

REPORT OF

ARAB REGION TRAINING OF TRAINERS COURSE

GENDER AND WATER



HELD AT
THE QUEEN ZEIN AL SHARAF INSTITUTE FOR DEVELOPMENT

AMMAN - JORDAN
1-7 NOVEMBER 2008

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Opinions expressed in this report by its author(s) do not necessarily reflect the viewpoints of GWA.

I. Organisation and Preparations

I.1 Background

The Regional Training of Trainers course on Gender and Water hosted by the Queen Zein Al-Sharaf Institute for Development - Jordan covered seven days, 1-7 November 2008, and was the Second Regional TOT in Arabic Language organized by the Gender and Water Alliance in partnership with Cap-Net and AWARENET. It brought together 16 participants from MENA (Jordan, Lebanon, Palestine, Egypt, Sudan and Yemen). The 3 Iraqi participants were absent due to the time consuming process in obtaining visa. 3 participants cancelled their attendance at last minute for various reasons. This report is intended to provide an overview of the preparation and implementation of the course.

I.2 Call for Participation and Selection of participants

The method used for the first regional TOT on Gender and IWRM supported by GWA and hosted by CAWTAR, Tunisia is applied in the second Regional TOT which was held in Amman, Jordan. Candidates applied for the course by sending their CV and a detailed concept note describing why they wanted to attend the course and how they would apply their gained knowledge afterwards in their work. On the basis of the concept note the candidates were selected to participate in Regional TOT course on Gender and Water.

I.3 The Host Organization

The TOT was hosted by Queen Zein Al-Sharaf Institute for Development and organized by GWA in collaboration with AWARENET and Cap-Net. The latter organization funded the participation of the 7 AWARENET members. USAID-Jordan funded one of it's' staff to attend the course.

I.4 Goal and Objectives of TOT

The Regional Training of Trainers course has been designed by GWA and tailored to fulfil the need felt by those who are working for Gender mainstreaming in the Water sector and in IWRM. It was indented to help participants with the knowledge and awareness of gender not only as a concept, but as an organizing principle and culture of our daily life with which water management is very closely linked. The ToT would provide the participants with material to be used by them in future training and also to enable them to use a gender lens in monitoring and evaluation of activities in the water sector / IWRM.

I.5 Key Areas Covered During the Course

- Gender Concept, gender ideology, empowerment
- Gender Mainstreaming, what, why, and how;
- Understanding the need for gender mainstreaming in overall context of water sector /IWRM /Sanitation Services;
- Understanding the different aspects of gender mainstreaming strategy: social, institutional, financial;
- Gender Budgeting
- Gender Analysis, theory and practice during field visit
- Training and facilitation methods and techniques
- Creative Thinking
- Preparation and presentation activities

I.6 The Course Methodology

The TOT used participatory methods, such as interactive presentations, different discussion and facilitation techniques, film, handouts, flipcharts, perception and creative thinking exercises by

the facilitators with practical experiences in gender/water and sanitation in the region and strong empathy for mainstreaming gender diversity, equity and equality concerns. From the first day onwards, the theory was supported with practical exercises, so that the participants could feel, undergo and experience the actual training process and its various methods and techniques. In addition there was field trip to local projects. The objective was to learn about the social and economic situation of women in the villages, and look at projects and water services to citizens.

I.7 The Course Evaluation:

1. A pre- and post evaluation by asking participants' comments on 3 statements dealing with gender, to find out their attitudes and perceptions before and after the course and whether the knowledge and information obtained by the course would have any impact on their perception of gender.
2. A daily evaluation form dealing with the sessions of the day, especially for the trainers use to make adjustments to the next day if needed.
3. A detailed evaluation at the end of the course, asking for comments on the logistics, location, accommodation, the session content, and trainers.

II. Comment, Conclusion and Suggestions

II. 1 Preparation of the TOT

The preparations of the TOT went smoothly, no problems except for 3 participants from Iraq who were unable to obtain their visa for Jordan and thus not able to attend the course. The request for visa for countries affected by conflict should start early. For Iraq it turned out that at least 6 weeks would have been needed, instead of the month notice given to the participants to prepare their travel and visa.

Thanks to the high efficiency and sound expertise of the staff of the Queen Zein Al-Sharaf Institute for Development, the other participants received their visas and tickets in a timely manner, and the sessions were held as planned

Most of the participants ranked the process of preparation and logistics between very good and excellent.

II. 2 Course Structure

The course proceeded according to a well designed programme covering seven days. The sessions were organized starting with the gender concepts including: gender ideology, gender relations and; gender needs and goals; gender mainstreaming, gender budgeting followed by gender water and sanitation, gender and water in agriculture, gender analysis and training / PRA, facilitating skills, Creative thinking and field visit and the last day activities preparation.

On each new day, there was a recap of the work of the previous day to assist participants in internalizing what was taught previously before moving to the next step. This structure was appropriate as the participants were able to visualize where exactly they were heading while reflecting upon their Course expectations.

The structure was very effective but there appeared to be a need for basics on water & IWRM especially linked to national scenario and setting where most of the participants have activities.

II.3 The Trainers and Active Involvement of the Participants

It proved to be very effective to provide an opportunity for some participants to transfer experiences and lessons learned from some of the projects from their own countries; as in this way examples and cases of the Arab region were added.

Experiential learning was used for participants to share their experiences with other participants and bring reality into what may seem abstract to some of them.

No overlaps in the content of training materials or lectures provided by the trainers were noted.

