TRAINING OF TRAINERS PACKAGE
Gender Mainstreaming in Integrated Water Resources Management

Gender and Water Alliance

A reference copy of this publication is also available online at:
http://www.genderandwateralliance.org

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PREFACE

The devastation wrought on billions of people through depletion of water resources and lack of sanitation is well recognized, and has brought a massive investment of effort and funding. Much progress has been made, but major difficulties remain. One such difficulty is the participation of poor women and men in the decisions regarding water management. Despite being the primary stakeholders in water resources, they have had only minor roles in water resources planning and management. The Gender and Water Alliance or GWA was created to help rectify this imbalance. Its mission is to do so not simply by pushing for greater inclusion of women especially, but more so to promote the optimum involvement of all sections of society – women, men, rich and poor, in decisions about how to sustain our precious water resources.

The question is how can we enhance human capacities to enable women and men to manage their own lives and their environment. The GWA Capacity Building Program intends to build capacities of its member organizations to improve the inclusion of gender perspectives in their own work – both at conceptual and practical levels. Our deep belief, strengthened by practice, is that the inclusion of women and men in decisions that concern their lives can without question contribute to poverty alleviation and sustainable development.

This training package and the activities described in it are intended for managers, planners and trainers who are concerned with policy development and implementation of integrated water resources management programs and projects. The main purpose of this training package is to give program and project staff a sufficiently detailed account of the gender approach in integrated water resources management to help them in their work. The contents of the package are based on participatory training methodologies based on the principle of building on experiences of all course participants, under the guidance of experienced facilitators and resource persons.

The training package is based on material on and documentation of global experiences provided by various organizations and individuals. This work was initiated in April 2002 which called for an overall effort among GWA members to develop the content and strategy of the GWA Capacity Building Program.

We are confident that this training package will make an effective contribution to progress in mainstreaming gender in the water sector.

Jennifer Francis
Executive Secretary, Gender and Water Alliance

ACKNOWLEDGEMENTS

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INTRODUCTION

Background

A baseline survey by the GWA secretariat showed that the majority of its members require assistance in mainstreaming gender within their own organizations. Many have neither formal policies nor procedures to ensure proper gender mainstreaming. The tools that they are currently using are mostly general participatory tools, which are not necessarily gender-sensitive or gender-oriented. Efforts need to be made regarding developing, sharing and promoting more specific gender-sensitive tools also at project levels. Aside from the results of the baseline survey, a review of the sector needs on gender also revealed that training and capacity building are required at all levels, especially in developing their institutional policies and procedures.

To address this setback, the GWA Capacity Building Program coordinated the production of a Training of Trainers Package on Gender Mainstreaming in Integrated Water Resources Management (IWRM), meant to be used by trainers in the various regions.

Different modules compose the training package: Gender and Integrated Water Resources Management; Gender-Sensitive Training Skills; Mainstreaming Gender in the Project Cycle; Gender Mainstreaming Tools; Gender Mainstreaming in Organization and Policy Process; and Planning Training of Trainers Workshops. Under each one of these topics, the modules address a variety of related issues. This has now become the GWA Capacity Building Program's basic Training of Trainers Package on Gender Mainstreaming in Integrated Water Resources Management.

The GWA Capacity Building Program Training Strategy

Around the globe, where initiatives to enhance the impact of integrated water resources management interventions are being implemented, a crucial aspect is lacking – the incorporation of men's and women's ideas in planning, implementing, monitoring and evaluating projects meant to contribute to a sustainable environment. Also, the resulting load of burdens and benefits are not always shared in a balanced way among the various groups of men and women, rich and poor.

The idea of mainstreaming gender is becoming widespread in the sector, raising the interest of governmental and non-governmental organizations and of donor and technical support agencies for taking up gender approaches. However, the sector's understanding of the concept of gender mainstreaming and the skills to implement it at local and organizational levels have still a long way to go.

The GWA Training of Trainers Package is an important tool to overcome this hindrance. It tackles both conceptual and practical issues at community, organization and policy levels. This training package was tested in a Global Training of Trainers (TOT) held in June 2003, attended by trainers representing a wide range of stakeholders from governments to grassroots organizations in Asia, Africa and Latin America. They are expert trainers in the main integrated water resources sector areas – water for people, water for food and water for nature – who provided substantial feedback to further enhance the training package. These trainers have formed a training team who will replicate the training in regional training events, in English, French, Portuguese and Spanish, with support from the GWA Capacity Building Program and the Cap-Net (International Network for Capacity Building in Integrated Water Resources Management).

For these regional trainings, partnerships are being established with Government Organizations (GO), Non-Governmental Organizations (NGO), University Departments and regional independent training and research centers in Africa, Asia and Latin America. These partnerships consist mainly of GWA members, who are contributing their human, material and financial resources with a view of greater impact and wider geographical reach. The strategy behind the partnership is to ensure replicability of the knowledge and skills acquired at the regional trainings and commitment to carry out further training events at the country level.

Throughout this process, integrating gender in IWRM is carried out by selected GWA members trained for that purpose, who will impart knowledge and skills in the regions and countries in a cascading effect.

In conjunction with these trainings, the training team is carrying out a monitoring program to ensure follow-up and replicability towards enhancing the efficiency and effectiveness of the TOTs.

Regional Training of Trainers Events and Host Organizations

In the regions, the roles and responsibilities of an organization hosting a training event are:
- Acts as a regional focal point for capacity building.
- Liaises with coordinator to select trainers for the course.
- Liaises with trainers on the content and program of the course.
- Handles publicity and marketing of the training.
- Handles all administration and implementation of the course.
- Corresponds with participants.
- Acts as intermediary among and between participants.

- Acts as the secretariat of the training.
- Coordinates activities (accommodation, venue, etc.).
- Provides logistical support at all stages.
- Handles finances.
- Prepares training report and participates in the monitoring program.
- Maintains contact with the Capacity Building Program coordinator.
- Coordinates field site visits for training participants.

Participants to the regional trainings promote further training in their national and/or local training base, conquering more adepts to the GWA and its purposes. Therefore, TOTs held at the regional level are also the forum for the preparation of other host organizations at country and local levels. The roles and responsibilities listed above serve as guide for organizations willing to become local hosts.

Audience and Purpose of the Training of Trainers Package

The GWA Training of Trainers Package is firstly targeting trainers who are committed to mainstreaming gender in IWRM. Through their skill as trainers, they also become ambassadors for the GWA in developing other people's skills. The criteria of choice for participants attending a TOT workshop includes: capability to train, facilitate or run workshops; interest and commitment to deliver training workshops in the GWA and its partner's networks; capability to adapt the training package modules for various audiences in his/her respective country; and is in a position to ensure follow-up training for the longer term.

As the Training of Trainers Package builds on existing tools, methodologies and materials for training and capacity building, it is in itself a flexible tool and adaptation of this package to different local contexts should be explored by trainers using it.

Thus, the general goals of the Training of Trainers Package are: to serve as a basis to enhance the impact of gender mainstreaming in IWRM, to build strategic partnerships for training events and to realize the millennium and GWA goals for a sustainable environment.

Its main objective is to enhance the capacity of the GWA members and other partners in gender mainstreaming knowledge and skills. Specific objectives of the package are to:
- Build a common understanding on gender perspectives in IWRM.
- Share experience on practical ways of mainstreaming gender within the major phases of the project cycle.
- Develop strategies to promote gender equality within the staffing, organizational culture and working practices of water sector organizations and departments.
- Suggest practical tools and methodologies that one can use in engendering projects and organizations.
- Enhance training skills of participants to facilitate gender-sensitive training courses.
- Provide a platform for action planning for future capacity building initiatives.

General Framework of the Training of Trainers Course

The training package is composed of modules covering conceptual and practical knowledge and structured in a logical sequence. The package also covers basic gender-sensitive training methodology and skills, as well as how to plan a training event and how to evaluate it. General references and additional resources are inserted in the appropriate modules. Further updating of the reference list and additional resources with new material and recent documents are welcome, which makes the training package a living tool. The package also includes an explanation about the GWA, its organizational structure and its efforts to mainstream gender around the globe. The Training of Trainers Package's contents are summarized below.

Module One: Gender and Integrated Water Resources Management

This module sets the platform for a common understanding of basic concepts that relate to gender, gender mainstreaming and integrated water resources management. It facilitates a better understanding of gender issues within the IWRM framework through a case-study and discusses general strategies for promoting IWRM at different levels – policy, institutional and grassroots.

Module Two: Gender-Sensitive Training Skills

The module recognizes that even trainers need skills to manage a gender-sensitive and participatory course. The module aims at taking participants through the training cycle and focuses on some effective strategies for facilitation and workshop management. It also provides the participants an opportunity to share experiences and lessons learned in managing gender and IWRM trainings.

Module Three: Mainstreaming Gender in the Project Cycle

Different IWRM projects are being developed to respond to both the practical and strategic needs of women and men. Through a hands-on experiential learning approach, the module provides checklists and suggests strategies to enhance better design, implementation, monitoring and evaluation of projects with a gender perspective. The module further explores collection of sex-disaggregated data and other strategies to generate gender analytical information within the project cycle.

Module Four: Gender Mainstreaming Tools

The module aims at assisting those intending to mainstream gender within their projects with practical tools for situational assessment, analysis and planning. It aims at demonstrating simple, learner-centered, gender- and poverty-sensitive participatory tools that can be used within the policy, program and project levels.

Module Five: Gender Mainstreaming in Organizations and Policy Process

An enabling environment is necessary to make gender- and poverty-sensitive perspectives a norm for different types of organizations. This module therefore looks at tools for formulating policies and designing or influencing organizations to be gender-sensitive. It also introduces the new GWA Policy Development Manual, a tool recommended for all its member organizations as a starting point for gender mainstreaming within organizations.

Module Six: Planning Training of Trainers Workshops

This module provides the participants a space to contribute their insights on how to organize regional and national training of trainers' workshops, including a complete course program. The module also suggests criteria for the selection of training hosts, clarification of responsibilities of various interest groups and indicative time frames and action points for next steps.

How to Use the Training of Trainers Package

The six modules were developed as one package for the regional trainer. However, all the modules are inter-related and mutually supportive. For the Regional Training of Trainers, all modules should be utilized to maintain the quality and standard desired by the GWA. Subsequent regional, sub-regional or even country-level courses may be planned utilizing select modules or a combination of sessions from the different modules.

The trainer has the option to use a specific module for specific audiences within a specific time frame. It is necessary, however, that links are made clear with the other modules and references to relevant parts be made.

Each module has different sessions explained in detail, providing objectives, preparations needed, duration, step-by-step process, trainer's notes and camera-ready handouts, transparencies and worksheets. The modules have a glossary of terms and lists of references/additional resources specific to that module

to help trainers enlarge their scope of knowledge and to be updated in terms of new developments. A Module Evaluation Form as well as a comprehensive list of additional resources are provided in the Annexes.

The Continuous Updating of the Training of Trainers Package

Trainers using the package are encouraged to send their feedback to the GWA Capacity Building Program. The package will be enriched by the inclusion of local case-studies, new developments, information on new references and websites, and further information on how it has been adapted to circumstances found in the various regions where it is being used.

SECTION A

Opening Preliminaries

This section deals primarily with the introductory session of the GWA Regional Training of Trainers (TOT) Course. It provides for participant introductions, leveling of expectations, setting of workshop norms, general introduction to the GWA and the Capacity Building Program and the course content and schedule.

Section objectives:

■ For participants to get to know each other.
■ Build rapport and team spirit among the participants.
■ Introduce the Gender and Water Alliance and its Capacity Building Program.
■ Level off expectations for the course and link it with the course content and overall program schedule.
■ Discuss the workshop norms and to form host teams for each day.

What you need:

■ Transparencies A.1 to A.4
■ Flip chart or paper on wall, meta cards, markers and masking tape

Duration: 2 hours

Step-by-step process:

Step 1   Welcome by keynote speaker or course organizer. (5 minutes)

Step 2   Introduce yourself, the TOT organizer and other facilitators.

Step 3   EXERCISE (40 minutes)

Participant Introduction

You may opt to use an icebreaker here (refer to Module Two). Acknowledge the emerging general characteristics of the group. Thank all for the introductions.

Step 4   Introduction to the Gender and Water Alliance (GWA) and its Capacity Building Program. (10 minutes) You will need to develop a brief lecture with the information in the Trainer's Notes and from the GWA web page. Use Transparency A.1 to explain the GWA Organizational Structure. Take questions.

Step 5   EXERCISE (15 minutes)

Leveling of Expectations

Procedure:

a. Each participant will be given two meta cards of different colors, preferably green and yellow.
b. On the green card, they are to write in bold letters one expectation for the course. Remind them that the rule in the use of the meta card is one keyword or one idea per card, written in big bold letters so that all can see, and no more than three lines per card.
c. On the yellow card, they are to write their fear.
d. Trainer collects all the cards and posts them together on a flip chart or paper on the wall – all green cards on one side and all yellow on the other side. Mark the pile – a green card with EXPECTATIONS written on it and a yellow card with FEARS written on it.
e. Discuss and cluster common ideas.
f. Summarize expectations. Summarize fears.

Step 6   Introduction to the Training of Trainers Course. (15 minutes)

    a.   Link the expectations to the objectives of the course. Use Transparency A.2 and A.3 (Objectives of a Regional TOT).

    b.   Give an overview of the TOT Course. Use Transparency A.4 (Program of a Regional TOT).

    c.   Allow time for questions, clarifications and comments.

Step 7   Workshop norms (30 minutes)

    a.   Generate suggestions on the norms that the group would like to subscribe to during the course and list them in a flip chart. These could include agreements in terms of schedules, breaks, participation and respect for each other's opinions and others. Post the flip chart in the session hall so that others can refer to it at any time.

    b.   Suggest the creation of host teams to help manage the course in a participatory way. Host teams usually chair the day's session in close coordination with the trainers, provide energizers when needed (refer to Module Two), facilitates review of the previous day's sessions and keeps track of time, making sure that participants and trainers are ready to start on time. The participants may suggest other roles for the host teams.

    c.   Divide participants into teams (3-5 persons) and assign days to the host teams. Make sure that each team selects a team leader from among themselves. The list of host teams are also posted on the wall for future reference.

Step 8   Conclusion of Session 1. (5 minutes)

    a.   Training Host makes announcements in terms of accommodation, reimbursements (if any) and other logistical matters.

    b.   Trainer concludes the introductory session and calls for a brief break.

The Gender And Water Alliance (GWA)

Formed in the year 2000 at the 2nd World Water Forum, the Gender and Water Alliance is an informal network of 232 people and organizations in 56 countries. The Gender and Water Alliance (GWA) was established as a global network of institutions and individuals to deal with the key challenge of mainstreaming gender as an integral part of integrated water resources management.

The challenge for all members is to promote gender mainstreaming in the water sector. There is valuable experience in-country which can be supported in order to increase awareness of the importance of gender at a national and international level. This involves working with alliance members themselves, policy makers, staff in water sector organizations and community groups, developing their skills in gender analysis, their understanding of and commitment to gender equality, and the partnership linkages between them from "bottom" to "top". This requires capacity building – sharing information, training in gender mainstreaming and advocacy, dissemination of gender analytical tools and methodologies and networking – as well as targeted initiatives to promote gender mainstreaming in specific contexts.

A Board nominated by its members governs the GWA. The Executive Secretary and the six Task Managers of the six components of the Program and their teams carry out the day-to-day work of the GWA.

Organizational Vision
The GWA aspires to "achieve equity and equality among women and men in sustainable water resources development and management at all levels".

Organizational Mission
Access to and control over safe and adequate water for domestic supply, sanitation, food security and environmental sustainability and economic status as a basic human right through collective working of committed organizations.

Guiding Principles
- The Gender and Water Alliance (GWA) believes that promotion of water security for both men and women is integral to the efficiency of water resource management initiatives and services.
- The Gender and Water Alliance believes in the equitable distribution of responsibilities, burdens and benefits between women and men as well as their equal participation in dialogue and decision-making in the development and management of sustainable water resources.
- The Gender and Water Alliance believes that by working strategically and collaboratively, it can add value to the work of organizations working in the water sector at the global, regional, national and local level in the area of gender mainstreaming.
- The Gender and Water Alliance believes that by working to strengthen the capacity and role of existing organizations in gender mainstreaming it will be able to work in a manner that is cost-effective and avoid duplication.
- The Gender and Water Alliance believes that by working collectively and sharing best practices through a strong networking arrangement with its partners, it can help to strengthen the objectives of gender mainstreaming.

- The Gender and Water Alliance believes that it needs to enhance its impact by mobilizing commitments from governments, agencies, professionals, the private sector, community-based organizations and other civil society organizations to invest in resources required for gender mainstreaming.

- The Gender and Water Alliance believes that the empowerment of women is central to achieving sustainable development in integrated water resources management (IWRM). It is only through engendering IWRM that sustainable human development can be secured.

Objectives

The GWA will:

- Establish an effective organizational structure and operational procedures to guide the strategic development and functioning of the alliance.

In collaborative arrangements with its members the GWA will achieve the following objectives:

- Collect, share and use key existing policies and practices on gender mainstreaming in the water sector.

- Analyze and share key elements of success and failure in the gender mainstreaming practice of Alliance members and others, and develop new strategies.

- Develop and implement targeted advocacy strategies on gender mainstreaming in IWRM.

- Develop and implement new, improved and tailored methodologies and tools for training and capacity building.

- Test and replicate good practice in gender mainstreaming through pilot initiatives developed by Alliance members.

The GWA Capacity Building Program

The general objective of the GWA Capacity Building Program is to develop the capacity of GWA member organizations and their partners through the introduction and training on the use of new, improved and tailored methodologies, tools and materials for training and capability building on mainstreaming gender in IWRM.

To this end, the GWA has formed a training group composed of GWA members who expressed interest in supporting the capacity building program. This includes the coordinator, the writers and the participants of the global training of trainers that pilot tested these modules. It is the intention of the GWA to organize at least four language-based courses (in English, French, Portuguese and Spanish) and to encourage regional TOT participants to organize sub-regional and country-level courses.

The Capacity Building Program also provides technical assistance for gender policy development upon request.

GWA ORGANIZATIONAL STRUCTURE

GENDER AND WATER ALLIANCE MEMBERS

Steering Committee

A

LA

WA

ESA

WFN

SI

WFP

WFF

NET

D

D

Executive Secretary

ACTIVITY GROUPS
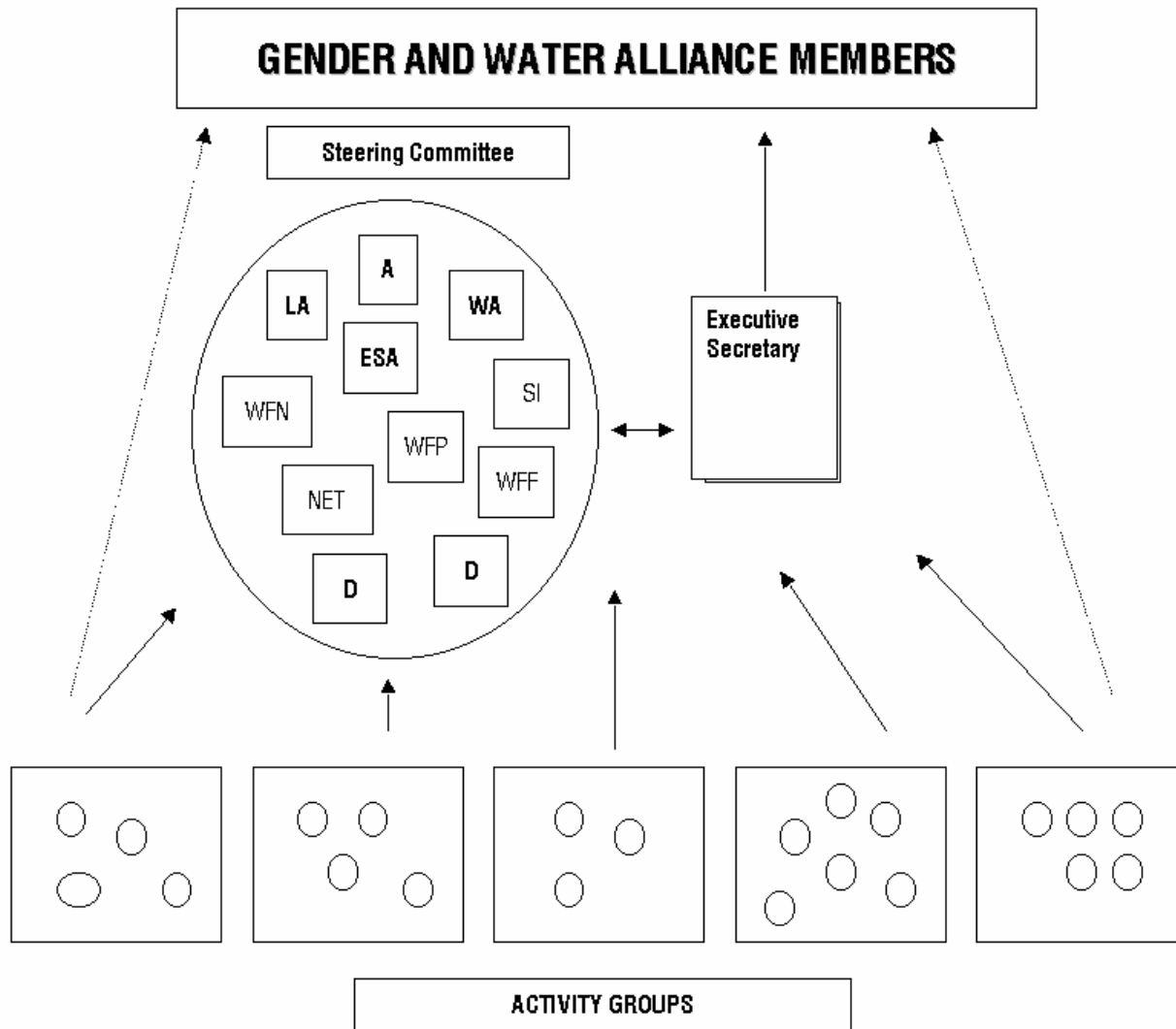
LEGEND:
A-Asia   **ESA**-East and South Africa   **LA**- Latin America   **SI**-Small Islands   **WA**-West Africa
WFN- Water for Nature   **WFF**- Water for Food   **WFP**- Water for People
NET- International Networks   **Others**: Donors and Observers

OBJECTIVES OF A REGIONAL TOT

The GWA Training of Trainers aim to

equip the participants

with knowledge and skills

required to design and conduct

practical training courses

in mainstreaming gender

into Integrated Water Resources

Management (IWRM).

SPECIFIC OBJECTIVES OF A REGIONAL TOT

- Collectively review the participants' theoretical, conceptual and practical understanding of gender difference and inequality.

- Discuss ways in which gender is significant in the context of IWRM and to answer the basic questions of what gender and IWRM are.

- Understand the history of addressing women's and gender concerns in the context of IWRM and to discuss current gender-related international agreements and commitments.

- Discuss strategies to promote gender equality within the staffing, organizational culture and working practices of water sector organizations and departments.

- Identify and practice skills involved in planning, conducting, monitoring and evaluating effective gender training in the context of IWRM.

Transparency A.4

PROGRAM OF A REGIONAL TOT

GWA Regional Training of Trainers Draft Program of Activities

SCHEDULE		MODULES
Day 1	8:00 –10:00 am	Opening Preliminaries
Day 2	10:15 –12:30 am 1:30 – 5:00 pm 8:00 –12:00 am	**1** Gender and Integrated Water Resources Management
Day 3	1:00 – 5:00 pm 8:00 –12:00 am	**2** Gender-Sensitive Training Skills
	8:00 – 5:00 pm	**3** Gender Mainstreaming in the Project Cycle
Day 4 Day 5	8:00 – 5:00 pm 8:00 –12:00 am	**4** Gender Mainstreaming Tools
Day 6	1:00 – 5:00 pm 8:00 – 5:00 pm	**5** Gender Mainstreaming In Organization and Policy Process
Day 7	8:00 –12:00 am	**6** Planning Training of Trainers (TOT) Workshops
	1:00 – 5:00 pm	Course Conclusion and Evaluation

Program and Times may be adjusted to local/regional needs

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SECTION B
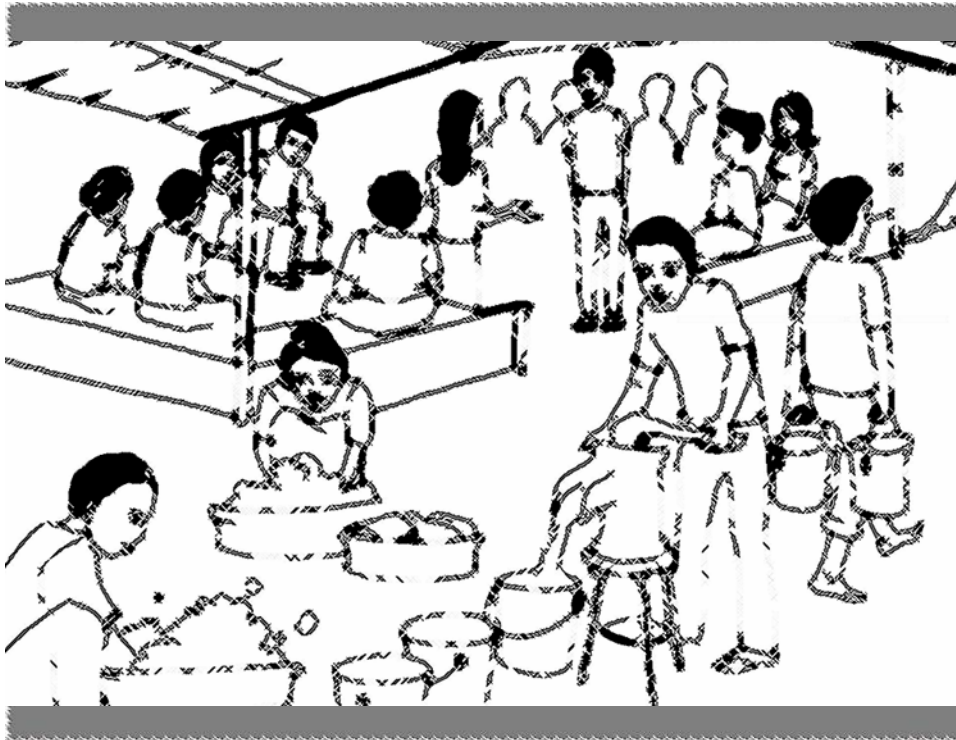
Modules

Gender and Integrated Water Resources Management

This module[1] was developed to facilitate an understanding of gender related concepts in the context of Integrated Water Resource Management (IWRM). While water sector decisions have typically excluded women on one hand, they have adopted sectoral approaches towards development of water resources. This has differentially adverse implications for poor women and men through consequent ecological and social imbalances the are generated. In order to mainstream the development concerns of these women and men therefore, it is imperative not only to gender sensitize water decisions but also to adopt holistic approaches towards water resource development and management that incorporates ecological, social/institutional and equity issues during decision-making.

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1 Written by Jasveen Jairath.

Module objectives:

- Explain the concept of gender through gender awareness exercises.
- Clarify the concept of IWRM as a new paradigm for the development and management of water and its advantages over the currently practiced sectoral approach.
- Demonstrate the need for Gender Mainstreaming (GM) in IWRM for Sustainable Development (SD).

Duration: 10 hours or 1 and 1/2 days

List of Acronyms:

GAD	Gender and Development
GM	Gender Mainstreaming
GWP	Global Water Partnership
IWRM	Integrated Water Resources Management
MDG	Millenium Development Goals
OHP	Over Head Projector
PfA	Beijing Platform for Action
SD	Sustainable Development
SEMASA	Serviço Municipal de Saneamento Ambiental de Santo André
SPMA	São Paulo Metropolitan Area
TOT	Training of Trainers
UN	United Nations
USA	United States of America
WID	Women in Development
WRD	Water Resources Development
WRD & M	Water Resources Development and Management
WSSD	World Summit on Sustainable Development

SESSION 1 INTRODUCTION TO MODULE ONE

Session objectives:

■ Introduce participants to Module One.
■ Assess participants' understanding of gender.
■ Assess participants' expectations of Module One.

What you need:

■ Transparency 1.1 and Handout 1.1
■ Flip chart stand and paper, markers, masking tape and OHP

Duration: 30 minutes

Step-by-step process:

Step 1   Welcome everyone and introduce them to Module One.

Step 2   INTRODUCTORY EXERCISE

Procedure:

a. Make a chart with flip chart paper and present it to the group (see below).

HOW WOULD YOU LIKE TO BE ADDRESSED DURING THIS WORKSHOP?	YOUR PROFESSION? (COMMUNITY WORKER, POLICY DEVELOPMENT SPECIALIST, ENGINEER ETC.)	IS THERE A GENDER ISSUE IN YOUR PRIVATE OR PROFESSIONAL/PUBLIC LIFE?
		Examples: I have three children, 2 boys and a girl.. In my organization, the bosses are all men. *Note: These examples are not to be given to the participants. They should come up with their own examples of gender issues.*

b. Go around the group and get each participant to respond to the 3 questions. Write their responses in the chart.

c. When everyone has finished, ask them to reflect on the last column. This should help to clarify a few issues such as the experiences of women and men and/or the public and private life implications of gender relations. This would also assist the facilitator in understanding what gender means to the participants.

Step 3   Next, go around the room and ask everyone to give you one expectation for this workshop. *Ask them to only give one short phrase.* Write these on flip chart paper as they speak.

Step 4   Go through their comments and address what will be covered here and what will be covered in other modules. Clarify any misconceptions. If needed, explain again the objectives of this module and maybe even the TOT Course. Or, proceed to Steps 5 and 6.

Step 5   Give out Handout 1.1 (Module Overview).

Step 6   Explain the module's coverage/sessions using Transparency 1.1 (Workshop Overview).

MODULE OVERVIEW

SESSION	SESSION TITLES AND OBJECTIVES
Session 1	Introduction to Module One (30 minutes)
Session 2	Women, Men and Gender (4 hours 30 minutes) ■ Understand the concepts of sex, gender, gender discrimination and the history of the struggle for gender equality and equity. ■ Understand practical and strategic gender needs.
Session 3	Integrated Water Resources Management (2 hours 30 minutes) ■ Introduce the concept of IWRM. ■ Enable a gender analysis of IWRM.
Session 4	Gender Mainstreaming In IWRM (2 hours 30 minutes) ■ Analyze a case-study from the perspective of gender mainstreaming in IWRM. ■ Illustrate the connection between women, gender, water, health, governance etc.
Session 5	Conclusion and Evaluation (30 minutes) ■ Conclude Module One with an evaluation and appreciation of all participants and organizers. ■ Reflect on achievements and obstacles of the day and consider the next steps.

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module One	30 minutes
2	Women, Men, and Gender	4 hours 30 minutes
3	Integrated Water Resources Management	2 hours 30 minutes
4	Gender Mainstreaming in IWRM	2 hours 30 minutes
5	Conclusion and Evaluation	30 minutes

SESSION 2 WOMEN, MEN, AND GENDER

Session objectives:

■ Enable participants to understand the difference between gender and sex.
■ Deepen their understanding of gender discrimination.
■ Provide a brief history of the Women In Development (WID) and Gender And Development (GAD) policy approaches.
■ Enhance an understanding of practical and strategic gender needs.

What you need:

■ Transparencies 1.2 to 1.6
■ Flip chart stand and paper, markers, masking tape and OHP

Duration: 4 hours and 30 minutes. Break times will be determined by the facilitator.

Step-by-step process:

Step 1   EXERCISE (45 minutes)

To be a Man or a Woman: What defines us?

Objective: Understand men and women in terms of stereotypes and perceptions and to identify the difference between sex and gender.

This exercise is designed as a brainstorm with the group. Explain the procedure before beginning. Get them to respond quickly and without commenting on the contributions from others. It would be advisable to have a co-facilitator with you to assist with writing on the flip chart sheets.

Make sure that the sex-related characteristics of women and men such as: gives birth, breast-feeding, getting pregnant, growing a beard or mustache are also mentioned. If not, you will need to mention them.

Procedure:

a. Take two flip chart papers and put them up side-by-side in front of the group. On the top of one, write the word "women" and on the other, "men". Pose the question: *"What are the characteristics of women and men?"* Write down everything that is mentioned. Do not discuss anything at this point.

b. After the lists are completed, go through each chart item by item. For example, under the heading of "women", ask if men too can be patient, sensitive, caring…? If so, mark that characteristic with a "yes" or a "+" sign. Characteristics that cannot be changed, i.e., getting pregnant, growing a mustache etc., should be marked with a "no" or a "-" sign.

c. Now go through the chart entitled "men". Ask if women can talk loudly; be strong, etc… Continue to mark the characteristics as above.

d. Discussion Questions.

1) What female and male characteristics cannot be changed? Which characteristics can both males and females have?

2) Are women always patient, sensitive etc.? Do men always talk loudly, are strong etc.? Why or why not?

3) How would you react if a woman talks loudly and is stronger than a man? How would you react if a man does not talk loudly and is not as strong, but patient and sensitive?

4) Are these characteristics of women and men natural? Biological?

5) How do we get these characteristics? Are they not socially constructed?

e. Read out Transparency 1.2 on Definitions of Sex and Gender.

f. Explain Characteristics of Gender (Transparency 1.3). Explanations are in the Trainer's Notes below. Take questions and comments from the group.

TRAINER'S NOTES

What you need to point out here is that in the exercise participants have defined the difference between sex and gender. Most of what they have defined are characteristics that are socially constructed.

Gender as a framework for analysis has the following characteristics[2]:

Relational. It is relational because it refers not to women and men in isolation, but to the relationships between them and how these relationships are socially constructed.

Hierarchical. It is hierarchical because the differences established between women and men, far from being neutral, tend to attribute greater importance and value to the characteristics and activities associated with what is masculine and produce unequal power relationships.

Changes Over Time. The roles and relations between women and men change over time, have changed over time, and thus, have the potential to change to enable greater equality between women and men.

Context Specific. There are variations in gender roles and gender relations depending on the context – ethnic groups, race, socio-economic groups, culture etc. Thus, a gender analysis needs to incorporate a perspective of diversity.

Institutional. Gender is institutionally structured because it refers not only to the relations between women and men at the personal and private level, but to a social system that is supported by values, legislation, religion etc.

Step 2   EXERCISE (1 hour 15 minutes)

The 24-hour day

Objective: Identify the daily tasks of women and men in *low-income* households and to raise awareness about their roles and workloads in households and communities.

Procedure:

a. Ask participants to form teams of 4. You can do this by "numbering-off". Alternatively, ask them to say "oceans, lakes, rivers, wetlands" in lieu of numbers. Ask each team to choose one low-income group about which they have personal knowledge - fisher people, farm workers, slum dwellers working in the informal economy etc.

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[2] From: Workshop on Gender, Health and Development.

b. Ask the teams to imagine a day in the lives of a wife and husband from the low-income group they have chosen. They can pick a particular season if they so choose.

c. Ask the teams to list on flip chart paper the tasks performed by women and men in a household over a 24-hour period. You can make a chart to demonstrate what you mean. Inform the teams that that they have only 30 minutes for the exercise.

SAMPLE LIST: 24-HOUR DAY

TIME	WOMAN (TASKS)	MAN (TASKS)
4 am	Woman wakes up to …	

d. When all the teams have finished their charts, post the flip charts on the wall and ask participants to walk around and look at each of them. (10 minutes)

e. In the plenary session, help participants draw out common points from the charts. Discussion Questions.

1) Who does the most hours of work?

2) Who gets up earliest and goes to bed latest?

3) What is the difference between the work and recreation of the women and the men?

4) How is your family different when compared to other families and their activities?

5) What similarities can you see between the same family members in different situations?

6) What differences are evident between ethnic minority and non-ethnic minority families?

f. Next, read through Transparency 1.4 Definition of Roles - Productive, Reproductive, and Community Management. The tasks outlined usually fall under these 3 categories.

g. Ask participants to draw out examples of each of these from their list and reflect on how these categorizing terms help us both in recognizing women's work, and in explaining its common "invisibility". (15 minutes)

TRAINER'S NOTES

You will need to point out that not all human activities can be restricted to mutually exclusive categories as above. However, what is important to emphasize here is that the division is useful in allowing us to conduct a gender analysis and to ensure that reproductive, and not only productive roles are visible in society.

Step 3   EXERCISE (1 hour 30 minutes)

Iceberg of Inequality[3]

Objective: Sensitize participants to the operating structures and impact of gender discrimination.

TRAINER'S NOTES

It is recommended that both a male and a female facilitator co-conduct this exercise. This will assist you both in dealing with the kinds of issues, emotions and defensiveness this exercise can raise.

This is a full group exercise. *Make it clear that this exercise will examine the situation of discrimination with regards to both women and men. Thus, the exercise will be based on taking examples of discrimination and inequality faced by women and men.* Do not explain how the exercise works. The exercise is more effective if you give them instructions to follow it rather than explaining it in detail.

Make a large triangle from flip chart paper and put it up on the wall where all participants can see it. Make sure that you can still reach all parts of it to write. *Practice this exercise before you run it with the group.* You might need to make your own notes on how to proceed and to time it depending on the number of participants you have.

Procedure:

a.   Write the following words on 3 flip chart papers: "stereotype", "prejudice" and "discrimination". Ask the group to give examples of each for men and women. Everyone is welcome to give examples that might pertain to women or men. For "stereotype" (these comments are usually subjective and reflect ideas about people; for "prejudice" (also subjective points that refer to feelings and attitudes); and for "discrimination" (should bring out points that refer to behavior and practices – material and concrete).

b.   Ask the group three questions: Who can have stereotypes? (Everybody) Who can be prejudiced? (Everybody) What do you need to have to be able to discriminate? The answer to the last question is power. How do people get power in society? (Money, authority, gender, size, education etc.)

c.   Ask each participant to take 3 minutes and write down some examples of stereotypes, prejudice and discrimination that they have seen, heard or felt as women and men, or what men have seen in terms of discrimination against women. *Ask them to keep this short – under 1 minute.* (This exercise can also be done with 2 people or in teams of 3.) You want to end up with the notion that stereotypes are ideas about particular social groups, prejudices are feelings or attitudes and discrimination is manifested through acts and practices.

d.   Report Back. Have each participant (or team) read out her or his points under each of the 3 headings. As they present their points, write them on the paper triangle. No comments from others at this point. Cluster them as you write, but do not tell them why you are doing that. You will likely get comments such as:

Stereotypes
■   Women are too weak to play football.
■   Men don't cry.

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[3] This exercise was developed by Tim McCaskell for his work on anti-racism, anti-sexism and anti-homophobia and lesbophobia in the schools of Toronto, Canada. It is written up as a tool for this module.

- Women are too stupid to be in the sciences.
- Girls are too emotional for politics.
- Men are strong so they should protect women.
- Men are fearless.

Prejudice
- Telling of sexist jokes particularly about women's bodies.
- Put downs of women and girls about their abilities and competencies.
- Men don't make good nurses.

Discrimination
- Women get paid less than men.
- Women's work in the home is usually unpaid. Men's work outside is paid.
- Women are generally overlooked for promotion in business.
- There are fewer women than men in Parliament even though they make up 50% of the population.

e. In the triangle, put comments that refer to individual attitudes/actions at the top. On the left side of the bottom half of the triangle write down the comments that refer to systemic and institutional systems and on the right bottom side write down points that refer to ideas/values. Ask the group to figure out why you have clustered their responses in this way? What is your organizing principle? How could you name these categories?

f. You should come up with – Individual Actions, Systemic or Institutional Factors and Common Ideas. (Many participants will likely be more aware of individual actions than they will be of institutional or systemic practices so you may have to ask specific questions to fill out that category.)

g. Making the Connections.

You can either ask the group where they think discrimination begins or what they think are the connections between these three areas. Most will begin by saying that ideas lead to individual acts. You can draw an arrow from Ideas to Individual Actions. Someone else might point out that since individuals make up institutions and develop policies and practices there should be an arrow from Individual to Institutional. Institutions, like schools or the media for instance, produce ideas. That means there should be an arrow from Institutions to Ideas. But common ideas shape and justify institutional practices. Draw an arrow back. Individuals behave in ways that are permitted by institutions; therefore, there should be an arrow from Institutions back to Individual Actions. People learn ideas from what they see other people doing etc. You should end up with arrows going both ways from all three corners of the triangle. This is a cycle.

h. Discussion Questions.
1) What is this at the top? Who is doing it?
2) What is happening at the bottom left? Who is doing this?
3) What is happening at the bottom right?
4) Where do these ideas come from?
5) What is the connection between individuals and institutions?
6) What is the connection between institutions and ideas?
7) What are the connections between ideas and individuals?

The objective of these questions is to enable people to see the links between individuals, ideas and institutions.

i. The Iceberg

Point out to people that most of the discrimination that they see and hear will be perceived as individual actions. You can draw a "water line" below Individual Actions. Ideas and systems are often hidden below the surface like an iceberg. Because people see sexism (see Glossary) as primarily a matter of individual action, there is a tendency to try to dismiss it. But what happens if you try to suppress an iceberg? It just pops back up again.

j. Kinds of Work

We disagree with discrimination against people for whatever reasons that might be presented. To stop discrimination we need to change the way society has been set up. To change this system, we need to do work on all three areas. What do these kinds of work look like? To change ideas you need to do education. To change behavior you need to enforce rules and consequences. To change institutions and systems you will need to participate in political action. Work must be done in all three areas; otherwise, the cycle will reassert itself.

You can change policies but unless they are enforced and implemented, nothing happens. You can educate people to be nicer to each other but if real life experiences teach them other lessons they will soon forget or ignore what they have learned. You can threaten people with consequences but ultimately unless they understand the rational for those rules, they will find a way around them.

k. Next, take 2 flip chart papers and put the word "women" on one of the papers and the word "men" on the other. Get the group to assist you in taking the prejudices, stereotypes and discriminations from the triangle and disaggregate them based on gender. Ask the group to comment on the 2 lists.

l. As the list of women may be much longer than the list of men, suggest to the group that women be considered as being inside for the next step and men on the outside. Put the women's chart in the iceberg and the men's chart outside.

m. Inside and Outside the Iceberg

Ask the group, "What does it feel like to be inside this iceberg, the object of the individual actions, stereotypical ideas and institutional practices?" You should get responses such as frustrating, debilitating, hopeless, anger etc. Then ask them, "What are the behaviors that are associated with such feelings?" You should get responses such as depression, lack of confidence etc.

Next, ask, "What are the feelings generated by being outside the triangle?" You should get responses such as superiority, pity, fear, guilt etc. What are the behaviors associated with such feelings? You should get responses such as alliances and leadership etc.

n. Similarly – "How will these feelings and behaviors affect the potential of bringing people together to change the system? What should people on the inside and the outside look out for in terms of their own behavior that might make working with others more difficult? How should they deal with such behavior in others?"

o. You can either take verbal responses or prepare flip chart papers with one of the above questions on each page and write people's responses on them as you take them through each question.

p. Reflection Questions (take a few minutes to see where the group is at).

    1) How do you feel about this exercise?
    2) Did you learn anything new?
    3) Were you surprised by something?
    4) Do you have a better understanding of gender discrimination now than before this workshop?

Note for the Facilitator: You can use this workshop to focus on sexism, racism, discrimination against poor people, or discrimination again lesbians and gays. You can also combine 2 issues,

e.g., sexism and poor people into one session. Or, depending on the situation you are working with you might decide to focus on one social injustice at a time.

Step 4   Different Policy Approaches to Women and Gender (45 minutes)

Using the Trainer's Notes, give a brief background on the Evolution of Policy Approaches to Women and Gender in Development.

TRAINER'S NOTES

Evolution of Policy Approaches to Women and Gender in Development

The struggles for equal rights for women and men can be traced in all societies and over a period of many years and even centuries. The issue of women's rights and women's position in society has also come to be a part of the post-World War II discourse of development.

THE "WELFARE" APPROACH

Until the early 1970s, development policies addressed the needs of poor women entirely in the context of their role as wives and mothers. Known now as the "welfare" approach, the focus was on mother and child health, childcare and nutrition. It was assumed that the benefits of macro-economic strategies oriented towards modernization and growth would trickle down to the poor, and that poor women would benefit as the economic position of their husbands improved.

Analytical Critique

In 1970, Esther Boserup, a Danish economist, systematically challenged these assumptions. In her book "Women's Role in Economic Development", she concluded that far from women benefiting as their husband's situation improved, women were increasingly losing status. Women were becoming associated with the backward and the traditional, whilst men (with the assistance of economic development projects, such as the introduction of cash crops and new agricultural technologies) were increasingly associated with the modern and the progressive.

THE "WOMEN IN DEVELOPMENT" (WID) APPROACH

In the context of a groundswell of research and campaigning on the situation of women, and the rise of the women's movement in USA and Europe in particular, 1975 was declared the UN International Year for Women, and 1976-1985 the UN International Women's Decade. This attracted high level attention to women, led to the establishment of national women's organizations and ministries in many countries, and helped to institutionalize what became known as Women in Development (WID) policies in governments, donor agencies and NGOs.

Responding to the concern that women had been left out of the processes of economic development, the aim of WID was to integrate women into economic development. This resulted in newly established WID officers, units and ministries developing women's projects, which were still separate to mainstream development but focusing on women's *productive* role. Typically, this resulted in women's income generation projects.

TRAINER'S NOTES (CONT'D)

Analytical Critique

The "gender" approach originated in the early 1980s in academic criticism of WID. Gender analysts, drawing on Marxist analysis and feminist activism felt that WID was not in any way an appropriate solution to the problems faced by women. Not only was WID failing in its own terms (most women's income generation projects failed to generate significant income), it left the mainstream of development untouched, commanded marginal budgets, treated women identically, and failed to look systematically at why and how women were disadvantaged.

Gender analysts examine *why* women in different cultures are systematically assigned inferior or secondary roles. They seek to recognize the ways in which gender norms (what men and women do, what they have, what they think etc.) are affected by, and reflected in, processes of development and change. Drawing on feminist activism, gender analysts explicitly see women as *agents of change* and stress the need for women to organize to bring about change. Through most of the 1980s, gender analysis was regarded by gender analysts themselves as demanding a degree of commitment to change in structures of power that was unlikely to be found in either national or international development agencies.

THE GENDER "EFFICIENCY" AND GENDER "EMPOWERMENT" APPROACHES

Two contrasting approaches dominated from the late 1980s. Advocates working within mainstream development organizations drew on gender analysis to bring concerns with women and gender difference into the "mainstream" of development for the first time. Known now as the gender "efficiency" approach, their strategy was to argue, in the overall development context of structural adjustment policies, that gender analysis makes good economic sense. That argued that understanding men's and women's roles and responsibilities as part of the *planning* of *all* development interventions helps targeting, improves project effectiveness and ensures that women, as well as men, can play their part in national development.

Those working within community level women's projects drew on what gender analysts (and the women's movement) had to say about women as agents of change. In the overall context of a rise in participatory approaches to development, the gender "empowerment" approach meant working with women at the community level building organizational skills and self-esteem through participation in determining needs and managing change.

Analytical critique

Evaluations highlighted both strengths and limitations in "efficiency" and "empowerment" approaches. The "efficiency" approach succeeded to a degree in bringing a concern with women and gender into the mainstream of development, but at the expense of focusing on what women could do for development, rather than on what development could do for women. The empowerment approach opened up space for women to determine their own needs, but "empowerment" was too often misinterpreted as an end rather than a means.

TRAINER'S NOTES (CONT'D)

THE "MAINSTREAMING GENDER EQUALITY" APPROACH

The term "gender mainstreaming" came into widespread use with the adoption of the Beijing Platform for Action (PfA) at the 1995 4th UN International Conference on Women. It represents an attempt by gender advocates to build on the successes of the past and address some of the challenges. It attempts to combine the strengths of the efficiency and empowerment approaches within the context of mainstream development. Mainstreaming gender equality is a commitment to ensure that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of *all* legislation, policies and programs so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.[4]

Step 5   Go through Transparency 1.5 on Policy Approaches to Women and Gender in Development.

Step 6   EXERCISE (40 minutes)

Practical and Strategic Gender Needs[5]

Objective: Help participants distinguish between practical and strategic needs of women and men (see Trainer's Notes below).

Procedure:

a. Read through Transparency 1.6 on Practical and Strategic Gender Needs.

b. Next, inform the participants that working in teams, they are going to develop lists of Practical and Strategic gender needs.

c. A representative from each team will present their charts to the plenary.

d. Ask participants for comments and questions after each presentation.

e. Applaud the work of each team.

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4 Abstracted from: Gender Manual: A Practical Guide for Development Policy Makers and Practitioners.

5 Adapted from: Gender Training Tool Kit.

Practical And Strategic Gender Needs

The distinction between practical and strategic gender needs and an analysis of women's triple role is part of gender analysis and planning. Women's and men's practical needs are related to their condition and their workloads and immediate needs.

