INTERNATIONAL TRAINING OF TRAINERS FOR STRATEGIZING GENDER MAINSTREAMING IN WATER AND SANITATION MANAGEMENT

Bhavnagar, Gujarat, April 11-17th, 2007

Organised by: **Utthan, People's Learning Centre for Water and Sanitation**

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WORKSHOP REPORT

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PREFACE AND ACKNOWLEDGEMENTS

The Millennium Development Goals (MDGs) commit the global community to ensure economic and social development, peace, freedom and human security for a large proportion of the world's population by 2015. Goal 7 on ensuring environmental sustainability calls for *halving, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation*. Recent estimates show that despite increases in water supply coverage in developing countries, 1.1 billion people worldwide are still without access to potable water. Even slower progress has been made globally in improving access to sanitation: presently, 2.6 billion people – representing half the developing world – still lack access to toilets and other forms of improved sanitation. Research and practical experience demonstrate that *effective*, *equitable* and sustainable management of water resources is only achieved when women and men are *equally* involved in consultation processes as well as in the management and implementation of water resources, supply and sanitation services. However, despite numerous international policy statements calling for increasing women's participation in water management and drawing on women's knowledge and skills, gender mainstreaming in water governance is still a challenge.

Utthan, which means 'upliftment' in Hindi, is a NGO with more than 20 years of experience in facilitating participatory natural resource management and gender rights in Gujarat, India. Together with the Gender and Water Alliance (GWA), a global network launched at the 2nd World Water Forum (The Hague, 2000), Utthan organized an international Training of Trainers (ToT). This was held at the Neelambagh Palace Hotel, Bhavnagar, coastal Gujarat, from 11th April to 17th April, 2007 with the help of Utthan's People's Learning Centre on Water and Sanitation supported by the Swiss Agency for Development and Cooperation (SDC).

The key objective of this ToT was to increase knowledge and understanding of gender mainstreaming and capacity building at all levels of water governance to facilitate effective policy, programs and implementation. Efficient water management by mainstreaming gender was an envisaged result as well as an objective.

Key areas covered during the workshop:

- Understanding the need for gender mainstreaming in the overall context of integrated water resource management and the more specific policy and institutional context of domestic water supply and sanitation services.

- Understanding the different aspects of a gender mainstreaming strategy: techno-managerial, social, political, institutional, economic and financial.

- Assessing decentralization and water sector reform policies in different countries, regions and the scope for women's participation, addressing gender and equity at different institutional levels of water governance in both rural and urban contexts.

- Implementing appropriate design options for gender-sensitive water and sanitation technology in different hydro-geological regions (drought/flood or earthquake prone, disaster risk reduction).

- Designing financial alternatives for sustainable water and sanitation services ensuring affordability and equity for all, particularly the poor and vulnerable.

- Looking at the *what*, *why* and *how* of training. Choices available for training people on gender mainstreaming (models of training: classical vis-à-vis participatory, content-centered vis-à-vis process-oriented etc).

- Moving beyond ToTs – developing monitoring and evaluation indicators and institutional strategies to ensure up-scaling of gender mainstreaming goals.

The ToT was largely based on interactive lectures and participatory discussions led by resource persons with practical experience in the water and sanitation sector in India and a strong empathy for mainstreaming gender diversity and equity concerns. In addition, there were small group exercises, case study analysis and field trips to local wat-san projects. This report is partly written as a 'TO DO MANUAL', but it has also captured all the workshop discussions. The main body of the report has nine chapters, each dealing with one or more thematic sessions in the workshop according to the workshop design. The field visit and mini sessions organised during the workshop are included in the annexure. The action plans prepared by the participants are not included in this report and form part of the CD given to the participants.

On behalf of Utthan and the GWA we would like to take this opportunity to acknowledge and thank all the participants and facilitators for making this ToT a valuable, interactive learning experience. Thank you to the Utthan People's Learning Centre for all the logistical support and thanks to SDC (Swiss Development Cooperation) and GWA for their financial support for this workshop. And finally, thank you to Pragmatix and Shalabh Mittal for helping us document the workshop discussions and putting together this report which we hope will be a useful guide to others planning, practicing and advocating gender mainstreaming in water management.

