



# Report

## Capacity Building Workshop Gender and Inclusion II for DORP by GWA-B



Facilitated by the Gender and Water Alliance - Bangladesh (GWA-B)  
Participants Development Organization of the Rural Poor (DORP)  
In DORP Office in Dhaka, 4 September 2018

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## Background and Objective of the Workshop

The overall objective of the Watershed project is **the empowerment of the water user and to leave no one behind** by advocacy and capacity building work. The capacity building activities take place on various levels and the advocacy is done in various steps, ultimately by civil society at the grassroots level. Therefore, the contents of the workshop focused at the Capacity Building that DORP does with the CSOs in Bhola. Earlier, DORP's Watershed staff have participated in GWA gender and Inclusion training related to WASH, and now this is an opportunity for a larger group of DORP's activists and staff to learn about gender and inclusion. The participants are working in different projects, implemented by DORP, focusing on advocacy and budgeting, reproductive hygiene and resettlement.

This 1-day long workshop was organized by the Gender and Water Alliance- Bangladesh (GWA-B) in the framework of the Watershed Project. It was held at the office of the Development Organization of the Rural Poor (DORP) at Mirpur, Dhaka, Bangladesh on 4 September 2018. Including the three GWA facilitators, there were 20 participants, 10 women and 7 men of DORP.

## Objective of the workshop

This workshop was organized for building capacity of staff of Watershed Partner DORP on gender and inclusion. The overall purpose was that the coaching of the Watershed CSOs and ultimately their advocacy work, will be totally inclusive and gender sensitive.

The direct objectives of the workshop are:

1. The understanding of gender and inclusion, related to SDGs, to Resettlement, to Advocacy and to Reproductive Hygiene is strengthened.
2. The capacity to recognize the different categories of people, their different needs and knowledge, and to realize who are missing out or excluded, is strengthened.
3. The capacity of DORP staff to include all different people in their work is improved.

## Methodology of the Workshop

Some of the participants have already taken part in one or more workshops of GWA-B, whilst for others the subject is less known. All sessions were interactive, so the facilitators learnt 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
  - o were meant to learn.
- Timely: the facilitators tried to follow the programme, and be in time with sessions. However, this is not easy if all sessions are interactive.

- Learning for Action.

## Workshop Proceedings: Tuesday, 4<sup>th</sup> September 2018

### Session 1: Opening - Welcome and Logistics

**Objective:** To welcome the participants and to introduce GWA and GWA-B and to inform participants on the logistics and rules of the workshop

**Method:** Presentation, lecturette

**Facilitator:** Zobair Hasan and Khadiza Akter

The workshop was opened formally with a warm welcome address to the participants by Zobair Hasan, director DORP. He said, “Today we meet in the context of a large global project that is called Watershed. From 2017, we talked about Gender and Inclusion several times. But like today such formal way to know ‘Gender and Inclusion’ was not arranged before. For that, we are thankful to Watershed and Gender and Water Alliance (GWA)”. Then, he said, “We should utilize this opportunity as much as possible to implement in the field to transfer our knowledge. Also, we would like to develop our skills, in order to capacitate our CSOs”.

Khadiza welcomed all the participants on behalf of Gender and Water Alliance – Bangladesh (GWA-B) and said (in Bangla), “You all know about GWA, it is an international network and it is working in Bangladesh since 2013. You all know about GWA-B team since we have met before in various fieldwork and trainings. So today I am welcoming you all in this workshop. I wish, together we all will have a participatory and effective workshop and we will be able to share our learnings and experiences”.



After the opening session, the participants were informed 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 room, so that other participants will not be disturbed. Secondly, she said that the workshop will have a two-way communication system. Therefore, not only the facilitators will talk, but it is expected and encouraged that participants will 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. She requested all to give chance to each other to speak on any issue related to training, not to dominate the time, so all can contribute. She did request participants to respect speakers and not engage in “side-talk” during the session. Since they all received a folder with interesting and relevant materials of GWA

and GWA-B, she requested them to read and make good use of it. She also informed that at the end of the workshop an evaluation paper will be distributed, and requested them to give their honest opinion there. The workshop is mostly in Bangla and those sessions which are in English will be translated. Khadiza finished her talk by saying that as DORP is working for the Watershed project as well as many other projects, if participants understand gender and inclusion properly and implement that knowledge, that will be in the benefit of many people.

## Session 2: Introduction of Participants

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

**Method:** Interactive

**Facilitator:** Khadiza Akter

In this session, all the participants, including the GWA-B team introduced themselves mentioning their name, position, organization, name of the project(s) they are currently work for, work with gender till now in their projects, and one interesting gender experience personal or professional. All the participants introduced themselves very nicely and also shared their interesting personal gender experiences and most of the gender experiences were related to their work and professional experience which were very interesting.



## Session 3: Previous work which DORP and GWA shared

**Objective:** To recall previous shared activities done by DORP and GWA to remember the long collaboration between the two organizations.

**Method:** Interactive

**Facilitator:** Joke Muylwijk

This session started with recalling about DORP and GWA's previous work. The relationship between DORP and GWA-B is older than the Watershed project. We are maintaining a good relationship and involvement from the very beginning of the journey of GWA in Bangladesh. DORP is a member of GWA and being a member has participated in different meetings, conferences and workshops organized or facilitated by GWA. Besides, DORP and GWA-B conducted some field work and coaching



sessions together which gave us immense chance to know about each other’s activities, ultimately to build good relationship. For instance, DORP has participated in the four days gender and social inclusion workshop of WASH Alliance in Koitta, Manikganj which GWA facilitated. There, GWA staff members learnt many things about the activities and organizational practices of DORP by going through the Organizational Inclusion Assessment Tool (OIAT). We also did field work in Bhola as the activity of Watershed project together which gave us the opportunity to build good understanding among the both organizations employees. DORP also communicates with GWA regularly

and keeps GWA in the loop of its different activities.

Zobair Hasan was asked to recall different activities of DORP and GWA together. He said, “I would like to first remember GWA members meeting in Hotel Spectra, where I was invited. After two days, I again met with Joke in a media discussion, with one of the renowned newspaper ‘Kalerkontha’. Since Joke is in Bangladesh before its independence, she knows about our context very well. At the same time, she is one of the first generations development workers, and working in Bangladesh for a long time with Gender and Water Alliance. So, she is gathering experience in the context of Bangladesh for a long time. That was my spirit that something we can know from each other. So, whenever we met, we discuss about how we can work together like we are still working together. Like Simavi, and Gender and Water Alliance is also our good partner. We have received training from Gender and Water Alliance which was organized by WASH Alliance in Koitta, Manikganj in 2016. There, some other organizations were also present but mostly DORP has maintaining the relationship with GWA. Later one, we started working together in the Watershed project. Being the implementing organization, DORP has direct interaction with GWA. DORP and GWA went to Bhola together for field visit and to build the capacity of Civil Society Organizations (CSOs). Also in this way, these two organizations developed a good relationship. We want to continue this relationship and work together”. He concluded his speech saying his expectation- “That was our previous work and I think, from today’s training on Gender and Inclusion, we may learn many things new and also develop our understandings on this issue, how to connect.”