Women's and men's strategic needs arise from the analysis of women's subordination to men and are related to the changing the relations between women and men. These may include equal access to decision-making power, land ownership, shared responsibility for domestic tasks, access to income etc.

While these two categories of needs are useful analytical tools; in practice, they often overlap. For example, poor women's and men's felt and immediate needs for basic numeracy and literacy skills in order to operate in the local market may bring the longer term strategic advantage of enabling them to participate more effectively in community organizations.

For the exercise, participants should come up with needs such as those outlined below. Do not give them too many examples, the exercise is only useful if they can identify these themselves.

Practical Needs include access to water, fuel, fodder, sanitation facilities, childcare facilities, transportation, credit etc.

Strategic Needs include sharing housework, women and men in non-traditional tasks, equal wages for work of equal value, equal rights to private property and common property resources, equal participation of poor women in decision-making etc.

DEFINITIONS OF SEX AND GENDER

Sex refers to the biological differences between women and men.

Gender refers to:

- The roles and responsibilities of women and men and the relationship between them.
- The way behaviors and identities are determined through the process of socialization.

These roles and expectations are:

- Usually unequal in terms of power and control over decision-making, assets and freedom of action.
- Culturally specific.
- Change over time.

CHARACTERISTICS OF GENDER

Relational ⇨ Socially Constructed

Hierarchical ⇨ Power Relations

Changes ⇨ Changes over time

Context ⇨ Varies with ethnicity, class, culture etc.

Institutional ⇨ Systemic

Transparency 1.4

DEFINITION OF ROLES

Productive

- Work done by women and men for payment in cash or kind.

Reproductive

- Childbearing/rearing responsibilities and domestic tasks required to guarantee the maintenance and well-being of all family members.

Community Management

- Activities taken at the community level for its development and political organization.

- Usually voluntary, unpaid work.

POLICY APPROACHES TO WOMEN AND GENDER IN DEVELOPMENT[6]

	Women In Development (WID)	Gender And Development (GAD)
Approach	Women's lack of participation as the problem.	People centered development.
Focus	Women.	Relations between women and men.
Problem	The exclusion of women from the development process.	Unequal relations (between women and men, rich and poor) that prevent equitable development and women's full participation.
Goal	More efficient, effective development.	Equitable sustainable development with men and women sharing decision-making and power.

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[6] From: UNDP. (October 2001) Gender Analysis and Training.

POLICY APPROACHES TO WOMEN AND GENDER IN DEVELOPMENT (CONT'D)

	Women In Development (WID)	Gender And Development (GAD)
Solution	Integrate women into existing structures.	Empower the disadvantaged men and women. Transform unequal relations and structures.
Strategies	Women only projects. Women's Components. Integrated projects. Increase women's productivity. Increase women's income. Increase women's ability to manage the household.	Identify/address practical needs determined by women and men. Address strategic gender needs of women and men. Address strategic need of poor women and men through people-centered development.

PRACTICAL AND STRATEGIC GENDER NEEDS

Practical Needs	Strategic Needs
Pertain to day-to-day living conditions of women and men.	Pertain to the position of women in relation to men.
Do not question existing division of labor.	Seek to transform the existing division of labor.
Incremental (marginal increase in gain/benefits)	
Short term.	Long term.
Vary with economic conditions.	Common for most women.

SESSION 3 INTEGRATED WATER RESOURCES MANAGEMENT

Session objectives:

- Introduce the concept of Integrated Water Resources Management (IWRM).
- Introduce participants to the complexity and inter-linkages of water uses, development and management.
- Enable a gender analysis within this complexity.

What you need:

- Transparency 1.7 to 1.10
- Handout 1.2
- GWP brochure on IWRM
- Flip chart stand and paper, markers, masking tape and OHP

Duration: 2 hours 30 minutes

Step-by-step process:

Step 1   EXERCISE (1 hour 30 minutes)

         Gender and Freshwater Issues

         Objective: Get participants to identify the various factors related to freshwater that have led to the call for a sustainability approach to water use and management and in recent years culminated in what has come to be called Integrated Water Resources Management or IWRM.

Step 2   Begin by asking participants how they feel about the fact that everyone is talking and writing about water. Listen to participants' views. Discuss with them. Ask them to reflect on that as they exchange experiences with their colleagues. Then, building on what participants have expressed, the facilitator complements with actual/accurate information, bringing updated data, new developments concerning the topic, and the different views of experts on: the problems with water, the lack of water, water stress, water conflicts, a water crisis, gender and water etc. The facilitator should provide information that confirms that there is no water crisis but a crisis of governance and management.

Step 3   Tell participants that they are going to make a map of gender and freshwater issues so that we can develop a sense of our collective understanding of the issues of water and gender. Before participants break into 3 teams, demonstrate the exercise.

         Procedure:

         a.   On flip chart paper, make the following diagram.

SAMPLE DIAGRAM: ROUGH MAP OF GENDER AND FRESHWATER ISSUES
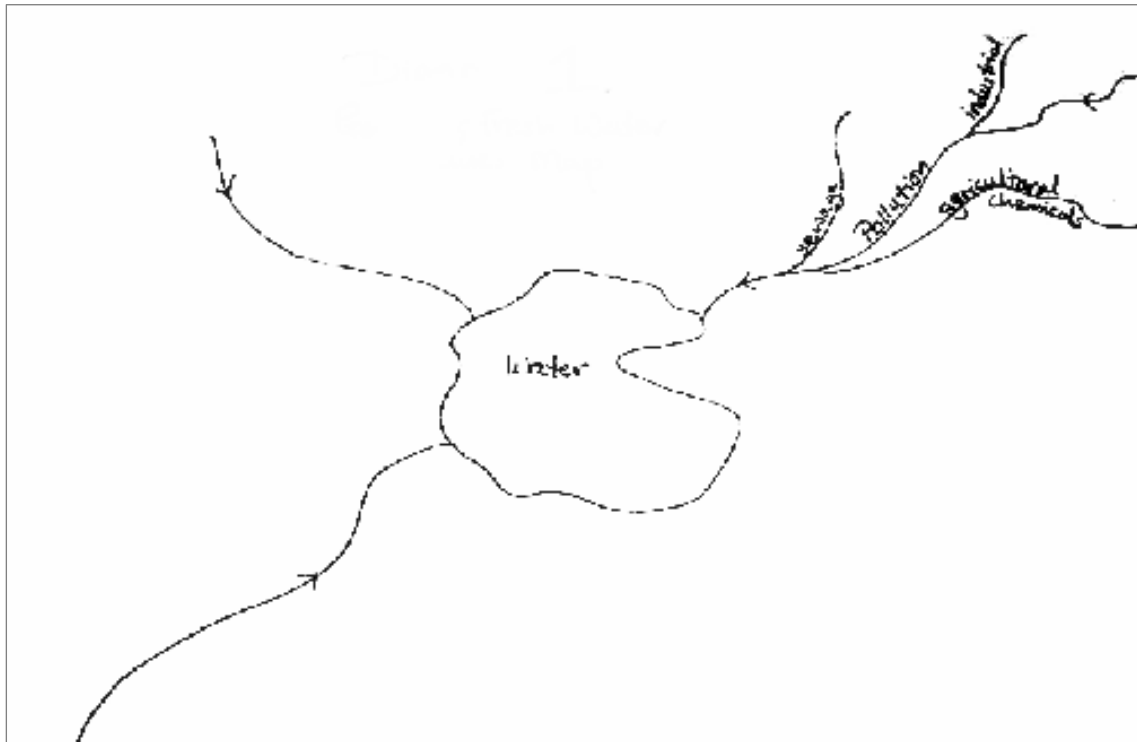
b. With the water body in the middle, show a river coming into the water. Lets say one of the major issues around freshwater these days is pollution. This river will be called pollution. It will have tributaries that will define what kinds of pollution, i.e., industrial, agricultural chemicals, sewerage etc. Draw the river in one color and all the tributaries in another. This will help to see the issues more clearly.

c. On a flip chart paper, write the word "Pollution". From the information in the sample diagram above, list the gender implications of the issues identified in the "tributaries". You should get a list with comments such as: health problems for women and men, sick children from playing in the water, or children get diarrhea from contaminated water, more work for women when children are sick, women stay home and care for sick children and lose income, family loses income from repeated medical costs, men getting sick from working in chemical factory, chemicals in drinking water causing reproductive problems for women etc.

d. Make sure they understand what is to be done. Repeat if necessary. Or give them another example, i.e., domestic use. Draw this river and its tributaries with the assistance of participants.

e. Next, get them to identify the gender implications of "domestic water" and its tributaries. The objective here is to map the range of issues related to gender and freshwater so people get to see the need for an integrated approach to gender and water resources management.

Step 4   Organize the participants into 3 teams. Ask them to make a Gender and Freshwater Issues Map on a large sheet of paper (4 flip chart sheets taped together). Here they will map out all the issues that they see that implicate gender and water. They have 45 minutes for the exercise.

One person from each team will present their Map or they can divide the presentation between themselves.

TRAINER'S NOTES

You are encouraged to go through various websites indicated in the "Additional Resources" section so that you may have a better grounding on the relevant issues before you run this session.

The Gender and Freshwater Issues maps should roughly look like Transparency 1.7.

The teams' maps should be able to define the many challenges that are implicated in IWRM. These include the following:

Population Pressures (e.g., too much withdrawal by humans)

Competition amongst Sectors (e.g., agriculture, industry, domestic etc.)

Un-coordinated development and management (e.g., between different levels of government, service providers, utilities, water users etc.)

Ineffective and inadequate regulatory framework (e.g., laws, regulations, enforcement etc.)

Poor Governance (e.g., legislation, development and management capacity, coordination, monitoring, evaluation, women and poor people excluded from management and decision-making etc.)

Unequal access to freshwater (e.g., poor and women do not have equal access as more powerful members of society.)

Unequal spatial distribution (e.g., water rich and water poor areas, countries etc.)

Trans-boundary issues (e.g., sharing of water, river basins between countries etc.)

Non-sustainability of ecosystems (e.g., degradation and loss of water quantity and quality, loss of access by flora and fauna, desertification, contamination and loss of habitats and consequently species etc.)

Land-Use Changes (e.g., increasing urbanization, loss of forests, increasing agriculture in marginal lands etc.)

Growing Conflicts (e.g., between people, sectors, users, countries, regions etc.)

Impacts of Climate Change (e.g., droughts, floods etc.)

Ensure that the teams' presentations bring out these issues. If they do not, raise these issues for them.

Step 5   Team presentations to the plenary. (10 minutes per team) Ensure they have covered the kinds of issues that are in Transparency 1.7 (Gender and Freshwater Issues Map) as well as information in the Trainer's Notes above.

Be sure to read also the Trainer's Notes by Jasveen Jairath on Gender Mainstreaming and the New Water Paradigm: a Fresher Look into the 'Gender and Freshwater Issues Map' on page 43.

Gender Mainstreaming and the New Water Paradigm: A Fresher Look Into the "Gender And Freshwater Issues Map" [7]

Two main ideas serve as a basis for the reflection on gender mainstreaming and integrated water resources management::

- A distinction should be made between the new water paradigm and the older, traditional, top-down, sectoral and fragmented water paradigm, responsible for problems which are being noticed today in water resources.

- Looking into gender perspectives flowing towards the new water paradigm.

While discussing the Gender and Freshwater Issues Map, participants are encouraged to relate it to their own experiences or any known situation. Contextualizing the Freshwater Issues Map to a concrete situation will confirm the need to adopt the new water paradigm: a holistic, balanced, bottom-up and interdisciplinary approach to water resources development (WRD) for a sustainable environment. The contrast with the top-down, technocratic and segmented approach to water resources will clearly confirm its connection to the water disasters. Poor women from the global south experience these negative impacts with greater severity.

It is clearer that gender perspectives are naturally accommodated in the new water paradigm, where a more ecological vision and social justice; water security, strategy of participatory decision and technology choice; and a holistic perception for water planning emerge.

In this context, *integration* is an important constituent of the concept of integrated water resources management. Most usual interpretations limit themselves to sectoral integration only or to integration of different immediate physical sources of water (surface, ground, snow, rain, etc). Integration by itself can imply/entail centralization that can be very oppressive for the poor populations (women and men). However, the 'holism' that we refer to (through integration) is the understanding of WRD as a *political* process (that also reflects the gender imbalance) that emerges from the competitiveness of diverse social situations with equally diverse water demands/needs and natural availability. The competition generates contentious practices not only intra-society but also with the limited natural quantum of water. This leads to observed imbalances associated with creation and utilization of water resource facilities. Rectifying the situation therefore requires:

- Understanding WRD & M (it is important to highlight the difference between 'D' and 'M' as they are often coupled as 'M' which lends itself to managerial interpretations of IWRM – thereby overlooking the significance of decisions regarding 'D') as a socio-technical process, where different WRD trajectories emerge as a result of decisions that reflect specific group interests – whether poor women are able to partake in this is critical for gender mainstreaming. Therefore, WRD is not a neutral and technical issue as it is popularly perceived. As a matter of fact, it is the technical decisions that are manifestations of the relative power balance of the special interest groups.

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[7] Dr Jasveen Jairath, Project Director, SaciWATERs (South Asia Consortium for Interdisciplinary Water Resources Studies).

TRAINER'S NOTES (CONT'D)

- The above also implies that if specific choices are made on which particular trajectory of WRD to follow, then it excludes other options with correspondingly differential implications of water security for different groups. This means that the existing pattern of WRD developments is not unique and alternatives do exist and can be explored. Water problems are not inevitable and natural – but created/constructed and can therefore be deconstructed. Needed are suitable strategies and capacities creation of women to identify these and facilitate their execution.

- This brings to the fore the role of mechanisms of decision-making about WRD which later will have an M component – both together influence the Freshwater Issues Map. This means developing a realistic diagnosis of the Map.

- As of now, there are two typical tracks/approaches to decision-making. The first one is associated with the older paradigm that entails a top-down, male oriented/controlled, technocratic/engineering dominated, 'blue print' and centrally planned approach, with bureaucratic inflexibility where water segments are treated in isolation of the impacts that they create. It is an approach to WRD that understands water as a technical issue that can be decided on by experts in a social context. Issues of equity and sustainability remain beyond the purview of this approach to WRD & M. The decision-makers in such a case are usually men and engineers. The second track – that is proposed in the new paradigm – entails the formation of multi-stakeholder platforms that reflect interests of diverse groups. Level playing field in these platforms needs to be ensured through capacity building of the weaker sections (poor women in a major constituent) for negotiating for their collective water interest. Capacities also need to be built of assessments of water demands with reference to availability (local and exogenous). The latter constitutes the starting point of departure for IWRM planning.

- Ecological externalities will be considered as a necessity as poor women are differentially and additionally affected negatively and have a stake in preventing their occurrence. Women require capacity building for assessment and articulation of eco-dangers and the ability to get heard and make impact.

- Building capacities is also required for negotiation among all the stakeholders such that balanced decision-making (best practice) is the logical outcome versus the unbalanced assertion of a particular interest group. Such a perception allows the multi-stakeholder platforms a central role in the evolution of socially equitous and ecologically sustainable WRD. In the capacity building process, needs for GM in bottom-up IWRM may include:
  - Understanding of WRD as a political process – sectional interest driven.
  - Understanding of WRD in context of SD – which includes technical and social parameters in an interdisciplinary context.
  - Negotiating capacities as a part of GS – for leadership, articulation and assertion of their water interests and for networking into collectives.
  - Sensitization to the need for advocacy from global to local fora. This will contextualize the role of international commitments. Linkages of GWA to WWNs to local networks acquires significance in this context.

TRAINER'S NOTES (CONT'D)

CONCLUSION

It is important to capture the contrast between top-down and bottom-up strategies in the debate on IWRM. Also important is to have in mind that its definition is broader then a collection of its characteristics, and that gender mainstreaming and gender-sensitivity will not find a place in the purely administrative or managerial interpretations of IWRM. While no one can disagree with issues of enabling environment, institutions, productive, efficient water use etc., in many situations these issues are seen independently, in a horizontal plane. For example, it is known from developing country experiences that the best kind of legal/institutional reforms are rendered ineffective by the way systems of exclusive interest representation are structured. Therefore if we want to empower women through better control over their water resources – the first thing we owe to the women is to help them analyze the water 'crises' as the net of a political process. Logical conclusion to redress the situation is to enable women to evolve strategies to effectively influence the decision-making framework both for D & M. This needs of course capacity for appreciation of technical aspects of WRD, but also of how gender-sensitive technical decisions can be brought about. Herein comes the need for capacity building towards advocacy for GM. While international commitments can be highlighted – there is a need to establish linkages from the global to the local as a part of getting women's water voice heard strategically.

Step 6   Following the team presentations, go through Transparency 1.8 on IWRM and 1.9 on IWRM Components.

Step 7   Lecture on IWRM. See Trainer's Notes on page 46. (1 hour until end of session)

TRAINER'S NOTES

While the planet and its many inhabitants including flora and fauna have been experiencing increasing water loss and contamination problems (as also illustrated by their gender and water maps), there has also been increasing international acknowledgement to do something about the growing water mismanagement crisis.

A critical moment in the water- and human-environment nexus was the International Conference on Water and Environment and Development, held in Dublin, Ireland in January 1992. This conference laid out the now well-established Dublin principles that are the origins of the IWRM approach.

Additionally, the Rio Earth Summit, or the UN Conference on Environment and Development of June 1992, was critical in calling for a paradigm shift in water resources management. Chapter 18 (on Freshwater) of Agenda 21 is a seminal document. Chapter 24 on women makes an explicit link between poor women's heavy workloads and their to access to safe and affordable water and the importance of adequate sanitation facilities.

The 1994 International Conference on Population and Development held in Cairo and the 1995 Fourth World Conference on Women held in Beijing, both make explicit references to the intimate links between gender equality and the sustainable development and management of water for economic and social development. The call for gender mainstreaming in all sectors and levels of society is from the Beijing Plan of Action.[8]

In the year 2000, 189 governments adopted 8 Millennium Development Goals (MDGs) with numerical and time-bound targets as their commitment to poverty eradication. The goals and targets cover the period from 1990 to 2015. Some of the targets are: to halve the proportion of the people whose income is less than one dollar a day; to halve the proportion of people who suffer from hunger; to reduce by two-thirds the under-five mortality rate; to reduce by three-quarters the maternal mortality ratio; to halve the proportion of people without sustainable access to safe drinking water (this target includes indicators such as access to an improved water source and access to improved sanitation); and, to achieve significant improvement in the lives of at least 100 million slum dwellers.[9]

The World Summit on Sustainable Development (WSSD) held in 2002 reaffirmed the MDG target on sustainable access to safe drinking water and also called for halving the proportion of people who do not have access to basic sanitation.

The resolutions, principles, consensus documents and plans of actions of these numerous international conferences commit governments, bilateral agencies, service providers, the private sector and civil society to realize these calls to action. They also underline the urgency for a holistic and sustainable approach to address current problems including in terms of water and sanitation, poverty eradication, and gender equality. This is the broad backdrop to the need for gender mainstreaming in integrated water resources management.

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[8] For an extended outline of international conferences and the nexus of gender, water and poverty, see "Untapped Connections: Gender, Water and Poverty" by WEDO.

[9] For the complete list of MDGs, targets and indicators, see http://www.un.org/millenniumgoals.

TRAINER'S NOTES (CONT'D)

The challenges of the IWRM approach are listed in the previous Trainer's Notes. Mention these as part of this lecture.

Key points that should inform the IWRM approach include:

■   Water should be treated as an economic, social and environmental good.
■   Water policies should focus on the management of water and not just on the provision of water.
■   There should be an explicit recognition that women play a central role in the provision, management and safeguarding of water.
■   Governments should facilitate and enable the sustainable development of water resources, including a regulatory framework.
■   Water resources should be managed at the lowest appropriate level.[10]

An approach on how to do this is presented in Step 9 below.

Step 8   Download and reproduce the Global Water Partnership (GWP) brochure "IWRM at a glance"[11] and distribute to all participants. Walk them through the brochure.

Step 9   Go through Transparency 1.10 the IWRM Triangle (also in the brochure mentioned above) and explain that this has been presented as one approach identifying the components needed for an integrated approach to water resources development and management. This approach is being tested and as of now, there is no clear indication as to its effectiveness. The success of IWRM as an effective approach depends on political will and a meaningful engagement of all stakeholders.

Step 10   Give out Handout 1.2 on the Principles of IWRM and their Gender Implications. Ask participants to read one principle each. Field questions or comments on the Handout. (15 minutes)

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[10] Adapted from: Mainstreaming Gender in Water Management. p.7.

[11] http://www.gwpforum.org/servlet/PSP?iNodeID=215&itemId=202.

GENDER AND FRESHWATER ISSUES MAP
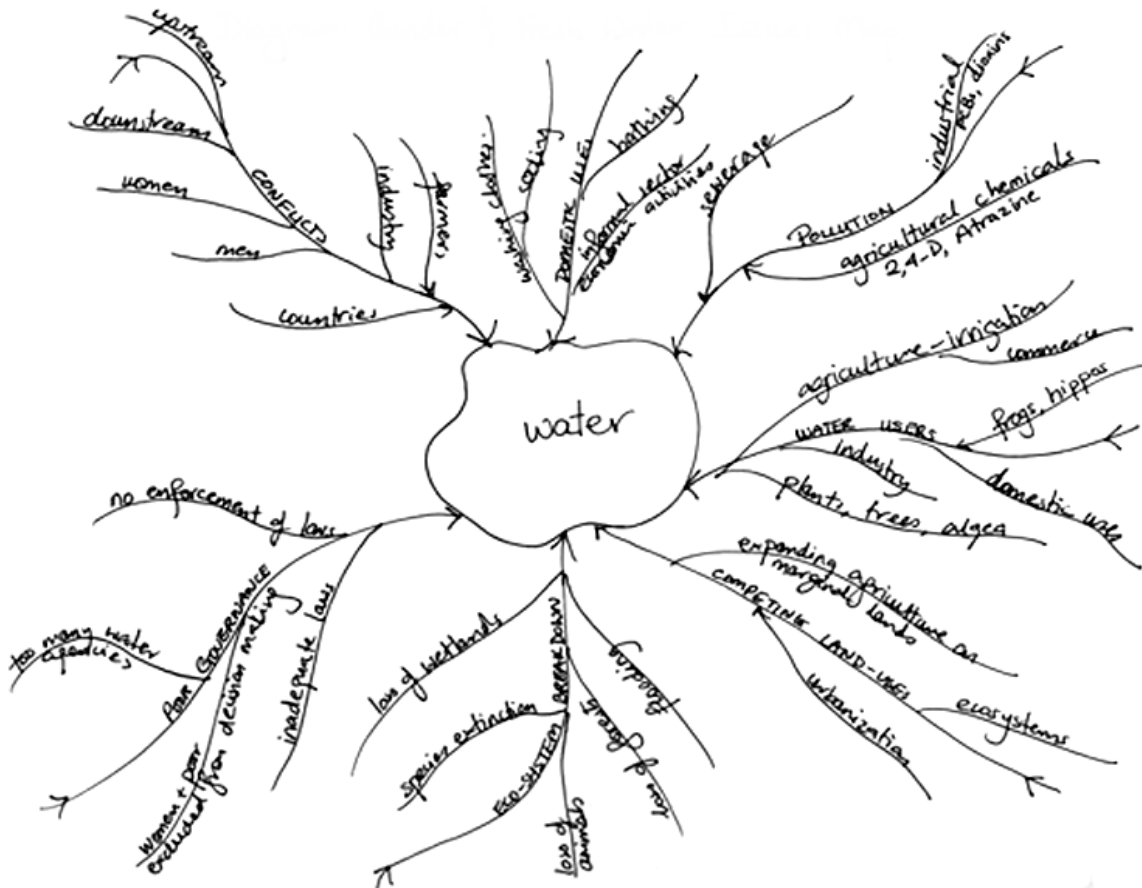
INTEGRATED WATER RESOURCES MANAGEMENT (IWRM)

- A multi- and cross-sectoral approach.
- Promotes coordinated development and management of water, land and related resources.
- Aims to optimize the resultant economic and social benefits in an equitable manner and without compromising the sustainability of vital ecosystems.
- Requires broad-based participation.
- Implies recognizing that women and men of all strata have different requirements and unequal opportunities.

IWRM COMPONENTS

- Sustainable development.

- Access to water: a basic right of all people.

- Demand-driven and demand management.

- Gender mainstreaming.

- Access to information.

- Subsidiarity.

- Effective, participatory, transparent and accountable governance.

- Inclusive of all stakeholders, especially women, indigenous and poor communities.

- Environmentally accountable.

- Water should be treated as an economic, social and environmental good.

THE IWRM TRIANGLE
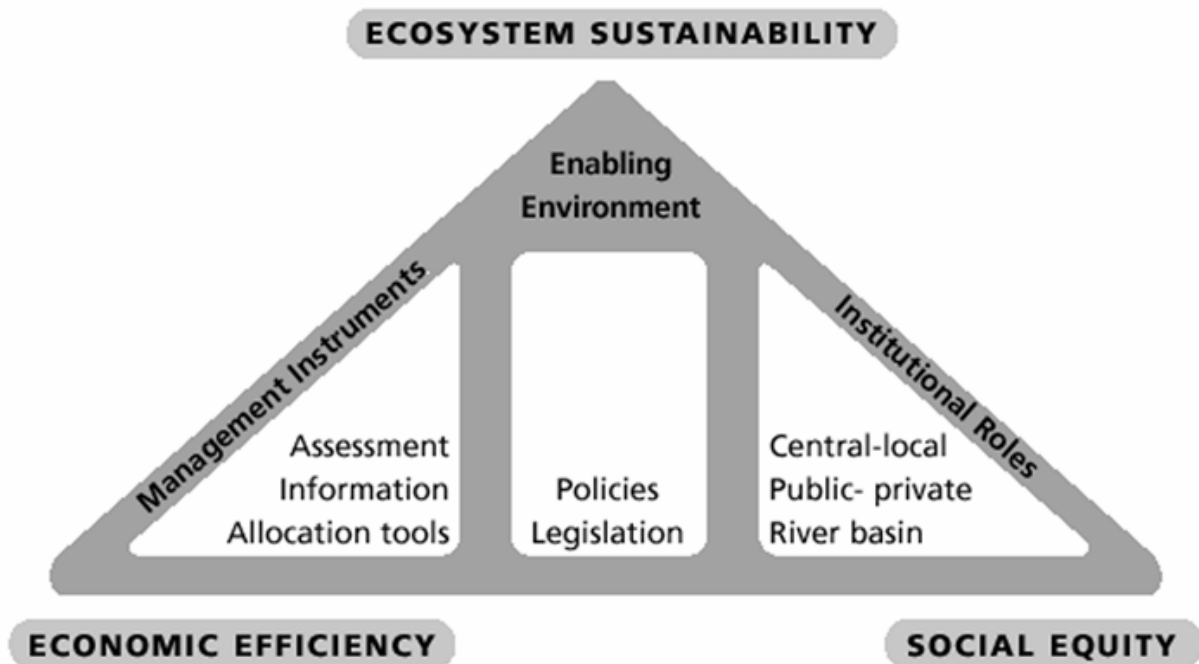
PRINCIPLES OF IWRM AND THEIR GENDER IMPLICATIONS[12]

PRINCIPLE	RATIONALE	GENDER ASPECTS
Demand-responsive projects; demand management	Governments that provide free services cannot maintain them. Users are better off with a service that satisfies them and is affordable and does not deplete water resources. Demands on amounts of freshwater, for water supply, sanitation, agriculture, livestock, industries etc. are manageable by price and charging policies, rationing water, reducing unaccounted for water, and public education.	Women and men have different demands for water and water-related services. A gender and class specific analysis of demands is required. Increased pricing should not reduce water consumption for cooking and hygiene. Tools of pricing and rationing miss their purpose when not compensated for by reliable and predictable services in recognition that women manage time as much as men. Campaigns to reduce water wastage need to target women and men, as either group wastes water. More attention to pollution control benefits water resources and women, who collect domestic water, deal with health and suffer from poor sanitation.
Water being an economic good	Freshwater is limited. Its transfer costs money. Its use for disposing waste causes damage, which also costs money. Those using freshwater should therefore pay. Having to pay will limit use and pollution.	In valuing freshwater, domestic and productive use of water by women are overlooked/underrated. Their rights to water and land have social and economic benefits. Water development may affect negatively the livelihood of poor women and men. Within households, men, women or both may pay charges. Charges paid by women often press harder on them as their incomes are smaller.
Holistic approach to water management	Holistic management is needed because development and management actions taken in one water resources sector have an impact on water availability, quantity and quality in other water resources sectors.	Impacts do not stop at the household level, but affect members of households differently, according to their sex, age and position. Different types of users can also contribute differently to overall water management.

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[12] Source: Gender In Water Resources Management, Water Supply And Sanitation: Roles And Realities Revisited.

PRINCIPLES OF IWRM AND THEIR GENDER IMPLICATIONS

PRINCIPLE	RATIONALE	GENDER ASPECTS
Government roles shift from provider to enabler	Governments should not take upon themselves the full implementation of services. This is done more efficiently and effectively by those who have a direct stake (use and profit) in providing the service. Government's roles remain essential in providing the environment, monitoring achievements and controlling and preventing abuse. As enablers, governments' responsibility for capacity building becomes more important.	In enabling and monitoring governments have a particular responsibility to protect the interests of the groups that the profit-seeking sectors will not consider, such as low-income households, domestic water users and those who use water sources and water catchment areas for the first necessities of life. Women are heavily represented in these categories. Capacity building should benefit women and men equally and prepare women to represent economic and social interests overlooked in water resources development/management.
Stakeholders participation; civic partnership	A greater participation of social and economic stakeholders leads to better water management. Management should represent all interests to ensure that in given conditions and considering future impacts the best choices are made. It should be at the lowest appropriate level to ensure that decisions are supported by those who implement them.	Women's traditional roles in water resources management are underexposed and underrated. In new management systems, women are underrepresented at the levels where decisions are made that affect also their lives and livelihood. Greater participation of women in management should not lead to more work and responsibilities for women and exempt or bypass men, but equitably distribute benefits and burdens between the sexes.

SESSION 4 GENDER MAINSTREAMING IN IWRM

Session objectives:

- Analyze a case-study from the perspective of gender mainstreaming in IWRM.
- Illustrate the connection between women, gender, water, health, governance etc.

What you need:

- Transparency 1.11
- Copies of Case-Study 1.1
- Balloon diagram on flip chart paper
- Flip chart stands and paper, 4"x 8" color cards, markers and masking tape

Duration: 2 hours

Step-by-step process:

Step 1   This is an exercise on developing an understanding of gender mainstreaming.

Step 2   EXERCISE (30 minutes)

Card Brainstorming

Procedure:

a. On a flip chart paper, write the following sentence: "What is Gender Mainstreaming?"

b. Give everyone 1 card. Ask them to write one word or a short phrase that describes their understanding of gender mainstreaming. *Request them to write in large letters.*

c. As they finish, stick the cards up on the wall.

d. Get the participants to help you organize the cards.

e. You should come up with a fairly good description of what gender mainstreaming means/involves. Come to some consensus on this with the group. You do not need to make a full and detailed definition.

f. Next, show them Transparency 1.11 (Definition of Gender Mainstreaming).

g. Ask for any comments or questions from the participants.

Step 3   Working in 3 teams, the participants will read the case-study and develop a balloon diagram of the case-study. They will do this by identifying the key areas for consideration for gender mainstreaming as well as an IWRM approach.

Remind them that they can use the information from the previous session as well as their gender and water maps to assist them with this exercise.

Step 4   Explain the exercise before breaking into teams.

Step 5   Use an example to briefly illustrate what a balloon diagram is. Ask them to put the words "gender mainstreaming in IWRM" in the middle of the diagram and then show various linkages based on the data in the case-study.

For example, one balloon could be a multi- and cross-sectoral stakeholder group for watershed management. Using the data in the case-study, fill out who should be its members. For example, the government-mandated tripartite committee should include all levels of government, the service providers, the chemical plant, the poor residents and especially the poor black women, the people who use the protected areas and those who manage it, the health department, youth etc.

They have 45 minutes for the exercise.

SAMPLE BALLOON DIAGRAM
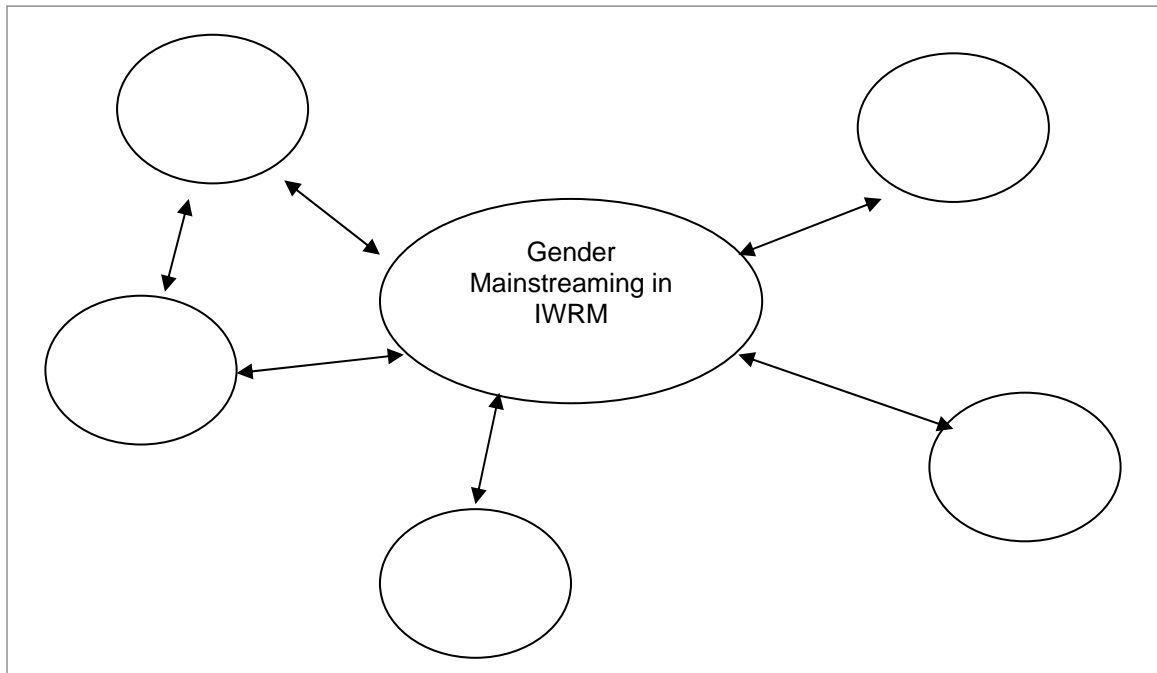
Step 6   Have the teams present to the plenary (10 minutes each). Comment on their presentations and ask the group for their reflections.

Step 7   Get the group to identify what are the common issues to the presentations. List these. Ask them if what they have presented constitutes a more comprehensive and holistic approach to water development and management. An IWRM approach? Why? What is different from the currently existing approach to water management and provision? (15 minutes)

Thank them for their contributions and applaud the work of each team.

Step 8   Reflection Questions.
1) What did you learn?
2) What was new?
3) Do you feel that you have an understanding of gender mainstreaming and IWRM?
4) Can you see its application in your work?

DEFINITION OF GENDER MAINSTREAMING

Gender Mainstreaming

- Is the process of assessing the implications for women and men of any planned action, including legislation, policies and programs in all areas and at all levels.

- Is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated.

- The ultimate goal is to achieve gender equality **by transforming the mainstream.**[13]

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13 ECOSOC 1997.

ISSUES AND LINKAGES: GENDER MAINSTREAMING IN IWRM

Santo Andre, São Paulo Metropolitan Area, Brazil[14]

Introduction

With a population of 665,000, Santo André is one of 39 municipalities in the São Paulo Metropolitan Area (SPMA). It is located on the fringe of the SPMA. It covers 177 sq. km. of which 66.4 sq. km. are urbanized. Sixty percent of the municipality is located in reserve areas intended to preserve watersheds, green areas and natural parks. Santo André has inherited the legacy of rapid and poorly managed urban growth characterized by limited land-use planning and enforcement, environmental degradation, and growing informal settlements.

The São Paulo Metropolitan Area (SPMA)

São Paulo Metropolitan Area (SPMA) comprises 39 municipalities, and a population approaching 20 million. The total area is 8,051 km, of which 1,771 km. is urbanized. Population growth rate is 1.2% per year for the whole region, but 3.3% for the periphery. The formal urban area – formal city – within the region is well serviced with basic infrastructure: of all households, 92% have piped water, 95% have electricity, 90% have garbage collection and 90% have sewage collection systems. Only 30% of the region's sewage is treated. Environmental problems arising from urban growth include water, air and noise pollution, flooding, congestion, and health problems. Thirty percent of the SPMA population lives in irregular (illegal or informal) housing, with almost no infrastructure and especially no sewage services.

The Government

Elections in the 1990s in Santo André brought in a government with a strong commitment to popular participation. Since then, successive governments have been from the same political party enabling a consistency of policy development and implementation. The decentralized nature of the state's urban management policies allows the municipality greater control over the management of their ecologically sensitive areas.

In recognition of the size and population of the SPMA, different levels of government have stressed sustainable and environmental management. Legislation requires that every river basin establish a tripartite committee, which involves government, civil society and the private sector. The committee is responsible for formulating plans aimed at restoring and protecting the watersheds. The scope of these plans is to include socio-economic development.

SEMASA – Serviço Municipal de Saneamento Ambiental de Santo André

This is the municipal corporation with the responsibility for water supply, sewage, drainage services and environmental quality. They are attempting to shift to a more community-based approach that includes environmental education and promotion of stewardship. For many residents, the link between ecological degradation and disease or natural disasters is not clearly understood. Much illegal dumping occurs, not only by residents but also by industrial companies and much of this finds its way into the water.

The Billings Dam, the reservoir that supplies Santo Andre and other municipalities in the SPMA is located in this vicinity (it is not the only supplier, but it is in increasing demand). It is also the recipient of sewerage from informal settlements, floodwaters and industrial effluent.

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[14] Interviewing Ms. Erika de Castro, the project coordinator of a community-based watershed management project for the Centre for Human Settlements at the University of British Columbia, Vancouver, Canada and the Municipality of Santo Andre, Brazil developed this case-study. Additional resources used for the case-study are included in the list of references.

The People of the *Favelas*

About 10% of the population of Santo Andre lives in *favelas* – poor informal or illegal neighborhoods. This amounts to approximately 67,000 people in 123 settlements. The majority of the *favelas* are located in the Alto-Tietê River Basin that, as part of the watershed protection area is governed by strict land use policies. Thus, many of the settlements are technically illegal as well as potentially hazardous as people are also living under power lines, next to a solid waste dump and on land subject to flooding. Fifteen to twenty-five new families a month are moving into the *favelas*.

The population is primarily Afro-Brazilian with many female-headed single parent households. Much of the population is illiterate. There is a high ratio of children in the neighborhoods and educational attendance is compulsory.

Economic Issues

This part of the SPMA grew rapidly from the 1950s onwards when Brazil adopted an import substitution policy and the motor vehicle industry was established in the region. However, many residents of Santo Andre are economically marginalized. The vast majority of women (70-80%) do not participate in the formal economy. Little is known about informal sector involvement for either men or women. Almost a 1000 people are employed at a major chemical plant within municipal boundaries and in the designated protected area.

Health and Social issues

AIDS and teenage pregnancy are serious concerns in the neighborhoods. These are primarily addressed through school programs for both boys and girls and in neighborhood workshops. Domestic violence is another significant problem and neighborhood women's organizations try to deal with this through outreach programs focusing on educating women about their rights and improving self-esteem. Unemployment and underemployment is rampant in the region, heavily affected by the loss of manufacturing plants. Water quality related diseases such as diarrhea are also a problem.

Service Issues

There is a serious lack of basic services in the favelas. All of them lack sanitation and paved roads, other infrastructure services are precarious, and education facilities, public transportation and health services are inconsistent and irregular, depending on adjacent neighborhoods. This makes the socio-economic problems noted above even more difficult for residents, particularly the women. These issues are an important part of the context of the Community Based Watershed Management Project. If the project is to have the support and active participation of the women in the community, it must be seen to offer them some benefits. The link between watershed quality and disease or soil erosion is not clearly understood and watershed linked problems are only some of struggles women grapple with in their day-to-day lives.

INSTRUCTIONS FOR THE TEAM:

Using the information in the case-study, develop a balloon diagram showing the issues and links between IWRM and gender mainstreaming. You have 45 minutes for this exercise.

SESSION 5 CONCLUSION AND EVALUATION

Session objectives:

■ Conclude Module One with an evaluation and appreciation of all participants and organizers.
■ Reflect on achievements and obstacles of the day and consider the next steps.

What you need:

■ Copies of Module Evaluation Forms (see Annex 1) in case you will do a written evaluation
■ Participants' expectations from Session 1

Duration: 30 minutes

Step-by-step process:

Step 1   Inform the group that we have come to the conclusion of Module One and we would like to end it with an evaluation.

Step 2   Put up the flip charts with the "list of expectations" from Session 1. Discuss and evaluate with the group. Were the expectations met? Which were and which not? Go through the list with the group and get them to reflect on the day and how it matched with their expectation. Take comments and criticism with grace.

If possible, discuss how unmet expectations can be met. If that is not appropriate at this point, "Park" issues on a flip chart sheet and call it the "Issues Parking Lot". This is a place to keep track of issues that cannot be dealt with right away, but are important for facilitators to address at some point in the TOT.

Step 3   You can either do a written and/or a verbal evaluation with the group.

Step 4   Ask participants if they have any ideas on next steps and/or follow-up actions.

Step 5   If it is culturally or politically relevant invite the appropriate guest to say a few words to close the workshop.

Step 6   Acknowledge and thank participants and other contributors and organizers. Thank them for their great energy, valuable contributions and wish them the best in their next steps. Ensure that you say proper good byes and pack-up later.

GLOSSARY

Discrimination refers to an unfavorable action, behavior, outcome or treatment of a person or groups of persons. Discriminatory action can be the result of racism, sexism, anti-poor bias etc.

Gender refers to the roles and responsibilities of women and men and the relationship between them. It refers to the way behaviors and identities are determined through the process of socialization. These roles are usually unequal in terms of power and control over decision-making, assets and freedom of action. These roles and expectations are culturally specific and they can and do change over time.

Gender analysis refers to a systematic way of looking at the different impacts of development on women and men. Gender analysis requires separating data by sex, and understanding how labor is divided and valued. Gender analysis must be done at all stages of the development process; one must always ask how a particular activity, decision or plan will affect men differently from women. *Parker, Rani A (1993).* Another Point of View: A Manual on Gender Analysis Training for Grassroots workers. UNIFEM, New York, USA.

Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play. *(*Gender-Based Analysis: A guide for policy-making, Status of Women Canada, 1996). Gender equality is essential to poverty eradication.

Gender equity is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. *Equity leads to equality. (*Gender-Based Analysis: A guide for policymaking, Status of Women Canada, 1996, emphasis added).

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies and programs in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality [*by transforming the mainstream*] (ECOSOC, 1997, emphasis added).

Gender perspective. At the institutional level, *a gender perspective* means generating strategies for changing the unequal relations of men and women to resources, decision-making and rights. It is not sufficient to have just a single "gender person" focusing on these issues. Gender is often side-streamed rather than mainstreamed due to lack of understanding and the will to change. (The Gender Approach to Water Management: Lessons Learnt Around the Globe, the GWA, January 2003)

Homophobia means to have an irrational fear and/or hatred of lesbians and gays. It also includes fear of being perceived as lesbian or gay, fear of one's own physical or sexual attraction to people of the same sex, as well as fear of *being* lesbian or gay.

Integrated Water Resources Management or IWRM is a process which promotes the coordinated development and management of water, land, and related resources in order to maximize the resultant economic, social welfare in an equitable manner without compromising the sustainability of vital ecosystems. (Global Water Partnership/Technical Advisory Committee)

Lesbophobia. The expression of dislike, hate or fear based on heterosexism is known as homophobia. When directed at women it is referred to as lesbophobia.

Prejudice refers to a negative or hostile attitude toward another social group, usually racially defined but can also include attitudes to women or people from different ethnic and tribal groups as well as poor women and men. Prejudice is a thought or attitude; discrimination is the expression of that thought or attitude.

Racism is essentially a conscious or unconscious belief in the inherent superiority of one race over another\others and thereby the right by that race to use power to dominate. The most widespread form of racism consists in the internalized belief in the superiority of the white race over all others. The result is that culture, norms, theories and practices of the white racial group(s) come to be seen and to be treated as normative for all. In addition, whites come to be seen as entitled to preferential treatment.

Sexism refers to a set of attitudes and behaviors towards people that judge or belittle them on the basis of their gender or that perpetuate stereotypical assumptions about gender roles. The term is most often used to refer to men's attitudes towards women, although in recent years there has been increasing discussion of sexism by women towards men.

Sexual orientation is an enduring emotional, romantic, sexual or affectional attraction to another person. It is easily distinguished from other components of sexuality including biological sex, gender identity (the psychological sense of being male or female) and the social gender role (adherence to cultural norms for feminine and masculine behavior). Sexual orientation exists along a continuum that ranges from exclusive homosexuality to exclusive heterosexuality and includes various forms of bisexuality. Bisexual persons can experience sexual, emotional and affectional attraction to both their own sex and the opposite sex. Persons with a homosexual orientation are sometimes referred to as gay (both men and women) or as lesbian (women only). Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their behaviors

Stereotype. A stereotype is a positive or negative set of beliefs held by an individual about the characteristics of a group of people. It varies in its accuracy, the extent to which it captures the degree to which the stereotyped group members possess these traits, and the extent to which others share the set of beliefs. Stereotypes include or are formed by the suspicions or expectancies we have about others, and these in turn shape and influence our behavior toward a person/s.

Sustainable development. The term was popularized by the World Commission on Environment and Development (the Bruntland Commission) in 1987. The Commission defines sustainable development as "…development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Sustainable Development is a social justice and gender-sensitive rights-based approach to development that is informed by the need to integrate and balance the competing economic, political, social, cultural and environmental needs of the present generation without compromising environmental integrity and the ability of future generations to meet their needs. – *Prabha Khosla*

A sustainable development program is 'a development project/program which is able to deliver an appropriate level of benefits for an extended time period after major financial, managerial, social and technical assistance from external donors is terminated (OECD/DAC)'. Water resource services that are developed as part of sustainable development are thus not dependent on ongoing service delivery and use. Rather, the services should be developed and established in such a way that they meet demands of the users while addressing the five components of sustainability: technical sustainability: user involvement in the choice of appropriate and affordable technology; social sustainability: user recognition of the benefits of water resource, provisions through stakeholder participation and gender sensitive approaches; financial sustainability: user management of financial resources (e.g. cost recovery, maintenance systems etc.); environmental sustainability: user resource management; and institutional sustainability: user involvement as stakeholders in devolved power, capacity building and local autonomy. (Gender and Water Alliance, 2000)

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Van Horen, Basil. (2001) Developing community-based watershed management in Greater Sap Paulo: the case of Santo Andre. *Environment and Development*, U.K. Volume 13, Number 1.

WEDO. (January 2003) Untapped Connections: Gender, Water and Poverty: Key Issues, Government Commitments and Actions for Sustainable Development. http://www.wedo.org/sus_dev/untapped1.htm

Wijk-Sijbesma, C.A. van (1998). Gender in water resources management, water supply and sanitation: roles and realities revisited. The Hague, The Netherlands: IRC International Water and Sanitation Centre, 1998. xii, 200 p. : 7 boxes, 24 fig., 6 tab.

ADDITIONAL RESOURCES

_____ (November 2002) Policy Development Manual for GWA Members and Partners.

Cap-Net IWRM page: http://www.cap-net.org/showhtml.php?filename=iwrm_definition

Food and Agriculture Organization (FAO), Land and Water Division, http://www.fao.org. Its goal is to raise levels of nutrition and standards of living, to improve agricultural productivity and to better the conditions of rural populations.

Gender and Water Alliance (GWA). Side stream or Mainstream? Making all water uses the business of women and men. Download from: http://www.genderandwateralliance.org/english/advocacy.asp

Global Water Partnership, IWRM ToolBox: http://www.gwp.ihe.nl/wwwroot/GwpORG/handler.cfm?event=home&targetFrame=top&

INSTRAW – The United Nations International Research and Training Institute for the Advancement of Women. http://www.un-instraw.org/en/. The site operates in English, Spanish and French.

Poverty, Gender and Water. International Water Management Institute. (IWMI) http://www.iwmi.cgiar.org/respages/PGW/index.htm. The IWMI web page is accessible in English, French and Spanish.

Ramsar Toolkit: Handbooks for the wise use of wetlands. http://www.ramsar.org/wurc_handbook_index.htm. A set of nine handbooks containing guidelines, supporting background documents, photographs, case studies and references.

