

**WORKSHOP REPORT**

**Gender, Water and Equity**

South Asia Training Programme

October 20-24, 2008

The International Centre, Dona Paula, Goa

*Jointly organised by:*



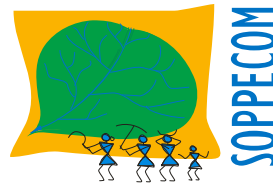
**Tata Institute of Social Sciences  
Mumbai**

**SaciWATERS**

**South Asia Consortium for  
Interdisciplinary Water Resources  
Hyderabad**



**Gender and Water Alliance (GWA)**



**Society for Promoting Participative  
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Pune**

***24 April 2009***

## Acknowledgements

The workshop on ‘Gender, Water and Equity’ is the first in a series of workshops for researchers, policy makers, programme implementers, academics and activists from the South Asian region as part of the “Crossing Boundaries: Regional Capacity Building on IWRM and Gender & Water” of the South Asian Consortium for Interdisciplinary Water Resources Studies (SaciWATERS), Hyderabad, funded by Wageningen University, the Netherlands. The workshop was partially funded also by the Gender and Water Alliance.

This workshop was organised by the Tata Institute of Social Sciences in collaboration with SaciWATERS, Gender and Water Alliance (GWA) and SOPPECOM. I would like to warmly acknowledge Dr. Sara Ahmed, Dr. Anjal Prakash and Ms. Seema Kulkarni for their active engagement in conceptualising and delivering this workshop. All the resource persons, Mr. K.J. Joy, Dr. Priya Sangameswaran, Dr. N.C. Narayanan, Dr. Archana Patkar and Ms. Swarna Sumanasekara contributed valuable inputs to the workshop. Ms. Sharmila Joshi had supported me in co-ordinating the workshop. Ms. Sumangly Suresh had provided the logistical support and secretarial assistance for conducting this workshop. The staff of the International Centre, Dona Paula, Goa, provided meticulous support for the efficient delivery of the workshop.

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I must mention that we had an amazing batch of participants who made the entire training programme pleasurable and memorable in more than one ways. One of the participants by way of evaluation reiterated an old saying “grow rice if you are thinking of one year, grow a tree if you are thinking of ten years, and educate an individual, if you are thinking of 100 years”. I believe that such workshops plant seeds for many trees to grow the next hundred years.

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## **Report of the Gender, Water and Equity: Training Programme October 20-24, 2008**

A training titled ‘Gender, Water and Equity’ (GWE) was organised by the Tata Institute of Social Sciences (TISS), Mumbai, with support from the South Asian Consortium for Interdisciplinary Water Resources Studies (SaciWATERs), Hyderabad, and Gender and Water Alliance (GWA), and in collaboration with the Society for Promoting Participative Ecosystem Management (SOPPECOM), Pune.

The programme, which was part of the ongoing TISS-SaciWATERs project themed ‘Crossing Boundaries’ was held from October 20-24, 2008 at the International Centre at Dona Paula in Goa. The training programme was funded by the SaciWATERs and Gender and Water Alliance.

### **I. Preparatory Phase**

The stated objectives of the GWE training programme were:

- To understand the larger political context of water sector reforms and water rights
- To strengthen participants’ perspectives on gender, water and equity issues
- To examine analytical frameworks that could incorporate gender in the planning and implementation of programmes in the water sector
- To build a preliminary set of skills to incorporate gender and equity issues in the participants’ work situations

A core organising group came together at the end of August 2009. A meeting at TISS was held in Mumbai to discuss the contours and content of the proposed training. Lakshmi Lingam from TISS, Anjal Prakash from SaciWATERs, Sara Ahmed from GWA and Seema Kulkarni from SOPPECOM, who were present at this meeting, constituted the core group to organise the training programmes on this subject. Chhaya Datar and Sharmila Joshi from TISS, and Priya Sangameswaran of the Centre for Studies in Social Sciences, Kolkata, were also present at this meeting.

At this meeting, the dates for the training, the broad themes for each day of the workshop, the potential speakers/ resource persons (RPs) was discussed

and worked out. It was also decided that a participation fee would be taken from each participant, because most participants or their organisations/institutions would be able to contribute this amount, and a monetary fee would create a sense of greater purpose amongst the participants.

It was also decided that a total of 25 participants could participate: 15 from India, 3 each from Bangladesh, Nepal and Sri Lanka, and 1 from Bhutan. A request from the UN-Habitat programme in India asking if they could nominate 10 persons from their water-related projects as participants at the GWE training, whose expenses would be covered by UN-Habitat was entertained.

An announcement about the training was posted on the TISS and SaciWATER websites, and forwarded to numerous listservs. Letters inviting applications were also sent to government representatives of the Jalswarajya project in Maharashtra. *Please see Appendix 1 for the text of the Announcement.* 94 applications from a diverse set young and mid-level professionals—individuals working in development organisations, activists, academics, researchers, and officials working in state and central government departments of water and sanitation—from India, Nepal, Sri Lanka, Bangladesh and Bhutan were received. Of the 94 applications, 62 were from India; this included 5 applications/nominations sent by UN-Habitat. The other applications were: 17 from Bangladesh, 8 from Nepal (including 5 from UN-Habitat), 3 from Sri Lanka, 2 from Bhutan and one each from a visiting scholar from the US and from Iraq.

At TISS, the applications were short-listed according to a categorisation: (a) applicants with no experience at all of the water sector (b) applicants with some experience of water/ sanitation but not of gender issues (c) applicants with experiences of water/sanitation as well as gender (d) applicants with experience of issues related to gender but not to water.

Members of the core group scrutinised this shortlist and identified their choices. Applicants which were identified as suitable by all or most of the core group members were selected. This process eventually gave us a total of 34 participants, who were then informed about their selection. It turned out that a few could not attend due to a number of reasons and finally we had 29 participants at the training.

At the preliminary meeting at the end of August, it had been decided to arrange the five days of the workshop thematically, with an overall coordinator for each day. A series of email consultations between members of the core group during September and early October 2008 discussed the schedule of the workshop and fine-tuned the proposed sessions.

## **II. Content of the Sessions**

The five-day workshop consisted of four sessions every day, two in the morning and two in the afternoon, with the day generally starting by 9.30 a.m. and closing at 5.30 p.m. *Please see Appendix 3 for the schedule of the workshop.* On Day One the training programme started with an introduction to the theme of the workshop and the overview of the five day programme by Lakshmi Lingam. Anjal Prakash made a brief presentation on the Crossing Boundaries project.

Almost all the resource persons (RPs) used power-point text/presentations during their sessions; these were all collated in a Zip file, which was given to all the participants. Some of the RPs gave hand-outs as reading material related to their sessions. When they arrived for the training, all participants were also given reading material as a hardcopy compilation as well as a CD, comprising papers/articles/chapters related to the themes of the workshop.

On the first evening of the workshop, we hosted a dinner for all the participants and RPs on the lawns of the International Centre. On the third day, buses were arranged to take participants for an evening leisure trip to a beach.

The theme and content of the sessions and the discussions over the five days were:

### **II.1 DAY 1, OCTOBER 20: Perspectives on Gender**

**Theme:** Perspectives on gender, development and gender analysis

**Coordinator:** Lakshmi Lingam

### **Day 1, Session 1:**

**Title:** Understanding gender and its location in other social stratifiers

**Content:** To clarify concepts of gender; understand how it is embedded in other stratifiers; how these in turn mediate access to social and household resources.

**Expected outcome:** Conceptual clarity

**Pedagogy:** Brief exercise; interactive presentation and discussion

**Key themes/ points from session:**

- Session served as an ice breaker with participants playing a gender game and discussing various questions and gender themes embedded in the game.
- Gender roles, relations, power, hierarchy and inequalities were discussed in this session.

### **Day 1, Session 2:**

**Title:** Location of gender issues in development policies and approaches

**Content:** To cover the WID, WAD and GAD trajectories; to cover Welfare, Equity, Efficiency, and Empowerment Approaches in the development sector.

**Expected Outcome:** Provide broad mapping of development experiences with particular reference to changing perspectives on women within various development approaches.

**Pedagogy:** Interactive presentation and discussion.

### **Day 1, Session 3 & 4**

**Title:** Gender Analytical Frameworks

**Content:** Caroline Moser's and Naila Kabeer's Social Relations Frameworks in particular to be discussed

**Expected outcome:** Provide frameworks to help ask right questions and seek answers

**Pedagogy:** Input and exercise. Exercise to understand the difference between gender neutral, gender specific and gender transformative initiatives or policies.