Ms Nafisa Barot (Utthan Executive Trustee)

Ms Joke Muylwijk (GWA Executive Director)

Dr. Sara Ahmed (GWA Steering Committee)

INAUGURAL SESSION

Ms Nafisa Barot (Executive Trustee, Utthan) welcomed all participants, Joke Muylwijk – the Executive Director of Gender and Water Alliance (GWA) and Mr. V. S. Gadhavi Secretary, Water Supply, Government of Gujarat, Chief Guest for the Inaugural session of the 7 days TOT on mainstreaming gender in water supply and sanitation. Nafisa Barot told the participants that this workshop is like her dream come true. She expected the true purpose of this workshop would only be realised when the knowledge gained by the participants would be used by them to train several other WATSAN professionals. Based on her long experience in water policy and practice, Nafisa maintained that without putting the concerns of vulnerable communities at the centre of all policy, planning, implementation and monitoring, we would never be able to achieve national, regional or global goals, like the MDGs which consider access to safe water and basic sanitation facilities as the human right of all.

Nafisa argued that understanding gender is central to our understanding of vulnerability as it defines the power relationships between men and women, young and old, class and caste. And to be able to change this power relationship requires appropriate sensitivity, knowledge, skills, resources and its integration at different levels and at a scale, and it is this process we call as gender mainstreaming. Gender mainstreaming enables internalization of understanding and knowledge and helps in bringing in the attitudinal and behavioural changes in the society. For this we require a critical mass of volunteers that would prepare themselves to help build newer capacities in others to address the issues and challenges of today and this sector. And this workshop is an attempt to make this possible. She appreciated the efforts of WASMO in gender mainstreaming, a semi-autonomous government agency in Gujarat, seeking state and civil society participation to meet water and sanitation challenges in Gujarat. Nafisa ended by expressing a strong wish hat this kind of a workshop should not just be a one-time activity but a strategic intervention in influencing the water and sanitation sector with a gender lens. She also urged WASMO to take a lead role in conducting such workshops in Gujarat.

Joke Muylwijk (Executive Director, GWA) thanked Nafisa for her welcome note and also welcomed all participants on behalf of GWA. She felt honoured that Mr. Gadhvi had accepted the invitation and graced the occasion. She also welcomed the resource persons and thanked Utthan staff for their help in organising the workshop. Joke provided the background to this workshop, outlining how the idea had been elaborated and given shape at the GWA regional workshop held in Nepal in January 2007. There all the participants agreed that capacity building remains one of the most necessary activities for development, and especially gender training is crucial, because although most people seem to be convinced that gender is important, they often don't know how to integrate it. The GWA always finds that there are not enough good trainers, so the Training of Trainers is a crucial beginning. That is the gender side of the coin. The other side is water management. Water is becoming the biggest problem in this world, some places too much, but in more places too little. And this has different effects on men and on women. This workshop would deal with "how does this affect women and how men, and sometimes how children, and how old people, and also how poor people and how those who are better-off". Since this was a ToT, she warned all the participants in the end that they will have to be able to hand on the message and the skills to others.

Mr. V. S. Gadhavi (Secretary, Water Resources, Government of Gujarat and Chairman, WASMO started with a humble confession that every time he comes to such events he

learns. He remarked that as bureaucrats they are dealing with rural and urban issues one day and science and technology the next, without any focus on any one and attending to crises every time. He considers expertise and focussed work essential to bring change. He also said that the best way to learn is to first unlearn and then learn again – because in some way our ego comes in between and we are not able to shed our beliefs, norms and past. He sighted an example that very often we feel that people do not want to pay for drinking water, but the reality is that if they receive a good service they will pay. They would pay for the service if it would arise from their perceived needs and was developed and managed by them, to make it self-reliant and sustainable.

Mr Gadhavi was reminded of the Maharaja of Bhavnagar who introduced some form of Panchayati Raj (decentralised governance) more than a hundred years ago, authorising villagers to make decisions leading to empowerment of people. Prabha Shankar Patni, one of the Maharaja's ministers, introduced this system and the basic theme was to empower people. There is historical background to empowerment here in Bhavnagar and that is why he considered it to be a more appropriate place for the workshop. He shared three of his learning from the field:

Trust the community, not just the leaders: It is important for us to put our complete trust in the communities. What is more important is to ask them the right questions and improve our own level of inquiry.

Respect people's sixth sense, their local wisdom and what they say: Don't ignore what people say in the field, listen to them carefully and gather as much information as possible from the field. Respect native wisdom.

Document what you have done and share it with others: There are many good things happening on the ground, and each good initiative as well as learning from the failure should be captured, documented and disseminated.

At the end, he wished all the participants very best and hoped that they would take the best from what would be offered in this workshop. He warned each one to be ahead of time, since time is very short and we are lagging behind to fulfil our commitment to provide *safe water and sanitation to all*.