## Session 4: Introduction of the Programme of this workshop

**Objective:** To explain the purpose and programme schedule of the workshop to the participants  
**Method:** interactive discussion  
**Facilitator:** Joke Muylwijk

In this session Joke requested participants to go through the programme schedule with her and ask questions if they were not clear about something. Briefly, she explained, the objectives of the workshop. Then it was informed that the workshop will be on strengthening participants’ understanding of gender and social inclusion through sharing ideas of gender, gender mindset,

inclusion versus exclusion, empowerment of women, children and men with four elements of empowerment, interactive discussion on gender strategy of DORP with a focus on how this works, after that there will be a group work on DORP's ongoing projects:

- Gender issues in Advocacy and Budgets
- Gender relations in Reproductive Hygiene
- Gender and empowerment in Resettlement



After the presentation of the group work, there will be a session by Joke on SDGs and inclusion which will focus on how can we work for SDGs to empower the disempowered. Then, there will be a discussion on future plans for collaboration of DORP and Gender and Water Alliance Bangladesh (GWA-B). 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. Then, at the end of this session, Iffat Rumman Anika, facilitated the session sharing expectations of the participants from the workshop in the plenary.

### **Expectations of the participants:**

All the participants were being asked to share their expectations from this 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:

- Learned issues will help to implement in the field.
- Gender knowledge will be clear.
- Will get a clear idea about what gender means. Is it biological or not.
- How we could include females in larger numbers.
- Male colleagues will be more sensitive to gender issues.
- How can we identify the 'No one behind' and also learn about the strategy to do this.

- Will get a clear idea about Equality, Equity and Mainstreaming.
- Have a clear idea about Empowerment and Gender relations.
- Will get the idea ‘Who are the No One’ and will help in implementation level.
- Will have more insights to have another training.
- Will have an idea on ‘how can we implement our knowledge’.
- May learn ‘which tools and techniques’ we can use for Gender and Inclusion in our work.
- How can we increase female participation in the resettlement sector?
- How can we identify the barriers to Gender and Inclusion?
- Will have in-depth knowledge about Gender and Inclusion.
- Application of Gender and Inclusion knowledge in our work.
- How we can create a women friendly environment.
- Will get an idea about the difference between Gender Diversity and Gender and Inclusion.



## Session 5: Gender and Empowerment

- Objective:** To explain the concept of gender, inclusion versus exclusion, equality versus equity, and four elements of Empowerment
- Method:** Power point presentation and discussion
- Facilitator:** Khadiza Akter (in Bangla) and Joke Muylwijk (in English)

First the participants were asked to mention a phrase or word which comes to their mind when they hear the word ‘gender’. Participants’ response was as follows: Gender is-

- Equality between men and women
- Equality, support, and alliance
- Male, female, boys, and girls
- Enabling environment and understanding How men and women perceive each other
- Social power play
- Socially constructed behaviour and it is change-able
- Difference between men and women’s right
- Equal participation
- Socially constructed behaviour

Gender is different from sex. Though most of the time we guess sex and gender is the same, two are different from each other. Sex means male or female which means we are born a boy or a girl. But gender is more than that. Gender means power relations in a hierarchical context. The meaning of





hierarchical 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. That means power relation isn't only between men and women, it can be men over men, women over women, women over men or men over women. And these gender relations are social and cultural. We cannot say that the discrimination between men and women is natural or naturally created. This power relation is socially

constructed by the people. Thus, women and men have different demands needs and interests. Women and men are often ascribed different tasks. For example: We say that women can do the cooking in the household. Also, we say that the men who are intelligent send them aboard to study. Men are supposed to do agricultural work in the field, and women do work in the house. But it is not naturally so, because when men leave to find employment elsewhere, women are left to do all the agricultural work. The preconceived ideas about roles of men and women are not natural. It is a cultural idea or mindset.

She added that gender also interacts with age, ethnicity, socio-economic class, caste, and so on. For example: the mainstream people like to exercise power over minorities; the rich people dominate poor people; higher cast people devalue the people who are from lower cast etc. Gender relations also varies on place, time, and culture; it varies from one country to another country. For example: in the Netherlands, gender relations are more equal than in Bangladesh, which makes them contextual. Gender also changes over time, for example, presently the number of women with outside employment is increasing whilst in the past this number was very low. There are many specific gender issues, which were not there earlier. So that means, gender is changing in line with the time. Gender relations can change and do change, just as the culture also changes over time. For example: in Monpura Char of Bhola district, women go for fishing, but in another village area of Bhola, it can be forbidden for women to go outside. So, gender is dynamic, not the same everywhere and all the time and changeable.

### **Equality versus equity**

Equality and equity seem similar but they are not the same. We can say that equity is the path to reach equality. Equality is the desired objective. While equality is giving everybody the same, equity is giving those who have not enough, some extra, so that they will have the same as the others. So, give to the poor, disabled, and other vulnerable groups of people who are left behind. That is equity. In fact, you can give one person more than another which could be called positive discrimination. This process is equity to reach equality. When people will be all equal, equity will not be necessary anymore. Then it would be the ideal situation, and all can be given the same. In practice it is often the opposite, for example, if people are being given an increase in salary in percentages, then the difference between poor and rich is getting larger.

### **Gender and Diversity/ Gender and Inclusion**

There are different categories of men and women. These differences among men and among women are based on their age, ethnicity, socio-economic class, caste, location and so on. So, these men and women are not equal. There are varieties of differences among them. For example, a

person, when he/she was a child, he/she was not much powerful. But after some years when he/she was a young man/women and became economically independent, he/she became powerful in some way. But after some more years when he/she became old, he/she again became less powered because of having some disabilities or having no income. So, this is the diversity in age. In case of ability, for example, one is physically able and another one is physically disabled there is also difference among them. Then urban versus rural poor people, there are also differences between them in access to facilities. For example – a rural person who is uneducated has less power in decision making rather than an educated urban person. So, we have to consider the diversities and have to do something to include them. Again, in Bangladesh there is a Hindu minority where Muslims are having power. But in case of India there Muslims hold less power and they are a minority. So, this is gender and diversity.

**Discussion:** one participant Khasru raised a question, “in Naripokkho, a women’s NGO. , mostly women are recruited, only one or two employees are male. So, here how gender works”? Then another participant who worked in Naripokkho before replied, “Yes in that organization women’s participation is high and that is because that organization wants to help women to work outside and employ them to equal the ratio of men and women in the working sector.”



