacy in the Watershed Project in Bhola; presentation and discussion on Gender methodology of Inclusive Advocacy: How to ensure genuine participation? How to convince politicians of the importance of inclusions etc. Then there will be group work to understand about three issues these are: 1) Current practice of advocacy work of DORP and WaterAid, and how gender is included 2) Suggestions for improvement of inclusiveness of advocacy in Watershed (and other) project and 3) Which are most important facts to convince the decision-makers in Bhola and in Dhaka that gender and inclusion is crucial? The first day will end with the presentation of the group work. The second day of the workshop will start with the recapitulation of the first day and then the methodology of inclusive coaching will be discussed. After that there will be a group work on listing the coaching subjects, and mentioning which gender subjects have to be included in the coaching as well as what do those who are most active in lobbying need to know about the poorest and most vulnerable groups? After the presentation of the group work there will be a plenary discussion on how to deal with some subjects that were asked by CSOs in Bhola, to learn more. Then the most important part of the workshop will take place that is development of the Gender Action Plan (GAP) for Watershed project 2018 following the Annual Plan of 2018 and identifying the activities in which gender is most crucial. Subsequently, the GAP will be presented with discussion about how far have we come with the GAP? What else do we need to discuss to finalize it (for the time being)? Is it ready to be implemented? What more is needed? At the very end of the workshop expectations of the participants will be reviewed to see how far it could reach and the day will end with an evaluation of the workshop.

Session 3: Introduction of Participants

Objective: To know participant's name, organization, position, area of work, expertise and one experience with gender mainstreaming

Method: Interactive

Facilitator: Khadiza Akter

Note: Khadiza Akter

In this session, all the participants, including the GWA-B team introduced themselves mentioning their Name, Organisation, Work with gender till now in their work, and one interesting personal gender experience. Further one's expectation(s) from the workshop. They were also provided a pink

card to each to write their expectation(s) from the workshop and it was said that at the end of the workshop all the expectations will be reviewed to see how far the workshop could reach.

The expectations were:

- GWA’s specific activity plan for Watershed in 2018
- Prepare a specific advocacy message for 2018
- Understanding more about GWA-B
- Tools to do more advocacy work related to gender and social inclusion
- How we can address the gender issues in other projects except Watershed?
- Capacity building about gender and inclusion
- How can we do equal and equitable inclusion?
- How can we include gender issues in Budget?
- In which areas of our work GWA could support us?
- Capacity building on integration of gender with WASH and IWRM

After the introduction session, the workshop proceed on to Zobair Hasan (Director, DORP) to tell about the Watershed project.

Session 4: About Watershed Project

Objective: To know about the international Watershed project, and then about Watershed-Bangladesh focusing on how Gender and Inclusion is crucial part of the programme.

Method: Interactive

Facilitator: Zobair Hasan

Note: Khadiza Akter

Zobair Hasan briefed about the watershed project mentioning that Watershed is a global project. Over the five years, Watershed will deliver improvements in the governance and management of water, sanitation and hygiene services as well as of the water resources. It is working in six countries: Ghana, India, Kenya, Mali, Uganda and Bangladesh. It is a partnership with the Dutch Ministry of Foreign Affairs, IRC, Simavi, Wetlands International and Akvo. In Bangladesh, WaterAid Bangladesh (WAB) is the lead implementer of Watershed programme with support from DORP and Gender and Water Alliance Bangladesh. Watershed project has total eight Work Packages (WP) and Bangladesh is in Work Packages (WP) 5. IRC is the think tank of the project and leading in all six countries. Bangladesh is led by Simavi. Work Package (WP) 5 has been started in January 2017. The Watershed programme was planned in November 2016 in the Netherlands. There it was said that what we will do is capacity building of the local people for advocacy in WASH and IWRM issues. In

line with that we formed Civil Society Organizations (CSOs). In the CSOs, there are different groups of people. Till now DORP has formed 2 CSOs with 30 members.

Zobair mentioned the major themes of the programme. These are:

1. Gender and Social inclusion Led by SIMAVI
2. Budget Tracking and Investment Led by IRC
3. Wash and IWRM Led by Wetlands International
4. Data Management and learning led by AKVO



The project will work on the bases of these themes and will apply them in the field level. In Bangladesh, WAB works at the National level, DORP at the local level and GWA is for giving their input for both of their work. We all submit our quarterly report to WAB and then WAB compile them and send the compiled report to IRC. And then IRC send that to the Dutch Ministry of Foreign Affairs. AKVO is looking after the PMEL (Planning, Monitoring, Evaluation and Learning). They are trying for how the learning could be more sharing. Bangladesh hosted the annual partners meeting of 2017. It was for three days and both national and local level participants joined there. In 2018, it will be in another country.

Zobair informed that an advocacy strategy will be prepared. In this Watershed project, compare to the scope of work, the budget is small. So the strategy is- we will strengthen the capacity of CSOs which is “empowering citizens” so that they could do advocacy for themselves without any support from us. CSO members are totally unpaid but they already started working by themselves. WAB is mobilizing the national level CSOs. So we all have separate plans. Overall this is a nice project. If we could reach our objectives, all citizens, including the marginalized, can benefit from sustainable services and that would be useful for all of us.

Session 5: Gender Strategy of DORP

Objective: To discuss on Gender Strategy of DORP with a focus on how this works for advocacy in the Watershed Project in Bhola

Method: Presentation and interactive discussion

Facilitator: Partha SK

Note: Daina Chakma and Khadiza Akter

With the support of GWA-B, the Organizational Inclusion Assessment Tool (OIAT) of DORP was prepared during the WASH Alliance workshop in December 2016 in Koitta. After 10 months, on 5th November 2017 it was reviewed with the support of GWA-B in GWA-B's office to check if gender is sufficiently included in the tool itself and to reflect progress. In this session, Mr. Partha went through the updated OIAT of DORP and discussed about their progress¹.