Broad Areas that were covered in this session had given an opportunity to participants to seek clarifications on concepts like 'gender' and 'women'; class and caste mediations of gender; cultural and regional differences and

commonalities; issues of equity and equality, difference between vertical and horizontal equity; and understanding the variations in the development approaches with respect to women's involvement.

## **II.2 DAY 2, OCTOBER 21: Right to Water**

**Theme:** Right to water: history and contemporary perspectives in South Asia

**Coordinator:** Seema Kulkarni

### **Day 2, Session 1**

**Title:** What is development? What is IWRM?

**RP:** NC Narayanan

**Content:** To clarify concepts like 'development' and 'sustainable development' and place equity issues within the analytical frame of sustainable development; to trace the evolution of different paradigms within the water sector and clarify the concept of Integrated Water Resource Management (IWRM).

**Expected outcome:** Achieve clarity in understanding the contemporary debates on water, and the genealogy of development thinking in the last sixty years; improved understanding of the issues of equity within the above mentioned debates

**Pedagogy:** Lecture in an interactive mode and reading material to be shared

**Key themes/points from session:**

- Trajectory of approaches to development
- Location of discourses about water within the different development approaches.
- Discussion of five co-existing paradigms in global discourses from 1850 onwards, which have impacted development planning, policy and understanding of natural resources: each emphasising different aspects, from technology to ecology, from efficiency to welfare, from atomised planning to integrated management

### **Day 2, Session 2:**

**Title:** Water: right or economic good?

**RP:** Priya Sangameswaran



**Content:** The major aim of the session (in combination with the readings) is to provide a conceptual base to be able to understand and critically analyse different points of view in the current debates about water

**Expected outcome:** Understanding of the concepts of ‘rights’, ‘right to water’ in the international discourse on human rights and in Indian legislation; introduction to the ‘water as an economic good’ discourse; implications of viewing water as a right versus as an economic good for different dimensions: pricing, role of the state, etc.

**Pedagogy:** Lecture mode and group discussions

**Key themes/points from session:**

- Introduction to water-related discourses from UN conferences and how they have created the ground for policy
- Implications of calling water an “economic good”
- Explanation of several related concepts, such as property rights and domain of ownership, markets for water, delivery and pricing of water
- The multiple dimensions of the Right to Water, and the role of the State in the rights arena, especially at a time of a growing push for privatisation.
- Issues of pricing, tariff structures and taxing.
- Differences between water for irrigation and domestic water (principles, financing)
- Right to water

### **Day 2, Session 3:**

**Title:** Bio-physical and social peculiarities of water and normative concerns (livelihoods, sustainability, equity and democratisation)

**RP:** KJ Joy

**Content:** To sensitise the participants to the issue of equity as a desirable outcome both in the wider context of development and the more specific context of equitable access to water in the existing context of class, caste and gender inequities and differentiations

**Expected outcome:** Increase the theoretical understanding of the concept of equity and its centrality in NRM in general and specifically in the context of water resources; critical understanding of the concepts of participation, inclusion and exclusion

**Pedagogy:** Lecture and discussions; illustrative cases

**Key themes/points from session:**

- Part 1 dealt with the bio-physical and social peculiarities of water that set it apart from other resources and included the following key points:

- Water is an ecosystem and common pool resource;
- It is both a local and non-local resource and every community has a *proportional* right to water as part of a collective right to assured livelihoods;
- The assured and variable nature of water;
- Because of the peculiar nature of water both as an ecosystem and common pool resource, it cannot be treated as private property in the classical sense.
- Part 1 ended with the key message that the bio-physical and social characteristics of water have a bearing on institutions, policies and laws, movements and struggles around water and the normative concerns underpinning our approach and viewpoints about water.
- Part 2 detailed the normative concerns around water and discussed concepts/concerns like livelihoods, sustainability, equity and democratisation in detail.
  - Livelihoods: more than basic needs – includes needs that are imposed due to the nature of the livelihood activity itself; biomass based approach to livelihoods and its relationship with water
  - Sustainability: conserve and/or enhance the primary productive and assimilative potential of the ecosystem; use of water within renewable limits or annual flows and stocks to be used only in bad years with the understanding that they would be replenished in good years)
  - Equity: inequities because of historical disadvantages (class, caste, patriarchy, ethnicity, etc.) and spatial (location) disadvantages emanating from the bio-physical characteristics of water; newly created or incremental resource to shared equitably, de-linking land rights and water rights and linking it to livelihood needs (ensure minimum water service for livelihood needs to all on affordable terms irrespective of landholding); distinction between basic service and economic service; positive discrimination; inter-sectoral equity and water use prioritisation; provision of women with preferential access to water; and equal opportunity or space for participation in decision making and management or governance functions
  - Participation and democratization: need to go beyond efficiency to sustainability and equity as goals of participation; separation of governance functions from service delivery or production-related functions; informed choices by the communities; and downward

accountability of larger structures and agents (supra local agencies) to the local community

- Though the session was to include some important illustrative cases around equity – Pani Panchayat and the South Maharashtra movement – they could not be presented and discussed because there was no time. The session was planned for three hours, but it had to be cut to about two hours due to re-scheduling.

### **Day 2, Session 4:**

**Title:** Locating gender inequities: Linking gender and water

**RPs:** Seema Kulkarni and Sara Ahmed

**Content:** To locate the caste, class and gender inequities in the water sector with a special focus on gender inequities in the sector; to discuss the different dimensions of gender water linkages

**Expected outcome:** Understanding of social stratifiers and linkages to water and the larger socio-economic inequities

**Pedagogy:** Group exercise. *Please see Section III, p.15 titled 'Exercises and Activities'.*

### **II.3 DAY 3, OCTOBER 22: Understanding Gender Concerns in Water**

**Theme:** Understanding gender concerns in key water sectors

**Coordinators:** Sara Ahmed, Anjal Praksah

### **Day 3, Session 1:**

**Title:** Gender and water for livelihoods: Irrigation

**RP:** Seema Kulkarni

**Content:** Key water and livelihood concerns for women in South Asia, poor, rural/urban (farming, livestock, fisheries, micro-enterprises); focus on agriculture: largest source of livelihood for rural, poor women; access to water for irrigation: why is it a gender issue?, participation of women/the landless in Water User Associations: why is participation important?

**Expected outcome:** Understanding linkages between access to water, poverty and gender; understanding how irrigation policies and practices are gender blind – do not recognise women as farmers, questions of land rights and entitlements

**Pedagogy:** Interactive lecture, illustrative examples of PIM, WUAs and gendered participation

**Key themes/points from session:**

- Importance of understanding women and water in conjunction, and the necessity to move away from essentialism and look at women's varying relationships to water. Crisis of sustainability: due to problems of growing extraction of groundwater, the shift to cash crops, and changes in policy after the 1970s
- Rhetoric of decentralised management; impacts of these processes on women.
- Emphases on complexity of equity concerns and limitations of sector-based perspectives.
- Information about a study in Maharashtra that highlighted how gender inequities could be addressed.
- Participation in meetings at community and official levels; and who bears the burdens/costs of participation.
- Experiences in Sri Lanka.
- Why only more women in (government) departments will not change male-dominated bureaucracies.
- Role of NGOs: as a "parallel state", unacceptable "groupism", competition, and funding
- What is eco-feminism.
- Strategies/solutions (women as victims and as solutions: neither and both).

**Day 3, Session 2:**

**Title:** Gender and access to domestic water

**RP:** Sara Ahmed

**Content:** Overview of access to water in South Asia in relation to MDG targets, population covered, rural/urban; politics of exclusion, gender; key challenges: governance, technology, etc; changing role of the state in water delivery, from supply to demand responsive water management – water sector reforms and decentralisation – how is it organised? (e.g.: community contributions, O&M costs, village committees); re-looking at 'communities', 'participation'; case studies: sector reforms in Gujarat (WASMO), mainstreaming gender in Water for Asian Cities (WAC, UN-HABITAT, Nepal, MP), BRAC (linking drinking water to micro-finance).

**Expected outcome:** Understanding the challenge of water governance in the context of decentralisation policies in S. Asia; understanding the intersection

between water governance, gender, equity and inclusion; building accountable community water institutions – does gender matter?

**Pedagogy:** Interactive lecture, with illustrative examples of ‘new’ community /village water institutions

**Key themes/points from session:**

- Evolution of gender concerns in international forums and conventions and water policies: their emphases, and gaps whereby gender is equated to numbers, or conceptualised as men and women in terms of access or decision-making, with no accompanying analysis of changing gender relations and transforming them at all levels of intervention.
- The new orthodoxy around decentralisation and participation.
- Water as a source of conflict but also as a means of mediating conflict—dialogue processes
- Access to water after natural disasters/ emergencies, and also the impact of climate change on availability of water.
- Water and health issues, especially HIV & AIDS, and the need to explore gender roles.
- Barriers to women participating (including cultural practices such as seclusion)
- Gender-insensitivity, even of so-called gender-sensitive NGOs. Participants gave examples of their own or other organisations’ policies with regard to women employees, including in terms of issues such as timings of meetings, vehicles for field trips, child-friendly workplaces for new mothers, and sexual harassment.
- Comments/ observations about women being good communicators, who facilitate the work of committees, and the tangible results of making it mandatory for women to be part of health and sanitation village committees, which resulted in a lot of discussion about the dynamics and complexities of participation.