To address gender and inclusion, from these examples, we can identify who are excluded. So, we have to bring them in the process, take enough initiatives for their development. And this is what inclusion is. Inclusion means include different men and women and others in the process who are excluded. Inclusion is to do something so that ‘no one is left behind’. It is sometimes difficult to include some people but we can try to include the representatives of all groups of people. It’s a try to include all the people which also is written in sustainable development goals - to involve all the people of the world and treat them equally (better equitably). For example, if we involve only men, rich, adult, influential, able-bodied people in the local WASH committee, the issues of the women, poor, children, elderly and people with disability will remain not heard. So, they will remain excluded from their expected WASH facilities. Inclusion is needed. We should recognize the need of everybody and work accordingly. In a word, gender and inclusion means a process and activity to include all groups of people.

### **Gender ideology (mindset and attitude)**

Human beings have some gender ideas and convictions about men and women. We treat girls and boys following our gender mindset from the beginning of their life. For instance, when a child is born, people ask first is it a boy or a girl? In many societies, people are not happy if it is a girl child. Another example is, in our country, in rural area, women are looking after the

cows, like they look after the children and other family members. But in Africa countries, women are even forbidden to touch the cows as they are seen as an asset for masculinity. In both cases people explain the restrictions as natural, whilst they are cultural. This is actually our gender mindset, which starts to develop when we are born. We think that rearing children is the duty of women and men should go outside for work. It is a fact that giving birth and breast feeding is the biological responsibility of women, but all other work could be done by men as well. It is possible to change our mindset, even whilst it is difficult. If all want it, the gender ideology will change.

Sometimes, because of the urgent need felt by the people, gender ideologies do change. For instance, in time of war women are allowed to work outside to maintain the family, and when men have migrated.

**Discussion:** Zobair Hassan said that in our neighbouring country and other developing countries, women are doing a lot of work in the public sphere. They are working as driver, security guard, police and many other challenging professionals. But in Bangladesh, women are not allowed to go outside and do challenging jobs. People think that those kinds of jobs are only for men. But this is also because of the insecurity for the women in the public sphere. If our state could ensure security everywhere for women and girls, they could move freely and do work in the outside. In this case, the state has to play an important role.

One of the participants Shamsunnahar said that peoples' gender ideology is changing gradually, and for the change, state has to come forward and has to play an important role. Then, another participant Rubina said that we are gathering knowledge on gender through trainings but we are facing difficulty in implementation in the field because sometimes there remain some risks and harassments. The state should apply their laws in this case. Another participant Khasru said that when we go to the pharmacy for birth control method or for sanitary napkin for a woman member of our family the shopkeeper always used to cover that thing with paper for hiding to people. But we can ask not to cover and in this way we all can play our role to change our mindset. In response to the comment of Mr. Khasru, another participant, Shaila shared that her daughter always wants to ride her bi-cycle to go to school. But she fears to allow her to do so. She feels insecurity and fears that her daughter may be abused by any men in the road. So, she thinks that bringing change in our individual mindset is not enough, if the state doesn't take necessary initiatives.

Joke added that we have to keep talking about these preconceived ideas. There are also many men who are rearing children, cooking, and doing other household work. So, like this they have different mentality. But some people think those men are not strong and powerful as they are doing "women's work". So, more awareness raising is needed all the time and all over.

Zobair added that advertisements of some products on different media also play a very important role to promote stereotyped gender relations. Then Jesmin, one of the participants, raised an issue saying "though we are gathering knowledge through discussion among colleagues in the office, how to apply gender sensitive ideas even in our family? In the family, there are many layers: husband, father-in-law, mother-in-law, children, etc." Joke responded her saying, "yes, in such cases we have to be clever, and use the wordings the different persons understand. A mother will teach her children directly, through which in laws will learn indirectly. Slowly one person starts to follow another person's ideas. It is difficult and it may be two steps forward one step back."

## Empowerment

Before starting the discussion about empowerment, participants were asked to share what they think about empowerment. Participants' responses were as follows:

- Decision-making
- Implementation
- Importance
- Access to and control over resources
- Rights
- Power
- Recognition
- Having job and income
- Control over own income
- Economically support income



As an example, one of the participants told, DORP is providing space to grass root level women to talk in the Union Parishad about their needs. So, DORP is trying to bring those women in the process of empowerment.

Empowerment as an objective and a tool for gender analysis. Elements of empowerment are four, and they are interrelated:

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

### **Economic empowerment:**

Regarding economic empowerment, participants gave their opinion: Having income

- Control over resources
- Receiving microcredit to do income generating activities

Khadiza then added from the GWA presentation that economic empowerment is:

- the right to choose one's education,
- the right to work that one enjoys,
- the same income for the same work,
- the right to decide about spending benefits and income,
- the right to water,
- the right to mobility and
- access to relevant resources.

She explained that a person should enjoy the right to choose his/her education and job sector but we can see that sometimes guardians define subject of education and job sector on the basis of the sex. Hardly ever women and men get the same income for the same work. In case of the right to decide

about spending benefits and own income, often women have to give their salary to their husbands or mother-in-laws. But the power should be with those women to decide what they will do with their income. Also, the right to water, free mobility, and access to relevant resources is very important for one's economic empowerment.

### **Political empowerment:**

Regarding political empowerment, participants mentioned:

- Own independency
- Right to vote
- Right to express own opinion

As an example, one of the participants Khasru addressed, one of DORP's health group women member became a Union Parishad (UP) member. She got strong in participating different meetings of the health group. Everybody knew her and later she became a UP member by facing all steps of an election and this is how a woman can be politically empowered.

- Political empowerment is not particularly related with political parties or politics. It means:
- the right to organize oneself and
- to be part of decision-making processes. It also means
- the right to take part in a democracy, like the right to vote and to be voted (as candidate).
- the right to take an active part in Water Users Association, and other groups.

For example, a group has been formed in any locality with some people of that locality for water management or something else. So, as a member of that locality, one should have the right to participate in such group and also the right to give feedback or suggestion for any kind of planning or activity.

Referring to the example of Mr. Khasru, only the participation in different meetings of the health group and becoming a member cannot ensure the political empowerment of a woman. Rather, if that woman can use her power properly, can take part in decision making process and if her opinion matters, she will be political empowered. Otherwise, that will be only token participation. Then Zeba shared, she had seen once that a woman was elected as a UP member, but people were giving flowers to her husband, who was taking such credits in a way as if he had been elected. Another experience was shared by Rubina. She told that once she went to a UP office and the chairman said to her, "Sister, now we have no problem to make tea, since we have a woman member in our UP office. Do you want to take a cup?"

In case of any development effort in any area, people of that area should be given priority to explain their needs and expectations. Because without knowing the priority issues, only implementing any developing project cannot bring the desired impact. For example, in Bhola, under the Watershed project, two CSOs have been formed by DORP with the local people who are from different categories. They are receiving guidelines about how to do advocacy with the government duty bearers to ensure proper WASH facilities for the people of Bhola especially in two unions. Through this process, their capacity is increasing, whilst at the same time, they are empowering themselves as part of the CSOs and happy that now they are able to express their opinion directly.