In addition to this, the Gender strategy of DORP was revised in 2009. Staff is trained on gender and women's participation in CSOs meetings is ensured. A Case study has been made on Kohinur Begum on sanitation and safe water for women in Bhola.

There are five levels in the gender strategy: Invisible, Awareness, Intentional (Project base), Strategic, Culture (Practice). Apart from these, DORP has been practicing the equity and inclusion in all aspects of their work.

Session 6: Why Mainstream Gender in Water Management and Governance?

Objective: To explain the concept of gender, gender and diversity and gender analysis in water management and governance

Method: Power point presentation and discussion

Facilitator: Safina Naznin

Note: Khadiza Akter

Safina Naznin started the session by asking the participants to mention one thing (a phrase or word) which comes to their mind when they hear the word 'gender'. Participants' response was as follows:
Gender is

- Work of women and men
- Relationship between men and women
- Power play
- Defined role of men and women based on the society
- Women
- Decision making power of men and women

¹ With the support of GWA-B, the OIAT of DORP was updated in November 2017. Because of the confidential nature of the document (self-assessment), it is not included in this report.

- Power relations

Connecting with the responses of participants Safina mentioned that gender is different from sex. It stems not only from the physical aspect of being a woman or a man, but also from the socio-cultural, economic, and political aspects. Gender is rooted in power relations, which are not always equal, but rather asymmetrical. The meaning of asymmetric power relations is that differences exist in power among people - such as between men and women (husband and wife), between men (father and son), and between women (mother in law and daughter in law) and between rich and poor men, women, children. Gender also interacts with age, ethnicity, socio-economic class, caste, location and so on. So, gender is dynamic or changeable. Gender relations can change and do change, like culture – if people themselves want it to change. She exemplified that there is a taboo that Muslim women do not touch fishing nets but in Monpura char of Bhola Muslim women are doing fishing. For their survival they are breaking the gender norms and culture. This is an example of changing the gender norms and attitudes in a conservative society.

Gender and Diversity and Gender+

Safina briefly explained the concept “Gender and Diversity” and “Gender+”: gender is not only about men vs. women, because there are also differences between men, and between women. “Gender +” is a broader



conceptualization of gender, where gender is viewed as interacting with age, ethnicity, class, race, religion etc. creating differences in groups of women and men. The key word is “Change” with respect to gender, and the changing relations among men and women. People are all different and different categories of men and women have different needs and interest. They have different socio-economic position, age, and vulnerability. This also varies from culture to culture and religion to religion.

Gender ideology (mindset and attitude)

In human beings, from birth onwards, some gender ideologies are set. For instance, in an advertisement a person named Kiron do well in career and everybody thought that the person must be a woman. But basically Kiron is a man and doing his best in his career. There are some misconception about women in their career advancement also. So, the name also matters sometimes. By hearing a name we define a person’s sex and this is mind set. Whenever we talk about

inclusion, we think about including women. We don't even think about poor people. So, mindset is very crucial for water and sanitation. Because women are closely related with water for their daily work and sanitation also. For example women's menstruate and Menstrual Hygiene Management (MHM) needs are different for women and girls. There is nothing natural about unequal gender relations. In fact it is cultural. In sanitation and hygiene, lots of taboos exist and changing gender ideology (mindset and attitude), which is difficult, but not impossible. Therefore, gender relations are power relations which can change and do change, like culture, if people themselves want it to change. If there is an urgent need felt by all - for example, both men and women from Rohingya community are equally vulnerable. Also, because of a disaster a rich person can lose everything and become poor.

In line with the discussion, Mr. Tarun shared one of his experiences that once he went in a village to talk about MHM with a group of women. At first all the women were feeling shy to talk with a man regarding MHM issue. Some were sitting on the other side of the face and some were covering their face. Then he stopped talking and invited them to take tea. When they were taking tea, he started talking softly. Slowly women were getting okay and taking part in the discussion. Then Safina shared that in Dhania union of Bhola district, there were 70% women in Village level Co- Management Group but in Upazilla and Union level there were no women. Some men believe that women are not needed to participate in the Upazilla level co-management committees because women need to stay in the house and keep purdah. Then the chairman took the initiative that women also need to be included in the Upazilla level committees, as they can contribute in biodiversity conservation. So, for changing mindset, at first we need to change our own mindset otherwise it cannot be possible to change others.

Session 7: Why Mainstream Gender in IWRM and WASH?

Objective: To explain the concept of empowerment in IWRM and WASH

Method: Power point presentation and discussion

Facilitator: Khadiza Akter

Note: Khadiza Akter

Gender and Power

Before starting the presentation about Gender and Power, Khadiza asked participants to share what they think the empowerment is. Participants' responses were as follows:

Empowerment is-

- Skill
- Capability of teaching
- Stand up with courage
- To have the income
- Decision making power
- Leadership

Agreeing with participants, Khadiza defined empowerment as an objective and a concept for gender analysis. She said that sometimes 'empowerment' is our objective that we want to be empowered and sometimes we use the concept of empowerment to do gender analysis exploring different issues. Then she asked participants to share what they think the elements of empowerment are or the types of empowerment. Participants' responses were as follows:

- Social Empowerment
- Economic Empowerment
- Physical Empowerment
- Psychological Empowerment
- Political Empowerment
- Information and Communication access
- Cultural Empowerment

Approving participants' responses, Khadiza categorized the elements of empowerment in four interrelated types. These were:

1. Economic Empowerment
2. Political empowerment
3. Socio-cultural Empowerment and
4. Physical empowerment.



Economic empowerment: Regarding economic empowerment, Khadiza explained that economic empowerment is the right to choose one's education, right to work that one enjoys, same income for same work, right to decide about spending benefits and income, right to mobility and access to relevant resources. She exemplified that a poor girl in Bhola need to have the opportunity to be

higher educated. And, to be higher educated she needs money. So if her family, society and state do not give her that economic support, she could not be a higher educated person. So this is her right to get stipend support to continue her education. Similarly, that girl needs to have the right to work that she enjoys. Because if her expertise is in engineering and she likes to do it, this society should give that opportunity to her to do that. In our society we do not want to employ a girl as an engineer and this is certainly violation of once right. Again, for both men and women, it is important to have same income for same work. We see that for the same work, men get higher than women. This is wage discrimination and it hampers women's economic empowerment. Also how much a person earn, she/he needs to have that right to decide about spending benefits and income. Sometimes women have access to income but have no control over it. They have to hand over their salaries to husband, son, brother or mother in law. So, if a girl cannot spend her income as her will, she will not be eager to do her job and if she does not have any earning, she will be economically disempowered. Accordingly, a person need to have free access to mobility and relevant resources. If a girl cannot move freely, how can she complete her education and do a job? Then again she would be disempowered. And, relevant resources are what they need to fulfill their basic needs and lead their desired life. These may education, employment, water, mobility etc. Therefore, economic empowerment is very important.

Political empowerment: Regarding political empowerment, Khadiza noted that political empowerment is not only related to political parties. It comes from citizenship. It includes the right to organize one self, the right to take part in democratic processes: to be allowed to vote and to be voted for, to take active part in Water User Associations (WUA) and other groups, right to give feedback, which is heard, to be a member of the Union Parishad and effectively participate in decision-making to influence development efforts (advocacy) etc. For example, a person could have any political view point, a person could vote to which political party he/she likes, also a person would have right to take part in a political party to be voted. Here Mr. Tarun added that for the first time in Bangladesh, a third gender person named Nadira Begum was the candidate for the councilor post in the city corporation election in Rangpur city. Appreciating Mr. Tarun's example Khadiza proceed that in Bhola DORP has included all groups of people in CSOs. So it was their right that they could join in the committee's which will work on them in their locality. Also you need to ensure that they could express their opinion, give feedback, can comment and their voice is heard. Also they can take part in decision making process and influence the activity of watershed project because this is for them. So what they want and think, we should care about that. Otherwise their political empowerment will not be ensured.

Social Empowerment: Regarding social empowerment, Khadiza mentioned that social empowerment is related with cultural empowerment because culture is a social issue. She added that positive self-image; social status; how does family, neighborhood, and/or society see us as a person or as an individual; the right to education; access to water and sanitation; being able to give an opinion and one's opinion being heard and considered in advocacy is also included as a component of social empowerment. Khadiza exemplified that a member of CSO in Bhola, men or women or third gender, educated or uneducated, rich or poor, however she/he is, has the right to

get respect from others in the committee. Likely, everybody in our society should have equal access to education, water, sanitation and other basic elements. Their opinion should take into account with respect. There should not be any discrimination on the bases of one's age, sex, class, religion, location or else because these lead to social disempowerment.



Physical empowerment: Regarding physical empowerment, Khadiza illustrated that physical empowerment is related with the right to decide about one's sexuality; to marry with own choice in suitable age; to decide about the number of children and spacing between them; to proper healthcare; to clean water, sanitation facilities and dignity; access to proper menstrual health management, the right to rest (especially for pregnant women); not to have violence and ability to resist violence if occurs; the right to safety and security and the power to get one's rights. For example, a girl needs to have the right to wear clothes that she likes, to marry when she prefers, to practice sexuality which she like, to take children when she wants, to get proper healthcare, there will not be any violence against her, she will be safe to go anywhere anytime etc. If we could ensure these, then she will feel physically and psychologically empowered.

Interlinkage of all four elements of empowerment

It is emphasized that all the four elements of empowerment are interconnected and one aspect of empowerment on its own, is not real empowerment. Together they indicate the degree of empowerment of an individual or group. For example, just being employed and having income (economic empowerment) does not mean a woman is empowered, if she faces domestic violence.

Outsiders cannot empower others, women from different cultures can empower themselves following their own needs, values and strategy. They can do this by raising their awareness on their

rights, and building their capacity for change: through appropriate education, skills training, advocacy for improved laws, policies and regulations on access to resources, etc. Khadiza concluded her session by saying that “Empowerment means to be proud of one’s own identity” and thanked everybody for their patience.

Session 8: Inclusive advocacy

Objective: To know how to mainstream gender in advocacy for inclusive IWRM and WASH

Method: Presentation and discussion

Facilitator: Safina Naznin

Note: Safina Naznin /Daina Chakma

Inclusive Advocacy:

Safina started the session by asking the participants that whether advocacy works only for the experts?

The answer was “no”. Then she discussed the following advocacy agendas:

- How to convince policy- and decision-makers that the poor and vulnerable groups have to be included?
- How to ensure: Leave no one behind?

The participants shared their experiences on advocacy initiatives and their strategy to convince the policy makers. Basically, they tried to include and lobby with the influential persons who can convince others. They also mentioned that collecting evidence and the process of accumulation, analysis and utilization of data requires technical expertise. Safina also mentioned that it needs to be ensured that the priority and needs of a particular group of people: e.g. women, marginalized groups, young children, etc. requires political commitment and will. Advocacy aims to make decision-making a more inclusive and democratic process in which both men and women’s opinions are included. Genuine participation- listen to the minorities, this is really very difficult for influential people. They have to listen to find out that these minorities and vulnerable groups know a lot about the actual situation. Some gender tools e.g. Transect walk, Inquiries, FGDs, rating, GAP, Collecting Gender Disaggregated Data etc. would be useful to ensure the genuine participation and inclusive advocacy. To answer how to ensure leave no one behind-

The participants answered that to create platform for poor women and men, vulnerable group, etc. Also, ensure participation of all groups of men, women and marginalized people in all kinds of decision making. However, listen to the minorities is really difficult to the influential people. Women are usually not encouraged to talk at meeting and eventually they are not allowed to sit in front of their men counterparts. Through FGD and survey these need to find out how the local people think. Safina also mentioned that to convince the policy makers as well as to do the gender equitable advocacy works, gender disaggregated data and creating evidence is essential. To ensure it there is always essential to know how many women and how many men are there and if possible also, how many old, and how many young, etc.

