



Report of

Training of Trainers Workshop:

Gender and IWRM in PUSDIKLAT Education

Bandung

13-17 October 2014



REPORT OF CAPACITY BUILDING PUSDIKLAT IN IWRM EDUCATION AND TRAINING Bandung, 13-17 October 2014

Introduction

History in brief

IHE and GWA formed a consortium for the implementation of the IDN-142 NICHE programme to build the capacity of PUSDIKLAT. GWA contributes to mainstreaming gender in the relevant documentation for curricula, and by capacity building of a selection of the PUSDIKLAT staff. In October 2013 the first Training of Trainers Workshop for Gender Mainstreaming in Water Management was implemented in Bandung. The programme was applied to the policies and practices in Indonesia, and found useful and meaningful by the participants. The number of participants was low, and therefore the impact not as expected or required.

A follow-up workshop, as planned one year later, was meant to be open to the same participants as in 2013 as well as for a number of about 16 – 20 new participants, who are teachers and trainers in the PUSDIKLAT educational centres and the partner Universities. The programme this year (2014) was similar as the one in 2013, but the actual contents was different, because the sessions are interactive and tailored towards the needs and interests of the participants as well as to their level of understanding of gender mainstreaming. The earlier participants each have developed an Individual Gender Action Plan (IGAP), of which they were to present the experience with the implementation in this second workshop.

Capacity Building Plan for Gender in the PUSDIKLAT programme

The overall objective of this Capacity Building Plan is to increase efficiency, effectiveness and sustainability of water management. This will add to the increased and improved access to water and sanitation as well as the empowerment of women and men water users and the reduction of poverty. The importance of environmental sustainability, to ensure safe living without poverty of future generations is of great importance in IWRM.

Gender Mainstreaming means to take the diversity of people into account in one's work, to foresee the different impact on different categories of people of planned activities.

The aim of the Gender Capacity Building Plan is to build the capacity of all stakeholders who are involved in education and training in the framework of PUSDIKLAT and the partner Universities to mainstream gender in all their water-related educational work, with increasing ability, confidence and independence. The trainees of the Training of Trainers will be capacitated to mainstream gender in their work and in the training they give to students.

The result of the Gender Capacity Building Plan is that participating staff and professionals of PUSDIKLAT and of the partner universities in Indonesia are capacitated to mainstream gender and social aspects in the curricula they develop, in the teaching they do, in the decisions they take. Participants of the first ToT have developed a Gender Action Plan, which is implemented by the end of the implementation of the CB plan.

The paradigm used in the Plan is action oriented, meaning that women, like men, are seen as active *agents of change*, and not just as passive onlookers or as victims. Women water users' expertise and skills, together with those of men, are needed to make water management efficient and sustainable. Because of the division of tasks customary in most of Asia in which women are responsible for water and sanitation within the household, as well as for a large part of agriculture and irrigation, women have substantial important local knowledge about water availability, scarcity, quality, and sources, different from men's knowledge. Women usually know more about hygiene, and mostly are more involved than men in the management of household and community solid waste. Whilst women have specific knowledge, they are hardly involved in decision-making regarding water. It is in the interest of water experts, professionals and policy makers to recognize and take gender-based information into account.

At the same time that water management becomes more efficient and effective, women and men whose knowledge, skills and work are taken seriously, get more empowered.

The broadest meaning of Gender is applied: gender and diversity, including power relations between different ages, class, ethnicity, etc.

The approach of the Plan is directed at improving the access of poor women and men to water for various uses, to sanitation and to a clean environment. This will be evident in better health outcomes, more economic independence and increased participation of girls in education.

The methodology of the training workshops is *interactive and participatory*. There is group work and in the plenary sessions trainees are encouraged to speak out and to contribute from their own experience. The trainees of last year have developed their Gender Action Plans of which they were to present their experiences in this workshop. They have written the activities they plan to implement for mainstreaming gender in their own work, such as for developing new and revising existing curricula. During the year following the first training, the trainees may have faced problems with implementing the plan. They were encouraged to present their problems to the gender expert (the local trainer) for advice. This is called coaching. Some made use of this opportunity. At present, after one year, the same group of trainees was planned to come together for the final training workshop to discuss how the implementation of their Gender Action Plans did work out in practice and to learn, partly by peer learning, and partly by the gender experts' inputs, how to improve the gender mainstreaming work in the future. The major question would be which visible results have been achieved over that year. In this second workshop, there was also to be a large group of new participants.

The Capacity Building Plan discussed here takes into account the different cultural contexts of the trainees.

Risks are that those people selected to participate are in actual fact not those that will develop the curricula and do the teaching. There also is the risk that is generally valid for capacity building: if trainees are not motivated and willing to learn, notwithstanding the professional attempts of the trainers, learning and applying what is learnt cannot be forced.

Training Agenda

The training was designed to focus on the work of the trainees and include topics ranging from basic to specialized. The program is based on the need of the trainees. See [ANNEX 1](#)

Notes on actual agenda of the training:

- Some adjustment were made since some sessions take longer than expected. For example, group discussions take longer time, but it was necessary for the learning process by enabling more discussion and exchange learning among participants.
- The same problem also with field visit which is need longer time for the trip from the hotel to the site and back. The travel took in total 4,5 hours instead of 3.

Some adjustment made were:

- For the field visit, notes from each group on 4 pillars of empowerment was conducted on the session in the day afterward, because it was found very interesting and good learning. By doing that, some session in day 4 of the training were conducting through more quick process (mostly by teaching process and shorter question and answer process).
- Sessions for sharing individual gender action plans which were allocated to discuss follow up of action plan for previous participants were dropped since there were no participants from the previous training.

Risks and Strategies to Address Identified Risks:

No	Identified Risks	Strategies to Address Risks
1	Those people selected to participate are in actual fact not those that will develop the curricula and do the teaching	During group discussions, each group consists of participants who are responsible for teaching/ curriculum development, with participants who are supporting the teaching process. Such composition enables to enrich effective discussion and exchange of knowledge among them
2	If trainees are not motivated and willing to learn, notwithstanding the professional attempts of the trainers, learning and applying what is learnt cannot be forced	It can be seen from the training process that participants have high enthusiasm either for the topics or methods used. Some of them realize the need for know more about gender and how to implement in their works; some other realize how important gender mainstreaming is; while some other just curious to know learn about gender. In terms of methods used in the training, combining conventional method (like teaching process) with more participatory and fun process (using game, various media like movie, field visit and group discussion) also contribute not only to enhance learning effectiveness but to make participants enjoying the learning process itself.

In fact, we also faced an issue where assumptions that participants who already involved in the previous training are not able to participate in this training. That was affecting the agenda on discussing implementation of gender action plan of previous training participants (agenda in day 4).

Learning Process and Good Practices

From the participatory evaluation, some opinions about the training are as described as follows:

- Now I know more about gender mainstreaming than before. It's given me a chance to share it to others
- Explanation about efficiency, effectiveness and equality in gender mainstreaming
- How to encourage and how to change the mindset of people; how to involve gender, more equal in daily life (elderly, man, children, women, disabled)
- Concept of gender, empowerment, gender issues related to water & agriculture

- All participants in this workshop, at the end of the workshop know about gender concepts and various issues related to gender, also how to manage and use gender frame in Ministry of Public Works
- The workshop objective is good for Indonesia because there are many problems for gender issues here.

(For the detailed evaluation process, kindly look at [Annex 2](#) –evaluation process).

Participants

It was expected that training participants are the ones that have responsibility for training of students in subjects related to water management, irrigation, sanitation, environment, etc. It is assumed that the average level of trainees is academic, technical, with little or no expertise in gender mainstreaming. Expected number of training participants was 24 participants.

In fact, there were 18 participants: 9 female and 9 male. Such gender balance contribute to good debate and discussion on addressing gender issues by putting both women's and men's aspiration, experience, knowledge and needs. Although smaller than the target which is 24 participants, but the number is reflecting good achievement since in previous training, there were only 7 participants, who completed the full workshop.

Detailed participants and their contact list is in [Annex 3](#) of the report – contact list

In addition, several important things related to the composition of participants are as follows:

- Balance in terms of participants from different provinces, participants from Pusdiklat and from universities
- Some participants are not person who are responsible for curriculum development or teaching in Balai. For them, discussion on integrating gender into curriculum development is rather a new thing. Nevertheless, most of the workshop was also relevant to them.

In general, participants actively participated in the whole process. There are no participant who dominated the process, even some of them have higher position in their office or having more experiences on gender issues (one participant is a member of facilitator team inside PU Department on gender training). There were two participants who cannot attend the full training because of valid reasons. One participant from the previous training (2013) attended just for one day out of interest and because of good memories of last year's training.

Constraints

- The selection of participants was based on their knowledge of English, since this is also an important component of the NICHE – PUSDIKLAT project. Nevertheless one constraint was related to the language barrier for some participants. For some of them, listening and more over, speaking English is a difficult thing. Responding to that issue, the co-facilitator helped the process by translating key points and key messages from the teaching process either from English to Bahasa or the other way around. In the evaluation response, it can be seen that for some participants, this was really helpful for them to follow the process. In general translating of all sessions is very time consuming, so should be avoided if possible.
- With plenty of topics, sessions and an important learning process, time constraint is one issue that we faced with. As explained in the previous section, some efforts have been carried out such as merging some session into one session or conducting faster teaching process, which is good enough to achieve the training output.

Reflections

Compared to the previous year, the participants were more and also of the right back-ground for which the workshop was intended. The participatory approach was very effective. At the end, it were the participants who verbalised what they were not aware of before:

“It is important, that we, as technical teachers, include the social aspects of the work that our students will do. In doing so more girls and women will become interested in technical studies and professions, and at the same time the technical work of PUSDIKLAT and others will be more inclusive for all water users.”

The field visit and the follow-up in the group and plenary discussions about what we had seen and heard was extremely interesting and rich. Few things that we had seen appeared to have been what we were told, and together the participants could make a strong social and gender analysis of the situation and process of this rural group which had been introduced as organic farming group. The analysis was carried out with the help of the four elements of empowerment, which is very easy compared to various traditional forms of gender analysis. This was a great success.

This Report

After this introduction the reader finds the full and extensive report of the workshop in sequence of happenings.

Annex 1 is the programme as it was originally handed out.

Annex 2 is the evaluation of the workshop by the participants

Annex 3 is the list of participants and facilitators.

Workshop Report

Gender Mainstreaming in Integrated Water Resource Management Workshop

Minutes of Workshop, Bandung,

13-16 October 2014

Day 1, 12 October 2014-10-14



Figure 1 Jan T Yap - CDIET project, UNESCO-IHE

Welcoming introduction: Jan T. Yap

Gender issues are very important in the water sector as well as other sectors. Therefore, the objectives of the workshop are:

1. To support designated universities, ITB, ITS, UB and UGM to review and include gender in the water sector curricula;
2. To develop a policy not that recommends the Training Center (PUSDIKLAT) to promote women in the water sector, especially in management and leadership, with the support of Joke and the team. There would be discussion with actors in the regions as part of the activities.

Follow up of the workshop will be implemented within the next 2 years. By the end of the workshop at 16 October 2014, the participants will receive certificate from UNESCO-IHE and PUSDIKLAT, which will be handed over during the closing ceremony. It is important that the facilitators and the participants can share their experiences to enrich the knowledge and integrate with the gender mainstreaming activities which have been conducted by Public Works (PU) previously.



Figure 1 Zaenal Arifin - Pusdiklat PU Jakarta

Welcoming speech from The Chief of Training Centre (represented by Zainal Arifin)

Apologize for the absence of the Chief of Training Centre Jakarta (PUSDIKLAT) due to another special meeting.

This workshop is actually the continuation of last year's one, however the participants invited this time are the chief of the regional training centre (kepala balai) and the university representatives who are responsible for the curricula.

We may see from the schedule that the topic includes gender ideology and gender mainstreaming. Please take note that the gender mainstreaming policy has been

released and implemented by the Public Work Ministry, including the gender responsive budgeting or anggaran responsif gender (ARG). ARG has begun in 2010 by developing Gender Responsive Statement.

Other results related to gender mainstreaming are as follows

- Pusdiklat has developed Gender Responsive Program Planning or Perencanaan Program Responsif Gender (PPRG) for 31 credits.
- Every Kepala Balai is prepared to be the trainer for gender issue.
- Each local training center or diklat has included gender module (3 credits) in their own training center. Hopefully all the Public Works staffs will be aware about gender mainstreaming.
- The partnership with NUFFIC/NICHE through CDIET project includes the 1st and 2nd workshops of gender, with the follow up to integrate gender in IWRM and the course curricula, especially for the university since the pusdiklat already has put the gender module in each course. The project will also monitor the progress of the development and implementation of the curricula and gender policy.

Hopefully, the workshop could support the expected outcomes of gender mainstreaming, which are the development of education and course curricula and policy paper.



Figure 2 Joke Muylwijk - Gender and Water Alliance

Introduction of the program by Joke Muylwijk

Last year in October, we conducted gender training CDIET. In all the training, we want to learn from each other. A lot of us have experience with gender and each of us has a lot of knowledge to share. We will work out on the curricula, which you do during the training. When we look at the world with gender lenses, we see a lot of diversity: there are rich women and men, poor people, minorities. This is important for the development of our countries, to understand that different people have different needs.

Gender and Water Alliance now comes with 3 people, including Margie Siregar, who works in World Vision Jordan, Middle East and Dati Fatima who is a facilitator in Gender training. Which participants have attended last year's Gender Training by PU? (only 1 raised her hand).

About the programme:

We have to be sure that we use our time very efficiently. First, we will have the introduction of the programme. We will see your expectation and concern. At the end of the day we will have a fundamental idea of what is really Gender.

It is a useful thing that you are aware what kind of approaches that available and when/how you could use them. Monitoring and evaluation is very important to know how far you have implemented your policy. Climate change is also related to water issues and energy. Then on Wednesday we will have the field visit. On Thursday there will be some movies and the end of the training.



Introduction by Dati Fatima

Before the introduction, the participants were asked about any comments or clarification about the programme, which comes up as follows:

- Yani : we have never been introduced to gender in our trainings, so we are confused about this training, what is the purpose and the activities.

- Inneke : Gender has been introduced in Ministries, but lack of dissemination and implementation. The strategy and gender budgeting have been developed, but not yet implemented.

Figure 3 Dati Fatima – Gender Consultant (GWA)

Introduction games:

There are pieces of cut paper with sentences and the participants should find their pair of cut paper to complete the sentence.