Towards a Gender and Water Index by Barbara van Koppen, International Water Management Institute http://www.genderandwateralliance.org/english/econferences.asp. This paper expands on the gender dimensions of the Water Poverty Index. It explores a methodology for the development of a specific Gender and Water Index for integrated water resources management.

UNESCO and the World Water Assessment Programme. http://www.unesco.org/water/wwap/. A joint initiative of 26 UN agencies working together. The 1st World Water Development Report 2003 is available from this site.

United Nations Environment Programme (UNEP) Freshwater Portal http://freshwater.unep.net. An online gateway to information about freshwater. It is an extensive catalogue of information resources ranging from documents, to databases, to maps and graphics, covering the most critical freshwater issues of the day: water scarcity, irrigated agriculture, water and sanitation, water quality, groundwater, trans-boundary water management, water and ecosystems, floods and droughts, and urban water.

What about Women? Why We Need a Gender Perspective in Development Policy (report 20) April 1995, 4 pages. A good overview pamphlet on the status of women. Includes useful facts and figures. Available online. http://www.ids.ac.uk/bridge/reports_gend_con_meth.htm

2

Gender-Sensitive Training Skills

This module[1] was developed to increase familiarity with the other GWA gender mainstreaming modules towards organizing and delivering culturally specific regional Training of Trainers (TOT) workshops. Abilities to develop and facilitate participatory workshops in a pro-poor, pro-environment and gender-sensitive manner are required if we are to succeed in our efforts to mainstream gender within integrated water resources management.

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1 Written by Prabha Khosla.

Module objectives:

- Understand different approaches to adult education and learning.
- Learn about different teaching and learning methods.
- Learn how to use icebreakers and energizers effectively.
- Introduce participants to the importance of a gender-sensitive approach to training.
- Discuss difficulties associated with gender training and methods to address them.
- Enhance participants' facilitation and presentation skills.

Duration: 10 hours or 1 and 1/2 days

List of acronyms:

IWRM	Integrated Water Resources Management
LCD (projectors)	Liquid Crystal Display projectors
OHP	Over Head Projector
TV	Television

SESSION 1 INTRODUCTION TO MODULE TWO

Session objectives:

■ Introduce the workshop and welcome participants.

What you need:

■ Transparency 2.1 and Handout 2.1
■ Worksheet 2.1, printed on 2 different colored papers so that half the group will be given a color each. Print 2-up to save paper and reduce waste.
■ Flip chart, flip chart paper, markers and masking tape

Duration: 1 hour

Step-by-step process:

Step 1   Welcome everyone (by relevant organization sponsoring the workshop and/or facilitator).

Step 2   Explain what will be done in this session and how. Explain the introductory exercise to the group before they do it. The introductory exercise is to be used if this module is being conducted as a stand-alone module. If not, make sure you get participants' expectations for this module and then move to Step 4.

This exercise can also be used as an icebreaker for the module. In this case, as participants will already know each other's names etc., just use the question "How many years of experience do you have in training and in which areas?" as the icebreaker. The exercise will give you an idea of people's backgrounds and experience in training and alert you to the skills level of the group you are working with. This information might also help you should you need to make changes to the rest of the module.

Calculate the total number of years in the group and congratulate everyone for the many years of experience in the group! "How fortunate we are to have so much collective knowledge in the room!"

Step 3   EXERCISE

Participant Introduction (if they are meeting for the first time)

Procedure:

a. Inform the group that introductions will be done in pairs using an interview format. Give half the group the worksheets of one color and the other half the other color. Each participant has to pair up with someone who has a different colored handout.

b. They have 8 minutes in total to interview each other. Four minutes each. Then, they have 2 minutes to introduce each other to the group.

c. They use the questions in the Worksheet 2.1 to interview each other and write the answers in the spaces provided.

d. Tell them they have to be as lively as possible in introducing each other, reading of notes is not permitted, and please use first names as much as possible. Ask them to note one thing they like about the person they interviewed.

e. Write-up the expectations on the flip chart as they are being articulated. At the end, comment on them in relation to the rest of the module and keep them for the workshop conclusion.

Step 4   Introduction to Module Two

Distribute copies of Handout 2.1 (Module Overview) to the participants, if they have not received them in advance. Project the Workshop Overview (Transparency 2.1) on the screen and read it out to the group. Ask if people have any questions or need any clarifications.

OPTIONAL PARTICIPANT INTRODUCTION EXERCISE (Step 3)

Journey of My Life[2]

This exercise works well for people who work in the same institution but do not know each other well. The exercise assists people to move into sharing deeply with each other. It is not a good introductory exercise if group members do not know each other at all. It is not used in large groups.

Procedure:

a. Ask participants to draw on a piece of paper their life line illustrating their life, showing the ups and downs, particularly significant periods and events and people, how they felt about them etc. Mark X at the present point and continue the line into the future. One might ask the people to include a symbol for each significant period.

SAMPLE LIFELINE
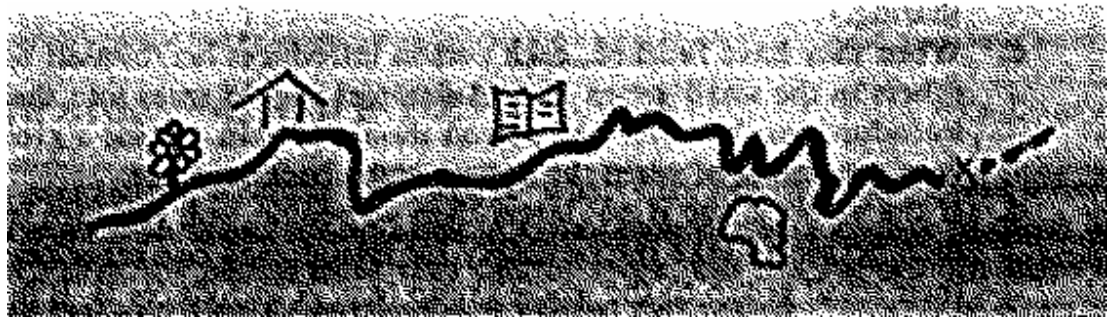
b. This lifeline should then be shared in small groups of 3 to 4 people only. (Note: This is not a useful exercise for helping a large group to get to know everyone. It involves sharing deeply and it is not something that can be rushed. However, knowing a small group well, at some points contributes more to trust, than knowing a little bit about a lot of people.)

Duration: 45 minutes

What you need: paper, pencils and crayons.

Step 4   Introduction to Module Two

Distribute copies of Handout 2.1 (Module Overview) to the participants, if they have not received them in advance. Project the Workshop Overview (Transparency 2.1) on the screen and read it out to the group. Ask if people have any questions or need any clarifications.

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2 Adapted and developed by David and Jean Poynton. Also known as "River of Life".

MODULE OVERVIEW

SESSION	SESSION TITLES AND OBJECTIVES
Session 1	Introduction to Module Two (1 hour)
Session 2	Adult Learning (2 hours) ■ Understand the different approaches to adult education and learning. ■ Learn about different teaching and learning methods.
Session 3	Use of Icebreakers and Energizers (30 minutes) ■ Learn how to use icebreakers and energizers effectively.
Session 4	Emotions and Resistance in Gender Training (2 hours) ■ Discuss difficulties associated with gender training and develop strategies for dealing with them.
Session 5	Facilitation Skills (2 hours) ■ Learn and improve facilitation skills. ■ Build confidence in conducting workshops.
Session 6	Presentation Skills (1 hour 30 minutes) ■ Learn and improve presentation skills.
Session 7	Conclusion and Evaluation (45 minutes) ■ Conclude the workshop with an evaluation and appreciation of all participants and organizers. ■ Reflect on achievements and obstacles of the day and consider the next steps.

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Two	1 hour
2	Adult Learning	2 hours
3	Use of Icebreakers and Energizers	30 minutes
4	Emotions and Resistance in Gender Training	2 hours
5	Facilitation Skills	2 hours
6	Presentation Skills	1 hour 30 minutes
7	Conclusion and Evaluation	45 minutes

WORKSHEET 2.1 INTRODUCTION AND WELCOME

Name

Organization

How many years of experience do you have in training and in which areas?

Can you give one expectation that you have for this workshop?

WORKSHEET 2.1 INTRODUCTION AND WELCOME

Name

Organization

How many years of experience do you have in training and in which areas?

Can you give one expectation that you have for this workshop?

SESSION 2 ADULT LEARNING

Session objectives:

■ Understand different approaches to adult education and learning.
■ Learn about different teaching and learning methods.

What you need:

■ Worksheet 2.2 for Exercise on Learning Experiences
■ Write out the questions on cards for the Cup Exercise
■ Make sufficient copies of Handout 2.2 on Teaching and Learning Methods
■ Transparency 2.2
■ Flip chart paper, markers, masking tape

Duration: 2 hours

Step-by-step process:

Step 1   Introduction to Session 2. This session will include two exercises on factors and approaches that facilitate or hinder learning followed by a brief lecture on different teaching approaches and methods.

Step 2   Brief lecture on Different Approaches To Adult Teaching And Learning. (5 minutes)

Depending on what is suitable for your audience select key points from the information in the Trainer's Notes below. Put them on a transparency or powerpoint slide.

TRAINER'S NOTES

Adult Learning

Training methods can be either participatory or non-participatory. In a non-participatory or didactic approach, learning is not usually an interactive process. The "teacher" is assumed to have the skills and knowledge on the subject and her/his role is to impart such skills and knowledge to the learners. The learners listen, take notes, ask questions, and at times practice what they have learned.

Participatory training or a learner-centered approached is premised on the fact that both the teacher/trainer and the participant have knowledge to share and can and do learn from each other. It promotes the active participation of both the trainer and the trainee and it involves the creation and acquisition of skills and knowledge by both parties. The learner-centered approach recognizes that knowledge is acquired from experience as well as from formal situations.

TRAINER'S NOTES (CONT'D)

Another approach to teaching or information sharing is social marketing. Social marketing is premised on "selling" or disseminating an idea, product or message to a large audience. This approach is common to the water and sanitation sectors in terms of communicating messages on hygiene, health and ill-health.

Participatory and experiential learning processes have been and are particularly significant for adult learners. Experiential learning within a group provides people the opportunity to share knowledge and problems with others and work together to find solutions. In gender and poverty awareness training, it is especially important to use methods and tools that bring out and validate the knowledge of those participants who have culturally or historically been excluded from decision-making.

It is important for trainers to know how adults learn because such knowledge influences the quality of facilitation, especially in the following areas:

■ Presentation of information.
■ Generation and processing of data.
■ Use of participant resources.
■ Use of different media and ways of working on group tasks.

Learning involves taking in information, processing information, gaining understanding or insight, and retaining what has been learned. Understanding principles of adult learning helps the facilitator to design workshops that facilitate learning, information sharing and group development.

It is important to remember:

■ People learn in **different ways**.
■ Different methods **facilitate learning** for different people.
■ Learning in any group will **depend on the design** of the session.

Remember the Chinese proverb. "*I hear and I forget, I see and I remember, I do and I understand.*" Adults learn through auditory, visual and kinesthetic modes. Generally, people learn through all three modes, but individuals vary in their preferences for each mode. To maximize learning in workshops, it is important to use many learning styles to accommodate the different learners in the group.

For adults, learning occurs best when it is motivated, and not coerced or forced. The participants' motivation comes from the context, relevance and involvement in the level of work. The work's context should be clear, understood and agreed to. Why is the work being undertaken? Does the rationale make sense? How does the work fit into the organization's bigger picture? How does it fit into the participants' personal interests and jobs?

For participants, it is important that a task be guided by their needs, objectives and preferences. Their involvement is essential if they are to direct or influence the "what" and "how" of gender mainstreaming and integrated water resources management (IWRM).[3]

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[3] Adapted from: Empowerment of Women Through Equal Participation in Decision-Making and The Facilitator's Fieldbook, and the author's experience.

Step 3   EXERCISE (45 minutes)

What Helps and Hinders Learning?[4]

This exercise helps participants to reflect on those factors that help and hinder learning. Explain the exercise before you begin.

Procedure:

a.   Give each participant Worksheet 2.2.

b.   Ask them to reflect on one positive learning experience in their life and one not so positive experience. It can be any kind of learning, not only classroom or workshop-based. Get them to fill in the Worksheet. They have 7 minutes to do this.

c.   Break the group into teams of 4, where participants share factors they have identified from their 2 experiences. Each participant should take turns doing this. Common learning experiences should be listed on flip chart paper in large writing. They have 20 minutes for team work.

d.   Get each team to put their papers on the wall so everyone can see them. Give them a few minutes to read and reflect on them. (10 minutes)

e.   Repeat the common points and comment on them within the context of adult learning.

f.   Reflection Questions. (5 minutes)

   1)   What do you see that is common to the teams? Why?

   2)   What stands out for you?

   3)   What surprises you?

   4)   Does anyone have another opinion than/about…?

Step 4   EXERCISE (45 minutes)

The Cup Exercise[5]

Objectives: Introduce a tool which can serve as a yardstick for measuring the degree of control or freedom implicit in a variety of learning tasks. This exercise assists participants to see the difference between directive and non-directive approaches to teaching and learning and to become aware of the fine gradations of directiveness and non-directiveness in a set of tasks.

What you need:

You will need 4 sets of 6 cards each with the messages below. Working in 4 teams, each team will be given 2 sets each.

1st Set of Cards (You can draw cups with this set. You can also use this set with the drawings as an example for the group.)

■   Put some water in the cup.

■   Fill the cup to the brim with water.

■   Do what you like with the cup.

■   Put some liquid in the cup.

■   Fill the cup with water.

■   Put something in the cup.

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[4] Adapted from: Communication Skills For Trainers and s for Community Participation.

[5] Adapted from: Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques.

2nd Set of Cards

■ Your irrigation system wastes water. You need to use drip irrigation.
■ Your irrigation system wastes water, I will design a new system for you.
■ Your irrigation system wastes water, you need a new one.
■ Your irrigation system wastes water, you need to do something about it.
■ Your irrigation system wasters water what are you thinking of doing about it?
■ There is water wastage here, what is the problem and how are to planning to address it?

3rd Set of Cards

■ The standpipe is dripping; fix it.
■ The standpipe is dripping; you should fix it right now.
■ Do what you want with the standpipe.
■ Should you not be thinking of fixing the standpipe?
■ The standpipe has been dripping for a while. What is the problem? Have you been thinking of how to address it?
■ The standpipe is dripping. Have you been thinking about how to fix it?

Procedure:

a. Divide the group into 4 teams.

b. Shuffle the cards and give each team 2 different sets.

c. The teams' task is to arrange the cards so that the most directive is on the left and ends in a series with the most open on the right.

d. Ask participants to think about which cards/approach best represents the way to address issues of poverty and gender at any level of the water and sanitation sector.

e. Once they are done, walk the group through the card displays of each team.

f. Questions for teams. Ask each team to present their rationale for their order of cards.

    1) What are the merits of a more directive approach?

    2) What are the merits of an open-ended approach?

    3) Which approach does staff of water related institutions commonly use?

    4) Which approach would work better to address poverty and gender?

g. Summarize the discussion.

Step 5   Go through Transparency 2.2 on Different Approaches to Adult Teaching and Learning (10 minutes). Ask participants if they would like to share their experiences on these issues at this point. (5 minutes)

Step 6   Give everyone copies of Handout 2.2 on Teaching and Learning Methods. Read through some of them and inform them that they will get a chance to put them into practices in later sessions. These are for them to think of when they are planning their workshops. (5 minutes)

Note: Please note that Module Four (Gender Mainstreaming Tools) includes Johari's Window, which too can be used to illustrate different learning styles.

Also, inform them that they will get a chance to put their thinking and ideas on Adult Learning to use when they do Module Six (Planning TOT Workshops).

WORKSHEET 2.2 EXERCISE ON LEARNING EXPERIENCES

Note: You have 7 minutes for this exercise. Please time yourself so that you are able to complete both parts.

Describe 1 positive leaning experience that you have had as an adult.

What factors made it a positive learning experience for you?

What helped you learn?

Describe 1 difficult learning experience that you have had as an adult.

What factors made it difficult to learn?

Please identify them.

The following questions might help you to think through your experiences.

Why did you learn it?

Who helped you learn?

What helped you learn? What was the context of learning and the teaching style?

DIFFERENT APPROACHES TO ADULT TEACHING AND LEARNING

	Didactic top-down approach	Social marketing	Learner-centered approach
Basic assumption	Learner lacks knowledge.	Learner group lacks knowledge.	Learner has knowledge which can be shared.
Strategy/ approach	Teacher must fill the knowledge gap using a top-down approach.	Fill knowledge gap using the fastest methods, e.g., posters.	A two-way learning process.
Identification of learning needs	Teacher as an expert identifies the learning needs and develops content.	Needs are externally identified. Maybe using clinic records etc.	Both the facilitator and the learners ID needs in a participatory manner.

DIFFERENT APPROACHES… (CONT'D)

	Didactic top-down approach	Social marketing	Learner-centered approach
Use of learning aids	Learning aids are close-ended intending to educate.	Close-ended posters that have a message – information giving.	Learning aids are open-ended – subject to reflection and interpretation.
Scope for learner involvement	Learner is usually a passive receiver of information.	Limited input and usually will not alter the content significantly.	Participants are involved in learning as the process is shared between them and the facilitator.
How do you measure assimilation /learning	Teacher will decide either through oral or written exams.	Difficult to measure as there is no explicit feedback process.	Learning can be measured by qualitative indicators.

DIFFERENT APPROACHES… (CONT'D)

	Didactic top-down approach	Social marketing	Learner-centered approach
Advantages	Teacher remains focused.	Message reaches a lot of people in a short period.	Retention level is high.
	Takes a short time.	Message cannot be derailed from main focus.	There is sustainability of information – what is learned will be remembered.
	Gives a lot of information in a short space of time.	Good for passing information when there is an outbreak, e.g., cholera.	May lead to behavioral change.
	Easy to measure exams.	Evaluation mechanisms not always utilized.	Difficult to measure qualitative change.

DIFFERENT APPROACHES... (CONT'D)

	Didactic top-down approach	Social marketing	Learner-centered approach
Constraints	Limited retention.	Feedback will lead to limited behavioral change.	Facilitator may be derailed.
	Limited suitability for behavior change.	Limited suitability for behavior change.	Takes more time, effort and resources.

TEACHING AND LEARNING METHODS

There are many different methods of training and learning. Here are some examples.

Brainstorming. Participants are asked to "brainstorm" ideas about a particular subject. Every suggestion is accepted without criticism or comment and written down on the flip chart. The group then discusses the ideas when all suggestions have been recorded.

Buzz groups. Without moving from their seats, participants discuss ideas/experiences in pairs or threes for a few minutes. Good for getting discussions going, buzz groups enable participants to explore ideas before presenting to the plenary.

Case-study. A case-study outlines a realistic situation which participants can use to turn theory into practice. It enables group members to apply new information, insights and ideas to a realistic situation relevant to their work.

Debate. Formal talks by two teams each trying to disprove the others claims and to re-affirm their own view.

Demonstrations. A demonstration is usually used to teach a skill. The teacher shows the group the whole skill in addition to breaking it down into its component parts. Ideally, the students will then practice the skill.

Diaries. Participants keep a personal diary in relation to a specific theme or problem. These help develop self-awareness, help the participants relate the course to the rest of their lives and provide evidence for one or more aspects of personal behavior that can then be used for analysis.

Discussion. A discussion involves an exchange of ideas on a subject. A discussion can be structured by the trainer or can be a free (unstructured) group discussion. There is often no right or wrong answer or single solution to the problem being discussed.

Games. Games can sort out problems, can create a group identity, may help to build trust within a group and may help develop sensitivity to the problems of others. Four types of games are commonly used:

- *Icebreakers* or games used at the beginning of a session or course with one or more of the following aims: to get group members to relax and mix; to create trust within the group; and/or to have fun.
- *Knowledge games* which give information to the players.
- *Energizers* or tension diffusers are games that can be played when the energy of the group is flagging or to diffuse tension trust or social development games which will help to create a safe atmosphere in the group.

Group/team work. Groups/teams carry out specific tasks or activities. These encourage people to share experience and knowledge, encourage participation and develop a cooperative approach to working.

Lecture/talk. A presentation on a subject by the teacher. It does not involve student participation.

Panel. A discussion among a few qualified people seated at a table in front of the audience.

Polarized views. Views about an issue are polarized, i.e., phrased to reflect extremely different views. Group members can work in pairs, with each individual acting as if they fully adopted one of the points of view for the exercise, despite their own views. Each person writes down all the arguments they can think of which support their position, without discussing it with their partner. The partners then start arguing their case. The trainer lists the points in favor of each view by asking each pair in turn to contribute one point, until all points have been collected.

Projects. Projects can be undertaken by individuals or by a group and involve making a detailed study of a subject for presentation in a written or verbal form. This gives initiative to the participants and is good for "discovery learning" which tends to enhance motivation.

Question and answer. Question and answer sessions involve the teacher asking questions for the students to answer or vice versa

Questionnaires. A list of questions relevant to a topic. Can measure knowledge, attitudes or behavior.

Road maps. A road map is a technique used to look back over someone's life in a non-threatening way. The person draws a line on a piece of paper and marks on it events in their life, which may have affected their behavior in some way.

Role-play. The acting out of a real situation. A situation or problem is outlined. Group members are assigned parts and asked to act out the situation. Role-play can help group members to find a solution to a problem. It may help them to understand others' viewpoints and may produce changes in attitudes or behavior.

Rounds/circles. The group leader asks a question. Each group member in order round the circle gives his or her answer. Everyone else listens quietly; no one criticizes or comments on what is said. Group members can opt to pass.

Visits. Participants, either as individuals or in groups, visit an outside venue, relevant to a particular part of the course. Can involve interviewing people, finding information, and observing a process.

SESSION 3 THE USE OF ICEBREAKERS AND ENERGIZERS

Session objective:

■ Learn how to use icebreakers and energizers effectively.

What you need:

■ Choose one icebreaker and one energizer you want to use as demonstrations for this session.

Duration: 30 minutes

Step-by-step process:

Step 1   As most trainers are familiar with icebreakers and energizers you do not need an elaborate introduction and neither do you need to spend a lot of time in demonstrating their use.

Step 2   Use the information in the Trainer's Notes to give a brief introduction to icebreakers and energizers and also remind participants that it is an important tool when working with adults especially in terms of developing greater comfort with themselves and each other.

Step 3   It is recommended that you take this time to demonstrate the use of an icebreaker and an energizer.

Step 4   This material below also includes some very useful exercises to use for workshop conclusions. Remember to alert participants to the evaluation exercises at the end of list below.

TRAINER'S NOTES

Icebreakers and energizers can be of invaluable help in creating a learning environment, in which individuals and groups feel free to experience, reflect and communicate. They are particularly useful for workshops on gender, which are likely to surface conflicting opinions, discomfort and personal biases.

In particular, icebreakers and energizers can be used to:
■ Provide participants with opportunities to get to know each other.
■ Stimulate the flow of communication among participants.
■ Raise the energy level of participants.
■ Bring personal expectations and the group's reality closer together.
■ Encourage everyone to participate and learn.
■ Reinforce learning.
■ Introduce an element of fun.

ICEBREAKERS AND ENERGIZERS

Icebreakers for Introductions

When people come together to take part in a workshop or training, it is important to make everyone feel welcome and part of the group. Introductions are particularly important in helping to set a warm and friendly tone for the workshop. When people meet for the first time, there is often some nervousness and shyness. An icebreaker should offer participants the following:

- A safe, clear and acceptable structure.
- Conversation topics that are interesting and non-threatening.
- Enough perspective and scope for making and receiving distinct impressions of one another.
- Some action/body movements and laughter, where possible, to relieve the tension.

LIST OF ICEBREAKERS AND ENERGIZERS

ICEBREAKER/ENERGIZER	DURATION (MINUTES)
1. Cartoons	40
2. Fast Find	20
3. Animal Cracker	30
4. Familiar Objects	20
5. Walk the Talk	25
6. Fruit Salad	15
7. Finding Your Voice	15
8. The Number Game	10
9. Coconut	5
10. Hunter, Gazelle and Wall	15
11. The Machine	10
12. What's Your Name?	15
13. The 1,2,3 of Dancing	10
14. The Change Game	10
15. Catching Change	15
16. Integrated Water Resources	10
Management	20
17. Sharing	10
18. The Knot	5
19. Paasha/Showers	15
20. Imaginary Gifts	15
21. Positive Strokes	

ICEBREAKERS

1. Cartoons

Objective: Introduce participants and trainers to each other in a humorous and memorable way

What you need: One flip chart paper for each participant, a marker for each participant, flip chart stand and paper

Duration: 40 minutes

Procedure:

a. Tell participants they are going to be interviewing each other and divide them into pairs.

b. Ask participants to interview their partners for 5 minutes each and then spend 5 minutes drawing a picture of their partner, which they will use to introduce each other to the group. Tell participants that their drawing should convey their impression of the other person in some way. They are not being asked to produce perfect portraits. Just a quick impression, more like a cartoon.

c. Tell each participant to ask their partner the following. Flip chart each item as you say it:
Name
Designation and organization
Favorite place
Favorite food
Favorite hobby

d. After five minutes, ask participants to reverse roles.

e. After another five minutes, ask participants to start drawing their pictures of each other.

f. Give participants 5 minutes to draw and then call them in pairs to show their drawing and introduce each other.

Note to the facilitator: This icebreaker generates a lot of humor. It is important to assure the participants that their drawing abilities are not being tested.

2. Make a New Friend/Fast Find

Objective: Provide participants with an opportunity to talk to each other.

What you need: A4 paper with typed statements

Duration: 20 minutes

Procedure:

a. On one page put down at least 9 or 10 statements that are likely to be true for one or more participants. Leave space under each statement for a signature. Examples of statements are as follows:
People who traveled more than 12 hours
People who like spicy food
People who are beautiful
People who are happy to be here
Participant from Latin America

b. Distribute a sheet to each participant.

c. Ask them to get a signature for each statement from a person for whom it is true. The person who gets a signature for every statement on the sheet first will be the winner.

d. Welcome participants and comment on the responses briefly.

ICEBREAKERS (CONT'D)

Note to the facilitator: This icebreaker is particularly effective in getting a workshop off to an energetic start even with the most formal groups. If participants belong to the same organization, the icebreaker should be referred to as 'Fast Find'.

3. Animal Cracker

Objectives: Breaking the ice among participants; creating a relaxed learning environment; and getting participants to know each other

What you need: Alphabets written in pairs on pieces of paper equivalent to the number of participants in the workshop or alternatively, pictures of animals, markers, blank cards, pens

Duration: 30 minutes

Procedure:

a. Ask participants to individually pick out alphabet letters that have been placed on a tray/container.

b. They then pair up according to those that have picked the same letter or picture of animal.

c. In pairs, they exchange information about who they are, their hobbies, profession and likes and dislikes.

d. Ask pairs to identify an animal that begins with the same letter as they have and then list its characteristics that may be linked to IWRM or gender.

e. In the plenary session, they introduce each other and then discuss the characteristics of their selected animal.

4. Familiar Objects

Objectives: Know the participants better and learn a little about their personalities; help participants to relax.

What you need: Different objects such as a soft toy, spoon, glass, paperweight, cap, belt, pencil, stone or mirror. There should be one object for each participant.

Duration: 20 minutes

Procedure:

a. Participants should be seated in a circle and objects placed in the center of the room.

b. Ask participants to choose one object that represents them in some way or that they can identify with.

c. Participants should share with the group why they chose a particular object and what it explains about their behavior/personality.

Note to the facilitator: This exercise helps participants to open up and share personal experiences.

ENERGIZERS

5. Walk the Talk

Objectives: Become aware of one's own perceptions about gender and any associated discomfort; reduce inhibitions and help participants overcome shyness and self-consciousness.

What you need: Tape recorder and some light music (optional)

Duration: 25 minutes

Procedure:

a. Ask participants to walk around the room. They should spread out and walk in all directions, maintaining eye contact with other participants passing them.

b. Give the following instructions while they are walking:
   Walk fast
   Walk slowly
   Walk like a man
   Walk like a woman
   Walk like a child
   Walk like an old woman
   Walk like an old man
   [Add more variations here]

c. Change instructions every few minutes.

d. Ask participants to share how they felt acting like a male/female. Were they comfortable or uncomfortable? Encourage them to discuss reasons for how they felt.

Note to the facilitator: Discuss how females and males see themselves differently and how society teaches us our gender roles.

6. Fruit Salad

Objective: Energize participants.

What you need: Flip chart

Duration: 15 minutes

Procedure:

a. Ask the participants to sit on chairs in a circle and tell them that they are going to make a fruit salad. The facilitator stands so there is one chair less than the number of people playing the game.

b. Ask the participants to name their favorite fruits and choose any four fruits with the help of the participants, for example Apple, Orange, Guava, Banana

c. Write the four fruits on the flip chart. Tell participants that they are now going to become a fruit. Ask participants to call out the name of the fruit listed on the flip chart one by one. Each participant 'becomes' the fruit they call out. For example, the first participant is an 'Apple', the second an 'Orange' and so on. After the fourth participant has called out 'Banana' the next starts with 'Apple' again.

d. Tell the participants that they have to quickly change their seat if the name of their fruit is called out. For example if the facilitator calls out 'Apples', all the 'Apples' have to change their seats. If the facilitator shouts 'Fruit Salad', then all the participants change seats with each other.

e. The facilitator also takes part and tries to get a seat after calling out. Whoever gets left without a seat makes the next call.

ENERGIZERS (CONT'D)

Note to the facilitator: The facilitator can call out one or more fruits at the same time. For example 'Apples and Bananas'

7. Finding Your Voice

Objective: Reduce inhibitions, establish trust and reduce self-consciousness.

What you need: None

Duration: 15 minutes

Procedure:

a. Ask participants to lie down on their backs; one participant begins humming, and one after the other, the rest of them follow and pick up the humming.

b. Repeat the same process a number of times with a higher pitch.

Note to the facilitator: No detailed debrief is required. Ask the participants to share their feelings, inhibitions or discomfort. This is a good exercise to make participants aware of their discomfort.

8. The Number Game

Objective: Help participants concentrate and focus; energize the participants.

What you need: None

Duration: 10 minutes

Procedure:

a. Ask the group to stand in a circle.

b. Tell them that they are going to count from 1 to 50. The first participant calls out 1, the next calls out 2 and so on. Participants who get the number five or its multiples (10,15,20..) have to clap instead of calling out the number.

c. If someone makes a mistake (for example calling out the number instead of clapping), s/he is out of the game and the next participant starts counting again from 1. If the next participant does not start the counting again from 1, s/he is also out.

Note to Facilitator: The facilitator should encourage participants to count at a brisk pace. Some other variations can also be used, for example:

> Clap at number 7, multiples of 7 (14, 21, 28…) and at all the numbers ending with 7 (17, 27, 37…).
> Clap at 5 and multiples of 5 (15, 25, 35 and so on…) and click at 10 and multiples of 10 (10, 20,).

ENERGIZERS (CONT'D)

9. Coconut

What you need: None

Duration: 5 minutes

Procedure:

a. Ask the participants to stand in a circle

b. Demonstrate how to write the word C O C O N U T by representing the letters with the following body movements

> **C**: Bend your arms slightly at the elbows and raise them to shoulder level in front of you, leaving space
>
> **O**: Bend your arms slightly at the elbows and raise them to shoulder level in front of you and join the fingers of both hands to make a closed circle
>
> **N**: Bend down and touch your toes with both hands
>
> **U**: Keep both arms straight and raise them above your head
>
> **T**: Raise both arms sideways till they are parallel to your shoulders with palms facing downwards

c. Call out the letters one by one and ask them to make the corresponding body movement as you call the letter

d. Change the pace from slow to fast. You can also call out the letters jumbled up.

Note to the facilitator: The facilitator should be enthusiastic and energetic when calling out the alphabets.

10. Hunter, Gazelle and Wall

What you need: None

Duration: 15 minutes

Procedure:

a. Divide the participants in three teams.

b. Each team will decide whether the team wants to be a 'Wall', a 'Hunter' or a 'Gazelle' without disclosing it to the other teams. The actions which will represent the three options are as follows:

> Wall: Both arms and hands up with palms facing outwards
>
> Hunter: Both arms raised to shoulder level as if holding a gun pointing towards the prey
>
> Gazelle: Action of a gazelle leaping over a wall

The following rules decide the winner:

> Wall vs. Hunter: The wall team wins a point as the hunter cannot shoot the wall
>
> Wall vs. Gazelle: The gazelle team wins a point as it can jump over the wall
>
> Gazelle vs. Hunter: The hunter teamswins as she/he can shoot the gazelle.

c. When the facilitator shouts 'ready', the teams will face each other and shout what they have chosen: 'Wall', 'Hunter' or 'Gazelle with an action corresponding to the choice they have made.

d. The winning team wins one point based on the rules mentioned above. After a few rounds have been played, the team with the highest score at the end of the game is the winner.

ENERGIZERS (CONT'D)

11. The Machine

Objectives: Team building.

What you need: None

Duration: 10 minutes

Procedure:

a. Tell the participants that together they are going to create a machine.

b. Ask a volunteer to come into the center and make an action with a sound.

c. Ask another participant to join the volunteer in the center and make another action matching/complementing the action and sound made by the first person.

d. One by one, all the participants join the group in the center to form a machine – with harmonized actions and sounds.

Note to the facilitator: A variation on this exercise is to form a 'Love Machine' where instead of making actions participants join each other in the center, stand against each other or hold hands with eyes closed and make sounds in harmony with each other.

12. What's Your Name?

Objective: Help the participants remember each other's names and energize the participants

What you need: Small ball or a roll of masking tape

Duration: 15 minutes

Procedure:

a. Ask the participants to stand in the circle.

b. Ask the participants to throw the ball at each other randomly. The participant who catches/receives the ball has to recall the name of the participant who threw the ball.

c. If the participant is unable to recall the name, s/he performs a jig in the center for everyone.

Note to the facilitator: The facilitator or group members can also think of other entertaining punishments in lieu of a jig. This exercise can also be used to remember countries where different participants have come from.

13. The 1,2,3 of Dancing

What you need: Music

Duration: 10 minutes

Procedure:

a. Tell the participants that they are going to be dancing in 3 steps:
    Dance alone
    Dance facing the person standing next to you
    Dance with whomever you like

b. The facilitator should indicate with a clap when it is time to move to the next step.

ENERGIZERS (CONT'D)

Note to the facilitator: Some people may feel inhibited dancing. Tell them that it is not a dancing competition; this exercise is just to relax the participants. You may also ask the participants to close their eyes to bring down the level of inhibition. The facilitator can also point out that the three steps reflect the three stages of a change process. First you change yourself, then you work on changing those who are close to you and finally you work with the larger community.

14. The Change Game

Objective: Understand that it is not easy to change behavior and change is a gradual process

What you need: Flip chart

Duration: 10 minutes

Procedure:

a. Ask the participants to name different parts of the body by pointing to them – hands, nose, eyes, ears etc.

b. Change the names of the body parts: Left hand becomes right hand and vice versa, eyes become nose, nose becomes ears, ears become mouth, mouth becomes eyes. Flip chart the changes. For example:

> Eyes – Nose
> Nose – Ear

c. Go over this a number of times so participants can remember the change. Then cover the flip chart.

d. Now tell them to point to the parts of the body in the way discussed above. Go over this a number of times at a faster pace as you proceed.

Note to the facilitator: Participants are bound to make mistakes. Highlight how difficult it is to change behavior we learn from childhood.

15. Catching Change

Objective: Increase participants' awareness of the change process.

What you need: None

Duration: 15 minutes

Procedure:

a. Put the participants in pairs and ask them to stand facing each other in a circle.

b. In pairs, one partners is asked to close their eyes while the other changes some thing (clothes, hairstyle, glasses etc) about him/her.

c. When the change has been made, the partner other partner is asked to open their eyes.

d. This is repeated 3 times and then partners switch roles.

Note to the facilitator: The facilitator can discuss the following questions briefly:

1) How did you feel while making the change?

2) How did you feel when identifying the change?

3) Was it easy to make or identify the change?

4) What are the factors that helped you identify the change?

ENERGIZERS (CONT'D)

16. Integrated Water Resources Management

Objective: Introduce the term "Integrated Water Resources Management".

What you need: None

Duration: 10 minutes

Procedure:

a. Divide the participants in 4 teams and name them – Integrated, Water, Resources and Management. The members of the team sit together.

b. All the members of the team will stand together (at the same time) when the name of their team is called.

c. If the members do not stand at the same time or if members of a team stand out of turn (for example 'Resources' team stands when 'Water' is called out), they lose a point.

d. The team that loses four points first is the loser in the exercise.

Note to the facilitator: The facilitator should be enthusiastic and energetic while calling out the names of the teams and should proceed at a fast pace to try and confuse the teams.

17. Sharing

Objective: Promote interaction between group members through sharing.

What you need: None

Duration: 20 minutes

Procedure:

a. Divide the participants in two teams.

b. Ask them to stand in two circles. In the inner circle the participants face outwards. The participants of the outer circle face inwards so members of the inner circle are facing members of the outer circle.

c. The participants facing each other share something about themselves with the other – about the session, about what they did after the session etc.

d. The participants spend about 2 minutes with one person and then the group moves in a clockwise direction.

e. This process goes on for some time till the sharing in the entire circle is complete.

Note to the facilitator: This exercise can be used as an icebreaker in between sessions and can also be used for introduction or recap/evaluation of the session. The facilitator can decide the theme that needs to be discussed/shared among the participants.

18. The Knot

Objective: Show that cooperation and lateral thinking can help to solve problems which appear to have no solution.

What you need: None

Duration: 10 minutes

ENERGIZERS (CONT'D)

Procedure:

a. Ask the group to stand in a circle holding hands.

b. Tell the group that without letting go of each others hands they have to face outwards rather than inwards

c. Let the group struggle for a few minutes.

d. Ask two members to lift up their hands and let the rest of the group pass through to the other side. This will result in the entire group facing outwards

19. Paasha/Showers

Objective: Compliment one another in a creative and collective manner.

What you need: None

Duration: 5 minutes

Procedure:

a. The participants together call out 'Paasha…Paasha…Paasha…' or 'Showers…Showers….Showers..' while rubbing their hands. The rubbing of hands signifies gathering of compliments in the hands.

b. Participants then throw the 'imaginary compliments' towards the person the group wants to compliment by sliding their hands off their palms towards the person they want to compliment while shouting 'Pasha' or 'Thunder' together.

c. The person who is receiving the compliment 'collects' it by waving their hands towards themselves.

Note to the facilitator: This activity can be used to appreciate participants and facilitators at different points throughout the workshop.

20. Imaginary Gifts

Objectives: Show appreciation to the individuals in the group and finish the workshop on a positive note.

What you need: None

Duration: 15 minutes

Procedure:

a. Everyone should sit in a circle, with no chairs or tables in the middle.

b. Start yourself by holding your hands with palms turned up. Using your hands, but no words, mime the shape of an object and give the imaginary object to the person next to you. Then s/he does the same until you receive from someone at the end.

Note to the facilitator: A good exercise to close a workshop.

ENERGIZERS (CONT'D)

21. Positive Strokes

What you need: Small pieces of paper, envelopes for each participant pasted on the wall/board with their name written on it.

Duration: 15 minutes

Procedure:

a. Ask the participants to write positive notes/compliments for each other on small pieces of paper and put it in the envelopes of the participants pasted on the wall/board.

b. All the participants, facilitators and organizers should write for each other.

c. Ask the participants to collect the chits from their envelopes at the end of the day.

Note to the facilitator: This exercise can be used more than once during the training.

EVALUATION EXERCISES

1. Paired Interviewing

Objectives: Elicit expectations of the participants from the workshop; help evaluate a workshop and help participants to relax.

What you need: Paper and pens

Duration: 25 to 45 minutes

Procedure:

a. Divide participants in pairs. Ask each participant to interview their partner using questions such as:

> To what extent did the workshop meet your expectations?
> What did you find most valuable?
> What did you find least valuable?
> How would you like to see this module changed before it is used again?

Note to the facilitator: The key to the exercise is that participants do not report on themselves. They have to report on their partner. You can write down the expectations of the participants in a flip chart and hang it on the wall.

You may find that this exercise is valuable for evaluation. To use it for that purpose, change the questions that the pairs ask of each other to:

2. Summary Activity

Objective: Summarize what has been done throughout the sessions.

What you need: None

Duration: 15 minutes

Procedure:

a. Ask for two volunteers.
b. Tell them to prepare a summary of all that was covered in the session. Give five minutes for discussion.
c. Ask them to present the summary. They also can do a role-play to present it.
d. Ask other participants to help out if the volunteers get stuck at any point.

Note to the facilitator: You can help them in summarizing and add points wherever necessary.

3. Becoming Conscious of our Learning

Objective: Help participants become aware and reflect on their learning process.

What you need: Paper and pen

Duration: 15 to 30 minutes

Procedure:

a. Every day of the workshop, from the second day on, ask participants to write down what they learnt from the previous day's session and whether they have any questions/confusion.
b. Participants share their responses every morning.
c. The responses of the participants can be written on a board and/or pasted on the wall for reference.

Note to the facilitator: This will help you in tracking what they have learnt and whether the participants' expectations are being met. A detailed evaluation of this sort can be done on the last day of the workshop.

EVALUATION EXERCISES (CONT'D)

4. Integrating Learning

Objective: Help participants become aware and reflect on their learning process.

What you need: Light music (optional)

Duration: 15 to 30 minutes

Procedure:

a. Ask the participants to stand in a circle holding hands of other group members.

b. Ask them to think about the training, session by session, to become aware of how they felt in each session. You can play light music while they are reflecting.

c. Then ask them to think about the aspects they liked and those they disliked, the sessions/issues that puzzled them, useful things they learnt and what they are taking away from this training.

d. Ask them to open their eyes and share what they felt. You can ask them to write down their thoughts silently before they share.

Note to the facilitator: Do not force people to share if they do not want to. The point is to make them conscious and aware of what they have learnt.

5. Evaluating Our Learning

Objective: Help participants become aware of and reflect on their learning process.

What you need: Paper and pen

Duration: 15 to 30 minutes

Procedure:

a. Every day of the workshop, from the second day on, ask each participant to write down what they learnt in the previous day's session and any questions or confusion they might have.

b. Participants share their responses every morning.

c. The responses of the participants can be stuck on a board/pasted on wall for reference.

Note to the facilitator: This will help you in tracking down what they have learnt and whether the participants' expectations are being met. A detailed evaluation of this sort can be done on the last day of the workshop.

6. Creative Evaluation

Objective: Evaluate the workshop in a creative and fun way.

What you need: Papers and pens

Duration: 1 hour

Procedure:

a. Ask the participants to think about preparing a short sketch, drawing a picture or writing a song or a role-play about the workshop. Group the participants according to the activity that they have chosen.

b. Give them time (maybe 30 minutes) to prepare their contribution. Ask them to think about what they have learnt, how they have changed, what worked, what could have been done differently.

Note to the facilitator: Draw together the main threads of what the participants have highlighted. If you feel that there are some other issues that have been missed, you can raise these for the group.

EVALUATION EXERCISES (CONT'D)

7. Recap at the end of a session/module

What you need: Cards of different colors – red, yellow, blue; Board, glue or tape

Duration: 10 minutes

Procedure:

a. Distribute one card each to all the participants and ask them to write answers to following questions:
    Blue Card: One new thing/lesson learnt from the session/module
    Red Card: One question/doubt/dilemma that they may have
    Yellow Card: Any one suggestion/comment/shortcoming of the module/session

b. Take the cards from the participants and stick them on the board

c. Read and analyze the responses briefly.

Note to the facilitator: You may address the pressing issues/questions that come up through the recap. However, the questions that do not require immediate attention, can be put in the 'parking lot', i.e., to be addressed later.

8. Telephone Game

Objective: Help participants introduce each other and enable participants in remembering everybody's name.

What you need: A telephone model (optional)

Duration: 15 to 20 minutes

Procedure:

a. Participants should be seated in a circle. Ask participants to "ring up" the person sitting next to them (they can use the telephone model available or can pretend they are holding it).

b. Tell them to introduce themselves to the other person. For example, "My name is Anita and I like to make friends," or "I am thinking about my child at the moment"….

c. The next person in the group repeats what has gone before and then gives his own name and message.

Note to the facilitator: It is a fun exercise that helps participants to open up and initiates a process of sharing personal experiences and feelings. It can also be used as an energizer.

EVALUATION EXERCISES (CONT'D)

9. Relaxation

Objective: Help participants relax.

What you need: None

Duration: 10 minutes

Procedure:

a. Participants should stand in a circle. They may sit if they want to.

b. Demonstrate and ask the participants to breathe in through the nose to a count of 3 (1…2…3), and hold the breath to a count of 3 (1…2…3), then breathe out again to a count of 3 (1…2…3).

d. Depending on the comfort level of the group with this activity, repeat this procedure three to four times; gradually you can expand the count. For example, breath in …2…3…4…5; hold the breath …2…3…4…5 and then breathe out …2…3…4…5.

Note to the facilitator: This exercise helps participants open up and relax. Explain to the group that when breathing naturally, we pause between inhalation and exhalation. Be attentive and make sure that the participants do not tense their necks or raise their shoulders when breathing deeply. This exercise can also be used as a warm-up activity before, in between and at the end of the sessions.

SESSION 4 EMOTIONS AND RESISTANCE IN GENDER TRAINING[6]

Session objectives:

- Discuss some of the difficulties associated with gender training in particular, aggressive or emotional responses undermining the participants learning and the facilitator's credibility.
- Identify strategies to handle or anticipate emotional reactions, through choice of content and methods, as well as through facilitation skills.

What you need:

- Copies of Case-Study 2.1 (a) and (b)
- Flip chart paper, markers

Duration: 2 hours

Step-by-step process:

Step 1   Introduce the session. Gender training is designed to influence participants' behavior and attitudes – and consequently it can give rise to emotional, hostile or highly resistant reactions.

Step 2   Ask participants to give examples from their own experience as trainers or training course participants of emotional, hostile or highly resistant reactions to gender training.

Step 3   If participants do not have personal experiences to draw on, ask them to suggest the kinds of reactions they fear gender training might cause. (Step 2 and 3, 30 minutes)

Step 4   Summarize the points raised in the discussion.

Step 5   EXERCISE (1 hour)

Case-Study 2.1

Procedure:

a. Break the group into 4 teams. Give each team one of the case studies for this exercise (Case-study 2.1 (a) or (b). You can also make up one from your experience and use that as a case-study.

b. Ask them to determine what precisely was the problem?

c. How as trainers they might, a) prevent such a situation from arising and b) deal with it appropriately if it does arise?

Step 6   Teams present results of their work to the plenary. At the end of each presentation, get the group to respond to what they have heard.

Step 7   Tips for Gender Trainers. On the basis of the above discussion, get the group to identify a list of tips for gender trainers. Write these up on flip chart paper. (20 minutes)

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6 Adapted from Training for Gender Trainers Exercises.

CASE-STUDY (a)

During a one-day gender-training workshop with village community members, a senior man who has been quiet throughout the day stands up and says, "Our society has always operated on the principle that the man is the head of the household. Obviously, there can only be one head and having two will bring confusion. We cannot start the Western fad here even if we need western development aid. Development doesn't mean westernization. They must leave our traditional society alone."

QUESTIONS FOR THE TEAM:

1) Identify what the team perceives to be the problem in this case-study?

2) As trainers, how might you prevent such a situation from arising – or deal with it if it did arise?

Put your questions on 2 different flip chart sheets and write your answers under them to present them back to the plenary.

CASE-STUDY (b)

During a one-day workshop on gender mainstreaming, participants are given a presentation on the new policy from the Ministry of Gender to mainstream gender in the work of all ministries. The Minister of State for Agriculture interrupts the speaker after 15 minutes, saying: "I think the members of the advisory team have misunderstood their terms of reference. When we asked them to put forward proposals for improved gender orientation of policy, we were thinking of how better to address gender issues within our present policies and programs. We were not asking them to invent a new policy so that all our efforts are to be directed first and foremost at gender equality and only secondarily at water and sanitation. This is a Ministry of Agriculture with a secondary interest in gender. This is not a Ministry of Gender with a secondary interest in Agriculture. When we have grasped this simple point, we can move on".

QUESTIONS FOR THE TEAM:

1) Identify what the team perceives to be the problem in this case-study?

2) As trainers, how might you prevent such a situation from arising – or deal with it if it did arise?

Put your questions on 2 different flip chart sheets and write your answers under them to present them back to the plenary.

SESSION 5 FACILITATION SKILLS

Session objective:

■ Introduce participants to facilitation skills and enable them to become more confident by practicing these skills.