However, worldwide there is a lack of gender disaggregated data. Such data are important for:

- Correct policy development
- Address the right people
- Recognise the contributions of all categories
- Enables analysis of budgets from a gender perspective
- Gender- sensitive monitoring

To cite an example of “Evidence Based Advocacy” Safina mentioned that in Bangladesh, advocacy and sensitization efforts resulted in government directives to all secondary and higher schools in the country to provide gender-segregated toilets and menstrual hygiene.

Session 9: Group work turns out to be one group

Objective: To learn about how partners do advocacy for the watershed project; and to be informed about the gender and inclusion issues they are considering in doing advocacy

Method: Group work: the group is too small to split up.



Facilitator: Safina Naznin and Khadiza Akter

Presenter: Sabiha Siddique

Note: Khadiza Akter

In the group work, participants were asked to response on following questions remembering the four elements of empowerment. At first the responses came without considering gender and later on they tried to discuss it with gender lenses. Questions of

group work were written in Bangla in the flip chart for the facilitation of the participants:

- a. Current practice of advocacy work of DORP and WaterAid, and how gender is included: *What do we already do to leave no one behind?*
- b. Suggestions for improvement of inclusiveness of advocacy in Watershed (and other) project: *What can be done better, in order to leave no one behind? What does this mean for the capacity building of NGO Platform and WMCC in Bhola?*
- c. Which are most important facts to convince the decision-makers in Bhola and in Dhaka that gender and inclusion is crucial? *Relevant and important facts.*

The presentation of the group work was like below:

Current Practice:

- Advocacy with individuals and institutions.
- LGED, BWDB, and DPHE are currently working with local community

- They also created budget monitoring tools.
- Checking and collecting the budget quarterly so the citizens can do advocacy work.
- Citizens score card introduced involving both men and women and doing satisfaction survey
- Budget tracking- doing pre-budget and open budget keeping the leave no one behind aspect. Pre-budget activates the ward shova and getting them involved in the budget planning. Including all the men, women and marginalized people in the discussion. These platforms can create an access for everyone.
- Submission of petition.
- Both national level assessment and local level (national level assessment on WASH condition at community clinics)
- Creating policy brief based on the assessment result
- Inclusive projects to influence or create examples for other areas

Gender issues for advocacy:

- Including the MHM session in hygiene promotion sessions where the special needs of women and girls are widely discussed
- Social inclusion in the pre-budget and open budget sessions. Both men, women and marginalized groups of people participated in the pre-budget sessions.
- While submission of petition, they consider gender issue by addressing the poor and marginalized groups' need.
- Inclusive platform development while doing the CSO formation. CSO comprising around 23% women .
- Every upazilla has to have a WASH committee comprising of different groups of men, women and marginalized groups
- Gender disaggregated data collection are in place, which is the entry point of inclusive advocacy. Budget monitoring tools are also used for creating the evidence
- There are two entry points: IWRM and WASH. Taking the representatives of WASH committee (comprising of men and women) and following a structure to do advocacy. Involving IWRM committee and utilizing the structures

Scope for advocacy:

- Doing more MHM sessions to include gender issues at school and health complex level.
- Through education and health departments, influencing the schools and health complex to be accountable towards improving their own WASH condition.
- Water Security Plan by Wetland.
- Using gender lenses while doing social mapping for service provider and service monitoring tools
- Addressing equitable access for all by involving concern duty bearers. One example cited here by Zubaier that one CSO member named Golapzan started to collect the signature of different groups of people to ensure safe drinking water facilities (Tube well) in her village and she will submit it in the Union Parishad. Initially poor people (even for men) don't have

access to go to the Union Parishad, but now the women can do this after getting support from WaterShed project.

Tools to influence the duty bearers to ensure gender and inclusion issues:

- Selection of individuals or specific groups who can convince the policy makers and are mostly influential in the community to do the inclusive advocacy works.
- Arranging frequent discussion sessions for advocacy involving the local duty bearers who can share more tips and tactics
- Find out more tips and tactics and hanging them at various places like union parishad.
- Creating an enabling environment for socially excluded people. Their daily schedule/work should be considered while inviting them in the discussion session.
- Rather doing traditional way of sharing/discussion session, we need to make the sessions more interactive like playing games, drama with a role play to change the mindset. Making the session/workshop/training more interesting for the participants.
- Making service providers, LGIs more accountable.
- Giving post letter to the LGIs saying that “the session was good but it would have been better if you were present” and CC the DC.
- Women should participate in the pre-budget session,
- Recommendation: Everything has to be aligned with Watershed’s objectives

Session 10: Closing of the day 1

Objective: To close the day 1 of the workshop with thanks

Method: Lecture

Facilitator: Safina Naznin

Note: Khadiza Akter

At the end of day 1, facilitators thanked all the participants for good participation and concentration and useful contribution. Everybody was encouraged to come again the next day in time. Also they were asked if they faced any problems during the first day which could be avoided and improved the next day.

Workshop Proceedings: Day 2: Wednesday, 3rd January 2018

The sessions of day 2 was introduced with a welcome speech by Ms. Khadiza and she requested a recap of the session on the previous day.

Session 1: Recap of yesterday

Objective: To review the issues discussed on the previous day

Method: Participatory learning and sharing

Facilitator: Mr. Partha

Note: Swandipta Sadique

The previous day's session was then recapped by Mr. Partha. He discussed about:

- The organizational gender action plan of DORP along with the 8 priorities associated with it. The priority areas are: 1) Leadership and Accountability 2) Commitment of Resources 3) Planning, Implementation & Measurement 4) Human Resource Policies and Practices 5) Employee Engagement and Education 6) Organization's Intervention and Services 7) Citizens & Community Engagement and 8) Responses to incidents of Discrimination, Harassment and violence against excluded people. He informed about the agreement on the previous day about the necessity of further information and updates regarding these issues.
- The concept and understanding of Gender was then discussed by him.
- There was a comprehensive discussion on the concept of Empowerment.