1. Understanding Gender and Power

Joke Muylwijk

Begin by asking the participants to share what they understand by 'gender' and how it differs from 'sex'. Give each participant a chance to speak and list their concept, idea or remark on a flip chart or a white board. As you write, start asking them what they mean when they use stereotype words as 'the role of women' and 'the community' and 'households' to define and explain gender.

> **The different responses given by the trainees in this workshop:**
>
> - Gender means difference between men and women as a result of socialisation process determined by society where as sex is the biological difference between men and women
>
> - Gender is a given role to men and women by society
>
> - Gender is a product of social construction
>
> - Gender is discrimination between men and women, set by society, sex is natural and biological
>
> - Gender is equal opportunities for men and women in development paradigm to have women and men - both get equal opportunities
>
> - Gender means equal opportunities for women and men in socio economic and political sectors
>
> - Gender can be changed
>
> - Men and Women are two sides of the same coin

The above list derived from the participants' responses would help you to sum up 'what is gender?' and after this you present your slides on what you want to convey as the meaning of gender, and explain which important aspects of the concept were missing:

- Asymmetric power relations

- Difference in interests, needs, responsibilities, knowledge

- Interaction with age, ethnicity, socio-economic class, caste, etc.

During discussions, gender usually emerges to be a difficult concept and in a mixed group (from different parts of Asia and Africa) like this it is necessary to listen to the diverse perspective from the different countries, cultures and socio-economic contexts represented by the participants. Thus, as opposed to sex, which refers to the biological differences, ***gender was defined as relations between men and women resulting of a socialization process which assigns certain attitudes and responsibilities to men and women leading to certain forms of behaviour***. Gender is about power relations, gender is dynamic – hence, changeable! Gender can change and does change, like culture – if people themselves want it to change, if there is an urgent need felt by all. For e.g., HIV/AIDS, demographic changes and population pressures have been adapted to by a change of gender perceptions from within.

Tip: Don't say 'women' again and again when you talk about Gender. Also use examples of 'men' from different cultures and contexts to explain the situation of women

This leads us to the concept of Gender Ideology, which is the perception of people, the ideas and convictions, one is not always aware of. All men, women, children in their own situation know how to behave properly towards certain other people. Still, they don't always behave the way they should according to existing gender ideology.

What is a Gender Approach? The gender approach seeks to change existing situations towards more equality and justice taking into account existing attitudes and responsibilities of women and men. It thus becomes an effective approach to give more opportunities to women and to have men share the burden and recognise women as equal partners. It provides women and men an opportunity to recognize and (re) value existing patterns of relationships and to look for possible actions to improve the balance between women's and men's work, control and benefits.

What is empowerment? Empowerment means to be proud of one's own identity. Groups and individuals (not only women) who are at the lower end of any hierarchy, empower themselves, if they are convinced, and if they are able to do it. They can be helped by exposing them to the reality, convincing them and by providing them with instruments for change. There are four *interrelated* elements of empowerment:

- *Social empowerment:* self image, status, how does the society see you?

- *Economic empowerment:* the right to work, equal pay for equal work, and right to decide about spending benefits and income

- *Political empowerment:* the right to organise oneself and to take part in democratic processes, Water User Associations (WUA), influence development efforts

- *Physical empowerment:* the right to decide about one's sexuality, the number of children, spacing in between, and the right to proper healthcare, clean water, dignity, the ability to resist violence, the right to safety and security

The important gender issues to be discussed with the participants are: (give examples for each one of them)

- Unequal valuation of work – different wage rate for same work, domestic work not valued in terms of labour and time required for paid work

- Non-recognition of work – domestic work considered as 'no' work

- Non-recognition of reproductive tasks

- Non-recognition of community service

- Violence and insecurity

And the major gender issues related to water supply and sanitation are:

- Responsibilities in the house: mainly for women

- Women are responsible for water in the house

- Women are responsible for hygiene at home

- Women are responsible for health of family: especially of children

- Women are responsible for the sick and the elderly

- Women menstruate, get pregnant and give birth: more vulnerable

- Privatisation of water supply

- Sanitation: toilets:

Tip: Don't use the word "community" for heterogeneous groups of people such as "village". Also the household is not a homogeneous unit, power relations are especially unequal within households and villages.

- Availability
- Technology
- Cleaning
- Efficiency of use
- Special position of refugees in conflict areas
- Special needs of women and men during disasters

Gender and IWRM (Integrated water resource management)

- Scarce water (lower quantity and quality):
  - Conflict between different uses:
    - water for domestic purposes,
    - water for agriculture,
    - water for the environment
  - Who wins, who loses?
    - Institutional aspects: who is represented in local government?
- Quality of water (lower quality):
  - More unpaid work, less time for paid employment
  - More illness of family members, more unpaid work
  - Unhealthy women: less energy for unpaid and paid work

How to bring gender perspective in your work/programme?

