Report of the Regional Training of Trainers Workshop
GENDER AND IWRM

Limuru, Kenya
November 25th- 29th 2007

INSTITUTE OF ENVIRONMENT
AND WATER

IEW

EAWLS

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1. DAY 1: SETTING THE CLIMATE

1.1   Introductions

The Regional ToT training workshop was held at the Kentmere Club in Limuru, Kenya from 25th - 29th November 2007. The 5 day training brought together thirty one participants (20 women and 11 men) drawn from the Civil Society Organizations and Networks, Ministry of Water (Kenya), various New Water Sector Institutions implementing reforms, consultants and other representatives from various institutions.

At the commencement of the meeting, participants expressed their expectations and fears as summarised below:

i.   Expectations
- Meet people, share experiences and learn more about gender issues and its integration within the environment and water.
- Create a network of gender practitioners in the region
- Learn more about the Gender and Water Alliance.
- Be better equipped in gender issues and bring it into the limelight in water issues
- Learn new gender mainstreaming approaches and how to entrench it in all activities
- Learn practical approaches in gender mainstreaming from participating practitioners
- Articulate gender issues in climate change and achievement of millennium development goals.

ii.   Fears
- that after learning gender mainstreaming, it may lead to confusion
- if the training will present anything new or address the real issues of gender in water
- It will take long for communities to understand gender
- If it will be applicable in their day to day activities and work

The greatest fear that was observed was the fear of going back to the work station and not being able to utilise the gender knowledge acquired during the training.

1.2   Workshop Objectives
- Equip water actors with understanding, knowledge and skills for gender mainstreaming.
- Training the Gender and Water Alliance members in the region with the aim of establishing their capacity as potential trainers,
- Establish a network of the East Africa region GWA members and agree on a way forward for the regional network.

Having understood the training objectives, participants identified in a plenary session a few gender concepts that would need clarification as the course progressed. These included: Gender Equality, Gender Mainstreaming, Gender Analysis, Gender Disaggregation, Gender and Social Construction, Gender and Women, Gender Roles and Responsibility and Gender Audit.

2. DAY 2: GENDER CONCEPTS

2.1 Brief Overview of IEW and GWA
by Annabel Waititu

2.1.1. Institute of Environment and Water (IEW)
The Institute of Environment and Water (IEW) is a programme within the East African Wildlife Society (EAWLS) that deals with water and sanitation. IEW particularly aims at strengthening water governance. IEW achieves its objectives by facilitating information sharing and exchange among key groups, creating a policy space where stakeholders come together to share views, identify problems and solutions and capacity building for addressing issues through specified training and institutional development among other efforts. As part of strengthening governance, IEW promotes and strengthens capacity for gender mainstreaming in the water and sanitation sector. In addition, IEW goes a step further to ensure that the outcomes of stakeholders' discussions find their way into the decision making through advocacy and lobbying.

2.1.2 Gender and Water Alliance (GWA)
The Gender and Water Alliance (GWA) is a global network of institutions and individuals with at present 1000 members. The Alliance was initiated during the 2nd World Water Forum held in March 2000 after women present realized that the water debate was heavily dominated by men who formed the majority of engineers and government technocrats (policy makers). The women's voices were stifled and hence inaudible. Recognizing the role that women play in water supply and resources management, a need arose to create a Gender and Water Alliance network to strengthen the gender mainstreaming in the water and sanitation sector. Today it is dedicated to mainstreaming gender in water resources and sanitation management. GWA has a secretariat based in the Netherlands and an elected international steering committee.
The mission of GWA is to promote women's and men's equitable access to and management of safe water, for domestic supply, sanitation, food security and environmental sustainability. GWA works with its members in their respective places to achieve its goals.
Currently there are 40 GWA members in Kenya, 13 in Uganda and 17 in Tanzania.

2.2 Definition of Key Gender Concepts and Social Construction of Gender,
by Dr. Catherine Ndungo

2.2.1 Gender Concepts
Ms. Caroline Mungara initiated the proceedings by introducing an exercise where participants were expected to give their views on the difference between gender and sex.

Table 1: Participants perceptions on the difference between gender and sex

GENDER	SEX
1. It refers to attitudes, roles and responsibilities attached to male and females	1.It refers to biological traits that differentiate between males/ females
2.It is societal based on rule of socialisation, cultural perception	2.It is natural/ biological based on genes/ creation
3.It is dynamic/varies with time, location, technology etc	3. It is static, cannot change
4.Gender is perceived	4. It is physical
5 It is not specific	5. It is specific
6. It is culture specific	6. Its universal

Following this activity, the facilitator commenced by stating that it was important to understand gender language through concepts since every profession had its own language.

Participants happily scribble their perceptions on the difference between sex and gender

In an interactive session, the concepts came out. **Gender Roles** were described as duties that each sex is supposed to undertake e.g. men are supposed to provide, herd and build houses and women, care givers, cooking and fetching water.

In some communities, women build houses meaning that gender roles are always changing depending on location and cultures. This provides **Gender Identity**.

Due to this we end up with **gender stereotypes** (what is expected from each sex e.g. men should initiate development agendas in the homes, even if the woman is more empowered financially to do so; also, gender action groups/organisations have been stereotyped to be for divorcees and for the elite.)

Gender bias also comes in where society uses different parameters to judge women and men. E.g. in a recent carjacking, the newspapers reported there were 4 men including a woman. Why not say 5 carjackers? (Assumption, women can do one thing and not another, in this case, they should not be carjackers.)

This consequently brings in **gender disparities** due to socialisation, e.g. in most sciences, men are depicted as doctors or engineers, while women are potrayed as nurses and teachers. Also, while choosing subjects in school, MPC (Man Power Combination) tends to be for men, meaning-Maths, Physics, Chemistry. On the other hand, women are associated with SHE/HER combination – Swahili, History & English/History, English & Religion

Due to these disparities, **gender discrimination** sets in. There are decisions that different sexes can make. Condemnation is specific, e.g. adultery. If there is gender discrimination, then we cannot have gender equality. **Gender equality** refers to equal opportunities amongst individuals in decision making, access to resources for e.g., in Kenya, women parliamentarians are hoped to be 8%-is this equal opportunity?

This is tokenism or top dressing. Currently, in Rwanda 48% of the parliamentarians are women. However, in our endeavour to get to gender equality, the issue of quality and quantity come in. i.e. we need credible contributions. This brought the issue of women being their own enemy, but it was concluded that this is again brought about by socialisations, men can have conflict amongst themselves but women are not expected to have them. This calls for **gender equity** and **gender justice** where we have fairness in all aspects.

It is at this point that once people have become fair to all, they can be called **gender sensitive/ responsive**. It means looking at the person who is disadvantaged by a certain situation. Look at the needs of individuals e.g. in places where boys are dropping out, then be gender responsive by helping the boys get back to school. This calls for being **gender aware** amongst populations. Most people do the things they do unconsciously hence the need to create gender awareness.

This is currently done through capacity building workshops/ trainings based on **Gender Practical Needs (GPN)** and **Gender Strategic Needs (GSN)**. GPN focuses on welfare issues (what do boys, men, women, girls need?) whereas GSN focuses on measures for addressing inequalities e.g. is it the law, culture. In order to do this, **gender disaggregation** comes in, how will a project benefit women, men, girls, boys. This is data and has to be addressed in figures. If this is not provided, then the project is deemed as gender blind or neutral. Data provided in masses e.g. congregation, school pupils, etc.

Gender audit should not be left out. For instance, if it is a project, it would be audited to find out if it is gender responsive or sensitive. It refers to analysis which is undertaken to check the technical capabilities of the project, resources (budget) and output. This calls for having a **gender lens/eye** and gender analysis in all undertakings.

2.2.2. Social Construction of Gender

This session was also very participatory. Participants identified the family, religion, school and media as the influences on gender constructions. They were then grouped into four to discuss their reasons and later plenary sessions emerged where the rest of the participants could chip in and add more points. This is captured in Table 2 below.

Table 2: Participants' contribution on influence of family, religion, school and media on gender constructions.