**Day 3, Session 3:**

**Title:** Gender and sanitation: Cinderella’s missing slipper?

**RP:** Anjal Prakash

**Content:** Overview of access to sanitation in South Asia in relation to MDG targets, rural/urban coverage; key challenges: financial allocations, lack of technological alternatives, cultural practices; implications for poor women: why is sanitation a gender issue; beyond sanitation: menstrual hygiene and solid waste management; case studies from WaterAid

**Expected outcome:** Understanding the challenge of sanitation in the political and social context of South Asia – why has sanitation, and now hygiene, lagged behind, compared to water supply?

**Pedagogy:** Presentation, films and discussion

**Key themes/points from session:**

- National data on sanitation
- Discussion of why sanitation is a gender issue and why fewer women use public toilets.
- A power-point presentation based on reporting done by a journalist, on scavengers in Delhi; and discussion of the gender imbalances even in this work.
- Discussions about the costs of building toilet blocks
- Role of NGOs, CBOs and village panchayats in sanitation projects
- The potential of the NREGA to build sanitation infrastructure
- The absence of rehabilitation or vocational schemes for scavenger communities
- Vulnerability: people with special needs (of any sort) not taken into account.

### **Day 3, Session 4:**

**Title:** Gender, water and hygiene

**RP:** Archana Patkar

**Content:** Focus on gender and hygiene concerns, particularly menstrual hygiene management

**Expected outcome:** To increase sensitivity to sanitation issues and to see water and sanitation as integrally connected. To raise awareness on the need for a technological response, to the demand for menstrual hygiene and management. (going beyond awareness to address sanitary materials, menstrual hygiene facilities and collection and disposal of menstrual waste).

**Pedagogy:** Group work/ small group discussions

**Key themes/points from session:**

- Discussion of practical and gender strategic needs and attempt to clarify concepts with examples from the water and sanitation sector.
- Multiple barriers to women's participation such as technology not being women friendly; women's triple role; caste, culture, age, occupation, ethnicity, religion, class (voice, decision making); division of labour; perceptions of women's work as unpaid- free and unproductive.

- Menstrual hygiene management: emphasis on seeing it as a fundamental human right.
- Mainstreaming gender and measuring the results/ changes in practices, with indicators and ranking.

#### **II.4 DAY 4, OCTOBER 23: Gender Mainstreaming in Water and Sanitation**

**Theme:** Understanding gender mainstreaming in water, sanitation, hygiene  
**Coordinators:** Sara Ahmed, Archana Patkar

##### **Day 4, Session 1:**

**Title:** Best practices of mainstreaming gender in water, sanitation and hygiene management in South Asia – drawing on WaterAid’s work in India, Nepal, Bangladesh  
**RP:** Archana Patkar

##### **Day 4, Session 2:**

**Title:** Introduction to gender mainstreaming in project planning frameworks – project cycle, log frame  
**RP:** Archana Patkar  
**Pedagogy:** Interactive methodology to identify concepts and indicators

##### **Day 4, Sessions 3 and 4:**

Participants were then divided into five groups and given an exercise, to work on during the afternoon and the rest of the day. For more about the exercise, *please see Section III, p.15 titled ‘Exercises and Activities’*  
 A session scheduled by one of the resource persons from Sri Lanka had to be cancelled due to a lack of time on the last day. She was present instead as an active participant throughout the workshop.

#### **II.5 DAY 5, OCTOBER 24: Critical Analysis of Policies and Programmes**

**Title:** Critical analysis of policies and programmes  
**Coordinators:** Lakshmi Lingam, Sara Ahmed, Archana Patkar.  
*For details of this exercise, please see Section III, p.15*

### **III. Exercises and Activities**

The training included a number of group activities with the participants, to enable them to interact and absorb the concepts that were being discussed in the sessions.

At the start of the training programme, the 29 participants (plus one reserve RP from Sri Lanka) were placed in 5 groups, with 6 persons in each group. Each group was required to do three tasks every day:

- ✓ (a) A brief presentation in the morning at the start of the day's sessions, related to any one of the issues or themes discussed the previous day. This presentation could be in any form: verbal, audio-visual, enacted.
- ✓ (b) A short written summary of the previous day's sessions/talks
- ✓ (c) A point-form feedback of the previous day, both negative and positive, to be written on poster paper and put up in the conference hall.

**Exercise 1:** On Day 1 participants were given an exercise where they were given a sheet of paper with ten things to do. E.g. find two people who had a male elementary school teacher; Find two people who think it is ok for men to cry and so on. The participants walked around, spoke to each other, laughed, argued and discussed while filling these sheets. They reassembled after 20 minutes and there was an interactive session for an hour where the resource person brought in dimensions of gender based socialisation, gender stereotyping, cultural practices and beliefs, sexuality, definitions of 'work', 'worker' and women's spaces for leisure and so on.

**Exercise 2:** On Day 2 afternoon, the participants were given a sheet with series of statements that they had to engage with to decipher whether the said policy perspective was gender neutral, gender specific or gender transformative. E.g. organisational policy that provides for male and female workers to bring children to the day care centre at the work place; provision of drinking water in the village and so on.

**Exercise 3:** At the end of Day 2, Sara Ahmed and Seema Kulkarni guided the participants through an exercise, asking them to think about two questions:

- ✓ (a) What is it that drives the water agenda in your state/country? What are its key concerns?



- ✓ (b) If you were the Water Minister and had sufficient resources, what would be your vision, what would you do? The participants came up with a number of interesting responses.

In many of these responses, as Seema commented, issues of access to water were not fore-grounded, strategies to mitigate issues of equity and sustainability in terms of the larger socio-political context were missing.

**Exercise 4:** In the afternoon on Day Four, Archana Patkar gave all participants a group exercise, after they were divided into five groups. Each group had men and women, and individuals with expertise in planning and research. Archana put out a format (adapted from a DFID project design) for the exercise: develop a project proposal that spells out all the aspects (social, economic, political, environmental, institutional, technical, health and education) along with indicators. Participants were asked to focus primarily on gender indicators due to time constraints. Proposals had to include implementation strategies, management arrangements, the anticipated risks and how to address them.

On the morning of Day Five, the five groups presented their proposals, which ranged from 'Integrated community-based water, sanitation and hygiene improvement in Nepal' to 'Flood Shelter Management (FSM) in Bangladesh'. Three resource persons responded as representatives of the UN multilateral agencies (Sara Ahmed), the government (Lakshmi Lingam), and the World Bank (Archana Patkar). The RPs assessed and critiqued the proposals from the perspectives of their respective agencies. This approach gave participants multi-dimensional inputs.

The RPs later discussed this exercise and felt that it was a good eye-opener as to how much or how little some participants had absorbed about issues related to gender. Most proposals could have been more innovative; they had not moved beyond the conventional thinking on addressing practical gender needs. This points to the need to give participants more time to absorb or at least reflect upon 'new' thinking, on the issues and concepts discussed by the RPs during the training.

#### **IV. Summary of Participants' Feedback and Evaluation**

The training concluded with a round of verbal comments and feedback from the participants. *Please see Appendix 2 (a) for a summary of the verbal comments.* Each participant received a certificate for successfully attending the training programme.

At the end of every day of the workshop, the participants were asked to fill out a one-page feedback form. On the concluding day, the participants wrote their overall evaluation of the training programme. *Please see Appendix 2 (b) for the content of the feedback forms, and Appendix 2 (c) for the near-verbatim content of the evaluation forms.*

Their comments and suggestions point to several areas that were felt to be included in the future workshops. The following is a **summary** of the feedback/comments:

A variety of terms and adjectives were used to appreciate and positively evaluate the training, including: interesting, informative, insightful, interactive, illustrative, lively, eye-opener, good discussions, well-articulated, excellent, well-structured, logical, lucid, thought-provoking, useful, essential, systematic, enjoyable, practical.