Then Mr. Tarun and Mr. Mannan of DORP added their valuable understanding about the concept of gender. They discussed elaborately about the social, political, cultural context of the associated duties of men and women in the society. These men and women are intimately involved in the Watershed responsibilities in each level of the project.

Session 2: Participatory Learning for Action PLA Session:

Objective: To discuss about methodology of inclusive coaching

Method: PowerPoint presentation and discussion

Facilitator: Swandipta Sadique

Note: Swandipta Sadique

She discussed about the concept of learning and processes associated with it. She mentioned about three types of learning processes and their respective effectiveness.

These 3 types are:

- Learning through listening, which is least effective.
- Learning through combining listening and viewing, which is more effective.
- Learning through listening, viewing, and doing altogether, which is considered to be most effective.

There are several methods of knowledge transfer. The associated parties have different level of contribution in the process. In Lecturing, the teacher-learner contribution are 5% and 95% respectively. The teachers and learners contribute 75% and 25% respectively in teaching process. The Training and Coaching process requires a contribution of 75% and 25% respectively from teachers and learners. The last but not the least process is Facilitation, which is basically learning by doing, requires a contribution of 5% and 95% from the teachers and learners respectively.

Participation:

Participation means that people are closely involved in the economic, social and cultural, and political processes that affect their lives. Participation in this sense is an essential element of human development. It generally refers to people's involvement in particular projects or programmes. Three types of participation, namely Functional, Interactive and Self-mobilization are discussed then. The participants from DORP were asked to cite examples for each type.



Functional: Mr. Mannan cited the first example for Functional participation.

He mentions that the influential people of the citizen committee are mostly talkative and loves to talk all the time. It is important to remember that despite talking much they provide us with valuable information. In addition, these people have learned to pave ways for the marginalized people whose voice and information are also very much necessary for the platform. In this way the voices of both influential and marginalized people can be heard.

Interactive: Mr. Partha cited the second example for Interactive participation. Earlier they did a social mapping by training CSOs. He informs that their discussion regarding communities was indeed very much interactive. He also states that the inclusion of cluster villages in the mapping is an important achievement for the CSOs of watershed project.

Self-mobilization:

Once an influential CSO got angry because he was stopped while talking and another member of the marginalized community was given chance to talk. The CSO felt insulted. That had to be managed by pacifying him during the event. He was even needed to be consoled by meeting him personally after the event. At that time his understanding about the vision of the project was also cleared. At the end of the session, Mr. Zobaier from DORP added a section in the presentation which speaks about finding a way that is acceptable to all. It is about encouraging vulnerable people to talk and share their experiences and understandings. It is equally important that the influential people need to listen more than talk. This process is more important than the technical terms used by PLA and the problems it causes in the field. He mentions that we actually have to create mechanisms constantly to find ways which would be acceptable by all and this process of creating mechanisms is pretty difficult.

He mentions that it is important for DORP to know about these:

- How national CSOs are being dealt by WaterAid.
- How GWA can be included in the national part with WaterAid and in the local part with DORP.
- How the corresponding national policies can be influenced collectively.
- WARPO has initiated signing a petition for working on passing a combined “National Water Rule”.
- How to introduce facilitation for initiating national action plans in upazila and union parishad level. This process requires collective approach and could ensure more effectiveness.
- What there is in the social mapping done by Wetlands.
- The process of Capacity Development of CSOs have so far been within satisfactory limit. It is important to know about how GWA can contribute in capacity building?
- Water Service Monitoring tool should be known to all people. The associated knowledge should be disseminated and properly utilized for a greater benefit and outcome.

Session 3: Group Work and Presentation of Group work about Gender issues in subjects of coaching by DORP in Bhola

Objective: To learn about Gender issues in subjects of coaching by DORP in Bhola as part of the Women 2030 project

Method: Group work, Power-point presentation and discussion

Facilitator: Safina Naznin

Note: Swandipta Sadique

As there were only four persons from DORP, there was a plenary discussion instead of the planned group work. Questions of group work were written in Bangla in the flip chart for the facilitation of the participants.

The issues to discuss were:

- List the coaching subjects.
- Which gender subjects have to be included in the coaching?
- What do those who are most active in lobbying need to know about the poorest and most vulnerable groups?



Mr. Zobair then set some requirements. These are:

- GWA's QIS (Qualitative Information System) is required for proper management in DORP.
- The training module prepared by GWA is also a requirement.
- There is a Fact Sheet which contains GWA's technical support activities. That fact sheet is also needed.
- The plan for School Hygiene Management is also required.
- The Gender Responsive and Disable Friendly Tools used by GWA is required for the coaching sessions and local implementation of Watershed Project by DORP in 2018.

Then the DORP staffs and representatives added some information on group work questions:

- It's important to continue coaching on gender and inclusion
- Coordination required to enable CSOs to be part of Upazila/Union WASH Committee
- Capacity strengthening of CSOs so that they can do lobby and advocacy effectively, with GWA's support.
- Gender specific tool to be produced, for tracking budget
- Ensuring equal participation during pre-budget sessions
- Providing knowledge on how to track budget
- Service monitoring/ citizen score card initiative

Session 4: Further need for training in Bhola: is it in the planning?