FAMILY	RELIGION	SCHOOL	MEDIA
1. Roles assigned at the family level	1.Morality-Promotes gender values by condoning polygamy	1. Sates more on sex education concentrates more on girls and does pregnancy tests on them	1. Packaging of advertisement, women as sex objects
2. The way the family is socialised e.g. a Barbie girl doll for a girl and a tractor toy for the boy child	2.The ten commandments give values on social behaviour which is founded on patriarchal principles	2. Schools curriculum tends to be pictorial and literature. Some even have same sex schools	2. Timing-Some beneficial programmes brought at the wrong time hence minimum benefits on family because she is busy doing chores. Also, mainly display women having problems
3. Discrimination in the societal status from the family	3. The bible upholds women to be submissive and men to be the head of the house and there is the notion that since men were created first, they are superior.	3. Employment, head teachers and science teachers are always male whereas language classes are taught by women (what are the gender implications?)	3. It thrives on maintaining a status quo. Rarely changes perceptions
4. Social norms are learnt at the family level i.e. dos and don'ts	4.It shapes attitudes e.g. when born again one strives for holiness and purity , this is double edged, good and bad, one has principles but also, restrains from decision making on social evils e.g. battery, rape in marriage, etc	4. Games- Netball- Girls, Football-Boys	4. Its positive also in trying to change people's perception on things?
5. Shaping gender by role modelling. Girls imitating what the mother does while boys imitate the father	5.It also alienates sexes in certain occasions, e.g. menses, viewed as dirty and so, keep themselves away from people	5. Uniform- Boys- shorts/ Trousers Girls- Skirts/Tunics Boys- Ties/ Coats (How does the dress code affect gender relations between boys and girls?)	5. Media needs capacity on being gender responsive e.g. in designing programmes and highlighting gender issues
6. Family provide informal education through teaching of values and principals	6.Societal expectations, children from a religious setting always have so much to uphold	6. Duties-Boys-Prefects, slashing, bell ringing, time keeping (what are the gender roles for girls and how they influence their world view)	
	7.Shapes education and brings out people of integrity and value	7. Punishment- Boys receive harsh punishment, Assembly- Boys and girls tend to be separate 8. Career counselling has a bias on boys and also boys tend to have more reprimand once they have failed.	

Plenary discussions

Religion
1. Segregation is highly distinct in terms of roles and leadership. Men are always higher.
2. Religion has been misused to talk about the sexes e.g. people say, man is just supposed to love the wife but the Bible says, man shall love the wife just as Christ loved the church, meaning to the core.

Media
1. Modern media as an agent of change must note what makes news. Most of it is bad so it has socialised viewers wrongly especially on perceptions of women.
2. Folk media (done in the rural areas) for example needs to get gender responsive as they perpetuate gender roles in all productions.

School
1. Physical facilities tend to be gender insensitive e.g. generally boys' urinals can accommodate more than 10 boys but 2 toilets are allocated for many girls, which are not shareable. This should be looked in under the 'hidden curriculum' concept.

Family
1. It depends on the dominant figure in the family e.g. single father or mother. Is this the reason boys are wearing earrings??? Following the mothers' example???
2. 74% of homes are run by women as the men are busy providing hence following the example.
3. From birth, your fate is placed for e.g. in some cultures for a boy birth 5 ululations are made but for the girl 3 ululations.
4. In family lineage, it always comes from the paternal side.
5. Property ownership is all male dominated even inheritance
6. Rights of passage give the male sex a lot of power.
7. All in all, women are the teachers at the family level and so need to be empowered to socialise children in a gender lens.

2.2.3 WID/ WAD/GAD Where are we coming from?
by Dr. Wanjiku Chiuri

The gender debate started from the women liberation movement. This started during the industrial revolution, i.e. when European Economy from an agriculture to manufacturing. The world turned to a factory world and women were taken back to the kitchen. As the world developed, the world wars came in and the men had to leave for war leaving the women to take up their roles. When the wars were over, and the men came back, the women did not want to go back to the kitchen. This brought more questions on the place women were given in society.

The first thing they requested for was the rights to vote in the early 19th century. Also, various groups emerged e.g. gays, lesbians, and gypsies. This concretised the women's movement as many were unhappy. Those in academia did research, wrote books to show disparities in different sectors e.g. education, employment and politics among others.

In term of conventions, the ones listed below played a great role in propagating gender issues (the list is not exhaustive).

- In 1975 :   Mexico conference for women agreed on a women's decade
- In 1981:   CEDAW (Convention of Elimination against all forms of discrimination against Women.)
- In 1985:   Nairobi looking forward strategy was held which brought about the women in development approach.
- In 1992:   The Rio Declaration which came up with Agenda 21 and has chapter 24 focusing on women
- In 1993:   Human rights conference in Vienna
- In 1994:   The Cairo Conference on Population
- In 1995:   The Beijing Conference
- In 2002:   World Summit on Sustainable Development which came up with the Millennium Development Goals
- In 2005:   Beijing+ 10 in New York

Women in Development (WID)

The WID approach viewed women as untapped human resource. The WID advocates called for women's engagements for them to provide an economic contribution to development in the countries they are in.

Some scholar and development agents have criticised this position especially in sub-Saharan Africa, where women provide the bulk of labour in agriculture over and above their reproductive roles.

Women and Development (WAD)

WAD was a reaction to WID which had a welfare approach when discussing women in their socio-economic positions. WAD approach was that women's situation has been compounded by the unequal relations they have with men at all levels of governance due to the patriarchy systems that exist. They called for the dismantling of the patriarchy systems and for equality.

Gender and Development (GAD)

GAD approach calls for need to look at the society in totality and look at their role in development.

Looking at how and why things are the way they are. Look at the society in a holistic perspective. This means not excluding the men. The ultimate goal of the GAD is empowerment.

However, this has been potentially challenging with emphasis on Third world and women's self reliance and largely unsupported by governments and agencies. It is meant to help us achieve transformation, socialisation and attitudes in the development process. (Equity)

PLENARY

1. A reason for the long period taken between WID to GAD was due to lack of data. Polices rely on statistics and data to make decisions which was not available.
2. Various local initiatives have been tokenistic e.g. Maendeleo Ya Wanawake in Kenya, will affirmative action rely help the situation. Yes, it gives women a chance to be heard and seen hence decision makers.

3. To succeed in affirmative action, men need to be involved and be used to steer the process.
4. Most gender practitioners tend to be women already creating disparities and loop holes.

This male participant engages the two core trainers in a hot discussion on the subject during tea break.

2.3 Local Initiatives

Being an East African training of trainers workshop, participants gave local gender initiatives in their countries as described below:

2.3.1   Kenya

Kenya has ratified most global actions. The ministry of culture and social services developed a gender desk following the Nairobi Looking Forward Strategy. Currently, Maendeleo ya Wanawake, African women federation for women and development, FIDA, Women political causes, Center for women in democracy, Kenya league of women voters, FREDA- Friends of Esther and Deborah, Faith based women's group, Mothers Union, Woman's Guild, Maendeleo ya Wanaume

Men Against Women Empowerment, Men For Equality Now and Faith based men's groups are among many local initiatives which aim at propagating gender issues.

Reasons for slow gender movement in Kenya
- Remained at a scholarly and rebellion level
- Gender issues remained with the elite who never went to the grassroots, so local women thought it was for rebellious women.
- Also, most funding in gender issues remained with NGOs hence a great loophole.
- Gender commitments lacked implementation remained a lip service.
- There was a disconnect between gender aware individual with the policy makers and communities due to existing political environment.

2.3.2   Tanzania
- Advocacy started with communities, media e.g. Tanzania gender Network

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- The numbers are there but they require quality
- There is political will e.g. in education, in schools, all girls have to be in school, there exists special women seats in parliament but the women have to look for seats from the citizens.

2.3.3 Uganda
- Political will has been observed.
- The NGOs have a favourable atmosphere to work
- In education, girls are awarded points above their grade to allow them attain grades to be in University
- Gender policy, 1/3 of posts should be women

2.4 Gender Analysis Frameworks
by Dr. Catherine Ndungo

The second day ended with the facilitator giving participants an assignment which was due for presentation the following day.

Assignment for next day activity:
1. Group 1: Do a 24 hour clock
2. Group 2: Establish who owns, has access and has control over resources in their community
3. Group 3: Identify women Empowerment at welfare level, how empowered they are at access level, at participation level, at conscietisation level and at control level
4. Group 4: Identify Issues in the education sector that influence gender relations

3. DAY 3: GENDER ANALYSIS AND GENDER MAINSTREAMING

Following a recap led by one of the participants, it was evident that all concepts taught the previous day were well understood and the participants showed appreciation of the group exercises as opposed to lecture format.

3.1 Gender Analysis Framework
by Dr. Catherine Ndungo

In order for the participants to internalise the gender analysis frameworks, the participants began by presenting their findings and the facilitator followed by telling them the name of the framework they were working on.

3.1.1 24 Hour Clock

Table 3.1, 3.2, 3.3 and 3.4 describe the participants' findings.