What you need:

■ Handout 2.5
■ Flip charts, flip chart paper, markers and masking tape

Duration: 2 hours

Step-by-step process:

Step 1   Introduce the session and explain what will be done in the next 2 hours. Begin with a few comments on Facilitation using information provided in the Trainer's Notes below or from your own experience. (10 minutes)

TRAINER'S NOTES

Facilitation is a process of learning, sharing, and coming to decisions using methods that are participatory and affirming of experiences and knowledge that all bring into the room. It enables a learner-centered approach to training compared to the more conventional lecture method. The facilitator is a neutral person who does not offer personal opinions and does not get drawn into the discussions. Should the facilitator want to engage in the workshop process, this is possible when the facilitator "steps out of the role of the facilitator" to make a comment. A facilitator is there to ensure that the discussion stays on topic and is progressing. She/he is also a time keeper. She/he is there to ensure that everyone is able to engage in the workshop process, that all opinions are heard and respected, and that workshop participants are able to function as a group.

Facilitation requires attitudes of acceptance, understanding, trust and care and respect. Humor is also an asset. Good facilitation is critical for enabling participants to feel comfortable to speak to the issues of sharing power and decision-making that are crucial to address in the areas of gender, access to water, and poverty eradication.

TRAINER'S NOTES (CONT'D)

It is important for a facilitator to be aware of her/his personal prejudices and biases. These would include personal values, beliefs and attitudes about women and men, girls and boys, poor and rich, sexual orientation – gays and lesbians, different professions, different religions, as well as cultures other than your own. These will have an impact on how you facilitate a group and your use of language, jokes and examples. In terms of gender mainstreaming in IWRM there should be an explicit commitment to and awareness of the use of language and behavior in terms of sexism, racism, poverty, environmental issues, poor women and men, youth, sexual orientation – gays and lesbians, people who are HIV positive etc. A facilitator will need to consciously and constantly examine her/his biases and how these affect her/his role as a facilitator.

While facilitation skills are learnable, much of this learning is through observation, experience, mistakes and good and bad meetings. Before you facilitate, be clear about the goals of the group, the expectations of the facilitator, and the people you will be working with.

Step 2   Give out Handout 2.5 on the Role of the Facilitator. Give everyone a few moments to look at the drawing. Then go through each section in turn. Field questions as you go along. Encourage people to ask questions if points being made are not clear. Remember to incorporate points on the back of the Handout. (5-10 minutes)

Step 3   EXERCISE (1 hour)

Role-Play

The objective of this exercise is to practice facilitation skills and to become more confident in managing groups. From the scenarios below, write up 2 different scenarios on 4 sheets of paper. Give one sheet to each team.

Procedure:

a. Ask participants to divide into teams of 4 and to role-play a solution to the scenarios presented to them. (30 minutes to develop the 2 role-plays)
   1) A man is sitting and listening but not talking.
   2) A poor woman is trying to talk, but is constantly being interrupted.
   3) People are falling asleep, fidgeting, and whispering to each other.
   4) A man is repeatedly complaining about why women are being given so much attention and why there is no focus on men.
   5) Everyone talking at once.

b. Get each team to present their situation and then to role-play for the group. (6 minutes for each team to role-play their 2 scenarios)

c. Field questions and comments from the group after each presentation. Ask participants for their opinions on the role-plays.

d. Reflection Questions.
   1) How easy or difficult was it to formulate questions and statements?
   2) How appropriate or effective would these statements/questions be in dealing with the problems listed?
   3) Can anyone give an example of how they have dealt with similar problems in their work?

Step 4   EXERCISE (1 hour)

Role-Play 2

Procedure:

a. Run the above exercise again and in the same teams. This time get team members to identify problems they have had themselves when facilitating, or witnessed in workshops they have been a part of.

b. Get the team to role-play 1 scenario from their collective experiences. (20 minutes to develop it)

c. Each team has only 5 minutes to present their role-play.

d. Comments and evaluations after each presentation from the team.

Step 5   Use the experience of the participants and the examples from the Trainer's Notes below to summarize this session. (5 to 10 minutes)

TRAINER'S NOTES

Questioning Skills

One of the more difficult tasks of working with groups is to facilitate the participation of all members of the group, especially women and poor people. Skillful questioning and interventions by trainers can facilitate this. For example:

What about you, Ms. Ramirez? What do you think?

Okay, we have some ideas from Monica, what about hearing from someone else? Maria?

Perhaps we should stop the discussion and give everyone some time to think further. Do you agree?

Here are 3 kinds of questions you can ask to get people more involved in a discussion.

■   A *closed question* helps to focus discussion as a specific point and usually requires a short and exact reply. It may, however, limit discussion by discouraging participants from expressing their attitude towards the topic. Example: *When are community meetings held?*

■   An *open question* invites several answers. It stimulates thought and allows participants to give ideas and express their opinions freely. Example: *Is Wednesday at five the best time for holding a meeting? What would be a good time for meetings to be held?*

■   A re-directed question puts the responsibility for finding an answer on the group rather than on the facilitator. For example: Mr. Perez thinks that Wednesday is not a good time for meetings, what do you think Ms. Cabrera?

ROLES OF THE FACILITATOR[7]
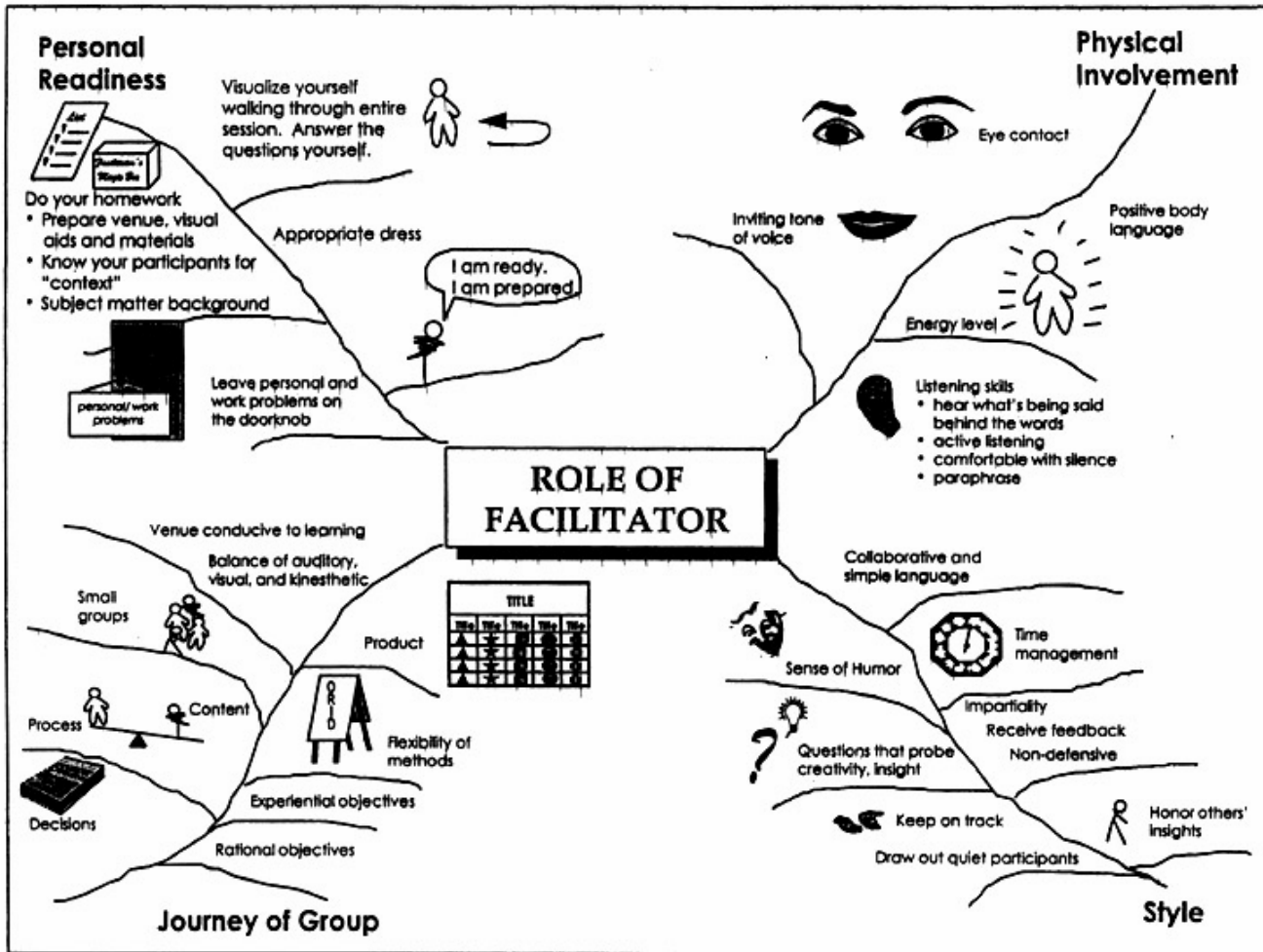
[7] Source: ARD Associates in Rural Development, Inc.

SESSION 6 PRESENTATION SKILLS

Session objectives:

■ Introduce participants to presentation skills and develop their capacity to use these skills effectively.

What you need:

■ Prepare your lecturette in advance. Decide how you are going to present the questions in the exercise. You might want to type the instructions for the exercise on Presentations on the back of Handout 2.6 and hand it out for the exercise.
■ Handout 2.6 on Presentations
■ Exercise questions
■ Flip charts, flip chart paper, markers, masking tape.

NOTE: If you or the organizers have access to videos on presentation skills, this would be an effective learning tool in analyzing presentation scenarios with the group. Business management schools often have such materials.

Duration: 1 hour 30 minutes

Step-by-step process:

Step 1   Explain what will be covered in this section and in what sequence.

Step 2   Speak briefly to the importance and necessity for clarity and smooth delivery of presentations. See Trainer's Notes or make your own presentation. Give out Handout 2.6 on Presentations and go through it with the group. (15 minutes)

TRAINER'S NOTES

The concepts of "gender", "gender mainstreaming", and "integrated water resources management (IWRM)" arouse much confusion and controversy. The ability to present these concepts, describe their operational implications and persuade people of their value will critically determine the credibility and effectiveness of gender mainstreaming work. Gender advocates will often be called upon to make presentations on gender mainstreaming and IWRM to their colleagues (both peers and managers).[8] Good presentation skills are critical for communicating the message with clarity and persuasiveness.

Presentations are usually made with a variety of teaching aids. These can include Posters, the Chalk or Marker Board, Overhead Projectors (OHP), Slide Projectors, Liquid Crystal Display (LCD) projectors with computers, videos and Flip charts. With either of these tools and technologies, some key logistical details are important.

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[8] UNDP Learning and Information Pack. Process and Advocacy Skills for Gender Mainstreaming.

TRAINER'S NOTES (CONT'D)

Make sure you learn to use the equipment you want to use for the workshop. Become familiar with it in advance. How to turn it on and off, how to project the image from the overhead transparency and the slide projector, how to focus and change the size of the image etc.

Ensure the workshop site has the equipment you need, or rent it for the workshop. Make sure you have a screen or can use the workshop wall as a screen. When you are renting, check for compatibility of slide trays, videos, video machines etc.

Make sure there are extra bulbs (and you know how to change them), extra slide trays, extension cords and plugs, extra transparency pens and overhead acetate transparencies, chalk, colored chalk etc.

Finally, remember that listening is more difficult than reading. Listeners can only listen some where between 25% to 50% of the time. Make your presentations short and snappy. Don't only use text, use graphics, cartoons, photographs etc.

Step 3   EXERCISE (1 hour)

Role-Play

Objective: Enable participants to practice giving presentations and running workshops.

Get participants to work in teams of 4. Explain the nature of the exercise and the allotted time for activities before breaking into teams. They can use Handout 2.6 to assist them.

Procedure:

a. Each team is given 1 of the following 4 issues for presentation. They have 30 minutes in which they have to develop and present a 5-minute presentation. They can develop their own presentation with what tools you want to provide them, or they can produce "mock" slides/overheads on flip chart paper.
   1) You have to introduce the concept of "gender" to the local environmental team.
   2) You are the gender focal point and you have to give the Department of Water and Sewerage a brief presentation on "gender mainstreaming".
   3) You are at a secondary school in a city of 1 million with piped water and you have to give a brief presentation on water conservation in the home.
   4) Develop a presentation on gender and IWRM for popular use.

b. Each team should be prepared to role-play this exercise for the group. (5 minutes)

c. All participants should take note of the various facilitation and presentation skills being used and provide comments and constructive feedback at the end.
   1) Clarity of the message?
   2) Use of teaching aids?
   3) Body and verbal language?

d. Reflection Questions.
   1) What did you personally learn from doing the role-play?
   2) Can you name one new thing that you learnt from the role-play?
   3) Which approaches work? Why?

FACILITATION AND PRESENTATION SKILLS[9]

The Setting[10]

Ensure the workshop site has what you need for the workshop. A large room for plenary sessions, rooms or other space for small groups/teams, enough wall space for flip charts and posters, windows for air and light, the possibility of darkening the room for audio-visuals, tables and chairs that can be moved and enough electrical outlets.

Make sure you arrive early and organize the space and your materials before others get there. Position and test all the equipment in advance of the workshop. Be prepared, don't leave anything for the last minute, be energetic and enthusiastic and leave all your problems and preoccupations outside.

Ensure that you are dressed appropriately taking into account location, culture and climate. Be comfortable in what you are wearing otherwise you will not be able to facilitate with ease.

Be ready to welcome the participants when they arrive.

Remember the 5 "Cs" of Communication – Clarity, Completeness, Conciseness, Concreteness and Correctness. Always inform the group where you are in the process and where the workshop is headed.

Facilitation Skills

Awareness. Don't get drawn into the emotions or chaos of the group. Keep your boundaries. Pay attention to how you are feeling – hunger, tiredness, frustration with domination by one or two members etc. Maybe others are feeling the same. Address these feelings.

Listening. Focus your mind and listen carefully. Maintain eye contact. Keep looking at the person speaking even if they are not looking at you. Convey acceptance and empathy with body language. Respond to the person speaking by nodding and acknowledging them. Do not slouch or look outside the window. Don't argue with the person, even in your head. Paraphrase after the speaker should that be appropriate.

Observing. Watch the group attentively. What is the body language of the participants saying? Are they absorbed or loosing interest? Make eye contact for the person who is waiting to speak.

Asking open-ended questions. Ask questions that are open-ended that invite participation and not those that call for yes and no responses. "Would anyone else like to add something to this point?" "Is there anything else you want to say about this?"

Drawing Out. You can encourage people to speak with either an open question or with eye contact. However, do not put a quiet person on the spot by drawing attention to them. Show people that you are interested in hearing what they have to say. Body language can do this.

Recording. When using flip charts etc. always record in the words and language of the person speaking. Do not use your own words. Check with participants if you are uncertain. Use the language of participants where relevant and refer back to the recorded knowledge. You can also ask participants to assist you with writing, but ensure they know the rules.

Conflict Resolution. Catch conflicts early. You might need to stop the workshop process to deal with it. On sensitive issues begin with sharing of personal experiences rather than opinions. State areas of agreement. Introduce humor. Break the issue into manageable parts. Work with the participants to create processes to address the conflicts. Enable the 2 sides to present their views and to listen to each other. Break into teams to find new ideas or approaches.

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[9] Adapted from: Designing Presentation Visuals, Media Services, Robert A. L. Mortvedt Library, Pacific Lutheran University.

[10] Source: Prabha Khosla.

FACILITATION AND PRESENTATION SKILLS (CONT'D)

Be prepared with conflict resolution exercises before you go into facilitation and especially when you know you are facilitating a group with underlying tensions.

Presentation Skills[11]

Designing Visual Presentations

Organize – provide structure and framework for the data you will present list points to be covered and provide a "road map" of how you will get there

Illustrate – help listeners to visualize. Convert data to information: paint a picture, tell a story, make comparisons

Repeat – improve audience reception of data. Remember that people listen only 25 to 50% of the time. Repetition often suggests importance.

Good visuals are...

Visible
- Visuals should be legible to most distant viewer in the room.
- Minimum legibility standards: one inch letter height on screen per 30 feet viewing distance.
- Typewritten copy will not be visible! Enlarge it on copy machine.
- Use 18 point type or larger when laying out transparencies on a computer, 32 point for PowerPoint.
- Limit number of words per line.
- Limit number of lines per visual.
- Less than 6 per transparency/PowerPoint slide.

Clear
- Focus on one idea per visual.
- Use color to focus on key information.
- Add impact or tone to message.
- Provide overview or "whole picture".

Simple
- Eliminate extraneous information and clutter.
- Visually simplify using design, color, or overlay.

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[11] Adapted from: Designing Presentation Visuals, Media Services, Robert A. L. Mortvedt Library, Pacific Lutheran University.

FACILITATION AND PRESENTATION SKILLS (CONT'D)

Delivering the Presentation[12]

Ensure the OHP or the LCD is located in the front of the room, and not blocking anyone's view of the screen. A slide projector should be at the back of the room so that you get a larger image. You also need a darker room if you are going to use slides.

Stand to one side of the OHP and face the audience. Make eye contact. Do not keep looking at the screen. Read from the transparency or your notes.

For OHPs, cover the transparency when not using it. Have a small table next to the Projector for your transparencies. For slides use a remote and stand to the side of the screen.

Use a pencil or a pointer if you need to refer to a particular item or part of an image either on the screen or the OHP.

If you are going to use a video either you need a large TV monitor or limit the size of the group. Do not attempt to show a video on a small TV to a large group. You will lose the participants' attention.

Flip Charts. Use large and legible handwriting so that the participants can see and read easily from anywhere in the room. Use broad-tipped and different color markers to distinguish what you are recording. Do not use red markers and do not write in capital letters. Both are difficult to read.

Slides. Remember to load your slides the right way. First, look at it the right side up. Then, turn it upside down and right to left and insert it in the tray. Do not speak to one image for too long. Speak to the image on the screen. If you need to refer to the previous slide, go back to it before you start speaking to it.

Chalk/Marker Boards. Use large and legible handwriting. Can also use colors for contrast and emphasis. Clean the board properly so that shadows do not make it difficult to read.

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[12] Source: Prabha Khosla.

SESSION 7 CONCLUSION AND EVALUATION

Session objectives:
- Conclude the workshop with an evaluation and appreciation of all participants and organizers.
- Reflect on achievements and obstacles of the day and consider the next steps.

What you need:
- Workshop expectations from the first session on flip chart papers
- Copies of the Module Evaluation Form (see Annex 1)

Duration: 45 minutes

Step-by-step process:

Step 1   Inform the group that we have come to the conclusion of our workshop and we would like to end it with an evaluation.

Step 2   Put up the flip charts with the "list of expectations" from Session 1. Discuss and evaluate with the group. Were the expectations met? Which were and which not? Go through the list with the group and get them to reflect on the day and how it matched with their expectation. Take comments and criticism with grace.

At If possible, discuss how unmet expectations can be met. If that is not appropriate at this point, "Park" issues on a flip chart sheet and call it the, "Issues Parking Lot". This is a place to keep track of issues that cannot be dealt with right away, but are important for facilitators to address at some point in the Training.

Step 3   You can either do a written and/or a verbal evaluation with the group. If you are doing a written evaluation, ensure that you have enough copies for everyone.

Step 4   Are there next steps? Or, follow-up actions?

Step 5   If it is culturally or politically relevant invite the appropriate guest to say a few words to close the workshop.

Step 6   Acknowledge and thank participants and other contributors and organizers. Thank them for their great energy, valuable contributions and wish them the best in their next steps. Ensure that you say proper good byes and pack-up later.

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ADDITIONAL RESOURCES

BRIDGE   http://www.ids.ac.uk/bridge/

Located at Institute of Development Studies in the UK, BRIDGE seeks to transform development practice by supporting global gender mainstreaming efforts down to the operational level, by bridging the gaps between theory, policy and practice through appropriate knowledge creation, sharing, and management, in long-term collaboration involving mutual capacity-building with Southern and Northern partners. An extensive range of resources and up to date research is available through them.

CAPNET http://www.cap-net.org

CapNet resulted from a UNDP/IHE Conference on Capacity Building for the water sector, held in 1996. On of the key issues identified at this Conference was the need for a network of Capacity Builders that would not only allow the sharing of information and expertise, but also become proactive in synthesizing experience and lessons learnt, identifying research areas and encouraging virtual exchanges of views. Its mission is to enhance human resources development for IWRM by means of establishing or strengthening regional Capacity Building networks. For a list of regional and country specific centers see: http://www.cap-net.org/NetworkHomePage.php

ICA Institute of Cultural Affairs http://www.icaworld.org

The Institute of Cultural Affairs is a worldwide private, non-profit organization with the aim to develop and implement methods of individual, community and organizational development. ICA provides opportunities for training and development of individuals in facilitation, mediation and organizational planning and assessment. Staff and Associates also work as consultants in these and related areas.

Instituto Paulo Freire   http://www.paulofreire.org

This site provides information about the work and approach of the famous Brazilian popular educator, Paulo Freire. The site is accessible in Portuguese, English and Spanish.

The Regional Environmental Centre for Central and Eastern Europe http://www.rec.org

Based in Hungary, the Centre provides information, resources and a network to serve Central and Eastern Europe. Its mission is to assist in solving the environmental problems in Central and Eastern Europe by encouraging cooperation among NGOs, governments, businesses, and other environmental stakeholders. The site also provides information on building capacity for participation.

3

Mainstreaming Gender in the Project Cycle

This module[1] presents a practical guide to achieve gender mainstreaming using the project cycle as the entry point. It was developed to integrate or mainstream gender concerns into the project cycle and to ensure that development interventions are gender-sensitive towards successful implementation of development programs/projects. The module also intends to help in identifying data needs for gender mainstreaming and in the identification and development of gender-sensitive indicators, while giving practical tips in assessing and evaluating gender-sensitivity of projects.

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[1] Written by Yolanda Gomez.

Module objectives:

- Identify and strategically integrate or mainstream gender in the project cycle.
- Identify and collect and/or generate sex, age, socio-economic and cultural disaggregated data.
- Develop gender-sensitive indicators for IWRM projects.

Duration: 7 hours 30 minutes

List of Acronyms:

DA	Department of Agriculture
DENR	Department of Environment and Natural Resources
DOH	Department of Health
IWRM	Integrated Water Resources Management
OHP	OverHead Projector
PMO	Project Management Office
SBLAA	Sta. Barbara Livelihood Assistance Association
TOR	Terms of Reference

SESSION 1 INTRODUCTION TO MODULE THREE

Session objective:

■ Introduce the whole module to the participants.

What you need:

■ Handout 3.1 and Transparency 3.1
■ Meta cards, markers and masking tape

Duration: 30 minutes

Step-by-step process:

Step 1 Welcome participants to the session. Start by introducing yourself and explaining the rationale of the first activity.

    a. Give participants a meta card and ask them to write his/her expectations (only one in each card) for this module.

    b. Explain the work to be done for the next 2-5 minutes when participants write and complete the following sentence:

       FROM THIS MODULE, I EXPECT TO

       _____.

    c. Request participants to write their answers on the meta cards and post these on the designated board.

    d. Read what has been written and organize the cards into clusters. These meta cards will be used after the module's last session to determine if their expectations were met.

Step 2 Proceed to ask participants to talk about their own experiences in introducing gender into the project cycle. This will give the facilitator a view of the participants' knowledge, skills and experience on the topic.

Step 3 Distribute Handout 3.1. Using Transparency 3.1, explain the module overview, content and schedule.

Step 4 Ask participants if clarifications are needed or there are questions. If not, proceed to Session 2.

MODULE OVERVIEW

SESSION	SESSION TITLES AND OBJECTIVES
Session 1	Introduction to Module Three (30 minutes)
Session 2	Basic Concepts On Gender Mainstreaming Within Projects (2 hours) ■ Understand the project cycle and its different phases or stages. ■ Understand the need to mainstream gender in the project cycle. ■ Understand the need for gender analysis, gender data and gender-sensitive indicators.
Session 3	Gender Mainstreaming In The Different Project Cycle Stages/Phases (4 Hours 30 minutes) ■ Understand entry points for gender mainstreaming within the project cycle. ■ Introduce participants to checklist for mainstreaming gender in the different project cycle stages. ■ Be able to apply the checklist to identify potential gender issues and address the said issues/problems through the use of a case-study.
Session 4	Conclusion and Evaluation (30 minutes) ■ Enable participants to evaluate the module and determine if participants expectations were met. ■ Discuss with participants areas of the module requiring adaptation to local situations.

Transparency 3.1

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Three	30 minutes
2	Basic Concepts on Gender Mainstreaming Within Projects	2 hours
3	Gender Mainstreaming in the Different Project Cycle Stages/Phases	4 hours 30 minutes
4	Conclusion and Evaluation	30 minutes

SESSION 2 BASIC CONCEPTS ON GENDER MAINSTREAMING WITHIN PROJECTS

Session objectives:

■ Understand the project cycle and its different phases or stages.
■ Understand the need to mainstream gender in the project cycle.
■ Understand the need for gender analysis, gender data and gender-sensitive indicators.

What you need:

■ Transparency 3.2 to 3.11
■ Flip chart stand and paper, markers, masking tape and OHP

Duration: 1 hour 45 minutes to 2 hours

Step-by-step process:

Step 1   Highlight main points in Module One and the importance of gender mainstreaming, focusing on its importance in pursuing water resources development.

Step 2   Based on learning in Module One, explain importance of gender mainstreaming in IWRM projects.

Step 3   Introduce the concept of program and project. Ask participants to define and differentiate the two and cite examples.

Step 4   Summarize the salient points and the examples given. Briefly show Transparency 3.2.

Step 5   Proceed to discuss the Project Cycle (Transparency 3.3) by asking participants to describe the cycle and the different phases in the project cycle. Give each participant one meta card each. Participants may write in meta cards and post them on the board to be discussed (an alternative is to write comments in the flip chart).

Step 6   Highlight important points such as the activities being undertaken under different project phases. Point out similarities and differences of the phases or stages. Ask participants if there are any questions. If none, proceed to the next topic.

Step 7   Introduce the topic of gender mainstreaming in the project cycle. Ask participants to share their experience about gender mainstreaming in the project cycle (if any). Based on the discussion, emphasize the importance of gender mainstreaming, its benefits and advantages (Refer to Transparency 3.4 to 3.7).

Step 8   Introduce the topic on gender analysis. Ask participants what is their idea of gender analysis and why it is important. Ask participants to share any experience in undertaking gender analysis, if any. Summarize key points as discussed and refer to Transparency 3.8.

Step 9   Introduce the topic on the need for gender data to support gender mainstreaming in the project cycle. Relate to previous discussion and explain what gender data means and its role in gender mainstreaming efforts.

Step 10   Use Transparency 3.9 to explain gender data. Give examples. Encourage participants to contribute to the discussion.

Step 11   Introduce the topic on gender-sensitive indicators briefly. Explain using Transparency 3.10 and 3.11. Make sure that participants also contribute to the discussion.

Step 12   Ask participants if there are any questions. If none, proceed to summarize the highlights of the discussion on Session 2.

TRAINER'S NOTES

- Start discussion of a topic by asking first the participants of their experiences.
- Refer participants to the Handout 3.2 as reference for the lecture.
- Make use of the transparencies to reinforce key points being discussed.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS

IWRM is defined as a coordinated, sustainable development and management of water, land and related resources to maximize equitable economic and social development while protecting ecosystems. It is said that integrated management has to be applied through a complete rethinking of water management institutions, guided by the principle of putting people at the center stage.

Taken from this perspective IWRM projects can be described as development initiatives which aim to strike a balance between the use of resources for livelihood and conservation of the same resources to sustain its functions for future generations. As such, it is also addressing sustainability aspects and therefore can be closely related to sustainable development perspectives. IWRM as an approach addresses economic efficiency, environmental sustainability and social equity. This means that IWRM projects and initiatives are focused not only on water resources but also upon people who makes use of water resources. But people should not be taken as a homogenous group but rather to be viewed as women and men who are the driving factors towards attainment of economic efficiency, environmental sustainability and social equity. This is where gender must be critically recognized as a strong and influencing factor that must be taken into account when conceptualizing development and implementation of IWRM programs and projects. Water resources and the critical interactions between people and their livelihood base must be recognized at the earliest stages of development interventions. The recognition that women and men have different needs, perceptions and realities according to their gender, age, ethnicity, social and economic standing must be made central to IWRM projects. Promoting gender equality and equity must become a permanent fixture of all IWRM projects and initiatives. The differences between women and men should be recognized and made visible in the course of IWRM project identification, formulation, implementation, monitoring and evaluation. In short, gender should be explicitly addressed in all the stages of IWRM project cycle.

On Programs And Projects

A program refers to the organization of activities, projects, processes or services brought together to achieve specific policies. It usually consists of several projects. Programs may refer to sectoral efforts, have a functional focus and consist of several projects supporting a broader effort.

A project encompasses a specific range of resources and activities which are brought together to generate clearly defined outputs within a given budget and a specified period of time. Compared to a program, a project is more specific and has more defined targets and timeframes. A project can be best understood as a "solution to a problem".

Examples of programs are IWRM Country Program and Environment and Natural Resources Program. Examples of projects are Community-Based Watershed Management Project and Community-Based Reforestation Project.

On the Project Cycle and Its Phases

The Project Cycle is the representation of the stages involved in identifying, developing and implementing a project. The major phases or stages in the project cycle are as follows:

- **Project identification stage** – initial phase or stage and concerned with definition of the problem, generating project ideas and identification of interventions.
- **Project formulation stage** – the process of searching for viable development initiatives aimed at responding to specific issues and concerns. This is also the phase where the project is prepared including the development of a time frame for the operational phase of the project.
- **Project implementation stage** – the phase/stage where the project is carried out or implemented. It signals the operational phase of the project where tasks and activities are carried out in sequence based on a time frame.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

■ **Project monitoring stage** – is the systematic observation and documentation of the project's implementation based on a pre-determined plan. Oftentimes, this is done during the whole process of project planning and implementation but may also be done in tandem with project evaluation.

■ **Project evaluation stage** – refers to the internal assessment of information gathered during monitoring to determine whether the actual implementation complies with the plan and objectives of the project, and to see whether intervention is required.

The Project Cycle as its name denotes is normally represented as an iterative process (see Figure 1 in Transparency 3.2) but in reality can be best represented as a spiral model (Figure 2) to reflect a more dynamic and practical way of presenting its stages.

On Gender Mainstreaming in the Project Cycle

Gender mainstreaming is important because inequalities in the access to development resources and opportunities hamper economic efficiency and sustainability. Women and men have different roles, rights and responsibilities. More so, rural women often have less access to productive natural resources and opportunities such as education and training, credit, capital, land and decision-making authority. Gender mainstreaming requires a planning process that promotes the well-being and empowerment of both women and men. Gender should be mainstreamed at the earliest possible point in the program or project cycle, as it can fundamentally affect the entire program or project concept and structure. It is not a one-time exercise during the program or project planning phase – it is an integral part of the entire planning and implementation process and continues throughout the life of the program or project. The use of gender-sensitive indicators allows for the effective monitoring and evaluation of program or project activities which in turn will feed into more effective future planning and delivery of project benefits.

For project managers/planners, mainstreaming gender into the project or project cycle implies that they systematically identify the consequences of a proposed project on the different groups of women and men as a matter of course, and address any negative outcomes as the project is developed.

From a project standpoint, it involves a strategy that introduces a gender perspective into the project and the project cycle. To be gender-sensitive and responsive, project development, through the project cycle, requires a re-examination of the roles traditionally ascribed to women and men and a redirection of efforts to ensure a more relevant formulation of projects.

Project development should recognize that women and men:
■ Have different legal and traditional rights.
■ Have control of and access to different resources.
■ Have different jobs within the household.
■ Allocate their time differently.
■ Possess different priorities and goals.

As such, gender mainstreaming in project cycle should take into account:
■ Activities – who does what.
■ Resources – who has access/control over the resources.
■ Benefits – what factors control access to benefits.
■ Participation – how and when do men and women participate in realizing the benefits that may or may not have in control.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

Expected Results of Gender Mainstreaming in Projects
- Maximize ability of men and women.
- Maximize use of scarce resources.
- Harness the capability of women and men.
- Ensure project success.

To facilitate mainstreaming of gender in the project cycle, it is necessary to:
- Understand the different stages of the project cycle.
- Be able to identify and anticipate potential gender issues/concerns in the different stages of the project cycle.
- Employ the use of checklist or key questions to help and guide in identifying gender concerns address the gender issues or concerns by formulating the necessary strategies.

On Gender Analysis

To realize gender mainstreaming in the project cycle, it is of utmost importance that gender analysis be made an integral part of situation analysis before any project is to be conceptualized, developed and implemented. Situation analysis is a thorough examination of the existing situation of a community – including the social, political and economic interplay among the population. Thus, the urgent need to put gender perspective through gender analysis which is part and parcel of any situation analysis.

Taken from this perspective, gender analysis is a tool for examining community diversity and the implication of such diversity for integrated water resources management project. It focuses on both the activities and resources of women and men, giving clarifications where they are different and complementing each other when necessary. The information generated from gender analysis is used to provide clear answers to questions such as: do the project objectives address the needs and priorities of women and men; do these differ; who wants to participate in each of the project activities – women, men or both. Accordingly, gender analysis draws from the understanding that every project situation is unique – that is, no individual, family, community or country has the same set of resources to manage with the same people, in the same timeframe or with the same constraints. Ideally, the conduct of gender analysis can be done at the initial stages of the project cycle because they clarify the status quo. However, in reality, gender analysis can also be conducted in any stage of the project cycle. Basic questions that are useful when conducting gender analysis are: who does what (actual as opposed to the ideal division of labor between women and men); who has what (who access to and control over resources); what influences arrangements related to resource access and control (what religious and cultural prescriptions, laws, economic and political policies influence gender differentiable rights of access and control, are any of the gender-based distinction flexible, in what ways are the roles changing); and how are public resources distributed and who gets them.

Gender analysis is vital in identifying, conceptualizing and implementing development interventions. Planning for "people-centered" development interventions require precise information about who the "people" are. They are not a homogeneous group. The "people" include both women and men and the "children" are girls and boys. Everywhere and within every socio-economic group, the lives of women and men are structured in fundamentally different ways. For instance, gender division of labor is universal but it differs according to culture, geographical location, socio-economic class and ethnicity. Because of gender, women and men have different roles, resources, constraints and opportunities. Therefore, information is not precise enough for project development unless disaggregated. And gender analysis makes it possible to examine it.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

On Data Needs for Gender Mainstreaming

Sex-disaggregation of data means the collection of data on women and men separately in relation to all aspects of their functioning – ethnicity, social class, caste, age and location. Data disaggregation is:

- Necessary in the conceptualization of gender-sensitive projects.
- Paves the way to developing and implementing projects that are sensitive to the needs of women and men.
- Helps planners to develop project objectives, strategies and activities that put emphasis on the different and divergent roles that women and men play as project beneficiaries.

Why Disaggregate Data?

General wording in project planning are generally equated with *male* members of target groups. Gender-specific roles and field of responsibility make disaggregation of data necessary. Sex-disaggregated data:

- Is essential for adequate analysis.
- Allows an assessment of women and men and comparison between them.
- Is necessary to monitor impacts and disparities.

How Do We Disaggregate Data?

The following can be used to guide identification of sex-disaggregated data for projects:

- **Resources**. Identify the resources upon which women/men project beneficiaries are dependent.
- **Activities/roles**. Identify the activities through which women/men, rich and poor, relate to each of the resources in their day-to-day lives: across seasons, in productive, reproductive and community work.
- **Knowledge, value and worth**. Identify the specialized type of knowledge that is developed through day-to-day interaction with specific resources; the value of esteem with which particular activities and knowledge associated with them are regarded in the local culture; and their corresponding worth as measured by cash values and/or prestige.
- **Access and control**. Identify the modes of entitlement used by women and men and by socio-economic groups in order to access resources; examine the degree of control over such resources.

Methods of Collecting Data

Data collection can be done through: formal surveys, group interviews, literature search, observation, focus group discussions, key informal interviews, informal surveys, case studies and direct observation.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

On Gender-Sensitive Indicators

Gender-sensitive indicators are indicators that track gender-related changes over time. It takes into account that gender roles do exist and it points to changes in the status of women and men over time. They are therefore signals that help to measure gender-related changes in projects in terms of quality, quantity and timeliness. The disaggregation of these indicators by sex is a critical step for tracking the extent to which projects are mainstreaming gender and meeting needs of women and men.

They should be drawn from the identification of gender issues within the specific context of a project. They should be linked to the goals/objectives of a project.

It is a good practice to develop gender-sensitive indicators at the beginning of a project – at the project identification and preparation or formulation stage. This will make it easier to monitor or track progress and to evaluate the outcomes and impacts of projects. However, indicators can change during the process of project implementation. Indicators that have been anticipated can manifest themselves or become highlighted along the way.

Why Are Gender-Sensitive Indicators Important?

Indicators are important because they help to determine the extent to which the project is achieving expected results, and they are a means of measuring what actually happened against what was planned in terms of quality, quantity and timeliness. They are needed to check on the progress being made as well as on the successful accomplishment of tasks.

Gender-sensitive indicators are more important because they show or illustrate in what ways projects affect gender roles. As a kind of measurement, gender-sensitive indicators addresses gender discriminations. Their value lies in measuring whether gender equality/equity is being achieved by a project or any development intervention.

What are the Categories of Gender-Sensitive Indicators?

Gender-sensitive indicators are of 2 categories: **quantitative and qualitative**

Quantitative indicators – are measures of quantity. They deal with outputs and are easier to measure. Since they deal with numbers, they are regarded as "objective and verifiable". Most common examples of quantitative gender-sensitive indicators include: number of women/men staff in IWRM projects; number of women/men hydrologists or engineers in a water infrastructure development project; number of women/men water project beneficiaries; and increase in the number of women managing water projects from __ to __ in 2 years.

Qualitative indicators – measure people's judgment and perception about a particular subject. They are subjective and difficult to verify because they probe into the "whys" of situations, context of action and perceptions of people. They are valuable in the evaluation process because projects and initiatives are involved in looking into changes in the lives of men and women project beneficiaries. They seek to measure impact of a project or initiative and are therefore useful in evaluating the long term effects of projects. Examples are: acceptance by women and men of women as community leaders or decision-makers and degree of involvement of women/men in water management initiatives or projects.

Quantitative and qualitative indicators are complementary. Both are important in monitoring and evaluation because they cross-validate and point out problems with each other.

GENDER AS FOCAL POINT OF IWRM PROGRAMS AND PROJECTS (CONT'D)

Factors In Developing Gender Indicators For Projects
- Value of the indicator at the start of the project.
- Data and information requirements.
- Method of gathering data and information.
- Timing and frequency of data gathering.
- Information flow.
- Utilization of information.
- Time and inputs required.

To be effective, gender indicators must be clearly defined in the context of the project. Its values must stay constant under identical conditions, irrespective of who collects the information. It should measure the specific changes that the project intends to bring about, and respond to short-term changes in the project to be useful. Data collection should be within project capability.

Criteria for Developing Gender-Sensitive Indicators
- Should be developed in a participatory manner including stakeholders whenever possible.
- Must be relevant to the needs of the project.
- Should be sex disaggregated.
- Should be both quantitative and qualitative.
- Should be easy to understand.
- Should be clearly defined.
- Should measure changes over time.
- Should be technically sound.
- Must be valid and reliable.
- Number should be small.

THE PROJECT CYCLE: 2 MODELS

Figure 1. Traditional Model

IDENTIFICATION

FORMULATION

IMPLEMENTATION

MONITORING

EVALUATION

Figure 2. Spiral Model

OBSERVE   OBSERVE   OBSERVE   OBSERVE

OBSERVE   REFLECT   REFLECT   REFLECT   REFLECT   REFLECT

ACT   ACT   ACT   ACT   ACT

PLAN   PLAN   PLAN   PLAN   PLAN
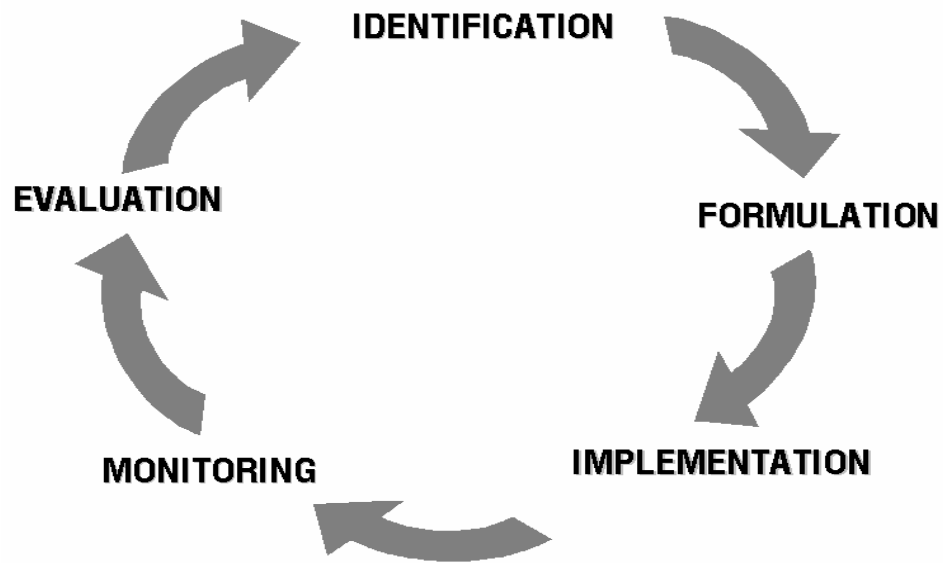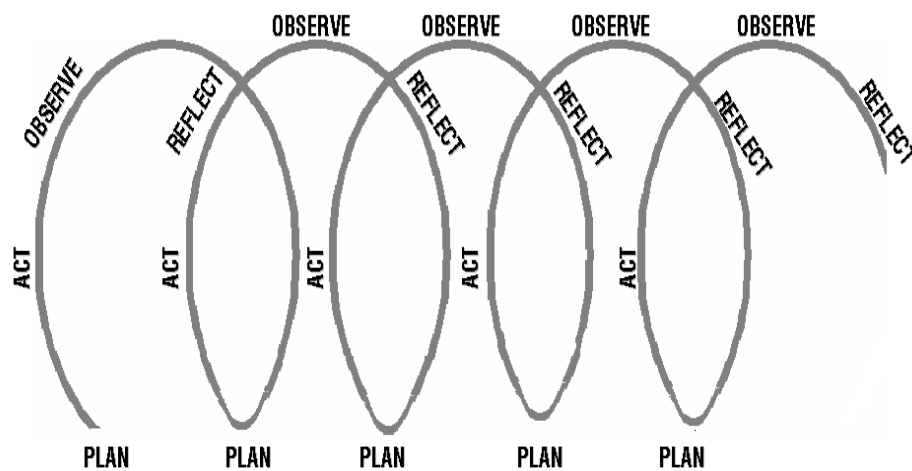
THE PROJECT CYCLE

PLAN	Project Identification and Formulation
ACT	Project Implementation
OBSERVE	Monitoring
REFLECT	Evaluation

GENDER MAINSTREAMING

- Identification of consequences of a proposed project on women and men.

- Addressing negative outcomes.

- Introduces a gender perspective into the project cycle.

- Re-examination of roles of women/men.

- Redirection towards relevant formulation of projects.

Transparency 3.5

GENDER MAINSTREAMING IN PROJECTS

Project development should recognize differences between women and men in terms of:

- Legal and traditional rights.

- Control of and access to resources.

- Jobs within the household.

- Allocation of time.

- Priorities and goals.

- Needs and situations.

GENDER MAINSTREAMING IN PROJECTS (CONT'D)

Why Mainstream Gender?

- Maximize the capacities of women and men.

- Maximize the use of scarce resources.

- Harness the capacities of women and men.

- Ensure project success.

Transparency 3.7

GENDER MAINSTREAMING IN PROJECTS (CONT'D)

To facilitate gender mainstreaming in projects it is necessary to:

- Understand the different stages of the project cycle.

- Identify and anticipate potential gender issues and concerns in the different stages of the project cycle.

- Address the gender issues and concerns by formulating the necessary strategies.

GENDER ANALYSIS

- Is a tool for examining the relationship between women and men.

- Gives a clear view of "who" does "what".

- Defines "who" has "what".

- Describes what influences arrangements related to resources access and control.

- Gives information on distribution of public resources.

- Defines data needed as indicators to be developed.

Transparency 3.9

SEX-DISAGGREGATED DATA AND GENDER INDICATORS

Why Sex-Disaggregate Data?

- Essential for adequate situation analysis.

- Allows assessment and comparison of women and men.

- Necessary to monitor impacts and disparities.

What Data Must Be Sex-Disaggregated?

- Those related to resources needed or used by women and men.

- Those activities done by women and men.

- Those that relate to control and access of resources.

GENDER-SENSITIVE INDICATORS

- Signals that measure changes over time.

- Can be qualitative or quantitative.

- Developed from gender issues and problems and linked to project goals/objectives.

- Ideally, formulated at the start of a project.

- Refined in the course of project implementation.

CRITERIA FOR DEVELOPING GENDER-SENSITIVE INDICATORS

- Developed in a participatory manner and relevant to the project.

- Clearly defined and easy to understand.

- Must be qualitatively and quantitatively sex-disaggregated.

- Must measure change over time, valid and reliable.

SESSION 3 GENDER MAINSTREAMING IN THE DIFFERENT PROJECT CYCLE STAGES/PHASES

Session objectives:

- Understand entry points for gender mainstreaming within the project cycle.
- Introduce participants to checklist for mainstreaming gender in the different project cycle stages.
- Be able to apply the checklist to identify potential gender issues and address the said issues/problems through the use of a case-study.

What you need:

- Transparency 3.12
- Flip chart stand and paper
- Markers, masking tape and OHP

Duration: 4 hours to 4 1/2 hours

Step-by-step process:

Step 1   Introduce the idea of Entry Points by asking participants their experiences, if any, in mainstreaming gender within the different stages of the project cycle. Ask the question "what was the starting or entry point they used to mainstream gender in any of the project cycle stage?"

Step 2   Give participants one meta card to answer the question and ask them to post it on the flip chart. Cluster or organize meta cards into policies, people and enabling mechanism but without showing these cluster headings. Go over the answers and ask participants to categorize the grouped meta cards as to policies, people or enabling mechanism.

Step 3   Proceed to explain about entry points using Transparency 3.12. Ask participants if there is any need for clarification about entry points. If none, proceed to next topic.

Step 4   Introduce the checklist as a tool to help identify potential gender issues that may arise from the introduction of an IWRM project. Explain how the checklist can be used to facilitate gender mainstreaming within the different stages of the project cycle.

Step 5   From the sample key questions on the checklist, ask participants to choose 1 or 2 to be discussed within the team. Facilitate discussion and encourage participants to contribute to the discussion by citing their experiences.

Step 6   Mention briefly the recommended tools that can be used at this particular stage of the project cycle.

Step 7   Proceed to discuss the exercise that will be done as part of this session.

Step 8   EXERCISE (2 hours 30 minutes)

Case-Study 3.1

Procedure:

a. The objective of the case-study is to provide a practical hands-on exercise on how to mainstream gender in the different stages or phases of the project cycle. It is also intended to help participants to use the checklist as a guide to gender mainstreaming.

b. Using the checklist as guide, the participants are given the task of reviewing the case-study at its different stages and assess/evaluate to determine if gender has been integrated from the project identification and formulation stage, project implementation stage and at the monitoring and evaluation stage.

c. Depending on the assigned task to the team, participants are expected to provide answers to the following:

    1) What are the potential or existing gender issues and problems arising from the project as indicated in the case-study?

    2) What data are required to effectively mainstream gender? Why do you think these data are important? How will these data be collected or generated?

    3) Having identified potential or existing gender issues or problems, what are the possible starting or entry points where gender can be mainstreamed?

    4) What strategies or approaches would you recommend for gender mainstreaming in the case-study?

    5) What indicators must be developed and why?

d. Participants are allotted 2 hours 30 minutes to do the exercise. The expected output of the case-study exercise is a matrix showing detailed answers to the questions being asked. Each issue or problem identified should have a corresponding recommended strategy indicating possible starting or entry point(s). Sex-disaggregated data needed should be also identified as well as indicators.

e. Each team will be allotted 10 minutes to present their team output and another 5 minutes for questions and answers or other clarifications.

Step 8   Summarize the results of the teams' outputs. Highlight similarities.

Step 9   Wrap up the session by giving a short summary of what has been achieved for this session.

TRAINER'S NOTES

■ Participants must be grouped into 3 teams as follows: Team 1 will handle gender mainstreaming in project identification and formulation stage; Team 2 will do gender mainstreaming during project implementation stage; and Team 3 will gender mainstreaming in project monitoring and evaluation stage.

■ Inform participants that the exercise to be done using the case-study was especially developed specifically for the hands-on exercise. Tell participants that the case-study was "constructed" from a real situation but with modifications and adjustments in terms of additional data and information to make it more practical to use as a learning tool.

■ Explain that each team will do different but related exercises.

■ Refer to the lecture handouts for reference and to the transparencies.