- Make analysis with four elements of empowerment
- Take gender ideology into account
- Encourage women and men to express their ideas about responsibility, location, style, maintenance, cleaning, payment, irrigation, environmental details: *participation*
- Women are not just victims, women are the first to help with solutions: *make use of local knowledge of women and men and elderly*
- Involve men as well: shared responsibilities
- Search and use lessons learnt
- Appreciate women's work, also if it is not paid
- Calculate what the unpaid work of women would cost if she would not do it for free
- Ensure that education leads to useful employment
- Start hygiene practice with the children: SSHE (school sanitation and hygiene education) for boys and girls
- Gender budgeting: make sure gender activities in programmes are budgeted for
- Check the national and regional budgets to see how much is to be spent for women, and how much for men
- Always include minorities: use broad definition of gender

2. 'Women'/'Gender' in Water and Sanitation Policy: Key Concerns for Practice

Sara Ahmed

A good policy encourages access to and use of sustainable services, serves as a key stimulus to local action by including local initiatives in the overall strategy, sets the scene for more sustainable and effective programmes, provides incentives and disincentives for better performance of the programmes. Thus policy is the set of procedures, rules and allocation mechanisms that provide the basis for programmes and services. Policies set priorities and often allocate resources for their implementation.

Water in the developing world is:

- A **political** marker of competing development paradigms: large dams or river linking vis-à-vis community based, decentralised water management

- An **economic** marker of power: commoditization or 'pricing' of water vis-à-vis the human right to water and sanitation and access to water for livelihoods

- A **cultural** marker of social stratification: norms on purity and 'pollution' mark who has access to which water in a community

- A **social** marker of change: challenging gender roles and relations in the context of policy calling for enhancing community (women's) participation at all levels of water governance

- *Ask the participants to write one thing that drives the current water agenda in their country – (ask them to close their eyes and think for a moment)*
- *Then, if they are given the position to be their country's water minister, they should mention one thing that they would include in the vision for the water sector – i.e. mention one thing that they would emphasise to redefine the water agenda.*
- *Distribute two different colour cards for them to write answers for each – say yellow for the current agenda on the water sector in their country and white colour for the change they would like to bring in the vision.*
- *Ask them to paste it on the board and read out what they have written.*

This exercise will help participants to reflect collectively on what they see as the critical water policy concerns – how do they affect women, men, the poor and what needs to be changed?

Approaches to water management are:

- **Fragmented:** surface/groundwater, irrigation/ domestic, upstream/downstream, water/sanitation

- **Uncoordinated:** numerous ministries, departments, e.g. in India, Water Boards for domestic water supply while sanitation is with Min. of Rural Dev.

- **Centralized governance:** supply-driven approach, alienates communities from resource responsibility or community stewardship; expensive, unaccountable, leakages (both of water and financial resources)

- **Privatization:** water as the 'last resource frontier', public-private partnerships as the 'new' water management paradigm

The scale of the water crisis is growing though the human right to water recognizes that everyone is entitled to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use. Yet, 1.1 billion people in the developing world lack access to clean water and 2.6 billion, almost half the total population of developing countries do not have access to sanitation (*Beyond Scarcity: Power, poverty and the global water crisis,* UNDP HDR 2006). Water coverage and use data underreport the scale of the deficit and do not account for the millions of poor people living in informal settlements. Physical presence of an 'improved' water source does not reflect whether it functions or whether it is safe. Lack of access to water and sanitation affects poor women and children the most: 1.8 million children under five years die of diarrhoea each year – strong links to unclean water, poor sanitation. Time spent and the drudgery of water collection for women, and often girls, adversely affects access to education.

Trace the history of gender concerns and their evolution in water and sanitation policy. Some key milestones include:

- 1950s-60s: male engineers, largely from the North, drew up blueprints for water provision - women and poor perceived as beneficiaries, welfare approach
- 1970s-80: WID (women in development) focus on need to involve women as users and managers of improved water supplies
- 1977: UN Water Conference, Mar del Plata, Argentina
- 1981-91: UN Decade on Water and Sanitation – women's participation promoted to increase efficiency of water projects; trained as health educators, motivators, hand pump mechanics
- 2001: Freshwater conference, Bonn:
  - ❏ "Water experts and policy makers should be trained to work in a gender inclusive manner."
  - ❏ "Water policies and management systems should reflect the division of roles and labour – paid and unpaid – between men/women."
  - ❏ "Data related to water should be disaggregated by gender."
- 2002: World Summit on Sustainable Dev, Johannesburg
- 2005: Beijing +10 Review
- 2005-2015: Water for Life Decade launched