Table: 3.1:   24 Hour Clock- Urban Woman

24 HOUR CLOCK – URBAN WOMAN	
6.00 am	Wakes Up
6 am -7am	Prepares children and leaves for school
7am -8am	Leaves for work
8am-5pm	Retires work place activities
5pm -6pm	Picks children from school
7pm -8pm	Back home
8pm -9pm	Dinner time/Tv soap operas
9pm -10pm	News time
10pm -11pm	Prepare school uniforms
11pm - 6am	Sleeping

Table 3.2:   24 Hour Clock Rural Woman

24 HOUR RURAL WOMAN	
5 am	Prepare breakfast and kids to school
6am	To the farm
2.00-3.00	Fetch firewood
3.00-4.00	Fetch water
4.00-8.00	Prepare family meals an serves dinner
8.00-10.00	Family prepares for sleep
10.00-5.00	Sleeping

Table 3.3:   24 Hour Clock Rural Man

24 HOUR RURAL MAN	
5am-6am	Wakes up and leaves for work
6am-9am	In the farm doing activities
5am-10am	In the shamba (field)
10am-11am	Back for breakfast/ tends the animals
10am-12noon	Back to shamba
11am-1 pm	Resting/ lunch
2pm- 4pm	Take animals for drinking
3.30pm- 8 pm	Local politics other issues
8pm- 10pm	Time for dinner, news, family issues
10pm- 5am	SLEEP

Table 3.4:   24 Hour Clock Urban Man

24 HOUR- URBAN MAN	
5am-6am	Wakes up and prepares for work
6am-8am	Leaves for work
8am-5pm	Office work/office
5pm-7pm	In the pubs for politics or social activities
7pm-midnight	Extended social activities
7pm-9pm	Back home, news, dinner, family matters
10pm-5am	Sleep

Table 3.5   Community Services

URBAN MAN	RURAL MAN
Water sanitation activities	Community Workshops, committees
Community Workshops	CORPS(Health, water, HIV/AIDS
Serve in school committees-PTA	Different grass-root committees
Different organisation committees/boards	Political party representatives
PHC Committees, security committees	
Political Party Representatives	
Religious leadership	
URBAN WOMAN	**URBAN WOMAN**
Women development groups	Women development groups
Water Sanitation Committees	WATSAN Committees
CORPs (Health, HIV/AIDS)	CORPS (Health, HIV/AIDS
Religious leadership	Burial Committees (fund management)

The facilitator explained that the focus of the activity was to describe the gender roles that existed in the society in terms of:

1. Reproductive roles e.g. giving birth
2. Productive roles e.g. fishing
3. Community Service e.g. preparing for a wedding

This helps locate the activities of the different sexes in different scenarios, the locus (where do the activities take place) and what time line is allocated to each activity (is it seasonal, daily etc).It gives in the bigger picture on gender issues. Implication, for example in a water project, when women are in committees, they might not be efficient due to their already existing work load.

Activities in the household level are not equally shared. It was concluded that women have a triple role (reproductive, productive and community based).

3.1.2   Harvard Analytical Framework

This framework answers the question: who owns, has access and has control over resources in their community as described by table 3.6 below.

Table 3.6 Group 2: Who owns, has access and has control over resources in their community.

RESOURCE	OWNERSHIP	ACCESS	CONTROL
LAND			
Ancestral	Men	Women/men	Men
Acquired land	Man	Woman/ Man	Man
	Woman	Man/ Woman	Woman
	Both	Man/Woman	Woman but sometimes don't say in public
HUMAN RESOURCES	Employer Man/Woman	Employer Man/Woman	Employer
	Marriage	Men Rebellious-women	Men
	Family	Family	Family

	Society	Society	Society
WATER	Men	Women/ Men	Men
	Community	Women. Men/ Children, Livestock	Community, though usually dominated by men
	Government+ Line Ministries	Women. Men/ Children, Livestock	CBOs, Women
FOREST/ VEGETATION	Community	Community	Community
	Government	Govt	Govt
	Companies	Individuals	Companies
MONEY	Men (Manage)	Men	Men
	Woman(Single)	Women	Women
FISHERIES	Men	Women	Men
	Government	Men/ Women	Government
SAND	Men, Women, Government	Men	Men/Government
WILDLIFE	Government/ Community	Tourists/ Men	Government/ Men

This activity depicted the Harvard Analytical Framework which is one of the early frameworks of analysis. It was developed by researchers in the Harvard Institute for International Development in USA and the initial framework was funded by USAID. The framework was developed at a time when development approaches were emphasizing integration of women in the development process with a focus on efficiency.

The framework emphasizes that both men are involved in development as actors and as beneficiaries. As such, there is economic sense in allocating resources to both. The framework helps planners design projects that are more efficient and which improve overall productivity.

The framework sets out the premises that women and men are affected by development differently, and that women and men affect development differently as well. It therefore consists of 4 interrelated components/ tool:
1. The activity Profile
2. Access and control profile
3. Analysis of determinant factors
4. Project cycle analysis

The framework emphasizes the role of providing data and information starts to create visibility of women and men in projects.

A participant explains issues of ownership, access and control.

3.1.3 Empowerment Framework (Analytical Tool)

This framework answers to issues of women empowerment. It determines how women are empowered at welfare level, access level, participation level, conscientisation level and control level as shown in table 3.7 below.

Table 3.7: Activity 3: Women Empowerment at welfare level, access level, participation level, conscientisation level and control level

WOMEN EMPOWERMENT	
WELFARE	
Rural	Limited
Urban	More Empowered
ACCESS TO RESOURCES	
Rural	Has more access to resources
Urban	For the working, there is more access than to the non working
PARTICIPATION	
Rural	Limited
Urban	More Empowered
CONCIETIZATION	
Rural	Limited
Urban	More Empowered and Aggressive
CONTROL OVER RESOURCES	
Rural	Less Control
Urban	More empowered

This is the Sarah Longwe empowerment framework. She is a gender consultant from Zambia who said that if women have to achieve empowerment then we have to look at what levels they are in terms of empowerment

1. Welfare Level- It refers to levels of material welfare of women compared tot men- food supply income health care. This does not take into account whether women are themselves the active producers of their material needs. It is pegged on the fact that, if all a woman thinks about is basic needs, then she is at the lowest level of empowerment. They are at zero level of empowerment.
2. Access Level- It refers to women's access to factors of production on an equal basis with men-land, labour, credit, training and marketing facilities. It also asks, 'if she can access, does she benefit from those resources?'
3. Conscientization Level- It refers to understanding the differences between sex roles and gender roles. It further involves a belief that sexual division of labour should be fair and agreeable to both women and men. It entails a belief in sexual equality. It asks, 'Are women aware of their worth in whatever they are doing,?' 'Do they understand their worth in society or they see themselves as appendages of the man?' E.g. mother of Kamau, daughter of Kamau, sister of Kamau, why not Esther. If they are aware, what are they doing about it?
4. Participation Level- Do women participate in decision making. They can make decisions on subsistence produce but can they make on cash crops? If it is a project, at what level do they participate, in the household, community, and national level?
5. Control Level: Are they in control over resources? Can they make decisions over them? This is the level all should attain.

This brings out the need to focus on men and women issues. For example, sanitary pads were always termed as luxury yet they are very basic. So need to identify particular women concerns to address gender disparities.

3.1.4   The ABC of Gender Analysis Framework
This looks into issues in the education sector that influence gender relations as described by table 3.8 below.

Table 3.8   Activity 4: Issues in the education sector that influence gender relations.

Curriculum Development	- Pictures and book contents - Subjects should be gender responsive - Special exams and favourable exam environment for underage mothers - Encourage life skills as much as academics
Policy Development	- Its rigid for pastoralists and vulnerable groups - Free primary education allocation does not cater for specific gender needs - Free nursery not addressed.
Teacher Training	- Training should incorporate gender issues - They should be posted to areas beyond their villages. - Endowment and Retention – expand
Age Barrier	- Cultural barriers e.g. FGM, early marriages, circumcision, single parent family, religion - Integrate child with learning disabilities with the normal

	student
Sexual harassment	• Early pregnancy and harassment to boys by teachers??? • Exchange of sexual favours with good academic results • Girls become retrogressive
University Entry Point	• Give opportunities but can encourage laziness.
Career Progression	• Some careers favoured for particular gender • Imbalance of males and female ratio in a class
Physical Facilities	• Access to toilets and sanitary bins needs to be addressed especially where girls' biological needs are concerned • Adaptation of facilities for people with disabilities

The ABC of Gender Analysis is a framework of analysis, which was developed by Dr. Wanjiku Kabira and Masheti Masinjila of the Collaborative Centre for Gender and Development. It was developed for the Forum for African Women Educationalists (FAWE) for use in the education sector, but is also useful for writers, publishers and media sectors.