II. 4. Participants

Twenty two participants were expected but only sixteen took part in the course; thirteen female and three male. Apart from the 3 Iraqis getting no visa, one participant cancelled her participation because of family problems, one because she was held up in Rome at a conference and one participant declined on learning that no extra per diems were provided. The participants selected to attend the course offered a good representation of project practitioners (i.e. government, international and local NGO's) and civil society, who were the key target group of the training. The active participation of the participants played a big role in as far as achieving the objectives of the training was concerned.

III. The Course Programme, Training Sessions and Experiences

III.1 Overview of Course Programme

Day 1: 1 November 2008

Time	Subject	Methods	Trainers
9.00-9.30	Registration		
9.30-10.00	Official opening		
10.00-10.30	Coffee Break		
10.30-12.00	Overview of the programme. Introduction of the participants and the trainers	Exercises; presentation by the participants	Bahar Ali Rania Abdel Khaleq Chrisje van Schoot Abdu Ghalib Alyousufi
12.00-12.30	Presentation of the GWA	PPT presentation	Chrisje van Schoot
13.00-14.00	Lunch		
14.00-15.00	Identification of participants understanding of the gender concept	Small group work, magazine cutting/collage making, plenary	Abdu Ghalib Alyousufi
15.00-15.45	Introduction of the Gender Concept, basic theory.	Presentation	Husnia Al-Kadri
15.45-16.00	Coffee break		
16.00-17.00	Practical exercises and discussing the Gender Concept and participants own experiences	Gender Game, plenary discussion.	Husia Al-Kadri Chrisje van Schoot Bahar Ali
17.00-17.30	Evaluation		

Day 2: 02/11/08

Time	Subject	Methods	Trainers
9.00-9.15	Feedback of the previous day	Participants reporting	
9.15-10.30	Gender concept, ideology and empowerment in daily life	PPT Presentation with practical examples and exercises	Bahar Ali
10.30-10.45	Coffee Break		
10.45-13.00	Gender mainstreaming; why and how?	Presentation and exercises	Husnia Al-Kadri
13.00-14.00	Lunch		
14.00-15.45	Gender mainstreaming why and how? Tools and focus on gender budgeting	Presentation and Practical exercise	Husnia Al-Kadri Bahar Ali
15.45-16.00	Coffee Break		
16.00-17.00	Gender budgeting and gender Audit	Small group work and plenary	Husnia Al-Kadri Bahar Ali
17.00-17.30	Evaluation		

Day 3: 3 November

Time	Subject	Method	Trainers
9.00-9.15	Feedback of the previous day	Participants reporting	
9.15-10.15	Gender Audit	Exercises	Husnia Al-Kadri
10.15-10.45	Gender and IWRM	Presentation and exercise based on participants experiences and expectations	Bahar Ali
10.45-11.00	Coffee Break		
11.00-13.00	Gender and water in the agriculture and video “she Cultivates, she irrigates”.	PPT Presentation, video film and exercise related to the film	Rania Abdel Khaleq
13.00-14.00	Lunch		
14.00-15.45	Gender analysis	PPT presentation and practical exercises with PRA techniques	Chrisje van Schoot Abdu Ghalib Alyousufi
15.45-16.00	Coffee Break		
16.00-17.00	Gender practical and strategic needs	PPT presentation and discussion	Chrisje van Schoot Abdu Ghalib Alyousufi
17.00-17.30	evaluation		

Day 4: 4 November

Time	Subject	Methods	Trainers
9.00-9.15	Feedback of the previous day	Participants reporting	
9.15-10.45	Gender and Sanitation	Presentation and discussion	Bahar Ali
10.45-11.00	Coffee Break		
11.00-11.20	Water and sanitation during conflicts; case study from Darfur in Sudan		Ragaa Al-Zain
11.20-11.45	Women and water in Amran, Yemen		Abdu Ghalib Alyousufi
11.45-13.00	Participation from participants		
13.00-14.00	Lunch		
14.00-15.45	Preparation of the field visit Introduction and overview of the projects and places to visit		Rania Abdul-Khaleq Shadi Bashnak
15.45-16.00	Coffee Break		
16.00-17.00	Preparation of the field visit; Listening, observation and questioning techniques		Chrisje van Schoot
17.00-17.30	Evaluation		

Day 5: 5 November 08

Field Visit

Day 6: 6 November 08

Time	Subject	Methods	Trainers
9.00-10.30	Evaluation and discussion of the field visit		Chrisje van Schoot Rania Abdel Khaleq
10.30-10.45	Coffee Break		
10.45-11.15	Transfer of knowledge and some facilitation techniques	presentation	Chrisje van Schoot
11.15-12.15	What are the Qualities and Skills of a good trainer	presentation	Abdu Ghalib Alyousufi
12.15-13.00	Presentation on AWARENET	PPT	Sarah Shoufi
13.00-14.00	Lunch		
14.00-14.15	Creative thinking	exercises	Chrisje van Schoot
14.15-15.45	How to Prepare a budget for a training course	Presentation and exercises	Abdu Ghalib Alyousufi
15.45-16.00	Coffee Break		
16.00-16.30	Evaluation		
19.00-23.00	Cultural evening		

Day 7: 7 November 08

Time	Subject	Methods	Trainers
9.30-10.45	Preparation of participants' activities on Gender and IWRM in their own country.	Individual preparation	All trainers to guide
10.45-11.00	Coffee Break		
11.00-13.00	Presentation of activities on Gender and IWRM in participants specific area/country	Individual presentations and discussions	Bahar Ali Chrisje van Schoot
13.00-14.00	Lunch		
14.00-16.00	Presentation of activities on Gender and IWRM in participants specific area/country	Individual presentations and discussions	Rania Abdel Khaleq Chrisje van Schoot
16.00-16.15	Coffee Break		
16.15-17.30	Final evaluation and closing ceremony	Speeches and Handing out of certificates	All trainers

III. 2 Day One

The first course day started at 9.00 with the Registration of Participants by the Zein Al-Sharaf Institute for Development

9.30: Opening Ceremony:

The Executive Director of the Queen Zein Al-Sharaf Institute for Development welcomed all participants and facilitators for the TOT in Gender Mainstreaming in Water /IWRM. She expected the true purpose of this Course would only be realized when the knowledge gained by the participants would be used by them in their countries/institutes to train several other professionals in the field. She stressed the importance of the understanding of gender being central to our understanding of the power relationships between men and women.