Objective: To understand do DORP and WaterAid Bangladesh feel the need of training by GWA in Bhola

Method: Power-point presentation and discussion

Facilitator: Safina Naznin

Note: Khadiza Akter

In this session, Safina Naznin discussed in plenary how to deal with some subjects that were asked by CSOs in Bhola, to learn more about:

- SDGs, gender and water
- WASH in schools, including Menstrual Hygiene Management
- Collecting, using and processing GDDs (Gender disaggregated data)
- Rights of all citizens in Bangladesh, government rules, policies and inclusion
- Follow-up Inclusion and Gender: practical approaches and recommendations
- Sanitation Technology in the context of waterlogging, and adapted to different users. The toilets that will be approved following the definition of the SDGs.
- Gender aspects of compensation of those who lost land
- Specific water and sanitation needs of river nomads and others who own no land (f.e. in cluster village)

Session 5: Development of a Gender Action Plan

A detailed Gender Action Plan for WaterShed project has been developed in consultation with DORP staff and GWA-B team. (Please find the draft Gender Action Plan for Watershed project in Annex 4). DORP shared the work plans of the watershed program for a better understanding. At the end they discussed about their understanding on the roles that GWA plays. The major activities in the GAP includes:

- Gender inclusive module development
- Sharing workshop to involve National level CSO during formulation of the module
- Need based meeting/workshop
- Coaching (providing one special Inclusion session) by Gender inclusive module to ensure gender and inclusion is integrated
- Organized regular meeting
- Ensured gender and socially excluded men and women's active participation in the pre-budget dialogue at Union Parishad
- Union Parishad social & gender inclusive budget booklet Development
- Gender & Social inclusive factsheet development

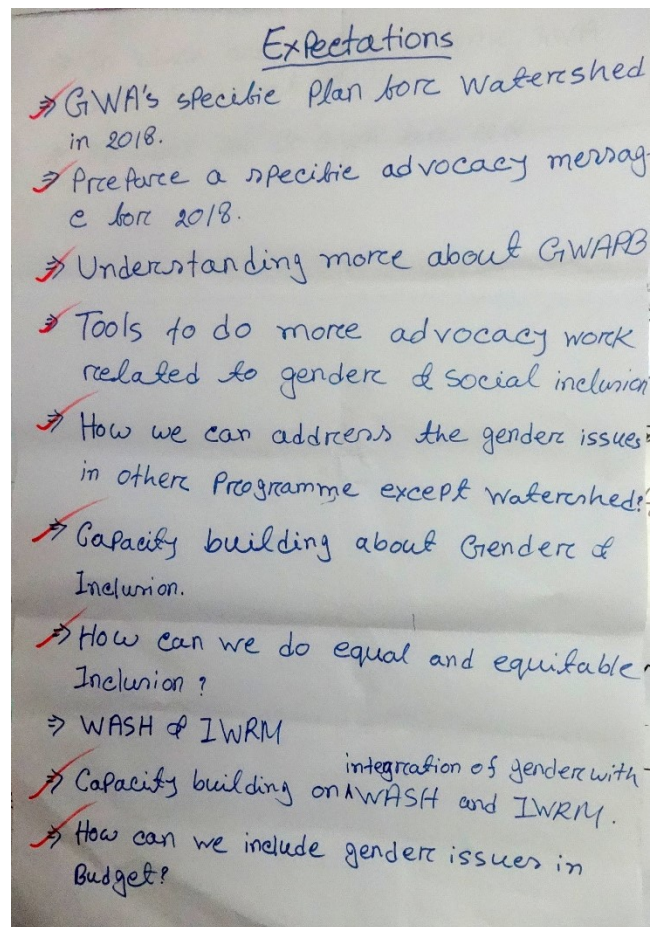
Session 6: Evaluation and review the expectations

Objective: To receive participants' opinion about the workshop and to see how far GWA could reach participants expectations.

Method: interactive discussion

Facilitator: Khadiza Akter

Note: Khadiza Akter



In this session, Khadiza gave participants the evaluation form and reviewed their expectations they wrote in the beginning of the workshop on the pink card. Their expectations were:

- GWA's specific activity plan for Watershed in 2018
- Prepare a specific advocacy message for 2018
- Understanding more about GWA-B
- Tools to do more advocacy work related to gender and social inclusion
- How we can address the gender issues in other projects except Watershed?
- Capacity building about gender and inclusion
- How can we do equal and equitable inclusion?
- How can we include gender issues in Budget?
- In which areas of our work GWA could support us?
- Capacity building on integration of gender with WASH and IWRM

Together they all found that all the expectations of the participants' have been met successfully. **The result of the evaluation forms is in Annex 5.**

Session 7: Closing the workshop

Objective: To conclude the workshop

Method: interactive discussion

Facilitator: Safina and Zobair

Note: Khadiza Akter

At the very end of the workshop, Safina appreciated everybody's interest and enthusiastic participation. She particularly thanked participants for their preparation for workshop sessions at short notice, and noted that this was a sign of their strong interest in partnering with GWA in the Watershed project. Zobair gave special thanks to the GWA team for inviting DORP to the workshop. He also said that it was a very good learning experience for them. Then everybody thanked each other and the workshop came to the end.