This would mean looking into the following components:

Action: For example in textbooks, who acts? The gender identity of the actor: adult women and men, elderly women and men, female and male children.
What technology is used or not used by gender.

Speech: Who speaks, who listens, the gender identity of the speakers and listeners, who is obeyed?

Seeing: Who sees? The one who sees often describes the object as she/he sees it.
The perspective of the one who see has deep implications on the one who does not see.

Help: Who helps and who is helped? By gender, what types of help are there; who asks for (what) help and who offers (what) help?

Locus: Where do the people operate from by gender? For example, do they operate from home, away from home etc?

Power: Who has power and what is the source of this power, who receives power? What is the nature of this power and how is it exercised? And how is the power maintained and perpetuated?

3.3 Gender Mainstreaming in the Water Sector
By Dr. Wanjiku Chiuri

Gender mainstreaming means wearing a gender lens in the social, economic, political, environmental and technological components. It is a process of understanding some of the things that we have to deal with in order to bring everyone on board. It is a process of changing the way we do things. ABC (Attitude, Behaviour, Change).

Gender mainstreaming has been difficult to adopt because of practitioners training backgrounds, culture and socialisation. This means that each individual needs to remove inhibitions 'de crust.' It is an individual challenge.

Steps:
1. Assess the impacts of activities
2. Assess the policies and their gender impacts
3. Assess the impacts of your project.

Gender mainstreaming is therefore a strategy of making everyone's concerns and experiences an integral part of decision making. The goal is to achieve gender equity and equality. In the process, adequately recognise the various groups, their needs and concerns, the gender divisions that exist and the roles that they play.

This involves questioning the norms, values and cultures in the locus we are working. This helps in removing norm crusts, value crusts and culture crusts. It means changing the cherished thoughts.

For practitioners, professional crusts need to be worked on. Practitioners need to see beyond training backgrounds. Gender requires one to have a multi disciplinary outlook to things.

This requires identifying how gender matters are arising in our day today activities. This can be done through:
1. Ensuring you are aware of the gender divisions
2. Questioning those divisions and why they exist
3. Question, who is included and who is excluded.
4. Put in measures to ensure that the project incorporates the above aspects

The best way to do this is:
1. To have gender disaggregated data.
2. Identify gendered constraints and barriers and participation.
3. Refocus your plan to include all possible actors in your projects. (This will require a good stakeholder analysis where you have to be aware that some stakeholders will have influence and some interests. The target to ensure that there are many stakeholders with high interest and high influence.) If some are interested and not having influence, make sure they are in the decision making levels to have an influence e.g. women.
   Some people on the other hand have a lot of influence but have no interest so need to strategise on how to handle them, e.g. Local Important Persons (LIPs).
4. Never forget the gender analysis frameworks.

In this platform, it was brought to the attention of the trainers that women rarely get to benefit from the above ideal approaches because they lack conscientization, have the male fear of uncertainty and a feeling of self inadequacy.

This could be curbed by providing space, voice and self realisation to the weak in the project.

3.4 Integrated Water Resources Management from a Gender Perspective.
By Ms. Jamillah Mwanjisi.

The session commenced with a quiz engagement where participants were asked to describe in one word or phrase their understanding of IWRM. Responses included: integration, stakeholder involvement, water, holistic approach, management, sustainable conservation and protection.

This brought the question of why IWRM and the following were picked:
- To think of the water sources, not just supplying the water.
- To mitigate conflict between users
- To create synergies within actors- coordination (Ministry of water and irrigation, Kenya Wildlife Services, Ministry of Irrigation, Education, Health and Environment)
- To handle issues of competition and consequent scarcity of water resources.
- Ensure equity in water resources utilisation regardless of social disparities e.g. poor/ rich, women/ men.
- All this is with the aim of achieving sustainability.

IWRM concept is underpinned by the Dublin Principles and gender is one of the concepts of departure. IWRM also advocates for poverty reduction as 4% of the water is used in economic development.

The facilitator described the 5 principles of IWRM and requested participants to discuss these principles which would then be presented to plenary. The findings are as described below.

IWRM Principles:
1. Water should be treated as an economic, social, and environmental good.

2. Water policies should focus on the management of water and not just on the provision of water.

3. Governments should facilitate and enable the sustainable development of water resources through the provision of integrated water resources policies and regulatory frameworks.

4. Water resources should be managed at the lowest appropriate level.

5. Women should be recognised as central to the provision, management and safeguarding of water.

3.4.1 Group Activity: IWRM principles from a gender perspective

PRINCIPLE 1: Water should be treated as a social, economic and environmental Good

Water as a social Good

- Access and control by various stakeholders
- Involvement of all stakeholders in issues of planning, implementation and operationalization
- Formulation of policies should be considered by all stakeholders

Water as an economic good

- Water should be a source of income for all stakeholders using the facility
- Should be affordable to all
- Re invest the income from water to expand further increase of accessibility
- Different tariffs for different income earners
- Should e.g. commercialised so that the acquired funds can be used for improving standards of living e.g. brick making.
- Water for production e.g. brick making

Water as an Environmental Good

- Catchment protection
- Hygiene and sanitation improvement
- Water for improving the environment

PRINCIPLE 2: Water policy should focus on water management as a whole and not only provision.

There is a gap in policy formulation

Catchment Conservation

- Indigenous knowledge
- Community involvement especially women
- Spring protection

Water Users

- Water points should take care of the different needs
- Policy should guide- time+ distance, uses, quantity + quality

Water Distribution

- Service network expansion
- Pricing + tariff setting- women
- Create awareness on water and water as an economic good.

Integration of Sanitation

- Strengthen women participation in the committees

PRINCIPLE 3: The Role of Government

Water resource policies

- Problem identification should be gender sensitive as the policy making process gets underway.

- The gender composition among the policy makers should be equal and adequately recognise both men and women.
- Gender perspectives should be included in the policies that are made e.g. gender participation, gender justice.
- In implementation, ensure gender parity
- On policies, issues of redress should have gender aspects

Regulatory Frameworks
- Developed structures should be objective and ensure it achieves gender justice in the committees for example e.g. Constituency development funds
- Line ministries need t coordinate
- Water management framework should ensure equal participation ob both men and women.
- Planning regulations in relation to provision should be pro poor and concerned about the welfare of the urban poor-majority of whom are women.70% of world's poor population is women.

PRINCIPLE 4: Water resources should be managed at the lowest appropriate level
This brings in water users association
- Catchment responsibility for both men and women
- Operation and maintenance should be done by men and women
- Water quality testing capacity building should have men and women
- Participation should have both men and women at all stages at equal level
- Issues of access, control, ownership and benefits should be equitable.

PRINCIPLE 5: The Tasks of Women
- Provision: To look for water, fetch and bring it home
- Safeguarding: Buying storage tanks to store the water and treating of water by boiling and putting chemicals to kill bacteria e.g. filtering
- Management: Women be incorporated in committees, distribution according to family needs, control of usage to avoid wastage, have appropriate technology that helps women e.g. the rolling jerry and ensure resources are available to buy commodity.

3.5 Gender Mainstreaming in the Project Cycle
by Dr. Wanjiku Chiuri.

Within this, the facilitator stated that among the shortcomings in development programmes and projects is that the issue of gender are solely thought as an after thought. If gender issues are addressed at project conception, they can more easily be incorporated in the design, implementation and evaluation. Projects that do not take into consideration the differing needs of men and women and their social, economic, cultural, linguistic realities during all their phases run the risk of being ineffective, inefficient and unsustainable. Engendering the project cycle would involve:

1. Situation Analysis: Involvement by using participatory methods, gender divisions, resources and relation to gender. This means using a gender situation analysis
2. Needs Identification: Gender lens. Look at men, women, their economic, social, technological, environmental and political needs.
3. Project plans/ proposals/ alternatives: Those that can help all.
4. Sort alternatives- Use a gender lens in this process
5. SMART alternative- Choose one that provides to the needs of all.
6. Implementation Plan/Monitoring plan- Have gender indicators.
7. Evaluation- Prepare a gender participatory evaluation plan

This needs team work (TEAM-Together Everyone Achieves More)

Following this participatory process, the session ended by the facilitator engaging the participants on an assignment which was due the following day. The assignment entailed having 5 groups, each describing one project and analysing its gender responsiveness.