- Nugroho : (introduced by Siska) Balai Diklat PU wil 2 Bandung, his job is a lecture in area of gender in east of Java
- Siska Marbintang :(introduced by Nugroho): Head of Balai Diklat wil 5 Makassar, studied water and waste water engineering in ITB, project manager of Women Empowerment in Makassar (2000), Training of Trainer Responsive Gender.
- Husnan Tadjri : Head of Training and Implementation, Balai Diklat Wil 8 Banjarmasin, he entered a toilet once to assist his daughter in women’s toilet, then after went out he saw all were women. He hoped to have children’s toilet so the parents can enter
- Nur Aini : Works in Balai Pusdiklat, Abdul Hamid, Bandung. Most interesting Gender experience: she works in male-dominated so it is difficult to speak with other men.
- Joke Muylwijk : she is a director of GWA. She is based in the Netherlands, spent much of her time in Bangladesh. When living in Pakistan she had her first child, and everybody said: sorry it is a girl, next time better.
- Yati : Balai Pusdiklat in Jogjakarta, Gender Operation Unit. She is not involved much in gender and her English is also limited, so there are a lot to learn.
- Miss Rikawati : works ministry of works, central office Jakarta. Just 2 month ago involved in gender training, now she has one son from one husband.
- Donny : comes from East Java, lecturer and researcher for water management and hidrology, working in Brawijaya University, also expertise in water consultant and management. He also build some infrastructures like dam, irrigation, etc. Mostly work in university and visit his project in Borneo, Java, Sulawesi, etc. This is the first time he is involved in gender training.
- Inneke Indraleni : works in sekretariat gender in ministry of public work, has a lot of gender experience, introduce gender in human settlement and water management departments in public works.
- Martha Sembiring : works in Balai Diklat Medan, Sumatra, implementing section. She is interested in how to setup the budget and planning for gender responsive for balai diklat next year.
- Dati : lives in Jogja, becomes gender consultant since 2003, works with several NGOs. She is focusing in GRP and budgeting in gender, has 2 kids: boy and girl, also a writer in gender. She hopes that we will raise gender not just in the work, but also in community.
- Yani : works in Balai PSDM Pusdiklat wil 1, program and offices since 1995. Mother of 2 girls. There is no gender issue in her family, they work together to finish household tasks. Also in education, there are many improvement for girls and boys. But in society there are still differences in treating women and men.
- Pak Widiyanto : comes from Papua, Balai pusdiklat 9, Papua, head of section of planning program. He is trying to share the domestic roles with his wife.
- Pak Rahman : works in Balai diklat Surabaya, widyaswara. ToT PPRG in Malang 2014
- Yusuf : Balai Diklat FUnksional Bandung, chief of programme and service section. He has worked infrastructures in public toilet (for gender experience)

Kesia Ratna Rapa: Head of Balai Pusdiklat, her experience is most of the water was used by women. And also she has 5 female staffs. The issue is women need to work since it is not enough to depend on men salary, but also have to take care of children, so when the children get sick, they bring them to the office and she does not have room for them.



Figure 4 Participants and the facilitators on day 1

Workshop etiquette by Margarettha Siregar



Figure 5 Margarettha Siregar - Water, Sanitation and Hygiene Specialist - GWA

Common agreements/ etiquettes:

- Don't be late, starting at 8.30 – 5.30 (Note: 9 is only for today)
- Silence mobile phone during the training. If someone calling us, urgent call can be received outside the room
- No smoking in the room
- Raise your hand if want to speak something, and the other participants have to listen and no interruption from others
- No talking during presentation or other people speaking
- But during presentation, do interrupt if you don't understand

The recap groups:

One group recap for the previous days. It will be divided into 3 group, just by counting 1-2-3, so we will have 3 groups

- **Group 1:** Ibu Yani, Martha, Ibu Nur, Pak Husnan, Ibu Ratna (task to recap of the 1st day, making summary in the morning)
- **Group 2:** Ibu Nuraini, Bpk Rahman, Bpk Widi, Ibu Siska, Bpk Doni (recap for the day 2, making summary in the morning)

- **Group 3:** Bpk Nugroho, Ibu Rika, Ibu Kessia, Ibu Inneke (recap for the day 3, making summary in the morning)

Participant's expectation and concerns:

- Expectation of this workshop
 - Gender is socialized, gender is applied
 - Get more knowledge of gender mainstreaming
 - Gender and leadership
 - Enrich my knowledge about gender in IWRM, from a broad perspectives
 - Knowledge and issues related to IWRM related to gender planning and budgeting
 - My first time, knowledge about gender and can be implemented in my work
 - Gender issues in education related to public works and universities
 - Related with culture and bureaucracy
 - Improve my knowledge including my English
 - Understand about gender and in my work,
 - To be a writer on gender in the media
 - Gender issues in water resource management
 - No gap between man and women
- Concern
 - What is gender, how we can apply gender issues
 - Share
 - Worry about English language
 - Gender applied in education (clarification: because I am a lecture, there will be specific method on teaching about gender)
 - Get get similar mindset among PU stakeholders ...
 - Share gender issues in training
 - Application of gender in training
 - Equation between men and women (Facilitator: actually, it is a kind of expectation. But what about your concern about this training? No concerns)
 - Please have more topics on gender and children, not only with women
 - My office will have some utilities for women and men, including also people with disabilities
 - Fair to all (clarification: saya salah tangkap tentang concern, saya kira bukan hanya di training. Maksud saya adalah adil untuk semua, laki-laki dan perempuan termasuk PWDs, seharusnya begitu dari pembangunan. Kekhawatiran saya, whether we can promote such equity from this training?)
 - Active english language (don't be afraid. Practice and getting wrong is better than not practice at all)
 - Cannot focus
 - To understand more about gender (I would like to know more about gender and this is the first time that I attend the gender training. I also have concern whether we can answer the gender gap issue, because the gap is very huge and too many gender issues that we face with.
 - In my office, it will be useful in my office in Jayapura related to community education.

Facilitator: we will check the expectation and concern at the end of the training

Joke:

- We can see that some concerns are also expectation , so these are very polite concerns.

- *Concern about language:* I have to say something about English. If you don't speak, does it mean you don't understand? Speaking and understanding, whether any differences? So Dati will be available to translate if participants meet with such difficulties.

Understanding of Gender by Joke Muylwijk

The session began with each participant asked to mention one aspect of the GENDER concept¹:

- Donny : the difference between male and female, different roles, rights and responsibilities in several positions.
- Wafiq : about the difference and how to deal with it.
- Ratna : people, man or woman, their responsibilities and put their "self" in the right position, e.g. in example in leadership the competence based on physical differences.
- Inneke : influenced by social & cultural conditions. Some differences between male and females problems. There are some differences in male & female needs and problems. We need to know how to approach them. It is also meant not for adults, but also for old people,
- Siska : different with sex, gender has relations with culture, sex is not so much related to culture.
- Husnan : better life for all because more opportunities to access the rights, for instance public toilet, people do need to wait too long for queuing.
- Kessia : every age has different capability and problems, how to have adequate facilities for all of them, especially for infrastructures and facilities, example street facilities for difable, old people and children. Gender also need to discuss about the ethnic, religions, majority and minority. In my mind, I identify gender among different ages. every ages have different capabilities and needs, especially in infrastructure development, for example for PWDs, like special facilities in the road. And also for elderly, specific facilities in the public facilities. Also for children, there are many specific treatment. In fact, gender also discussing about human rights approach for different ethnicity, religion, which making majority vs minority and how to solve such problems using human rights approach. Minority is part of gender itself. Oppression is not always man oppressed women. Some women also oppressed some man, regarding other social classification. (Joke: this is very important, when we talk about oppression, it is not always men oppress women, but also some women oppress the men.)
- Widi: responsibility. Women is identical to keep children at home and men to work at the office. He hopes to have more equal rights and opportunities.
- Nur Ety: Gender about difference with men and women. In my office we have facilities for child care, difable and lactation room.
- Rika: National problems because the gross GDP is related with people who works and earns money not just from men but also women. Domestic problems: women should not be the one who do the domestic work but also men. Joke: worldwide, all the works that women do which is not paid, if you include them that could be massive.
- Rahman: not to talk about male and female only, it is about a concept that I have learnt related to cultural, characteristic, related to biology, social, mentality and culture. Joke: there is a cultural difference between man & women. This is what we call gender. Biological differences are called sex.
- Martha: gender is more than men and women. I agree with the quote: "if man and woman have to do the same things, we have to teach them the same things"
- Nugroho: different place have different perception about gender

¹ The contributions of the participants as listed here are not to be considered as the relevant description of gender.

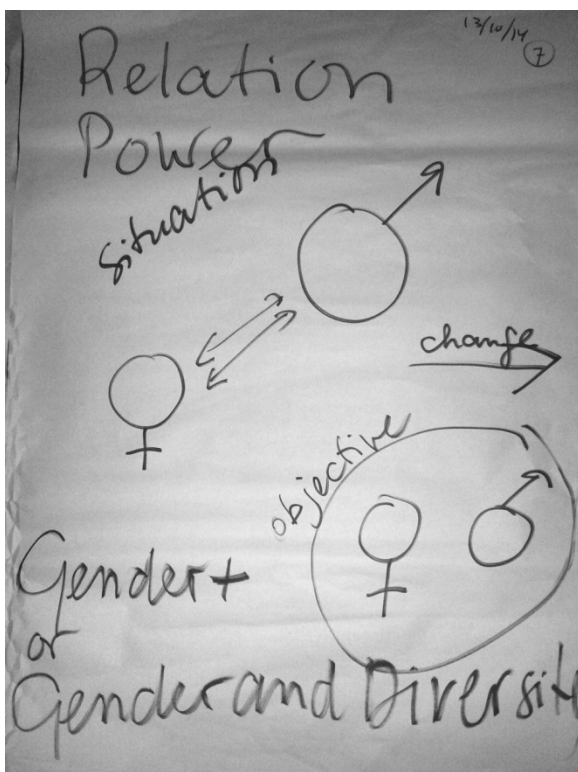
- Nur Aini: similar with other. Gender associate with differences, and it changeable. Like being housewife, since women going to work, the norms and values changed. (Change overtime, that is the core meaning)
- Jani: I heard from you that gender is not about differences, therefore I want to know more.

Presentation of Gender from the slides:

- Gender versus sex
- Asymmetric power relations (hierarchy)
- Social, cultural
- Different interests, knowledge, responsibilities
- Interacts with age, ethnicity, socio-economic class, caste, etc.
- Depending on place, time, culture
- Dynamic: *changeable*
- There is no gender-neutral development
- Use broad meaning of gender: *gender+*
- Men and women; different categories of men and different categories of women
- Socio economic position (class), rich and poor
- Age: girls and boys, youth, elderly
- Vulnerability: people suffering from illness, HIV-Aids, physically or mentally challenged, elderly
- Rural and urban: far away from where the decisions are made, slum dwellers
- Ethnicity: minorities, indigenous peoples
- Race and Religion

Please give example on biological differences between men and women:

- Jani: woman can be pregnant, men cannot
- Martha: women has menstruation, men do not.
- Nur Ety: men grow moustache, women don't
- Siska: breastfeeding



- Joke: men can make women pregnant, women cannot. There are differences with brain that women can do certain things and men have more muscles.

Figure 6 Gender and power relation explanation

Gender is about Asymmetric power relations. It is about relations. E.g: the relation with boss, maids, father, child, all these relations are different. It depends to whom, how do I talk, it is always about power relations.

Rahman: what does power relationship mean?

Joke: (picture of gender symbol relation) Gender can be applied to describe a situation but also as an objective for change. If we work in development, we want **change**. So gender aims for change

towards a better situation, instead of conflict, but better and more equal relations.

Rahman: is it always the relationship has to equal, maybe it should be a different power relation between children and parents, parents and grandparents.

Joke: it is true, therefore there is a term “equity”, which means just and right, not necessarily “the same”.

Gender is a matter of power relationships. Some have more power than others. It’s not only about roles and responsibilities. I have a different relationship with my son, compare to my daughter or my mother. All this relations are different. It depends to whom. It’s never equal in power (husnan: confusing with concept of power relationship).

Is equality a must? This is a very simple picture. Equality is not always the same with equity, but it is a bit different.

An example:

Women know more about water because they work more with water, whilst men do not. Development also influences the gender work, machines help us to do a lot of things, so we can have more time to do other things. But in agriculture we see that when the work is mechanised, it is done by men, and when by hand, it is done by women.

Some power relations have to do with geographic location. Many decisions are made in Java, which may not be suitable to other provinces. Minorities also have different types of gender relations.

Gender ideology is similar to a mindset. Every person has some ideas about how gender relations should be.

- Stereotypes: e.g. old women can say more than young women, people don’t care too much about that. But younger women should watch their words. This is an example of gender ideology, you learn the moment you were born.
- It is often that one is not aware of one’s own ideas about gender.

Sometimes gender relations are seen as natural but actually the differences are based on culture:

- In Pakistan, Bangladesh: women feed the cow, it is seen as natural
- In Africa, women are not allowed to touch the cow because everyone sees it as natural that men are involved with cattle.
- Whilst in fact this shows that neither is natural, but both are aspects of culture.
- Sanitation: people do not like to talk about it whilst it is important for everybody.

Gender can change over time. Example in Indonesia:

- Kessia: women start to be elected in parliament, with the policies 30% quota for women.
- There are 3 women as Eselon 4 now (high rank officer) in Balai Pusdiklat.
- There were changes in Indonesia: now every parent should get their children to go to school.
- The 30% rule is from women’s voice. It happens in the quantity, but not the quality. Some of the women elected are actress or celebrities, but the competence is doubtful.
- There is also women and children empowerment who raise the problems of women and children to the parliament.

Husnan: it seems that gender ideology is always negative.

Gender ideology is a normal thing but it is a little bit wrong because as an ideology is fixed. An open mind is better than a mind-set, because with an open mind we can learn, and with a fixed gender ideology nothing will change.

Gender and Empowerment (Joke M)

- Even if you are poor, you still have some power. It is about stretching one's space for manoeuvre and one's limits. Power is dynamic. People keep fighting to improve their situation.
- Some think of women empowerment, but men also need to be empowered. The children as well, to enable everyone to make their own decisions
- Ratna is asking about indicators: empowerment consists of 4 elements.

Four interrelated elements of empowerment:

1. Social and cultural empowerment.

People's self-image: how do I see myself? Am I proud to be a woman? Or do I see myself as "only a woman". Then what is your status in society at large? Are women valued? Or as minority, are you generally seen as equal to other people, or are you seen as inferior?

JM: My experience, when I had a baby girl, as said, and the men all said: next time better; When a calf is born, people are happy if it is female, and not so happy if it is male. Many girls already feel like not valued at all. Another example is when in many families, girls are treated different from boys.

Empowerment is about making your own decisions. Like have the rights of education which we like and qualified education and we need. It also that you can have your good job which you like. (Dhony: may be I just 60% enjoying my works).

2. Economic empowerment.

This is the right to schooling to one's own choice, the right to good work, and to decide about one's income. What will you do with your salary? Many women have to hand the money to others, say like mother in laws or husband, it reflects power relationships in economic life. In general, women like to spend their earning for the family, not so much for themselves, particularly in poor families. Men are different, such as allocating money for smoke, going out with some friends to teastalls, and others. It happens all over the world, from scientific research on how men and women allocate money in different ways. Jani: at the past, women can only stay at home, become a housewife. Nowadays, due to harder economic life, they permit women to go work (being servants) since it helps the family, some are going abroad.

JM: after working abroad and coming back to their home, how do people treat her?

Jani: they are proud of it to become more rich and this increases their status.

Same income for work, and right to spending benefits and income, right to water and access to relevant resources. Like ownership of land, even either men and women get irrigation water but it depends on who have the right of the land. Access to water is very much economic goods. (Comments from Rita: may be it is not really economic. You mentioned about land which mostly owned by men. There are some legal aspect of the land, including also certification. If women want to use the land, it raise conflict with men.

JM: it is definitely related with economic resources. May be inheritance can be different from place to place in Indonesia.

Ratna: in our religion court, there are rules about inheritance. There are two court: state court and religion court for for deciding inheritance, which girls get less than boys (half the amount of boy's get), while in Hindu, girls get nothing. Christian is according to the state).