The suggestions and for improving the training could broadly be categorised as related to (a) content (b) pedagogy (c) structure of the sessions/schedule (d) logistics. A summary of such comments from all the evaluations is presented below:

##### **IV.1 Content:**

1. It was shared that **equity** issues should be discussed more in detail and more examples to help understand how equity issues manifest at the intersections of class and caste. .
2. The actual **integration** or lack of it, of gender into programmes and projects is very important and hence some more time should be given for discussion.
3. There were participants from the South Asia level, it was suggested that more examples should be cited at that level. Majority of participants were from India the discussion often included sharing of experiences more in an Indian context. Participants from other neighbouring

countries also shared their own experiences but they were fewer in numbers.

4. Topics like menstrual hygiene can be covered in brief. It was expressed that these discussions could be in brief and the time saved can be used for covering other topics.
5. As the content was **theoretical** which involved use of technical terms, it was felt that the theories and technical aspects should be explained by using more examples. Examples were used, but some more examples should be added.
6. There should be some more discussion on **IWRM** principles.
7. Discussion should be more on **political** contexts and analysis of relevant **policies** should be political in nature.
8. It was suggested that areas such as watershed development, aquaculture, community forest development (and their links to gender) could be more strengthened.

#### **IV.2 Pedagogy:**

1. Include more **case studies** and discussions about them.
2. Participants felt that some resource persons followed the lecture method and hence they suggested that the participants should be made to do a lot of group **exercises and** group work. Though it was not exactly a one way teaching method, participants felt that group exercises creates an interest for discussion and they tend to learn more from others experience.
3. It was suggested that **field visits/** outdoor activities should be arranged as everyone will understand the field reality and development at the grassroots level.
4. Use more films/**documentaries/** audio-visuials. Power-points usually give less opportunity for participants for discussion.
5. Some of the sessions were too **rapid**, too rushed, too extensive, which made it difficult to understand/ grasp.
6. As the participants are from different countries and states, some found it difficult to follow English **language**.
7. All RPs should be available throughout the training for discussion/ interaction.

### **IV.3 Structure of the sessions:**

1. **Restructure** some sessions (e.g. on menstrual hygiene), and **reschedule** others. Some topics were so interesting that participants suggested some more time should be given for further discussion on the topic. It was felt that a topic can be split into two sessions on two different days. Listening to a single resource person the whole day is monotonous hence two resource persons can be invited for the same day.
2. Discussion and experience sharing is a very good way of learning. .
3. Participants should be encouraged to share their **experiences/ examples** with others. This can be achieved by asking them to bring their own “issues paper” or a “country paper” for discussion.
4. Some felt that in the evening after the workshop hours, they should be given a group **exercise** so that they have more time for learning. More breaks between sessions were suggested. A day full of sessions is tiring.
5. Send the schedule/ **reading** in advance; give the hand-outs the day before.

### **IV.4 Logistics:**

1. Reconsider travel hours and start of the first day: travelling all day the day before the training is tiring.
2. Give more time for sight-seeing.
3. Arrange airport transfers/pick-ups.

## **V. Assessment of the Training by the Core Team**

After the workshop, different members of the core team gave their inputs, observations and reflections about the strengths and weaknesses of the programme. In summary, these are:

### **V.1 Scheduling and content of the sessions:**

- **Consolidation and chronology:** There were a lot of inputs from the RPs, but not enough time to consolidate them. Almost all the sessions were important, but the logic or chronology of the sessions was not outlined in the beginning, and it was not tied together by highlighting the important points that emerged throughout each day. From a mode where we built on perspectives on the first three days, we quickly moved into project-oriented mode and lost out on issues of mobilisation around water, or engaging with research or policy for advocacy purposes. All these are important avenues that need to be included.
- **Overlapping or missing content:** There was a lot of overlap in gender concerns and water policy and not enough links from global policy discourse to concrete concerns in South Asia. This needs to be done differently, along with more time for exercises about analysis of water policy from a gender lens. On the first day, the time for gender analytical frameworks was not sufficient, and water-related examples were required for the gender analysis. Gender analysis can also be integrated into the other sessions, especially on Day Three. Linkages to access to water and poor articulation in policy on the nexus between water and sanitation could be highlighted.
- **Moving beyond the basics:** Many of the participants know the basics, such as data on access to water and sanitation. We need to move beyond that, and critically analyse why we are where we are in South Asia. We also need to put together policy documents on the water and sanitation issues in the region including issues of dams and land rights
- **Focus on equity:** Although equity was implicit throughout all the sessions, a specific focus on issues of equity (for example, poor, tribal, Dalit or minority women) seemed to have got lost, both in terms of water and in relation to gender, particularly after Day Three. How this is to be consistently brought in should it indeed remain a focus area, or should it be left to separate programmes (on water and equity issues), are questions that need to be discussed further.

## V.2 Issues related to pedagogy:

- **Exercises and group work:** Some exercises worked well. For example, the exercise at the end of Day 2 asking participants to speak on water issues helped them unwind. But we have to intersperse the lecture and interactive mode more consciously with adult learners. More practical exercises and group work would have helped the practitioners amongst the participants, but perhaps not the others. For example, the project-oriented exercise on Day 4 was enriching for individuals in the development sector, but perhaps we lost out on participants who were keen on understanding policy for advocacy purposes.
- **Use of power-point:** The pedagogy used by [some] resource persons excessively emphasised power-point presentations, which was not appreciated by some participants.
- **Spaces for participation:** We did not have any space for self reflection of individuals working in the water sector to tell us where their organization fits in terms of gender sensitivity. Cross learning among the participants was completely left to outside the sessions. How do we manage this? In a way the workshop pedagogy privileges what we give them and not what they bring to the sessions. Our assumption is that they lack on this count. Perhaps in a five-day program, we need to live with these limitations.
- We had no field based exposure or a panel presentation on policy.

## V.3 Selection of participants and resource persons:

- **Diversity:** The mixed group of practitioners, researchers, and lecturers was greatly appreciated by everyone, even though each person had different expectations. The practitioners for example, particularly from UN-Habitat, would have liked more time to integrate and operationalise key gender concepts.
- **Criteria for selection:** We need to be more careful in our selection of participants. Some did not meet the standards of English communication that were required to fully participate in this workshop, nor did we have or give the space for translations, which in a multi-lingual group is not always possible. Maybe we can think of this a bit more. Should all applicants be asked to write a short (2

pages) concept note which is a bit more detailed than the answers we got from some people on the application form? This may bring more rigour into the selection process

- **Number of RPs:** While day one had one speaker, day two had five. Eight resource persons for five days was too much, both in terms of financial resources and overlapping content. We should not have so many speakers. The day's coordinator/anchor has to orchestrate a lot more to weave the content of all the speakers. We need to also think in terms of how we bring in resource persons from the region. It was good to have a mixed team of women and men as gender trainers, but ideally we need a core group 3-5 people who are there for as much of the week as possible.
- **Availability of RPs:** The content of the single lecture given by RPs who had to then leave, was appreciated; but participants wanted to engage with the RPs more. The unavailability of RP also leaves a feeling that we are not thinking enough about the participants but only of our time constraints and how best to deliver our content. This aspect needs to be revised. We need to begin with their learning needs and not what we know; this may mean crossing subject boundaries to deliver things more coherently; it will also mean being flexible and it will certainly mean more internal planning and content sharing between the core team.

*Please see the three Appendixes that follow.*

## **Appendix 1: Announcement of the GWE training**

### **Gender, Water and Equity: Training Programme, October 20-24, 2008**

Organised by the **Tata Institute of Social Sciences (TISS)**, Mumbai, **South Asian Consortium for Interdisciplinary Water Resources Studies (SaciWATERs)**, Hyderabad, **Society for Promoting Participative Ecosystem Management (SOPPECOM)**, Pune, and the **Gender and Water Alliance (GWA)**.

The political-economic-social environment globally is in a flux due to numerous interlinked changes. Many of these changes are evident in the water sector. In rapidly changing countries in the South Asian region, water is becoming the source of conflicts at the national, regional, and local levels. The processes of liberalisation and globalisation, growing inequalities, global environmental changes and water scarcities are all interconnected contexts within which an understanding of gender, water and equity needs to be located. These processes particularly affect the lives of women, often the primary informal managers of water in India, but for whom access and rights to water are mediated through their social and economic position in society.

Women's central role in the provision, management and safeguarding of water has been reiterated in several UN conferences. The documents that have emerged from these conferences emphasise the need for policies to equip and empower women to participate at all levels in water resources programmes. Policies, projects, programmes and research in India and the rest of South Asia have attempted to integrate women, with varying degrees of success, in countering the multiple processes that contribute to inequalities. However, not everyone is equipped to understand the complexity of the water sector as it relates to gender and concerns of equity.

The proposed training will address some of these gaps, both in terms of conceptual and contextual knowledge, as well as in building practical skills to negotiate concerns of equity and the principles of gender mainstreaming in the water sector.