ON ENTRY POINTS FOR GENDER MAINSTREAMING IN PROJECT CYCLE

Entry points are STARTING POINTS. They may be strategic areas or locations within the project cycle where gender mainstreaming could be introduced, incorporated or achieved. It could be in terms of project policies, people who are connected to projects or project support mechanisms.

Policy refers to program/project statements and pronouncement of support to gender mainstreaming. It may be in the form of project memoranda, orders or specific guidelines. It can be issued in the course of project implementation.

People refers to the women and men stakeholders of the project, those tasked with and responsible for gender mainstreaming.

Stakeholders assume four (4) distinct roles: that of a sponsor (the one with the power to sanction or legitimize change; that of a change agent (the one responsible for actually making the change and those who run the projects); that of a target (the one who must actually change) and that of an advocate (the one who wants to achieve change but lacks the "power" to sanction it).

Enabling mechanisms refer to project support systems and structures set up to ensure that gender is mainstreamed within the project. This may include resources in terms of budget; a gender-sensitive monitoring and evaluation system; sex-disaggregated database; gender-sensitive indicators; and gender-sensitive structures.

What are the use of the entry points?

They facilitate the assessment whether or not gender mainstreaming has been done, either as a conscious effort on the part of project implementers or by sheer chance.

They are easy to use, by means of checking (review of project reports, actual interviews, and observations) if they are present in a project.

On the checklist

The checklist was prepared to help as guide for gender mainstreaming within the different project stages or phases. Since project situation vary, the checklist can only provide a general perspective indicating broad points that may be considered.

The checklist is supposed to guide the user in ensuring that gender is mainstreamed or integrated within the different project phase. It helps to identify potential gender issues or problem that may arise with the introduction of a project or any development intervention. The checklist is also intended to indicate possible areas or entry points within the project stages where gender mainstreaming could be introduced and addressed. Furthermore, it can serve as a guide in developing strategies to address identified potential gender issues or problems.

CHECKLIST FOR GENDER MAINSTREAMING IN THE PROJECT IDENTIFICATION STAGE

How was the problem identified? Who identified the problem? Who are the most affected, women or men? What method was used in the identification of the project concept? Was project identification done in consultation with and involvement of the community and its different population groups?	Are community members (women and men) identified as part of the organizational setup?
	DOES THE ORGANIZATIONAL STRUCTURE INCLUDE PROJECT IMPLEMENTERS WHO HAVE: ■ Awareness and sensitivity to gender-related issues and needs? ■ The capability to carry out interventions that will respond to the different needs of women and men?
What are the major roles/activities of women and men in the community? What are the strategic implications of the problems on the different roles of the members of the community?	In the case of labor-displacing techniques, does the project intend to provide for adequate safeguards and/or alternative employment for women and men who will be displaced? Does the project intend to utilize technology that is appropriate to the specific needs of women and men?
What is the composition of the community? Are there distinct sub-populations within the community? What are the characteristics of the community in terms of socio-economic and political aspects? What is the degree of social cohesion in the community? What is the level of community preparedness to get involved in the project? Are community members, both women and men identified as part of the organizational set up?	What are the resources available in the community? Are these resources utilized by and easily accessible to women and men?

STRATEGIES FOR GENDER MAINSTREAMING IN THE PROJECT IDENTIFICATION STAGE

- IDENTIFY KEY SOURCES OF INFORMATION and ensure balance between women and men key informants.

- IDENTIFY MAJOR CHARACTERISTICS OF THE TARGET AREA and determine its population groups, both directly and indirectly targeted by the project, including

  - Characteristics of population groups by sex, age, socio-economic characteristics and other special concerns (cultural, needs of differently-abled etc.).
  - Characteristics of community such as size, location, socio-economic status or nature of organizations, participation of members of the community by age, sex, resources available and strengths and weaknesses.
  - Patterns of major and significant activities and role structures (age, sex, roles) and how these influence decision-making among individuals in the community.
  - Level of social cohesion as indicated by evidences of cooperation, coordination and conflict.
  - Spirit of self-reliance as indicated by previous community initiatives.

- DETERMINE THE POSSIBLE REQUIREMENTS (both physical and financial) of the project based on identified components.

- DETERMINE OR VALIDATE SPECIFIC NEEDS, PROBLEMS AND ISSUES that contribute to the marginalization of particular groups or clusters within the project. Problems that may impact on the proponent's project should also be identified. This should essentially involve consultation with beneficiaries to ascertain degree to which they perceive the problem or demand.

- PRIORITIZE PROBLEMS AND CONCERNS of men and women in the community based on:

  - Magnitude of the problem and its strategic implications on the different roles and interests of men and women members of the community.
  - Availability of resources (both existing and potential) other than those to be provided by the proponent.
  - Participants' existing and potential levels of readiness to contribute in order to become involved in the project.

- DETERMINE THE APPROPRIATE SET OF INTERVENTIONS based on the following:

  - Criteria for problem prioritization.
  - Data generated from the preceding steps and guidelines for project development.
  - Potential impact of interventions on individuals, communities and specific groups.
  - Identified program areas and development plans. Interventions must be comprehensive, coherent and logically-sequenced.

CHECKLIST FOR GENDER MAINSTREAMING IN THE PROJECT FORMULATION STAGE

Which situation is the proposed project intended to improve? Who will benefit from the project? Men? Women? Or both? Who is affected by the situation? Only women/men/both? Are the young people particularly affected? What homogenous sub-groups exist (in terms of age, income and access to resources)? Were those affected (women and men) asked how they see the problem?	Are women and men not merely passive recipients of external inputs but are actively involved in designing the project (do they have a say in decision-making)?
	Are the indicators formulated along gender-specific lines so that various impacts of the projects on women and men can be determined?
What potentials do the various sub-groups have to act?	Are the results, activities and indicators formulated along gender-specific lines where relevant?
Is the target group described precisely and in detail?	Are the activities planned to overcome any existing constraints to women participants?
Are the objectives and major results and activities planned in line with the interest and needs of women and men? Can we rely on the active participation on the part of both of the sub-groups?	Where the female members of the target group cannot be directly addressed by male project staff due to prevailing socio-cultural norms, are there plans to employ a female expert?
Do women and men benefit to the same extent from project measures? Does the project make an explicit contribution to improving the economic and social situation of women?	Should existing staff be not adequately trained to advise and support female target groups, have relevant further training courses been planned?

STRATEGIES FOR GENDER MAINSTREAMING IN THE PROJECT FORMULATION STAGE

- ENSURE THAT THE FORMULATION OF THE PROJECT OBJECTIVES CONSIDER AND DIRECTLY ADDRESS THE FOLLOWING:

  - Sectoral program thrust and the gender issues therein.
  - Practical and strategic needs of women and men.
  - Quantifiable and reliable set of indicators that are gender-responsive.
  - Identified priority gaps/problems as they relate to the different needs of women and men and their varying characteristics.
  - Targets that are doable, measurable and attainable within the expected life span of the project.

- THE FORMULATION/DEVELOPMENT OF PROJECT STRATEGIES AND ACTIVITIES should:

  - Be packaged taking into account the maximum use of information sources on problems, women and men beneficiaries and resources.
  - Include mechanisms for women's participation in the formulation of components and in project implementation. Such mechanisms should aim to redress gaps in skills/knowledge that impede effective participation.
  - Provide a set of minimum, non-negotiable requirements to ensure gender-responsive project.

- MINIMUM NON-NEGOTIABLE REQUIREMENTS include

  - Integrating gender concerns in the mainstream of the project.
  - Generation of sex-disaggregated data.
  - Raising women's economic, political and social position.
  - Installation of mechanisms which take into account time, work loads, skills and knowledge of women.

- RESOURCE REQUIREMENTS should be determined on the basis of existing projects and personnel that provide the services envisioned, availability of indigenous resources and beneficiaries' readiness to contribute to the project.

- PROJECT ORGANIZATIONAL STRUCTURE should be set up based on the technical needs of the project. It should also identify relationships of project staff and target beneficiaries involved in the project.

CHECKLIST FOR GENDER MAINSTREAMING IN THE PROJECT IMPLEMENTATION STAGE

Are there equal opportunities for women and men to participate in the project management positions?

Are both women and men project staff involved in the delivery of goods and services to the beneficiaries? In what ways are their involvement reflective of either traditional or non-traditional activities for both women and men?

Is the composition and mandate of project committees appropriate to support and monitor women's and men's participation at various levels of the project?

Does the organizational structure and the management arrangement encourage consultation with and participation of relevant organizations and institutions?

Has project management been provided with human resources, financial resources awareness and expertise or skills necessary to manage and monitor gender dimension of the project?

What training and extension techniques are being used to develop project delivery systems that are responsive to gender concerns?

Are resources allocated to train project personnel on specific skills necessary to ensure the inclusion of both women and men, in consideration of the nature of project activities?

Do the Terms of Reference (TOR) for project personnel state the responsibilities of each one in ensuring the participation of women and men as agents and beneficiaries of the project?

Are project policies gender-sensitive? Do these policies facilitate equal participation in the project implementation? In project management? In project decision making?

Does the project provide support systems, structures, arrangements and facilities for both sexes to protect their interests and encourage their participation in project activities?

What are the requirements for women and men beneficiaries to be able to use the services offered by the project? Can women and men meet these requirements?

Are there mechanisms to ensure that the project resources or benefits are equally accessible to women and men?

Are the organization's delivery channels accessible to men and women beneficiaries in terms of personnel, location and timing?

Does the organization have enough flexibility to adapt its structure and operations to meet the changing situation of women and men?

Are the project objectives

- Consistent with the identified problem?
- Acceptable to the community?
- Addressing the practical and strategic needs of women and men in the target areas?

Do the project implementation strategies

- Respond to the different needs and potentials of women and men?
- Provide mechanism for increased or more significant participation of women and men?

Does the project

- Ensure equal/similar employment opportunities for women and men?
- Encourage women's participation, especially in non-traditional occupations?
- Promote equal participation of women and men in the use and conservation of indigenous resources relative to the project?

STRATEGIES FOR GENDER MAINSTREAMING IN THE PROJECT IMPLEMENTATION STAGE

- The TOR for project personnel should identify their responsibility in ensuring participation of women and men as agents and beneficiaries of the project.

- Project managers and staff should have sensitivity to gender issues and concerns and should be provided with skills necessary to manage and monitor gender dimension of projects.

- The composition of the steering committee or its equivalent structure should be appropriate to support and monitor the participation of target beneficiaries at the various levels of the project.

- The project should identify appropriate support structures, facilities and arrangements to encourage the participation of women and men in project activities.

- Women and men should be given equal opportunities to hold management positions in various levels of project activity.

- The project should ensure equal opportunities for women and men in all project components by setting up mechanisms such as gender-sensitive policies.

- The project should consider and address both the practical and strategic needs and interests of women and men.

- The project's operation and logistics should allow for flexibility in adapting to the changing needs and interests of women and men.

CHECKLIST FOR GENDER MAINSTREAMING IN THE PROJECT MONITORING AND EVALUATION STAGE

DOES THE PROJECT'S MONITORING AND EVALUATION SYSTEM

- Explicitly measure the project's effect on women and men?
- Collect data which will indicate the access and control of resources for both women and men?
- Collect data which will indicate opportunities both men and women that will improve their lives?

Are specific policies related to project implementation identified?

Has the project identified the gender-sensitive indicators to be monitored, and the monitoring frequency?

Does the project include a midterm or annual evaluation?

ARE THE DATA

- Sex- and age-disaggregated?
- Collected with sufficient frequency so that necessary project adjustments can be made during the project duration?
- Fed back to project personnel and beneficiaries in an understandable format to allow project adjustment?
- Analyzed to provide guidance to the redesign of the project?

Are appropriate control procedures in place to operationalize the designed monitoring and evaluation system?

Are the necessary logistics and support structures in place for the operation of the designed monitoring and evaluation system?

Are the concerned project personnel and managers appropriately informed and trained on the use and importance of the designed monitoring and evaluation system?

ARE BENEFICIARIES INVOLVED IN

- Designing data requirements?
- The collection and validation of data collected for monitoring purposes?

What mechanisms have been built into the project for corrective action on the basis of evaluation?

Are copies of the final evaluation report given to project developers, implementers and decision-makers to guide them on insights and lessons learned for future use?

Does the project have any negative effects on both women and men beneficiaries? What actions are being done to address it?

What changes has resulted from women's and men's involvement in the project in terms of work, home, local community and society?

Are women's and men's roles and responsibilities changing as a result of the project? In what way? How is the project contributing to these changes?

Has the project led directly or indirectly to the establishment of women's organization, group or cooperative, or other institution of enterprise?

Have income-earning opportunities for the women and men project participants increased or decreased?

What are the effects on target groups in terms of cash income?

STRATEGIES FOR GENDER MAINSTREAMING IN THE PROJECT MONITORING AND EVALUATION STAGE

- Develop and operationalize a systematic monitoring and evaluation system with gender perspective as provided for in the project design

- Institutionalize the design of a gender-sensitive monitoring and evaluation system

- Ensure training of project staff on the use of the gender-sensitive monitoring and evaluation system

- Provide necessary logistics and support structure for the effective operationalization of a gender-sensitive monitoring and evaluation system

- Involve women and men project beneficiaries in the development and implementation of a gender-responsive monitoring and evaluation system by clearly designating data requirements, collection and interpretation of data

- Develop and identify gender-responsive indicators to be able to explicitly measure the effects of the benefits of the project on women, men and both

- Identify and determine project effects on men and women using results of monitoring the different activities within the project

ENTRY POINTS FOR GENDER MAINSTREAMING

Starting Points are strategic areas/location within project cycle where gender mainstreaming can be introduced.

Examples:

- Policy

- People

- Enabling mechanism

PROJECT IDENTIFICATION AND FORMULATION STAGE

Mainstreaming Gender In Community-Based Watershed Management Project

Data about the community

The proposed target area is Barangay Sta. Barbara in San Juan, Ilocos Norte. It is one of the 32 barangays of San Juan and located about 6 kilometers from the town proper and about 5 kilometers from the main highway. It can be reached through a two-lane dirt road.

The community covers a total of 975 hectares, of which 445 hectares of agricultural area and 530 hectares of forest area. The agricultural area is planted to rice, tobacco, fruit trees and vegetable. The forest contains timber trees.

The Bical River and a spring serves as the source of water not only of Banbar but also of nearby barangays or community. Specifically, Bical River is the only source of water for domestic and agricultural purpose, basically for irrigation.

There are already conflicts in the use of the Bical River. The community is aware of plans to use the water from the river for irrigation purposes. Plans are underway to tap Bical River as additional source of irrigation water for rice fields in nearby downstream community.

During the months of November to May, the community uses a small portion of the river for their fish cages and fish pen as source of additional food.

Population Data

Total population of Sta. Barbara is 1,240, of which 610 are males and 630 are females. It was noted that there was migration in the last few years. The moving out of population was due to households affected by the flooding of the Bical River. However, subsequent returns were also noted during stable time. Population by age group is as follows:

AGE GROUP	MALE	FEMALE	TOTAL
0-14	201	210	411
15-34	150	155	305
35-44	100	105	205
45-54	85	80	165
>54	74	80	154

Educational Level of Population

About 75% of the population is educated, 45% of the male population have finished elementary while 30% have finished high school. Of the female population, 35% have finished elementary and 35% have finished high school.

Household Data

There are 232 households in the barangay of which 222 are male-headed households and only 10 are female-headed households.

Health-related Data

The most common diseases/sicknesses within the community are: diarrhea, gastro-intestinal disorder, pneumonia, and influenza

Selected Economic Data

Of the total households, 202 are farming household while 30 are non-farming households. Of the 202 farming households, 197 are male-headed and only 5 are female-headed. Of the 30 non-farming household, 5 are female headed and 25 are male-headed households. The non-farming households are engaged in hired labor in the neighboring community as well as self-employment such as dressmaking, basket making, and charcoal making.

The farm holding of the 202 farming households are characterized as follows:

FARM SIZE	MALE-OWNED	FEMALE-OWNED
Less than1.5 hectares	176	4
1.5-2 hectares	16	-
2.5 – 5 hectares	5	1

Indicative Income Data

Those whose farm holding is less than 1.5 hectares, annual income is about P20,000 to P25,000 per year (approximately $400-500). Those with farm holding ranging from 2 to 5 hectares, annual income is about P30,000 – P60,000 ($600 – 1,200).

Income from non-farming activity is about P15,000 to 20,000 per year ($300-$400).

Access to Credit

As the custom in the Philippines, banks give out loans to farmers who own farm lots. The farm lots serve as collateral for the money being loaned on a short tern basis, usually payable within 12 to 18 months at low interest rates of 8% per annum. Only those with farm holding can access credit from the rural bank. Since in most cases, the farm lot title is in the name of the husband, the husband can avail of loan even without the approval of the wife. For a woman to access a loan from the bank, she has to get the approval of the husband to avail a loan.

Existing Role Pattern

Males are generally engaged in productive activity in their farm which they plant to rice and tobacco.

Females are doing mostly reproductive work as well as some productive work in the farm, especially during the tobacco season. Women are responsible for sorting, grading and marketing of tobacco leaves. They are also responsible for raising chickens, pig, and goats and cultivation of vegetable garden, either in their backyards or in the farm.

While the women are generally in charge of products marketing, earnings from these activities are held and decided upon by both husband and wife. It is however, noted that women generally decide on financial matters related to food, health, clothing and buying of household appliances. On the other hand, men decide on financial matters related to house repair, children's education and borrowing of money.

Government Initiatives in the Area

- Department of Environment and Natural Resources is responsible for environmental protection and natural resources management through its watershed management, reforestation and forest protection efforts.
- Department of Agriculture who extends technical assistance to farmers, especially those engaged in tobacco and rice production.
- Department of Health who attends to the health needs of the community.
- Department of Public Works and Highways who is in charge of flood control.
- National Irrigation Administration who is interested in tapping water from Bical River as additional source for its rural irrigation system located in a downstream community.

Other relevant information

In line with the mandate of the Department of Environment and Natural Resources (DENR), it has prepared a concept paper seeking to address the environmental problems in watershed areas. One of the areas identified was Sta. Barbara. Initial consultation with the community revealed the extent of watershed degradation due to illegal cutting of timber as well as encroachment into the forest. It has been noted that these 2 activities are increasing and have been identified as one of the environmental problems of the community. The degradation of the forest and the watershed had resulted in flooding during rainy season, soil erosion and has affected the water source of Sta. Barbara and nearby community since forest is disappearing.

The potential funding agency has expressed interest in the concept paper submitted and has asked for a full blown project proposal that would focus the protection and management of the watershed and the forest at the same time improve the economic condition of the population by providing them livelihood opportunities through a community –based approach.

TEAM TASK

Given foregoing information, your task is to ensure that gender is mainstreamed in the preparation of the project proposal. You must be able to identify potential gender issues or problems which may arise from the formulation of a project, the data required for effective gender mainstreaming at project identification and formulation stage, potential starting or entry points to mainstream gender, project objectives and recommended strategies as well as potential gender indicators. You may use the checklist to help and guide you in your task.

PROJECT IMPLEMENTATION STAGE

Sta. Barbara Watershed Development Project

Project Objectives:
- To rehabilitate 370 hectares of denuded forest in Sta. Barbara.
- To train and empower the women and men in the community in the proper management of their forest resources.
- To protect the remaining forest and to ensure water supply for the community and nearby area.

Project Components:
- Reforestation.
- Watershed protection.
- Agroforestry.
- Livelihood activities.

Project Operations

A Project Management Office (PMO) is set up headed by a male project officer with a female assistant project officer. The PMO is based at San Fernando, La Union. The PMO office is about 2 hours by bus from the project site. The male officer is a forester by profession. He is responsible for the whole project operations both technical and administrative concerns. The assistant project officer takes the lead in financial concerns of the project. Both officers have been connected with projects of community based in approach. The PMO has 3 more assistants, one male utility worker and who sometimes functions as liaison officer, and 2 female who work as project assistants handling technical and administrative duties. The PMO submits physical and financial report to Central Office of DENR based in Manila.

There are 10 staff working in the sub-project office: 3 females (clerk, extension officer and forester) and 7 males (2 foresters, 2 agriculturists, 1 project monitoring officer and 2 extension officers). The head of the sub-project office is a forester who is very familiar with the project site because of his involvement with previous projects dealing with community based as an approach. The extension officer and the project monitoring officer provide the technical and organizational capability support for the beneficiaries. Every quarter they went to the regional office to attend trainings.

Of the 10 project staff, only 4 have undergone gender sensitivity training.

Project staff duties and responsibilities are stated in general manner.

Quarterly meeting with sub-project management staff and beneficiaries being undertaken.

Project management office is also maintaining relations with each other government entity in the area as such as the Department of Agriculture (DA) and the Department of Health (DOH) to facilitate extension of services to the project beneficiaries (services availed of are periodic medical and dental services from DOH and training from DA).

Project Beneficiaries And Project Benefits

There are 128 project beneficiaries, of which 87 are male and 41 female, all are members of the Sta. Barbara Livelihood Assistance Association (SBLAA). To become a member, s/he must be a bonafide resident of Sta. Barbara, must not have a farm of more than 1.5 hectares, willing and able to participate in the different project activities, willing to abide in the Constitution and By-Laws of the association and can at least afford to put the necessary share contribution of P500 (about $10.00) per year.

Project benefits come in the form of the reforestation contract awarded to the community. For every hectare reforested, corresponding payment is given after compliance with certain conditions in the reforestation contract. The reforestation budget is managed by the Project Management Office. The community is paid for the labor they render. In addition they can also plant agricultural crops within the reforestation area and harvest the same for their own use. The contract further provided the project beneficiaries a share in the harvest of the trees planted when the time comes. In addition, income-generating projects are also being implemented and are intended to help the beneficiaries to increase their income.

The association has 4 committees:

1. Membership – headed by a woman with 4 members (2 men 2 women).
2. Livelihood and income generating projects – chaired by a man with 6 members (3 men 3 women).
3. Resource management – headed by a man with 6 members (3 men 3 women).
4. Training and capability building – headed by a woman with 4 members (3 women 1 man).

The Board of Director is composed of the President (male), Vice President (male), Secretary (female), Treasurer (female), Auditor (male), Sgt. of Arms (male) and 4 committee heads. The Board of Director meets every month. Conducts semi -annual and annual meeting together with the members of the association.

Training being extended to project beneficiaries are basket making (25 women and 5 men availed the training), entrepreneurial skills (25 men and 10 women), food preservation (3 men and 13 women), book keeping (10 men and 3 women), health care (15 women), plantation management (30 men and 10 women), paralegal training (25 men and 8 women).

The project beneficiaries also formed a watershed management committee to ensure that the watershed is protected and that there is supply of water whole year round in the community. This committee is a sub – committee of the resource management. The committee is responsible for the construction of structural and vegetative measures in the area.

Project activities undertaken by women and men: seedling production – 100% of women beneficiaries are involved; actual planting of trees – 80% of men and about 20% of women were involved; watershed protection like construction of structural measures like gabions and rip-rapping (80% of the men beneficiaries are involved and 5 % women beneficiaries are involved) and 10 % of the women beneficiaries and 70 % of men beneficiaries are involved in protection and surveillance activities of the watershed area; livelihood activities in the form of community store, contract plowing, rice mill projects.

TEAM TASK:

Based on the foregoing information given, your task is to review actual project implementation and determine if gender is being mainstreamed at this stage. Review should focus on identifying gender issues arising from the project, potential entry or starting points where gender mainstreaming can be realized, additional data needed to effectively mainstream gender and recommended strategies to improve implementation of the project. Based on the case-study as presented, do you think that gender is being mainstreamed? If yes, how was this done? Explain. You may use the checklist to help and guide you in your task.

Case-Study 3.1 (c)

PROJECT MONITORING AND EVALUATION STAGE

Mainstreaming Gender In Community-Based Watershed Management Project

The project monitoring and evaluation system for Sta. Barbara Community-Based Watershed Management Project is a simple one. The main objective of monitoring and evaluation is to keep track of the accomplishment of the project based on the approved plan of work. Hence, the monitoring and evaluation system adopted is largely designed for physical and financial accomplishment reporting. To carry out this system, a monitoring form has been designed and adopted by the project. The form used for monitoring and evaluation purposes contain basic information about the project such as name and location of the project, period covered by the report, the different activities being undertaken and the corresponding target and accomplishment for the period and remarks to indicate important notes pertinent to certain target and accomplishment.

Below is a sample of monitoring report form which is being accomplished every month to keep tract of project accomplishment. Project physical indicators reflective of the project components like area planted, seedlings produced, area maintained and area protected etc., and are being reported. The report is quantitative in nature. Basis for monitoring and evaluation is the project work plan prepared at the start of the project.

SAMPLE MONITORING AND EVALUATION REPORTING FORM

Name of Project: Sta. Barbara Community-based Watershed Management

Location: Sta. Barbara, Ilocos Norte Prepared By: _____

Period Covered : November, 2001

PROJECT ACTIVITY	TARGET FOR THE PERIOD	ACCOMPLISHMENT FOR THE PERIOD	% ACCOMPLISHED	REMARKS
No. of seedling produced	2,500	2,500	100	Target met
Area Planted (ha)	750	500	66	Planting not carried out as planned due to typhoon
Area maintained and protected (ha)	1,520	1,520	100	Target met
Training conducted	1	1	100	Target met
No. of project beneficiaries trained	15	15	100	Target met
Male	10	10		
Female	5	5		

It is only on training aspects that data being collected and reported are broken down into men and women. Whenever possible, data pertaining to project beneficiaries are disaggregated by sex.

Actual field visit to collection of data using the standard monitoring form is done by a male project officer with the help a male beneficiary. Data is being collected every month and submitted to the project management office for review and evaluation. The PMO reviews the submitted report and submits the same to the DENR Central Office in Manila where it is subjected to a further review. Result of review of monitoring report by the PMO is communicated to the project participants for their information. The DENR Central Office also reviews and evaluates the reports submitted by PMO. Feedback in terms of results of the report evaluation is communicated to the PMO for their information and appropriate action.

TEAM TASK:

Given the above information, your task is to examine the existing project monitoring and evaluation system to determine if it is gender-sensitive. Moreover, you are also to improve the project monitoring and evaluation and determine what is required to mainstream gender into the system in terms of data that must be collected or generated and how to collect/generate them, the possible starting points, and recommended strategies. In addition, you are to design a monitoring and evaluation form that will substantially capture the gender dimension of the project. You may use the checklist to help and guide you in your task.

SESSION 4 CONCLUSION AND EVALUATION

Session objectives:

- Enable participants to evaluate the module and determine if participants expectations were met.
- Discuss with participants areas of the module requiring adaptation to local situations.

What you need:

- Meta cards with the written expectations (done at the start of the module)
- Meta cards
- Flip chart stand and paper, markers, masking tape and OHP

Duration: 30 to 45 minutes

Step-by-step process:

Step 1   Give participants 2 meta cards and ask them to write what they like best and like least in Module Three.

Step 2   Go over the results of the exercise of expectation during the first session and compare with the new set of meta cards. Depending on time, facilitator may ask 3-5 participants to explain both their meta cards (first and the second) highlighting reasons for meeting or not meeting their expectations.

Step 3   Summarize results.

Step 4   Thank participants for their cooperation and active participation.

GLOSSARY

Agroforestry. A land management approach to maximize the use of land by simultaneously planting trees and agricultural crops.

Barangay. The smallest political and implementing unit of government policies, plans, programs and activities (in the Philippine context).

Community-based approach. An approach in implementing environment and natural resources programs and projects using the community as lead implementing body.

Entry points as used in this module, refer to strategic areas or locations in the project cycle where gender mainstreaming can be introduced, incorporated or achieved.

Gender issues/concerns refer to issues, concerns and problems arising from the different roles played by men and women.

Gender perspective refers to generation of strategies for changing unequal relations of women and men to resources, rights and decision making.

Gender-sensitive indicators refer to indicators that track and measures gender-related changes over time.

Practical gender needs have to do with what women and men need to perform their current roles effectively and efficiently.

Program refers to organization of activities, projects, processes or services brought together to achieve specific policies. It is usually consist of several projects.

Project can be best understood as a solution to a problem. It is more specific and detailed with a specific range of resources and activities brought together to generate a defined output.

Project cycle refers to iterative stages in project development.

Qualitative indicators. Indicators that measure people's judgment and perception.

Quantitative indicators. Indicators that measure quantity.

Reforestation refers to the planting of trees in an area previously covered with trees.

Sex- or gender-disaggregated data refers to collection of data on women and men in relation to all aspects of their functioning.

Strategic gender needs are concerned with changing the subordinate position of women in society.

Watershed. Simply defined, it refers to an area drained by a river system. Watershed is usually associated with forest and river system.

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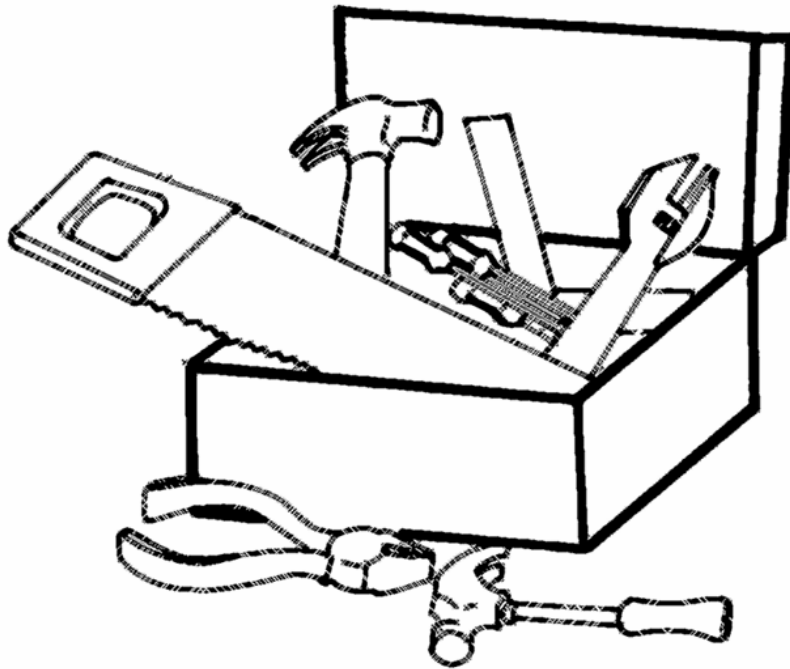
Gender Mainstreaming Tools

This module[1] provides tools for gender mainstreaming within the project cycle. It provides some step-by-step guidelines on how to use specific tools for problem identification and situation analysis, planning, implementation, monitoring and evaluation. It also gives insights into the use of tools for gender mainstreaming in organizations and at policy levels. The tools outlined in this module are not exhaustive and are meant to be adapted for regional and local relevance, appropriateness and cultural sensitivity. The tools may be used for raising awareness, for advocacy, to collect gender data, for planning pro-poor interventions and for assessing the impact of those interventions. The key aspect of the tools is that they need to be adapted to suit the purpose, culture and context. These tools are not an end in themselves but are a means for achieving specific objectives, outputs and outcomes.

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[1] Written by Noma Nyomi.

Module objectives:

- Provide tools that could be used for carrying out assessments and analyses during planning, implementation, operations and maintenance.
- Create a common understanding on the use and application of gender mainstreaming tools.
- Identify tools and methodologies for policy and organizational analysis and assessment.
- At the end of the workshop, participants are expected to:
    - Have acquired a basic understanding of participatory development theory in the context of gender mainstreaming and using poverty-sensitive approaches.
    - Appreciate the need for using participatory non-directive approaches when dealing with culturally sensitive issues such as gender and poverty.
    - Understand the linkage between use of participatory tools and gender mainstreaming within the project cycle.
    - Be able to identify and adapt tools for their specific needs and use.

Duration: 2 days

List of acronyms:

GOPP	Goal-Oriented Planning Process
IWRM	Integrated Water Resources Management
MPA	Methodology for Participatory Assessments
PRA	Participatory Rural Appraisal
SWOT	Strengths, Weaknesses, Opportunities and Threats

SESSION 1 INTRODUCTION TO MODULE FOUR

Session objectives:

- Get participants to know each other.
- Give a general overview of Module Four.

Animal Cracker

Tool objectives:

- Break the ice among participants.
- Create a relaxed learning environment.

What you need:

- Alphabet letters written in pairs on pieces of paper equivalent to the number of participants in the workshop.
- Alternatively, use pictures of animals.
- Markers, blank cards, pens
- Handout 4.1
- Transparency 4.1

Duration: 30 minutes

Step-by-step process:

Step 1   Ask participants to individually pick out alphabet letters or pictures of animals, that have been placed on a tray/container.

Step 2   Participants pair up according to those that have picked the same letter or picture of animal.

Step 3   In pairs, they exchange information about who they are, their hobbies, profession and likes and dislikes.

Step 4   Ask pairs to identify an animal that begins with the same letter as they have and then list its characteristics that may be linked to IWRM or gender.

Step 5   In plenary session, they introduce each other and then discuss the characteristics of their selected animal.

Step 6   Facilitator then outlines the purpose of the exercise.

Step 7   Outline the objectives of the workshop, allowing for clarifications and questions.

Step 8   Ask participants to write down their expectations for the workshop and post these on flip chart paper.

NOTES TO THE FACILITATOR

This tool is meant to be used only if Module Four is a stand-alone training module. If other modules such as Module One/Two/Three have already proceeded, then move to Session 2.

If this module is a stand-alone module, the tool is meant for introductions, breaking the ice and setting the stage for gender mainstreaming. Other participatory introductions may be found in the other modules such as:

- The wool ball
- Journey of my life

The facilitator should adapt and use relevant participant introduction exercises depending on the environment and the purpose of the workshop. It may not be necessary to use this tool if other modules have already preceded it. In a participatory process, it may be necessary to ask for participants' comment on the agenda to consider additional topics to be covered or those that need to be removed.

MODULE OVERVIEW

SESSION	SESSION TITLE AND OBJECTIVES
Session 1	Introduction (30 minutes)
Session 2	Participatory Development Theory (45 minutes) ■ Create awareness about degrees of interpersonal communication especially between field workers and communities. ■ Create awareness about different situations and how they can facilitate/inhibit communication.
Session 3	Tools for Project Identification (45 minutes) ■ Demonstrate tools that may be used for project identification.
Session 4	Tools for Project Formulation and Implementation (1 hour 45 minutes) ■ Demonstrate tools meant to assist in identifying roles, division of tasks and decision-making responsibilities during project formulation and implementation.
Session 5	Tools for Project Monitoring and Evaluation (45 minutes) ■ Demonstrate tools that may be used for project monitoring and evaluation.
Session 6	Organizational and Policy Level Tools (45 minutes) ■ Demonstrate tools meant to analyze strategies and policies at organizational and policy levels.
Session 7	Conclusion and Evaluation (45 minutes) ■ Conclude the workshop with a general overview of the module. ■ Generate feedback from the participants based on the objectives and expectations set for the module.

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Four	30 minutes
2	Participatory Development Theory	45 minutes
3	Tools for Project Identification	45 minutes
4	Tools for Project Formulation and Implementation	1 hour 45 minutes
5	Tools for Project Monitoring and Evaluation	45 minutes
6	Organizational and Policy Level Tools	45 minutes
7	Conclusion and Evaluation	45 minutes

SESSION 2 PARTICIPATORY DEVELOPMENT THEORY

Johari's Window

The tool helps participants realize how external people (e.g., extension workers, project officers) relate to the community.

Tool objectives:

- Create awareness about degrees of interpersonal communication especially between field workers and communities.
- Create awareness about different situations and how they can facilitate/inhibit communication.

What you need:

- Four pictures of the Johari's Window showing the blind, open, unknown and hidden. Also prepare questions on cards or flip chart (see Transparency 4.2)
- Transparency 4.2 (two pages)
- Handouts 4.2 and 4.3

Duration: 1 hour

Step-by-step process:

Step 1   Divide participants into teams and give them pictures of the Johari's Window.

Step 2   Also give them the four questions (see Transparency 4.2 page 2) and ask them to answer these questions using the pictures of the Johari's window.

Step 3   In plenary session they present their team's answers.

Step 4   The facilitator summarizes using Transparency 4.2.

NOTES TO THE FACILITATOR

The summary will largely depend on the local situation and environment in respect to approaches that are generally used for development. Where top-down approaches are applied, external people think communities are blind to their problems – thus external people feel they are the ones who know the answer to communities' problems. External people will then try to instruct communities to see issues from outsiders' perceptions. In mainstreaming gender, communities are normally viewed from the outsiders' perspective – where external agents perceive to know the gender- and poverty-related problems and solutions within the communities.

On the other hand, when communities perceive that their culture, conditions and views are not being respected, they will hide some information and thus issues are hidden from outsiders.

Another situation that blocks communication is when concepts are not well understood by both parties. When IWRM, poverty and gender concepts are not well understood, communication will be blocked.

In IWRM, we should strive to have an open window where issues of gender equity and poverty are discussed, appreciating the local knowledge and experience and the advice from the external facilitators. The outsiders have skills and knowledge that needs to be blended with insiders' experiences.

If outsiders do not try to understand community culture, norms, dynamics, beliefs and values – which are not often disclosed by people until genuine trust has been achieved – then it will be difficult to mainstream gender within IWRM.

JOHARI'S WINDOW

OPEN - Both parties know each other at least superficially and the relationship seems friendly.

BLIND - The outsider (extension agent) can see problems and their solutions clearly but the insider (villager) does not see them at all.
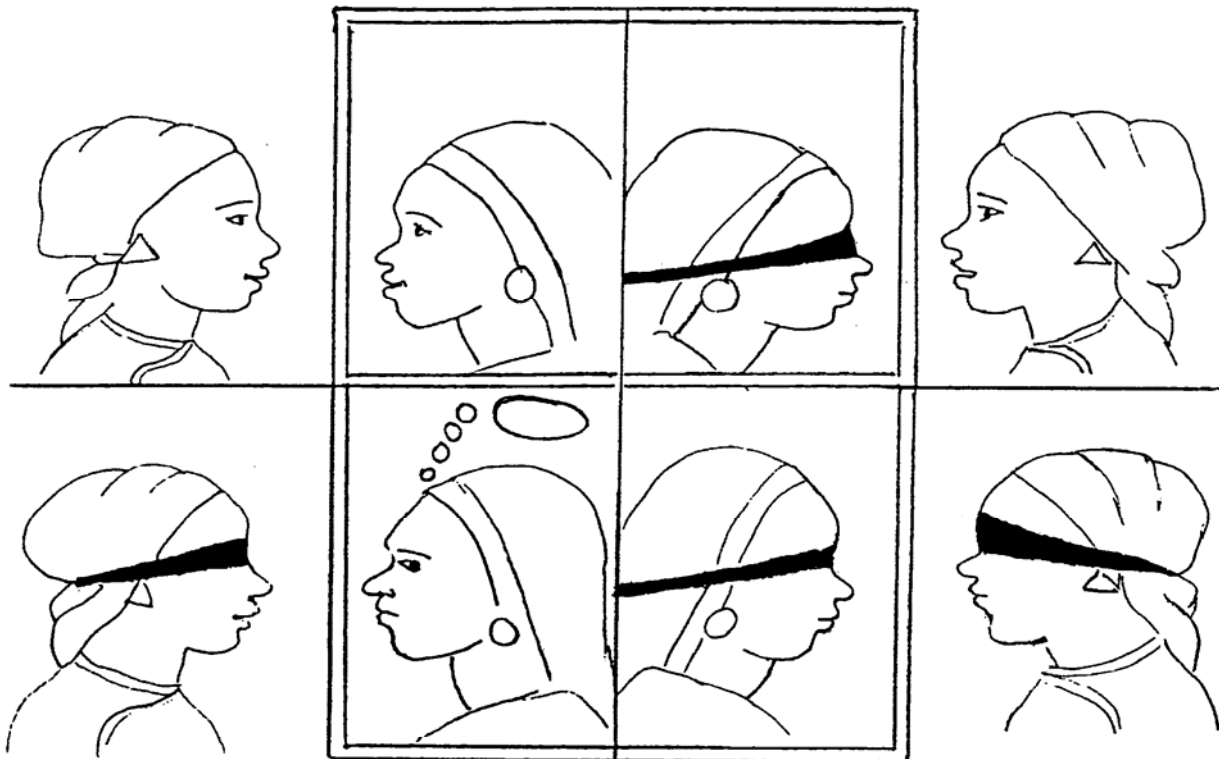
HIDDEN - The insider (villager) has certain feelings, beliefs, values, fears, etc. which only insiders are aware of. They are hidden from outsider's view.

UNKNOWN - Neither party knows the other well. They may however get to know each other better in the future in the course of working together over a period of time.

JOHARI'S WINDOW

Reflection Questions.

1) How do you view the community in which you are working in relation to gender equity?

2) How does the community view you and the concepts of gender?

3) What can be done to stimulate open dialogue about gender issues?

4) How would you change the situation?

PARTICIPATORY DEVELOPMENT THEORY

The learner-centered approaches imply that there will be major changes from the traditional role of being a teacher to that of a facilitator. In a learner-centered approach the assumption is that both the facilitator and the learner have some knowledge that can be shared. The facilitator acknowledges and respects the fact that learners too have expertise and talents of their own which must be given scope for expression.[2]

The learner-centered approaches are not instructional but promote two-way learning processes whereby learners develop problem-solving and analytical skills. In our context, we recognize that gender and poverty are sensitive issues that are always contextual. Learner-centered approaches are therefore appropriate in dealing with the issues as they promote self-analysis, creativity and problem-solving.

Participatory methods and learning also promote organizational dynamics, as most activities are always carried out through group work. This approach recognizes that there is strength in numbers. Most of the tools that have been used here are based on the SARAR and PRA principles.

The SARAR principles stand for:

Self-Esteem. In dealing with issues of equity, gender discrimination and poverty, one of the first objectives should be to improve the self-esteem of the individual, the household and the community. Inequalities, poverty and discrimination often impact on both the physical and psychological aspects. Poverty is not just physical deprivation but also a state of the mind. Learner-centered approaches should aim at improving that self-esteem by recognizing that everyone is important.

Associated strength. Organization is an important element of tackling poverty, inequity and gender discrimination. In the learner-centered approaches, most of the tools are undertaken in group work to promote positive group dynamics.

Resourcefulness. In development processes, the insiders – such as community members or trainees – have a wealth of experience which can be tapped. Learner-centered approaches promote creativity and resourcefulness in dealing with gender and poverty issues.

Action planning. It is not enough to identify and analyze problems. There should always be some proposed actions that will be undertaken. Participatory tools are designed to help learners or communities identify proposed actions.

Responsibility. The responsibility for follow-through is taken by the group. Planned actions should be undertaken and it is only through such responsible participation that results become meaningful.[3]

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[2] Lyra Srinvasan. Tools For Community Participation, p. 24

[3] Lyra Srinivasan. Tools For Community Participation, p. 22

Participatory Rural Appraisal (PRA) is guided by the following principles:

- **Learning from the people.** The method recognizes the value of traditional knowledge and the people's ability to solve their problems.
- **Discussion and sharing of experiences.** The belief is that outsiders and insiders should share their knowledge and experiences and analyze problems from different perspectives.
- **Involvement of all within the community.** There is a need to involve all community members as they are not a homogeneous group and representation may not be truly representative of all groups.
- **Outsiders are facilitators**. Outsiders in a training or community setting are facilitators who should not lecture or talk down to the community. The facilitators should not instruct.
- **Practical orientation**. Problems should be investigated together with the community and solutions should be practical.
- **Triangulation**. Information is studied from various sources using various methods by both men and women, rich and poor. Findings are also continually checked to reduce errors.
- **Optimization of results**. There is a need to explore and get to know the unknown, discuss the taboos and deepen analysis.
- **Learning from mistakes**. PRA is not a perfect tool and one needs to learn from mistakes, adapt tools and develop new techniques that are context-specific.
- **PRA is an ongoing process.** Community problems change over time and interventions also need to be adapted to the changes that occur.[4]

The learner-centered approaches promote involvement so that the learners can discover information for themselves. The use of visuals is encouraged to promote creativity and at the same time involve those that may not be able to read and/or write.

The learner-centered approaches are particularly appropriate if behavior changes are sought. Therefore, they become relevant in dealing with gender and poverty issues, which are contextual, sensitive and behavior-related.

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[4] GTZ. Gender-Sensitive Participatory Approaches In Technical Co-Operation.

GENERAL NOTES FOR PARTICIPATORY TOOLS

Means and not an end. The tools should be used as a means for achieving certain objectives. They are not an end in themselves and thus each tool should have clearly stated objectives.

Adaptation. There is always a need to adapt the tools to suit objectives, culture and context. The tools are a general guide for facilitators to adopt participatory approaches.

Visual aids. The use of visuals is encouraged so that even those who may not be able to read and/or write can also participate. Furthermore, visuals encourage creativity.

Sequencing of tools. The tools in this module have been discussed in a sequential manner. However, the sequencing largely depends on the objective of the training and of the implementation at operational level.

Listening. Participatory methods should not be used in a top-down manner but as a means for facilitating discussions and encouraging openness.

Small groups/teams. For effectiveness, participatory methods should be used for hands-on sessions with small groups/teams. Learnings cannot be taught but can only be experienced.

Role of facilitator. The role of a facilitator is to help learners or community members identify their problems and solutions, thus a facilitator should not be directive.

All participants are equal. Each member of a group is equal and thus, as a facilitator, your role is to help the quiet ones to express their views. There should be no authoritative figures.

There is no right answer. Participatory activities are open-ended and therefore group decisions should reflect what they are prepared to be responsible for.

Creating the right atmosphere. There is a need to create an atmosphere of relaxation, which may be achieved through the use of traditional or local songs and icebreakers.

Preparation. It is important to always be prepared, which means having all the materials and logistics ready on time.

Use of locally available materials. Materials should be generated locally and if one is using visuals, these should reflect the local culture. Where there are no readily available visuals, one can use local materials such as ash, stones, pebbles, tree leaves etc.

Dress code. It is important to dress in a manner acceptable to your learner group or the community. A facilitator's dress style should be culturally acceptable.

The main rules in the use of participatory methods are **innovativeness**, **creativity** and **practice**.

SESSION 3 TOOLS FOR PROJECT IDENTIFICATION

This session looks at tools that may be used mainly for project identification. However, these tools may also be used for project formulation, implementation, monitoring and evaluation. It may also be used in conjunction with any of the other modules such as Module Two and/or Five. For instance if one wants to carry out a situation analysis, then one may pick tools from this session that demonstrate how a situation analysis is carried out. While other sessions in this module deal with the more conceptual issues of "**what**", this session deals with the more practical issues of "**how**".

Social Mapping

Tool objectives:

- Learn about the community situation with reference to water resources, access and use of the resources.
- Identify who has access and control over water resources among the rich, poor and middle class, and among men and women.
- Assess the impact of interventions at community level.

What you need:

- Large piece of paper
- Locally available drawing materials
- Things to symbolize different features, e.g., colored powder, charcoal, chalk, colored pins, leaves, ash, sand, stones, wood etc.
- Adhesive tape, pencils, markers etc.

NOTE: An option would be to use the ground if there is sufficient space and then draw using locally available materials such as charcoal, leaves and ash.

Duration: 2 hours

Step-by-step process:

Step 1   Divide participants into teams.

Step 2   Ask the teams to draw a map of their village indicating all available water resources. They must show all the households, indicating which ones are headed by females, children and males. They also indicate which of the households are considered rich, poor or middle class.

Step 3   They then indicate on the map all the water-using activities and show which households have access to which water resources.

Step 4   They then show:
  a. Which households have men and/or women holding management positions in water resources activities.
  b. Where the water committee and the usual place for meetings/assemblies are located.

      c.   Which of the households have men and/or women who have received training and/or are aware of water resources management.

Step 5   In plenary session, the teams present the maps and discuss the implications of the findings based on the following questions.

Reflection Questions.

1) How many committees exist within the communities and what do they deal with?
2) How many outside institutions deal with water resources within the community?
3) What are the problems presented by belonging to different committees?
4) What are the problems in having different institutions dealing with different water sources and uses?

NOTES TO THE FACILITATOR

It is important to give the instructions in steps because if all the instructions are given at once, the participants will get confused.

Participants should be left to draw their own map and it is important to emphasize during plenary session that at the community level, communities should be left to draw their own maps.

It is important for the facilitator to ensure that all group members are participating.

There is a need to have mixed groups comprising of men and women. Mapping can be time-consuming and therefore adequate time should be set aside for the exercise. This is an investigative and planning tool that can be used by project staff to highlight inequalities and gaps in accessing resources at the community level. It is a creative exercise designed to break the barriers and raise the self-esteem of the community as they are the experts on the local situation and outsiders are there to listen. It is an excellent exercise to engage community members in a future project. Mapping is particularly useful in learning about the community, its composition, resources available and activities. For planning, the tool is useful in collecting sex-disaggregated baseline data.

The summary discussion should also lead into a discussion on the problems of managing water in a disaggregated manner.