Official opening of the Course by ZENID's director Dr. Huda Hakki

To be able to change this power relationship requires appropriate sensitivity, skills, knowledge, resources and its integration at different levels and scale which will help the attitudinal and behavioural changes in the society. She argued that this regional TOT Course is an attempt to make this possible. The executive director ended by expressing a strong wish that this kind of Course should not just be a 'one-off' activity but a strategic intervention by influencing the water sector with a gender lens.

Ms. Chrisje van Schoot, Senior Programme Officer of GWA, thanked the executive director for her welcome note and also welcomed all the participants and the facilitators on behalf of GWA. She thanked the Queen Zein Al-Sharaf Institute for Development for their excellent help in organizing the Course. She further continued with explaining the background to this Course, outlining how the idea had been elaborated at the Regional Planning Workshop in Beirut 2006 and given shape at the GWA First Regional TOT Gender and IWRM course held in Tunis in 2007. She argued that capacity building in gender issue is crucial, because it gives skills and provides tools to integrate it in systems, projects and programs. The GWA has as one of its priorities to build regional trainers, so this type of TOT is crucial beginning.

She hoped that the participants acquired skills to pass on the message and knowledge to others.

Session 1: 10.30 -12.00

Introduction and overview of the course

Bahar Ali presented the introduction and overview of the course, Rania Abdel Khaleq introduced and discussed the rules and logistics of the sessions with the participants and three persons volunteered as reporters to describe on the morning of the next day the previous day proceedings.

Card of Identification

Abdu Ghalib Alyousufi introduced all the participants and facilitators in an innovating way. He distributed a Card of Identification, like a passport, where the participants and the facilitators wrote their names, country, post, organization, hobby, like and dislike information. This process broke the ice, made the introduction lively and created an informal atmosphere.



Participants introduced themselves by designing a short 'Passport'

12.00-12.30

Presentation and Introduction of GWA

Ms. Chrisje van Schoot, Senior Programme Officer GWA gave background information on GWA history, objectives and strategic outputs of this global network. She explained the mission and vision of GWA and the purpose of its creation in 2000, and she cited that GWA has more than 1500 members in 106 countries worldwide.

She indicated that GWA held many regional TOT in Gender and Water/Sanitation and/or IWRM in Asia, in South America, in Africa in different languages (English, French, Spanish and Portuguese) besides Regional Planning Workshops in a number of regions and lastly in Arabic language for Arab region, meeting was held in 2006 in UN House, Beirut to discuss the on-going regional initiatives on capacity building in gender mainstreaming in water and IWRM. On November 2007 the first Regional TOT course was organized by GWA and CAWTAR, in collaboration with AWARENET, Cap-Net, IDRC-WaDImena and GEWAMED. The language of the training course was Arabic.

12.30-13.00

Meta-Plan: Technique Application and Participants Expectations:

Abdu facilitated the session. He introduced the technique of Meta-Plan and invited the participants to state their expectations for the Regional TOT, the facilitators and their contribution to the success of the TOT on the cards.



Examples of the Meta-Plan Technique

At the end a list of participants' expectations was pasted on the flipchart and it had the following items:

- Come up with recommendations that serve the integration of women in the integrated management of water resources
- Knowing the experiences of Arab countries in the area of gender
- The acquisition of new expertise from the participants
- The acquisition of new techniques
- Acquired knowledge on gender concept and on its mainstreaming in integrated water resource management To understand the link between gender and water
- To learn about gender and Water/IWRM and be able to integrate this to the broader development goals of the country.
- To understand very well gender mainstreaming approach and how it can be relevant within the Water sector.
- Acquire skills to engender plans, programs and activities within the Water/IWRM sector.
- Sharing experience with people from other organizations in gender issues and learning from each other.
- To understand the difference between gender and women and how our society can apply this difference.
- Understand the various roles of women and men in water related projects.
- To know about the challenges facing the Water sector at national & regional levels.
- How to close the gap between men and women in terms of water needs.
- To clear understand on what should be done to make energy planning more gender sensitization.
- What is gender?

Participants' expectations of the facilitators / trainers:

- Able to answer to any enquiry/questions raised from the participants
- Make maximum efforts for the delivery of information to participants
- To deliver the information /knowledge in an easy and uncomplicated way

Participants' Contribution

- Commitment to the rules of the TOT
- Expose expertise in the area of gender
- To work in a team spirit

Most of the participants emphasized their desire of developing an in-depth understanding on gender and water/IWRM, and implementing their learning in their individual work.

Session 2: 14.00-15.00**Exploring and presentations of gender perceptions of the participants, (with the use of magazines and newspapers):**

The participants split up into 4 groups; magazines and newspapers were distributed and they asked to share what they understand by "Gender and Gender Concept and Ideology" to explore the level of knowledge the participants have on gender concept, gender and gender socializations. The session was facilitated by Abdu Ghalib Alyousufi.



In small groups participants explored their own and each others' perceptions of the gender concept

**Groups presented
their ideas on
gender.....**



.....which were then compared and discussed in a plenary.

15.00 -15.45

Gender Concept

The posters delivered by the participants' have helped the facilitator Husnia to sum-up what is the gender concept and ideology and gender socialization. She used the posters as entry-point to present the slides on the introduction of various gender concepts: gender, power relations, gender ideology.