The objectives of the training programme are:

- To understand the larger political context of water distribution and reforms



- To strengthen participants' perspectives on gender, water and equity issues
- To examine analytical frameworks that could incorporate gender in the planning and implementation of programmes in the water sector
- To build a preliminary set of skills to incorporate gender and equity issues in the participants' work situations

We invite applications from a diverse set of mid-level professionals—individuals working in development organisations, activists, academics, researchers, and officials working in state and central government departments of water and sanitation—from India, Nepal, Sri Lanka, Bangladesh and Bhutan, who are interested in attending such a workshop. The medium of instruction during the training will be English, so participants should be able to comprehend and communicate in English.

This training is being organised by the Tata Institute of Social Sciences (TISS) within the 'Crossing Boundaries' project supported by SaciWATERS. The 'Crossing Boundaries' project aims to build perspectives and understanding of gender, equity and integrated water resources management in South Asia.

This training is being organised in collaboration with SOPPECOM and Gender and Water Alliance. A core group comprising Sara Ahmed (chairperson GWA), Seema Kulkarni (SOPPECOM), Anjal Prakash (senior fellow, SaciWATERS), Lakshmi Lingam and Sharmila Joshi (TISS), are associated with this training.

Applications must include all the details listed from item 1 to 20 in the following format. Hardcopy applications may be sent to: Dr. Lakshmi Lingam, Dean, Research and Development, Tata Institute of Social Sciences, Deonar, Mumbai 400 088. Applications may be sent as softcopy to: [gwetraining@gmail.com](mailto:gwetraining@gmail.com)

The last date for receiving the applications is September 20, 2008.

## **Application Form**

1. Title:
2. Name:
3. Age:
4. Country/ Nationality:
5. Organisation/ Institution:
6. Postal address:
7. Tel number (landline):
8. Mobile number:
9. Email address:
10. Educational qualifications:
11. Passport no (if not from India):
12. Date of expiry of passport:
13. Previous work experience:

Please write 3-4 sentences each for questions 14 and 15

14. Experience in the areas of water and sanitation.
15. Current involvement in the areas of water and sanitation.

Please write 3-4 paragraphs each for questions 16, 17 and 18

16. Have you attended any gender training in the past?
17. Why would you like to attend this particular training?
18. How would this training help in your work?
19. Would your organisation/institution sponsor the entire or partial cost of your travel and accommodation?
20. If you need sponsorship, please specify for which of these categories:  
(a) travel (b) accommodation (c) both.

Signature (only for hardcopy applications)

Date

## **Appendix 2 (a): Verbal Feedback from Participants on Day Five**

- New insights into gender issues will be applied in my job.
- Knowledge gained was very useful. I can do better now.
- Great mix of people, within countries and sectors. More focus on equity needed.
- I learned a lot. It will have an impact on me and my organisation. I could not express myself too well. Great programme overall.
- Grow rice if you are thinking of one year. Grow a tree if you are thinking of 10 years. If you are thinking of 100 years, educate. Such trainings educate us.
- This will make my class gender sensitive
- Agenda of equity has got side lined. Masculinity also needs to be discussed.
- Exposure to rural water issues was very useful since I work on urban water issues. More discussion on equity is required, as well as some urban content.
- Very useful and well done programme; should be done more regularly.
- This is a very essential training for programme people.
- Please share with us a proposal that has good inputs on gender and equity in the water and sanitation sector
- Gender in watershed projects need to be highlighted; what should be the parameters to assess and develop an optimization model?
- Will use the gender lens for my work and my life. Will devise a two day programme for the H& FW department for health personnel. Stress on the fundamentals is the USP of this programme. Approach is well thought-out and delivered. Subject experts were carefully chosen. Inter-personal experiences as part of this group helped us to understand better.
- We always thought gender is female stuff. We hire women visiting faculty to teach gender. I am going to let go my biases and study further.
- We need case studies to help us in our own work.
- My mind has been opened up a lot. Planning and project development will be done in gender sensitive manner
- All the tools given here will be very useful. We will do better job of our work
- Gender is not adequately on the agenda for people in watsan sector. Case studies will help us go further. Little knowledge is dangerous.

- It is useful. We could have covered South Asian policies and analysed them further. The focus has been practical skills.

### **Appendix 2 (b): From the daily Feedback Forms**

All participants were given a feedback form at the end of the day's sessions, which they were required to fill and bring with them the following morning. The forms had two questions:

1. How do you rate the day's session (overall rating on a scale of 0-10).
2. Comments on each session

The rating scale was: 8-10: Excellent; 5-7: Good; 3-4: Average; 0-2: bad.

The feedback received was as follows.

#### **For Day 1, October 20, 2008:**

- All 29 participants responded. Their ratings were:
- Excellent: 20 (of which 2 ranged between good to excellent)
- Good: 8
- Average: 0
- Bad: 0
- No response: 1

#### **For Day 2, October 21, 2008**

- All 29 participants responded, as did the one RP-Participant from Sri Lanka. Their ratings were:
- Excellent: 16 (of which 1 ranged between good to excellent)
- Good: 13
- Average: 0
- Bad: 0
- No response: 1

#### **For Day 3, October 22, 2008**

- 27 participants responded. Their ratings were:
- Excellent: 18 (of which 2 ranged between good to excellent)
- Good: 7
- Average: 1

- Bad: 0
- No response: 1

#### **For Day 4, October 23, 2008**

- Only 5 participants responded. Their ratings were:
  - Excellent: 5
  - Good: 0
  - Average: 0
  - Bad: 0
  - No response: 0
- In response to the somewhat more substantive question about comments on each session, some of the more pertinent session-wise (near-verbatim) responses were:

#### **October 20, 2008**

##### **Day One, Session 1: Understanding gender and its location in other social stratifications**

- Explained very well, with many live examples.
- If more participatory techniques were used, it would have been more interesting
- Very well-paced and participatory. However, social stratifiers such as class and caste could have been dealt with in a more in-depth manner; that would have allowed for an improved understanding of how gender interacts with these stratifications
- Informative
- Very interesting and informative.
- Content was fine and logical, smooth, informative; explanation was very good, and good interaction with the participants.
- Was too theoretical
- Led to get an exact idea about gender, gender roles, distinction between sex and gender. Conceptual clarity was provided
- Brief but in-depth discussion made the session interesting
- In-depth discussion made me understand the issues more clearly
- Thematically organised; set a theoretical context
- The session threw light on some area that were next to dark to me.
- Served as an eye-opener; helped to distinguish between the concepts of sex and gender

- Very interactive session with ideas from different countries; highlighted the difference between sex and gender
- Helped me understand gender concepts well: many basic issues like multiple gender and sexual possibility, gender and sex roles, gender differences, patriarchy, etc
- Interesting sharing of experiences
- Pretty fine overall, but in the afternoon it was too tiring as we had travelled the previous few days.
- It was really marvellous to listen to this lecture; it really enlightened me about gender concepts

### **Day One, Session 2: Location of gender in development policies and approaches**

- I learned an inside view of gender issues in framing policy
- Quite an eye-opener
- The analysis was very good
- An interesting session, but I still require to do personal studying to understand more of the issues
- Logical, ordered presentation. However, lacks data to support assertions or statements
- Concepts about development got cleared: Equity approach, gender development, women's practical needs and strategic needs: these were news topics for me but now I have got familiar with them
- The discussion on practices in the context of different countries was excellent
- Elaborate discussion with practical examples made the session easy to understand
- Needs more examples from Asian countries
- The session gave me ideas which I had never heard of; I will now try to understand the chemistry in policy-makers' minds.
- Simple but profound exposition; helped to discern the links between gender, development and policy-making
- Understood that gender should be given priority to make a project successful because when the policy's impact percolates to the ground, gender is an important criterion
- Helped me understand different development approaches and about a shift of paradigms, and why we need structural adjustment for development

- Gender issues are quite recent in Bhutan and almost all policies don't include a women's component, so I understood this pretty well

### **Day One, Session 3: Gender analytical frameworks**

- It was really useful to carry out research on various socio-economic projects to get an idea of sensitivity to gender and modifications of policy
- Good session, but time allocated was not enough
- An eye-opener
- Gave an introduction to a very important tool in gender assessment, which can be helpful to apply on the field
- Good interactive session
- Was very good as an enhancement of the entire discussion; more empirical experiences will give more clarification.
- The analytical framework will help in implementing and coordinating the projects
- Clarified using examples and made the issues easy to understand.
- Was a little rapid.
- Assessment exercise should be done of a water project and gender participation.
- Personally I need to do homework on this.
- This part needs more discussion and audio-video presentations. I felt the absence of genuine case studies. Some foggy areas are still present in my perception. But the session opened my eyes.
- Very informative; handout was aptly chosen for this topic.
- Discussed comprehensive methods for gender analysis; very lively, illustrative and reflective.
- Analytic and nice session with examples from various sectors; needs more time for lucid discussion.
- Understood the tools and use, as well as the importance of gender analysis for development planning.
- Rich discussion.
- The frameworks were a bit broad and explained in very little time. It was difficult to get an in-depth understanding; but the hand-out took care of it.