At this point, participant Khasru asked how becoming member of a CSO and participating in advocacy work can be an indicator of political empowerment instead of social empowerment.

Political doesn't mean only decision making regarding political matters. To be part of any group and participate in any decision-making process always belongs to political empowerment. But it is also part of social empowerment. As said before, the elements of empowerment are interlinked.

### **Socio-cultural Empowerment:**

Participants, when asked, tell what they know about social empowerment:

- Right to refuse early marriage
- Right to participate in family decision-making
- Right to express opinion in community

From the GWA presentation are added:

- The right to education,
- positive self-image,
- social status,
- how does one's family, neighbourhood, and/or the society sees us as a person.
- What is our social status?



Education is our right. If someone does not get the opportunity to be educated, this person does not feel empowered. She/he will also be looked down upon as illiterate, and less than those who are educated. Education brings empowerment: social and also economic empowerment. Social empowerment is also about one's self-image. How do I look at myself? Do I find myself a low person, or do I think that I have something to say in this society? Do I think that people of course should listen to me? If in a society, women are seen as inferior to men, it is difficult for any woman to be completely empowered

As example, in the CSO members' meeting, anyone who wants to say something should have the opportunity to do so and others should listen to him/her. If somebody who is powerful thinks that there is nothing important in what a poor, uneducated women is saying, then it is disrespect to her, and very disempowering. Rather everybody should listen to the person who is vulnerable, pay attention, discuss and then add that issue in the advocacy message of the CSO members, if that is really important. In this way, not only a person's social empowerment is ensured, rather it is possible to ensure equality and social inclusion. On top of it all who listen to her, will learn something important.

### **Physical empowerment:**

Regarding physical empowerment participants tell what they know about physical empowerment.:

- Right to choose own's sexuality - My body my decision
- Right to take own decisions to work

From the GWA presentation:

- Physical empowerment is:
- the right to decide about one's own body.
- It includes the right to decide about own sexuality,
- to marry with a person of one's own choice at a suitable age.

- It means the right to give one's opinion about the own marriage,
- to decide about the number of children and spacing between them,
- to decide about the contraceptive method.
- Physical empowerment also means the right to get proper health care,
- to have access to clean water and sanitation facilities with dignity,
- access to proper menstrual health management,
- and the right to rest (especially for pregnant women, elderly, and children).
- Over and above it means not to suffer domestic and other violence
- and the ability to resist violence if it occurs,
- the right to safety and security.
- Empowerment means that to be is able to get these rights.

For example, if a girl is married without her consent in childhood, usually her education is stopped, she has no job, apart from household and agricultural work for her in-laws, she will have children whilst a child herself, which will harm her lifetime health. Similarly, if there is fear of violence, people remain psychologically in trauma and nobody can feel secure to study or even do a job. Therefore, physical empowerment is very important and if it is not ensured, it hampers other elements of empowerment as well.

### **Inter-linkage of all four elements of empowerment**

All the four elements of empowerment are interconnected and one aspect of empowerment on its own, cannot be full empowerment. For example, if a person, most likely a woman or a child, comes home with the money she has earned, and she does not want to give it to the husband, because she does not agree with the purpose, he will spend it on, she will face a beating and then in the end it is forcefully taken from her. So, with the earning, she may be said to be economically empowered, but in this example, if she cannot resist the beating, her economic empowerment is not of much use. She will feel even more disempowered. Another example is, if a girl has been to school and has received good education, then marries and is not allowed to use her education by having a good job. In such case her education is not empowering.



Women need to raise their awareness about their rights, and build their capacity for change: through appropriate education, skills training, advocacy for improved laws, policies and regulations on access to resources, etc. This awareness of women will certainly help them to be empowered. Actually, Empowerment is important for every individual and for every group, not just women. One person can empower oneself by his/her own spirit with external support. But the own spirit or initiative is very important. Outsiders cannot empower others if they don't have that spirit, or the wish. Women from different cultures can empower themselves following their own needs, values and strategies.

Empowerment means to be proud of one's own identity, whatever levels, status, classes she/he belongs to. Full empowerment may never be achieved, because it is a process within a context of hierarchy, and it continues to go on. In this process sometimes, we may go one step back or sometimes one or hopefully two steps forward.

## Session 6: Gender Strategy of DORP

- Objective:** To discuss about the 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:** Zobair Hasan

The first Gender Policy of DORP was formulated in 2001, and by this time DORP's mission and vision has changed. Then in 2009 DORP revisited the gender policy and rewrote the contents. There are 7 objectives and 1 strategy. There is also a program-wise direction. However, linking with the present condition, DORP feels the need to revise the gender policy again. The organization follows the Sustainable Development Goals (SDGs). In two meetings with the colleagues and seniors, it was suggested to form a review task team for this new SDG policy. This review task team came up with the issues that need to be changed. It was decided that in coming 15 September, we are planning to share the draft updated policy with the team, and then with the directors as well as the executive director.

After that, we have planned to organize a validation workshop, including all staffs, stakeholders, allies and networks. Then, finally, the executive committee will approve it. Then it will be the right time to provide such type of coaching, session or training on gender and social inclusion to the DORP staffs for their better understanding so that they can mainstream gender better in future. Through the validation workshop we may get some important insights from the resource persons. For a couple of decades, we are following the current gender policy and we are trying to practice it. Though not all are 100 percent following it, due to different shortcomings, such as in budget, in engagement, and in timing, but we are trying. This is an ongoing process. It is in the annual process and the plan.

Zobair answered the questions of GWA, about the inclusion of all staff, also those in the field, and the importance of having the gender policy also in Bangla.

## Session 7: Gender, Inclusion and Empowerment in DORP's current work

- Objective:** To be informed about how DORP is considering gender and social inclusion issues in their major project activities.
- Method:** Group work and presentation in the plenary
- Facilitator:** All of GWA

Currently DORP is engaged with three main areas of activity. These are:

- (a) **Advocacy and Budget Tracking;**
- (b) **Reproductive Hygiene;** and
- (c) **Resettlement.**

Almost all the participants were somehow involved with these three activities. They were divided into three groups according to their interest and involvement with the project activities. There were total three themes with some questions for the group work and they were asked to discuss the gender, social inclusion and empowerment issues of their theme. The themes and questions were on the basis of DORP's current three major projects as follows:



### 3 themes:

1. Gender issues in **Advocacy and Budget Tracking**
2. Gender relations in **Reproductive Hygiene**
3. Gender and empowerment in **Resettlement**

In the groups, participants were asked to response on following questions with remembering the four elements of empowerment.

#### Questions to be discussed:

1. Issues of your theme and gender, inclusion
2. Suggestions to solve the issues
3. Who is the “no one” in your sector/theme?
4. What can be done to add to empowerment of those who were left behind?