Annex 1: Programme of the workshop

| Time | | | Facilitator | Note-taking |
|-------------------------------------|---|--|--|--------------------|
| Day 1 Tuesday 2 January 2018 | | | | |
| 8.30-9.00 | Registration at arrival | Arrival in Training Room Hand-out folders, programme Practical Information | Khadiza | |
| 9:00-9.15 | Opening | Welcome and Logistics | Khadiza | Swandipta |
| 9.15-9.30 | Introduction | Introduction of the Programme of this workshop. Task division: - time keeping - summaries of the days - Making notes and writing of the report | Safina | Daina |
| 9:30-10:00 | Introduction of Participants | Name, Organisation, Work with gender till now in your work One interesting personal gender experience Expectation from workshop | Khadiza facilitates, about one minute each | Swandipta |
| 10:00-10:20 | About Watershed project | Presentation and discussion on the international Watershed project, and then about Watershed-BD. Focus on how Gender and Inclusion is crucial part of the programme. | Ranjan | Khadiza |
| 10:20 | Tea | | | |
| 10:45-11:30 | Gender Strategy of DORP | Presentation and interactive discussion on Gender Strategy of DORP with a focus on how this works for advocacy in the Watershed Project in Bhola | Partha | Daina Swandipta |
| 11:30:1:00 | Why Mainstream Gender in Water Management, Governance? | Presentation and interactive discussion on: Gender concept, Diversity, Key Gender Terms and Gender Mindset (or gender ideology) | Safina | Khadiza |
| 1:00 | Lunch | | | |
| 2:00-3.00 | Why Mainstream Gender in IWRM and WASH? | Presentation and discussion on Empowerment of women, children and men: 4 elements for analysis and as an objective and process. Examples of Bhola. | Khadiza | Swandipta |
| 3.00-3.30 | Inclusive advocacy: HOW to mainstream gender in advocacy for inclusive IWRM and WASH | Presentation and discussion on Gender methodology of Inclusive Advocacy: how to ensure genuine participation? How to convince politicians of the importance of inclusions? For example some Gender tools e.g. Transect walk, Inquiries, FGDs, rating, GAP, Collecting Gender Disaggregated Data. | Safina | Daina |

| Time | | | Facilitator | Note-taking |
|-----------------------------|--|--|--|--|
| | | Some statistics to convince politicians. | | |
| 3.30 | Tea | | | |
| 3:45-4:45 | Group work | <p>d. Current practice of advocacy work of DORP and WaterAid, and how gender is included: <i>What do we already do to leave no one behind? (remember 4 elements of empowerment)</i></p> <p>e. Suggestions for improvement of inclusiveness of advocacy in Watershed (and other) project: <i>What can be done better, in order to leave no one behind? (again, remember empowerment)</i> <i>What does this mean for the capacity building of NGO Platform and WMCC in Bhola?</i></p> <p>f. Which are most important facts to convince the decision-makers in Bhola and in Dhaka that gender and inclusion is crucial? <i>Relevant and important facts. Follow the four elements of empowerment: political, economic, physical and socio-cultural.</i></p> | <p>Introduction of the group work by Khadiza.</p> <p>Three mixed groups are coached by Safina, Swandipta and Khadiza</p> | |
| 4.45-5.15 | Presentation of Group work | <p>Group 1: a, b and c</p> <p>Group 2: a, b and c</p> <p>Group 3: a, b and c</p> <p>Questions for clarification are asked by all.</p> | Facilitated by Safina | Daina Swandipta |
| 5.15 | Closure of the day 1 | | Safina, | Daina |
| Day 2 3 January 2018 | | | | |
| 9.00 | Recap of yesterday | Issues that apparently were not so clear on day 1 are now dealt with, again | Recap(s) | Swandipta |
| 9.30-10.15 | Session PLA | <p>Methodology of inclusive coaching:</p> <p>Participatory Learning for Action:</p> <p>Inclusive</p> <p>Participatory</p> <p>Relevant</p> <p>Prioritise</p> <p>.....</p> <p>.....</p> | Safina | Daina |
| 10.15 | Tea | | | |
| 10:30-11.30 | Group work about Gender issues in subjects of coaching by DORP in Bhola | <p>List the coaching subjects, and one by one, groups discuss which gender subjects have to be included in the coaching.</p> <p><i>What do those who are most active in lobbying need to know about the poorest and most vulnerable groups?</i></p> <p>3 groups</p> | <p>Khadiza</p> <p>Introduces the group work</p> | <p>3 mixed Groups are coached by Safina, Swandipta and Khadiza</p> |

| Time | | | Facilitator | Note-taking |
|-------------|---|---|------------------------|------------------|
| 11.30-12.00 | Presentation of Group work | Group 1: Group 2: Group 3: Questions for clarification are asked by all. | Facilitated by Khadiza | Daina |
| 12.00-1.15 | Further need for training in Bhola: is it in the planning? | Discuss in plenary how to deal with some subjects that were asked by CSOs in Bhola, to learn more about: <ul style="list-style-type: none"> – SDGs, gender and water – WASH in schools, including Menstrual Hygiene Management – Collecting, using and processing GDDs (Gender disaggregated data) – Rights of all citizens in Bangladesh, government rules, policies and inclusion – Follow-up Inclusion and Gender: practical approaches and recommendations – Sanitation Technology in the context of waterlogging, and adapted to different users. The toilets that will be approved following the definition of the SDGs. – Gender aspects of compensation of those who lost land – Specific water and sanitation needs of river nomads and others who own no land (f.e. in cluster village) | Facilitated by Safina | Daina Swandipta |
| 1.15 | Lunch | | | |
| 2.15-4:00 | Develop Gender Action Plan | 1. Follow the Annual Plan of 2018 and identify the activities in which gender is most crucial | Khadiza | Safina and Daina |
| | | 2. For each of the selected numbers (activities) write: <ul style="list-style-type: none"> - Problem, issue, challenge from a gender perspective - Required outcome: Where can we be at the end of 2018? - Suggestions to solve this problem and achieve the required outcome - What is needed to solve the problem, f.e. training by GWA, money, materials, human resources? - Who is responsible? - Indicator for monitoring | And Safina | Swandipta |
| | | 3. Draft GAP for year 2018 | | |

| Time | | | Facilitator | Note-taking |
|-----------|-------------------------------|---|----------------|------------------|
| 4:00 | Tea | | | |
| 4.15-4:40 | Summarizing the presentations | <p>How far have we come with the GAP?</p> <p>What else do we need to discuss to finalise it (for the time being)?</p> <p>Is it ready to be implemented?</p> <p>What more is needed?</p> | Khadiza | Safina and Daina |
| 4.40-4.50 | Evaluation | Fill in the form and review the expectations | Daina | |
| 4.50-5.00 | | Closure of the workshop | Safina, Zobair | |