### **October 21, 2008**

#### **Day Two, Session 1: What is development? What is IWRM?**

- Interesting topic but a bit rushed.

- Well structured, clean and logical flow. However, could have been more stimulating. Also certain responses to questions were a bit vague, greater clarity would have helped.
- Informative but not so effective.
- Good content, participatory presentation, but overall the lecture was monotonous.
- The development debates and water agenda were nicely summed up but IWRM required more elaboration.
- To some extent the subject was new to me so after the session I got an overall idea.
- After the session I could not come to a concrete definition of “development”; its definition keeps changing and it’s assigned different meanings and dimensions.
- IWRM was a new concept for me that I understand better now.
- Very interactive, was able to internalise issues; presentation was thought-provoking.
- I understood both development and IWRM concepts as explained by him, in a participatory way.
- Interesting; I could understand the concepts very clearly.
- Theories explained clearly and precisely, allowing us to probe them.
- Helped me understand chronology and development in the field of water.
- Content was logical, systematic, clear, presentation was very good.
- The conceptual framework of IWRM was essential and useful.
- A fine, evolutionary picture of development.
- Content was excellent; would be more interesting if it was more participative and had two-way communication.

### **Day Two, Session 2: Water: right or economic good**

- Very interesting session.
- Extremely well articulated. However lodged largely in a theoretical context, could have more anecdotal evidence. Was hard-pressed for time.
- Informative and impressive, but would have been more effective if a case study were included, and if lacuna in present policy were explained.
- Excellent content, very good presentation. Usage of white board was a great idea as too much reliance on power-points tends to lessen my attention.



- The concepts were put forward in a very comprehensive manner. More discussions on cross-country experiences are required and the session needed more time.
- The session made me understand clearly, and to recognise water as a right as well as economic good.
- Overall an interactive session; privatisation of water (eg Karnataka, Maharashtra) could have been discussed; from the discussions it was evident that water is no more a free good, but an economic asset of a community.
- Content was extensive, discussion gave greater depth about the right perspective.
- Very lecture oriented and limited time for questions. Very heavy and technical and lots of jargon. It could have been helpful had the paper been handed out or even given as part of the reading material to better understand what was being said, especially for people from different countries and backgrounds.
- Distinction between needs and rights was clarified, as well as concepts like ownership, delivery and pricing of water.
- Marked by conceptual rigour.
- Excellent content, clear delivery.
- Excellent session, but limited time available for it.
- This session should have enough time.
- I could not properly delineate social good versus economic good; a table format for clearly defining it could have been given as a slide show.

### **Day Two, Session 3: Bio-physical and social peculiarities of water**

- Time constrained.
- For those exposed to this for the first time, he needs to go a bit slow. Had too much to share and too little time. His session needs a whole day by itself.
- Nice and informative, case study could have helped us in understanding more easily.
- Content was good, presentation was very monotonous. This lecture should have been split into three sessions, would be easier to grasp them. This is vital information, so a definite morning session when the brain is fresh.
- The interlinking between the concerns of sustainability, equity and livelihood issues needs to be re-emphasised. Session also required more time.

- The delivery was quite fast but the discussion was well organised.
- Was more technical, but a fluid presentation, bridging the gap in a multi-faceted way.
- Very new topic for me, concepts were interesting, we should spend more time on this session.
- Although he spoke very fast, it was a lot to cover in very limited time. It would have been helpful had we had the papers beforehand, especially for those who come from different disciplines.
- More examples and illustrations needed to explain social peculiarities of water.
- Admirable blend of conceptual and practical scenarios.
- The speaker needs to talk slowly, Overall time managements and time allocation was not good. Such a session is more suited for the mornings.

#### **Day Two, Session 4: Linking gender and water**

- Constructive and brainstorming.
- Well thought out, stimulating and pointed out conceptual biases in us. However still cannot figure out a few concepts/issues. If on the first day theoretical concepts such as equity, rights, entitlements, caste, class are dealt with, their interaction with water would be easier to understand and make the job of the later RPs easier.
- Excellent exercise.
- The issues needed to be grouped more thematically; the reflections from different countries were also not segregated but clubbed together.
- Excellent; and I think this issue will be discussed elaborately in the context of different sectors in the upcoming sessions.
- Two way interaction involving ideas, issues, milestones anticipated in the context of gender and water issues; lessons learned from the five countries in a brainstorming session.
- Very creative and interactive session, I liked the methodology. But overall, the sessions need more focus on pedagogy.
- After two heavy technical sessions, it was refreshing to look at issues relating to your countries and what we envision had we been given the chance. Looking forward to the following day.
- Exercise was really good.
- The participatory technique was helpful to break the monotony of the day's proceedings.
- Enjoyable group discussions, interesting eye-opener. Would help if the exercise topics are announced a day before.

- Very good linking by the trainers.

### **October 22, 2008**

#### **Day Three, Session 1: Gender and water for livelihoods**

- Really good in terms of increasing our knowledge base.
- Well presented, gathered comprehensive information.
- Irrigation issues needed to be unbundled: there are different types of irrigation and different implications of these for women.
- Excellent content; but the lecture method could be made more interesting by a lot of discussion.
- Good content, very good presentation, but would help to discuss more case studies.
- Excellent, she explained every aspect of the subject, drawing on her experiences in field work and research.
- Excellent, but required case studies to understand better.
- Well thought out and in-depth presentation; theory was matched with examples from the field.
- The concept of eco-feminism was very well portrayed and should have been elaborated.
- Really good, particularly the crisis in the sector and post 90s scenario in this sector. She graphically gave a clear explanation, linking water with livelihoods.

#### **Day Three, Session 2: Gender and access to domestic water**

- Could be more specific.
- Reflective, interactive, and sharing of valuable information in a joyful manner.
- The interaction part was interesting.
- Excellent, interactive way of teaching, good content.
- Good presentation and content; it would probably help to have such a session a little earlier in the workshop.
- Good, highly participatory.
- Gave a fantastic outline on how international discourse on domestic water has shaped up throughout the years. WasMo project should have been discussed, that I consider was a loss.
- Interactive, and sharing between countries was informative and useful to understand the situation in South Asia.

- Got conceptual clarity regarding evolution of gender concerns in water policy.
- The issues of access to water, especially for women in rural areas of South Asia, were brought in clearly.
- Excellent discussion; presenting the situation in South Asia is very helpful to understand the issues in a different context.
- Her beautiful spoken English, cheerful demeanour and holistic perspective were an exhilarating combination.
- Good, particularly the structural link between gender, environment and development. The chronological presentation of water issues taken up in various conferences worldwide was also interesting. Gender gaps analysis in water policy was also good.

### **Day Three, Session 3: Gender and sanitation**

- Helped to reflect upon and understand the concerns of sanitation's various aspects and real situation in various countries.
- Emphasised manual scavenging, which is only a small part of the story. Rural-urban as well as other differentiations were needed.
- Good content and presentation; the documentary could have been viewed in parts and discussed. This would help integrate experiences from other parts. But I understand that there was a severe time constraint.
- Excellent brainstorming.
- Very informative, well structured and elicited a good discussion and participation. However, linkage of sanitation with IWRM was missing. Also, sanitation operates in a political domain and the debate somehow got centred around toilets.
- Interesting, but could have been inclusive in terms of sanitation in other parts of South Asia.
- Was interesting to know the historical development of the sanitary system; the comparison between "rich toilets" and "poor toilets" were highlighted very well.

### **Day Three, Session 4: Gender and hygiene**

- Very convincing, insight-building.
- Could not get what exactly were the views and new learning in area of hygiene.
- Session focussed on behaviour change but needed more detail and comprehensive empirical evidence.

- Excellent methodology, but the time was not sufficient for a lot of discussion.
- Good content and presentation; the session was participatory, which is appreciated.
- Highly participatory, precise and to the point.
- Very project-oriented, personally not new to me. Debates on this in the region, in South Asia, would have been helpful, too heavy on India.
- Got an idea of why hygiene maintenance is essential; discussions made it easy to understand the presentation.

### **October 24, 2008**

#### **Day Four, Session 1: Best practices of mainstreaming gender in water, sanitation and hygiene management in South Asia**

- Really interesting and well explained; the trainer really is acceptable.
- Interesting discussion but too focussed on project development. Not really what I expected in a training workshop of this nature.
- Presentation and delivery both good; would be effective while implementing any scheme regarding water and sanitation.