The right to water seeks to guarantee equitable and sustainable access for all to safe water and sanitation at an affordable cost, in a physically accessible place and in total safety. However, it **does not** mean that water must be free for all users (Académie de l'Eau, 2006). The right to water implies responsibilities for states and users, but there is reluctance to recognize this. In 2005, draft UNCHR guidelines were brought out on implementing this right, but there was little discussion on ownership, pricing and delivery of water or the role of the private sector. So the right to water is still vague in its form and content.

3. Translating gender mainstreaming into action - Technology
Nafisa Barot

Open the session by connecting the previous days sessions and the sessions for the day in order to help participants relate what they learnt the previous day with the current day's sessions. This would establish a link between concepts of gender and components of gender mainstreaming such as technology, governance etc. Then this session could then begin with a question - what do we expect from a good water supply and sanitation systems? Give two minutes to the participants to think about this and then let them reply one by one. You can list the response on a white/black board to be there for each one to refer to.

Ask some of them to explain what do they mean and in what way gender concerns reflect in these aspects; this will help you to involve the participants in learning through the discussion.

Ask participants as to what one would expect from a good water supply and sanitation system? Their response would be like:

- *Sustainable:*
- *Affordable*
- *Comfortable*
- *Available*
- *Gender sensitive*
- *Friendly for special groups like physically challenged*
- *People friendly*
- *Functional*
- *Easy to operate*
- *Local and appropriate*
- *Easy O&M*

Provide the following list of aspects to compliment what they have come up with, so that they have a holistic understanding of all these aspects. Then ask a further question introducing them to parameters of each of these aspects, giving one or two examples. E.g., when one says quality, one should be able to answer what is safe water standard? , and to get access to safe water does it mean that women have to walk longer distances or they compromise on quality to prevent long distances. Thus, in the identification and preparation of rural water supply and sanitation projects, sensitivity to gender and equity concerns is critical.

Aspects and parameters that need to be considered:

- Quality
- Quantity
- Time
- Distance
- Energy
- Cost (Capital)
- Affordability (Contribution/Tax)
- Equity
- Access
- Sustainability
- Security
- Reliability

Ask participants to form groups and develop qualitative and quantitative indicators for each of these parameters with the gender perspective.

The objective of this exercise is to help the participants gain insights on parameters of water technology. The responses could be like:

- *Quality: WHO Standards, Health indicators*
- *Distance: Should be available within 500 meters*
- *Affordability: Capital and Revenue costs for the poor*
- *Equity: Availability and access to all men and women, poor and rich, weak and strong equally*
- *Quantity: Able to meet the demand, yield from source*
- *Energy: Whether using diesel, solar, wind*
- *Security: Safe location, ownership in case of conflicts*
- *Time: Whose time is spent and how much?*

LIST OF QUESTIONS THAT ONE CAN EXPECT FROM THE PARTICIPANTS AND FACILITATE DISCUSSION AROUND THESE QUESTIONS

What does energy mean and why is it important in deciding upon an option of water supply and sanitation system? What is reliability and sustainability? What is security? Where do we see gender in equality, discrimination while deciding upon distribution?

Responses to these questions could be elaborated with examples from – discrimination due to caste, class, religion, not considering labour of women for accessing water while reducing the cost of the system, water security/provision required during conflicts or major calamity

LIST OF TECHNOLOGICAL OPTIONS FOR THE PARTICIPANTS TO DEBATE UPON WITH ENVIRONMENT, ECONOMICS, SOCIAL, POLITICAL, GENDER CONTEXT

Well, hand-pump, piped water supply, pond, check dam, RRWHS tank, big dams, water pots, filter units, dug wells, reservoirs, water tower, Overhead tank, stream, springs, rivers, water falls, eco-san, recycling of water, toilets, bathing space for women and men, eco-toilets, drainage, soak-pits

Because of their different tasks and responsibilities, women and men tend to have different knowledge and expertise in this subject area. On preferences of water sources, management of water and wastewater, women are the most obvious partners and their counsel would result in ensured success of the project.Understanding gender concerns in various options is important since it clearly specifies what men and women expect from their water facility. A good option would consider the needs of men, women and children and ensure that no unhygienic conditions develop because of the water facility (Like, provision of soak pits).