Dati: Another example on its according to rights to land in Aceh due to the impact of tsunami.

Inneke: Another one is from Minang, which all the inheritance belong to women; There is a PNPM program, which including also a concept to encourage men and women by promoting women participation and strengthening women economic program by delivering training to increase their income; The concept is very useful, like practicing newly skills to making money by themselves like open up newly business on tailor or making cakes. Instead of having income from their husband, women can get income by themselves; It also equipped with micro credit program for (managed by) women.

JM: men are usually not interested in small credit but with lots of work; micro credit also gives many problems since millions of women are indebted but they can not repay. When it comes from the bank, the interest is really high, like Indian example on it, since the money used for consumption while the interest is very high.

Economic empowerment is really important but it is not the only kind of empowerment.

3. Political Empowerment.

The right to organise themselves, and to take part in democratic process, WUA, influence development efforts.

This is about different levels of political life, from gender issues in parliament to another kind of political issues like how to organize yourself. When I was here ('73- '74), it was not allowed by the government to form groups of more than 5 persons. I remember at that time, women do embroidery but in the mean time, they could talk about anything including also political issues like organizing themselves but it is not easy for them. If you can say together you are strong, it means you already are politically empowered. It is also about decision making processes. It is about the right to organise ourselves and to take part in democratic process, WUA, influence development efforts. Another example?

Inneke: condition for PWDs they have no rights including also for the political life since they have less opportunities to speak up for themselves, there is no institution or not well organized.

JM: for PWDs, it is a really problems for this.

4. Physical empowerment.

The right to decide the number of the children, spacing in between, and the right to proper healthcare, clean water, dignity, the ability to resist violence, the right to safety and security. If you have no access to clean water and you have to care for the kids, you can not go to work. It has to do with gender status like if you are a women with a number of kids and your are sick. The right to safety and security and ability to resist violence, example: many women in south India for example, doing hard work in the field and when they came back to their house, you have to give your money to your husband. She is beaten up by her husband if she does not give it. She is perhaps economically empowered but she isn't able to resist domestic violence. Good example is PWDs which facing with various kinds of limitation. Men also having problems, like many of men probably don't like to beat women. There are many aspects that men need to be empower themselves, like when they are trying to take care of their kids. Not only women need to be empowered, but men and children do. Like problems related with child labour. In India, for low caste children, they have to stay outside the classroom, so what good is education to them? They may be better off with some job, but then well-paid and good work. Or education has to be combined with work.

- There is also issues related to animals as well. In Netherlands, during fall, when the river arises so quickly, there are 200 horses. The farmers had to push horses in many ways using push and beat them. Then, there are 4 girls (15-16 years) who love horses. This girls said to the man, give us a chance to rescue them. “You are only girls” but they allow them. They talk to horses and 200 meters, the horses following the girls. That is part of empowerment, both of these girls, but even of the horses.
- Inneke: I would to ask you about dog. The dog has been trained to help the blind peoples. Is it part of empowerment? JM: yaa, since with the dog, the blind people can go everywhere. This dog is respected and valued, so empowered.

GENDER AND POWER

Movie time – A little paradise in Bondowoso (directed by: Nia Dinata)

Summary: There is a balanced agreement between husband and wife about their family, even though the husband has to cook or care their children and the wife has to go for job for few days.

Main gender relation issues in Indonesia:

- Trafficking, most victims are women, baby and children
- Economic reason, unwanted pregnancy
- Forced marriage/child marriage
- Domestic violence or violence against women
- Gender gap in education – more women dropped out of schools
- Papua: minority vs majority in Papua. After the autonomy, they want higher level of positions at work, they always prioritize the native in education and public health.
- HIV-AIDS – Badan pembinaan konstruksi in PU ministry train the people and employee of the construction on how to protect themselves since they work outside their environment, since 17% of the construction workers got HIV-AIDS and jeopardize their families, wives and children.
- Maternal mortality rates

Gender issues in IRWM:

- Access to clean water: in eastern province of Indonesia, Flores and Kupang, rare spring water. It took miles to go and very far from the village. It is highly related to women, since they are doing the most household activities related with water: washing, cooking, children.
- Sanitation: similar condition with the clean water, they use sources like river for sanitation, or garden, in rural areas as well as urban areas.
- Slum area in north Jakarta, they cannot access the clean water. The PDAM/Paliija installs the pipes but the water only runs 2-3 hours, and they are charged very costly.
- Intermittent water supply in Bandung, so they have to storage the water and increase the burden of the women and also affecting small enterprise, like laundry services.
- Due to climate change impact, extra works and extra costs, extra climate events.

People can only empower themselves if they are convinced and if they are able. They can be helped by convincing them and by giving them instruments for change:

- Education and forming all categories, not just those who need to be empowered, quality education which increases opportunities
- Improved laws and regulations

Outsiders cannot empower others. Empowerment means to be proud of your own identity. Empowerment is also a process.

Power Walk Game



Figure 7 Power Walk Game

The rule of the game:

1. Each participant gave a card that show their role
(example: I act as an Executive member of water and sanitation committee)
2. The participants stand in one line, shoulder to shoulder
3. Listen carefully to the statements read by the instructor
4. Step forward if you are advantage/get positive effect from each statement, stay on the line if there's nothing happened, or step backward if you are disadvantaged with the statement
5. Then the statements are read one by one.

Impressions from the power walk game:

- Unhappiness due to different benefits for different role.
- Every statement have different impact for different people/ role
- Some get more, some are not
- Some women get more, since she have position and networks which can be utilized
- Men is more powerful/ get more
- The higher position, the higher access
- Some are very way behind. Don't have same advantages due to lack of education, so we just keep staying.

We can see the power relationship from this game and how power relationship affecting the life of people:

- It relates mostly with the social (men are more powerful, access to information, affecting decision making in various public life) and economical power (get more education, more income)
- More access to information and networks
- It relates also with political empowerment
- The game relates with what we talking today

Closing of the day

Announcement:

- There will be recap of 1st day by group I tomorrow morning.
- The session for tomorrow will start at 8.30
- Teaching materials for today will be printed and distributed tomorrow
- Dinner will be served from 6-9 pm



Figure 8 Day 1 Workshop

Day 2, 14 October 2014

Introduction for 2 newcomers: Widya and Erfan

Widyaningsih: ITB assistant lecturer, waiting for the Civil Service exam (CPNS) for lecturer, married, has 1 baby daughter.

Ervan: Head of the Balai Pusdiklat Palembang.

RECAP by Group 1: Yani, Martha, Ibu Nur, Pak Husnan, Ibu Ratna

Every participant received a paper with statement, and he/she should determined whether it is right or wrong.

FALSE statement:

1. Political empowerment can only be seen in a parliament.
2. Gender has the same meaning with sex – actually gender is not the same meaning. Sex is exactly formed by God: male and female, but gender is constructed by culture and social status
3. Group and individual cannot empower themselves if they are convinced – if we believe we can empower ourselves, the husband and the wives they are convinced if they can empower themselves.
4. Gender concept does not need power relations – obviously it needs power relations, like husband and wife have their own responsibility and rights. Yani: if we remember yesterday about power relations, that everybody has different relationship.

5. We do not need to do anything if there is a need of water in eastern part of Indonesia – false because water is very important in our life.
6. Social element is the prime indicator of gender empowerment. Social level is important in gender empowerment, as long as your power is high, they go very advanced, hence the social status of men and women is also very high. However, there are actually 4 elements in gender empowerment, not only social empowerment.

TRUE statement:

1. Gender ideology depends on the cultural behaviour – it is cultural issue.
2. Trafficking is the main issue in Indonesia: Joke – it is a major issue, there are various reasons, women mainly.
3. There are 4 elements in the gender indicator: political, economical, physical, social culture
4. Logical thinking is necessary for gender ideology. Women in Bali work as construction while , but we need to think whether it is
5. A woman who is active in social organizations is a person who has political empowerment. Yani: even if she is only a woman, she could access information in the social organizations, which made her empowered.
6. Education, regulation and awareness are internal aspect of empowerment:
7. Gender is talking about people, not only talking about men and women because it is only just one part of the issue, there are also vulnerable people such as difable people, also women empowerment, power relations, etc.
8. To be equal relation between men and women in gender empowerment we need to consider

GENDER AND IWRM

PUSDIKLAT and IWRM

Question before starting the class:

1. How many lecturers? 11 persons
2. Is Kepala Balai in charge of curricula? What kind of materials do you have for teaching?

Answer:

Dony: The Kepala Balai usually only manages the training, there is the Widayasawara Department which are lecturers who do the teaching. For me as university lecturer, I give modules. Now I have 5 subjects, 1 subject is for 8 weeks. Every week there are 2 meetings. The students will have the PDF file of my presentation.

Group work

Each of the 3 Work group consists of 1 Kepala Balai and 3 teachers

Discussion about curricula

Question: What is the current curricula, what is the shape of it?

Siska: there are 12 courses in my balai.

Joke: what sort of materials do you use? Give example of 1 course

Erfan: The title: Planning and design of bridges

Joke: in these courses – do you also consider gender and social aspect. For instance, do you also consider the people who use the bridge or should be moved away due to construction? How is gender to be integrated?

The working group question:

- What is the current teaching material and for which courses?

- Are social aspects included? Is the impact of the technical work on people considered?

For instance, in the Netherlands, there is a viaduct built for animals, since they need to move around.

GROUP I PRESENTATION:

Training of Highway Project Management.

Presentation:

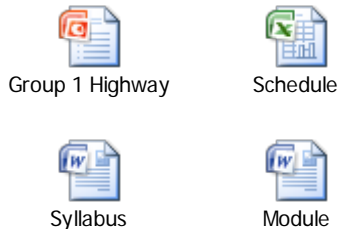


Figure 9 Group 1 during discussion

- Teaching material includes Syllabus (RBPMD), Outlines, schedule, module and handbook.
- After the syllabus, there is the outline to describe the activities in each course.

Discussion:

- The duration of the social aspect:
 - Environmental and disaster mitigation policy – 5 credits (3 hours 45 minutes)
 - Gender mainstreaming – 3 credits
 - Communication and consultation with stakeholders – 3 credits
 - Land Acquisition for public interest and resettlement policy
- Are these prescribed already or do you decide the materials? There are already standards materials but the lecture could modify.
- When you present the gender subjects, how do you feel? Obligated or interested?
 - I am interested because it is about people with special needs:
- % of students and their response?
 - 50-50 interested
 - 80% men
- Inputs from Ineke (Gender PU):
 - The gender mainstreaming is 3 lecturing hours and has standard materials. The lecture should adapt the examples according to the topic. I and friends developed the materials, including planning and budgeting for gender responsive planning, which should be conducted by each department. We already taught the Kepala Balai and teachers of Pusdiklat.
 - The 31 JP has been trained last years from Dinas (Regional office) of Public Works who are responsible to do within their departments.
 - Gender budgeting: Inpres 9/2000, every institution in ministry, province and district should setup the planning and budgeting in their planning and budgeting and has been included in RPJMN and Renstra of the ministry. We teach how to setup the planning and budgeting according to the ministry of finance for gender mainstreaming. The Gender secretariat (3 persons) conducts the training for the public work offices in coordination with the PUSDIKLAT.

GROUP 2 PRESENTATION

Gender Mainstreaming in Course

Presentation



Group 2 Presentation

- Introduction of the members: KESYA, NUR INDRA, YUSUF, WIDY



Figure 10 Group 2 discussion

INEKE,

- E

very
Diklat

- in every course talks about gender mainstreaming (3 hours) in the beginning, which is conducted for example by Ibu Eka in Papua, Inneke in Malang.
- As the group I already explained, it is the same with all the Pusediklat. In the end of the course we have a report or seminar if needed, which is for the officer who will be promoted.
- Evaluation: very satisfactory, satisfactory, very good, good, not recommended.
- The materials:
 - Syllabus
 - Lecture outline
 - Module
 - Handout for presentation
 - Schedule
 - Sometimes there are officers who conduct audit on the teaching and give report to central office.
- Every teaching material consist of module for gender, gender mainstreaming, PPRG.

Discussion:

- All the subjects of water resources development really have strong gender issues. Is the subject not including in the course?
- Inneke: The 3 JP teaching should choose the topic related to the course from 5 sector topics. However, in water sector development, the planning and implementations are not yet in details.
- Keysa: Please give us the suggestion how to include gender in IWRM.

GROUP 3

University and Balai Syllabus

- Presentation:



Group 3 Presentation.pptx

- Teaching materials: the heads of Pusediklat are not the lecturer, so they



Figure 11 Group 3 discussion

- do not know about the lecturing materials.
- In university, we must deliver our materials and every student should receive handout, booklets, journal.
 - Donny is confused which subject he can include the gender for water quality since there are mostly technical materials.
 - Discussion:
 - Donny's topic: Water Quality, Hydrology, Statistic, Watershed Management
 - There are strong gender issues in the Water Quality, so it is very important that we can discuss about integrating gender issues to Donny's subject.

Important gender issues in all sector:

GENDER AND IWRM

Gender issues in all sectors:

- Unequal valuation of work
 - Women have to do a lot of work which are not considered as 'WORK'.
 - Non-recognition of work especially women's works
- Non-recognition of reproductive tasks
- Non-recognition of community service
- Violence and insecurity
 - Wherever women go, they often feel scared that somebody may do something, much more than men, even domestic violence.
 - Less percent (globally about 10%) violence against men, and more percent are against women (globally about 90%).
- Unequal say in decision making: women do all the water works, but men decide.
- Gender divisions in numbers: all over the world, still are the girls not go to school as often as boys are. These are the few numbers that show clearly why it is important to include gender in our work:

Women perform 2/3 of the world's work

Women earn 1/10 of the world's income

Women are 2/3 of the world illiterates

Women own less than 1/100 of the world's property

Water:

In this world there is a growing scarcity of water. If all fresh water in the world fits in a bath only a teaspoon of fresh water is available for people to use all over the world. Who will win the fight for the freshwater?

For instance: The Netherlands is located in the delta where it receives water (clean or wasted or contaminated) from neighbour countries. The government discusses about this with the neighbour countries and now the rivers are cleaner and fish that was extinct come back to delta.

India: a woman needs water for domestic purposes, but the husband needs the water for irrigation. Husband put the pesticides in the water so the woman could not use it only the husband. However, after work, the husband still demands the woman to get him the water for his bath. Where does she have to go to find water, if she earlier was used to get it from their well?

Therefore, the conflict is in all levels. Therefore, it is important to have discussions, sharing with all stakeholders and communities in all levels to sort things out. And it is then important that the voice of women is heard.

Quality of water cause more unpaid work since it takes more time for women to fetch good water than time for paid work, hence less time for income earning.

There were a number of issues that were discussed in Dublin (1992), which was to find methods to manage water in sustainable ways. One of the important things is that the decisions regarding water should be made in the lowest level that it would be relevant. So I should not need to talk about Gender and IWRM, because everything is already about gender in IWRM. But in practice a lot of technical people still forget gender when talking about IWRM.

How is IWRM in Pusdiklat, is it still new subject?

Kesia: there is 4 hours subject in project manager training, especially for river basin management.

Joke: in many countries there are national IWRM plans, what about Indonesia?

Kesia: Government policy no 7/2004 has stated about water conservation, usage, community participation.

Joke: it is understandable because Indonesia does not have any transboundary issues regarding water resources. But for dry/drought and flood, it is important to understand.

The water always flows down and goes to another problem, it can be a blessing and a problem.