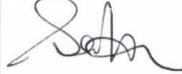


Annex 2: List of participants

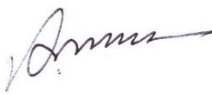
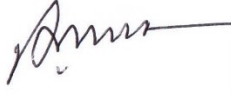







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Capacity Building Workshop on Gender and Inclusion
for WATERSHED partners in Bangladesh DORP and WaterAid by GWA-B
2 and 3 January 2018
in GWA-B's office
List of participants

| Sl No. | Name, phone, e-mail | Organization and Designation | Signature 3 rd January, 2017 | Signature 2 nd January, 2017 |
|--------|---|--|---|---|
| 1. | Porsha SK. 01711244116 washmonitoring@dospld.org | DORP Program Coordinator (USE) |  |  |
| 2. | Sabiha Siddique 01777736731 Sabihasiddique@wateraid.org | Water Aid Programme Officer Youth Engagement | |  |
| 3. | Moh. ZOBAIR HASAN 01711392478 research@dospld.org | DORP Director (RPM) |  |  |

| | | | | |
|----|---|---|---|---|
| 4. | <p>Mr. Abdul Mamun 01752448228</p> | <p>DORP ESO mobilizer</p> |  |  |
| 5. | <p>Tarun Kanti Das 01711-263934.</p> | <p>DORD upzila Coordinator</p> |  |  |
| 6. | <p>Khadija AKter Khadija.akter@gwarpb.org</p> | <p>Gender and Water Alliance ee Program officer</p> | <p>Khadija</p> | <p>Khadija</p> |
| 7. | <p>Daina Chakma daina.chakma@gwarpb.org</p> | <p>Gender and Water Alliance</p> |  |  |
| 8. | <p>Sajina Nazhin</p> | <p>GWA</p> | <p>Sajina.</p> | <p>Sajina.</p> |
| 9. | <p>Swandipta Sadique</p> | <p>GWA</p> | |  |

Annex 4: Draft Gender Action Plan

WaterShed Project; Draft Gender Action Plan

| Sl. No | Issues | Solutions | Input Needed | Responsibility | Support required | Indicators | Timeframe | Remarks |
|--------|--|--|---|----------------|-----------------------------|--|----------------------|---|
| 1 | Partially developed module on gender & inclusion | Gender inclusive module required | Gender inclusive module development | WaterAid | GWA, DORP | No. of module developed | March 2018 | |
| 2 | Lack of coordination among the actors | Involve National level CSO during formulation of the module | Sharing workshop | DORP | GWA, WaterAid | No. of dissemination workshop | May 2018 | |
| 3 | Need to improve coordination among relevant actors | Need based meeting/workshop | Need based meeting/workshop | GWA-B | DORP, WaterAid | No. of meeting | As and when required | |
| 4 | Gender inclusive Coaching required | Ensure gender and inclusion is integrated providing one special Inclusion session | Coaching by Gender inclusive module | GWA-B | DORP | No. of coaching/No. of participants (men, women) | August ,2018 | |
| 5 | Lack of sharing/co-ordination | NGO Network meeting on Inclusion, WASH, IWRM, Budget tracking | Organized regular meeting | DORP | GWA will attend the meeting | No. of meeting/no. of participants (men, women) attended | As and when required | |
| 6 | Lack of participation in planning process | Pre-budget dialogue at Union Parishad | Ensured gender and socially excluded men and women's active participation | DORP | GWA will attend the meeting | No. of event/No. of participants (men, women) | May 2018 | |
| 7 | Lack of documentation | Union Parishad social & gender inclusive budget booklet | Union Parishad social & gender inclusive budget booklet Development | DORP | GWA-B | No. of booklet | June, 2018 | |
| 8 | Lack of gender disaggregated data | Prepare Factsheet from the data and information collected through monitoring tools | Gender & Social inclusive factsheet development | DORP | GWA-B | No. of factsheet/ reports | September 2018 | Gender disaggregated monitoring tools already developed by DORP |

Annex 5: Evaluation of Capacity Building Workshop on Gender and Inclusion for Watershed Partners in Bangladesh

1. The objectives of the workshop are

| | | |
|------------|-------|-----------|
| Very clear | Clear | Not clear |
| 2 | 2 | 0 |

2. The objectives of the workshop were

| | | |
|----------------|------------|-------|
| Completely met | Mostly met | Unmet |
| 2 | 2 | 0 |

3. The length of the workshop was

| | | |
|----------|-----------|----------|
| Adequate | Too short | Too long |
| 2 | 2 | 0 |

4. The workshop course was well organized

| | | |
|----------------|------------|-------|
| Completely met | Mostly met | Unmet |
| 2 | 2 | 0 |

5. The skill I acquired were

| | | |
|--------------------------------|---------------------|----------------|
| Directly applicable to my work | Somewhat applicable | Not applicable |
| 2 | 2 | 0 |

6. facilitators were responsible to participant's need

| | | | |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly disagree |
| 2 | 2 | 0 | 0 |

7. Adequate opportunities for discussion

| | | | |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly disagree |
| 2 | 2 | 0 | 0 |

8. Workshop facilitators were

| | | |
|-------------------|-----------------------|----------------|
| Very satisfactory | Somewhat satisfactory | Unsatisfactory |
| 2 | 2 | 0 |

9. The logistical arrangements were

| | | |
|-------------------|-----------------------|----------------|
| Very satisfactory | Somewhat satisfactory | Unsatisfactory |
| 2 | 2 | 0 |

Total very good: 18

Total Medium: 18

Total unsatisfactory: 0

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

- Advocacy and other engaged subjects

- Gender and Inclusion
- Advocacy for school MHM involve issues

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

- Activity plan-2018
- Action plan on gender and Inclusion
- Participation in gender session
- Sharing

12. General comments and suggestions

- Need to keep on time
- Thank you
- Facility and subject, very good
- At most nice.