The presentation of the groups was like below:

#### Group-A: Gender issues in Advocacy:

**Presenter:** Rubina Islam



#### Issues related to Gender and Inclusion:

Marginalized groups are excluded from advocacy and budgeting

#### Steps to Empowerment:

- A Health Village Group can be created where women of that area are engaged and share their problems and needs at the advocacy level.
- Mother’s Parliament can be created.
- WASH Budget Monitoring Club can play an important role in monitoring the gender aspects of the work
- Citizens’ Committee has to be gender responsive to any steps or planning.
- NGOs networks can join the work at local, national and global levels.

- ‘MA’ gathering group should be there where all mothers of that area will join and discuss important issues among themselves.



#### Selection of ‘No one’ in this arena:

- Nomadic people, Fisherman and women, Coolies (daily workers)
- Disabled, Elderly, Day Labourer
- Women, Sweepers, TBA
- Ethnic minority, etc. marginalised people

#### Recommendations to include the ‘No one’

- They need to be included as members in the selected groups.
- They need to give opportunity to express their needs and problems through an awareness raising program.
- Coaching on advocacy related issues can be provided to them, it will raise their voice to talk about their needs.
- Link them with relevant public and private sector activities.

**Group-B: Gender relations in Reproductive Hygiene:**

**Presenter:** Didar Uddin

Group B presented their group work on Gender relations in Reproductive Hygiene in following way:



**Issues related to Gender and Inclusion:**

- Empowerment of girl students is related with their Menstrual Hygiene Management (MHM). Because of having lack of access to MHM facilities, during their menstruation they are not attending school. Girl students are dropping out of the school which is a major problem. Since they are missing classes, they are not doing well in education. So we should establish MHM friendly environment in the school so that gradually their performance will improve in the school.
- When schools arrange meetings with students’ parents, mothers’ participation is high. But both father and mother should be present in the meeting because mothers are not always vocal to the teachers, whilst fathers, as head of the households, speak up easier. So, if mother and father both are present and school authority discuss the issues of girls dropping out in relation with MHM facilities, it will be helpful for girl students.
- The school authority also needs to be aware of the need for separate toilets for boys and girls in the school, and girls toilets should be with MHM facilities.
- In Community Parents Meeting, mothers’ participation is high. It should be ensured that in the meeting there will be discussion on their daughters’ MHM problems in the school and house as a reason of dropping out from school.
- There should be a dedicated teacher for ‘Ritu’ forum and also female teachers in the school to discuss about MHM.
- Livelihood support, training, housing to MARM.

**Steps to Empowerment:**

To establish empowerment in the above-mentioned issues, this group of DORP staff identified some measures engaging different groups of people of our society. These were:

- Monthly meeting with parents: fathers and mothers
- Monthly meeting with student forum
- Establishing MHM friendly toilets for girl students
- Monthly meeting with School Managing Committee (SMC)

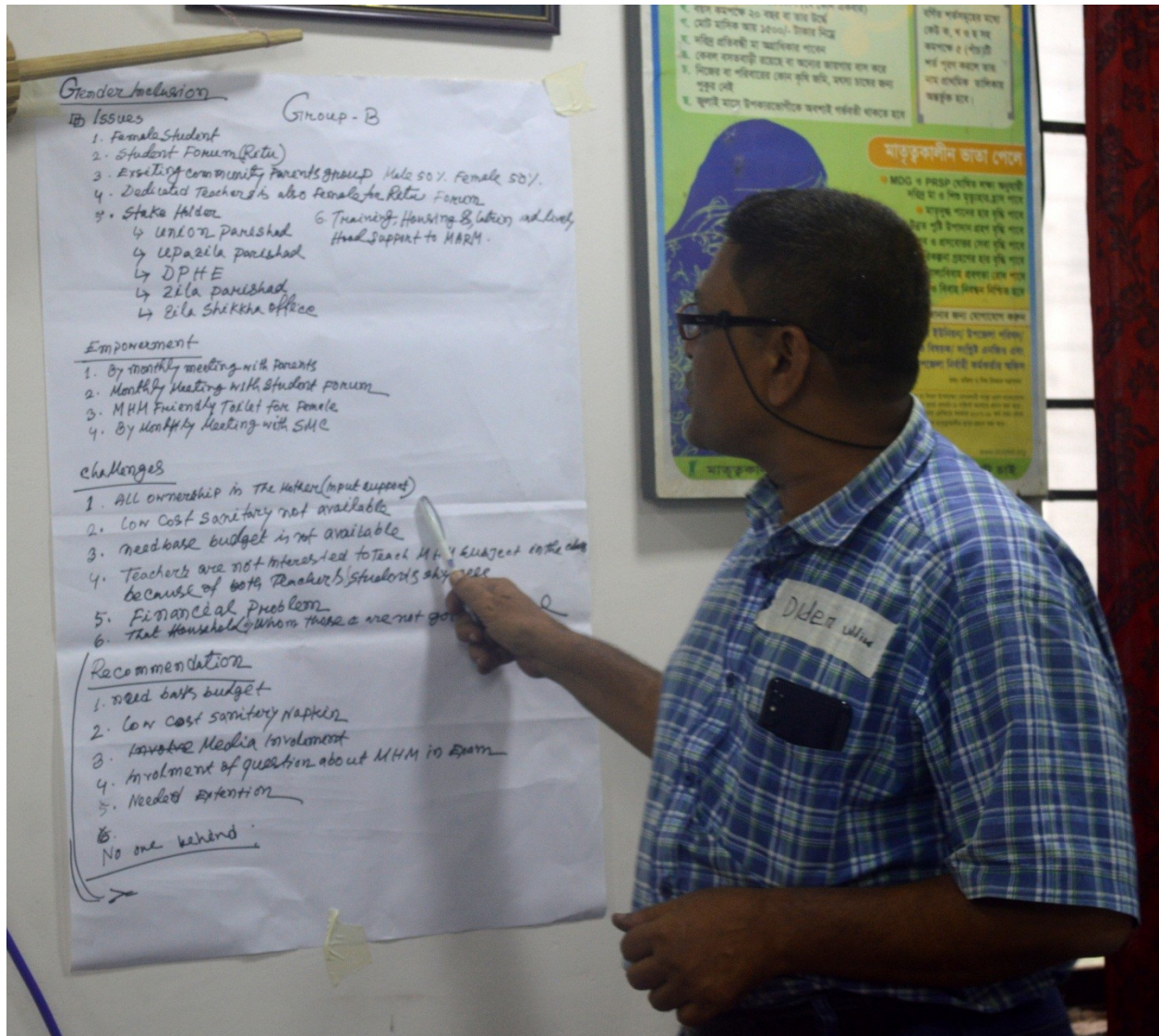
**Challenges/Barriers:**

- Mothers need ownership of input support.

- Low cost sanitary napkin is not available.
- Need based budget is not available.
- Teachers are resistant to teach MHM topics in the class and student and teacher both feel shy to talk about this.
- Financial problems are very common in grass-root levels.
- The children who are not going to school are engaged in household work.