We will continue after lunch.

Discussion:

Donny: Do you have examples from another country about IWRM? In Indonesia we are discussing rights to water, water privatization.

Joke: The right to water is something that the World Bank would like to avoid. Water rights don't mean water should be free. The point is that all people, poor and rich need water every day. So from a natural perspective water is a basic human right. When we look at payment for water, we can see that poor people, especially those who have no connection, pay more money for water because they have to buy it per bucket. Rich people all have connections and then pay much less for cubic meter. Poor people do not mind to pay, especially the women because they are afraid they lose the connection, if they have it, and they need their time to earn money. But rich people sometimes forget to pay. Example in India: due to the caste, low cast people they are not allowed to touch the water taps because it is for the higher cast. It is very interesting to notice that this lowest cast people choose the most expensive technology for their water supply, because they are not allowed to touch other sources that they would like to make sure that they really own and enable to use the water.

Another example, in most situations Joke prefers water supply by the government because with government, there is a sense of feeling that you can have a say in the water to the government as democratic country compared to if it is run by private company.

Efficiency

We talk about efficiency: how we can optimize the use of water with limited resources. Therefore coordination is required among sectors related to the water resources. It is not very efficient to leave 50% of the population out.

- to do more with fewer resources:
- include all available knowledge, capacity, human resources
- involve those who do certain tasks, which others don't do or know about
- give training to those who will use it.

Effectiveness

How we could aim for more effect, larger impact or bigger result. For example: if you could not speak English, it is not effective to participate in the course delivered in English.

- focus at the right stakeholders
- train the right stakeholders
- involve those who have an interest in your project and activities
- raise awareness of all

Equity

Example: subak in Bali

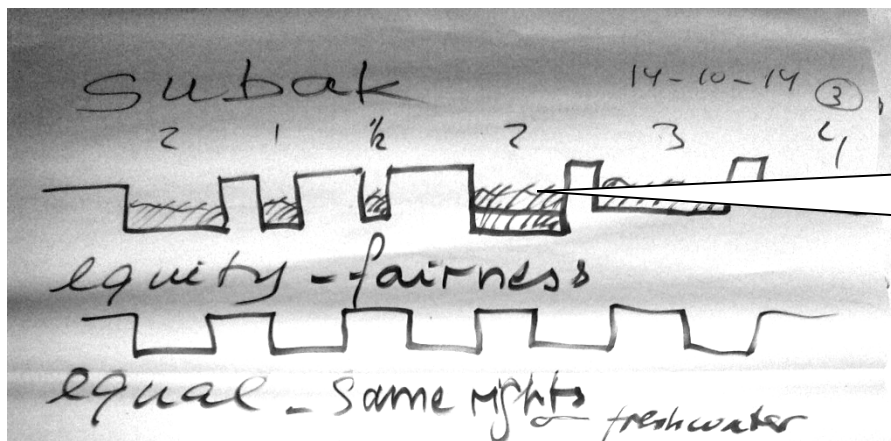


Figure 12 Subak diagram, upper: equity, lower: equal

Equity: for more equal opportunities and rights:

- Involve men and women of different ethnic groups socio-economic position, age, etc
- Give each category the same rights, the same say in decision-making, etc.
- Value the contributions of men and women according to the same standards

Everybody gets per hectare the same amount of water. This is called equity, because you divide water equitably. However, it will not be equity anymore if one of the farmer dig his/her subak deeper than others.

Equality: means for each the same amount of water, never mind the hectares.

People are different, therefore we need to be treated equitably so in the end we could all be equal.

Donny: in my understanding equal means fair

Joke: equity – fairness, equal – same rights.

Keysa: the reality in the field, the irrigation already designed equity, but there are dishonest people who tried to cut the channel. Also PDAM sometimes could not do anything because they will say this is my rights because you use my lands to put the pipes.

Sustainability:

Water can be free, but water supply is not free, therefore it needs to be paid. People in cities and poor people are willing to pay, because they want to ensure they have water for their needs. Sometimes in many country women pay the bill because they are the one who use the water mostly, while actually it is for the whole family.

Sustainability also includes the behaviour change. People will use their hands always when they change their mindset that it is important to avoid/reduce diseases.

Sustainability:

1. for technical improvements to be more durable lasting and strong:
 - Make sure those who work with it feel that they own it
 - Train those who use it also to maintain it
2. for attitudinal change to stay:
 - Make sure that training has been adequate and appropriate
 - People need to be convinced that it is in their own benefit
3. for water management to be economically sustainable:
 - Those who have to pay for water and for maintenance should be able to count on the services
 - Payments should come from men and women, not just from women.

In Practice:

Water is the basic human rights but legally not yet in many countries, like World Bank is scared that people start to demand water. Women and men are still not really equally present. Countries start to develop their IWRM, but they have to coordinate between their sectors.

Solution:

- make analysis with four elements of empowerment
- take gender ideology into account
- encourage women and men to express their idea about responsibility, location, style, maintenance, cleaning, payment, irrigation, environmental details: *participation*
- women are not just victims, women are the first to help with solutions: *make use of local knowledge of women and men and elderly*
- involve men as well: shared responsibility
- search and use lessons learnt

Gender in water, sanitation and hygiene by Margie

(Ice breaking conducted by Margie)

WASH term is mostly used by UN and NGO, and now more universities recognize the issue as one of the subject. When talking about water, mostly for the households, we will see why gender is an important issue.

In Indonesia, access to drinking water is still not achieving its target. Riskesdas findings 2007-2013 shows increased in average but there are some issues in some province like kepulauan Riau. In average, only about 67% of the population have enough access

The sanitation is lower than access to water. 59.8% but in NTT and Papua is less than 30% (very very low). It really doesn't increase so much. Poor sanitation is also due to the attitude of the people.

Impact of poor water and sanitation can be water-related diseases, like cholera and diarrhea and protection issues. In Sumba Timur, people should access water by walking 4-5 km, so they use water spot to having an affairs with other man and women. In other places, women got rape when they were going to collect water, which is also happened during tsunami in aceh. There are rapes in the public toilets. The same problems also affected children.

Gender issues related to water supply and sanitation. When I was developing water system in the field, we did a survey on water demand. First they come to men but they don't know anything about it. It is women who own the knowledge and information about water. Data should be collected by considering gender in the community to avoid biases.

Women have many issues regarding sanitation, especially during menstrual hygiene. If you don't have good sanitation facilities, you will face with gender-based violence. In NTT, 90% girls don't go to school during menstruation in 7 schools in Nagakeo since they are shy to getting menstruation during school time and there are no good toilet facilities for them at school so they can deal with their menstrual hygiene appropriately.

STBM (Sanitasi Total Berbasis Masyarakat): 5 pillars of STBM (open defecation free, hand washing with soap, household drinking water management, household solid waste management, household waste water management).

STBM approach is about community based, to develop their own good sanitation facilities and good access to water. How can we trigger the community to develop their own good sanitation?

The movie: *Community-Led Total Sanitation (CLTS) by Project Concerns Indonesia (PCI)*

How do you feel about the movie?

Siska: funny, inspiring, I have the same experience with Bangladesh, it is modifying PRA for sanitation project.

What are the main issues in the movie?

Kesya: Accommodate people using bottom up planning, from the RT level including in sanitation and solid waste management. It must be implemented by the community, by involving them. When we talking about attitude, all the people must know and getting socialization and have the same perception about needs for sanitation.

Inneke: there is a good movie by encourage and inspiring people to quality live improvements including sanitation.

Do the facilitator teach something?

Who is talking about germs? Not facilitator. The people already knew about germs, they have the knowledge already. However, there is a belief that building sanitation facilities is expensive, compare to their daily needs like food.

Is it really expensive? If we are talking about concrete building, then it is expensive. But we can make it much simpler and more cheaper than expected by many. The community come themselves at the end. At least they start with simple thing and using local materials that they already have or easily to find.

Sometimes it also depends on the priority of the people and who makes the priority. In sumba, they have no electricity but they have mobile phones. When need charging, they give it to the driver which bring it to Waingapu to charge for Rp 5000/phone. More people also have motorcycles, but they said that sanitation facilities is expensive.

3 components of STBM:

- Demand creation (triggering). Including gender issues (JM)

- Supply creation (sanitation marketing). Who decides in families what the money is used for? Men, not women and kids. Like a case on prefer buying motorcycle rather than building toilet. How to develop new livelihood for the community? In Lumajang, micro credit for women also used for building toilets.
- Enabling environment (policy, regulation, budgeting). we have to understand the way community live, and how the policy should recognize and promote it. It is more about gender issues on how policy can address this issues.

In Aceh after the tsunami, there are good latrines. But the people don't use them, but it will be used later for their son when they get married. Considering people's mindset is really important. That is why community consultation is really important.

Example of results of STBM: the latrines for disabled people. Accessibility for them is important.

Monitoring can also be conducted by children, they can do by themselves and they do have their needs and standards as well.

WASH for humanitarian response: building facilities in time of disasters, which sanitation facilities often left behind. In disaster mitigation plan, we do water trucking, but it need queuing. It can raise conflict among refugees. Mostly, fetching water in disasters become children task, since the adults are still panicking and occupied with issues like shelter and saving their leftover belongings.

Water supply and sanitation in Jordan experience; women still complaint even they have separate shelter and access to water, but they are complaining about electricity. They didn't want to go to the toilets during night.

Water consumption average 22-31 lpcd, which is actually comparable to the local people. However, the local people perceived that the refugees get more water since the water runs everyday in the camp. Local people go to the government and complaining about it, which raised conflict among people.

Husnan: This is very interesting, although I have not fully understood yet. In the movie, the story is about community empowerment. The question is, firstly, how many people use the public facilities for defecation? Is there anybody who has good hygiene behaviour? In the movie, they seemed to do open defecation. Secondly, the provision of facility also can be compared straightly to somebody's ability or resources, for example the rich people can buy bottled water for drinking. This meanse, health can be improved by improving their livelihood and income. I believed, if they were richer, they could have built better water and sanitation facilities. Another question is about the refugee in Jordan, why do the people live in the place where there is water scarcity? Why don't they move to other better area?

Margie: where do incomes go? Some go to smoking, some go to buying snacks or lunch after the school, and fuel for motorcycles or motorcycle credit, for electricity or housing rent. It's not only rich people can access, but people see their priorities, whether sanitation is important or not.

Dati: among poor families, around 11% of family expenditure going to smoke, much higher than for health, according to the Susenas.

Husnan: Can we force people to change their attitude for smoking? Do we have the authority?

Margie: this is how that we need gender workshop. It is true that we don't have power to interfere them, but it's about increasing their awareness. Mostly like smoke, does everyone want to smoke? Mostly are men, so how we can facilitate the community, not only men but also women and kids to

know and speak up about their needs and aspirations? How can we facilitate them so women and children can influence the decision making on what to prioritize in a household expenditure?

Kesya: we have to change and empower men as well regarding needs for hygiene and sanitation. May be women will asking for different needs.

Joke: I think this is related to direct and indirect benefit. If they invest in motorcycle, benefit is more tangible than investing in sanitation. That is why education and awareness is crucial and starting from the children is really important. Many people have more money, but they think that sanitation and hygiene is not important.

Dati: it is about power relation, including also the behaviour and prioritise including who set the priorities.

JM: it is matter of power and priorities. Men or women? Who and how they decided? Like how time spend by women on activities related to collecting water and sanitation and hygiene. If you told them, learning from STBM, the man may change, by convincing them.

GENDER POLICY OF THE MINISTRY OF PUBLIC WORKS facilitated by Dati Fatima

Girl effect movie

What is the movie about?

- The forced marriage
- Early pregnancy

How to address this issue? Gender mainstreaming

As PU is one of the leading ministry in Indonesia in implementing gender mainstreaming in Indonesia. Let us discuss about the regulations and guidelines in gender mainstreaming in Public Works

Inneke's presentation on Gender Policy in Public Works



Figure 13 Inneke from Secretariat Gender PU presented the Gender Policy in PU

Definition of gender mainstreaming according to Presidential Decree 9/2009:

Equity for the gender itself, we have to setup activities for all people, not just men and women, difable, children, etc.

General goals: all the activities should integrate gender perspective and consider the needs of community groups with special needs: male, female, children, old people and people with disability.

Specific goal: We have to make sure about that every staff is capable to conduct the gender mainstreaming in the.

Target:

- How to develop commitment of the leaders and staff on gender mainstreaming
- How to develop facilities for buildings around the public works in central and local level which are gender responsive.

The legal aspect derives from international level (Beijing Platform 1995) to national regulation.

The organization: steering committee (the general secretary), implementation team with 6 working groups.

Paradigm:

- To change Stereotype: infrastructure is considered neutral gender.
- If there is any policy, regulations, guidelines and standards not gender responsive, we have to revise.
- The standard and guidelines for building and public facilities (Permen PU 30/2006)
- Every unit organization who is in charge of socialization, diklat, etc should be involved. For instance: the modul of land acquisition should be reviewed whether the gender mainstreaming is included, otherwise it should be revised.
- Monitoring and evaluation are important because without good implementation we could not achieve the target.

Guidelines:

- Gender responsive planning using gender analysis
- Gender responsive planning using gender responsive budget.

The mechanism:

- Gender statistic (2011)
- gender budgeting (2013, revision from 2009)
- Gender impact assessment (2013)

The guidelines have already been published in 2011. The gender budgeting is already published in PPRG, 2009 (revised in 2013). Asessments are published in 2013, which have been developed are for public building, environment, pedestrian and green space.

The implementation in PU Regional Office:

- Gender responsibility in public facilities
example, lactation room, lift for handicap, child playground, toilet for men/women/handicap, ramp for handycap
- Training curriculum, contents 3JP's material about gender
- Training about gender (Perencanaan dan Pemrograman Responsif Gender) 33JP

Discussion

Yani: we have not received it yet but now we received them through this workshop.

Kesya: I have heard about this, but I do not know where Pusdiklat lie on the working group.

Inneke: the chief of pusdiklat is the member of the implementation team, so he should give the information to the balai.

Joke: I would like to congratulate you because this is actually fantastic.

Inneke: we received appreciation from president.

Joke: GAP : Gender analysis pathway. The unique thing is the gender budgeting because everywhere there is a nice word of gender mainstreaming, but there is no budget. But here we could see that all the nice words should have the budget. This is also important for the participants that now they know about it, and you have to start learn about it.

Dati: the uniqueness of the gender strategy that now infrastructure is not male dominant.

Rakhman: the implementation in each balai is obligatory to mainstream gender in each course. The participants should be all the staffs in the local level.

Nur Ety: our center has provided facilities for gender, such as lactation room, childcare, disabled toilets.

How to include gender in the programme?

Nur Ety: each course has included gender mainstreaming session.

Rakhman : 2 eselon 4 are women in Jogjakarta

Siska: we also have provided gender facilities, such as lactation room, utilities, toilets.

Erfan: same in Palembang, we have those facilities in our office.

Dati: What is the main challenge to implement gender mainstreaming?

Rakhman: needs more information and dissemination

Ratna: Pusdiklat has 4 sectors, each sector has 2 eselon 4. I think that PU try to make equal for every position

Inneke: we are surprised that 75% are women, but not all engineers. It is difficult for us to allocate the people because of this. Human settlement – 60% are women and most of them are engineers. Already 2 years in a row, the minister was surprised because the majority of the CPNS are women and it creates difficulty, therefore the minister tries to reduce the requirements. We know the constraint because sometimes they have babies and difficult to go to the field. This is not the point about the % of male and female, but it is about the mindset. Community empowerment is different treatment, because we give money to them and they have to do it, therefore equal percentage.