16.00-17.00

Continuation on understanding gender, Husnia briefly discussed the concepts of sex and gender and their differences. She mentioned that social determination; gender socialization and struggle are intertwined with these concepts. She clarified how social relation, norms, values, cultural practices, and such other traits have bearings on sex and gender. She highlighted power imbalance in relations and noted that differences between women and men have implications for development interventions. She highlighted the triple responsibilities -reproductive, productive and community – tasks of men and women with implication for water interventions. Then she began to draw out the differences in the approaches of WID and GAD. She clarified that although WID and GAD perspectives are theoretically distinct; in practice it is less clear, with a

programme possibly involving elements of both. Whilst many development agencies are now committed to a gender approach in practice, the primary institutional perspective remains as WID and associated 'anti-poverty' and 'efficiency' policies. There is often a slippage between GAD policy and rhetoric and a WID reality where gender is mistakenly interpreted as 'women'. She briefly highlighted that different tasks generate both practical and strategic needs. Practical needs are immediate and arise from current conditions. Women's practical needs tend to focus on the domestic arena, income earning activities, housing and basic services all identified as women's responsibilities. Practical intervention can increase women's participation in development process; they are unlikely to change gender relations. Strategic needs are long-term, related to equalization gender-based disparities in education, employment and participation in decision-making bodies. Addressing strategic needs may challenge the prevailing balance of power between men and women.

Two male and one female participant expressed dissatisfaction with the gender concept especially about equality between males and females; they cited that the equality issue contradicts the religion; they said "how can we translate the men's dominance on women and the obligation of woman's obedience to her husband which is mandated by Allah and legitimized by Koran. The linkage of the religion to the concept of gender will minimize the contradiction". The facilitator recognized the risk of this type of comment in which lies in the rejection of the concept of equality between males and females and to maintain the stereotypical image of women, and the continuity of absence of women from public life in general, and the decision-making positions in particular. The facilitator tried to respond to a comment in the same way by referring to religion to justify the objectives of the Course, and the need to identify the responsibilities played by both men and women in the society and its impact on human evolution and the development process. She recalled that Islam urges equity/justice and equality in treating human-being; this is also the principal aim of this TOT Course, the difference only that we will use a scientific methodology to do so. She concluded, and since human-being male or female cannot live without water, as mentioned in the Koran, "and we created from water every living thing" and as our region suffer from the water scarcity which affect both sexes we have to work together to solve the problem. We will use gender concept as a tool and mechanism to learn how to solve our problem linked to water. Therefore, we do not see any need to involve religion in this Course, as long as we agree on the principles and objectives of the TOT.

17.00-17.30: Feedback & Evaluation

III.3 Day Two

The day started at 9.00 with three participants reporting on the previous day's activities (ears, eyes and time keeper) including some feedback and overview of today's programme.

Session 1: 9.15-10.30

Gender Concept and Empowerment: this session facilitated by Bahar Ali, she gave summary on the gender concept and its relation to the empowerment of women, women empowerment aims to address gender gaps at all levels with the aim of increasing equality and equity between men and women, this will promote the empowerment of women. She highlighted narrowing the gender gap between both sexes is ultimate objective in women's development, to which the process of empowerment must lead.

She as well facilitated the session on mapping gender responsibilities in a 24 hour day with a participants inputs, she developed four occupational families two rural with farm work and two

urban with family both man and women are employees and other family the husband is bread winner and women is housewife. The participants are divided into four groups and asked to visualize the daily chores of the man and of the women in the family. The participants engaged in group work and mapped out the gender tasks and activities in the 24 hour day. These presentations were later shared and explained by participants.

10.45-13.00

Mainstreaming gender Why? and How?

Husnia facilitated this session she highlighted the rational for mainstreaming gender in policies, in strategies and planning projects and programs is to make equal distribution of benefits, and equal rights on resources management is not only a lack of perception among people practitioners, it is also a lack of proper initiatives by concerned agencies in planning budgeting and optimizing through positive intervention which could be actually bring utmost benefit to the people. There should be provision to include men with women in the process of the projects (example, IWRM project) to ensure sustainable development. Gender sensitivity needs to be measured from the initiation of the project. She highlighted that a crucial matter in mainstreaming gender is the importance of gender sensitive indicators and gender disaggregated data to measure whether women voices are being heard, as well as method for measuring the participation of women in practice. She clarified the concepts of gender inequality, equality and equity and clarified that mainstreaming is a process or a strategy to work toward the goal of gender equality.

Husnia explained briefly about access and control over resources profile. She highlighted that productive reproductive and community tasks require the use of resources. In general, women and men have different level of access (ability to use resources) needed for their work, and control (ability to define and make binding decision) about the use over those resources. Resources can be economic, such as land, equipment; political such as representation, leadership and legal structures; social, such as family planning, education and also time critical but often scarce resources. She concluded that gender mainstreaming adds in equal distribution and

benefits, use the resources, equal rights and overall empowerment.



At the end of presentation, participants went back into their respective groups to work on the exercise of ‘Access to and Control over’ Profile. The groups noted that norms and rules affect decision, as they create differences in access to and control over resources and have consequences assessing needs, uses and priorities.

Small group work on ‘access-to-and-control-over’ resources

Despite the differing viewpoints about gender access to resources, virtually all participants agreed that men not only have access to more resources and benefits, but they often also control the few resources to which women have access.