Welfare Ranking

Tool objectives:

- Demonstrate a tool that may be used to get communities to carry out their own socio-economic classification.
- Get an idea of the community's own indicators in welfare classification.
- For communties' self-assessment and identification of the approximate percentage of the different categories of the socio-economic groups.

What you need:

- Blank bond paper and markers

Step-by-step process:

Step 1   Divide participants into teams (or they can remain in the teams they used for mapping) and ask them to indicate the locally used names for the rich, poor and middle classes.

Step 2   Ask the team to describe each category (rich, poor, middle). These will be characteristics that explain their definition/indicators of rich, poor and middle classes (e.g., a rich man usually has big farms, a big house). Let the team discuss among themselves.

Step 3   Ask the teams to draw on three large sheets of paper figures of a person who they consider to be a) rich, b) poor and c) middle class.

Step 4   The group will use the sample worksheet below to fill in the information on how they visualize the rich, poor and middle class.

SAMPLE WORKSHEET: WELFARE RANKING

	RICH	MIDDLE	POOR
Education status			
Food security			
Health			
Assets			
Size of family			
Infrastructure			
Psychological/social security			
Type of employment			
Any other indicators			

Step 5   When categories have been visualized, ask teams to vote on the percentage of poor, rich and middle class within the community.

Step 6   They can then re-visit the gender resource map to show which of the households are rich, poor and middle class.

NOTES TO THE FACILITATOR

Welfare ranking is a tool that helps us collect disaggregated data on socio-economic classes and is useful in the design and planning phase of the project cycle. It can also be used to monitor whether the poor continue to have a voice in decision-making and access. It is important to allow participants to define/describe the rich, poor and middle class in terminology they are familiar/comfortable with.

Facilitators should not be rigid. Poverty is relative and location-specific. It is important therefore that the facilitator does not have preconceived ideas regarding poverty indicators. While a tool kit has been developed, it is difficult to draw pictures showing economic classes that are representative or true across different communities, hence the need for participants to draw their own pictures. From field experience, it was noted that facilitators have to practice and learn the process of facilitating this tool, as it can be very sensitive. For instance do not ask people direct questions like "Who is rich or poor?" Do not raise expectations in the community. Do not talk to only one or two people in the community. Involve everybody in the discussion. Summarize by emphasizing the importance of social classification. Community members may not feel comfortable discussing their welfare status with strangers – thus, facilitators may wait until trust has been built rather than use this tool at the early stages of interface.

Histogram

Tool objectives:
- Get an overview of the situation in the community.
- Identify important historical events within the community with respect to integrated water resources management and poverty.
- Help communities analyze factors that may be having an impact on their present problems.

What you need:
- Blank sheet of paper, markers
- Objects that may be used to symbolize historical events

Duration: 1 hour

Step-by-step process:

Step 1   Divide participants into teams according to sex or economic classification (you will know the latter if the welfare ranking tool was used).

Step 2   Ask the teams to discuss events that happened in the history of the community. They indicate how these events changed the community. They can use objects to symbolize these important events or they can write it down on paper.

Step 3   The teams present their findings to the plenary.

Step 4   The facilitator summarizes the presentations by comparing the perspective of women and that of men. The facilitator reaches a consensus with the group on these historical events before ending the session.

NOTES TO THE FACILITATOR

Ensure that the teams have older women and men who are able to recall historical events. These historical events may be both negative and positive things and may cover political changes, natural disasters, economic changes or social changes. The histogram is different from a trend analysis as it covers several events that have occurred in the community. The histogram is used to trace the dynamics of the natural or social changes over time. It reconstructs the important events within the community that have had an impact on the community's way of life. The history profile can help to identify factors influencing current problems within the community. It puts into perspective the causes of problems. It is important to let all members in the community participate and since the activity depends on memory recall, it is important that there are elderly people who will be able to assist with historical events. It is also important to include gender and poverty issues in the histogram. Below is an example of a local histogram.

Example of local history profile with special focus on water supply: CIKALONG VILLAGE, TASIMMALAYA DISTRICT, WEST JAVA

1920   Under Dutch colonization. The village was occupied by the Dutch army, but they could not control other hamlets.

1938   The Dutch government built a bridge linking the village with the capital of the sub-district.

1942   Village was occupied by the Japanese. Many villagers were recruited into the Japanese army. Cultivation of silkworms was very popular.

1945   Independence – local freedom fighters were led by Pak Iilies (who later became district chief). People were given the right to harvest forest, wood and herbs.

The Islamic separatist movement "Darul Islam" moved into the village. Many villagers joined them and community members acted as living fence.

1960   Water level of the river went down drastically. A spring was discovered at Gunung Pasir.

1965   The Mosque was built.

1976   Villagers moved from Kujang to Cikalong Hilir because bad spirits haunted kujung.

1980s   The village appointed a water management committee. Water was channeled to the rice fields through bamboo pipes. Lack of water in the dry season.

1989   Not enough water to irrigate the rice fields.

1990s   The first well was constructed by two village inhabitants. Fish in the river started to disappear because of potash poisoning.

1994   Very long dry season (7 months). Wells dried out.

Pocket Chart

Tool objectives:

- Verify qualitative data that is discussed at community level by quantifying it at individual level.
- Identify and assess needs for men and women.
- Quantify data collected at community level.
- Assess benefits, changing behaviors, impact of interventions etc.

NOTES TO THE FACILITATOR

This is a versatile tool that can be used to collect and quantify socio-economic and sex-disaggregated data in relation to a variety of issues such as: needs and priority of those needs, participation, sharing of benefits, sharing of burdens, behavior change, representation in leadership positions and training for management.

It can be used to quantify needs or benefits and to verify qualitative data that is discussed at community level by quantifying it at individual level.

What you need:

- Voting pebbles in 4 different colors for rich/poor, men/women
- A pocket chart prepared as a matrix with clear, transparent voting pockets (see sample below)

SAMPLE POCKET CHART

	WATER SOURCES		
WATER USES	Dam	River	Canals
Domestic use			
Irrigation			
Industry			

NOTE: The uses and sources may be depicted using pictures so that everyone will be able to understand clearly.

Step-by-step process:

Step 1   Explain the voting process to the group.

Step 2   Cover the transparent voting pockets.

Step 3   Give each of the participants voting pebbles according to the gender or welfare classification.

Step 4   Place the pocket chart in a concealed place so participants can vote in privacy.

Step 5   Ask the group to vote individually.

Step 6   After all have voted, ask for volunteers from the group.

Step 7   Remove the covers from the voting pockets.

Step 8   Ask the group to analyze the results in terms of where there are more votes.

Step 9   Ask the volunteers to count the slips.

Step 10   Engage the group in a discussion and record the results.

NOTES TO THE FACILITATOR

It is important to use transparent voting slips so that even those who may not be able to read and/or write will be able to enumerate the data. It is also important that the voting pockets are covered to avoid influencing that may arise from uncovered pockets. The facilitator should allow the group to analyze and draw conclusions on their own.

This tool can be used for needs assessment, implementation and even monitoring and evaluation. It is a versatile tool that is used to quantify data. Often, decisions may be taken at community level and the less vocal do not give an opinion, thus the tool gives voice to the voiceless. Besides being very versatile, this tool can be used to identify many situations, and can also be used in other phases of the project cycle and for comparisons between a "before" and "after" situation.

Other Tools

There are other tools that may be used for situation analysis and these include:

Stories where learner groups are given pictures and asked to tell a story that is a reflection of their community. These stories may help to bring out the problems, conflicts and aspirations of the community. Open-ended pictures are used. Other materials that may be used are flexi-flans, which are cut-out figures of people that can be manipulated to reflect certain positions and situations (similar to cartoons).

Drama and role-plays (as discussed in Module Two) are creative exercises that break barriers and at the same time help to identify problems in the community. These are particularly powerful as they help to project problems and yet still protect the individual. In carrying out drama/role-plays, the facilitator may present a situation or case-study and request participants to act this out.

Trend analysis is also an activity that may be used to track changes over a given period of time and related to a given intervention. The groups may be divided according to sex and asked to track changes in relation to certain activities such as trading, services, agriculture etc. An example is given below.

SAMPLE TREND ANALYSIS

TIME	OPPORTUNITIES	
	MEN	WOMEN
Before Dam Construction	Trading Money lending Food and drink vending	Trading Food stalls Food vending
	Services Cart repairs Bike and taxi services	Services Traditional midwifery Tailoring
	Crafts Wood carving Building	Crafts
	Hand crafts Farming tools manufacture	Hand crafts Basket making
	Agriculture Livestock – cattle Cultivation of maize, cotton and groundnuts	Agriculture Livestock – goats, sheep Cultivation of maize, vegetables, small grains
	Food processing	Food processing Production of beer, dried fruits and vegetables
	Decision-making Men	Decision making
	Composition of committees Mostly men	Composition of committees Practically no women
After dam construction	Agriculture Power-driven irrigation schemes, men into cash crops such as cotton, soya beans, paprika	Agriculture More vegetable gardens for re-sale
	Fisheries Men forming fishing cooperatives	
Aspirations	Allocation of more land for irrigation Modern equipment for fishing	Piped water for domestic use

SESSION 4 TOOLS FOR PROJECT FORMULATION AND IMPLEMENTATION

These tools are meant to assist in identifying roles and responsibilities, division of tasks and decision-making responsibilities during project formulation and implementation. As in the previous tools, these may also be adapted for use in situation analysis or monitoring and evaluation. The same tools may also be used to create awareness on gender inequalities.

Story With A Gap

Tool objectives:

- Demonstrate how men and women can be engaged in planning for change.
- Show how visuals can aid in the planning process.
- Help simplify the planning process for both men and women.

What you need:

- Two large posters showing a "before" or undesired situation and an "after" or desired situation.
- A set of smaller pictures showing some steps that can be taken in moving from a problem to the solution.

Duration: 1 hour

Step-by-step process:

Step 1   Identifying the problems and solutions.

      a. Present the "before" situation and invite participants to give their comments on what they see or personalize in the picture. Using the picture, build the story to a crisis point, e.g., about a community that had one water source that was being used for drinking, wildlife, irrigation, construction and the conflicts that arose within and between households and between men and women to a point that something had to be done about it.

      b. Ask the group to discuss why conditions have deteriorated to that extent and to identify the causes of the problems.

      c. Present the "after" picture and let the group discuss improvements that have taken place.

      d. Ask the group to brainstorm and use the smaller pictures to show what steps were taken or will be taken to move from the "before" to the "after" situation.

Step 2   Identifying roles and a timeframe.

      a. After identifying steps that will be taken, ask the group to identify and allocate tasks.

      b. Ask the group to discuss the allocation of tasks in relation to the impact of those tasks on men and women and make the necessary adjustments.

      c. Ask the group to allocate timeframes for the tasks.

Step 3   Facilitate the discussion so that the activities are carried out on time.

Task Target Analysis

Tool objectives:

- Assess "who" among men and women does "what" in relation to integrated water resources management.
- Assess the time taken among the different groups in carrying out the tasks.
- Raise awareness on the relationship of productive, reproductive and community management tasks carried out by men and women. The tool also helps to examine who are the decision-makers.

What you need:

- Cards and drawing markers
- Pictures of different tasks carried out daily in household
- Pictures of man, woman, boy and girl
- Blank sheets of paper

Duration: 1 hour

Step-by-step process:

Step 1   Give the teams pictures showing different tasks carried out in relation to IWRM. Give them blank cards and drawing markers.

Step 2   Ask the teams to:

      a. Indicate who among the community performs certain tasks. Put the cards with each task under the picture of the person performing the tasks.

      b. Draw other tasks that may be missing from the pictures.

      c. Indicate how long those tasks take.

Step 3   In plenary session, the teams present the results of their work. The facilitator should deepen discussion by asking the presenting team to reflect on the implications of the roles and responsibilities. This may also be discussed in relation to a project, i.e., how the tasks for the project will be divided. The presenting teams should also discuss the following:

      a. Who actually does the management?

      b. The composition of the managing committees according to gender and other relevant issues.

Step 4   Ask the group to discuss problems and issues faced by the managing committee in allocating resources to the different competing interests such as agriculture livestock, domestic use etc.

Reflection Questions.
1) Who carries out most of the tasks? Is it women or men?
2) How do men and women contribute to management of water resources? Is it according to capability or is it unilateral without consideration of work burdens?
3) Are the projects easing or increasing the work burden of men/women?

Alternative Tools

Daily activity profile. Men and women may be asked to draw a daily activity profile for different seasons such as during rainy and dry seasons. They indicate what tasks are carried out by whom and for how long. They may also indicate which of the tasks are paid for and which are not.

History of decision-making analyzes who within the community makes decisions in relation to different concerns such as project identification, selection of technology, division of labor, contributions etc. Communities are given pictures representing different groups, e.g., project staff, community leaders, men and women. They are also given other pictures showing the types of decisions that were made such as technology type, training, project selection etc. Using the sample worksheet below, they indicate who among the community members makes those decisions. They discuss in plenary session the implications of their findings.

SAMPLE WORKSHEET: HISTORY OF DECISION-MAKING

TYPE OF DECISION	DECISION-MAKERS		
	PROJECT STAFF	LEADERSHIP	MEN AND WOMEN
Project intervention			
Technology selection			
Determination of contributions			
Scheduling of project activities			
Type of training			
Venue and time for meetings			

Reflection Questions.
1) Who makes major decisions and how do they affect men and women?
2) After decisions have been made, who is responsible for implementation?
3) How does this affect ownership, operations and maintenance?

Composition of committees is yet another tool that analyzes who in the community, among men and women, occupies what position. For integrated water resources management, the tool may also help highlight the problems that may arise from disintegrated management, e.g., some community members may be part of the drinking water supplies and sanitation committee, livestock committee, agriculture committee and fisheries committee, and are expected to wear different hats when they attend these different meetings. See sample worksheet below.

SAMPLE WORKSHEET: COMPOSITION OF COMMITTEES

POST	WHO OCCUPIES IT					
	RICH MEN	POOR MEN	MIDDLE MEN	MIDDLE WOMEN	POOR WOMEN	RICH WOMEN
Chairperson						
Secretary						
Treasurer						
Committee member						
Caretaker						

Resource Analysis

Tool objectives:

- Analyze who among men and women have access to resources and thus help improve targeting of interventions.
- Analyze how interventions may better promote equity among poor men and women.
- Determine the contributions according to the ability to pay.

What you need:

- Pictures showing men and women and various resources found in a community such as cash, agriculture equipment, tools and livestock
- Blank sheets of paper and markers

Duration: 1 hour

Step-by-step process:

Step 1   Give participants a set of pictures of different resources and let them discuss if these are found in their community. They draw pictures and add more if some resources are missing.

Step 2   Break the groups into teams. Ask the teams to discuss and agree who between men and women controls the resources.

Step 3   The teams present the results of their discussion to the plenary.

Step 4   The plenary can then compare the findings on who controls what resource with the earlier findings on who does what among men and women.

Reflection Questions.

1) Who, among men and women, controls most of the resources?
2) What are the characteristics of resources controlled by women and those controlled by men?

3) How are contributions for water resources modeled? Are they according to capacity and ability to contribute?
4) How does the control of resources impact on ability to participate in water resources management by men and women?

Alternative Tool: Resource Map

A resource map may be drawn and participants are then asked to indicate who, among men and women, have control over the utilization of the resources. In plenary session, they discuss the implications in terms of gender mainstreaming and poverty targeting. The diagram below shows a resource map.

SAMPLE GENDER-SPECIFIC RESOURCE MAP
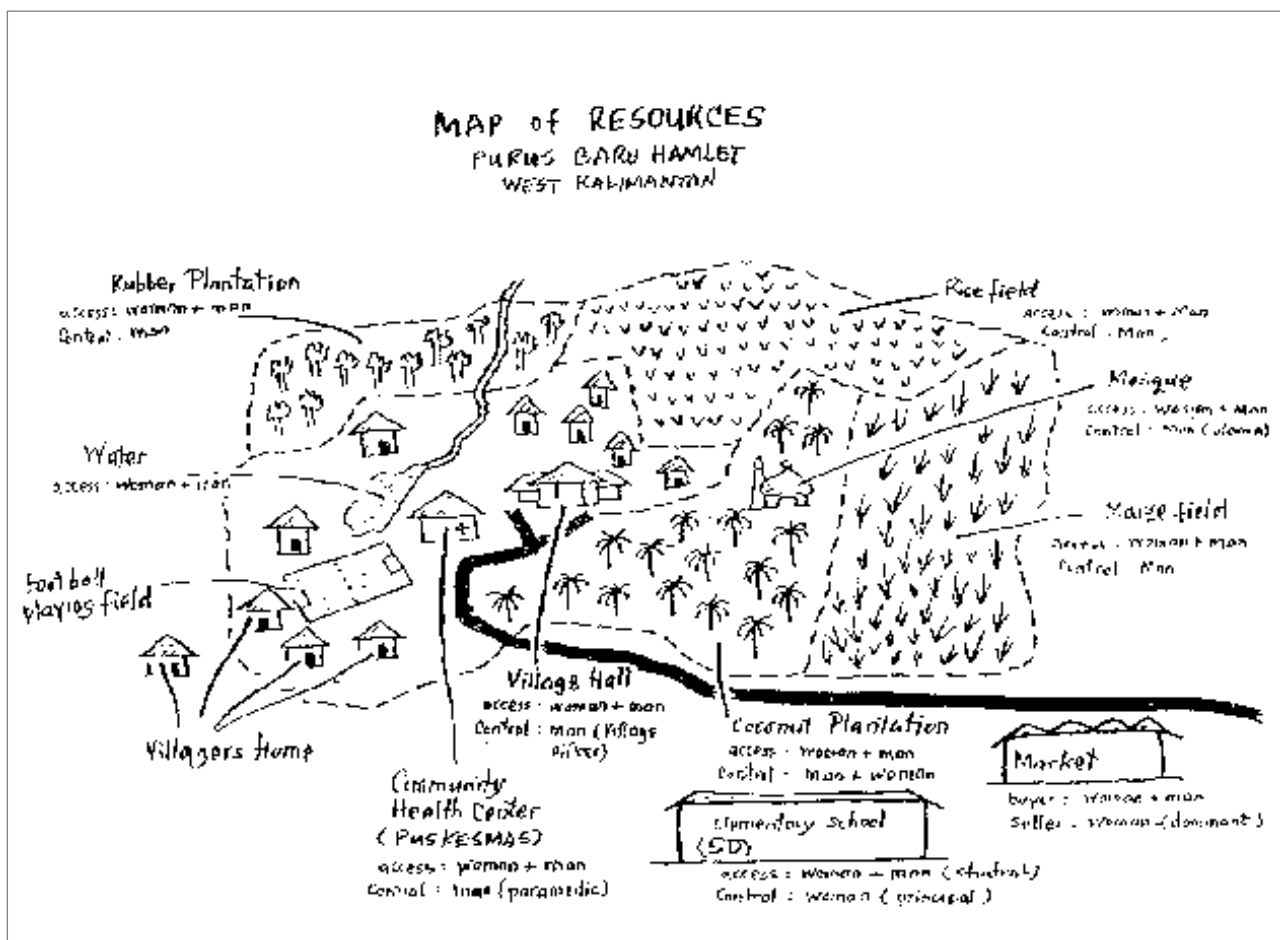
NOTES TO THE FACILITATOR

The tools on access and control over resources are useful for situation analysis and for project implementation. It gives a picture of who in the community has/does not have access and what are the implications for interventions. Most projects target women for project implementation, operations and maintenance – yet in some cases women do not have access or control over resources. In cases where male household heads are working in the cities, the implication is that women implementing projects have to seek approval for using the household's resources before committing these to project implementation. Furthermore, where projects are seeking to empower women economically (through their participation in projects), outcomes may be that the resources accrued from the project may in the end be controlled by others who may not have been actually participating in the project. Thus, these tools may be used before, during and after project implementation. The tools may also be used at the institutional level to determine who within the project staff has access and control over project resources.

Seasonal Calendar

Tool objectives:

- Depict and identify critical periods and potentials for participation in water resources management for both men and women.
- Reflect about the work patterns for specific gender groups.
- Identify the interconnections between seasonal cycles and their impact on human activities.
- Indicate community activities that are performed during different seasons, the critical periods where labor is needed etc.

What you need:

- Different size seeds, stones and wooden sticks, broken into different lengths to indicate relative lengths and heights
- Blank sheets of paper and markers

Duration: 1 hour 30 minutes

Step-by-step process:

Step 1   Ask participants to select their own variable for the seasonal calendar, e.g., domestic activities, office workload, provision of funds for the program, household expenditure, family health etc.

Step 2   Divide participants into teams (by sex and/or socio-economic classes).

Step 3   The teams determine the scale of the month and quantitative measurements for selected variables. They then draw a seasonal map showing the critical periods for men and women.

Step 4   The teams present their work to the plenary.

Step 5   An analysis of the seasonal calendar shows the external factors influencing life in the community and people's reactions to them.

Reflection Questions.

1) How do men and women cope during periods of water stress?
2) How do they rationalize the demands between competing interests?
3) How do men and women contribute to resources management during critical periods?

SAMPLE SEASONAL CALENDAR: CRITICAL PERIODS
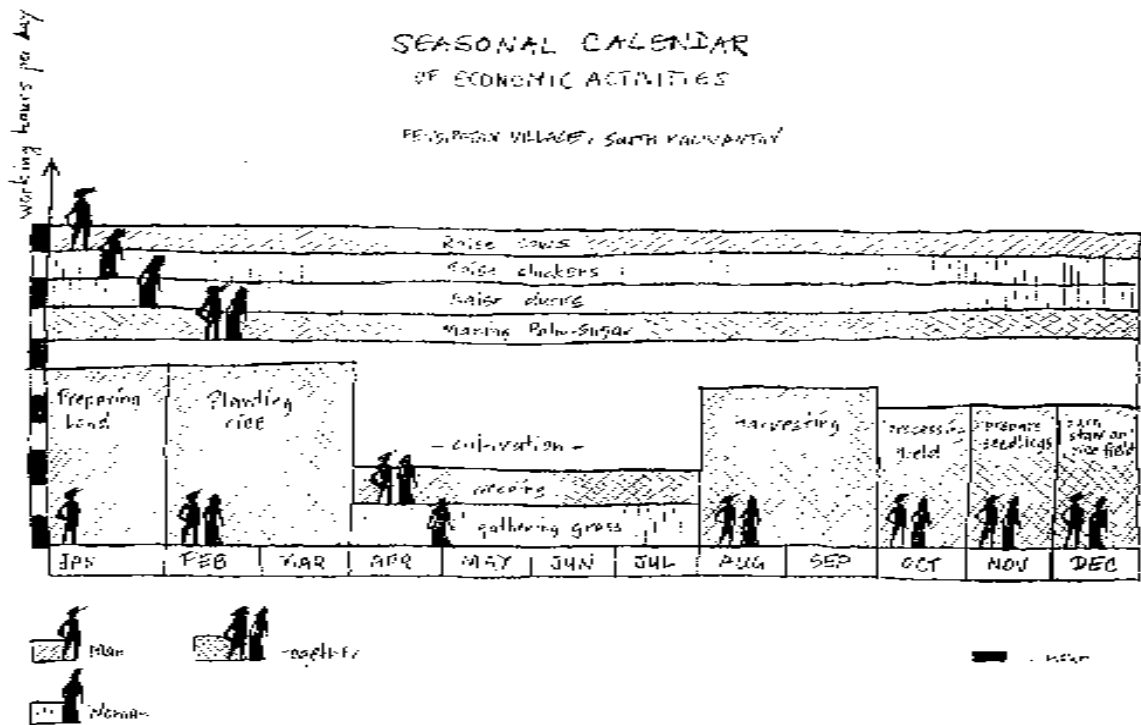
NOTES TO THE FACILITATOR

A seasonal calendar depicts the development of one or more variables over one year (or for another specified time span) and helps to identify critical periods and potentials. Variables to be visualized in such calendars are, e.g., business activities, women's and men's work burden, epidemics, temperature/rainfall, income, oversupply and shortages of labor, migration, prices, household expenditure, credit requirements, food consumption etc.

All variables, which are related to human/social issues, tend to be different for different sexes, ethnic and age groups. Seasonal calendars for such variables need to reflect those differences, as they are valid for only one group.

Seasonal calendars do not need to be based on calendar months. It can also be based on local measurements of time and seasons.

Card Sorting

Tool objectives:

- Assess who contributed or will contribute to service establishment or management in relation to their capacity to contribute.

What you need:

- Four cards representing contributions in labor, cash, kind and materials
- Large seeds and berries
- Pictures of male and female (poor and rich)
- Large seeds or pebbles

Duration: 1 hour

Step-by-step process:

Step 1   In plenary session, lay out the pictures drawn during the tool/exercise "Welfare Ranking", showing rich and poor men and women.

Step 2   On the side matrix show the contributions in labor, cash, kind, materials and time for meetings.

Step 3   Using beans, ask the group to indicate who in the community has contributed or will contribute to service management.

Step 4   Discuss the implications of the group's answers.

Step 5   Reflection Questions.
   1)   Have those who contributed done so according to their capacity to contribute?
   2)   What are the implications for service management of the emerging patterns?

SESSION 5 TOOLS FOR PROJECT MONITORING AND EVALUATION

Most of the tools used for planning and implementation can also be adapted for monitoring and evaluation.

Ladders 2

Tool objective:

■ Assess the impact of IWRM on the workload of women in relation to that of men.

What you need:

■ Cards showing work of women and men
■ Some blank cards for showing more work
■ Markers, pens, seeds and matches

Duration: 1 hour

Step-by-step process:

Step 1   Divide participants into teams (you may form teams comprising exclusively of men or of women).

Step 2   Ask the teams to:

    a. Identify work that is carried out by men and women in IWRM.

    b. List these tasks according to daily, weekly or monthly activities for men and women.

    c. Discuss the changes that have occurred since the project intervention.

    d. Try to answer the question: Has the project increased or decreased the work burden for men? For women?

    e. Discuss the implication of the increase/decrease of work burdens for rich/poor men and women.

Step 3   The teams present results of their work to the plenary.

Step 4   Summary.

    Reflection Questions.

    1) Who among women and men, rich and poor carries the work burden?

    2) How has the division of labor changed as a result of the project?

    3) Has the work burden increased for women, men or children?

Matrix Voting

Tool objectives:

- Assess the division of skilled and unskilled, paid and unpaid labor related to the work between men and women.
- Assess income earned from productive uses of water, for women and men.

What you need:

- Large seeds and berries
- Beans, pebbles, or tokens in different colors
- Sheets of brown paper, felt pens

Duration: 1 hour

Step-by-step process:

Step 1   Ask the group to identify management, construction and maintenance work that needs to be done.

Step 2   Ask the group to classify which jobs are skilled and have high status, unskilled etc.

Step 3   Facilitator then draws a matrix on the ground. The group will use seeds or berries to indicate who among the women and men, rich and poor perform which task.

Step 4   The same method is used to determine who received training and what kind of training.

Step 5   Facilitator should center the discussion on whether the project has had a positive or negative impact on men and women.

          Reflection Questions.

          1)   What new jobs and skills have emerged as a result of the project intervention?

          2)   Who is doing these jobs?

          3)   What status is given to these jobs, e.g., physical labor?

Ladders 1

Tool objective:

- Assess the extent to which an integrated water resources management project is meeting the users' demand and how men and women consider the benefits as worthy of their costs.

What you need:

- Cards showing the benefits
- Blank cards and markers
- Large seeds or berries

Duration: 1 hour 30 minutes

Step-by-step process:

Step 1   Divide group into four teams: rich men, rich women, poor men and poor women.

Step 2   Ask the teams to pick out cards that represent their benefits from the IWRM project.

Step 3   Teams are allowed to add other pictures of benefits which are not represented in the cards provided.

They then use seeds to score each benefit for each of the pictures (e.g., if they consider the benefit really good, they can give it a score of ten!).

Step 4   In plenary session they present their work.

Step 5   A comparative analysis may be carried out to see which of the teams have most of their demands met.

Step 6   Ask the teams to re-visit their benefits and then consider the contributions they gave to the project/process in terms of time, labor etc.

They then remove the scores from the benefits if they think that these benefits were not worth the value in terms of their contributions.

Step 7   They discuss in plenary session why they consider the benefits worthy or unworthy considering their input in time, labor, materials and money.

Step 8   Reflection Questions.

1) Are the benefits the same between the different socio-economic and gender groups?

2) Which group seems to have their benefits met and why?

3) What motivates or de-motivates the different groups to pay for water or participate in resources management?

NOTES TO THE FACILITATOR

It is important to cluster the benefits in terms of gender and welfare classification because the benefits may not be the same for everyone. While the tool may be used for assessment, it is also used during implementation to determine what would motivate the different groups to participate in a project: do they think that their contributions will be worthy of the benefits? This tool gives a precious cost-benefit analysis. When the benefit of better water is not perceived as worthy of the price they are paying for it, they may stop paying (in cash or labor for example) and the sustainability of the system may be put at risk.

100 Seeds

Tool objectives:
- Approximate who within the households carries the financial burden of water resources management.
- Identify intra-household earning by different members of the household.
- Examine the extent of financial responsibility among men and women in a household.

What you need:
- 100 large seeds or pebbles
- Pictures showing different economically active members of the household
- Slips of paper to record specific financial responsibility

Duration: 1 hour

Step-by-step process:

Step 1   Divide participants into four teams: rich men, rich women, poor men and poor women.

Step 2   Give each of the teams 100 seeds (which represents the total income in a household).

Step 3   The teams should:
   a. Discuss who in the household will be a typical earner, e.g., son, father, mother and/or sister.
   b. Divide the earnings, which are in cash or kind (100 seeds) according to the earners in the household.
   c. List the financial responsibilities for each of the earners.
   d. Divide the seeds according to how much the person pays for all the responsibilities, e.g., Payment for entertainment, water, food etc.

   Having divided the earnings and matched the financial responsibility, the team then judges if women or men contribute relatively more for water resources.

Step 4   Reflection Questions.
   1) Do payments and responsibilities match the levels of earnings?
   2) What is the extent of financial responsibility between men and women in households?

SESSION 6 ORGANIZATIONAL AND POLICY LEVEL TOOLS

Gender mainstreaming is not only meant for community level but should also be included at organizational level to create an enabling environment within which projects and programs address issues of gender and poverty. It is therefore important to analyze institutional strategies and policies and create awareness at that level. Some tools for adaptation at the organizational and policy levels are discussed here, while other tools are discussed in Module Five.

SWOT Analysis

Tool objectives:

- Identify organizational strengths and weaknesses in mainstreaming gender in the context of integrated water resources management.
- Analyze the organization's initiatives in supporting gender mainstreaming through awareness raising and advocacy.

What you need:

- Cards and markers

Step-by-step process:

Step 1   Ask the organization's staff to carry out a SWOT analysis of their organization in relation to gender mainstreaming in the context of integrated water resources management.

        a. First of all they have to identify their policy, mission, objectives, strategies and activities.

        b. They place these in a matrix and then proceed to look at the strengths, weaknesses, opportunities and threats within the identified areas (see sample below).

SAMPLE WORKSHEET: SWOT ANALYSIS

	STRENGTHS IN ADDRESSING GENDER AND POVERTY IN IWRM	WEAKNESSES IN ADDRESSING GENDER AND POVERTY IN IWRM	OPPORTUNITIES FOR ADDRESSING GENDER AND POVERTY IN IWRM	THREATS IN ADDRESSING GENDER AND POVERTY IN IWRM
Policy				
Mission				
Strategy				
Activities				

Step 2   After this exercise, the group may proceed to assess if the organizational activities are meeting strategic (empowerment) or practical (welfare) needs or both.

This is done by drawing two overlapping circles and then placing activities that meet practical needs in one circle and those that meet strategic needs in another circle. Activities which meet both practical and strategic needs will be placed in the overlapping circle.

The two-circle assessment may be used during planning stage and for monitoring impact of interventions to assess if the organization has been meeting practical or strategic gender needs.

Step 3   They discuss in plenary session.

Step 4   Summary.

SAMPLE TWO-CIRCLE ASSESSMENT

PRACTICAL
NEEDS

Improved access to safe
domestic water

STRATEGIC
NEEDS

Promotion of participation of
poor men and women in

OUTCOMES

■ Empowerment.
■ Improved livelihood.
■ Capacity building.
■ Access to decision making.
■ Equity in sharing benefits and costs.
■ Equity in accessing skilled and unskilled work.
■ Rules, claims, rights promote equity.
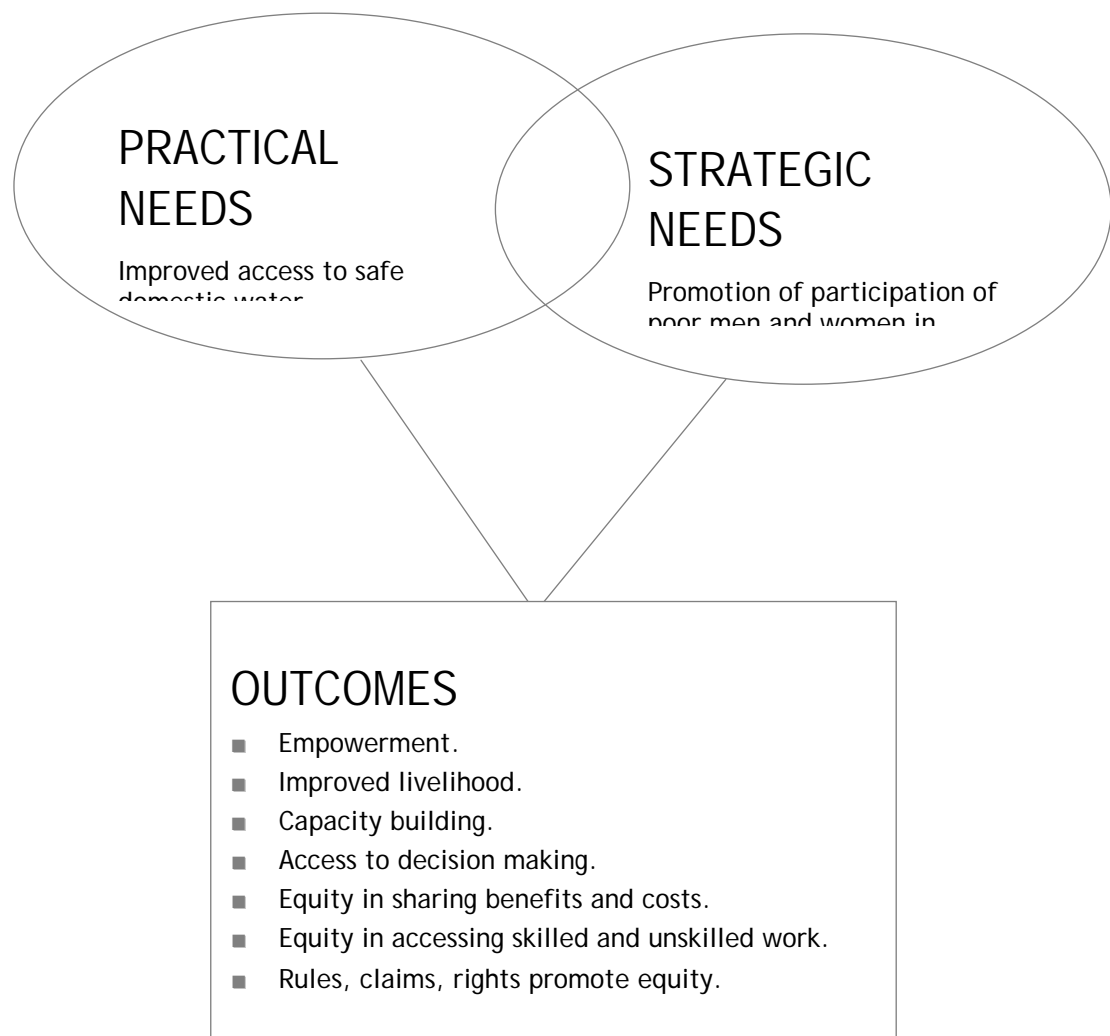
NOTES TO THE FACILITATOR

This is a self-analysis that should lead to the identification of weaknesses, strengths and opportunities. It therefore should lead to a process of identification of actions that will be taken to address institutional weaknesses in addressing issues of gender mainstreaming and poverty targeting. In identifying actions and strategies that will be taken, the institution should be able to clearly define the strategic and practical actions for gender mainstreaming and poverty targeting within the context of integrated water resources management. The tools should lead into a "Logical Framework" planning or what others refer to as "Goal-Oriented Planning", the process of which will define the envisaged outcomes, look at assumptions (threats) and place a timeline for carrying out activities.

Analyzing Enabling Environments

Tool objectives:

- Raise awareness within the organization with respect to its support for gender initiatives.
- Analyze resources that enable the organization to mainstream or facilitate gender mainstreaming.

What you need:

- Cards and markers

Step-by-step process:

Step 1   The organization's staff identifies existing skills, i.e., technical, social etc. within the whole staff.

Step 2   They then identify what important institutional resources enable them to carry out their work, e.g., transport, financial resources, information, equipment and/or policy support.

Step 3   They then form a matrix indicating which of the skills are likely to be provided with institutional resources.

They also indicate who in the institution controls the allocation of resources.

Step 4   They present their findings to the plenary and discuss the implications of the analysis on gender mainstreaming.

Step 5   Summary.

In summarizing, participants should analyze if the organization has created or not created an enabling environment for gender mainstreaming through allocation of resources. If the organization does not allocate resources, participants should identify what should be done and by whom?

SAMPLE MATRIX: ANALYZING ENABLING ENVIRONMENTS

	TECHNICAL STAFF MEN	TECHNICAL WOMEN AND MEN	TECHNICAL WOMEN ONLY	SOCIAL STAFF MEN AND WOMEN	SOCIAL STAFF WOMEN	SOCIAL STAFF MEN
Bigger financial allocation						
Time allocation for task						
Access to transport						
Access to information						
Access to training						
Access to office equipment						

Venn Diagram

Tool objectives:
■ Identify institutions and organizations that are addressing the issues of gender and poverty.
■ Analyze how these institutions are perceived in terms of their impact and usefulness.

What you need:
■ Cards and markers

Duration: 45 minutes

Step-by-step process:

Step 1   Divide participants into teams and ask them to reflect on the situation from their areas.

Step 2   Ask the teams to identify all the institutions present in their situation which are addressing gender and poverty.

They rank these institutions according to their usefulness and impact at community level. The ranking will be based on circular cards in different sizes. Those institutions that are useful will get a bigger circle and those that are not useful or really visible will get a smaller circle.

Circles can be placed on a village map indicating the distance of these institutions in the community.

Step 3   Ask teams to discuss and indicate which variables were used to determine the usefulness of impact of these institutions.

Step 4   In plenary session discuss the implication of the findings. This may also be fed back to the institutions if they were not present in the meeting.

Policy Level Assessment

This tool looks at policies that support gender mainstreaming. For planning purposes, the tool is a means of creating institutional awareness on the need for policies that will support the implementation of poverty targeting and gender mainstreaming.

Tool objectives:

■   Assess policies that promote or inhibit the implementation of poverty-sensitive approaches and of gender mainstreaming.

What you need:

■   Code sheet

Step-by-step process:

Step 1   Divide participants into two teams (social group and technical experts).

Step 2   Participants write down policies that exist within their country/organization, which they think have promoted gender- and/or poverty-sensitivity, participation and demand-responsive approaches.

Step 3   Ask the teams to discuss each of the sector policies as they relate to:
1) Sustainability.
2) Equity.
3) Cost sharing and management.
4) Participation in decisions.
5) Financing strategy for the poor.
6) Presence and definition of gender.

Step 4   Participants will then score on the code sheet after they have reached a consensus on each of the policy factors.

Step 5   In plenary session they present to the other teams drawing conclusions and recommendations based on these policies.

SAMPLE CODE SHEET: POLICY LEVEL ASSESSMENT

SCORE	SUSTAINABILITY	EQUITY	COST-SHARING AND MANAGEMENT	PARTICIPATION	ETC.
0					
1					
2					
3					
4					

NOTES TO THE FACILITATOR

The tool is carried out with policy level people and helps to assess institutional factors contributing to mainstreaming gender. Policy level assessments should be conducted in a participatory manner. It is important to identify steps that will be taken to improve or redefine policy where policy is found to be gender-neutral. In many situations, it will be difficult to have information on national policies. Then local or sector policies affecting their programs will give important information for analysis of gender- and poverty-sensitivity at policy level, as well as of the existence of demand responsiveness and participatory approaches. This is useful information for projects to know levels of support for their interventions, and as an awareness-raising tool among policy makers and for the identification of attitudes among them.

Other Tools

Spider Web. The tool is used for policy research and is discussed in Module Five.

Stakeholder Meeting. This is a tool that has been developed under the Methodology for Participatory Assessments (MPA) and brings together different stakeholders to assess the factors present at the time of implementing a project. It encourages a meeting between policy, project and community level people. It is mostly useful when carrying out assessments and one wants to promote corrective action from all stakeholders.

SESSION 7 CONCLUSION AND EVALUATION

Session objectives:

■ Conclude the workshop with a general overview of the module.
■ Generate feedback from the participants based on the objectives and expectations set for the module.

What you need:

■ Workshop expectations from Session 1
■ Copy of overall objectives of the module

NOTE: Discuss with the host team or volunteer participant/s the process of evaluation. It is better that another person or group other than the resource person/speaker facilitates the evaluation process.

Duration: 45 minutes

Step-by-step process:

Step 1   Inform the group that we have come to the conclusion of our workshop. Review objectives of the module and sum up accomplishments. Link it with the previous module, if applicable.

Step 2   Referring to the list of expectations developed in Session 1, inform them of the purpose of the evaluation. One may cite the need to see a) what for the participants are key learning points and b) what specific areas of the modules need further discussion, clarification or information.

Step 3   Having set the tone of the evaluation, turn over the activity to the volunteer participant.

Step 4   The volunteer facilitates the discussion with the group. Various methodologies (such as the use of different colored cards, writing notes on a flip chart while people are responding to the questions) may be used to elicit responses to the following questions: Were the objectives of the module met? Were expectations met? Which were and which not? What did they like best and like least about the different sessions? Go through the list of expectations with the group and get them to reflect on the accomplishments of the module and how it matched with their expectation. Summarize the main points.

Step 5   Resource person acknowledges main points and thank all the participants specially the volunteer facilitator for their great contributions to the discussions.

Step 6   Resource person or workshop organizer provides relevant announcements relating to the next module or next day's session, if applicable.

Step 7   Close the session. One may use any culturally acceptable methodology (i.e., a formal closing speech by somebody, clapping in a certain pattern, singing a group song, short story, others).

Guide to Other Existing Materials and Tools

TOOL	PURPOSE	PROCESS
Agricultural calendar	Identify family position and wage status, persons responsible for field operations, domestic water, forestry, livestock and hiring out labor. Qualitative picture of activities for all enterprises and operations.	
Hundred seeds	Assess benefits within households.	Assess or approximate sharing of earnings of benefits within the household. Assess the intra-household pattern of paying for water resources services.
Force field analysis	Assessment on enabling environment in planning.	To assess the negative and positive factors in planning.
Pocket voting	Gender-sensitive technology selection.	Demonstrate a tool that may be used to select technology interventions suitable for different gender/socio-economic groups. Help communities select interventions that are commensurate with their capacity and ability to sustain.
GOPP	Goal-oriented planning process	A tool used for planning purposes and is similar to the logical framework planning process.

GLOSSARY

Demand. The level of service and benefits for which people are willing to contribute in time, kind and cash

Demand-responsive approach. A methodology that allows demands of consumers as individuals and as a community to guide key investment decisions. Such an approach establishes clear links between the kind of service benefits the respective stakeholders want and what they are willing to contribute in cash, kind, labor and time for the establishment and running of these services. Ideally, in a demand-responsive system, communities make informed decisions about the level of services they want and can manage to sustain, with an understanding of the implications of their decisions.

Gender- and poverty-sensitive approaches. The degree to which a project takes into account that the demand, costs and benefits of services, control over service benefits, and value of contributions differs for men and women, the rich and poor.

Gender refers to the socially determined division of roles and responsibilities and power between women and men. While biological differences (referred to by the terms "male" and "female") are static, socially constructed gender identities and relationships are dynamic. They vary over time, from culture and with economic classes, ages and marital status.

Informed decision. A choice made by a group or individual with a clear understanding of the implications of that choice. The implications may be an investment or recurrent cost, expected population in planning and implementation, responsibility for operations and maintenance, and possible effects of the service in terms of social concerns, economic and health

Poverty. A situation in which access to and control over resources is insufficient to cover the basic requirements for water, food, shelter, health and education. Poverty is not only absolute but is also a relative concept, in that in each society some groups will have better access to and control over resources than others. Poverty can be gender-specific in those societies where men and women in households each have their own sources of income and responsibilities for financing. So it may be possible that male headed households have considerable income from cash crops, yet the women in the households can not pay for water and food, which are culturally their responsibilities because they have less access to the means of production than men. The classification is done through participatory approaches.

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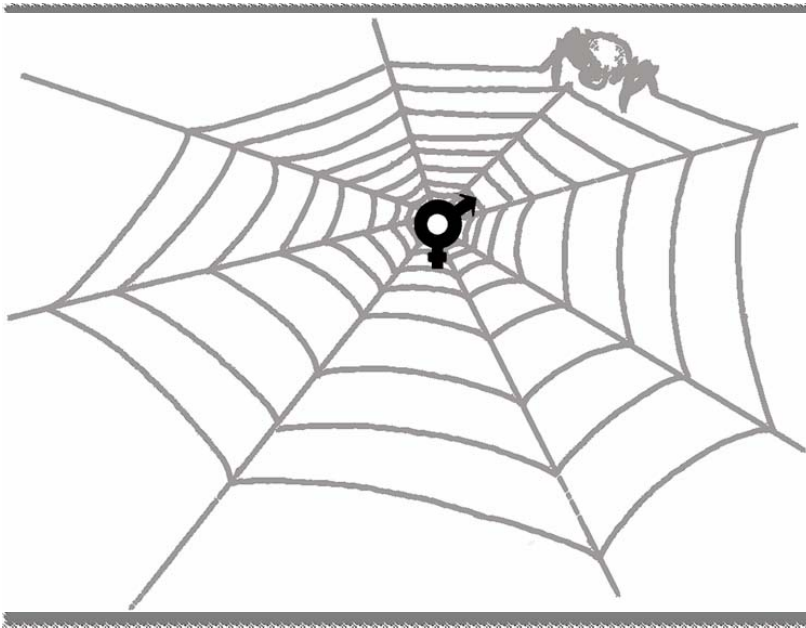
Gender Mainstreaming in Organizations and Policy Process

This module[1] is a guide to mainstreaming gender at organization and policy levels. It also provides conceptual guidelines on how to use some important tools. The overall objective of the module is to assist gender trainers, practitioners, experts and managers with practical tools that help to move from theory to practice.

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[1] Witten by Ariel Montesdeoca.

Module objectives:

- Analyze policies/processes in order to facilitate the formulation and implementation of gender mainstreaming strategies at different levels of an organization.
- Understand how to use different tools for gender mainstreaming in policy processes.

Duration: 20 minutes

List of Acronyms:

FAO	Food and Agriculture Organization
GM	Gender Mainstreaming
GWA	Gender and Water Alliance
IOM	Integrated Organizational Model
IUCN	International Union for Conservation of Nature and Natural Resources/The World Convervation Union
IWRM	Integrated Water Resources Management
MAG	Ministry of Agriculture and Cattle Ranching (Beniras)
NGO	Non-Governmental Organization
PAPS	Drink and Water Sanitation Project (Beniras)
SRN	Ministry of Natural Resources (Beniras)
SWOT	Strengths, Weaknesses, Opportunities and Threats
TOR	Terms of Reference
WRM	Water Resources Management

SESSION 1 INTRODUCTION TO MODULE FIVE

Session objectives:

■ Welcome the participants and to introduce Module Five.
■ Ensure that everyone understands what is to be done during the sessions.

What you need:

■ Transparency 5.1
■ Copies of Handout 5.1
■ Ball of wool

Duration: 20 minutes

Step-by-step process:

Step 1   Welcome everyone and introduce yourself.

Step 2   Use an introduction tool in case this module is used as a stand-alone module.

EXERCISE

The Wool Ball

The Wool Ball game can be used as an icebreaker as well as an introductory activity. If no introductory exercise is required, move to step 3.

Procedure:

a. Make a circle with participants.
b. Ask each participant to give his/her name and organization after they catch the ball and before s/he throws the ball to another participant.
c. Start with yourself throwing the ball to someone in the circle, after saying your name and organization.
d. After all participants have finished their personal introduction, conclude the icebreaker with a general reflection about the possible existing personal and institutional links (represented by the wool) between the participants and between persons and organizations.

Step 3   Distribute Handout 5.1 (Module Overview). Explain to the participants the sessions to be covered in this module using Transparency 5.1.