Dati: Another sector: education – career development – teachers majority: women, headmaster: men , so number is also important to show how is the career development.

Margie: engineering is art. For example in my field, most of the engineers are men and they are NGO people, they know about gender issues and try their best to provide the gender based facilities. However, they still need women perception since they do not aware such as the shyness or

embarrassment of women if their toilets are next to men's without proper separation. Also during menstrual period, and during the nights. Even the hole in the toilets become problems, because children and elders afraid to use such a toilet with big hole since they are afraid they might fall down.

Ineke: it is important to have gender responsive and should be step by step and involving males is important as well because our ministry is still in progress on changing the mindset.

Dati: including male in the gender responsive is good, but we also need to review the career development in the office. How is the career path of women compared to men?

Rakhman: there is no big issues about carrier path in PU now.

Keysa: the ministry has the opportunity for women but I as a woman still a wife so sometimes it is difficult to leave the family for the career path.

Closing of day 2

Group 2 recap for tomorrow - Ibu Nuraini, Bpk Rahman, Bpk Widi, Ibu Siska, Bpk Doni

Day 3, 15 October 2014.

Group Recap

Ibu Nuraini, Bpk Rahman, Bpk Widi, Ibu Siska, Bpk Doni (recap for the day 2, making summary in the morning)

Group 1:

Group 2: Water should be managed at the highest appropriate level. Disagree, since should be at the Lowest Appropriate level :

Group 3: actually women and men should share the same responsibility, but since women do for households and agriculture also, women should be the primary responsibility. Recap group: in many situations, women know more then men

Group 4: one key point in IWRM should facilitate the regulation and implementation on water resource management. Agree, like in Indonesia, we have ministry who responsible to manage and have responsibility on this area.

Gender, Water and Agriculture

(Some recap on)water supply and sanitation.

Gender mainstreaming means more efficient way. Men do it, but mainly women are the responsible for hygiene, health of the family, responsible for water, they menstruate and get pregnant so hygiene is more important for women than men. There is a lot of task, and a lot of taboo as well –you are not supposed to talk about it. It means it is hardly to get the right and understanding about women works and needs.

However, Sanitation facilitations seems less important for men. That is the discrepancy: who make the decision (man) doesn't care about sanitation, Are you agree with this? (Yes)

Other important issues in water supply:

- In Kenya, in one big area only one water point. Even walk for 10 hours day for collecting water
- Privatization: there are gender issues inside
- Toilets: clean and available toilets, about maintenance of public toilets
- Refugees: more issues on gender in time of crisis like Jordan experience
- Disaster: continue works for women everyday, for the member of the family. Men usually pending their all work, but women continue their work everyday

Tri Joko: gender issues in privatization?

JM: the government provide water to all citizen, but in privatization not in intention to all as long as they can pay.

TJ: but private also limited by government regulation.

JM: it is. But there are lot of poor people don't have access to water.

Kesya: in the private, they have tariff which giving subsidy to the lowest. For example, about 3000 / poor, but if you need more (more than 30m³), you have to pay higher (progressive tariff). Also they built facilities in slum area for the poor, under the govt of public works department. Act 7, talking that water is the economic water, we pay for the way we got the water (pipe, infrastructure to provide water to the households).

JM: subsidy is not privatization, companies don't give subsidy, only the government does. Gender issues: men even don't care about high price of water including needed facilities

Question: PU is also for irrigation? Kesya: Yes. Agriculture is a political issue also. It is part of ministry of agriculture. Talking about water for drinking and sanitation, is in public works departments. For agriculture: Above 3000ha, coordinated by central govt. 1000 ha – 3000 ha, coordinated by provincial, under 1000 ha, coordinated by local government.

Question: In your position, you are not really involve with irrigation, or teaching about irrigation?

Donny: yes I do for one subject, on crops (evaporation, calculation of rain fall, etc).

You also realized that food is from agriculture, which means water and food security is an important issue

Gender issues related to water in agriculture: it has to do with division of work based on gender norms. More said farmer is a men, but women is helping. But in fact, most of the works were done by women than men. So we can not saying that they only helps the husband. So we call her women farmers, rather than wife of the farmer.

Decision making issue.

In Zimbabwe, in the field, it is from certain crops, women select the seed (the best seed, which means skilled work).

The right to land and the right to water.

Women in many part of the world, only access but don't have control over land. They don't own it, may by the father, the brother, and even by their son. If women have the right to water as same as men, it will be much less hunger. The food crops, is eat everyday most done by women but they don't have enough access and in particular control over resources to produce foods. Even in Netherlands, in a quite big farm, one man and one women, the work the same, but women said that she only help the men.

Feminisation of agriculture and of poverty.

Husband has to go to the city or to industries to find paid employment or work in larger agriculture farms, and women left with small holdings or as labor in their village. This is called feminisation of agriculture.

The gap between poor and rich is getting bigger, and 70% of the poor people are women. That is called feminisation of poverty.

Water for crops.

For food production, 3 weeks no rain, and the crops are dead. If there is little bit of irrigation, which will help to survive crops that are otherwise rainfed. It could be so helpful for food production, household food security and also national food security. But often women have no right to water for irrigation, since they are not considered as real farmers.

Water for vegetable garden, for livestock.

Sometimes women have power in decision making, but it can be hard to find it. Different farming systems: small mixed farms run by women which lead to good and healthy children. In some big crops (cash crops), more money is earned for the harvest but it goes to father and less for children.

Agriculture

If you live in the city, sometimes you don't care about it, but it is also women's work. This is a worldwide problem. Involving women will increase 6-7 times of productivity. Women in agriculture could feed hundreds of people who now are hungry. Food security is a major issue in Indonesia. Also related with issue that middle class consume more on meat, which need more water than vegetables or beans. That is why I am a vegetarian.

Role Play: Community consultation for irrigation project.

The scenario only covers the initial situation. The participants could add more details on the story to present the reality in the field.

Scenario:

The government has a new irrigation project in village A and the PU project manager wants to start the setup in the village. Therefore, he/she send the field officers to go to the village and inform the community about the project.

The PU field officers go to the community and setup the meeting with the village leader (kepala desa) to inform him about the project. When they meet him, it turns out that the wife of kepala desa is also there and listen to the conversation. She and her husband just saw in the tv news last night that PU has received the appreciation from the President on gender mainstreaming in their department. She does not really understand about gender, she only heard that PU wants to involve women in every PU project.

Therefore, as the wife of Kepala Desa and head of PKK (women group), she insists to know about the project and the benefit to the women. She wants to use the project to benefit her PKK group and gain favour from the members, since there will be a PKK competition in the district level and she definitely wants her group to win.

On the other hand, Kepala Desa also has another interest. He just joined one of the political party as the parliament candidate for the next general election and he wants his villagers to vote for him during the General Election. This new project should be able to boost his voters, especially since Kepala Dusun AB is also a candidate for another party.

The project is designed to cover the rice fields in dusun AB since the other dusun already have existing irrigation system. The water source comes from dusun AA lake/pond where kepala desa lives.

Role play tasks – please perform this situation and continue on what happen and how the project deals with the situation.

Role players:

- Project manager: Kesya
- Head of village: Tri Joko
- The wife of the village leader: Jani
- PU Officer: Ervan
- Representative of political party: Inneke
- Head of sub village AA: Donny
- Head of subvillage AB: Rahman
- Member of PKK: Martha, Siska, Nur Aini
- Farmer group/P3A: Husnan, Widi, Nugroho.



Lessons learned of the role play:

- Involving and empowering local people, men and women. It needs communication, transparency of the project to the community and identifying and accomodation different role of the local people
- Negotiation among the actors, especially between the wife and the head of village. She has interest, she has access to information and she has power (equal relationship) to have bargaining position.
- Head of village:
 - o Sharing interest with his wife
 - o He has som issue with money politics
 - o He tries to accommodate his wife, since he wants women vote for his election.
- Head of sub village:
 - o Struggle to put local people becomes subject or object.
- Government as facilitator:
 - o Should be consulted with local community, men and women

- Trying to find win-win solution to overcome crisis and conflict of interest among people. Sometimes, it is a bit difficult
- Giving space for women. In some situation, women need separate forum to enable them to speak freely and express their experiences and aspirations.

Gender, water and monitoring

Especially if we have gender in the project, we need to have indicators in the project. If we don't have the indicators nothing will be done. Monitoring should be done in the beginning of the project. Very often the program starts with the benchmark of data and gender immediately is forgotten. That's why gender indicator should start in the beginning.

Gender indicator should measure impact, not just how many participants, training. The impact can be more girls go to school and more girls stay in school for how many years. Although we just do sanitation of the schools, still it is the impact.

Indicators should be SMART –Specific , Measurable, Achievable/adjustable, Realistic, Timebound.

E.g: indicator output – we have given 5 courses in one year.

On the other hand, there is a lot we do especially in gender which we cannot measure. Then we try to raise awareness about gender relation and it is a bit difficult to measure the awareness. Then we use qualitative measures, such as case studies.

Case studies can be time bound. You could do a case study in a year and compare to next year. There are score card, ladders, etc. Those who pay for your budgets, donor, government want to have evidence. Therefore you need to do this.

Gender sensitive survey- do not think that household is the smallest unit. In a household husband, wife, children have different interest. You often see in the survey there are so many people in the household, you should know about them, not just elderly but elder women, elder men.

Focus Group Discussions – sometimes we need to separate men and women in discussion and they will tell us different point of view between men and women priorities.

Photographs – to prove the change situation.

Who has conducted monitoring:

Yati: I work at educational partnership with the university. We monitored the students along the year of their studies. Even if they are drop out, we still monitor them. The indicators are: the material of the study, we ask the university whether they are lazy or diligent. We also have counseling, if we have monitor.

INneke: I am involved in monitor and guidelines. The indicator: input, output, outcomes, impact. For measuring input is easy: how much money, time duration. But actually the weakness of the ministry we have not yet measured the outcomes, how far gender issues have progress, time duration (2-3 years). We also need to measure + and – impact.

E.g the participants of women in Papua up to 80 %. But number of violence to women is very high. As well as Menado and Bali. It means not just to encourage women, but also how to empower men.

To find indicators you have to sit together and discuss about the indicators. Donot go for a long whole list. A few indicators and 1 level output, 1 level impact but not too many.

If in year 1, indicators need to be adapted do as early as possible. After sometime, you found out that you need to address men instead of women then you need to adapt the indicators as soon as possible.

If you have results then show it and be proud of it. I have seen great things in Bangladesh but I must do something wrong with the report since the donor could not see it.

That is also why we have to collect gender segregated data always, so many men, so many women, so many girls, so many boys. There are hardly gender segregated data in the world. The Joint Monitoring Programme (JMP) for watsan do not show gender indicators.

There are 70% women who pass the CPNS, then you can study what happen and follow up. That means you do not need positive discrimination for women.

I have to confuse you a bit to make you think.

FIELD VISIT

For field visit, please remember that you need to review the 4 elements of empowerment – social, physical, political, and economic.

How was it before, how is it now, how people can be empowered

The field visit location called Batujajar. Balai besar bandung has a program, SRI Project – a poject about rice. In that area, they use ground water for irrigation for the rice field. They use ground water pump. Actually the project is in Cihea but it is quite far, so they decide a place for field visit in Batujajar which is closer

The project manager is Pak Yayat. We will be assisted by his staff, Pak Budi, during field visit. In this place, we will meet local community, farmers man and women. They conduct regular trainings which were attended by mostly men in the begining. But later, they recognized that it raise issue in the household since it need labour consume by practicing lots of skills they got from the training. So then, they invite women in the training. She understands more about the project, and become more diligent than the husband.

The project used ground water as irrigation; 1 l per ha, but it also used for another purpose. It will be interesting to learn how they manage the water, including in the dry season. But because the balai already have lots of activities, they could not prepare the community for a meeting today. So, we will go there and pak budi will try to invite many of them and we will talk to them later.

Travel 1 hour from the hotel, may be around 1 hour there, and 1 hour for travel back. At the end, we will have 1 hour for reflection after. It seems that we will close the day at 5 pm. After field visit, we will discuss 4 elements of empowerment using gender lenses. Please try to collect as much information we can get during field visit.

(In reality, the field visit took 6 hours: 2.5 hours travel to the site, 1.5 hours in the site, and 2 hours to go back to the hotel).



Figure 14a and b With farmer group during field visit in Batujajar

Day 4, 16 October 2014

- Some changes on the program. Some subject are less relevant and some others (new subjects) are more relevant
- Will add participatory learning action
- We still have session on group for for female student, sort film, gender and water and good governance, participatory tools, follow up and evaluation and will be closure of the training

Recap

Bpk Nugroho, Ibu Rika, Ibu Kessia, Ibu Inneke (recap for the day 2, making summary in the morning).

The participants were divided into 3 groups, and each group creates gender mainstreaming yel:

- Group 1: economic economic, physical, physical, political political, social social empowerment
- Group 2: gender and women empowering, yes yes yes
- Group 3: love u gender, love you gender, yes yes yes

Then every group was given an envelope with a question in it.

Group 1: *Do you agree that feminization and poverty is related to gender in water and agriculture?*

Answer: most of the farmers are women, because they are not taking care of themselves, but also the family, elder, etc.

Group 2: *Please explain your experience in Batujajar field trip with the relationship in social empowerment.*

Answer:

Yes we have seen, about education because they were trained in SRI. Economic empowerment we talk about income/ salary (the salary from agriculture for the women and their husband too. The women have right to use money for their family purpose)

- physical : health (access to clean water).
- Social: they are trained on SRI
- Economic: salary from agricultural, the woman receives salare while the husband also have their own salaries. The women can use their salaries for child care and health.
- Physical: health, women have access to water

Group 3: *Please explain why women play as men's role in water and agriculture.*

Women know how much water need in household because they are the one bathing.

FIELD TRIP EXPERIENCE

During field visit, we can see the gender situation in practical life. Let's discuss the 4 indicators for empowerment. We have 4 groups, yel-yel group and recap group. Please list from field visit.

- Group 1: what do you think about social empowerment.
- Group 2: what do you think about physical empowerment.
- Group 3: what do you think about economic empowerment.
- Group 4: what do you think about politcal empowerment.

Each group will reflect the positive, negative and interesting issues found during field visit.

Group 1 : Social Empowerment

From the field visit, we found some positive conditions such as:

- Corporation. They are always working together, and sharing many works like sharing water not only with the member of the group but also with other community member.
- In terms of gender mainstreaming, every people takes roles and we also found that men also recognize and aware about women and child's roles.

- Member of the group also still socialize with other community member.

Negative indications are as follows:

- More time needed compared to conventional method

Question marks/ interesting conditions:

- Why we don't convince other people to practice SRI? Not all of the people already known the approach as well.

Q&A:

- Siska: There are bad sanitatio in pak haji house, like we can se many botols of urine there. It is not hygiene for them
- JM: social empowerment means that I've seeing doing meeting is that women are sitting behind. They have not enough space for freely speaking which showing that they are not recognized by others yet. Not sure that it was happening, but i am wondering whether it was organic or not? It is really dirty there. And regarding men and women, I am not sure that they are equal already.
- Margie: what social empowerment means? Whether women feel they have authority to decide for their social life?
- Jani: first when I saw them, they said that women invited by men for attending the SRI training. But later, they feel better to do other things which is not only related to SRI/ agriculture, like teaching kids or socializing in Posyandu (community-based health mechanism). And they said that their husbands allowed them to do that, including to decide kind of planting such as planting beans, soya and chili.
- Inneke: for social empowerment, education and trainings are really important. We could see that women got the opportunity to participate in the training.