#### **Day Four, Session 2: Engendering infrastructure, measuring the results and learning lessons**

- Thanks for a useful session.
- Not enough explanation or much about the different discourses/writings, other than reports by implementing agencies.

#### **Day Four, Session 3: Group work**

- Not helpful because it was very project oriented. Would have been beneficial to learn more about issues of equity from other RPs.
- Fantastic, fabulous and no more adjectives.

## **Appendix 2 (c): Overall Evaluation**

On Day 5, October 25, the last day of the workshop, participants were given a form to evaluate the entire workshop. The form contained five questions; 28 participants responded. The questions, along with a summary of the responses to each of these questions, are:

### **What do you think of the structure of the programme: in terms of the way the topics were arranged, how the sessions were scheduled and the timings?**

- Schedule was well organised, though for some issues there should be a re-organisation: e.g. on Day 2 session 3 should be session 2, and 2 should be 3.
- The training was well organised, timely, and facilitated with skilled and learned trainers. In some cases, there was need for more discussion, but the time was short for discussions and the trainers had to rush to complete the discussion; this needs to be addressed in future.
- Well-structured programme, good gender analysis.
- There was a sequence in the programme structure, culminating with developing a project proposal. But the timing was inadequate for several sessions. Some lectures were too extensive, fast and we could not grasp the meanings.
- The structure of the programme is good, topics were arranged in an orderly manner. On the first day, the session could be covered by two RPs, it is difficult for one RP to continue for the whole day and cover gender theory and social frameworks.
- The way the topics were covered was very satisfactory, because the sessions moved from a broader gender perspective to gender-water relationship very tactfully. Timings were good.
- In the sessions on cleanliness and water supply programme, should keep in mind gender; for this proposal were made and discussed. But gaps and research should also be allocated time, one more session should be added.
- The structure holds. Except that some sessions were critical and the speakers did not get enough time to explain issues further. The schedule should have separately focussed on caste and class and identity politics, which came in bits and pieces in various presentations. The structure of the last few sessions of the workshop needed improvement. The exercises

were not constructive; rather than analyse us, we should have analysed case studies and policies.

- Needs more time on equity and linkages; day 2 should be spread across 2 days with more time for discussions and understanding how it can relate to country situations, as it had South Asia participants. Issues of discrimination and VAW were not delved into while sanitation had nearly two days.
- The hygiene lectures should have been given less time and the exercise should have been given more time, at least a day. The project-building exercise could be replaced by some other important exercise.
- If adequate time is given to discuss the actual integration of gender in programmes and discuss case studies of projects with a gender lens, the integration and linkages can be better understood at a practical level. This training nevertheless has opened up new avenues for thought, and opened my mind to the gender aspects of any development programme.
- The structure of the programme was logical and suitable; the timings were also well set.
- The schedule of the first three days was thematically organised; the last two days shifted the focus of this training. Equity should have been the core, but it was sidelined by other issues; we spent too much time on WatSan issues.
- The schedule was arranged well; however it would be more effective if the content covered some research paper, data, etc. The timings were not sufficient.
- The flow of the sessions was nice till Day 3; Days 4 and 5 invested too much energy into the same topic.

**What do you think about the content of the sessions: the areas that were covered, the way they were covered, the specific topics discussed, and the type of discussions?**

- As per the training objectives, the content was resourceful. Almost all the areas were covered within this 5-day training.
- The content was good, but covered gender and water; there were gaps on equity issues. Equity should get more focus, it is related to policies/politics.
- Presentation of gender plans was good.
- Areas covered were good, but participants should be provided with more case study documents to get a better picture.

- RPs every very lively and there were interactive sessions through audio-visual aids; content was clear; the topics discussed are the need of the hour.
- Relevant content and the RPs took the sessions nicely; but more practical example of gender incorporation into projects would definitely add value
- Almost all the subjects were covered, discussions were conducted in a participatory manner; in depth discussion took place especially on sanitation.
- Excellent content that tried to cover various aspects in the short allocated timeframe. The discussions were excellent, they opened our mind to gender, water, hygiene and sanitation. Provided an excellent forum to discuss, get to know about SA countries and their situations with respect to gender and water. Group work was excellent.
- Most of the areas related to gender water and equity were covered and it was practical, knowledge-based for all communities of South Asia.
- Covered everything well. Apart from classroom discussions, outdoor activities should have given more practical knowledge on the topics covered: e.g. a visit to public toilets, slums, water scarce areas, etc.
- Areas covered were excellent as far as I know (this was my first attendance in a gender-related training). The interactive mode was good, but more hands-on exercises on case-specific gender sensitivities would have been better. Discussions were comprehensive.
- Areas such as watershed development, aquaculture, and community forest development related to issues of gender, water and equity were missing.
- A wide and elaborate range of topics was covered. Both conceptual and practical perspectives were adopted. The pedagogy range helped to relate to the topics in different ways. An overview of both basics and advanced content was provided.
- The content was insightful, particularly Lakshmi's, Seema's, Priya's, Joy's and Anjal's sessions. They gave me a perspective. Joy's session needs to be broken into 2-3 sessions.
- The content was good, but the way it was covered can be made more effective by other methods of training, such as role play and games, rather than only lectures. Discussions were there, but sometimes there were clarifications and sometimes no clarifications at all were given.



**Your comments on the logistics: accommodation, food, travel arrangements, others.**

- Very good.
- Lodging, logistics, food was good. But the air tickets: it really is not friendly to travel to Goa, Mumbai, Delhi and Dhaka. Please consider travel hours next time.
- The accommodation, food, travel arrangements and sightseeing were very good.
- Excellent arrangements.
- All arranged very nicely, but we should be given more breaks between the sessions.
- Well arranged
- Except for food, other arrangements were okay
- Everything was okay; if some space could be kept on the last day for sight-seeing it would be more appropriate.
- Logistics like accommodation and food were good. Would have preferred single instead of shared rooms. We had some problems with the travel arrangements.
- Logistics and accommodation were very good; food was spicy but good. The location was a bit too far from market areas. Internet access at the venue was limited, we had to queue up to use it.
- Accommodation was comfortable, food was tasty, travel arrangements were convenient.

**How would you evaluate yourself as a participant in this programme? How well (or not) could you participate/contribute/ ask questions/ discuss, communicate/ absorb?**

- I enjoyed this training programme. Knowing the experiences of participants from different countries was very nice. I wish that the experiences that I have got here will add great value to my career.
- I felt proud as a participant. I am not directly involved in the water and sanitation sector, only in some activities in this sector so I am happy to be here. It was an excellent way to participate, but the time in some cases was limited. Most of the time all the issues raised by the participants were covered. Though I participated less, there was the opportunity.
- I think my participation was okay.
- For me it was an eye-opener; such gender and social issues go unnoticed in the day to day activities; I learned a lesson about water, as something

that creates an association among all sections and the community. Participation and interaction in all session was good throughout this training.

- It was participant friendly and well managed. There could have been more time for sharing experiences among participants.
- I feel I participated actively when subjects familiar to me were discussed. However in some of the lectures there were constraints of time and some of the points could not be clarified.
- If possible send the contents of the programme earlier to participants, for easier understanding.
- I loved the first two days and wish those topics were dealt with in more detail. I've been very vocal about my doubts, but I think some presenters avoided questions due to a lack of time.
- I tried to actively participate with all forms of communications techniques that I know.
- Participants were given enough time for discussion during the training. Such trainings are a good medium to fulfil our professional responsibilities.
- Quite participatory, and the patience to deal with a large number of queries is appreciated. Did manage to clarify a lot of issues during and off sessions.
- The presentations were very heavily India-grounded, hence I would evaluate myself as 5 (on 1-10) because of my lack of understanding of areas/states and regions. However the principles and concepts were neutral and I felt I had the opportunity both in the workshop as well as outside it to absorb, clarify ideas.
- I learnt a great deal; all the RPs and participants were a good blend for a training on such issues. I could discuss, absorb, and communicate, but was sometimes restricted by my lack of experience, and unable to say what I wanted to share.
- I come from an engineering background and rarely participate in such training programmes; this programme exposed me to a new field of gender.
- I was able to absorb the concepts very well; but due to lack of previous conceptual clarity I failed to participate more in the discussions. But I asked questions.