Step 4   Write up the participants' expectations on a flip chart or ask them to write it down on cards and post these on the wall for later (Session 8) reference.

Step 5   Ask participants if they have any questions. Make sure that everyone understands what is to be done during the sessions.

MODULE OVERVIEW

SESSION	SESSION TITLE AND OBJECTIVES
Session 1	Introduction to Module Five (20 minutes)
Session 2	Gender Mainstreaming and Organizations in IWRM (1 hour 30 minutes) ■ Review the importance of gender mainstreaming in relation to poverty alleviation, organizational culture and policy change. ■ Contribute to a better understanding of the importance of organizations for gender-related changes. ■ Understand the types and essential aspects of the structure of organizations in IWRM.
Session 3	Gender Disparities and Organizational Change (2 hours 20 minutes) ■ Enable participants to identify the different expressions of gender disparities or imbalances in WRM organizations. ■ Contribute to a better understanding of the current relations between gender disparities, organizational behaviors and organizational changes.
Session 4	Gender Mainstreaming Tools and Policies (1 hour) ■ Introduce the concept of need and conditions for organizational change. ■ Contribute to a better understanding of gender mainstreaming policy and strategy.
Session 5	Strategic Planning and Tools: The Gender Scan (2 hours) ■ Understand the basic principles of the use of the Gender Scan. ■ Introduce the use of the GWA Policy Development Manual.
Session 6	Strategic Planning and Tools: The Spider Web (3 hours) ■ Understand the fundamentals of the use of the Spider Web. ■ Enhance participants' skills in analyzing and strengthening the gender mainstreaming policy process.
Session 7	Planning Gender Mainstreaming Policy (30 minutes) ■ Demonstrate how to plan gender mainstreaming policy and the different tools related to it.
Session 8	Conclusion and Evaluation (35 minutes)

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Five	20 minutes
2	Gender Mainstreaming and Organizations in IWRM	1 hour 30 minutes
3	Gender Disparities and Organizational Change	2 hours 20 minutes
4	Gender Mainstreaming Tools and Policies	1 hour
5	Strategic Planning and Tools: The Gender Scan	2 hours
6	Strategic Planning and Tools: The Spider Web	3 hours
7	Planning Gender Mainstreaming Policy	30 minutes
8	Conclusion and Evaluation	35 minutes

SESSION 2 GENDER MAINSTREAMING AND ORGANIZATIONS IN INTEGRATED WATER RESOURCES MANAGEMENT (IWRM)

Session objectives:
- Review the importance of gender mainstreaming in relation to poverty alleviation, organizational culture and policy change.
- Contribute to a better understanding of the importance of organizations for gender-related changes.
- Understand the types and essential aspects of the structure of organizations in IWRM.

What you need:
- Transparencies 5.2 and 5.3
- 3" x 4" cards, different colors
- Flip chart and paper, markers and masking tape

Duration: 1 hour 30 minutes

Step-by-step process:

Step 1   Start the session by engaging the participants in a review of the concept of gender mainstreaming relating to:

a. Poverty alleviation and IWRM.

b. Changes required in policies, organizations and personal behaviors to reach gender equity.

Use the information in the Trainer's Notes and Transparency 5.2. Here you may make a connection with Module One (the exercise "Iceberg of Inequality") that reflects the changes required if mainstreaming is to be achieved. (15 minutes)

Ask the participants to share briefly the experiences they have in their organizations.

TRAINER'S NOTES

Gender Mainstreaming in Organizations

Gender mainstreaming is a relevant approach which originated from the 1985 International Woman Conference of Beijing, with the intention of transforming policy strategy of governmental institutions, NGOs and other kinds of organizations. It has been rapidly extended to other policy areas such as children's rights and racial discrimination.

The gender mainstreaming concept applied here, presupposes:

- The existence of a "mainstream" approach in organizations and institutions where ideas, major decisions and resources are geared towards attaining development targets.
- The existence of a dominant "mainstream culture" that is nourishing poverty and oppressing diversity, particularly gender diversity.
- Equal opportunities for women and men can only be achieved through an integrated approach.
- The need to use a particular language and several tools that would help understand and change the organizational culture.

Central to the goal of gender mainstreaming in IWRM is the changing of policies, programs, practices, systems and organizations so that they actively promote poverty alleviation through gender equality. These should lead to more reflexive studies of the impact of organizational policies and State policy affecting poverty, water and gender relations.

Key concepts in gender mainstreaming in organizations are poverty alleviation, gender equality, organizational culture and organizational change.

> **Commentaire [b1] :** Why not the already used definition of GM? It is simple, easy to understand and to keep it in the mind, serves for project, org and policy...See definition at the side Explore this with participants using your questions in the box.

Step 2 After reflecting about the importance of organizations as relevant place for analysis and conceptualization, introduce and discuss the concept of organization. Base your explanation on the Trainer's Notes below. (15 minutes)

Ask the participants to give definitions of organizations. Let the participants interact among themselves while writing down participants' reactions on a white flip board.

Ask the participants if they can visualize the different components of organizations. The trainer leads the discussion on the different concepts between systems and stakeholders as external factors and the organization as a unit of persons. Distinguish the three principal components of organization such as external factors (systems), organization unit and the persons. Use flip chart paper to draw "Principal Components of Organizations" or use Transparency 5.3.

Step 3 Reflect with the participants about the inherent relations between gender identities, organizations and external factors of system. Then focus the discussion to the relation between gender identities and the organizational culture as part of the organization unit (50 minutes):

a. Discuss the importance of the component "Organizational Culture".

b. In plenary session, ask each participant to answer the question: What is the most important social value that you have received from your organization and how is it influencing your personal life? Give an example.

c. Discuss briefly with the group about the different answers and try to make a first link between the influence of organizational and systems values on personal values.

d. Then, ask each participant to answer the question: What is the most important social value that you as an individual have tried to bring in to your organization? Give an example.

    e.   Meanwhile, using a drawing of a person shape, place on the head and body of the person the different circles with concepts which came out of procedure (b) and (d). Examples may be identities like religious, education, kinship system etc.

Step 4   In conclusion, the trainer discusses with the participants (10 minutes):

    a.   The differences and difficulties of the interactions involved.

    b.   The implications of these interactions for the design and implementation of gender mainstreaming as a process.

TRAINER'S NOTES

What Is An Organization?[2]

Basically, an organization is a group of people intentionally organized to accomplish an overall, common goal or set of goals. Organizations can range in size from two people to thousands. They can be organized by both men and women or only for men and only for women.

One of the most common ways to look at organizations is as a system or complex mix of inter-relations between components. These components can to a certain extent be treated separately, but they are all connected to each other and, ideally, in balance. Some of these components are inputs, outputs, mission, goals and strategies, policies and procedures. Particularly a very important component is the organizational culture.

When there is no clear balance or fit between the different elements within an organizational unit, the organization will not function optimally and the need for organizational change will become apparent. Gender inequalities play a permanent role in the imbalance of organizations – affecting all components through the organizational culture – something that has not always been recognized in different models of organizational analysis, e.g., Integrated Organizational Model (IOM), Mintzberg model, and other models inspired by Systems and Chaos Theory.

Although organizational models are a simplification of the complex reality, these models help us distinguish between external factors and stakeholders (the systems) and the organization itself as a dynamic unit interacting with the former, with interaction between persons is the most important factor. Its usefulness for gender mainstreaming will depend on the specific situation, the questions posed and the user's know-how and abilities.

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[2] See Carter McNamara. MDF

TRAINER'S NOTES (CONT'D)

Why is it important to focus on organizations and their policies to accomplish sustainable gender equality?

Since the existence of humankind, men and women have organized themselves in groups to guarantee a minimum quality of life. The way of organizing was also affected by a society's recurrent patterns of activity such as religion, art, kinship systems, laws, family etc., commonly identified as institutional external factors of a system. Because of this inherent relationship between "systems" and organizations, the organization's role have been as an essential mechanism to define, maintain and also re-build gender identities and, consequently, the personal and systemic roles and behaviors. These systemic gender behaviors are manifested throughout the organizations' products, activities, strategy, policies and internal culture. Organizations working in IWRM also follow the same general pattern and as a consequence, contribute to actual gender disparities in water resources management.

Organizational Culture

The culture of an organization is defined as the shared values and norms of people or the organization as a whole. There may be more than one organizational culture that is either complementary or conflicting for supremacy – internally or with the national, regional or specific environment of the organization. Gender disparities in the organizational culture is manifested in and reinforced by what is measured, accepted, rewarded, punished or valued, especially by the leaders. It influences all aspects of the organization.

Organizational culture is mostly manifested in the following:

- Outputs of organization (services and products).
- Ways of interaction with stakeholders (managers, target group, government or donors).
- Proceeds (language, formal statements, deliberate role modeling, benefits distributions).
- Personnel (development of personnel skills and content of training programs).
- Internal relations (visions, political and personal commitment at the top and other levels, diversity, tolerance and openness).
- Structure (management style as manifested through organizational hierarchy and procedures, including gender representation).

THE GENDER MAINSTREAMING CONCEPT

- Existence of a "mainstream culture".

- Dominant "mainstream culture" that is pro-poverty and anti-gender diversity.

- Integrated approach.

- Particular language and tools.

PRINCIPAL COMPONENTS OF ORGANIZATIONS

EXTERNAL INSTITUTIONAL FACTORS OF SYSTEM:

Legal Framework, Kinship, Education, Religion, Family

organizational unit:
culture, strategy, policy, products

men and women:

STAKEHOLDERS: School, Church, Temple, NGO, Municipality, Ministry, Donors, Working Places...
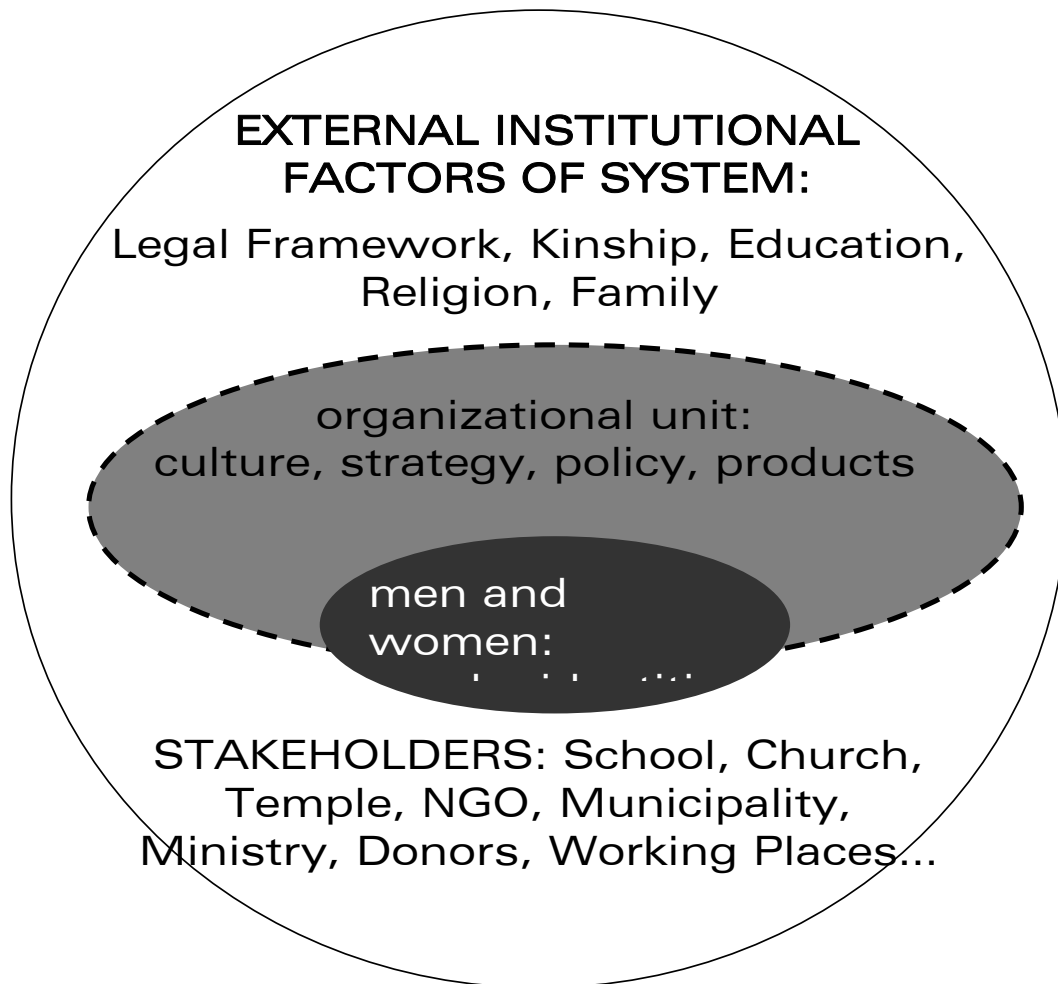
SESSION 3 GENDER DISPARITIES AND ORGANIZATIONAL CHANGE

Session objectives:
- Enable participants to identify the different expressions of gender disparities or imbalances in WRM organizations.
- Contribute to a better understanding of the current relations between gender disparities, organizational behaviors and organizational changes.

What you need:
- Transparencies 5.4 and 5.5
- Flip chart and flip chart paper, markers and masking tape
- Copies of Case-Study 5.1 and exercise guidelines

Duration: 2 hours 20 minutes

Step-by-step process:

Step 1   The trainer recaps the previous session and introduces Session 3. (3 minutes)

Step 2   The trainer engages the participants in a brief analysis about the different types of organizations within IWRM. Try to lead the participants to distinguish between community, governmental and non-governmental organizations and more complex organizations such as networks. The trainer writes the results on flip chart paper. (10 minutes)

Step 3   The facilitator introduces the participants to the exercise and objectives.

EXERCISE (1hour 35 minutes)

Analyzing Gender Disparities Within IWRM Organizations

Objective: Achieve a better understanding of gender disparities within different types of IWRM organizations.

Procedure:

a. Divide participants into 3 teams: community, government and non-governmental organization.

b. Point out to each team that the exercise can be easily done if they place the organization in a known region or country, e.g., Asia, Latin America etc.

c. Ask each team to briefly analyze the gender differences affecting men and women in each type of organization, based on their own experiences. (10 minutes)

d. Each team makes a list of the principal most common gender disparities in each type of organization, using concepts discussed in Session 2 and the sample worksheet below. (10 minutes)

e. In plenary session, the teams present the results of their work. (15 minutes)

SAMPLE WORKSHEET: ANALYZING GENDER DISPARITIES WITHIN IWRM ORGANIZATIONS

GENDER DISPARITIES	EXTERNAL AFFECTING FACTORS
Access of women to top management jobs etc.	Lack of legal framework

Step 4   After the presentations, the trainer summarizes the results of the exercise, highlighting the similarities of the main gender disparities of organizations in IWRM.

Step 5   The trainer introduces and clarifies the concepts of organizational behaviors of gender resistance and their relation with gender disparities. Use Trainer's Notes and Transparency 5.4. (15 minutes)

TRAINER'S NOTES

Gender Disparities and Organizational Behaviors of Gender Resistance

Gender disparities of imbalances in WRM organizations are manifested mostly through unequal access and control over:

- Technical and political information.
- Decision-making process.
- Knowledge and use of technology.
- Resources and benefits from water resources management.
- Equal division of contributions in time and in cash/kind.
- Prevention of domestic violence and harassment.

Projects and organizations that are not gender-sensitive show different types of organizational behaviors of resistance. Each of these organizational behaviors is connected with different particular elements like lack or weakness of gender vision, skilled personnel, gendered participatory methodology, political commitment of leadership etc.

Principal structural organizational behaviors of resistance are:

Invisibility. In the organization, women are not visible: gender problems are not considered.

Internal negation. Gender problems exist only outside the organization.

Gendered blame. Women or men are defined according to stereotypes and categorized for gender acceptance or resistance.

Organizational discrimination. Focuses on the creation of women's units for external actions as a strategy for resolving external as well as internal gender problems.

Program discrimination. Focuses on internal and external gender problems through specific women-oriented projects.

Occasional demand. Resolves gender problems by hiring short-term specific technical assistance.

Absence of information. Blames the lack of national or local gender statistics and technical assistance for not taking action.

Complexity. Blame the gender issues' complexity as spoiling the major objectives of a mission, programs etc.

Step 6   After the participants have understood the different concepts and inter-relations involved, the facilitator introduces the participants to the next activity and its objective.

EXERCISE (1 hour 15 minutes)

Case-Study 5.1

Objective: Improve the analytical skills of participants in learning to recognize different gender disparities inside and between organizations and relating them to stakeholders' interests.

Procedure:

a. Divide the participants into three teams. Distribute copies of Case-Study 5.1.

b. Based on the case-study presented, participants are asked to:

    1) Identify the principal organizations involved.

    2) Identify the different types of gender disparities engaged from the case.

    3) Analyze the sources and kind of organizational changes in the project.

    4) Identify and analyze the different types of institutional behaviors facilitating or constraining gender changes.

c. Use the sample worksheet below to facilitate analysis (you may need to reproduce or post an enlarged copy of this worksheet to guide the participants).

SAMPLE WORKSHEET: CASE-STUDY 5.1

ORGANIZATION	GENDER DISPARITIES	ORGANIZATIONAL CHANGES	ORGANIZATIONAL BEHAVIORS DETECTED : (FACILITATING OR CONSTRAINING)	GENERAL COMMENTS AND MISSING ELEMENTS
Project Donor etc.	Participation of women	Gender Expert	Negation of gender problems	Lack of gender policy

Step 7   Facilitate plenary session for the teams' presentation of their discussion results. (15 minutes)

Step 8   Facilitator should summarize the existing relationship between organizational changes, organizational gender behaviors and other essential correlated elements. Use Transparency 5.5. (5 minutes)

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RECOGNIZING GENDER DISPARITIES

Drink Water And Sanitation Project, Beniras

In the district Nueva Era of the country Beniras (Latin America), till 1990 the traditional drinking water committees included only men. In spite of the fact that women where the principal users of water in the small villages (37), the only socially recognized female tasks in WRM were associated with bringing food and drinks for men working in the wells and sanitation systems. More than 60% of women were illiterate, and could not act in positions that demanded greater responsibilities.

When the Drink Water and Sanitation Project (PAPS) was finished the first 2 year project phase, very few women were included in the project organization. The access to water was still limited to families contributing male labor and had neglected the families composed by a majority of women. Other problem was that the costs of installation of systems became higher due to the lack of local male labor and local management skills. At the same time, very high resistance was detected coming from people of some rural villages (mostly men) to the presence of the project.

Because of the visits of the male team to the communities, they were seen as a threat of sexual harassment to village women. Thus, due to gender inequalities in water management and organizational culture, demands were made from some local women and the donor agency about the lack of women's participation. The project management decided in the 2nd Phase, to include women in the project organization as part of the team (promoters). Also, the project hired a gender specialist for the established internal Unit Woman and development, with limitation on the use of transport and time for visiting the entire project's area.

Since that moment, all problems about gender issues were sending to the specialist without involvement of rest of staff. The donor's agency and the national water agency wanted that the Municipality of Nueva Era get more involved in the management of the project. The municipality had agreed to control the management of the urban part of the drinking water project, but it was not interested in the rural areas and particularly in the gender activities. Some important members of the municipal council assured us those women peasants had no power and money to pay for water use. At the same time, the local council said that since only men were working in the local administration, such problems did not exist in the services of the local office. The gender problems were caused by external (foreign) stakeholders, especially coming from women that did not understand the local culture – so concluded the members of local council.

After a year of the 2nd phase, without a gender strategy of the project and the municipality, different problems between women and men arose inside and outside the project organization. Inside the organization, the first problems were caused by different compensation for the same work and access to and control of the different services of the project (access and/or use of bathroom, cars etc.), which clearly were benefiting only the men of the project. Outside the organization, the gender problems were put on public trial by local women commission (the project gender specialist was member and founder) and some men, when the increasing number of cases of domestic violence were spread by local radio and national newspaper, especially when the local Mayor was accused of domestic violence. At project level, the geographical areas attended by the gender specialist (35% of the project) in alliance with two male colleagues were reporting high rates of participation of women in water committee's and infrastructure comparing with other project's communities.

GRASSROOTS/PROJECT RELATION ON GENDER DISPARITIES IN WRM ORGANIZATIONS

Grassroots level to project/organization	From project/organization to policy level
Equal access and control to decision-making mechanisms.	Invisibility: there is no gender inequality.
Equal access and control to technical knowledge and political information.	Internal negation: only outside.
Equal access and control over technology.	Gendered blame (to women or men).
	Organizational discrimination.
Equal access and control over resources and benefits.	Program discrimination.
Equal division of contributions in time and cash/kind.	Occasional demand.
	Absence of information.
Domestic violence and sexual harassment.	Complexity.
Others….	

ANALYZING CONSTRAINTS TO GENDER MAINSTREAMING IN ORGANIZATIONS[3]

Constraints	Some Essential Elements for Policy and Strategy
Invisibility: no gender inequality.	Political commitment.
Internal negation: only outside.	Vision: theory-building.
Gendered blame (to women or men).	Inclusion of women and men's experience and interpretation of their reality.
Organizational marginalization.	Research.
Program marginalization.	Political pressure/advocacy.
Occasional demand.	Methodology.
Absence of information.	Mainstream location of responsibility.
Complexity.	Gender experience in pioneer and actual programs/projects.
	Staff development.
	Procedures.
	Resources.
	Representative political structures.
	Planning.

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[3] GWA, Policy Development Manual for Gender and Water Alliance Members and Partners, January 2003.

SESSION 4 GENDER MAINSTREAMING TOOLS AND POLICIES

Session objectives:

- Introduce the need and conditions for organizational change.
- Contribute to a better understanding of gender mainstreaming policy and strategy.

What you need:

- Transparencies 5.6 to 5.11
- Flip chart and flip chart paper, markers and masking tape

Duration: 1 hour

Step-by-step process:

Step 1   Introduce participants to Session 4. (3 minutes)

Step 2   Recapping the previous session, discuss the need and conditions for organizational changes using Transparency 5.6. (10 minutes)

Step 3   Discuss differences between development change and organizational change.

TRAINER'S NOTES

The Need for Organizational Change[4]

Social, political and especially gender disparities or imbalances cause the need for structural changes within organizations. There are two kinds of changes in water organizations:

- **Development change** refers to some reforms in the organizations linked, e.g., to achieve equality between men and women by: focusing to change the legislative framework; eliminating discrimination and creating a level playing field; and efforts to remedy the consequences of discrimination through affirmative actions.

- **Organizational change** can be identified as radical changes in most of the components, especially in the organizational culture. When gender mainstreaming is effectively integrated, it becomes identified as organizational change.

Step 4   Discuss the current institutional tools to promote organizational change using Transparency 5.7. (12 minutes)

Step 5   Discuss the gender mainstreaming policy and strategy components. (24 minutes)

    a.   Ask the participants how they define a policy and gender policy.

    b.   Ask the participants how they usually build/make a policy.

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[4] Source: GWA, Policy Development Manual for Gender and Water Alliance Members and Partners, January, 2003

Step 6   Introduce the concepts of "Gender Policy and Strategy" by using Transparency 5.8 and 5.9.

Step 7   Discuss the different approaches needed to mainstream gender in the policy and strategy process of an organization by using Transparency 5.10.

TRAINER'S NOTES

Gender Policy is a public statement of an institution's or organization's commitment to taking gender issues seriously. It outlines what this commitment means in the context of the organization's work. A gender policy relates to either of the following:

- **The organization's work.** Women's and men's involvement in the planning, construction, operation, maintenance and management of domestic water supply, irrigation, sanitation or environmental protection.

- **The internal organization's staffing and culture**. Issues affecting female and male staff at work, e.g., recruitment, promotion and training opportunities for female and male staff; gender-sensitive proceeds, participatory methodology, political commitment; available gender budgeting; shared gender vision, access to gender representative mechanisms of decision-making etc.

- **The enabling environment**. Political, socio-economic and cultural factors defining the context and extent of the autonomy of an organization's activities (e.g., national and local laws and customs, agreements, interacting with other organizations like donors, NGOs, governmental organizations).

Four distinct components are important for an effective gender policy:

- **Situation analysis**. This means examining gender issues concerning beneficiary groups and the organization itself. The latter includes an examination of staff knowledge, skills, commitment and practice in relation to gender issues, and an examination of gender issues affecting staff (such as gender-based differences in promotion opportunities or sexual harassment at work).

- **Conceptual framework**. The policy itself should be devised on the basis of the situation analysis and comprise an explanation of why the organization considers gender issues to be important; the organization's vision of gender-sensitive practices; and the various ways and means in which this understanding should influence the organization's work.

- **Implementation of gender strategy**. The gender vision and mission of an organization can be defined through specific gender-related plans, whether short-term (up to 1year), medium-term (1-5 years) and long-term (5-10 years).

- **Action plan**. A planning document that sets out in detail how the policy will be implemented over a specified time period, including activities, budgets, responsibilities and indicators for monitoring and evaluation.

Approaches and Tools for Gender Mainstreaming in IWRM Organizations' Policy Process

In selecting and using effective tools for gender mainstreaming in the policy process of IWRM organizations, it is important to remember that gender mainstreaming policy and strategy requires an integrated approach:

- Gender mainstreaming in the activities of the organization, e.g., programs and projects.
- Gender mainstreaming directed to other partner organizations.
- Gender mainstreaming as internal cross-cutting activity (the organization itself).

Gender mainstreaming policy and strategy should emphasize the following:

- Interaction between internal elements and external factors of organization
- Inter-relations at institutional levels: macro, medium and micro.
- Sequence of planning phases like identification, formulation, adoption, implementation, monitoring and evaluation.

Step 8   Introduce the tools used for gender mainstreaming in the policy process (Transparency 5.11). Point out that Advocacy as a tool will not be discussed during this course - make a specific reference to existing documents[5] like the GWA Advocacy Manual and other related documents. (8 minutes)

Step 9   Close the session. (3 minutes)

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[5] GWA. Advocacy Manual for Gender and Water Ambassadors, 2002; WOLA (Washington Office Latin America) Participative Planning Methodology for Political Advocacy, Practice guide (Spanish). 1999.

# CONDITIONS FOR ORGANIZATIONAL CHANGES

- A crisis or trigger event.

- Existence of a transformational leadership (management style).

- Existence of demands and advocacy from women in alliance with others organizations.

- Existence of factors affecting organizational culture:

  - Multiple interventions directed at organizational components.

  - Policy formulation or adjustment.

- A reasonable timeframe.

LEVELS FOR PROMOTING AND MONITORING GM IN ORGANIZATIONAL CHANGE
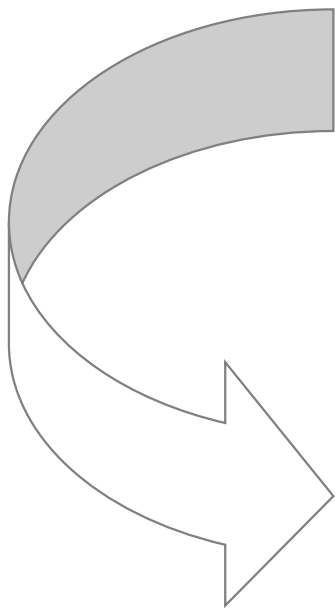
- Self- and social awareness.

- Projects/programs.

- Institutional development.

- Gender mainstreaming policy and strategy.

EMPHASIS OF GENDER MAINSTREAMING POLICY AND STRATEGY

- Interaction between internal elements and external factors.

- Inter-relations at different levels (macro, medium and micro).

- Sequence: follows logic of planning process.

COMPONENTS OF GENDER POLICY

- Situational Analysis.

- Conceptual Framework.

- Gender Strategy.

- Action Plan.

GENDER POLICY AND STRATEGY: INTEGRATED APPROACH

- ◆ Integrated in organizational activities, e.g., programs and projects.

- ◆ Directed to the partners and stakeholders.

- ◆ Internal cross-cutting activity (the organization itself).

TOOLS FOR GENDER MAINSTREAMING

- Gender Scan.

- Spider Web.

- Advocacy.

SESSION 5 STRATEGIC PLANNING AND TOOLS: THE GENDER SCAN

Session objectives:
- Understand the basic principles of the use of the Gender Scan.
- Introduce the use of the GWA Policy Development Manual.

What you need:
- Transparency 5.12 to 5.20
- 3" x 4" cards, different colors
- Copies of the GWA Policy Development Manual
- Flip chart and flip chart paper, markers and masking tape

Duration: 2 hours

Step-by-step process:

Step 1   Recap the previous session and establish links. (7 minutes)
      a. Ask participants who among them know and have used the GWA Policy Development Manual.
      b. Ask participants also the following: who among them have experienced doing a Gender Audit or Gender Scan.

Step 2   Introduce the GWA Policy Development Manual using Transparencies 5.12 to 5.15. (8 minutes)

Step 3   Then, discuss briefly what a Gender Scan is with help from the Trainer's Notes below and Transparencies 5.16 and 5.20. (10 minutes)

Gender Scan

The Gender Scan is a self-assessment methodology that focuses on improving the organization's performance with respect to gender equality and women's empowerment.

Why a Gender Scan[6]

The Gender Scan is meant to be used as a starting point for organizations implementing an internal change or strategic planning process or both, with regard to gender mainstreaming.

Its overall objective is to assess an organization's performance and potential to successfully develop and implement a gender-inclusive policy and practice to strengthen its activities, services and products.

Specifically the self-assessment will:

1. Assist organizations to analyze the following:
   - Organizational policy with regard to gender issues and principles.
   - Application of gender policy in products and services.
   - Organizational support for application of gender policy.
   - Internal gender policy application.
2. Highlight areas for institutional change for improved implementation of gender mainstreaming.

Step 4   EXERCISE (50 minutes)

Planning a Gender Scan

Procedure:

a. Form two teams mixing those with prior experience with those with none. Give a copy of the GWA Policy Development Manual when the participants begin with question number 3 (see below).

b. Each team shall discuss the following questions:

c. Why a Gender Scan?

d. What would be the requisites needed to engage your organization in the Gender Scan?

e. Which are the principal steps in a Gender Scan plan for our organization?

f. What are the methods you are going to use to collect information?

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[6] Policy Development Manual for Gender and Water Alliance Members and Partners (2003) & Manual for the Participatory Gender Audit (SNV, 2000)

TRAINER'S NOTES

Gender Scan Methodology

The Gender Scan is a participatory tool based on the concepts of gender and development, learning organization, qualitative self-assessment and adult learning cycle.

The methodology of the Gender Scan consists of a set of methods to be used in workshop sessions with groups of participants, preferably teams that work together at different levels in the organization's programs or projects. All the methods require the involvement of all members of the teams and promote self-assessment by individual participants on various aspects of the organization's programs and projects. The methods permit participants to effectively learn how to judge gender equality and women's empowerment and how to apply these objectives in their own work. In addition to the workshop methods, the Gender Scan provides methods to be used by members of the Gender Scan team in conducting an inventory of the gathered information and write the reports.

Some of the methods used in a Gender Scan are:

- **Questionnaire survey.** This involves a printed or electronic list of questions and is distributed to a predetermined selection of individuals. Individuals complete and return the questionnaire.
- **Face-to-face interview.** This involves personal interaction. The interviewer asks questions following a guide or protocol and records respondents' answers.
- **Group techniques** (facilitated workshop, focus group discussion). This involves group discussion of predetermined issues or topic. A trainer or moderator leads the group.
- **Document review.** This involves identification of written or electronic documents containing information on issues to be explored. The team reviews documents and identifies relevant information. The team keeps track of information retrieved from documents.

Some techniques used to collect information are:[7]

- Perception of achievement
- Quality test
- Venn diagram
- SWOT analysis
- Ideal organization
- Archive review
- Knowledge and awareness test
- Classification of projects/programs
- Onion of Hofstede
- Mind-mapping
- Timeline

Step 5 The teams present in plenary session their results using creative visuals of available materials. (20 minutes)

Step 6 Synthesize discussion. Refer to Trainer's Notes and the GWA Policy Development Manual for additional inputs. (15 minutes)

Step 7 Close the session.

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[7] See Gender Audit, SNV

POLICY DEVELOPMENT MANUAL:
THE GENDER SCAN

- Provides guidelines to develop gender policy.

- Enabling rather than prescriptive.

Two Parts:

- Policy Guidelines.

- Gender Scan Guidelines.

POLICY GUIDELINES: FOUR STEPS FOR GM

- Information.

- Consultation, Advocacy and Decision-making.

- Action to Promote Gender Sensitivity – Beneficiary Groups.

- Action to Promote Gender Sensitivity – Organizations.

COMPONENTS AND STEPS

- **Policy Components.**

  - Situational analysis.

  - The policy itself.

  - Implementation strategy or action plan.

- **Step-by-Step Guide to Developing a Gender Policy.**

- **7 Steps.**

GENDER SCAN GUIDELINES

Why A Gender Scan?

- Objectives.

- Step-by-step methodology.

- Appendix.

  - Case-Study.

THE GENDER SCAN

Objective:

Assess an organization's performance and potential to successfully develop and implement a gender-inclusive policy and practice.

Specific Objectives:

- Analyze:
  - Policy application product and service.
  - Internal gender application.
  - Organizational support.

- Highlight areas for institutional change for improved operationalization of GM.

Transparency 5.17

STEP-BY-STEP GUIDE ON GENDER SCAN

- ● Organization readiness.

- ● Creating a team.

- ● Planning the Gender Scan.

- ● Conducting the self-scan.

- ● Follow-up.

- ● Communicating the results.

STEP-BY-STEP GUIDE ON GENDER SCAN

Planning A Gender Scan

- Identifying the unit of analysis.

- Identifying the main performance issues to be addressed.

- Development of key questions or main performance indicators.

- Choosing methods to collect information.

READINESS FOR GENDER SCAN

- Cultural.

- Leadership.

- Resources.

- Vision and strategy.

- People.

- Systemic.

DATA COLLECTION METHODS

- Questionnaire survey.

- Face-to-face interview.

- Group techniques.

- Document review.

SESSION 6 STRATEGIC PLANNING AND TOOLS: THE SPIDER WEB

Session objectives:

■ Understand the fundamentals of the use of the Spider Web.
■ Enhance participants' skills in analyzing and strengthening the gender mainstreaming policy process.

What you need:

■ Transparencies 5.21 to 5.23
■ Copies of Case-Study 5.2, including Flowchart 5.2
■ Flowchart 5.1 and 5.3
■ Copies of Handout 5.2
■ 4 flip chart papers with the marked 13 essential elements of the web
■ 3" x 4" cards, different colors
■ Flip chart and flip chart paper, markers and masking tape

Duration: 3 hours

Step-by-step process:

Step 1   Trainer starts with an energizer. Alternatively, the host team could be asked to conduct the energizer. (10 minutes)

Step 2   After the energizer, trainer recaps the previous session.

Step 3   Trainer introduces the new topic of the session and proceeds to explain:

     a. What are the important elements for gender policy in general?

     b. What is the Spider Web and antecedents?

Gender Mainstreaming in Policies and Strategies and the Model of Spider Web[8]

Mainstreaming a gender perspective in organizations requires actions related to at least 13 elements, each one representing a site of power. We are reminded that gender relations and their intersection with other relations – including social and productive – operate within each site of power in any context. When collective action is undertaken to change a particular element, the underlying power relations will offer opportunities as well as resistance to change. Power is expressed in each element in both the visible products – practices and processes – and in the invisible values and motivations.

The study of different processes of gender mainstreaming have contributed to the creation of this model for analysis and planning which takes into consideration that all identified elements are:

■ Essential for the building and following-up process of any public and/or organizational policy.
■ Necessary to relate to each other in a set of reinforcing interactions, expressed together in the form of a "web".

Policy and planning are one of these elements. That means the progress of gender mainstreaming will depend on whether gender is mainstreamed into each of these essential elements. The gender mainstreaming policy/planning element is the outcome of the spider web.

The form of the web will be context-specific and depends on the presence (or non-presence) of gender mainstreaming in these essential elements.

In general, the spider is/are the researchers or the policy makers.

Step 4   Explain the significance of each essential element and related gender indicators using Handout 5.2 and Transparency 5.21. The trainer gives some examples. (15 minutes)

Step 5   Introduce the Spider Web as a model for analyzing and planning.

Step 6   Use Flowchart 5.1 to point out each element or use a prepared flip chart paper with the marked 13 essential elements of the Spider Web. (15 minutes)

   a.   As each essential element is explained, the trainer will put them (in colored cards) in their respective web places till all 13 elements are completed.

   b.   The trainer will then draw the different lines representing the different gender relations between the different elements of the spider web to get a complete web (see Flowchart 5.1).

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[8] Based on institutional web of C. Levy. See also Perception and Interaction: Inventory of 5 Case Studies of Gender Mainstreaming Governmental Process in Honduras, M. E. Mendez and E. Ariel Montesdeoca, 2000.

FLOWCHART 5.1. THE SPIDER WEB

Donor, Religious, Civil, Private Sector Organizations

c. The sequence of presentation of the elements does not indicate a fixed sequence .It can be started anywhere. But, from a participatory approach, it is recommended to start from the element "Women and men's experience and their interpretation of reality", and continuing with other elements such as "Political pressure/advocacy", "Representative political structures", and so forth.

Step 7   The facilitator will present and discuss the planning process for the Spider Web (Transparency 5.22).

Step 8   Be sure that everybody has understood the logic of the spider web; the trainer will present a case-study for a practical exercise in working groups.

Step 9   Trainer introduces the exercise on the use of the Spider Web (5 minutes).

EXERCISE (1 hour 30 minutes)

Case-Study 5.2

Objective: Understand the basic use of the Spider Web for gender mainstreaming.

Procedure:

a. Explain the exercise objective, expected outputs, procedure and additional resources for the case-study (refer to Instructions for the Team in Case-Study 5.2).

b. If the participants need more information, they can consult a resource person for a maximum of 15 minutes, who will be invited for this part of exercise. (Note: the trainer also can take the role of the resource person)

c. Distribute Case-Study 5.2 and Handout 5.2. Be sure that the participants do not have access to Flowchart 5.3.

d. Divide the participants in 2 or 3 teams.

e. Ask participants to work on the exercise for 1 hour and 25 minutes only.

f. After the teams have built up their own spider web, and answered the questions in the case-study, they can now compare it with Flowchart 5.3.

g. Teams present their comments and results to the plenary. (20 minutes)

Step 10   After the presentations, the trainer summarizes the whole presentation of outputs and highlights. Use flip chart paper or Transparency 5.23. (10 minutes)

Step 11   The trainer proceeds to close the session by giving a short synthesis of what has been discussed and learned during the session.

TABLE OF ESSENTIAL ELEMENTS TO ACHIEVE GM IN ORGANIZATIONAL POLICIES

ELEMENTS	FOCUSES ON:	GENDER VARIABLES AND INDICATORS
1. Research	In what extent is gender integrated into the specific studies undertaken of used in the stage of planning process? National, local studies. Field research, evaluation etc.	Sex-disaggregated data. Gender-analytical information. Topics covering the specific situation of women and other displaced or marginalized sectors of the population.
2. Methodology	Analytical techniques and instruments that ensure the incorporation of the knowledge and experience of women and men regarding their own situations. Diagnostic studies. Focus groups. Surveys etc.	Representation of both sexes is ensured in methods. Consensus with women's groups on the content of requested information. Participation of target community members in different phases – especially women and youth. Gender indicators are incorporated.
3. Vision/theory-building	Presence of vision about the relation between organizational development and gender equality. Mission. Long term plan. Programs, projects etc.	No or few documents on gender concepts and view. Vision is constructed based on women and men in the organization and community. Present in each phase of planning process and organization's level.
4. Women's and men's experience and interpretation of reality	The inclusion of gender needs of women and men and the differentiated impact of the organizations activities on each of them.	Some type of gender needs accounted for policy formulation and implementation. Phase/timing of the consultation. Groups affected by interventions.
5. Political commitment	The political will and personal commitment to support and/or implement policies to achieve gender equality.	Commitment from the organization's leader(s). Number of women/men providing support from management positions. Number of men supporting gender-sensitive decisions.
6. Political pressure/advocacy	Participation of women's groups and mixed groups in advocacy and lobby activities.	Number of external organizations working on the organization's gender agenda. Number of gender proposals submitted by civil groups. Number of projects proposed by civil organizations in operation.

TABLE OF ESSENTIAL ELEMENTS TO ACHIEVE GM IN ORGANIZATIONAL POLICIES

ELEMENTS	FOCUSES ON	GENDER VARIABLES AND INDICATORS

7. Representative mechanisms in the decision-making process	Existence of gender representative mechanisms, e.g., local and other commissions.
	  Internal Monitoring (accountancy).
	  Gender commissions.
	  Inter-Institutional.
		Composition and distribution of gender/sex in commissions.
		
		Gender content in the participative mechanism agenda.
		
		Time and frequency of participation of women.

8. Gender experience in pioneer projects and actual programs/ projects	Gender contributions of previous, actual programs within the organization.	No. of gender mainstreaming experiences systematized/documented. Incorporation of GM lessons learned, in plans and other projects of institution. No./type of gender coaching done.

9. Technical development of personnel	The organizational support to staff to improve gender knowledge and experience.
	  Managers.
	  Administrative personnel.
	  Operations personnel.
		Presence and kind of gender specialization (focal points, mixed).
		
		Representation of women in different levels/positions.
		Quantity and quality of gender management courses.
		
		Representation of women and youth in training courses.

10. Procedures	The set of internal regulations and procedures that make the WRM policies effective.
	  Water Management Plan.
	  Internal Regulations for project of organization.
	  Format of reports, TOR etc.
		Non-sexist language.
		
		Implementation of measures based on national equality laws.
		
		Positive actions.
		
		Protection of women in workforce.

11. Financial resources	Where are resources invested?
	  Institutional Plan.
	  Local projects.
	  Gender Budget.
		Existence of specific gender items in budget.
		
		Implementation of participative budget planning techniques.
		
		Quantity and quality of projects for women or that have gender components.

12. Mainstream location responsibility for gender issues	Clarity of the location of responsibility for gender issues.	Status of the responsible official or unit. Existence and composition of gender team (one or mixed unit). Controlling functions in strategic development plans.

ESSENTIAL ELEMENTS TO ACHIEVE GENDER MAINSTREAMING IN ORGANIZATIONAL POLICIES

- Research.
- Methodology.
- Vision/theory-building.
- Women's and men's experience and interpretation of reality.
- Political commitment.
- Political pressure/advocacy.
- Representative mechanisms in decision-making process.
- Gender experience in programs/projects.
- Technical development of personnel.
- Procedures.
- Financial resources.
- Mainstream location of responsibility for gender issues.

PLANNING THE SPIDER WEB

Steps	Products
1. Planning. Make a plan for the activities for research, analysis and dissemination.	Plan. Checklist.
2. Methodology. Prepare legal framework and tools: • Terms of Reference for position papers. • Questionnaires and workshop material.	Terms of Reference etc.
3. Identification of stakeholders acting during the policy process.	List key persons.
4. Collecting information through: • Personal interviews with different actors of the process about different elements. • Workshops with different stakeholders.	Reports of interviews. Case studies.

PLANNING THE SPIDER WEB (CONT'D)

Steps	Products

5. Analysis of the elements and their interactions. Look at:
  • Weak and strong sides of gender mainstreaming elements.
  • How each element is contributing (or had contributed) to the actual situation of GM in institutional policies and practices.
  • Potentials (relating to opportunities which might offer an opening for gender integration).
  • Roles of different stakeholders: civil society, church and donors.
  • Political and social context described.
	Draft Gender Policy and Strategy document.

PLANNING THE SPIDER WEB (CONT'D)

Steps	Products
6. Gender consultation with focal groups about the information collected.	Report of comments and recommendations.
7. Build up the web.	Flowchart.
8. Apply the analysis to a strategic planning of policy process. ⬥ Formulation of recommendations for follow-up or startup.	Recommendation report.
9. Presentation and distribution.	Final document.

Timeframe: 2 to 3 months.

BUILDING A SPIDER WEB

Ministry of Natural Resources, Beniras

Since 1996, the water resources of Beniras (country in Latin America) have been managed by different government agencies. Drinking water and sanitation systems are overseen by the Ministry of Health; water irrigation lie in the jurisdiction of the Ministry of Agriculture (MAG) and the Ministry of Natural Resources (SRN) oversees the use of environment. But this hasn't always been the case. Prior to 1996, the country's water resources – both for irrigation and environment – were the responsibility of a single government ministry: the old Ministry of Natural Resources (MRN).

Meanwhile, the process of implementing a ministry-wide policy on gender in the natural resources sector began in 1993, before the Ministry was divided into two separate entities. In the year 2000, each Ministry officially ended the phase of formulation and an official document/general strategic plan was adopted by the Minister and later (2001), by the Presidency. The gender policy document of SRN has very good objectives and strategic actions. Although the two policy documents by SRN and MAG were similar in their general objectives, they each incorporated different contents and involved different players. The two processes were also different in timeframe and focus, despite their shared goals. Applying the spider web model to each revealed in a just a few weeks the differences, weaknesses and strengths regarding gender in each of the components of both processes.

The Ministry of Agriculture and Cattle Ranching (MAG) (see Flowchart 5.2)

Significant differences. The process of creating and implementing a gender policy in the MAG took 7 years. Small-scale farmers and their Unions, both men and women, participated in the initial stages of the process (4 years). The initiative to create a gender policy emerged from the results of a pioneer women's project with support from the FAO, and also from pressure from the international cooperation community. The primary focus of the theory was Women in Development. Decisions regarding gender were not under the direct responsibility of the Ministry.

The Ministry of Natural Resources and the Environment (SRN) (see Flowchart 5.3)

Significant differences. The process of creating and implementing a gender policy took two years. It emerged from an analysis of the gender situation by both men and women employed by the Ministry – but not from the larger community. The initiative to create a gender policy emerged from a project financed by the Donor Agency with no significant findings from any prior project: it was due largely to the political wishes of the Minister (she). Personnel's training was weak and involved just 20% of employees, primarily women. The initial focus theory was Women in Development, but this changed over time to gender mainstreaming. Decisions regarding gender mainstreaming, gender unit and gender specialist, were under the direct responsibility of the Minister. For the formulation of this gender national policy, the previous administration has not invited the private sector and religious institutions to be part of the process. The influence of International donors was strong in the process.

INSTRUCTIONS FOR THE TEAM:

You are a part of the consultant group, *Pisces*. The new Minister of Natural Resources (SRN) of Beniras, with the assistance of the also new Minister of Women Development wants to review the gender mainstreaming policy of the Ministry. This gender policy and strategy was approved during the previous administration (by the opposite Party). Now, they need serious advice if they proceed to:

1) Apply the already approved gender policy of the previous administration, or
2) Reformulate this current one based on the actual situation, or
3) Restart a new gender mainstreaming process.

Based on the case-study and the Table of Essential Elements, the Consultant Group *Pisces* will:

1) Build up the spider web of the Ministry of Natural Resources, SRN.
2) Advise the Minister about restarting a new process or improve the old one.
3) If you as adviser concludes to improve the old gender strategy, where do you start and why?
4) If you as adviser concludes to restart a new gender mainstreaming process, on what facts is this based?

Additional Resources for the Case-Study:
- Case-Study 5.2
- Basic Information (Case-Study 5.2 page 3)
- Flowchart 5.2 (Case-Study 5.2 page 4)
- Table of Essential Elements (Handout 5.2)
- There is a key resource person available and s/he can help you with extra information. You can interview him/her only for 15 minutes to allow all teams a chance to consult.

Basic Information

| ELEMENT	SRN
Political commitment	The Minister decided to introduce a gender agenda in Ministry in the 2 years left of her administration. She, a politician, frequently adopted measures to order the top managers to attend the different sessions during the formulation phase of gender policy, also when she was not always attending. She also hired more women in managerial positions.
Vision/theory-building	The local environment municipality units would implement gender-oriented activities, but they were not involved in the identification and formulation phases. Also, personnel of regional offices were not involved in the initial gender-sensitive trainings.
Women's and men's experience and their interpretation of reality	A gender diagnosis was made with part of the personnel (men and women) of Ministry. No diagnosis and consultation was made a local level or civil society (peasants, women or environment organizations).
Research	No specific research was made in gender and water issues. Secondary date was used for the process, coming from the SAG.
Political pressure/advocacy	Traditionally, Women's organizations are not working in water issues. Environment organizations are very weak in gender issues. They don't interact frequently on policy issues with the central office of SRN.
Methodology	Gender-sensitive techniques were used with personnel involved.
Mainstream location of responsibility	The gender specialist and focal point came under direct responsibility of Minister. A representative from the planning unit was actively involved.
Gender experience in pioneer and actual programs/projects	The only project working with gender in the SRN was in the energy sector and provided assessment to the process, with an initial input from IUCN.
Staff development	Only few courses were developed by the identification phase. Few gender documents are available in the few libraries of Ministry.
Procedures	The Gender Policy considered the situation of woman inside the ministry (e.g. protection against sexual harassment). But the procedures are still unmodified.
Resources	Budget for the gender mainstreaming process came mostly from external donors.
Gender-representative internal mechanisms	Ad hoc internal committee for following up of the process of formulation was established with men and woman staff participation. They disappeared with the political administration change.