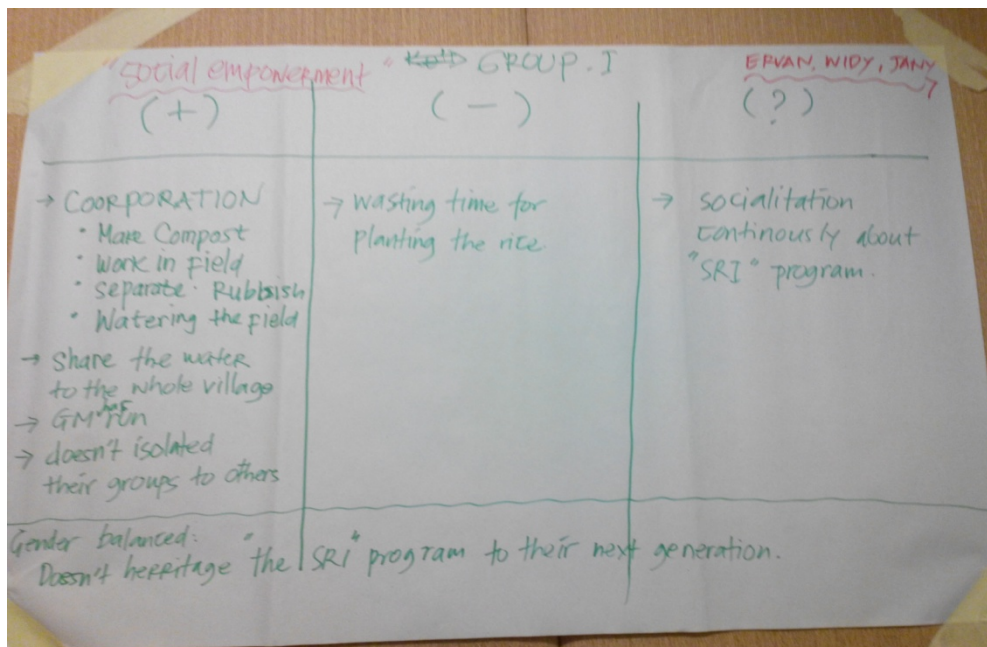


Figure 15 Group 1 presentation: social empowerment

- Margie: we try to answer to women but the group leader answer and dominate the discussion. Even he also realized women do lots of thing. It is a matter of need their role on working but not let women to speak up for themselves

Group 2: Physical Empowerment

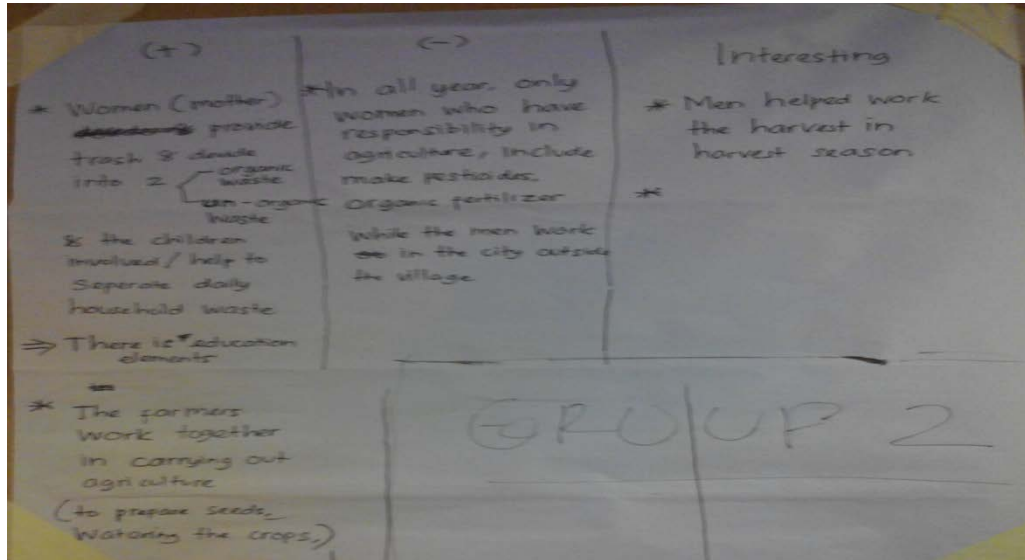


Figure 16 Group 2 presentation: physical empowerment

Positives Indications:

- Women provide and decide trash into organic and unorganic waste and the children involved/ helped to separate daily household waste
- There is education elements
- Farmer working together in carrying out agriculture, like women preparing seed and crops

Negative

- In all year, women working in the village while men go to the city. They also have to take care of their kids. It means increased burden for women. Men only do during harvest session

Interesting:

- Men helped work the harvest in harvest season

Q&A:

- what physical empowerment means? Husnan: It means enabling all community member to make their own decisions. They also have capacities to resist from violence
- working together but only women? Husnan: it means, women working all day long during the whole year, while men and women also sharing their work. There are division of task among them, but physically, women are the person who is in charge in many. While men go to the city, why women don't? Joke: it is. It happens in many culture
- JM: Women do hard works and also much works. Other kind of physical empowerment issues? Regarding the health? Kesya: women taking care most work. During the dry season they also responsible for making organic pesticide and then cooking, and it seems not good since the situation is not hygiene since the don't use cloves or any safety tools during making pesticide. Inneke: actually, they have good access to good water (ground water pump) which is better and healthier than before by using water from river. It is also closer and less burden for women.

- Siska: women have not enough time for the family since they do a lots of work inn SRI in the field. JM: But it is part of economic.
- JM: organic food, which food without chemicals and it means more healthier. Fewer people suffering from diabets. It also means better access to the toilets. Also you can decide number of children but we didn't talk about it? Jani: No, they also got award for family planning. They only have 2 children, before usually have 5 children or more.
- Margie: they had this machine to use for cop for making compost. It is a good point. But the problem is there is only one and using by only the head of the group. The member don't have access, and they don't have initiatives to more machine for the group even they realized they more compost for SRI.
- Nur ETTY: women do hard work, but they don't care about their health situation for their future.

Group 3: Economic empowerment

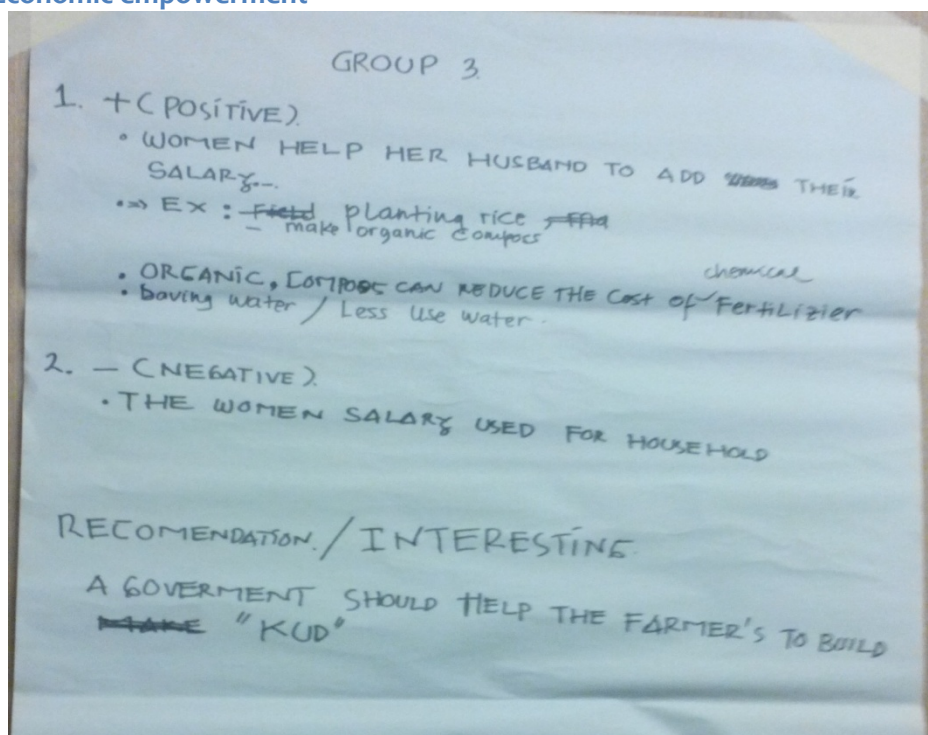


Figure 17 Group 3: economic empowerment

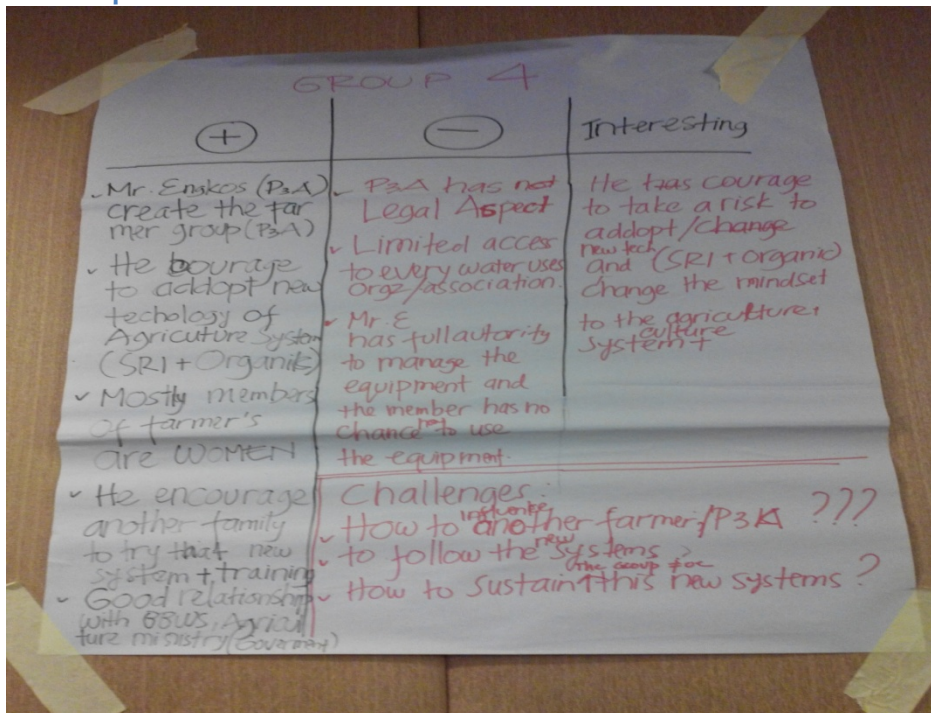
- Positive:
 - o Women help her husband to add their salary, since they use less money for fertilizer. Less effort than planting rice than conventional one on planting rice. Because of the SRI, they can reduce rice sheed and get more salary or income
- Negative
 - o In the first phase/ beginning, their income is decreased. So, women have to pay more attentions and more thightly on managing their heousehold expenses
- Intresting
 - o Recommendation: govt should facilitate them for cooperative to increase their access to the market and then increase their income.

Q&A:

- They need legal identity for enlarge their market access

- Husnan: according to their explanation, i think what they did is less significant to improve their economic. Since they need lots of time. So they loss their economic opporunities by practicing SRI. But in environmental impact, it is good. They only need 1 seed and less water for the environment.
- Margie: it is questioning whether SRI gives economic benefits for the community. We have to help them to really see the economic cost of this method. I am not agricultural expert, but there are other many ways on practicing organic farming.
- Joke: people are farmers, and now they do without chemical fertilizer. But what are economic empowerment for women than before? Whether they have more power on making decision than before? Husnan: the same as before. Jani: during separate chat, women said they got more money from other works like teaching kids which is allowed by their husband. It is for women to decide for, some use it for their needs. Margie; what about major expenditure for the housing, since men still talking about need more money for machinery and other facilities needed for SRI.
- Husnan: for SRI, they need more time. It is contradictory that they have enough time for other kind of works. It is questioning for me. Jm; but they save time for collecting water since now they use water for the pump. JM: it is very interesting point, since you got the point by supplying water. The SRI itself is questioning for economic but the water pump contribute to reduce their time and burden

Group 4: Political empowerment



+	-	Interesting
<ul style="list-style-type: none"> Mr. Enskos (P3A) create the farmer group (P3A) He courage to adopt new technology of Agriculture system (SRI + Organic) Mostly members of farmer's are women He encourage another family to try that new system + training Good relationship with BSUS, Agriculture Ministry (Government) 	<ul style="list-style-type: none"> P3A has not Legal Aspect Limited access to every water uses Orgz/association. Mr E has full authority to manage the equipment and the member has no chance to use the equipment 	<ul style="list-style-type: none"> He has courage to take a risk to adopt/change new tech and (SRI + organic) change the mindset to the agriculture system + culture
Challenges:		
<ul style="list-style-type: none"> How to ^{inst. like} another farmer/P3A ??? to follow the ^{new} systems ^{the group for} How to sustain this new systems? 		

Figure 18 Group 4 presentation: political empowerment

Quite more difficult than other empowerment

Positive indications:

- The head of the group, create the group. He encourage and convince other families to joint other group. Mostly are women on doing works in agriculture. Even it is hard and not well known but he trying to persuade other
- Trying to building network with balai

Negative indications:

- They don't have legal identity to access more opportunities to another stakeholder. They have limited access to water user organization
- Mr engkos has the main access, while the rest of the member don't have. It is not allowed or not have authority
- Still questioning in terms of economic. There are lots of risks

Interesting/ questionable

- How to convince other farmer groups?
- How to follow or sustain the new system

Q&A:

- Do they can have more say in their policy making, in the village and in their society
- Husnan: from the political aspect, existence of P3A give benefits for them to express their aspiration especially to the balai besar. They can build good relationship with BBWS.
- JM: if we look at women separately, what we can see? If we look separately, women don't have enough opportunities for speaking for themselves, since there is also domination problems according to the role of the group leader. He often says that the member including women just to follow him. The possibility to involve in the training is only just few of them.
- JM: it is not efficient and not effective and politically incorrect by send people who don't work in the training, like sending elderly men which is less capacities and less competence. I could not really see about it.
- Margie: women often said that they just follow their husband, which they go to the city and pak engkos become really dominant.
- Husnan: I got information that pak engkos is the owner while the rest are only the labour (they don't have land and capital as well). How they got the information about the training? Balai told to pak engkos, which means that the information is only had by pak engkos. Pak haji said that if they need more money, they can go to pak engkos. Inneke: But many women said that they have the land, which they can make their own decisions. I think it is different with information that pak husnan got.
- Margie: it is clear that there are a problem regarding power relationship between pak engkos and the rest of the member. BBWS only told and delivered information to pak engkos.
- Inneke: if they have their own paddy, they have less opportunities (including machine) to make compost and organic fertilizer.
- Margie: even for the pumping, which is can use anytime, but the member complaining about lack of enough water for them
- JM; there are issues related to land ownership and labour
- Kesya: my feeling, this is part of strategy. Balai is really support farmer on making legal identity or institutional development (P3A) by delivering lots of budget for it. It is questioning for me why they don't prepare for legal aspect. Inneke: there are lots of procedure about it, including lots of monitoring procedure. Legal identity will give them more opportunities for them, not only to the balai, but they should know requirements needed for making legal identity (like whether they have activities, competence of member, whether they are sustainable or not). Is it easy or not for making legal identity? Kesya: it is. Inneke: no, the bank itself have their mechanisms like monitoring whether they are feasible or not. Margie: how far it is for political empowerment. Dati: i just come up with idea on building network with other women groups to increase their political position.