Access and Control Profile

Resources:	Access		Control	
	Women	Men	Women	Men
Land	50	50	50	50
Equipment	50	50	50	50
Labour	50	50	50	50
Cash	50	50	50	50
Education/Training	50	50	50	50
etc.	50	50	50	50
Benefits				
Out side income	50	50	50	50
Asset ownership	50	50	50	50
Basic needs (food, clothing, shelter, etc.,)	50	50	50	50
Education	50	50	50	50
Political power/Prestige	50	50	50	50
Other	50	50	50	50

Access and Control Profile

Resources:	Access		Control	
	Women	Men	Women	Men
Land	50	50	50	50
Equipment	50	50	50	50
Labour	50	50	50	50
Cash	50	50	50	50
Education/Training	50	50	50	50
etc.	50	50	50	50
Benefits				
On side income	50	50	50	50
Asset ownership	50	50	50	50
Basic needs (food, clothing, shelter, etc.,)	50	50	50	50
Education	50	50	50	50
Political power/Prestige	50	50	50	50
Other	50	50	50	50

Exercise sheets on 'Access-to-and-Control-over' Profile, filled in by participants

14.00-15.45

Session 2: Gender Budgeting:

The afternoon session started with gender budgeting exercise, facilitated by Bahar Ali. The participants divided into four groups to analysis the budget of 4 ministries. Ministry of Health, Ministry of Education, Ministry of Social Affairs and Ministry of Water and Environment. This exercise was to let participants identify between gender blind, gender neutral and gender aware budgeting.

الموازنة

الموارد والمصاريف	المصاريف	الموارد
فترة زمنية أطول	مصاريف علاج	التحكومة
المصاريف	إدوية	مشاريع تمويل خارجي
التكاليف	رواتب موظفين	2159120
التعليم المالي للمواطنين	خدمات تدريبية	211
أداة للتعليم	مصاريف حملة توعية	تطوع أطباء أيم عادية
المخرجات والمخرجات	إيجار	تبرعات مستودعات الأدوية
المخرجات	صيانة مرآة	
أداة للتعليم	شراء مكائن	
كلمة النشاط	مواظبات - اتصالات	
أداة للمشاريع		

وزارة الصحة

المصاريف	الموارد
مصاريف علاج	التحكومة
إدوية	مشاريع تمويل خارجي
رواتب موظفين	2159120
خدمات تدريبية	211
مصاريف حملة توعية	تطوع أطباء أيم عادية
إيجار	تبرعات مستودعات الأدوية
صيانة مرآة	
شراء مكائن	
مواظبات - اتصالات	

Exercises undertaken by the participants in the gender responsive budget

The facilitator tried to use the results of exercise as an entry point to explain what is gender budgeting. Why budget are not "gender neutral" and that gender budgeting is an integral part of gender mainstreaming; but she was interrupted by the some participants who argued that the budget is neutral as it serves the nation. This created a difficult environment in which there seem to be no room for constructive dialogue and was the reason that the facilitator decided to stop the presentation and opened the discussion.

Comment on Day One and Two presentations¹

During day one and two, all these questions were like a wall and in the last session of day one and approximately in all the session of day two, it seemed we might not be able to scale or dismantle it. When with the last session of day two, Husnia tried to draw conclusions on the basis of all information and facts the participants provided, it became clear that some of the male participants' conceptions and anxieties had taken the form of aggression, hostility and resistance. This was reason that the trainers decided to omit the gender audit session.

The comments of a few male participants could be summarized as the following:

- The word gender does not exist in Arabic. As such, it is alien to our language and to our culture;
- Gender is a creation of the UN;
- Our countries are being pressured to endorse alien concepts. Gender is one of them;
- Gender violates our traditions and religious beliefs;
- Our laws and legislations guarantee women's rights and there is no need for gender;
- Gender is not our priority;

They actually proposed to use the Islam religion as a framework and reference to train in gender issues. Husnia comments, as gender activist and gender trainer, are that: "the main result might be to shift gender knowledge to overlap with religion as both a framework and an ultimate reference; as such, any gender knowledge and learning which does not fit this framework is automatically undermined."

Husnia further suggests:

1. Involving men as trainers in gender training will be helpful as they may blur the divide between male and female, which exists when women are trainers and men are participants and the subject being discussed is gender and gender equality and patriarchy system.
2. Involving men as gender facilitators may minimize hostile and defensive reaction.
3. In such TOT, participants must have many things in common, the same vision, mission and principles to enable the facilitators/trainers to deliver information and knowledge without the fear of a hostile and unfriendly environment.

III.4 Day Three

The day started at 9.00 with three participants reporting on the previous day's activities (Ear, Eye and Time Keeper) including some feedback and overview of today's program

Session 1: 9.15-10.30:

Gender and IWRM; presented by Bahar Ali

Bahar explained the principles of IWRM and why mainstreaming gender is needed and how to do it. Her treatment of the topic generated much more understanding, warmth, acceptance and a desire to study and learn more about gender issues. Bahar indirectly clarified that the issue is not biological, it is socio-cultural and if we work hard and if there is a commitment from all of us in this region we can transform society and culture which has to come from the inside of the society itself and not from outside forces.

¹ This part facilitated by Husnia Al-Kadri responding to the recommendation of the first Regional TOT 2007 in Tunis which stated that "gender concept sessions should precede those IWRM and to make sure that gender issue with practical examples are integrated"

11.00-13.00

Gender & Water in Agriculture: the session was facilitated by Rania and she started with the relation between gender and water in agriculture. She highlighted the water scarcity in Jordan and its challenge for development process as Jordan is among the poorest countries in water. She gave



the image of the Jordanian women farmers and the problems faced as a result of the scarcity of water and how the government is trying, through the Ministry of Agriculture and Irrigation, the integration of women in some projects, such as harvesting rainwater for drinking and irrigation use.