Situation Now

The country has good laws, like the Equality Law which mandates a minimum percentage for women political representation (30 %) and a Women National Plan. Not everybody knows these laws or strategies. The previous administration ended in the beginning of 2001. The priority of the new government is decentralization and Poverty reduction. The Ministry of Planning has introduced gender mainstreaming goals in the National Poverty Reduction Strategy. But not all Ministers are gender-sensitive. The main decentralization's proposal from the government has no gender approach. Most of women's organizations think that is more about privatization than transferring real political and financial autonomy to the local administrations. Water decentralization law proposal is a hot issue now. The new Minister of Environment is a woman, but it has taken more than a year and six months to get her attention on the existing gender policy. Also the Ministry of Women Development, a very gender compromised person, has no experience in gender mainstreaming in IWRM and decentralization issues. The donor's are not so willing to invest more financial and technical assistance for new gender mainstreaming processes. Almost of the 20 % of the old staff has been fired in the first 10 months of new administration. The new gender focal point comes from other sectors and do not have enough theoretical knowledge and skills to give advise to the Ministry.

FLOWCHART 5.2: THE MINISTRY OF AGRICULTURE AND CATTLE RANCHING (MAG)

- —— Strong link
- ------- Weak link
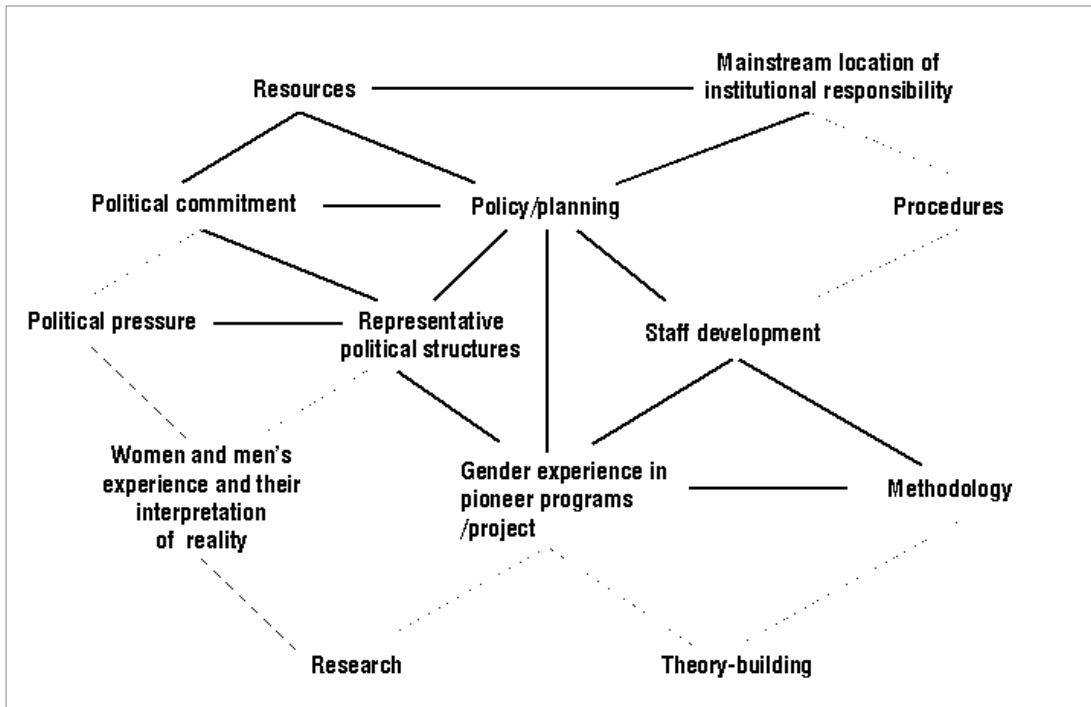
FLOWCHART 5.3: THE MINISTRY OF NATURAL RESOURCES AND THE ENVIRONMENT (SRN), YEAR 2000
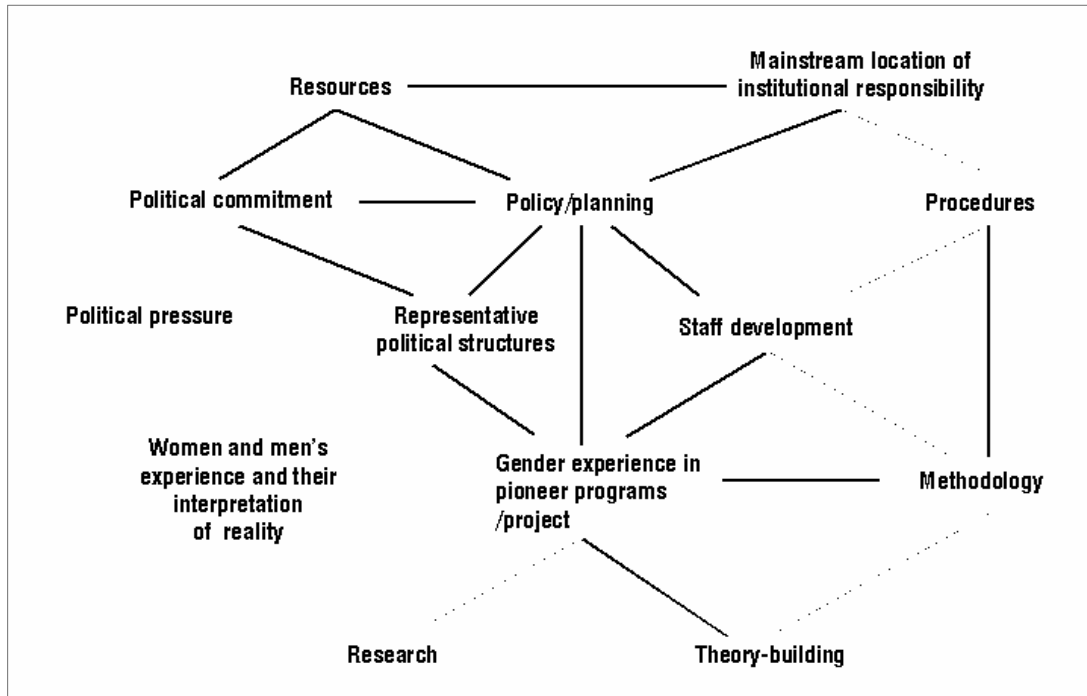
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SUMMARY: THE SPIDER WEB

The Spider Web is a useful tool for:

- Analyzing the sustainability of existing institutional and public policies from a gender perspective.

- Building or rebuilding gender mainstreaming policies.

- Promoting changes in the planning process of gender mainstreaming policies.

SUMMARY: THE SPIDER WEB (CONT'D)

Specifically, the Spider Web can help us:

- Understand existing gender relationships between different institutional components and with external factors, e.g., influence from donors, religious and political institutions.

- Identify where the policy process started and through which strategic elements of web is done.

- Identify the existing gender strengths and weakness in the web and what is missing in the policy process.

- Design appropriate strategies and formulate practical solutions to improve institutional capacities to achieve adequate gender mainstreaming in organizations or the public sector.

SESSION 7 PLANNING GENDER MAINSTREAMING POLICY

Session objectives:

■ Demonstrate how to plan gender mainstreaming policy and the different tools related to it.

What you need:

■ Transparencies 5.24 to 5.26

Duration: 30 minutes

Step-by-step process:

Step 1   Recap the previous Sessions 4, 5 and 6, highlighting that gender policy development processes also need to be planned using a sequenced approach. (5 minutes)

Step 2   Discuss each phase based on a gender mainstreaming policy process of a community interacting with water organizations (public or private). Use Transparencies 5.24 and 5.27. (20 minutes)

Ask the participants to propose appropriated tools for each phase.

Step 3   Conclude the session, synthesizing all phases in the general scheme using Transparencies 5.28 to 5.30. (5 minutes)

GENDER MAINSTREAMING POLICY PROCESS

Phase	Principal Activity
1 Identification and definition of problems. The set of actions that lead to the identification of conflicts of interest regarding gender in WRM affecting a portion or all of the community, that cannot be resolved alone and require institutional intervention.	**A** Situational analysis. How does it affect the situation and how was it detected? Who is affected? Where does it occur? What is the gender impact? **B** Strengthening of civil groups for policy process Official recognition especially of women's organizations. **C** Getting acceptance by authorities that the problem is relevant and merits institutional action.

GENDER MAINSTREAMING POLICY PROCESS
(CONT'D)

Phase	Principal Activity
2 Finding solutions.	**D** Participative and comparative analysis.
	Analysis of different alternatives (solutions and/or responses) from the point of view of the different players (civil, government and business), both men and women
	E Creation of indicators of success.

GENDER MAINSTREAMING POLICY PROCESS
(CONT'D)

Phase	Principal Activity
3 Adoption: selection, negotiation and definition of responses by the organization or government agency. Analysis of solutions from the organization's political, cultural and financial points of view.	**F** Consensus. Negotiations with members of the community and local businesses to reach a consensus on a solution. **G** Preparation of a final response from the head of the organization and/or institution. **H** Agreement settled.

GENDER MAINSTREAMING POLICY PROCESS
(CONT'D)

Phase	Principal Activity
4 Implementation. Development of gender goals, standards, procedures, plans, projects and indicators for the implementation of solutions.	**I** Coordinated and participatory implementation of proposal. **J** Gender integration of audit mechanisms.
5 Follow-up and evaluation. Ongoing comparison of expected and achieved levels of performance and impact.	**K** Consultation of users on gender representativeness. **L** Redacting communal reports.

TOOLS FOR GENDER MAINSTREAMING IN POLICY PROCESS

Phases	Principal Activity	Tools
1 Identification and definition of problems.	**A** Situational analysis.	Gender Scan. Spider Web. Stakeholder Analysis.
	B Strengthening of civil groups for policy process (especially women organizations).	Ladders.
	C Getting acceptance by authorities.	Advocacy. Spider Web. Gender Scan. SWOT.

TOOLS FOR GENDER MAINSTREAMING IN POLICY PROCESS (CONT'D)

Phases	Principal Activity	Tools
2 Finding solutions.	**D** Participative and comparative analysis. **E** Creation of indicators of success.	Spider Web. SWOT.
3 Adoption: selection, negotiation and definition of responses by the organization or government agency.	**F** Consensus. **G** Preparation of a final response.	Gender Scan. Advocacy. SWOT.

TOOLS FOR GENDER MAINSTREAMING IN POLICY PROCESS (CONT'D)

Phases	Principal Activity	Tools
4 Implementation.	**I** Coordinated and participatory implementation of proposal. **J** Gender integration of audit mechanisms.	Spider Web. Gender Scan.
5 Follow-up and evaluation.	**K** Consultation of users on gender representativeness. **L** Redacting communal reports.	Gender Scan. Spider Web.

SESSION 8 CONCLUSION AND EVALUATION

Session objectives:

■ Generate feedback from the participants based on the objectives and expectations set for the module.

What you need:

■ Workshop expectations from the first session on flip chart papers
■ Copy of overall objectives of the module
■ Copies of the Module Evaluation Form (see Annex 1)

NOTE: Discuss with the host team or volunteer participant/s the process of evaluation. It is better that other persons or a group other than the trainer carries out the evaluation process.

Duration: 35 minutes

Step-by-step process:

Step 1   Inform the group that we have come to the conclusion of the module. Review objectives of the module and sum up accomplishments. Link it with the previous modules, if applicable.

Step 2   Referring to the list of expectations developed in Session 1, inform them of the purpose of the evaluation. One may cite the need to see a) what the participants identify as key learning points and b) what specific areas of the modules need further discussion, clarification or information.

Step 3   Having set the tone of the evaluation, turn over the activity to the volunteer participant.

Step 4   The volunteer facilitates the discussion with the group. Various methodologies (such as the use of different colored cards, writing notes on a flip chart while people are responding to the questions) may be used to elicit responses to the following questions:

   a.   Were the objectives of the module met?

   b.   Were expectations met? Which were and which not?

   c.   What did they liked best and liked least about the different sessions?

   Go through the list of expectations with the group and get them to reflect on the accomplishments of the module and how it matched with their expectation. Summarize the main points.

Step 5   Trainer acknowledges main points and thank all the participants, specially the volunteer trainer, for their great contributions to the discussions.

Step 6   Close the session. One may use any culturally acceptable methodology (i.e., a formal closing speech by somebody, clapping in a certain pattern, singing a group song, short story etc.).

Step 7   Resource person or workshop organizer provides relevant announcements relating to the next module or next day's session, if applicable.

GLOSSARY

Advocacy is a strategy that is used around the world by non-governmental organizations (NGOs), activists, and even policy makers themselves, to influence, reform and ensure that policies are implemented and enforced.

Gender identity refers to the self-awareness of knowing to which sex one belongs. Self-awareness is part of a process affected especially by group identity, social class and ethnicity that it will attribute roles and status to women or men, based on expected social and cultural values

Gender scan is a self-assessment methodology that focuses on improving the organization's performance with respect to gender equality and women's empowerment

Organization is a group of people intentionally organized to accomplish an overall, common goal or set of goals.

Organization model is a method that can be used to describe, to analyze and to diagnose all kinds of organizations without overlooking its most important elements.

Spider web refers to a methodological tool used to assess how a gender perspective is currently mainstreamed in an organization, in a specific context under consideration.

System refers to a collection of parts (or subsystems) integrated to accomplish an overall goal (a system of people is an organization).

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C. Levy. The Process of Institutionalising Gender In Policy and Planning: The Web of Institutionalisation. DPU, University of London. 1996,1998.

Carter McNamara. http://www.mapnp.org/library/mgmnt/orgchnge.htm#anchor493930.

GWA. Policy Development Manual for Gender and Water Alliance Members and Partners, January 2003.

M. E. Méndez & E. A. Montesdeoca. Percepción e Interacción. Sistematización de 5 Experiencias de Políticas Públicas de Género en Honduras, CEM-H, 2002. (Perception and Interaction: Inventory of 5 Cases Study Of Gender Mainstreaming In Public Policy Process In Honduras).

MDF. Course on Institutional Development and Organizational Strengthening (ID/OS), Nepal. 2001

NCRW. Ways to Gender-Responsive Organizations, Philippines, 2003

SNV. Manual for the Participatory Gender Audit. Gender & Development Training Centre. 2000.

ADDITIONAL RESOURCES

3rd World Water Forum: Water and Poverty Initiative – adb.org http://www.adb.org/water/theme/poverty.asp

http://www.irc.nl/products/documentation/ircdoc/title.php?titleno=27815

International Water Management Institute (IWMI) – Poverty, Gender and Water Page

The Water Poverty Index – http://www.nwl.ac.uk/research/WPI/

Water, poverty, Soussan, J. and Lincklaen Arriens, W.T. (2003). Poverty and Water Security. Manila, Philippines: Asian Development Bank.

WaterAid – current research – poverty reduction strategy papers – http://www.wateraid.org.uk/site/in_depth/current_research/400.asp

World Bank PovertyNet – http://www.worldbank.org/poverty/
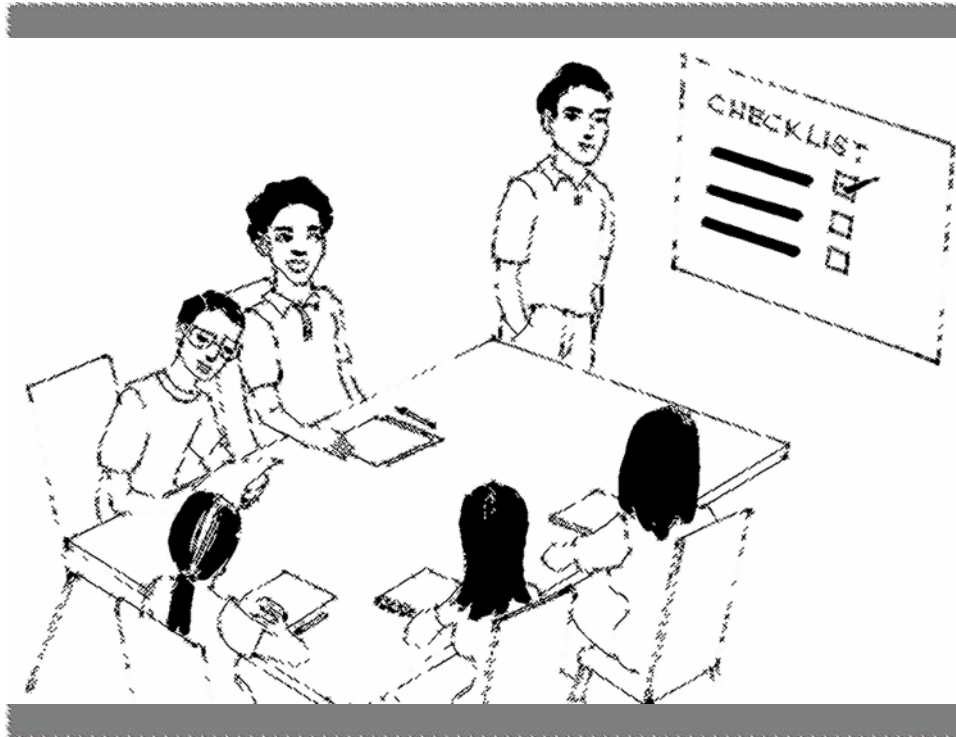
Planning Training of Trainers (TOT) Workshops

This module[1] is a guide to developing and implementing Training of Trainers (TOT) workshops. The overall objective of the module is to equip the participants with the knowledge and skills required to design and conduct practical training courses in mainstreaming gender in IWRM. The module is supposed to be used as a manual to be able to deliver culturally specific training of trainers.

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[1] Written by Karin M. Krchnak.

Module objectives:

- Assist trainers who have participated in the Global TOT to take the course materials and experience and develop culturally specific courses at the regional, national, or local levels.
- Create a cascading approach such that regional trainers shall train trainers in their regions who shall train other trainers down the line to reach the grassroots.
- Help reduce the gaps between policy and implementation by synthesizing the information and tailor it to regional/national/local specific needs.

Duration: 4 hours 25 minutes

List of Acronyms:

GWA	Gender and Water Alliance
IWRM	Integrated Water Resources Management
OHP	OverHead Projector
TOT	Training of Trainers

SESSION 1 INTRODUCTION TO MODULE SIX

Session objective:

■ Introduce Module Six.

What you need:

■ Transparency 6.1
■ Handout 6.1 and 6.2
■ OHP

Duration: 10 minutes

Step-by-step process:

Step 1   Welcome everyone and introduce yourself.

Step 2   Distribute Handout 6.1 and introduce Module Six using Transparency 6.1 (Workshop Overview). Give participants a chance to ask questions.

Step 3   Describe to participants briefly the background on why they are undertaking the development of a sample TOT. Refer to the Introduction to the TOT Package.

Step 4   Give participants Handout 6.2 that describes the commitments made by countries on freshwater issues at the World Summit on Sustainable Development (refer to Module One for more information on the World Summit). Highlight Paragraph 25 – the commitment that each country will develop an integrated water resource management and efficiency plan by 2005.

Step 5   Discuss with participants how regional, national, and local TOTs can help raise awareness on gender mainstreaming in IWRM and how this may help national efforts to develop IWRM plans that will incorporate gender mainstreaming in practice.

Step 6   Give participants a chance to ask questions.

TRAINER'S NOTES

Throughout this module, there are steps that describe giving the participants handouts or worksheets. The trainer should decide if s/he prefers to hand these out as s/he goes along or to have participants refer to the TOT Package.

The trainer should be in close contact with the GWA and the Coordinator for the Capacity Building Program to determine the best approach to respond to questions from participants on: plans for future GWA Gender Mainstreaming in IWRM trainings, role of GWA members and non-members, the responsibility of host institutions, bidding process, if applicable; contractual arrangements, funding etc.

MODULE OVERVIEW

SESSION	SESSION TITLE AND OBJECTIVES
Session 1	Introduction to Module Six (10 minutes)
Session 2	Designing a Workshop (15 minutes) ■ Learn to design a successful workshop.
Session 3	Pre-planning a TOT (1 hour 30 minutes) ■ Enable participants to define the target audience and begin planning for a TOT.
Session 4	Sequencing of the Training Modules (20 minutes) ■ Enable participants to understand the sequencing of the modules and develop ideas on how to modify the sequencing of the modules to meet regional, national or local needs.
Session 5	Developing and Presenting a Work Plan (2 hours) ■ Enable participants to develop and present a draft work plan for implementing a TOT.
Session 6	Conclusion and Evaluation (10 minutes) ■ Conclude the workshop with a general overview of the module.

WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Six	10 minutes
2	Designing a Workshop	15 minutes
3	Pre-Planning a TOT	1 hour 30 minutes
4	Sequencing of the Training Modules	20 minutes
5	Developing and Presenting a Work Plan	2 hours
6	Conclusion and Evaluation	10 minutes

WORLD SUMMIT ON SUSTAINABLE DEVELOPMENT COMMITMENTS ON FRESHWATER ISSUES IN THE PLAN OF IMPLEMENTATION[2]

II.   Poverty eradication

6.   Eradicating poverty is the greatest global challenge facing the world today and an indispensable requirement for sustainable development, particularly for developing countries. Although each country has the primary responsibility for its own sustainable development and poverty eradication and the role of national policies and development strategies cannot be overemphasized, concerted and concrete measures are required at all levels to enable developing countries to achieve their sustainable development goals as related to the internationally agreed poverty-related targets and goals, including those contained in Agenda 21, the relevant outcomes of other United Nations conferences and the United Nations Millennium Declaration. This would include actions at all levels to:

(a) Halve, by the year 2015, the proportion of the world's people whose income is less than $1 a day and the proportion of people who suffer from hunger and, by the same date, to halve the proportion of people without access to safe drinking water;

(b) Develop national programs for sustainable development and local and community development, where appropriate within country-owned poverty reduction strategies, to promote the empowerment of people living in poverty and their organizations. These programs should reflect their priorities and enable them to increase access to productive resources, public services and institutions, in particular land, water, employment opportunities, credit, education and health;

(c) Combat desertification and mitigate the effects of drought and floods through such measures as improved use of climate and weather information and forecasts, early warning systems, land and natural resource management, agricultural practices and ecosystem conservation in order to reverse current trends and minimize degradation of land and water resources, including through the provision of adequate and predictable financial resources to implement the United Nations Convention to Combat Desertification in Those Countries Experiencing Serious Drought and/or Desertification, particularly in Africa, as one of the tools for poverty eradication;

(d) Increase access to sanitation to improve human health and reduce infant and child mortality, prioritizing water and sanitation in national sustainable development strategies and poverty reduction strategies where they exist.

7.   The provision of clean drinking water and adequate sanitation is necessary to protect human health and the environment. In this respect, we agree to halve, by the year 2015, the proportion of people who are unable to reach or to afford safe drinking water (as outlined in the Millennium Declaration) and the proportion of people who do not have access to basic sanitation, which would include actions at all levels to:

(a) Develop and implement efficient household sanitation systems;

(b) Improve sanitation in public institutions, especially schools;

(c) Promote safe hygiene practices;

(d) Promote education and outreach focused on children, as agents of behavioural change;

(e) Promote affordable and socially and culturally acceptable technologies and practices;

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[2] For copies of the entire document, visit www.johannesburgsummit.org.

WORLD SUMMIT ON SUSTAINABLE DEVELOPMENT COMMITMENTS ON FRESHWATER ISSUES IN THE PLAN OF IMPLEMENTATION (CONT'D)

(f) Develop innovative financing and partnership mechanisms;

(g) Integrate sanitation into water resources management strategies.

IV. Protecting and managing the natural resource base of economic and social development

23. Human activities are having an increasing impact on the integrity of ecosystems that provide essential resources and services for human well-being and economic activities. Managing the natural resources base in a sustainable and integrated manner is essential for sustainable development. In this regard, to reverse the current trend in natural resource degradation as soon as possible, it is necessary to implement strategies which should include targets adopted at the national and, where appropriate, regional levels to protect ecosystems and to achieve integrated management of land, water and living resources, while strengthening regional, national and local capacities. This would include actions at all levels to:

24. Launch a program of actions, with financial and technical assistance, to achieve the millennium development goal on safe drinking water. In this respect, we agree to halve, by the year 2015, the proportion of people who are unable to reach or to afford safe drinking water as outlined in the Millennium Declaration and the proportion of people without access to basic sanitation, which would include actions at all levels to:

(a) Mobilize international and domestic financial resources at all levels, transfer technology, promote best practice and support capacity-building for water and sanitation infrastructure and services development, ensuring that such infrastructure and services meet the needs of the poor and are gender-sensitive;

(b) Facilitate access to public information and participation, including by women, at all levels, in support of policy and decision-making related to water resources management and project implementation;

(c) Promote priority action by Governments, with the support of all stakeholders, in water management and capacity-building at the national level and, where appropriate, at the regional level, and promote and provide new and additional financial resources and innovative technologies to implement chapter 18 of Agenda 21;

(d) Intensify water pollution prevention to reduce health hazards and protect ecosystems by introducing technologies for affordable sanitation and industrial and domestic wastewater treatment, by mitigating the effects of groundwater contamination, and by establishing, at the national level, monitoring systems and effective legal frameworks;

(e) Adopt prevention and protection measures to promote sustainable water use and to address water shortages.

25. Develop integrated water resources management and water efficiency plans by 2005, with support to developing countries, through actions at all levels to:

(a) Develop and implement national/regional strategies, plans and programs with regard to integrated river basin, watershed and groundwater management, and introduce measures to improve the efficiency of water infrastructure to reduce losses and increase recycling of water;

WORLD SUMMIT ON SUSTAINABLE DEVELOPMENT COMMITMENTS ON FRESHWATER ISSUES IN THE PLAN OF IMPLEMENTATION (CONT'D)

(b) Employ the full range of policy instruments, including regulation, monitoring, voluntary measures, market and information-based tools, land-use management and cost recovery of water services, without cost recovery objectives becoming a barrier to access to safe water by poor people, and adopt an integrated water basin approach;

(c) Improve the efficient use of water resources and promote their allocation among competing uses in a way that gives priority to the satisfaction of basic human needs and balances the requirement of preserving or restoring ecosystems and their functions, in particular in fragile environments, with human domestic, industrial and agriculture needs, including safeguarding drinking water quality;

(d) Develop programs for mitigating the effects of extreme water-related events;

(e) Support the diffusion of technology and capacity-building for non-conventional water resources and conservation technologies, to developing countries and regions facing water scarcity conditions or subject to drought and desertification, through technical and financial support and capacity-building;

(f) Support, where appropriate, efforts and programs for energy-efficient, sustainable and cost-effective desalination of seawater, water recycling and water harvesting from coastal fogs in developing countries, through such measures as technological, technical and financial assistance and other modalities;

(g) Facilitate the establishment of public-private partnerships and other forms of partnership that give priority to the needs of the poor, within stable and transparent national regulatory frameworks provided by Governments, while respecting local conditions, involving all concerned stakeholders, and monitoring the performance and improving accountability of public institutions and private companies.

26. Support developing countries and countries with economies in transition in their efforts to monitor and assess the quantity and quality of water resources, including through the establishment and/or further development of national monitoring networks and water resources databases and the development of relevant national indicators.

27. Improve water resource management and scientific understanding of the water cycle through cooperation in joint observation and research, and for this purpose encourage and promote knowledge-sharing and provide capacity-building and the transfer of technology, as mutually agreed, including remote-sensing and satellite technologies, particularly to developing countries and countries with economies in transition.

28. Promote effective coordination among the various international and intergovernmental bodies and processes working on water-related issues, both within the United Nations system and between the United Nations and international financial institutions, drawing on the contributions of other international institutions and civil society to inform intergovernmental decision-making; closer coordination should also be promoted to elaborate and support proposals and undertake activities related to the International Year of Freshwater 2003 and beyond.

SESSION 2 DESIGNING A SUCCESSFUL WORKSHOP

Session objective:

■ Learn to design a successful workshop.

What you need:

■ Handout 6.3

Duration: 15 minutes

Step-by-step process:

Step 1   Introduce the session and inform participants of what will be covered in this session.

Step 2   Give everyone a copy of Handout 6.3 (Designing Workshops).

Step 3   Give them a few minutes to read it and reflect on it.

Step 4   Then, walk them through it reading 1 or 2 points from each section. You do not have to read out the whole handout.

Step 5   Give participants a chance to ask questions.

DESIGNING WORKSHOPS[3] – SEVEN STEPS OF PLANNING

WHO is the course designed for? Specify their levels of seniority, likely ages, gender, sectoral specialism etc. How many people will come? Think about their likely current level of understanding of gender issues and their likely level of motivation to attend a gender training course.

WHY do these people need training? Think about this in relation to the participants' job responsibilities or, for community level courses, particular issues/problems the community is facing. Is there a particular reason to have the training at this time - new policies or guidelines, particular problems that have arisen, new issues arising from gender research/sex-disaggregated data, or follow-up to previous training?

WHAT FOR What do you hope the participants/organization/community will gain from the training? This is similar to the above question, but slightly different in emphasis. A training course is short and it is important to be realistic about what one training course can achieve. What, realistically, do you hope the training itself will achieve? What do you hope will change as a result of the training?

WHEN will the training be conducted? Think about this in relation to participants' commitments. Would a block of time be most appropriate, or a series of individual sessions? How long is the course going to be?

WHERE will the training be conducted? Think about the venue. Is the course going to be conducted at work or away from work, within the community or away from it? Is it going to be residential? There are clearly cost implications in holding courses away from work/home, but advantages in terms of minimizing distractions, and the possible incentive of an attractive residential venue.

WHAT will the course cover? Bearing in mind the above - the participants, the needs of the institution, and the constraints of time - brainstorm a list of topics/issues you want the course to address.

HOW will the sessions be run? Think about the training methods you might use. What methods are likely to be the most effective way of conveying the different topics you want to cover?

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[3] Gender Mainstreaming: Practical Skills and Critical Analysis ODG, University of East Anglia, UK and Department for International Development (DFID), UK.

SESSION 3 PRE-PLANNING A TOT WORKSHOP

Session objective:

■ Enable participants to define the target audience and begin planning for a TOT Workshop.

What you need:

■ Handout 6.4
■ Transparency 6.2
■ Worksheet 6.1
■ OHP

Duration: 1 hour 30 minutes

Step-by-step process:

Step 1   Introduce the session and inform participants of what will be covered in this session.

Step 2   Give participants Handout 6.4 (Learning Needs Analysis). Refer to Trainer's Notes below for specific instructions on how to facilitate this session.

Step 3   Discuss the following questions using Transparency 6.2 (Identifying Training Needs):

a.   For which occupations is the training important?

b.   How many people need this type of training?

c.   For which people will the training bring the biggest and/or the quickest return?

d.   What resources/constraints will affect these decisions?

e.   What aptitudes/personal traits are required to participate in the training?

f.   What factors would motivate people to participate in the training?

g.   What must trainees be able to do and to what standard after the training?

h.   How to ensure that people trained will put into practice what they have learned?

Step 4   EXERCISE

Defining the Target Audience

Procedure:

a.   Each team should discuss and develop answers to the questions in Worksheet 6.1 (Defining the Target Audience for a TOT).

b.   Explain that the teams do not need to present back to the plenary. They will be doing that when they present their work plans in Session 5.

c.   Break participants into teams to carry out the exercise.

Step 5   Bring the teams back into the plenary session. Give participants the opportunity to raise questions or give any feedback on the task of defining a target audience. Place any issues in the "parking lot" as needed.

TRAINER'S NOTES

Although Handout 6.4 focuses on gender training as opposed to gender mainstreaming in IWRM, do not let the participants focus on this too much. They can modify the sample needs assessment later. Emphasize the importance of pre-planning/defining the target audience.

The teams will use this session to define their target audience but will not present back to the plenary. They will present the target audience as part of their overall work plan presentation. The reason for keeping it separate is for the teams to start working together but give them some more time to reflect on the target audience when the trainer goes through Session 4 (Sequencing of the Training Modules). In Session 5, when the participants are back in teams, they may decide to modify their target audience.

The trainer must decide along with the coordinator and any other trainers on how best to divide the participants into teams. This may be based on language, regional/national/local circumstances, financial constraints in implementing other TOTs etc. The trainer should be prepared to respond to the participants on how/why the decision was made to divide the participants into the particular teams.

LEARNING NEEDS ANALYSIS[4]

The principal conclusion to be drawn from examining adult learning, is that courses – to be effective – should be "learner-centered", i.e., they should be designed on the basis of a clear understanding of the learners and their needs. Learning needs analysis is thus a centrally important element of a training course design.

Learning needs analysis is conducted in order to find out about:

Participants
- What are their roles and responsibilities?
- What degree of understanding do they already have of gender issues in relation to their work?
- To what extent are participants already involved in developing gender-sensitive work practices?
- What kind of motivation do participants have to attend the gender course?
- What are their expectations of the course?

Participants' Organization/Department

What other strategies are being adopted to promote gender-sensitive work practices, i.e., is there a gender policy; what monitoring procedures are there; have any checklists and guidelines been developed; are there staff incentives to work in a gender-sensitive way; how will the training be followed-up?

Methods of Learning Needs Analysis

In designing *new* gender training courses or programs of gender training, it is important to plan the course based on a clear understanding of the participants and their organization. This requires a learning needs assessment to take place *prior* to the training course, allowing sufficient time for course planning and materials preparation. Possible methods include:
- Questionnaire survey of participants (this requires having a full list of participants well in advance of the course).
- Telephone/email survey of participants.
- Interviews/meetings with a selected group of participants – individually or collectively.
- Interviews/meetings with staff responsible for commissioning the gender training course, to clarify their expectations of the course and the ways in which the course should complement other measures being taken to promote gender-sensitive work.

It is additionally good practice to start any gender training course with a review of the participants, their needs and expectations. This enables participants to share their expectations with each other, and enables the trainer to explain which expectations will and will not be met. A review of expectations at the start of the course does not substitute for learning needs analysis in advance of the course, because by this stage, only minor adjustments to the planned course content are likely to be possible. If unexpected issues come up at this stage (if, for example, a pre-course learning needs assessment was not conducted), the trainer needs to think through:
- How much they are able to tailor the course to the learning needs that have been identified by participants?
- How much they are willing to tailor the course to the learning needs of particular groups?
- How much opportunity is there to incorporate participants' experience into the course (e.g., in group exercises, discussions, presentations etc.)?

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4 Gender Mainstreaming: Practical Skills and Critical Analysis ODG, University of East Anglia, UK, and Department for International Development (DFID), UK.

LEARNING NEEDS ANALYSIS (CONT'D)

Examples of Learning Needs Assessment[5]

PRE-COURSE QUESTIONNAIRE: TRAINING OF GENDER TRAINERS

1) Name

2) Organization

3) Position

4) Have you attended any training or courses on gender (What?)

5) Have you attended any courses on training skills (What?)

6) Have you run training or workshops on gender or on other issues (What?)

7) Are you planning to run gender training/workshops? (When. For who?)

8) What do you hope to get out of this training?

9) What do you think are the main issues concerning gender as they relate to your development work? (Very briefly, please)

10) What are the main issues regarding training that you would like addressed in the workshop?

11) Do you have any requirements to allow you to participate fully in this workshop?

    a. Diet

    b. Facilities (e.g., childcare, wheelchair…)

12) Any additional information/comments?

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[5] Acknowledgements to Oxfam, Gender and Development Unit.

IDENTIFYING TRAINING NEEDS

For which occupations is the training important?

● How many people need this type of training?

● For which people will the training bring the biggest and/or the quickest return?

● What resources/constraints will affect these decisions?

● What aptitudes/personal traits are required to participate in the training?

● What factors would motivate people to participate in the training?

● What must trainees be able to do and to what standard after the training?

● How to ensure that people trained will put into practice what they have learned?

WORKSHEET 6.1
DEFINING THE TARGET AUDIENCE FOR A TOT

What does a TOT hope to achieve?

For whom is it conducted?

How will the trainers be able to reach out to different stakeholders?

Who will ultimately benefit from its output?

How will trainers make use of other people (i.e., resource persons)?

SESSION 4 SEQUENCING OF THE TRAINING MODULES

Session objectives:

- Enable participants to understand the sequencing of the modules.
- Develop ideas on how to modify the sequencing of the modules to meet regional, national or local needs.

What you need:

- Transparency 6.3
- OHP

Duration: 20 minutes

Step-by-step process:

Step 1   Introduce the session and inform participants of what will be covered in this session.

Step 2   Review with participants the sequencing of the modules using Transparency 6.3 (Sequence of the Training Modules).

Step 3   Ask participants to describe why they think the modules were placed in this order.

Step 4   Based on the responses, determine if you need to discuss the reasons for this order and how each module builds upon the one before it or whether the participants have described it adequately. See Trainer's Notes below for more information and refer to the TOT Package's Introduction.

Step 5   Place any issues in the "parking lot" as needed.

TRAINER'S NOTES

Sequence of Modules

The TOT Package on Gender Mainstreaming in Integrated Water Resources Management is divided into six distinct modules. However, all of the modules are inter-related and mutually supportive. The overall aim of the TOT Course is to create awareness and strengthen skills in mainstreaming gender in IWRM within the framework of:

- Poverty eradication.
- Sustainable development.
- Resolving conflicts and attaining peace.
- Adult learning and information sharing.

TRAINER'S NOTES (CONT'D)

Module One: Gender and Integrated Water Resources Management

This module sets the platform for a common understanding of basic concepts that relate to gender, gender mainstreaming and integrated water resources management. It facilitates a better understanding of gender issues within the IWRM framework through a case-study and discusses general strategies for promoting IWRM at different levels – policy, institutional and grassroots.

Module Two: Gender-Sensitive Training Skills

The module recognizes that even trainers need skills to manage a gender-sensitive and participatory course. The module aims at taking participants through the training cycle and focuses on some effective strategies for facilitation and workshop management. It also provides the participants an opportunity to share experiences and lessons learned in managing gender and IWRM trainings.

Module Three: Mainstreaming Gender in the Project Cycle

Different IWRM projects are being developed to respond to both the practical and strategic needs of women and men. Through a hands-on experiential learning approach, the module provides checklists and suggests strategies to enhance better design, implementation, monitoring and evaluation of projects with a gender perspective. The module further explores collection of sex-disaggregated data and other strategies to generate gender analytical information within the project cycle.

Module Four: Gender Mainstreaming Tools

The module aims at assisting those intending to mainstream gender within their projects with practical tools for situational assessment, analysis and planning. It aims at demonstrating simple, learner-centered, gender- and poverty-sensitive participatory tools that can be used within the policy, program and project levels.

Module Five: Gender Mainstreaming in Organizations and Policy Process

An enabling environment is necessary to make gender- and poverty-sensitive perspectives a norm for different types of organizations. This module therefore looks at tools for formulating policies and designing or influencing organizations to be gender-sensitive. It also introduces the new GWA Policy Development Manual, a tool recommended for all its member organizations as a starting point for gender mainstreaming within organizations.

Module Six: Planning Training of Trainers Workshops

This module provides the participants a space to contribute their insights on how to organize regional and national training of trainers' workshops, including a complete course program. The module also suggests criteria for the selection of training hosts, clarification of responsibilities of various interest groups and indicative time frames and action points for next steps.

SEQUENCE OF THE TRAINING MODULES

1   Gender and Integrated Water Resources Management

2   Gender-Sensitive Training Skills

3   Gender Mainstreaming in the Project Cycle

4   Gender Mainstreaming Tools

5   Gender Mainstreaming in Organizations and Policy Process

6   Planning Training of Trainers Workshops

SESSION 5 DEVELOPING AND PRESENTING A WORK PLAN

Session objective:

■ Enable participants to develop and present a draft work plan for implementing a TOT.

What you need:

■ Transparency 6.4
■ Handouts 6.5 to 6.7
■ Worksheets 6.2 and 6.3
■ Flip charts, markers, masking tape, transparencies and OHP

Duration: Approximately 2 hours depending on the number of participants/teams

Step-by-step process:

Step 1 Introduce the session and inform participants of what will be covered in this session.

Step 2 Discuss with participants some key elements of a TOT using Transparency 6.4 (Some Key Elements of a Training of Trainers Workshop).

Step 3 Give them Handout 6.5 (Environmentally-Friendly Workshopping) and ask them to reflect on it and turn in any suggestions.

Step 4 Give them Handout 6.6 (Guidelines for Study Visits) and ask them to reflect on whether their TOT should include a study visit.

Step 5 EXERCISE

Planning a TOT Workshop

Procedure:

a. Each team should plan a TOT using all of the materials in the module.
b. Let participants know that they can make their presentation using flip charts, transparencies etc.
c. Each team should plan to have *each* person on the team present back to the plenary.
d. Give the participants the Worksheet 6.2 (Schedule for a TOT) and Worksheet 6.3 (Timeline for Implementation of a TOT Workshop).
e. Give them Handout 6.7 (Points to Highlight in the Work Plan Presentation).

    f.   The presentation should include at a minimum a brief description of the following:

       1) Objectives of their TOT.

       2) Target audience.

       3) Strategy for engaging wide variety of stakeholders.

       4) Sequencing of modules and any changes to the modules.

       5) Schedule for the TOT.

    g. Organize participants into teams to carry out the exercise.

    h. Bring the teams back into the plenary session.

    i. Have each team describe their TOT.

    j. Give participants the opportunity to raise questions or make any comments on the presentations.

Step 6   Take the information from each of the presentations and the comment sessions and weave it into overall discussion of the module.

Step 7   Highlight any issues that arose that should be considered as common issues for the group.

Step 8   Discuss any "parking lot" issues that arose in earlier sessions.

TRAINER'S NOTES

If possible, assign a trainer/facilitator for each team. As the teams are working on their TOTs, visit each team. If participants raise any questions that would apply to the other teams, decide if it is needed to bring the participants back into a plenary session. If not, then make sure to visit each team to let them know the question and response. Make note of any issues for the "parking lot" as necessary.

During the presentations, the facilitator should keep track of and note any similarities and differences in the following:

- Goals of TOT.
- Target audiences and plans to reach out to stakeholders.
- Sequencing of modules.
- Cultural and regional/national/local adaptations.

Point out to participants that Worksheet 6.2 includes space for 5 days of training. They can make it less or more depending on the target audience, goals etc. This format is just a sample and does not mean that each participant/team must develop a 5-day plan.

SOME KEY ELEMENTS OF A TOT WORKSHOP

- Maximize participation through creative ways.
- Adapt to participants' knowledge levels and culture.
- Use hands-on techniques.
- Encourage application of skills taught.
- Ensure some form of quality control.
- Maximize use of locally available materials.
- Be flexible in the design of the modules to adapt to participants' needs.
- Write in a simple language.
- Involve a multi-stakeholder group.
- Utilize an experiential approach to learning.
- Be sensitive to cultural differences.
- Ensure the workshop is environment-friendly.

ENVIRONMENTALLY-SENSITIVE WORKSHOPPING

Recognizing that we are committed to gender mainstreaming, poverty eradication and sustainable development, this handout has been developed to stimulate your thinking on how to plan culturally relevant, environmentally conscious, and cost- and resource-efficient workshops. Below are some examples of alternative ways for consideration.

Workshop Supplies

- Re-use paper (during workshops for handouts, rough work etc.).
- Recycle paper (organize paper for delivery to relevant recycling place).
- Discourage the excessive use of paper.
- Depending on your audience (i.e., resource people and institutions), you might not need to hand out notebooks and paper as part of the workshop materials. The same goes for workshop bags, hats, T-shirts, pens etc.
- You will need to provide more supplies and subsidies for poor people (i.e., meals, childcare subsidies, transportation subsidies, pens etc.).
- Use of flip charts and overheads can reduce the use of handouts.

Accommodation/Facilities

- For workshop sites, try and use the facilities of local and community based organizations. These can include community centers, union halls, religious buildings and retreats etc. This way, the rental cost is supporting local communities and institutions and not large or international corporations.
- For accommodations, consider local hotels or hostels and work with them to reduce the impact of the guests on the local environment.
- Consider asking participants (and the hotel) to not change bed-sheets and towels every day. Remember that in many cities, poor people do not have access to a regular and safe supply of water and hotels have access to all the water they want.

Breaks/Snacks/Meals

- As much as possible try to ensure that meals, snacks and drinks are make from locally grown foods and are nutritious. This is important to sustain healthy bodies and the local economy and not international corporations.
- Consider fruit juice instead of Coke and Pepsi.
- Get local catering cooperatives to provide your meals.
- Serve boiled water in jugs instead of water in plastic bottles.
- Avoid using disposable plates, cups, glasses and cutlery.

Your Suggestions:

GUIDELINES FOR STUDY VISITS (OPTIONAL)[6]

In order to utilize the surrounding environment as an element in training, the trainer needs certain information on the environment itself, and the services that it can offer.

The first step to be taken is the preparation of lists, divided by sectors of activities, of all agencies, companies and organizations that are available to cooperate in organizing study visits.

For each host institution a form will have to be prepared, containing name, address, telephone number, sector of activity, name of person with whom the contact has been established and type of study visit this institution would be capable of providing.

Planning the Visit

The workshop seminar organizer must:

- Define training objectives of the visit.
- Check if the visit can reach these training objectives by contacting the responsible person of the host institution and by communicating these objectives, the number and the professional profile of the participants (if possible, effect a prior visit).
- Communicate the training objectives of the visit to the participants and supply them with documentation on the host organization.
- Invite the participants to formulate questions related to the objectives of the visit.

Visit Follow-Up

After the visit, the organizer will have to:

- Evaluate the outcome of the visit with the group of participants, as far as the organizational and pedagogical aspects are concerned.
- Prepare a report on the visit.
- Make a note on the most relevant aspects of the report for the future use/future visits to the host institution.

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[6] Women, Water Supply and Sanitation Training Modules, Turin Centre/UN INSTRAW/UN DTCD.

POINTS TO HIGHLIGHT IN THE WORK PLAN PRESENTATION

Objectives of the TOT

Target audience

Strategy for engaging wide variety of stakeholders and resource persons

Sequencing of modules and any changes to the modules

Schedule for the TOT

WORKSHEET 6.2
SCHEDULE FOR A TOT

DATE	PLAN FOR THE DAY
Day	
Day	
Day	
Day	
Day	

WORKSHEET 6.3
TIMELINE FOR IMPLEMENTATION OF A TOT WORKSHOP

TASK	DATE TO BE COMPLETED BY
Develop criteria for selection of participants	
Conduct publicity/promotion of activities	
Select and invite participants	
Select location of TOT and arrange logistics	
Select location of study visits to local projects (optional)	
Develop list of specific reference materials	
Collect all necessary materials	
Complete selection of participants and notify applicants	
Finalize training materials	
Finalize study visit to local project (optional)	
Finalize logistics	
Conduct TOT	
Complete evaluation	
Other	

SESSION 6 CONCLUSION AND EVALUATION

Session objective:

■ Conclude the workshop with a general overview of the module.

What you need:

■ Flip charts, markers, masking tape and cards

Duration: 10 minutes

Step-by-step process:

Step 1   Inform the participants that we have come to the conclusion of the module.

Step 2   Ask participants to write down one thing they liked from the module and one thing that they liked least.

Step 3   Have the host team post the cards on a flip chart.

Step 4   Summarize the key points of the module.

Step 5   Thank participants and close the module.

SECTION C

Annexes

ANNEX 1

MODULE EVALUATION FORM

NAME OF PARTICIPANT

INSTITUTION

OCCUPATION

COUNTRY

DATE

PLEASE CIRCLE THE NUMBER THAT CORRESPONDS BEST TO YOUR OPINION ON EACH QUESTION WITH 5 BEING THE HIGHEST AND 1 BEING THE LOWEST MARK.

1) The objectives of this module were:

Clear				Unclear
5	4	3	2	1

2) Would you say that the objectives of this module met all, some or none of your expectations?

3) Which objectives were not met?

4) Explain briefly why the objectives were not met.

MODULE EVALUATION FORM (CONT'D)

5) The contents of this module were:

Well-structured				Poorly structured
5	4	3	2	1

6) If they were poorly structured, please explain why

7) The terminology in this module was:

Easy to understand				Difficult to understand
5	4	3	2	1

8) The visual material (slides, drawings, diagrams, etc.) used in this module was:

Clear				Confusing
5	4	3	2	1

Useful				Not useful
5	4	3	2	1

9) What new things did you learn from this module?

MODULE EVALUATION FORM (CONT'D)

10) How will the knowledge acquired through this module be applied in your work?

11) Overall quality of the training:

Excellent				Poor
5	4	3	2	1

12) List the topics you would have liked covered more extensively:

13) List the topics you think should have been covered less:

14) List the topics not included in this module that you think are of particular interest to your profession:

MODULE EVALUATION FORM (CONT'D)

15) List any suggestions for improvement of this training module:

ANNEX 2

ADDITIONAL RESOURCES