Overall learnings.

We can see the response of the community, whether our programs/ project (input) really give the impact that we hope? For instance:

1. forming farmer group, whether it give benefit for just one or few of them or for the member of the group
2. Does our input create better gender balance in the society or worse? What kind of inputs really benefit the community in this case? So far we see that only water pump that gives a time relieve to the community that they can do more things than before. Otherwise, SRI is a very time consuming, labour intensive and the result is not that much yet. We have to be honest and open minded to evaluate the impact of each input we give in our project.
3. Does machinery empower them or only just few of them?

JM: such good analysis at all, not one of us can write all such good analysis. I am very happy,

- Empowerment of the group
- Empowerment of individual (like for women as individual)

PLA (Participatory, Learning and Action)

Some people say PRA (Participatory Rural Appraisal), in GWA we also do Rapid Rural Assessment, Rapid Gender Assessment. It is always about full participation from women and men. We would like to do bottom up approach not top down like Pak Engkos (“I would like you to do this and that”)

Step of participation:

1. Passive participation: you don't have a say of anything, and you just come even not knowing what's going on
2. Participation for material incentives: you get something back, if you give opinion I give you something, like certain training, you come because you are paid. Therefore some people like to attend training even the topic is not interested to them
3. Functional participation: for certain reason only. In SRI you are a participant in a subject, so you will be more active.
4. Interactive participation: each of us say something interactive.
5. Self-mobilization: you organize yourself and together you get your common goal and get mobilized yourself.

You hear a lot of participation but often it is only 2-3 categories.

To change the attitude of the people, more is needed than they are only sitting there listening.

Participation needs to be creative. Yesterday we did not come with checklist or draft, only a brief instruction to see the 4 elements of empowerment. But when we came there, we started to ask and let them explain. This is called creative investigation.

Because we are all from different discipline, we came back with many different information. If there were only agricultural experts, the information we gathered might be too limited. WE also share the information, not keeping them ourselves.

Opportunity for mobilizing people. The objective of PLA is sustainable development, which means CHANGE.

What sort of methods do we use?

- Share knowledge means that also increased your knowledge as well as others. If you share your learns, problems and successes, people can learn from that.
- You don't only want to have issues and problems, but you want to do something about them. That's why you need to plan.
- When we started yesterday, men talked a lot in the first time, then we walked and we gain more information from other people.
- Focus group discussions, separate men and women – yesterday we have unified meeting and men did the talk, but then there was informal .
- Transect walk: walk straight through the village together with some people with different knowledge, you asked what you see to the people. Yesterday we walked to the pump, and we could see that the pump was next to the mosque. Is there a reason? Could be. Then we walked through the field and saw the house of the old man. Then we had more questions.
- Timeline: we could use the same example from yesterday. If we asked, what did they do in 1990, what happened in 2000, when did you get this and that equipments, etc. We usually use a paper and write a line, then put the year step by step.
- Mapping: you could draw a map and asked where is the house, toilets, pumps, etc.
- Ranking: to list all the problems, some issues are very important and some are very small, then you asked out of 10 issues, which is the most important, which is less one.

These are the participation tools and also gender tools. It is also interesting to do the ranking separately between men and women. That is why the ranking is very interesting, because then you can see the priority.

This is used mostly for research. Trainees have to be actively in participation. They have to feel about themselves, encouraged to talk.

Inquiries make people talk. From inquires to action, there is capacity building.

Principles:

1. You have to ask everybody not only one person
2. You have to talk with women and men
3. Direct contact, face to face, in the field.
4. Be a critical about yourself that you do not know everything
5. Changing the behaviour of attitude. You don't keep for yourself but share the knowledge
6. People improve their lives by improving their knowledge. If you just stand there, you do not really empower your students.
7. Flexible, improvising, they are all part of PLA. Without flexibility, it is difficult .
8. Learning directly from local people like we did yesterday.

The changing shift – from top down to empowering. It used to be close, now it is open. From frustration and become fun. From verbal to visual if possible.

Kessia: is this a kind of strategy or tools?

Answer Joke: it is a kind of change of attitude, as a boss, as a lecturer, etc. For example, Pak Engkos might have more income, if he changes his attitude to be more open, more fair to his member so they could have training, then they can produce more.

Inneke: What does it mean by reserved and rapport?

Answer Joke: Especially NGOs they have beautiful report but they don't share and it's a pity because even for them it will be useless if not used.

Facilitation technique:

I have cut this topic to save time.

Encourage participation.

What is the most important qualities of a good facilitator?

- Yani: to know the participants
- Siska: simplify
- Donny: to know about educational background of participants
- Nugroho: to know what they need and what they want
- Joke: how can we know their background and their needs?
- Jani: by asking
- Joke: so I ask and get the answer, listen
- Kessia: encourage
- Rakhman: motivate participant.
- Husnan: he/she should know the knowledge about the context, how to deliver the context effectively (by presenting, giving examples). He/she should know what the needs of the participants.

Let see the facilitation quality:

- Listening ability
- Openness in everything means: I am not trying to tell you anything which is not true and I am not trying to hide anything. Participants will always notice, if they think you hide something they will not trust you.
- No egocentric

From lecturing to facilitation learning: Lecturing and teaching is specially from the teacher not the learners. But training it is already less from teacher but more from students. And facilitation is mostly participants. That last style took a lot of time. Sometimes you have to do more lecture like because of time.

Factors influencing learning:

- Motivation – what and why
- Relevance: it becomes relevant if the facilitator knows the participation.
- Concentration: if we do not do mobile or emails during sessions.
- Language: it is important to understand.
- Reaction: if you do not react that you do not understand, you will not receive any knowledge
- Facilities: for instance, the room is too dark.
- Repetition: if we only mentioned the 4 elements of empowerment on the first day, you might not remember. But since we repeat if every day even now, we could remember.

More details – see in the presentation.

Sometimes there are conflicts and you have to resolve it as a facilitator. I love conflict in a workshop because you get more information and you get challenged as a facilitator in your thinking.

Are you more participatory or more lecturing type?

Yani: you need to ask the students to know whether they really understand the lessons.

Erfan: kalau saya jadi pengajar pasti saya interaktif, walaupun ada pertanyaan pasti saya lempar ke peserta lainnya lebih dahulu.

Rakhman: I am more low profile, but I always ask my participant to participants in giving comments, by give them presents like chocolate. I always bring 10 chocolate (Joke came with chocolates)

Keyasa: sometimes I give case studies because it is difficult to explain to different participants to understand how they think, then I know how to deliver the materials effectively.

Donny: I tried to position my level with my students, I try to understand what they are thinking. I try to make jokes and also examples of my work to try to give them explanation about technical materials.

Groupwork – female school

The purpose is to encourage more female to technical school. But yesterday we heard that 70% that passed the CPNS are women. So is still relevant?

Inneke: during the conversation with ministry of education , but the data from the fields show that 70% females are smarter than women. In rural area: most boys finish until junior high school while girls finish high school.

Dati: Data from Ministry of Women Empowerment:

- Schooling years: male 8.48 years, female 7.64 years.
- Literacy rates: male 95.78%, female 90.67%.
- Dropped out rates: primary : 10 DO – 6 are girls, high schools: every 10 – 7 girls.

Inneke: although the girls are smarter, they could not continue because they are poor, while the boys have to earn income.

It is not so simple about the statistic. But the question now: how is it in your *balai*, how many girls student compare to boys?

Siska: 70% men compare to women

Erfan: men:women = 70:30

Yani: almost equal for diploma and magister

What we think to get more girls into technical/engineering?

Yani: it is difficult in our ministry, because they must get selection first and we cannot give the specialities for the girls because most of the officers are men. Maybe we need socialization, because for diploma and magister, we socialize the programme and we ask Kepala Dinas to let the girls enter the selection.

Joke: we need to do more before that. How to encourage women to technical/engineering?

Donny: in water: 45% women and 55% men. But in mechanical engineering, it is 10% women and 90% men. Based on studies, there are more social aspect in engineering.

Joke: most of the women who studies hard core water engineering choose another jobs. Therefore, more social aspects of technology in the courses, like the training we did.

Widi: Kurikulum nya harus dibuat lebih menarik. Selama ini yang saya lihat terlalu kaku, sehingga tidak menarik bagi wanita.

Siska: more applied technology (Joke: so it is more on the context and more social)

Rakhman: saya kira bukan menarik/tidak menarik tetapi budaya di masyarakat kalau teknik itu biasanya laki-laki (stereotype)

These technologies are not suitable for every people, therefore you need to listen to women to understand their perception of the technology. It is also in education, there are too much hard core engineering if less women. Then we come back to the same circle.

Keyzia: I always talk to my students, technical is also art, like project management. Fore example in Papua, most of the problem in the field is not technical, but mostly social like land acquisition. If you want to be the success of the project, the 3 components: technical, management, social and the girls are more interested in the project management like Ibu Inneke, who became project manager in highway, because they are more sensitive.

Joke: gender balance in technical education is very important for better applied technology, relevant technology, which means more sustainable technology.

Inneke: during Kartini, women were not allowed to go to school. I will share to all of you. My mother and father got opportunity until master degree, they always encouraged male and female to finish the schools. Therefore, we need to know about engineering and other aspects since childhood, like what happened to my family. Not many family environments are similar. Urban environment, many parents are busy and do not have time to discuss about their future.

Joke: I saw all these people coming with motorbikes and there was really small girls (12 years old maybe), these type of girls might be interested in the subject.

MOVIE: the impossible dreams?

Gender and Climate Change and Water

Mitigation: protecting the climate from the people

Adaptation: protecting the people from the climate

There is not so much money for adaptation at all. It is for poor people to do because rich people could find their own solution.

We have to take into account when discussing climate change:

Decision makers only interest in mitigation. The unit applies is country, while in a country there are so many differences. Rich countries also have lots of poor people, on the other hand poor countries also have lots of rich people.

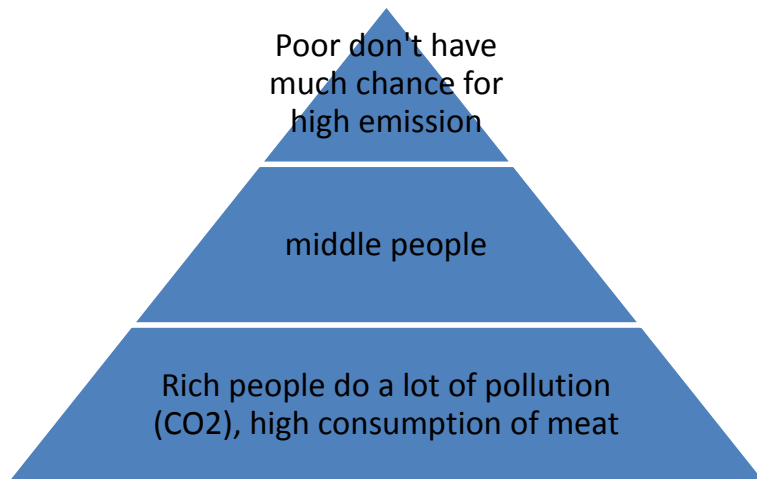
Results of climate change:

- Droughts are more longer. There are small farmers, especially women, whose farms can easily have survived without irrigation for 2 weeks, but now it does not work because the drought time is longer (4 weeks or more).
- Inneke: during sept-dec should be heavy rain, but in Jakarta it is still dry.

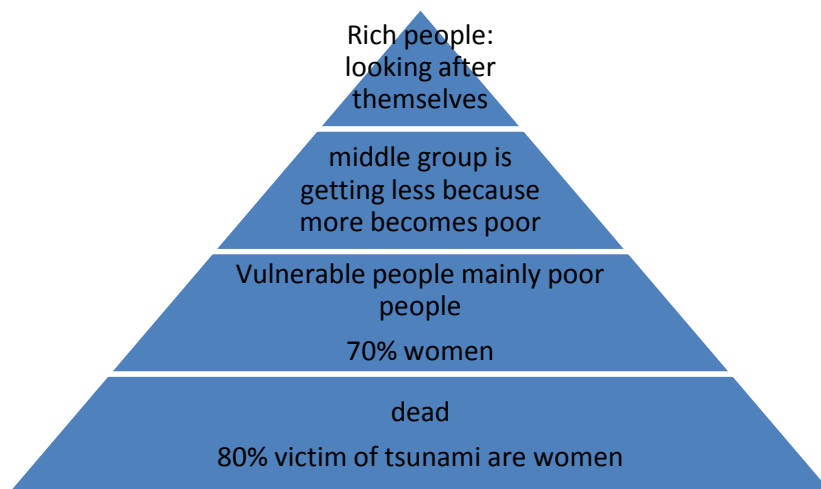
- Diversity changes: Certain plants could not survive as well as animals.
- Agriculture: natural enemies of pests become die due to climate change create more pests problem.

Diagram of Gender Aspect:

Mitigation: Protect the climate from the people



Adaptation:



On average, developing countries 1 person emissions, Europe: 1 person emissions = 10 times developing countries, America: 1 person emissions = 400 times developing country.

What sort of ideas do you get when you see this?

Donny: I am confused about the explanation. My perception, for example adaptation is the construction of dyke to retain sea level rising. Developing tsunami emergency evacuation path is mitigation.

Joke:

Mitigation: avoiding and prevention. For instance, people become vegetarian to avoid emissions, which means mitigation. Another examples, using solar energy the emission is low, means mitigation. Adaptation is coping.

Why mitigation makes me angry because those who cause the problems could not help it while the poor gets the impact, since the farmers get the issue of drought, less water, etc.

Another example: when we try to find funding for mangrove plantation, because it can be a very good mitigation, since women can do this as their livelihood, but no way we can get a single dollar. But to make a high tech mitigation, billions of dollar are spent on this. A lot of protest come from this issue and the climate change issue has started to look after it.

Disasters are also not gender-neutral. A study with UNDP showed that during tsunami, the death victims are 80% women from secondary data.

Another example: The Netherlands are now in war conditions and their war equipments are already in Jordan to fight IS (Islamic State).

During Merapi eruption – before in 1990s, children, women and elderly become more victims than men. However during 2010, men become more victims. After all the evacuation training, the community said men become taking more risk to work in the risk area and let the children and women to evacuate first while they stayed in the field to work or stay behind as the last persons to evacuate.

- Explanation on the presentation of the results of the climate change. -

Gender, Water and Good Governance

Governance is the process of decision making and whether it is implemented or not.

Independent system is not so common in the world. Independent lawyers are seldom to find in many countries.

Inneke: for example, in Surabaya someone steal 1 water melon in a garden and the owner went to the police and went to jail, while corrupted people go to jail with the same duration.

Transparency – see the presentation.

Responsiveness – if a certain benefit, there should be clear regulation who is this for.

Consensus oriented- there should be discussion before agreement.

Also with good governance you make use of the resources more effective because resources are limited in any country, so it should be used efficiently and more sustainably.