Major components of technical systems: Introduce participants to the components of the water system namely, the source of water, its distribution systems, its management and governance mechanisms. These must be well understood as there are different ways to make a source and distribution system sustainable and each one requires different perspectives to arrive at a well integrated system. For e.g., a drinking water well having close proximity to an irrigation well may be misused if a regulatory mechanism and governance structure is not worked out in the village.

In general, village water supply projects use two types of water sources: surface water and ground water. Lack of water resource protection and environmental degradation has a negative impact on water quality and quantity. Common problems faced with water supply and sanitation options are for example:

- problems with the quantity and reliability of hand pump water occur when the water table goes down because of overuse or lack of recharge options

- water quality affected due to overuse of chemicals on fertilizers in field around the shallow well used for drinking water purpose.

Participation of people ensures identification of local problems and their respective solution.

Any technical option would work on a sustainable and equitable basis if and only if it has required resources and a good governance mechanism, with well written norms, rules and responsibilities of water committee, communities and other local bodies. In the end introduce the participants to define a gender responsive empowering water and sanitation system through examples preferably with visuals. Ask the participants to review the water and sanitation project they are associated with and list the gender issues, suggest the alternative technological options discussed and develop an institutional mechanism to make it work. Participants could complete this exercise and submit it before the end of the workshop and the facilitators should give comments on the plans submitted.

4. Translating gender mainstreaming into action – Gender Budgeting

Nafisa Barot and Meera Velayudhan

Background: Integrating gender concerns in water and sanitation decision making is important not only for greater equity but also for greater efficiency. Accelerating poverty alleviation and socio economic development depends on mobilizing every available skill, thereby increasing natural resilience and empowering people to improve their own lives. The will to change is growing nationally and internationally, and there are some replicable examples of successful measures for promoting gender equity in decision-making. Still we need a better understanding of what has to be done, what can be done and how to do it. Practical methods, such as gender budgeting and gender analysis of programmes and projects are necessary.

Introduce the session by asking participants what do they understand by a budget?

The participants may have different ideas about a budget – allow them to speak what they have to say and list it down, and then show the slide with the definition you have prepared on the slide. The participants may give the following sample responses:

- Budget is complete implementation plan
- Plan to allocate resources to meet the planned outcomes
- An account to measure performance
- Cost of activities with detailed break-up
- Action-plan for future activities
- A tool to plan effectively
- Essential to monitor progress and ensure accountability

What is a budget? It is a mechanism of governance that reflects the priorities, commitments and focus towards various constituencies by government or others. It determines development for **whom** and nature and direction of development.

What are gender budgets? Gender budget is a policy framework, a methodology and a set of tools to assist governments to integrate gender perspective into budget. It is an approach which can be used to highlight the gap between policy statements and the resources committed.

What gender budgeting is not about?

- – *Not* a separate budget for women;
- – *Not* about spending the same on women and men;
- – *Not* just about assessing programmes targeted specifically at women and girls

Examples of Gender Budgeting: Australia pioneered gender-sensitive budget analysis in 1984 by committing government agencies to evaluate the impact of the budget on women and girls. The Australian Women's Budget required the breakdown of each agency's expenditure into three main categories:

1. Women-specific targeted expenditures: resources allocated for programmes that specifically target women.

2. Equal employment opportunity expenditures: resources allocated to affirmative action in order to promote employment of women and men in equal numbers, equal representation within management posts, and equal pay.

3. Mainstream expenditures: the bulk of the remaining expenditures not covered by the first two categories (Budlender 1999b).

Most Gender Budgeting Institutions (GBIs) around the world start off with the three categories developed by the Australian initiative, using some sort of country-specific adaptation. Some of them introduce subcategories for women-targeted expenditures, with various ways of distinguishing what is gender-focused. As such, it can be relevant to evaluate not only the resources of programmes directly benefiting women but also, for instance, the amount of money spent on gender training for public officials, or on carrying out gender-sensitive sectoral research and assessments. There has been a tendency, however, to limit the work of GBIs to identifying expenditure explicitly oriented towards women. The main reason behind this is that tracking targeted expenditures is much easier than analysing the overall gender-awareness of mainstream expenditures. Though this is relevant in order to highlight the scarcity of resources allocated to women, it restricts gender equality concerns to isolated issues – tackling these alone can make only a limited impact on the extent of gender inequality. It is therefore crucial to unpack the gendered implications of mainstream budget allocations. A series of methodological tools have been designed for doing so. These tools have been used, with different degrees of country-specific adaptations, in many GBIs around the world.