**Recommendations:**

- Need based budget is needed
- Low cost sanitary napkin should be available
- Media involvement should be increased
- Involvement of question related to MHM in exam should be included
- Need extension of activities for the vulnerable people to establish no one left behind



**Group-C: Gender and Empowerment in Resettlement**

**Presenter:** Zeba Afroze

**Issues related to Gender and Inclusion:**

- Power of attorney is not distributed equally to all people;
- Lack of gender knowledge among project affected person (PAP);
- Few women in ILRP training;
- Adjustment problems in cluster villages.
- Lack of women’s employment in developing/construction sector.
- Loss of women’s income generating activities or private resources.
- Lack of women’s participation in different decision making committees.



**Steps to Empowerment:**

- Through advocacy with DC office and EP/AP
- Through arranging awareness programme at community level
- Through arranging counselling programme for the community and individual family and preference is given to select women for training. It can be psycho-social counselling.

**Recommendations:**

- Consultation meeting, personal contact, community meeting can be arranged.
- Through FGD and community meetings, community people’s needs and problems may come out on which further steps can be taken.
- Through Information dissemination, people may aware about all the issues.
- In all these steps, DORP and executive agency will play a more inclusive role.

## Session 8: Gender and Inclusion aspects of a selection of SDGs

**Objective:** To discuss about Gender and Inclusion aspects of a selection of SDGs, relevant for DORP's work

**Method:** PowerPoint presentation, lecture and discussion

**Facilitator:** Joke Muylwijk

Joke started this session by thanking all groups for their nice contribution to the group work. Then she gave the basic information about SDGs (Sustainable Development Goals), which are 17 in total with 169 targets and each target has a number of indicators.



### Goal 1: End Poverty

To achieve this goal is very challenging. Women constitute the majority of poor people globally. In Bangladesh, 45% people are poor in certain situation and of this 45% on an average 70% or sometimes more are women, and it is seen that if we consider the condition of women, children and elderly, it is 90%. Poverty is very much a gender issue and SDG 1 cannot be achieved without understanding gender and gender relations that why these women are poor. Women have no own land, most of the land is owned by men. Even in resettlement, men get new land, women get no land. And we also can see that men own most possessions.

### Goal 2: Zero Hunger and Food Security

Women are major food producers with less access to resources (land and water), about 500 million small farms (rain fed) provide 80% of food in developing countries. Even their contribution in agriculture is not recognized. Everything we eat comes from agriculture even some are fisheries. But fisheries are also included in agriculture. All the daily food is produced by poor farmers and the poor farmer is a woman. As women don't have the necessary resources, they have to cultivate food in very small areas and they don't produce cash crops. The richer farmers produce –tobacco, jute, sugar, coffee, tea, these are all cash crops. Especially in Africa, there men are not so active, women do all the work. But here in Bangladesh, women do lots of work too, but here it is just not recognized.

### Goal 3: Good Health and Well Being

There are many health issues related to women. For example, in the maternity period, pregnant women don't get proper health treatment. Even sometimes, family members don't care about their

health. Reproduction is one of the issues related to women's health and another is that women eat as the last, so they may not be able to get the nutrition that their body needs. Some women don't eat enough food during pregnancy because they are scared of big healthy baby, which is a problem at birth, especially where there is no medical care.

Then, one of the participants said that when we talk about women's health we also should not only talk about reproduction, but also about their heart, lungs, and other critical parts. Joke fully agreed with that participant and said that medical research is only for men, all the treatments and medicines are for men but those medicines are also used for women. And because women are different, lots of treatments are not effective for women. For example, heart problems are different for women than men. So, this is a gender issue.

#### **Goal 4: Quality Education**

In Bangladesh, now an equal number of girls and boys participate in the schools. In primary school, that is fantastic. We also need an equal number in secondary schools, universities, and higher level. Other gender aspects of education were already discussed.

#### **Goal 5: Gender Equality and empowerment of women and girls**

This one is the real gender-SDG but all other SDGs are also related to gender. In Bangladesh, the government is also developing indicators on this issue. Goal 5 speaks specifically to governments' commitments to: end discrimination and gender-based violence; eliminate child marriage and female genital mutilation (probably it is not conducted in Bangladesh); ensure access to sexual and reproductive health care; protect women and girls' reproductive rights; eliminate gender disparities in education and ensure equal number of girls and boys go to universities and girls also go to vocational training that will increase their capacity; expand women's economic opportunities and recognize their rights to resources – access to land and other resources has to be equal; reduce the burdens of unpaid care work on women and girls. Unpaid care work is very important work. We have to care for this work and it is done by women. We have to share it with family, in the village. In MDGs, there was very little about gender, but now in SDGs there are lots of gender indicators. This equality is not only between men and women. It is amongst women, amongst men and amongst the country. As civil society, we have to help governments to achieve this goal in all sectors.

#### **Goal 6: Clean Water and Sanitation for All**

Access to water and sanitation is important for all. Globally 1.8 billion people are still without safe water (not contaminated), and 2.4 billion people still without toilets. These are very much gender issues. As we know, men are easy for going anywhere, but for women toilets are a necessity. It is very much needed. And that is the difference. That water is more important for women, because they bear the responsibility for it in the household, is known to you all.

#### **Goal 7: Affordable and Clean Energy**

Only women fetch fuel for cooking in many countries. In Bangladesh, in some places men also fetch fuel. But throughout the world, mainly women do this work. The number of men who do cooking is also very low. As a result, the number of women dying from indoor pollution and heating is very high compared to men. To combine this SDG with the commitments to limit climate change, in which people all over the world should not use wood or fossil fuel (gas, oil) anymore, is a major problem for women.

### **Goal 8: Decent Work and Economic Growth**

Decent work means a sufficient wage, workplace safety, protection against discrimination, not dangerous work, not humiliating work, not feeling a heavy workload. People need to do suitable work. All workers need to be paid properly. That is of course what we call decent work. The work should be suitable for men and women. The decent work should be against child labour. Children should go to school. And can do some work which has to be decent work. To achieve SDG 8 women must have equal access to decent work, productive resources and financial services and an equal say in economic decisions.

### **Goal 9: Industry, Innovation and Infrastructure**

Sustainable industrial and infrastructural development needs to take gender dimensions into account so that women have access to services and facilities they need and have a right to. Research and development is key to this, but most researchers are still men and overlook women in consultation processes. For example, in resettlement projects, women are not much involved in infrastructure development work, though they are really in need of paid employment for their survival.

### **Goal 10: Reduced Inequalities**

Despite economic growth, inequalities have increased between and within countries, signalling deeper and structural causes of inequality. According to this goal, by 2030 Bangladesh and the Netherlands would be equal partners. But that is not easy at all. If Bangladesh cannot decrease discrimination between men and women, how will it ever achieve this goal? So, the discrimination intersecting with age, disability, ethnicity, economic status and so on should be very much reduced.