For instance: The Netherlands used a lot of money to strengthen the dyke. The common people try to make sure that they do it not in certain place only, but around the country and the durability is good that they don't have to spend money next year to do the same thing.

Accountability: why is a decision being taken? And no accountability without transparency and rule of law.

For our planet, it is really necessary that we do something that we pay more attention to the good governance because it is still rich people can get away with their conducts that influence worse climate and poor people get the impact.

Indonesia case: KPK

Yusuf (translated by Yani):

There are a lot of changes in mentality due to KPK action. A lot of incidents get caught and showed in media, that a lot of people now reluctant to be project manager due to this matters, because they are scared to become a target of KPK. It is good for society because we learn not to do corruption.

World Bank estimates that many billions in water development that disappears (30%). If you calculate for that 30%, how many people have died and suffer because of the corruption? It is not only men, but women also influences the husband for corruption since they also asks for new cars, houses, etc.

In Bangladesh: the director is a same level with the secretary. He earns 400 euro or 7 million rupiahs. That is a very small amount. He says, you can imagine all of us who have the same qualification like we have; they earn 10 times as much, so you can see how he sees his situations.

In the end so many very poor people suffer. I found that so many of our members, they do not like to talk about corruption. Also, there are many women sell sex for water like in Kenya. As a woman or girl you have responsibility of water and you get harassed.

Toilets: we have this millennium development goals and Margie showed the increase of toilet facilities. What I see, in the lowest level there is an NGO who built 20 toilets. The local government has to report as 20. There goes to district level that count all the numbers and report to donors. Then the donors also received the report from NGO and government and sum up all which make the number become big. And every year the governments showed the report of increasing numbers. And when we checked the toilet, it was locked or not used so we could not say there is any improvement.

Gender, water and integrity – see the presentation.

Need for empowerment of people:

In this world there are a lot of women organizations that fight against corruption and good governance. In Indonesia, women organization like Koalisi Perempuan Indonesia and Aisyiah, faith based organization have put corruption and good governance in their agenda.

Suggestion for solutions:

I am very happy about gender budgeting has been done by Inneke's department and put on the 3 credits of Gender Mainstreaming training.

If you are aware of something then you can do something, but if you don't know, then what you could do. You have to know the consequences of corruption in water, what can be done actually with such big of money that can safe a lot of people.

Example: Reconstruction and building houses in Gujarat. Women are told to conduct monitoring on contractors. They watched and reported to municipal and village council. These things really work very well. But it is always tricky for women to do that.

KPK did a lot of things, rising awareness of the people and encourage them to report if there is bribe issues. We realize we are still facing corruption in big issue but most of people think that we still need the KPK.

Negative thing is less people want to become project manager because now there are less benefit they can gain.

Donny: I would like to explain a little bit about being project manager. I do 2 projects a year, each project I can earn 15 million, so I earned additional 30 million a year. But my colleagues can take 10-15 projects per year. For me, I already feel like I also do a little bit corruption, which is time corruption, since my students could not see me too often during my work in project while I realize that my main task is actually to educate them.

CLOSING By Pak Zaenal Arifin

I would like to actually attend the training because I am part of the instructor of Training of trainer as the follow up of this workshop. However, due to many activities, I guess I would like to learn from the other participants about the workshop. Sometimes there are questions from the students, like in Makassar, that I do not know the answer. One student asked me about transgender, and we have discussed with Dati and Inneke.

Ladies and gentlemen, the gender mainstreaming has been conducted in PU since 2010. However, the issue now, whenever we have a Gender Responsive Budget or ARG in our document, the Budgeting Department always ask about the JPS (the accounting code). It will be an issue if a budget does not have the JPS and it will be marked.

On the other hand, to develop gender budgeting, you have to conduct the gender analysis pathways. I do not know whether the workshop discussed about the gender analysis pathway. If we understand about the internal and external issues about gender, then we know how to implement the gender mainstreaming in our working place.

Last but not least, I on behalf of Pusdiklat, I would like to thank you to your team, for the gender mainstreaming, but also gender analysis pathways. We hope there is another workshop regarding gender implementation in our work for the follow up.

The handing of certificates.



Figure 19 Group picture at the end of the workshop.

END OF FILE.

Annex 1 Programme of the workshop

Day 1	Monday 13 October			
	Subject	remarks	time	By
9.00	Welcome by Head of Balai PUSDIKLAT Bandung		10	
9.10	Opening by Mr. Jan Yap, Team Leader of CDEAT project: Capacity Development, Education and Training		10	
9.20	Introduction to the workshop and the programme		20	JM
9.40	Introduction of the participants in pairs: <ul style="list-style-type: none"> - name, - organization, - position in organisation - location of work, - Most interesting gender experience 	Including tea or coffee	60	JM and MS
10.40	Group Photograph		10	
10.50	Workshop etiquette		10	MS
11.00	<ul style="list-style-type: none"> - expectations of this workshop - concerns Plenary: <ul style="list-style-type: none"> - experience with mainstreaming gender till now, - whether present in the previous workshop of October 2013 - whether developed a GAP in the previous workshop 	Write on cards	30	
11.30	Understanding of Gender For earlier participants this is a recap	Interactive session, including participants' perceptions and experiences	60	
12.30	Gender and Diversity of people		30	JM
1.00	Lunch		60	
2.00	Gender Ideology		15	JM
2.15	Empowerment: four interrelated elements		60	JM
3.15	Discussion about gender relations in Indonesia	Plenary	30	DF
3.45	Tea break		20	
4.15	Continue discussion about gender relations in Indonesia	Plenary	30	DF
4.45	Power Walk		45	
5.30	Closure of the day			
Day 2	Tuesday 14 October			
8.30	Recap of yesterday, by Recap Group 1		15	
9.00	Group work: The currently used and/or developed teaching material is discussed, how is gender mainstreamed in it, and thoughts about ways to engender the teaching material better.	4 groups, in each group: One rapporteur and One presenter	60	
10.00	Plenary presentation of the group work		30	
10.30	Coffee			
10.50	Gender and IWRM PUSDIKLAT and IWRM		30 20	JM
11.40	Gender, Sanitation and Water for drinking and the household		50	MS
12.30	Explanation of individual Gender Action Plans: What was the idea behind it, how were they developed? Who of the participants will present how they have		30	

	developed and then how they have implemented their IGAPs? Later in the programme the actual IGAPs of last year will be presented. Strategic Plan (just brief explanation)			
1.00	Lunch		60	
2.00	Gender Policy of the Ministry of Public Works - asking participant what they knew about this policy - what they think about integrating gender into this policy		60	MS and DF
3.00	Relevant Gender Approaches: aspects of different approaches, how to recognize them and what it entails if they are applied in education	- women and dev vs gender and dev - role of women	45	JM
3.45	Tea			
4.00	How Gender Mainstreaming helps in: - Efficiency, - Effectiveness, - Equality and - Sustainability of Water Management	Why mainstream gender in the water management work and also in training? What are incentives for trainees to apply gender approach? - Movie will be used	40	JM
4.40	Gender and Water and Agriculture (division of tasks, ownership of resources, organisations)		45	JM
	Preparing for field visit			
5.25	Closure of the day			
Day 3	Wednesday 15 October			
8.30	Recap of yesterday by Recap Group 2		15	
9.00	Preparation of Role play related to gender and agriculture	The participants get a short description of the context and the particular person they play.	45	
9.45	Role play on Gender, water and agriculture	Participants give the show and after that a plenary discussion	45	
10.15	Coffee			
10.30	Gender and Monitoring Indicators ; Collecting Gender Disaggregated Data for baseline, for policies and for monitoring		60	
11.30	Group work on gender and climate change in Indonesia - What is happening in different island and places - What are different impact on men and women - What and how are the coping mechanisms	4 groups (urban vs rural, small island vs big island, etc)	60	
12.30	Presentation of the group work and discussion on how this influences the teaching in PUSDIKLAT		30	
1.00	Lunch			
2.00	Field visit in the afternoon: Visit to one of the close by PU utility locations, and to a closeby neighbourhood where we can discuss with the people (men and women) how they experience the facilities for water supply and sanitation. Or to a closeby village in which WASH and irrigation can be seen	The participants look through gender lenses and do an analysis following the 4 elements of empowerment	240	

Day 4	Thursday 16 October			
8.30	Recap of yesterday, by Recap Group 3 And sharing of learning from the fieldwork, by analyzing what they saw following the 4 elements of empowerment		60	
9.30	Gender, water and solid waste management, the environment	Consequences for surface and ground water	30	MS
10.00	Presentation of GAP of one or three of the previous participants: - short description of the GAP and how it was developed - how was it implemented? o Challenges o Successes o Outcome o Impact		60	
11.00	Coffee break			
11.30	Group work: Innovative ideas for increasing the number of female students: What are the obstacles, and what is the experience of women technicians or water managers?		45	DF
12.30	Presentation and discussion about the group work on innovative ideas for women students	Plenary using Gallery walk	30	DF
1.00	Lunch			
2.00	Short film: Impossible Dreams and Gender Relations in Indonesia, and brief discussion about the film		15	
2.15	Presentation of GAP of three of the previous participants: - short description of the GAP and how it was developed - how was it implemented? o Challenges o Successes o Outcome o Impact	Reserve time for participatory learning	60	
3.15	Tea			
3.30	Gender, Water and Good Governance: Integrity, Representation, Accountability, Transparency, Genuine Participation, etc. Gender Budgetting	Presentation	30	JM
4.00	Some Gender and Participation Tools, an introduction, as relevant for PUSDIKLAT Teachers		30	
4.30	Follow-up of Mainstreaming Gender in the NICHE – PUSDIKLAT programme: consolidation, use of opportunities, the way forward		20	
4.50	Evaluation of this workshop		15	
5.05	Closure of the day		10	
5.15	Closure of the workshop: Travel home safely!			

Annex 2

Participant's Evaluation

1. The Objective of the workshop were

Score	
Very clear	IIII I
Clear	IIII I
Not clear	

- Even the language problem, but still done okey
- Even the language problem, but still done okey
- As a new participant of gender workshop, the whole materials really useful for me
- Especially to measure gender empowerment and issues of gender

2. The objectives of the workshop were

Score	
Completely met	IIII
Mostly met	IIII II
Unmet	

- That is concern of gobal issues in anywhere also in Indonesia
- That is concern of gobal issues in anywhere
- Almost participant in this workshop, on the end of the workshop know about gender concepts and various issues related in gender also how to manage and use gender frame in ministry of public works
- I still need to learn much more about gender issues
- Too many materials which should be explain in details (depth)
- Especially for water resource management → water supply sanitation and climate change

3. The length of the workshop was

Score	
Adequate	IIII IIII
Too short	II
Too long	

- 4 days in enough
- Four days it/s not too shortt time, but I enjoy it
- Equal for theory and role play and field trip

4. The workshop course was well organized

Score	
Strongly agree	I
Agree	IIII IIII
Disagree	II
Strongly disagree	

- Good organized for the topic and workshop. But the accomodation we need one night more to take a rest especially for people from outside Java. Also the hand out (the soft copy) haven't given yet
- The translator services help a lot the participant to involve the activities clearly

- A agree this workshop course was well organized but I think this workshop should change the schedule of lunch back to 12 pm
 - Especially for finishing in the time schedule even it's not in every courses
5. The facilitators were responsive to participant's needs

Score	
Strongly agree	II
Agree	IIII IIII
Disagree	
Strongly disagree	

- Even the language problem, teacher and the assistant try to explain in Bahasa Indonesia
 - Even the language problem, the teacher and the assistant try to explain in Bahasa Indonesia
 - All facilitators always help us to understand the topic that they gave us
 - The facilitator were responsive to participant's needs according to the teaching materials, some translation for few participants
 - I agree about the above statement
6. The skills I acquired are

Score	
Directly applicable to my work	IIII I
Somewhat applicable to my work	IIII I
Not applicable	

- I am only the teacher, facilitator, not working in the field
 - Indirect applicable to my daily work, but it's good knowledge for me
 - I am only the teacher, facilitator not working at the field
 - Because my material is not clear directly with the gender issues
 - Because my responsibility just for teaching gender mainstreaming
7. There were adequate opportunities for discussion and group participation and interaction were encouraged

Score	
Strongly agree	III
Agree	IIII IIII
Disagree	
Strongly disagree	

- Especially in the class and in the fieldtrip
 - It is good because all participants get involve on it
8. The workshop facilities were

Score	
Very satisfactory	IIII I
Somewhat satisfactory	IIII I
Unsatisfactory	

- Need some hand out to bring home
 - Need some hand out to bring home
 - Meals and accomodation and the room class
 - We need the material of the workshop (hand out) before we conducting the session/ class. However the handout are not available
9. How do you rate the training overall

Score	
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Excellent	II
Good	IIII IIII
Average	
Not good	

Only for trainers, lecturers and teachers:

- They are satisfied for giving the lecture and the sample for implementation
10. What parts of the workshop were most useful to your work as a trainer/ facilitator
 - Module (softcopy and harcopy)
 - All were useful
 - All modules are useful to my work
 - The explanation about efficiency, effectiveness, equality in gender mainstreaming
 - To know about gender mainstreaming better than before. It's give me a chance to share it to others
 - How to encourage and how to change the mindset for people; how to involve gender, more equal in daily life (elderly, man, children, women, disabled)
 - Concept of gender, empowerment, gender issues related to water & agriculture
 - The teaching materials related to gender issues for IWRM
 - Module (softcopy, hard copy), contact person of facilitator
 - Soft copy and hard copy have not available
 - Recap part is very useful for review previous lessons. It also very funny and creative
 - Field trip (discussion session)
 - Gender and climate change, gender and IWRM, field trip
 11. What parts of the workshop were not useful to your work as trainer/ facilitator?
 - Nothing, all are useful
 - None
 - I think nothing
 - Nothing, all are useful
 - Nothing
 - It is better to combine with many sample cases which occurs in the worldwide
 - Committee from the Pusdiklat were not responsive or active with the workshop
 12. What aspects of the training (including the content) could be improved?
 - The handout must be improved
 - The workshop need more time/duration
 - Fieldtrip should be prepared better (transportation, run down)
 - I like watching short moview. The next workshop should be more visual in many films
 - Related to the climate change especially the sample should be more sample/ case study → from country with the same condition and culture with Indonesia
 - We need more movie (experience) from another country
 - The handout must be improved, also field trip not arranged so well
 - Preparation of training (especially information of cost,check-in information), times for the training
 - Maybe could be improved about a short film from another country for example from Kenya (Africa), Bangladesh, etc
 - The field trip program should be managed well, especially regarding time and material
 13. General comments and suggestions
 - The workshop objective is good
 - Good workshop. We are waiting for advanced program
 - We hope this gender workshop not only here but also there will be followed by next word that is the improvement of this workshop
 - It's possible, the gender issues should be identified wot only from IWRM but how to make gender responsive Integrated water program/ activity in water resource development
 - The workshop objective is good for Indonesia because there are many gender problems here
 - Training went well, and it needs to be implemented more
 - I appreciate and very interesting about recap of lessons
 - This workshop is very useful and inspiring especially to apply gender equaity in my daily work

- Need more simulations, examples about gender issues in the ministry of public works are or related about education (our works in Balai/ pusdiklat) not only in agriculture/ IWRM
- Better if we have more examples that can be related to our jobs, not only in IWRM
- This workshop was conducted in effective way
- This workshop was very useful for me to ass knowledge about gender and IWRM. Hope the sustainability of the program will be continue

Annex 3

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