Emergence of the concept: Since1975, International women's movement from developing countries has highlighted the inter relations between gender inequality and economic development. Australia was one of the first countries to adapt gender budgeting within the state spearheaded by women policy makers. This was then mainstreamed in UN processes after the 4th Women's Conference (Beijing 1995). Gender perspective in budgetary decisions, adequate financing of specific programs.

Thus, *"Gender sensitive budgets" refer to a variety of processes and tools, which attempt to assess the impact of government budgets, mainly at national level, on different groups of men and women, through recognizing the ways in which gender relations underpin society and the economy.*

The gender responsive budgets imply:

- holding pre and post budget discussions with women's groups to take their concerns into consideration in formulating the budget

- inclusion of a gender budget statement indicating how the overall budget has addressed gender inequality issues

- allocation of resources for activities that will have positive impacts on women

- asking questions like how much women targeted allocation is made to remove existing gender based discriminations

5. Gender and Water Governance Participation, Accountability, Transparency

Sara Ahmed

This session began differently – with a role play entitled "Who's Water?" This is a role play on trying to understand governance issues in community water institutions – transparency, accountability, participation – from a broad gender perspective. Participants were pre-divided into four groups and each group was given a brief on their role in the play which they were not to show any of the other groups. Participants had 20-30 minutes to work in their groups and develop their role/characters. We then reconvened to watch the play followed by a discussion to draw out how 'governance' issues are often 'invisible' and how difficult it is to bring them out upfront. Below is the role description for each group.

The Village Community: You represent a mixed community of villagers, from large to small farmers, different caste or faith groups, or other affiliations. Largely, you are aware that there are misdoings in the village water and sanitation committee, and once or twice you have tried to bring this to the notice of the NGO and government water engineers, but they have tried to tell you that these are matters that should be resolved at the village level. The poor quality water infrastructure has also broken in some places and there have been leakages which have affected some of your homes. The taps at the standposts do not close properly, and the water overflow is also causing problems. The sanitation complex that was made for the school is simply not appropriate – the urinals are too high, there is no water supply for flushing or washing hands and it stays locked most of the time.

Besides the NGO community organizer has not visited the village for the past one month and the VWSC does not seem to be sharing too many of its plans with you except when it needs your consensus on certain project decisions so that they can secure the next round of funding. Now you have heard that there is a team coming from the NGO along with some external consultants, maybe some foreigners (?) and you are determined that they hear your side of the story too.

The NGO: You represent a fairly progressive and gender-sensitive NGO working in the field of water management, and now sanitation, for more than a decade. You have been a partner in this government initiative for the past 3 years as you felt it was important to bring in a participatory and gender sensitive approach to a demand-responsive water supply program. However, it has been difficult for you to mobilize enough women community workers and there have been many conflicts in the patriarchal / male dominated villages where you work. While you are aware of the problems it has been difficult for you to find 'solutions', but you are trying and in some cases you have been successful – where for example, you have strong women's groups and federations who can support the women members of the village water and sanitation committees. Now there is a team of consultants visiting to evaluate your project interventions and you realize that you have to impress upon them your achievements as well as your attempts to introduce better governance measures in the project villages. You have asked the VWSC, to organize a meeting which you (NGO director, community organizer, program coordinator…) and the consultants will attend so that they can see how participatory approaches work in practice. The team of consultants is coming to your office now and you will then take them to the village.

The Village Water and Sanitation Committee: The VWSC was elected / selected two years ago, with the help of the facilitating NGO, in the context of a participatory government rural water supply project. The committee has only 2 women members – though the NGO has been trying to encourage more women to participate. The leader of

the committee is also the village head, one of the women is related to him. Over the last few months the women have noticed that he has been favoring two contractors, whose work is clearly of a poor quality. Many of the other villagers have been complaining to them about the design of the water infrastructure and how they have not been consulted about locational issues. But the village head continues to use these contractors and it seems, has the support of the men on the committee. The women do not know how to voice their concerns – one of them has seen the leader take money from the contractors, but since she is also related to him she does not know how to 'report' him and to who. She has tried talking to her husband but he does not believe her, nor does he want to get involved. There is a women's Self Help Group in the village, but they would like to see the work finished so that they can have *some* water and hopefully, cut down on their drudgery. However, some of them are thinking about doing petitioning the government agency to change the contractors and let the village be responsible for all water works. You will be having a committee meeting when the NGO and consultants visit to talk to you about your work and how you are managing. The women have been asked to keep quiet, but do they?