### **Goal 11: Sustainable Cities and Communities**

Safety and sustainability in rural and urban life is an important issue. We remember, that in 70's the women's movement in Netherlands was campaigning for more street lights, in order that women would feel safer in the night, when outside. Now, we have many street lights everywhere, and some men, start to argue to reduce these street lights, because they are using too much energy. In Bangladesh in many cities girls and women do not feel safe at all.

### **Goal 12: Responsible Consumption and Production**

Food is a very scarce product in this world. Of the available food a lot is wasted for three main reasons: animals eat it, storage facilities are limited for many types of food, and we buy more than we can eat. Therefore, we need to learn more about prevention of these losses. How we cook, what we throw away, what is healthy, these are important issues. We could get an extra 30% food if we have knowledge and resources for proper storage. Women are mainly responsible for household level food storage, women farmers are responsible for storage of food crops, women are responsible for cooking, and preserving foodstuff in the house, also after cooking. Gender issues are crucial, it is important to involve include the experience of women in new technology development.

### **Goal 13: Climate Action**

In the rural areas of most developing countries, it is mainly women and girls who are responsible for fuel and water collection for their families. When water and fuel is scarce due to climate change (droughts, increasing salinity, deforestation) women and girls need to spend several hours a day trying to access water and fuel for their daily needs, losing out on



income, education, and rest. Also, worldwide, of disasters, women and children are more than 80% of the victims.

#### **Goal 14: Life below Water**

Our planet consists of 2/3 seas and oceans, which are slowly but surely getting filled with solid, bacterial and chemical waste, as well as getting warmer. Life below water is seriously threatened. The gender aspects of the causes are that women are usually responsible for solid waste management at household level, and not at all aware of the result of the choices they make. The other major issue is in sea-fisheries, which is men's work, whilst women are involved in the processing of what men catch. Men earn much more of fishing. If fish stocks decrease, both women and men suffer, men earn far less, and women have less employment. Lots of people will have less food to eat, such as small-scale fisher people.

#### **Goal 15: Life on Land**

Forests, land conservation, biodiversity, wetlands, all are very much related to the position of indigenous and tribal women and men, who are often taking care of, and managing these natural resources. Bangladesh is managing the largest mangrove forest in the world: the Sundarbans, which are threatened by power factories, harbours, and climate change. Men leave the area, when livelihoods become impossible, and women remain in the area, without resources, responsible for their children and elderly, as well as the biodiversity and environment. Another example in Bangladesh is the Chittagong Hill Tracts, where biodiversity has diminished, since the land is not only for the indigenous population but also for the mainstream Bengalis. Men and women of minorities, both suffer tremendously, but women even more, because of extra gender-based violence against them.

#### **Goal 16: Peace, Justice and Strong Institutions**

During wars or conflicts, women have fewer resources to protect themselves and, with children, frequently make up the majority of displaced and refugee populations. War tactics such as sexual violence specifically target them. For example, resettlement is also very risky for women and girls because during resettlement and in a new location with new people the chance is always large that they are sexually harassed. They also face injustice, because they lose out in compensation process, because they have no official land-owning papers.

#### **Goal 17: Partnerships for the Goals**

So, all the goals have gender aspects and worldwide we have to do many things to achieve these goals by 2030. Partnerships at all levels will help this process be successful, because nobody can do this alone. Men have to be aware of the need to involve all women, unlike they used to do. Not all the countries have official data on gender statistics, even though gender disaggregated data is critical for monitoring progress on gender equality.

### **Session 9: Future plans for collaboration between DORP and GWA-B**

**Objective:** To discuss on future plans for collaboration between DORP and GWA-B

**Method:** Interactive discussion

What is DORP's idea about the collaboration with GWA in the future? What is needed from GWA-B and how can GWA-B fulfil the expectations of DORP?

Zobair: “Since we are working together for a long time, I hope this continues in the future. We are in the process of updating our gender policy that includes various steps of the action plan. We will need support to find out how to implement and operationalize the gender policy. So, we will need to mention some supportive organizations as well as technical support partners to be involved with us. Sometimes we need to review whether we are in line or not. There also GWA-B can support us.”



Joke: “We are together in the Watershed project. Next week we will go to Bhola to conduct coaching sessions with CSOs and meetings with Government duty bearers. Since the DORP colleagues of Bhola are not present here, they could learn about gender and social inclusion there. Like that, if there are any other training or support opportunities, DORP needs from us, DORP knows where to find us”.

Zobair: “In the updated gender policy validation workshop, after review of the revised policy, DORP will arrange a discussion about the issues to work on. There we will invite GWA-B colleagues. Since we are working for EKN, we can share different updates about new opportunities to work together. That will be actually inspiring for all of us”.

## Session 10: Evaluation and review the expectations and Closing the workshop

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

**Method:** Interactive discussion

**Facilitator:** Khadiza Akter

The participants fill in the evaluation form and the earlier expressed expectations are reviewed (see Session 4).

Together they all found that most of the expectations of the participants’ have been met successfully and to meet some more they themselves need to work on it. The result of the

evaluation forms is in Annex 3. In some points of expectations, they said that “we hope that we will manage to work further with this.” For example, in case of:

- Male colleagues will be more sensitive to gender issues
- May learn ‘which tools and techniques’ we can use for Gender and Inclusion in our work
- Will have more insights to have another training

Some of the participants and facilitators also expressed their opinion about the workshop, by telling that it was very satisfactory.

## Session 11: Closing the workshop

**Objective:** To conclude the workshop  
**Method:** interactive discussion  
**Facilitator:** Joke and Zobair



At the very end of the workshop, Joke appreciated everybody’s interest and lively participation. She especially thanked participants for their preparation for workshop sessions and noted that this was a sign of their strong interest in partnering with GWA-B in the Watershed project. Joke proposed that she will try to arrange such training for DORP again as follow-up. Then Zobair gave special thanks to the GWA-B team for such a useful workshop. He also said that it was a very good learning experience for all. Then everybody thanked each other and the workshop came to the end.