After Rania's presentation, the video film '**She cultivates, she irrigates**'² was shown, with testimonials on gender relations in irrigation in Egypt. It consists of a mix of statements from traditional village people (men and women) explaining why women cannot and do not irrigate. Men cite the traditions, local customs and say women cannot do a man's job. At the same time women are interviewed who are forced to cultivate and irrigate their land, because their husbands are working abroad. In one interview a woman is forced by her husband present at the interview to say that she does not want to participate in the village water committee. The (male) interviewer suggests she starts a women committee. At the end of the film a female APP staff member is saying that 30% of the irrigation engineers are women. The video is rather an illustration of traditional thinking about responsibilities and tasks than a positive example of a balanced gender approach. Participants liked the movie because it is strikingly convey the reality of the situation of women in the Arab States.

Comment:

The film was very instrumental to create a lively discussion among the participants and to help understanding the nature of gender issues and that it is not a threatening issue.

Suggestion:

It is suggested to intensify the utilization of films or videos which reflect the reality of the status of women in the given society and highlight the gaps that exist between males and females. This will make it easier for the facilitators to transfer the knowledge and also it will create a climate

²Advisory Panel Project (APP) Central Office (Cairo, EG). - Cairo, Egypt: Advisory Panel Project (APP) Egypt, 1998. - Video (26 min.) VHS.

for fruitful discussion and debate between the participants in one hand and between the participants and the facilitators in the in other hand. This will encourage participants to make gender issue a part of daily life; and enable them to be an agent of change.

Session 2: 14.00-15.45

Gender Analysis: Facilitated by Abdu, who started with a short explanation of Gender analysis by using the gender practical and strategic needs as a tool. He asked the participants to work in small groups and list the strategic and practical needs of gender.

The results of the working group showed a lack of understanding of the issue and confusion between the strategic and practical gender needs by the participants. This confusion created feelings of discomfort among the participants, who in general feel best at ease with clear and unambiguous statements and answers, which is not always possible with these subjects, as there is a kind of grey/ambiguous area in these strategic and practical needs.

Comment:

As it is defined by specialists in the field of gender, gender analysis is a systematic effort to identify and understand the tasks, needs, opportunities, and life circumstances of women and men in a given – or more often a changing – socio-economic context. It includes identifying:

- Gender differences in the division of labour and the access to and control over resources;
- Practical needs and strategic interests of women and men;
- Power differentials and dynamics between men and women;
- Social, economic, political constraints and opportunities facing women and men; and assessing institutional capacities to promote gender equality.

Instead of exclusively explaining about strategic and practical needs, it is recommended to pay more attention into empowerment issues during a TOT.

Participatory Data Collection and Analysis:

After the explanation of a number of participatory data collection techniques from practical field experiences with photo evidences from the field, by Chrisje, the session was continued by Abdu with a summary of the main principles of participatory data collection and analysis, compared to formal survey techniques. He then did some practical exercises with the participants and asked them to divide into four small groups and analyzing their monthly salary expenditure. The presentation of the analysis of the exercises by the participants reflects the acquisition of knowledge in the field of PRA and participants said to be very happy to actually having experienced this participatory ranking method.



Item	Amount	Percentage	Rank
1. 27	4.5	6.25	4
2. 18.5	3.7	3	5
3. 7.5	4.5	0.5	2.25
4. 10	2	1.75	4.25
5. 10.5	2.1	2.25	2
6. 11.5	2.3	1	3.25
7. 8.5	1.7	2.25	2.25

Participants practicing a ranking technique with analyzing the monthly spending of salary

16.00-17.00

Ways to get information: observation, our filters, the art of listening and questioning:

facilitated by Chrisje; she briefly explained the methodology and the tools to acquire the skills in the art of listening, questioning and the methods of getting information and observation.

Participants praised the methodology of the facilitator in the transfer of knowledge, skill and information smoothly. They stressed that the skills acquired in this session are modern and an important one that they gained from the course.

17.00-17.30

Feedback & Evaluation

The daily written evaluation of the course on the first and the second day showed that a few participants felt frustrated. But from day 3 onwards the comments were on the whole overwhelmingly positive.

III.5 Day Four

9.00-9.15:

Feedback on the previous day

Explanation of course reporting (the eye- the ear and the time keeper)

Session 1: 9.15-10.45

Mainstreaming Gender in Water & Sanitation:

Bahar facilitated the session and with the help of PowerPoint she highlighted the different tasks and responsibilities that men and women have, therefore, leading to gender differences in the access /use of water and sanitation. She indicated that women select and manage water resources on the bases of access, quality, quantity and reliability. With respect to sanitation women's responsibility include, disposal of household waste, children hygiene, etc. Men's responsibilities in water and sanitation have traditionally been in the area of community level decision-making, finance and construction of facilities. She explained that women and girls can be forced to wait until nightfall to defecate, if there are no suitable sanitation facilities for the use at day time. Restricted latrine/toilet opportunities increase the chance of urinary tract infection and chronic constipation; it also subject women to violence if they are forced to defecate only in the early morning or after nightfall. She used examples from the region (Egypt and Iraqi-Kurdistan) and

from worldwide Asia, Africa and South America. She explained that the active involvement of women in designing, planning and implementation of water and sanitation intervention will promote equal access, decrease their exposure to diseases and reduce



violence against women. The presentation finished by applause and thanks of the participants. Especially the male participants said that they had never heard before about specific women needs with sanitation and toilet design and that they thought the topic very important. They said it was for them a breakthrough that the subject had been breached and words had been put to the needs.