3.6   Documentary: Prescription of Health

The long intensive day ended with participants watching a documentary called, 'PRESCRIPTION OF HEALTH.' It covered issues of water and sanitation and the following is what participants captured and learnt from the 25 minute documentary. They were particularly required to put on gender lenses while watching it.

- The vulnerable group were seen as women and children
- Men were missing in background where the problems were.
- Once a solution came to the hygiene and situation issue, women were not involved in making the applied technology initiative (i.e. latrine construction)
- Only women were taught hygiene issues as if men were not affected.
- The movie brought out real life issues and situations
- There emerged the need to erase stereotypes.
- There was need to have the video for further awareness building but also localize it to have an effect. The characters were Indian.
- It also depicts the need to have gender mainstreaming in all activities, this documentary showcased a lack of that.
- A new approach is to document risky behaviour or take transect walks.
- It is wise to use children as a reference point especially in hygiene and sanitation issues.
- Folk media such as local community artists could also be used to depict these issues.
- Campaigns and lobbying need to be highlighted.
- Most of our issues can easily be addressed from within as was observed in the documentary. We need to kill the 'culture of poverty' especially from the mind.
- For NGOs, there is a need to take communities as partners and not as beneficiaries.

4. DAY 4: GENDER, SANITATION AND HEALTH

4.1 Group Activity

Following the previous day's assignment, the groups were required to describe their projects and show gender responsiveness in the same. This is described below.

4.1.1 Group 1: HIV/ AIDS Project

Situation Analysis
- HIV/ AIDS a problem
- Nutritional needs are an issue
- Women more affected
- Capacity building required in many areas, in water, food production and health.
- Key stakeholders identified e.g. SANA International, CDC, C- MEDA, WIFP, Government etc
- Gender Analysis done during the PRA using participatory approaches.

Identification of the alternative strategies
- Different needs emerged during the assessment and were linked to different strategies and different stakeholders depending on their strengths e.g. urban farming, WATSAN, HIV/AIDS, orphan support
- Strategies that lead to women empowerment identified

Selection
- Men and women benefited
- Neighbourhood associations formed with respective task forces (HIV /AIDS, WATSAN- All gender balanced.
- Capacity building ongoing.

Objectives/ Outputs
- Gender disaggregated (household)
- Improvement of health
- Improvement in food security
- Improvement in domestic water supply
- Capacity Building

Determining Activities.
- Men and women considered
- Training of both
- Stakeholders to complement

Inputs
- Gender analysis done therefore distribution of activities and needs assessment done. Also in the budget, gender was incorporated.

Management
- Management is all

- Organisation believes in gender equity
- Policy development on the same is ongoing

Monitoring and Evaluation
- Men and women involved in the development of indicators
- Indicators track women participation and improvement in living conditions of either gender.

External Factors and risks
- Culture, stigma, time constraints and multiple roles

Prior Conditions
- Post tested- group membership, legality balanced and account

Implementation
- MGSSS involved in capacity building in group dynamics
- Other groups involved
- Women given a chance to participate in decision making e.g. broiler production
- Project activities fitted to existing roles

Monitoring
- Participating M & E men and women involved data in gender disaggregated form (monthly reports)

Evaluation
- Project began in 2005, evaluation done in 2006. The issues evaluated were participation, governance issues

4.1.2 Group 2: Community Integrated Water Hygiene
This group did not have a project to analyse hence formulated a project and showed the gender aspects they would look into in each step.

Rural Area- Situation
- 30% safe water coverage (springs, shallow wells)
- 20% safe sanitation average (pits)
- Diarrhoea prevalence 80%
- 30% awareness and practice of handwriting with soap and disinfectants
- Women and children bear brunt of water fetching.
- School attendance and performance for girls poor
- Major economic activity crop farming at subsistence
- Minor livestock keeping
- Low access to social amenities and poor infrastructure
- Men tend to the cash crops/ grain crops and engage in petty trading/ small businesses.
- Women tend to subsistence farming

Formulating a program for the project activities:

Situation Analysis

- Gender roles and responsibilities include domestic and production, commercial agriculture and subsistence production.

PRA Tools

- What types of protected water resources/ sources exist in this community? (resource mapping, transect walks and direct observation)
- What are the major uses of water in this community?
- How many protected water sources?
- How much water is used at household level?
- Who owns the water source?
- How is the water source managed? What are the responsibilities/tasks of women and men in management of the source (gender analysis)
- What are the productive resources available in this community

Socio Economic Factors

- What is the general population of the community? What is the population structure? Use questionnaires/ structured interview/ population census (secondary data)
- What is administrative boundary?
- What type of settlements pattern exists? (transects walk, questionnaire)
- Who owns the resources?
- Who has access over resources- resource mapping
- Who has control over resources- resource mapping
- What activities do women carry out in this community? F.G.D- gender role analysis, 24 hour clock, ranking
- Who provides labour? Men/ children/women/youth
- Is the labour paid or unpaid

Problem Identification

- Community Visioning: Men and women from all sectors represented in the community were mobilised to share in the vision whether it is feasible or not.
- Identifying alternative strategies- adopting appropriate technologies to suit women, timing the activities to fit in when they are free to participate, Compensation for participation (women's). Involve men as special partners for the project.
- Selecting the most promising strategy: Trade off- Distance to water point reduce time lost in fetching; health impacts of carrying water on backs and heads. Risk Interventions- Water point should be protected to reduce accidents and contamination. Separate water points for different uses.
- Designing objectives and outputs related to gender. 1/3 women representation and encourage participation, youth involvement e.g. 2 representatives in the committee.
- Logical Framework- Ensure there are indicators and means of verification
- Determine Activities: Use of PRA tools like gender role analysis, 24 hour, resource mapping for baseline surveys. Training on gender mainstreaming,

water governance and management, financing management, O/M, Procurement.

- Specify Inputs: Budget is provided for gender related activities for training in gender related issues using IEC materials-for capacity building. Design for construction technologies that incorporate women-An expert of appropriate technology with gender skills
- Management Arrangements: Project documents like MOU/ Contract will depict the involvement of at least 30% of women representation.
- Monitoring and Evaluation: Feedback meetings done to assess or set the indicators with both men and women actively participation indicators.
- External factors and risks: Orient men on the importance of involving women and working with them. LIPs
- Prior Obligation: Involve a program sociologist to prepare and carry out gender mainstreaming to explain the need for women participation in meetings.
- Good participation: Ensuring that we partner with other IWRM networks in the area
- Monitoring: Be aware of ongoing changes affecting the WRM sector and participate where possible that could affect the project.
- Evaluation: Set indicators that access the impacts of project in attaining gender equity and lessons learned for the next project cycle sharing.

4.1.3 Group 3: Sector Wide Approach Programme in Mukuru
- Location: Mukuru, Nairobi
- Time Frame: 6 months
- Socio economic status: The school is mixed boys and girls with a few challenged pupils. It is in the slums.
- Stakeholders: Pupils, teachers, parents, Lips, experts, GoK.
- Alternatives: Facilities, more VIP toilets, eco san, bio digester, flash.
- Project Choice: VIP Latrine because they are gender friendly, sustainable, affordable, manage.
- Water Choice- From men facilitated through the NCC and have storage tanks affordable, reliable. Time saving- resource saving- cost effective
- Capability Statement: There are enough resources, both materials and human, there is socio political good will
- Objectives: To improve hygiene and sanitation in the school, to improve performance by time management and stress reduction.
- Outputs: 24 VIP latrines constructed for 600 girls
- 23 VIP latrines constructed f or 800 boys
- 2 tanks of 2000 litres with 10 units of taps (Piped water)
- Indicators of desegregation: Ratio 1 unit VIP for 25 girls, for 35 Boys (This will help meet the education policy given world wide by WHO.)
- Budget to construct the 47 latrines.

	Data collection within the school
Mobilization of stakeholders	Interviews with different stakeholders
Planning Meeting	All stakeholder involved, roles and responsibilities and special groups
Call for tenders	Contracts awarded
Implementation	Purchase of materials, work commences
M&E	Daily, Monthly, End of contract
Handing Over	To school, PTA

4.1.4   Group 4: Pamoja Water and Sanitation

This group was unable to finalize the task hence a very brief description is given below.

Location: Uwemba Ward, Kisilo Village in Tanzania
Population: 2,500- 1600 children, 500 women, 400 men, Family- 400
Technology- 10 boreholes, 100 litres, 15 latrine slabs, community training and sensitisation.
Stakeholders: Community/ beneficiaries, NGO, Government, Private Sector
Responsibility:
- Community- provide the site, local materials, labour both skilled and unskilled, accommodation and food for the implementers, cash control and time
- NGOs should provide technical assistance, funds, training and implementation and M& E
- Govt: Policy, provisions of subsidies, monitoring and compliance
- Private sector: donations and technology.