## Annex 1: Programme schedule of the workshop

Time			Main Facilitator	Note-taking
<b>Day 1 Tuesday 4 September 2018</b>				
8.30-9.00	Registration at arrival	<b>Arrival in Training Room</b> Hand-out folders, programme, Practical Information	DORP and Khadiza	
9:00-9.15	Opening	Welcome Logistics	Zobair Partha	Anika and DORP
9.15-9.30	Introduction of Participants	Name, Organization, Project and main responsibility Work with gender till now in your work Other gender experience	Khadiza facilitates, about one minute each	Anika, Joke
9:30-9:45	Previous work which DORP and GWA shared	Recall Membership, workshops, shared field work	Joke	Khadiza
9.45 – 10.00	Introduction of this workshop	Introduction of the Programme of this workshop. Purpose of this workshop; What is in your folder? Task division: - time keeping - Making notes and compiling the report	Joke	Anika
10-10:20	Expectations	Expectations of this day (plenary)	Anika	Anika
<b>10:20</b>	<b>Tea</b>			
10:35-12.00	<b>Gender and Empowerment</b>	Presentation and interactive discussion on: Gender concept, Inclusion versus exclusion, Key Gender Terms and Gender Mindset (or gender ideology) <b>Empowerment</b> of women, children and men: 4 elements for analysis and as an objective and process	Khadiza	Anika
11:30:1:00	<b>Gender Strategy of DORP</b>	Gender Strategy: current status and renewal process	Zobair Joke	Anika
<b>1:00 – 2:00</b>	<b>Lunch</b>			
2.00 – 2.30	GAP, related to the Watershed project	Gender Action Plan of Watershed Implementing Partners (especially DORP) See printed GAP	Khadiza	Anika
2.30-3.10	<b>Gender, Inclusion and Empowerment in main subjects of DORP's work</b>	Group work in 3 groups about all DORP's projects: 1. Gender issues in Advocacy and budgets 2. Gender relations in Reproductive Hygiene 3. Gender and empowerment in Resettlement	Intro by Khadiza	Anika, Joke
3.10 – 3.30		Presentation of Group work by presenters	Joke	Anika
3.30	<b>Tea</b>			
3.45-4.10	SDGs and Inclusion	Gender and Inclusion aspects of 17 SDGs. How can our work for SDGs be empowering for the disempowered?	Joke	Anika
4.10-4.20		Future plans for collaboration DORP and GWA-B	Khadiza	
4.20-4.40	Expectations	Recall your expectations: plenary	Khadiza	Joke
4.40-4.50	Evaluation	Fill in the form	Anika	
4.50-5.00		Closure of the workshop	Joke, Zobair	Anika
		Reach home safely!		

## Annex 2: List of Participants

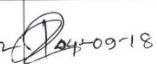
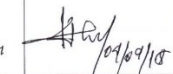






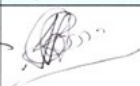



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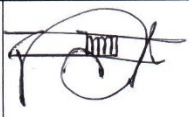
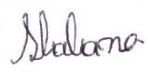




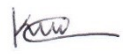


**Watershed**  
empowering citizens

**Capacity Building Workshop on Gender and Inclusion II**  
for WATERSHED partners in Bangladesh DORP and WaterAid by GWA-B  
for DORP by GWA-B  
4 September 2018 in DORP's office  
List of participants

Sl No.	Name, phone, e-mail	Organization and Designation	Signature 4 September 2018
1.	Rosina Begum (Nila)	DORP- F & A officer	
2.	Kamron Naher Nitha	DORP- Accounts officer	
3.	Sheila Akhter	Programme officer DORP	
4.	Md. Dider uddin	P.C DORP	
5.	Md. Amin Khan	Program Coordinator DORP	
6.	Sumsam Naher	Training & traveler special	

Sl No.	Name, phone, e-mail	Organization and Designation	Signature 4 September 2018
16.	Md. Rozib Hossain 01936552212 el5@dotpbd.com	LI officer DORP	
17.	Farjana Jerin Nisha 01943930033 farjana.nisha@gmail.com	Program officer DORP	
18.	Khadija Akhter	GWA-B Programme officer	
19.	IFFAT RUMMAN ANIKA	GWA-B Asst Researcher & Trainer	
20.	AHM Foysool	Media Manager DORP	
21.	Partha S.K.	DORP Program Coordinator (WFA)	
22.	Johanne Mylswijk 01777441364 johannemylswijk@chello.nl	GWA	

Thank You

Sl No.	Name, phone, e-mail	Organization and Designation	Signature 4 September 2018
7.	Md Elias Ali 01718848344 eliendam@gmail.com	Coordinator (MF)	
8.	Jesmin Shalana 01768-525262 Jshalana983@gmail.com	Deputy Team Leader - DORP.	
9.	Moh. ZOB AIR HASAN Director (RPM) DORP 01711392478	Director (RPM)	
10.	Md. Akelus Salam Nick Team leader Payra 01711-486641 masalam57@gmail.com	DORP Team Leader	
11.	Rubina Islam - 01795-159927 rubina.islam@dorpbd.org	DORP Project cum Research office - Integrity in School WASH	
12.	Dr. Silvana Taral	DORP	
13.	Khudeza Akhter	DORP	
14.	Banasree Ghosh 01711074569 finance@dorpbd.org	DORP Finance & Admin Officer	
15.	ZEBA AFROZA	DORP Deputy team Leader	

## Annex 3: Evaluation of Capacity Building Workshop on Gender and Inclusion II for DORP by GWA-B, 4 September 2018, Dhaka

Total number of participants who filled up the evaluation form: 18

### 1. The objectives of the workshop are

Very clear	Clear	Not clear
7	11	0

### 2. The objectives of the workshop were

Completely met	Mostly met	Unmet
4	14	0

### 3. The length of the workshop was

Adequate	Too short	Too long
13	5	0

### 4. The workshop course was well organized

Completely met	Mostly met	Unmet
6	12	0

### 5. The skill I acquired were

Directly applicable to my work	Somewhat applicable	Not applicable
8	10	0

### 6. facilitators were responsible to participant's need

Strongly agree	Agree	Disagree	Strongly disagree
2	16	0	0

### 7. Adequate opportunities for discussion

Strongly agree	Agree	Disagree	Strongly disagree
3	15	0	0

### 8. Workshop facilitators were

Very satisfactory	Somewhat satisfactory	Unsatisfactory
13	5	0

### 9. The logistical arrangements were

Very satisfactory	Somewhat satisfactory	Unsatisfactory
13	5	0

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

- Who are left behind
- Group work
- Livelihood actor for employment
- Gender discussion
- Discussion on gender perspective of SGDs
- Gender, Inclusion and Empowerment in resettlement project

- Gender and social inclusion tools
- Everything
- Gender and inclusion. No one left behind
- Inclusion tools
- Group work
- More discussion
- Group work
- Mainstreaming gender and gender and inclusion
- Updated content
- More time is needed
- Gender and inclusion tools and techniques

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

- Group work
- Discussion on 17 SDGs
- Content of the workshop is very useful
- Group work
- Group work
- Group work and presentation of group work
- Group work
- Gender and inclusion
- Group work
- Group work
- Group work
- Group work
- The gender concept and change of attitude
- 4 elements of empowerment
- Inclusion and women's participation
- Inclusion and gender

**12. General comments and suggestions**

- Need more training for Ritu Project's Field Staff
- Very good workshop
- Good but very elaborate
- Excellent facilitation
- Tools and techniques to reduce gender discrimination and social inclusion should be more descriptive
- It is very helpful for us
- Workshop facilitation was good. But one day is very short.
- Good
- This workshop is very satisfactory for my work
- One more day for gender and workshop is needed
- Very useful workshop and need more workshop
- Good workshop and training
- Workshop duration may 2 days instead of one day
- More discussion on strategic point of view is needed
- Need a bit more time for this type of workshop
- Very good initiative. Regular linking and sharing can improve the learning
- Need more time and discussion
- Some visual materials is needed like video, case study etc. and more time