Comment:

Bahar in the session of Mainstreaming Gender in Water & sanitation took the task of reassuring the participants. She tried to defuse the anxieties and hostility. She explained the concepts and created a common vocabulary. She clarified that the attempt and the desire of this Regional TOT is to initiate an honest and earnest dialogue and search for answer and if possible create a shared commitment to challenge discrimination against women and the poor and to create justice and equity that make the access and controlling the resources. She also clarified that we look at women's subordination as a system and therefore for us it is not a question of men versus women. We need to challenge women's view and attitude, men's view and attitude, behaviour patterns which are largely created by their up-bringing, socialization, hence, we need to understand the overall system and not just blame individual male or female.

11.00-13.00

Case study presentations by a number of participants and plenary discussion to exchange and share experiences.

- Sanitation and water during the conflict. A case study from Darfur. Raja al-Zain
- Water and Women in Amran Governorate. A Case Study from Yemen. Abdu Ghalib Al-Yousufi
- Right to Water and the Habi Centre for environmental rights. A case study from Egypt Amal Abu Hana,
- Aims and activities of Queen Zein Institute, especially their work with neighbourhood groups, e.g. through a local radio station, work with youth and income generating activities for women.

Comment:

The case studies showed that the necessity of integration of women/gender in water and sanitation resources and translate the theory to practice in the domain of gender. Some participants cited that they would work to integrate gender into programs and projects which they manage and will not rely on assumptions which minimize the responsibilities of women and limited it to private sector and denied her participation in the public life. Participants' comments on both case studies showed the achievement of the objectives of the regional training of trainers Course in mainstreaming gender in water and IWRM.

Suggestions:

To increase the number of case studies in future TOT Courses on mainstreaming gender in IWRM at national or regional level to assist the participants in deepening the concept of gender and the need to integrate it into programs and projects of water; and be an entry point to link between the theories and the practices.

Session 2: 14.00-15.30**Continuation of Case studies presentations:**

- The Sohag and Menia Partnership project. A case study from Egypt. Shaima Ali
- The Baalbek agricultural cooperatives. A case study from Lebanon. Majida Mcheick
- Community based water management project. A case study from Dhamar Governorate, Yemen. Basheera Mehras
- The use of grey water for irrigation in home gardening. A case study from Jordan. Abir Al Balawnea

15.30 -17.00: Preparing for field visit

Presentations from Shadi Bashnak and Heba Abu Rub about their projects, which would be visited the next day

17.00 -17.30: Feedback and Evaluation**III.6 Day Five, Field Visit.**

Ajloun Governorate is located in the North of Jordan with one of the highest rainfall averages in the Kingdom, however, they suffer water scarcity – like the rest of the country – especially in summer, moreover, the mountainous villages suffer the most; as pumping municipal water is very challenging and houses on the tips suffer the most.

Fatima Al-Zahra Women Cooperative was established in 1990 from a group of educated young women that are eager to serve their local community. Their main goal was to try to provide working opportunities to women and to provide other services to their community. They have managed to establish a nursery and a kindergarten, a small retail shop and medicinal herbs production project, all from their own resources. Later on, they received a grant from the Ministry of Planning to establish an industrial sewing centre, where 12 women are partially or fully working.

The CBO was offered the opportunity to help their community face their water problems through the Community-Based Initiatives for Water Demand Management, but they were reluctant, as till that time, they never were engaged in water, and their activities were centred in or around the CBO premises. For them, it was a challenge to step into a new area and to increase their mobility and interaction with a wider layer of the community, but they decided to go for it and submit a proposal to establish a revolving loan fund for lending beneficiaries and families to implement residential network maintenance (to reduce water leakage, save water and money) and to construct rainwater harvesting cisterns and reservoirs to capture rainwater and increase the availability of water.

The purpose of the field visit was to:

1. Visit the cooperative and learn about their activities in general.
2. Learn about their experience in the water project.
3. Visit the sewing centre.

4. Visit an individual beneficiary that has received a loan for construction of a rainwater harvesting cistern.

Cooperative visits:

The head of the CBO welcomed the participants and explained about the reason the cooperative was established. She also spoke about the resistance of the local community against establishing the cooperative and the obstacles and difficulties they encountered. Then she talked about their past and current projects and achievements and took the participants around the cooperative and showed the different facilities and activities. At the end, there was a discussion with questions and answers from the participants.

After that, everyone went to the sewing centre (a separate building) and saw the different sections and production units. They also spoke with the women working there.



Thereafter, the group visited an individual beneficiary (a male) who has received a loan for constructing rainwater harvesting cistern. The beneficiary uses the water for supplementary irrigation for this small farm. The head of the society said that they had to rent a car and driver to visit this location several times before, during and after the construction, and said that this location is relatively far and they never came or used to go to such distant places before the implementation of the project.

At the end, the head of the CBO thanked the participants for their visit and said that the visit was inspiring and encouraging for the cooperative to proceed with their work to serve the local community.

The second site the participants visited was a household participating in a project with the title “Stakeholder Participatory Sustainable Water Management at Farm Level”. The pilot house was at the village of Al-Wahadnah in Ajloun in which households suffer from limited quantities of water per household and the lack of training for optimal use of limited water resources. The participants talked to the housewife which described the integrated water system she has at the house. This system mainly consisted of rainwater harvesting system and a grey-water treatment system both used to irrigate a multi-purpose home garden. The harvested rainwater was used to irrigate vegetables planted in a green house for local house consumption and the treated grey-water was used for the irrigation of olives and fruits trees surrounding the house. The organic house refuse was used to produce an organic compost to be used as a fertilizer for the house garden.

The housewives in this area are responsible of the performance of this system as they spent most of their time at the house taking care of their children and are the house water managers.

The participants discussed with the women how did she benefit from the system, the training she received from this project and how this has helped her in a better management of the water at her house.

Participants wonder about the workings of a contraption to make compost at the grey water farm.