**What would be your suggestions to improve such programmes in future?**

- This is a very important programme. No further suggestions.
- Making it more practical, with exercises, case studies and best practices documents. More time allocation, and some discussion on equity issues.
- Please arrange such training programmes in future in states like MP.
- Field trip to get firsthand experience, more documents on specific topics, and gender sensitive project proposals (as examples) should be given to participants, case studies relating gender, water and equity are required.
- Community interaction should be included (local field visit); which can be about a specific issue and get the community's feedback to make a session more lively.
- Could be more activity based to make it more effective and memorable.
- Bring more experts together, share best practices, follow-up on the programme through email/phone/letters, invite us to other programmes.
- Participants need internet access and computers in their rooms; this would enhance the facilities at an international centre such as this venue.
- Too many exercises, too little time; the issue is how we analyse policies and practices, not to analyse our skills in writing good proposals. I felt the exercise was not a positive one. Keep the groups constant. In five days one cannot engage in too much of understanding and working with a diverse set of people.
- This training needs more emphasis on the functional level (basic understanding of factual information), interactive level (communication), and critical level (analysis and application of information).
- The programme was too tight, from 9 am to 6 pm; it is highly impossible to digest things for such a long time; at least half a day off was required for entertainment/ to visit Goa.

**Appendix 3: Schedule of the Training Programme**

**Gender, Water and Equity Training**

**Jointly organised by  
Tata Institute of Social Sciences, Mumbai  
SaciWATERs, Hyderabad  
SOPPECOM, Pune and  
Gender and Water Alliance**

**The International Centre, Dona Paula, Goa**

**20 – 24 October 2008**

**Day 1: 20 October 2008**

**9 am – 9.15 am: Introduction & Overview of the Training & to the Core**

**Group: Lakshmi Lingam, TISS & Sara Ahmed, GWA**

**9.15 – 9.30 am: Self Introduction by Participants**

**Theme: Perspectives on Gender, Development and Gender Analysis**

**Coordinator: Lakshmi Lingam, TISS, Mumbai**

<b>Time</b>	<b>Session</b>	<b>Content</b>	<b>Pedagogy</b>
9.30 – 11 am	Understanding Gender and its location in other social stratifiers  Resource Person: Lakshmi Lingam, TISS	To clarify concepts of gender Understand how it is embedded in other stratifiers How these in turn mediate access to social and household resources?	Brief exercise (15 minutes): interactive presentation and discussion
11.30 – 1pm	Location of Gender Issues in Development Policies & Approaches	To cover the WID, WAD and GAD trajectories  To cover Welfare, Equity, Efficiency, and Empowerment Approaches in the development sector	Interactive presentation and discussion
2 – 5 pm	Gender Analytical Frameworks	Caroline Moser's & Naila Kabeer's Social Relations Frameworks to be discussed	Input and Exercise
5 -5.30pm	Sum up the day's learning – Q & A		

Dinner on the lawns from 7.30 p.m

**Day 2: Tuesday, Oct 21, 2008**

**Coordinator: Seema Kulkarni, SOPPECOM, Pune**

**Theme: Right to Water: History and Contemporary Perspectives in South Asia**

<b>Time</b>	<b>Session</b>	<b>Content</b>	<b>Pedagogy</b>
9.30 – 11 am	What is Development? What is IWRM?  Resource Person: NC Narayanan, SaciWATERS	To clarify concepts like ‘development’ and ‘sustainable development’ and place equity issues within the analytical frame of sustainable development. To trace the evolution of different paradigms within the water sector and clarify the concept of Integrated Water Resource Management (IWRM).	Lecture in an interactive mode and reading material to be shared
11.30 – 1pm	Water: Right or Economic Good? Resource Person: Priya Sangameshwaran Fellow, Centre for Studies in Social Sciences, Calcutta	The major aim of the session (in combination with the readings) is to provide a conceptual base to be able to understand and critically analyze different points of view in the current debates about water.	Lecture mode and group discussions
2 – 5 pm	Bio-physical and social peculiarities of water and normative concerns (livelihoods, sustainability, equity and democratisation)  Resource Person: K J Joy, SOPPECOM	To sensitise the participants to the issue of equity as a desirable outcome both in the wider context of development and the more specific context of equitable access to water in the existing context of class, caste and gender inequities and differentiations	Lecture and discussions Illustrative cases
5 -5.30pm	Locating gender inequities in this	To locate the caste, class and gender inequities in the	Lecture oriented with illustrative

	context: Linking gender and water Seema Kulkarni and Sara Ahmed	water sector with a special focus on gender inequities in the sector To discuss the different dimensions of gender water linkages	cases Group discussions would also be planned taking some of the illustrative cases
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### Day 3: Wednesday October 22, 2008

**Coordinator: Sara Ahmed, Chair, Gender and Water Alliance**

**Theme: Understanding gender concerns in key water sectors**

<b>Time</b>	<b>Session Title Facilitator</b>	<b>Content and Objectives</b>	<b>Pedagogy</b>
9.15 – 9.30 am		Recapitulation of the previous day	Participants to present
9.30 am.- 11 am.	Gender and Water for Livelihoods: Irrigation  Seema Kulkarni, SOPPECOM	Key water and livelihood concerns for women in South Asia, poor, rural/urban (farming, livestock, fisheries, micro-enterprises). Focus on agriculture: largest source of livelihood for rural, poor women Access to water for irrigation: why is it a gender issue? Participation of women/the landless in Water User Associations: why is participation important?	Interactive lecture, illustrative examples of PIM, WUAs and gendered participation
11.30 to 1 p.m.	Gender and Access to Domestic Water  Sara Ahmed GWA Chair	Overview on access to water in South Asia in relation to MDG targets, population covered, rural/urban; politics of exclusion, gender Key challenges: governance, technology, etc. Changing role of the state in water delivery, from supply to demand responsive water management – water sector reforms and	Interactive lecture, with illustrative examples of ‘new’ community /village water institutions

		<p>decentralisation – how is it organised? E.g. community contributions, O&amp;M costs, village committees</p> <p>Re-looking at ‘communities’, ‘participation’</p> <p>Case studies: sector reforms in Gujarat (WASMO), mainstreaming gender in Water for Asian Cities (WAC, UN-HABITAT, Nepal, MP), BRAC (linking drinking water to micro-finance)</p>	
2 p.m. to 3.30 p.m.	<p>Gender and Sanitation: Cinderella’s Missing Slipper?</p> <p>Anjal Prakash, SaciWATERs</p>	<p>Overview of access to sanitation in South Asia, in relation to MDG targets, rural/urban coverage</p> <p>Key challenges: financial allocations, lack of technological alternatives, cultural practices....</p> <p>Implications for poor women: why is sanitation a gender issue?</p> <p>Beyond sanitation: menstrual hygiene and solid waste management; Case studies from Wateraid</p>	Presentation, films and discussion
4 p.m. to 5.30 p.m.	<p>Gender, Water and Hygiene</p> <p>Archana Patkar, Director, Junction Social, Mumbai</p>	<p>Focus on gender and hygiene concerns, particularly menstrual hygiene management–</p>	Group work/ small group discussions; Film

Bus leaves for Calangute Beach at 6.30 p.m



**Day 4: Thursday, October 23, 2008****Coordinators: Archana Patkar, Sara Ahmed and Anjal Prakash****Theme: Understanding Gender Mainstreaming in Water, Sanitation, Hygiene – Best Practices from South Asia**

<b>Time</b>	<b>Session Title Facilitator</b>	<b>Content and Objectives</b>	<b>Pedagogy</b>
9.15 – 9.30 am		Recapitulation of the previous day	
9.30 a.m. to 11 a.m.	Archana Patkar, Director, Junction Social, Mumbai	Best practices of mainstreaming gender in water, sanitation and hygiene management in South Asia – drawing on WaterAid’s work in India, Nepal, Bangladesh	
11.30 to 1 p.m.	Introduction to gender mainstreaming in project planning frameworks – project cycle, log frame		
2- 5.30pm	Group work – facilitators: Archana, Sara, and Lakshmi	Group-wise papers to be presented and discussed (15 minutes for each group)	
6 p.m. onwards		Films & Discussion	

**Day 5: Friday, October 24, 2008**

**Co-ordinators: Lakshmi Lingam & Sara Ahmed**

**Theme: Critical Analysis of Policies and Programmes**

<b>Time</b>	<b>Session Title Facilitator</b>	<b>Content and Objectives</b>	<b>Pedagogy</b>
9.15 – 9.30 am		Recapitulation of the previous day	
9.30 a.m. to 1 pm	Swarna Sumanasekera, Gender & Water expert, Sri Lanka Session Chairperson		Presentations will be followed by discussion and inputs by the Chair and Resource Persons
2- 3.30 pm	Lakshmi Lingam & Sara Ahmed	Participants to share their learning and suggest what they propose to integrate into their work Evaluate the course orally as well as on feedback forms Certificates to be distributed	Interactive session