4.1.5   Lessons learnt from the group work exercise on engendering the project cycle.
- The use of aggregate terms is gender blind. These include terms like, community, village etc.
- Ensure appropriate technology is gender friendly especially latrines

This was followed by Dr. Catherine Ndungo presenting the practicum exercise due for the next day to the participants. This was aimed at allowing and giving them time to think over the exercise. The task involved having five groups each having a topic to facilitate. However within each group, each person was to facilitate an aspect. This would allow all to utilise skills learnt in the training.

1. Gender concepts
2. Social construction of gender
3. Gender Mainstreaming
4. IWRM
5. Gender Analysis Frameworks

4.2   Water Governance
by Ms. Jamillah Mwanjisi

The facilitator set the agenda by asking participants to describe water issues faced by the African continent. This is what emerged:

- Provision of quality water to the community
- Provision of clean and safe water
- Water scarcity in dry land areas
- Women walk long distances to fetch water
- Gender imbalance in water institutions
- Protection of catchment areas
- Maintenance of water projects
- Mismanagement (of what?)
- Competition among users
- Not having an integrated approach to water resources management
- Funding and mismanagement of funds

All finally came to a conclusion that all these factors came back to issues of access, management, environmental sustainability, gender, water quality and funding.

The causes of these challenges were found to be due to:
- Poor planning
- Inadequate and obsolete Infrastructure
- Mismanagement
- Global warming/ environmental abuse
- Inequity
- Lack of participation
- Lack of funding
- Power relations especially politicians who have vested interests and influence
- Lack of Gender knowledge.
- Technology, both modern and applied
- Cost/ pricing

Following this participatory exercise, the facilitator described water governance as covering political systems, social systems, economic systems and administrative systems. The group then left for the field to visit two community projects at informal settlements funded by Maji na Ufanisi in the Kangemi area.

5.   DAY 5- FIELDVISIT REPORTS AND FACILITATION SKILLS

5.1   Field Trip Reports
This was facilitated by Ms. Elizabeth Wamera who required groups to wear a gender lens as they described the activities of the projects they had visited.

5.1.1   Kaptagat Usafi Community Based Organisation
- Population of the area is 1,000 people- No desegregated data

- Partners in this project are Nairobi Water and Sewerage Company, Rotary, Kenya Breweries Limited is now showing interest and the Community
- For the past 2 decades, the community faced water related diseases and sanitation and hygiene issues.
- In 2003- Maji na Ufanisi came in. Gender mainstreaming was a concept they took up since inception. It started with 120 members but now has 50 members who formed 4 committees.
  1. Executive Committee; 5 women and 4 men
  2. Water and hygiene: 12 member- 6men /6men
  3. Trenches committee
  4. Welfare Committee- This was headed by a lady.
- The aim of the project was to improve the standard of the people in that area
- Manual work was done by both men and women.
- From the look of things, the participants thought that the project had achieved its objectives- maybe 85%
- In terms of visible benefits, the toilets and bathrooms exist which have solved sanitation and hygiene issues. In the new construction, gender considerations existed.
- Many have acquired jobs.
- A loan scheme will begin soon and so there is sustainability
- However, stereotyping of sexes is still there, women are given clerk and treasurer jobs because they are thought to be trustworthy. On the other hand, this justifies the fact that for any project to succeed, gender participation needs to be incorporated in all stages.
- As alternatives to the project, instead of using exhausters, which are expensive, there is need to use EM technology. From the bathroom waste water, there was a need to reuse the water.

5.1.2   Waruku Community Development Project (WACODEP)

Background:
- It was formed in 2002 with the aim of cleaning up the environment (solid waste)
- The group registered in 2005
- The settlement area has a population of 2000 people.
- Currently the group has 30 members among them women are 73.3% (22).

Objective:
To reduce environmental pollution in the settlement.
- Solid waste management
- Constructing drainages for storm water
- Pit latrines for safe disposal of faeces (flying toilets)
- To prevent mosquito breeding.

Gender dimensions in the group activities
- Women took the lead of the group
- % of women is higher than men 73.3%
- Youth were involved only in employment issues not project activities
- They were gender blind.

Achievements
- Piped water supply
- Part of the drainage storm constructed
- Pit latrine constructed but not complete
- Water kiosk with storage tank.

Impacts of the project
- Community empowerment especially women
- Improved and safe hygiene practices
- Solid waste management
- Skills in brick making that can be used to improve income
- Sense of ownership is very high
- Increase of access, affordability of good quality water
- Change of attitude and behaviour
- Vision for the future.
- The have a merry-go-round
- They have sewered latrines
- The have negotiated with NWSC- Bulk rate.

Women Participation
- They are at top management
- They have access and control
- The are involved in all levels of the project

Access to the project
- Everyone has access but tilted towards the women
- All people involvement in project activities.

Added Responsibility
- The group has managed to accommodate extra/ additional responsibilities form the project
- There are more benefits in the project.
- They are looking for expansion an sustainability

Retention rate
- They have remained 30 for all the project period.

5.2 Facilitation Skills
by Mr. Patrick Muraguri

The facilitator shared tips on things to consider while planning a workshop. He covered:
Aim of the Workshop
- Why is the workshop needed
- What is its purpose
- Need to define aim that is achievable in the time, staff and funds available

Workshop Objectives
- SMART indicators.
- What are the needs of the group (need for research)
- What will they accomplish at the end of the workshop
- Is the theme relevant to what they do
- Are the objectives based on life experience
- Are they clear
- Are they achievable in the time given
- Does it lead to deeper understanding, practice of a skill or is it a process of learning

Participants
- How many are they?
- What kind of participants? (policy makers, decision makers, etc. Men, women, youth, professionals)
- Do they have the same interest (entry behavior and group dynamics)
- From which institutions (who do they represent)
- What positions do they hold?
- How far are they coming from?
- What are their logistical needs (in terms of gender, age, professional.)

Staff Team
- Who do we need in the planning team?
- Do we need special resource persons?
- What is everybody's role?
- Remuneration?
- Who writes the report?
- What is the time frame?

Venue
- Where shall we hold the workshop?
- Accessibility (Not near home to avoid absenteeism)
- Suitability
  - Accommodation
  - Food
  - Noisy bar etc.
- Availability
- Is the booking definite?

Time
- How long will it take?
- Is it residential?
- Is it a convenient time for participants?
- Can they be away that long?
- Is the season correct?

Publicity
- How will you invite people?
- Leaflets, posters, word of mouth or written invitations?
- Are there protocols to be observed (Government)
- Are they to confirm prior to the workshop?
- Should they carry the invitation letters?
- Should they carry any resources that would enrich the workshop?

Budget
- What is the cost of the workshop?
- Who is paying for transport?
- Is there some fee to be paid by the participants?
- Per-diem?
- Venue?
- Equipment and materials?

House Keeping
- Are there some participants on special diet?
- Clothing (warm, cold,)
- Map to the place
- Medical alert

Organizing the venue
- Physically check the room before hand
  - Lighting
  - Airy
  - Electric power points
  - Type of seats
  - Seating arrangement
  - Accessibility
  - Noise level

Seating Arrangements
- Arrange to allow dialogue
- Arrange to allow easy movement
- Allow group work/movement
- Enable facilitator secure control of group behavior
- Does not obstruct facilitation

Planning Checklist
- Materials needed (Pens, notepads, felt pens, masking tapes, flipcharts, cards)
- Equipments (Overhead projectors, computer, public address system, screen, extension cables, multi-plugs. Etc.)

Facilitators
- Who do we need?
- Are they notified?
- Have they confirmed?
- Are there notes available before hand for photocopy?
- Do they require any special equipment?
- Are they aware of the nature of the participants and the requirements of the workshop?
- Gender sensitivity in choice of the facilitators and competencies.

Workshop Evaluation
- Daily
- End of workshop evaluation

5.3   Methods Used to Facilitate a Workshop
by Dr. Catherine Ndungo

People learn much more effectively through interactive and participatory methods of teaching rather than receiving a lesson or being subjected to lectures. However, not all modes of learning are able to achieve these high goals. There are a number of techniques used in arriving at a good learning style. They are in no way exhaustive, but used properly, will achieve satisfactory results. They include:

5.3.1   Buzz Groups

During a long session, the plenary group can break into sub-groups to discuss one or two specific questions or issues. The room soon fills with noise as each subgroup "buzzes" in discussion. Buzz groups can be in pairs, trios, or more depending on the activity. This allows almost everyone to express an opinion. A good buzz session will generate many ideas, comments and opinions, the most important of which are repeated. By contrast, questions and answers sessions at the end of the lectures commonly involve only a few people, and intimidate shy or junior people. Your role as the facilitator is to watch time and manage feedback concisely.