The third site the participants visited was another pilot project at Sliekhat community in Ajloun area. This pilot is also implemented through the ‘Stakeholder Participatory Sustainable Water Management at Farm Level Project’ This pilot included a rehabilitation of a spring and the establishment of a water user association in the area to be responsible for the management of water of the spring. The interesting part of this visit is not only the problem of limited water recourses but also the further problem in the relations between the different groups of interest at the community and the **conditions of women in the agriculture**. Although women carry the largest load in the agriculture, they are not merged in decisions and educational facilities. In this pilot project women were present at this association as active members whom also started their own project at the downstream of this spring. The women took the participants to the location of their project which consisted of eight green houses planted with thymes, that will be marketed for the industry of herbal oils extraction.



III.7 Day Six

09.00-09.15:

Report of Eye, Ear and Time Keeper

Session 1: 9.15-10.30

Evaluation the Field Visit: all participants presented brief discussions and observation on the field visit. The session was facilitated by Rania.

10.45-12.15

The Facilitators/trainers Skills: Facilitated by Abdu who briefly presented the skills and quality of the trainers /facilitators through PowerPoint, and asked the participants to go to their respective groups and work on the following topics:

Quality and Skills of trainers/facilitators	Social Skills	Knowledge Skills
Integrity Objectivity discretion flexibility ability to learn patients Self-confidence Active Self-restraint Seeking to achieve the goals The ability to work within the team	Communication skills Observation skills Skill of rhetoric or public speaking Negotiation skills Assertiveness and assertion skills.	General Knowledge Specific and technical knowledge Training Knowledge

The group presented their exercises followed by participants' feedback and Abdu's comment. It was a very exciting moment for the participants.



12.15-13.00

Contribution of the Participants from AWARENET: the participants representing AWARENET were well prepared for presenting their projects. They were able to reflect and share their experiences from their work area. The contribution of the participants their experiences were useful and enjoyable. The session ended with warm applause.

Session 2: 14.00-14.15

Creative thinking: Facilitated by Chrisje. The participants indicated that the information acquired from this session is very useful and it's applicable in everyday life. One of the participants acknowledged that he benefited from the session as he now understood that one should not go too much on stereo type points of view and that this does in particular apply to gender issues. The session ended with warm applause.

14.15 -14.45

Exercise on budget preparation for a training course

This session was facilitated by Abdu. This vital subject is normally neglected in most ToT courses. Participants were asked to form themselves in three groups each group act as a 'Training and Consultation Agency'. The three 'Agencies' were invited to participate in a bid and to submit their offers to a host and organize a 7-day training course in an Arab country for 20



trainees from the region. After the presentations and discussions of the three offers, the most convincing and competitive offer was selected and announced as the winning offer. This session went very well; the participants were active and enthusiastic doing it. This exercise had a very good impact on the preparations of the participants' action plan the next day.

16.00-17.00

Preparing Individual Action Plan: brainstorming and explanations facilitated by Bahar.

20.00-22.00

Cultural Evening: The Cultural evening was in a beautiful local restaurant, the dinner was delicious and we listened to the musical heritage of different areas of the Arab Region.

III.8 Day 7

Friday 7 November 2008 was the last day in the regional TOT Course Program. This day was spent on the presentation of activities to be implemented locally, with or without (partial) funding by related organisations and GWA. All participants presented their activity plans and thanks to the session of the previous day, where participants had the chance to learn how to make budgets, most of the activities had budgets attached, which were low-costs and rather realistic. Every presentation was shortly commented upon by the group. A number of proposed activities showed clear promise for follow up with e.g. GWA and partners, after fine tuning the activity into a proposal.

At the end of the day and filling out of evaluations forms, the closing ceremony took place with a speech of ZENID's director Dr. Hudda Hakki and GWA representative Chrisje van Schoot, after which the certificates were handed out to the participants.



IV. Result of the Final Evaluation

Preparation of the TOT				
	Poor	Medium	Good	Excellent
Invitation process	0	01	07	07
Transport from the Airport to the Hotel	0	0	01	07
Accommodation	03	01	04	
Meals	0	01	07	07
Coffee breaks	0	02	05	08
Content of the TOT				
	Poor	Medium	Good	Excellent
The Programme	0	02	08	05
Meet with participants expectations	01	04	04	06
Benefit from the training topics				
	%25	%50	%75	%100
Gender Concept	01	0	10	05
Mainstreaming Gender		02	09	05
Gender Budgeting	02	04	07	03
Gender & Sanitation	01	02	04	07
Gender and Water in Agriculture	0	03	10	02
Documentary film: "she irrigate, she cultivates"	01	0	04	10
Gender Analysis	02	05	06	02
PRA	0	02	08	05
Training Techniques				
	%25	%50	%75	%100
Listening & Questioning	01	02	05	07
Transfer of Knowledge	01	03	07	04
Quality & skills of good facilitator	01	02	05	07
Facilitators Skill	0	05	05	05
Creative thinking	0	02	06	06
Preparing budget of the Course	01	01	07	06
Comment/discussion of participants	0	02	04	09

Field visit:				
	Poor	Medium	Good	Excellent
Preparation of the field visit		02	09	04
	Appropriate		Inappropriate	
Timing in the programme	15		0	
Projects visited	14		0	

Training Methodology				
	Poor	Medium	Good	Excellent
Diversity of the Training Methodology	01	03	06	05
		Mixing balanced	Mixing non balanced	
Mixing exercises with the content of the session		13	01	
Trainers performance				
	Medium	Good	V. good	Excellent
Trainer a	0	06	04	04
Trainer b	0	04	02	09
Trainer c	02	05	04	04
Trainer d	02	05	04	04
Trainer e	01	03	02	09