5.3.2   Role Plays

This is an activity in which participants assume the role of another person and act it out. Usually, 20 to 30 minutes are enough for preparation, while 10 to 15 minutes should suffice for the presentation. Role-plays are some of the most easily remembered exercises in any participatory training.

It is important to remember that role-plays are useful to start discussion on a topic and also to deepen the participants' understanding of a topic. They can also be used to conclude a group discussion, synthesize the results and present them to the plenary. A role play can be backed-up by visual results of the group work, displayed on, for example, flip charts and used to reinforce the main points of the discussion. Participants should be reminded that this is a simulation and to avoid personal criticism.

5.3.3.   Case Studies

These require participants to analyze a problem situation and reach their own conclusion concerning the outcome. Though they are mainly fictitious they are often drawn from real life situations, from newspaper reports, incidents in the community or other sources.

They usually include a description of the facts; a statement of the issue or problem posed by the conflict; a reference to the arguments for the various positions that can be taken on the issue; a decision or result on the issue presented; and an explanation of the reasoning behind the decisions. For full benefit to be realized from a case study, participants should be encouraged to listen, consider and evaluate all points of view. It is important, too, that participants be assured that their view of the case is not wrong".

5.3.4   Games and Exercises / Synergetic activities

These include a variety of icebreakers, introductions, energizers and warm-ups, which speed up and enhance the amount and quality of interaction in groups. The purpose of games is to animate participants; to motivate them for the next session; to reach a higher level of concentration for the next activity; or to change

the exercise from a purely intellectual activity to one where more senses are involved. It is important that there be some connection between the games and the workshop theme. A game or exercise for its own sake is not advisable and may actually be seen as compensation for poor facilitation.

5.3.5 Group Work and Plenary Presentations

The plenary of any event is the whole group of participants. As such, it is the centre of activity, from where discussion begins and where the final evaluation takes place. However, it is often boring to spend long hours with participants in plenary. Group work, therefore, has several advantages. Besides offering the participants a chance to do something, it offers a change, which, by itself, is stimulating. It also intensifies the exchange between participants, as they relate n small groups. There is also the advantage of allowing for several issues to be tackled at the same time through assigning various issues to different groups simultaneously. It is also possible to accommodate various viewpoints on an issue at the same time. Lastly, group work enables very intensive, creative tasks to be undertaken that, if tried in plenary, would end in chaos.

Groups should be composed of not more than 8 people, to allow maximum participation by all the participants. Sometimes it is not possible to avoid bigger groups, but the facilitator should try and guard against one person or a number monopolizing discussion at the expense of others. Any number of techniques can be used to form groups, ranging from random selection, formation by design or by choice of participants. When participants go into groups, they should be instructed to appoint or elect a Chairperson (to guide discussions) and a Reporter (to take down proceedings and present them in the plenary).

5.3.6 Lectures / Briefing

A lecture is normally on technical aspects where no other technique will do. They are often seen as masterpieces or the "last word". The facilitator can use them to supplement participatory processes, in order to clear misconceptions or to explain technical details. They should, however, be kept short and used as few times as possible. The use of visual aids will also help to make the lecture more beneficial.

5.3.7 Disadvantages of Lectures

- Real knowledge is assumed to belong to the lecturer, as communication is one way with no participation, feedback or re-enforcement from the audience.
- It is assumed that there is knowledge gap between the lecturer and the listeners. It is assumed that the trainees' heads are empty vessels, which need to be filled with facts.
- As trainees are passive recipients of information, they soon become bored or restless.
- The lecture method emphasizes the transfer of information and facts, but the strength of the message depends upon much more than the facts themselves.
- Attention spans are limited, especially if the lecture is delivered in a monotonous voice. The average person immediately forgets 50% of what she/he has heard.
- Too often the lecture is a "canned" talk, prepared only once and repeated often.

- The lecturer has no way of knowing how well trainees are understanding or believing the messages if there is no focused feedback during or after the lecture.

5.3.8 Brainstorming and Collecting Ideas

Brainstorming sessions are used to discover new ideas and responses very quickly. It is a particularly good way of getting bright ideas. It differs from the buzz group discussion in that the focus is on generating as many ideas as possible without judging them. No idea, however crazy, should be rejected. This Combination of swiftly generated ideas usually leads to a very animated and energizing session.

An idea-collection session is slightly different from brainstorming in that it is simply a listing of known facts or impressions. The purpose of this is not necessarily to encourage creative thinking, but rather to collect existing experiences and thoughts.

After brainstorm session, the ideas can be discussed further and evaluated, for example, listing the best options in a systematic way. Ideas can be grouped and analyzed so that they belong to the group rather than individuals.

Unlike a buzz session, a brainstorm session can work well with a large group and usually takes less time. It is best to limit the time for plenary brainstorm, as you might lose the attention of some participants.

5.3.9 Using Notes and Visual Aids

Notes are best made in the form of key points or topics arranged in the order of presentation, and are planned around the use of various visual aids. Visual aids such as overhead transparencies, slides, flipcharts, posters, pin-boards, chalkboards, flannel boards, films, videos and model help to ensure effective communication and are a crucial part of any well-designed training session. They are effective in introducing or reinforcing critical points and can help to illustrate complex information. They can also be used as reducing the need for notes. Using them can change the pace of a training activity.

As you stand in front of a group of people, remember that you are also part of the visual message. It is impossible to 'switch' off your eyesight. Make sure that you use visuals that accompany the message you are giving. Do not leave visuals up on the screen when you are talking about something different.

Guidelines on visuals
Check all equipment and materials thoroughly before you start.
Limit the number of visuals; use them to help express or stress something rather than impress.
Keep them simple and legible. Do not use too many words, stick to 'bullet points' (the main heading or key points)
When presenting visuals always face the group. A very common mistake is talking to the screen or flipchart when presenting them.
Give the audience time to absorb them.
Never rely on them completely. You might have a failure but the show must still go on.

5.3.10 Debates

Carefully structured debates are also a good way of livening up events, bringing forth ideas, which might not otherwise emerge. They are good for exploring contradictory viewpoints in subjects that do not always have clear answers. It is often useful to write down the main points of the lecture on flip charts. This aids in keeping the participants' attention focused on the sequence of ideas and aids in the retention of information.

It gets participants to raise points to justify or reason their position without being too emotional.

5.3.11 Scenario – setting

Identifying specific situations (or scenario) and facilitating discussions of there in relation to an issue.

For example, in discussing democratic decision – making, the facilitator can create two scenarios that the participants can compare. One scenario could be a situation where there is a military government giving orders to citizens and expecting a situation where there is a parliamentary government where members of parliament consult with their constituents on an issue before coming in to parliament to debate the issue and make a decision.

They can then facilitate discussions on the two scenarios to decide the characteristics of each and reach a logical conclusion.

5.3.12 Time allocation

Time allocation for the entire workshop should be determined by the facilitator, who needs to consider the number of participants and the type of activities that will take place. The time needs to be short enough to hold the interest of the participants and not to inconvenience them. Time for each activity within the workshop is a matter to be negotiated depending on its importance to the participants and on their abilities. However, time should be allocated in such a way that all the issues are covered as fully as possible.

5.3 13 Facilitator's input

Even in participatory situations there will often be used for the facilitator to provide specific information to the participants. This could be in the form of answering questions, reacting to particular news, opinion or positions, making a presentation or giving a "lecture" whenever this is necessary:

- Be clear and concise in your input
- Use plain language
- Speak slowly enough to be heard and understood clearly
- Use practical examples or illustrations within the participant's experiences:
- Be as interactive as possible
- Keep it short and simple
- Provide time for questions and discussion on what you have said.

NB. Whatever you do to make your facilitation successful always remember one thing ; success will be judged by how much the participants have learned and are able to do on their own by the end of the one educational activity.

5.3.14 Question and answer sessions

Question and answer session is another technique that is used in participatory methodology. Group members pose problems related to the theme or subject and find solutions which can easily be reflected in their daily lives.

5.3.15. Language delivery

This should be a language that is easily understood by the participants.

5.3.16 Using Humour

To build group rapport, the facilitator may want to use moderate and appropriate humour. Humor should be used to create safety and not alienate or offend people in the group.

5.3.17 Self disclosing

As a facilitator, at times it is appropriate to share own experience as an example or model. Self disclosing can also be used to build rapport with the group by highlighting your similarity to group members.

5.4 Practicum

This session involved each participant facilitating a topic and being critiqued. Below shows some of the criticisms that emerged following each group's facilitation encounter.

5.4.1 Group One: Facilitation on Gender Concepts

Positive
- They were able to share the concepts with the participants though not all were understood.
- They were lively and humorous.
- They were confident
- They used room space well
- There was team work
- They also used participatory approaches
- They had positive reinforcement e.g. after each point-thank you

Negative:
- The climate setting element was lacking
- Some were shy, always laughing, not having eye contact, standing in one position and not having factual information.

5.4.2 Group Two: Facilitation on Social Constructions

Positive
- The message was clearly brought out
- There was team spirit and flow
- There was a logical flow- from the family- school- media.
- The sessions were participatory
- Use of materials (Flash cards and newspaper cuttings). All pictorials helped retain information and last song.
- Myths were used to enhance facts
- Facilitators were quite lovely and voice levels well toned.

Negative:
- One facilitator didn't use room space well.
- Some illustrations were not visible.
- There was no relationship between the concepts and water.
- Bad time management

5.4.3   Group Three: Gender Mainstreaming
Positive
- Use of role play and illustration was good
- There was coordination
- Time management was commendable
- The lead facilitator had positive energy
- Participatory approaches were utilised.
- They were sensitive to the community they were addressing
- The energisers were helpful

Negative
- Spelling mistakes on their illustrations
- There was a disconnection between the facilitators and the participants.
- There was an attack on a participant which intimidates.
- One of the facilitators was too timid
- Choice of words was wrong, 'this is all I had…., we have made a good presentation…'

5.4.4   Group Four: IWRM
Positive
- There was team work
- They knew their subject matter
- There was an element of adequate preparation
- Illustrations and flash cards helped participants visualise
- There was positive reinforcement of the participants
- Participatory approaches were utilized e.g. group work.

Negative
- Flip chart writing was not visible
- All facilitators were standing hence distracting the participants
- Questions were not directed to anyone.
- Choices of words were wrong.

5.4.5   Group Five: Gender Analysis Frameworks
Positive
- Information and facts were not adequately presented.

Negative
- One facilitator took all the time, there was no time management.
- The frameworks were not addressed.
- The last facilitator was unable to make adequate presentation due to lack of time.

5.5   Way Forward

Table 5.1 Way forward.

	LOCAL INITIATIVES		
	KENYA	**TANZANIA**	**UGANDA**
	Quarterly Meetings	GWA Tanzania Chapter	Training of NGOs (UWASNET) in gender and IWRM
	Localize capacity Building eg Lake Victoria	Sanitation Policy	Train district leaders in the cattle corridors in gender and IWRM
	Capacity building in Government Institutions on gender and water issues especially on Gender Desk Officers (GDOs)	Strengthen Network	Develop a training manual on gender and IWRM. (Suggestion, GWA has a well elaborate one, why not talk on translation to Kiswahili)
	Western Kenya Network		
	Exchange Visits		
	GWA Membership drive		
	Kenya Network Strengthening		
	Information Sharing		

REGIONAL INITIATIVES

- Regional Exchange Visits/ Programmes. Participants should share good practices to enable this become a reality.
- Regional Information Sharing which the regional secretariat in Nairobi can facilitate. The Secretariat may open a listserve.
- More regional trainings
- Resource Centres (at country offices)
- Lobbying and Advocacy especially in the regional initiatives like the East Africa community and the Africa Ministers Council on Water (AMCOW)
- Develop a gender mainstreaming strategy for CSOs in East Africa.
- Initiate regional activities and do joint fundraising.
- Embark on a vigorous recruitment of GWA members

5.6   Closing Remarks
by Annabel Waititu

She emphasised the need to mainstream gender in the water and sanitation sector and challenged the participants to ensure that skills acquired during the 4 days will be utilized. She urged participants to start sharing any relevant information they may come through and experiences they gain to ensure that each is benefiting from the other. She reminded all that gender is crucial to enhancing access to water and sanitation and since ensuring access to water by all is the main goal, she called on everyone to ensure that this goal is attained.   She warned that success will be measured, not by the amount of water we have provided to those who already have,

but to those who do not have. In light of this, there is need for participants to use their positions to lobby decision makers to integrate the needs of all including the women and the vulnerable groups in our community.

In conclusion, she congratulated all and handed over the certificates of participation.

Participants received their certificates of participation happily

5.7 Vote Of Thanks
by Carol Mung'ara

She thanked the facilitators and the task force members who worked so hard to make the training a success. This included Ms. Annabel Waititu, Ms. Carol Mung'ara, Mr. George Sanga, Mr. Patrick Muraguri, Ms. Jamillah Mwanjisi, Ms. Damaris Mungai, Dr. Catherine Ndungo, Dr. Wanjiku Chiuri, Ms. Loise Kamau and Ms. Elizabeth Wamera. Not forgetting the role played by the participants, she thanked all for the hard work they had put into the training and commended all for such a positive response to the training. Finally, she was appreciative of the regional network already formed and hoped that the team will make a difference.

6. SCHEDULE TRAINING PROGRAMME

GENDER AND WATER ALLIANCE REGIONAL TOT
Held From 25th to 29th November 2007 at Kentmere Club, Limuru, Kenya

DATE	TIME	ACTIVITY	RESPONSIBLE
Sunday 25th	4.00 pm – 5.00 pm	Arrival & Registration of Participants	George Sanga
	6.00 – 7.00 pm	Tea & settling down	
	7.00 – 8.00 pm	Expectations/fears/norms	Patrick Muraguri / Participants
		Training Objectives	Dr. Catherine Ndungo
	8.00 pm	Dinner	
Monday 26th	8.30 – 9.30 am	Brief overview of GWA	Annabell Waititu
	9.30 – 10.30 am	Keynote address	Invited Guest
	10.30 – 11.00 am	Tea break	
	11.00 am – 1.00 pm	Definition of key concepts	Dr. Ndungo
	1.00 – 2.00 pm	Lunch	
	2.00 – 4.00 pm	WID/WAD/GAD -International conventions on gender mainstreaming -Local initiatives on gender mainstreaming	Dr. Wanjiku Chiuri
	4.00 – 4.30 pm	Tea break	
	5.00 – 6.00 pm	Gender Anaylsis Frameworks	Participants
Tuesday 27th	8.30 – 8.45 am	RECAP	Participant
	8.45- 9.45 am	Plenary-Gender Analysis Frameworks	Dr Ndungo
	9.45- 10.45 am	Gender Mainstreaming in the water sector	Jamillah Mwanjisi
	10.45 – 11.15 am	Tea break	
	11.15 am – 1.00 pm	Integrated Water Management from a Gender Perspective	Jamillah Mwanjisi
	1.00 – 2.00 pm	Lunch	
	2.00 – 4.00 pm	Gender in Water & Governance	Jamillah Mwanjisi
	4.00 – 4.30 pm	Tea break	
	4.30 – 5.30 pm	Group Activity-Project Cycle	Participants
	6.00- 6.30	Video-(Seventh Video)	
	7.30 pm	Dinner	
Wednesday 28th	9.00 – 10.00 am	Recap and Gender Mainstreaming in Project	Dr. Wanjiku Chiuri

		Cycle	
	10.00- 10.30 am	Gender in water Governance	Jamillah
	10.30 – 11.00 am	Tea Break	
	11. am – 11.15 pm		
		Preparation for Field Trip	George & Carol
	1.00 – 2.00 pm	Lunch	
	2.00 – 5.00 pm	Field Trip	Elizabeth
	5.00 – 6.30 pm	Tea & rest	
	6.30 – 7.30 pm	Review of Field Trip	Dr. Ndungo & Elizabeth
	7.30 pm	Dinner	
Thursday 29th	8.30 – 10.30 am	-Planning a Workshop -Training Methodologies & Facilitation Skills	Patrick Muraguri Dr. Ndungo
	10.30 – 11.00 am	Tea Break	
	11.00 am – 1.00 pm	Practicum	Dr. Ndungo
	1.00 – 2.00 pm	Lunch	
	2.00 – 4.00 pm	Practicum	Dr. Ndungo
	4.00 – 4.30 pm	Tea break	
	5.00 – 7.00 pm	Plan of Action	Annabell
	RAPPORTEUR		Damaris Mungai
Friday 30th	After breakfast	Departure	George