The Evaluation Team: You are a team of water, institutional and gender consultants who have been asked by a donor to evaluate this public-private (community) water supply project. The donor is providing 50 percent of the funding to the main government implementing body and participatory, gender sensitive approaches as well good governance, are seen to be integral to the program strategy. In your briefing from the donor you have been asked to look at: the nature and quality of women's participation, transparency and accountability in the committee, what has been the role of the facilitating NGO and so on. You have also been mildly 'warned' by the donor that there are rumours of corruption and leakage coming out from this program which is causing unnecessary delays, and of course they are worried about future investments. You will be going to meet the NGO today and they have suggested that you attend a village water and sanitation committee meeting and also interact with other villagers in one of the project villages. You have to be clear about what questions you want to ask and whom, how will you draw out the 'correct' information about what is happening and write. While two of you are committed to writing an objective report, clearly reporting on miscrepancies, if any, the third person in your group knows the NGO leader somewhat and wants to give a 'good' report (that's how they got this assignment). You will start the role play with your visit to the NGO and they in turn will take you to the village where the village water committee meeting is on-going.

After the role play is over discuss the outcome of the session and present the slides to sensitise the participants on the issues in governance and relate them to the role play they just witnessed.

PARTICIPANTS SHARED FEW OF THEIR OBSERVATIONS AND LESSONS FROM THE ROLE PLAY, SUCH AS:
- Village water and sanitation committee was behaving exactly the way it does in a village in the presence of facilitating NGO, *and this behaviour could depend on the relationship between the NGO and the community*.
- *Triangulation of the information gathered from the village by the evaluation team is necessary* which did not happen during the role play.
- Evaluation team was all the time listening to the NGO staff in the village and followed them wherever NGO staff took the evaluation team to. *Evaluation team needs to be assertive when they go to the field*.
- *The community wanted to say many things but a platform for their interaction with the evaluation team was missing*. This could be created by proactive nature of the evaluation team.

Governance: is the process of decision-making and understanding how decisions are made and who makes them. It is essentially a question of power and how power is exercised within a system or framework, signifying who has voice and who is accountable. Governance was initially seen in the context of state power, "the exercise of political power to manage a nation's affairs" (World Bank 1989: 60). But in the 1990s 'good governance' was tied to development aid by donors to ensure social, political and economic changes in developing countries. The basic principles of good governance structure included, democratic elections, judicial and media independence, respect for human rights, tolerance and equity, absence of corruption, transparency, accountability to public interests on public issues and public participation.

Asking participants as to what is governance, could reveal the following:

- Regulation
- Management
- Participation of all stakeholders
- Harmony between performance of the state and aspiration of the society
- Translating will and aspiration of people through political entity
- Mechanism to materialize your plans
- Democratic process of functioning

And when asked what benefits accrue from 'participation of communities' participants responded:

- Generates sense of ownership of local resources among communities
- Creates effective devolution of power
- Capacity building of communities ensured and enhanced

Decentralization is the cornerstone of the good governance agenda and a tool to transfer responsibility for planning, management and resource allocation from central to local government units. Local government is seen as closer to the people, more accountable and having greater scope for people's participation. In the 1990s the water sector experienced reforms like other sectors and there emerged a global consensus on the new role of the state from that of provider to facilitator of water services. Decentralization provided scope for strengthening women's citizenship rights as it created politically legitimate space for women to participate in communities. Given their domestic responsibilities and priorities (for clean water, better community services, etc.) women were seen as more likely to participate in local politics and engender service delivery.

Transparency and corruption: Corruption is the abuse of entrusted power for private gain; it hurts the poor the most and limits investment, whereas transparency means sharing information openly. According to estimates, about 20-70% of resources in the water sector could be saved if transparency were optimized and corruption eliminated.

6. Monitoring and Evaluation

Mayank Joshi

Background: The ability of different stakeholders to support progress toward achieving development goals depends crucially on the quality and availability of reliable data. For this, valid, timely, and user-friendly data are needed to monitor progress. Validity and reliability basically relate to questions such as: Is the data accurate? Does it reflect what is supposed to be measured? Are the measurements and data collection procedures reliable? Is information from different sources the same or similar? Validity and reliability are not always easy to manage in monitoring and, in practice, remain highly desirable goals which can only be achieved within certain boundaries. However for validity and reliability in data collection, analysis and use of data needs to be addressed if monitoring is to be effective.

Monitoring and Evaluation systematically tracks key variables and processes over time and space to see how they change as a result of strategic activities. It involves developing indicators of performance for a particular strategy, monitoring implementation of that strategy, evaluating the results of that strategy and reporting and disseminating the findings.

Ask participants these four questions:

What is 'Monitoring'?
Why 'Monitoring'?
What is 'Evaluation'?
Why 'Evaluation'?

Then summarise their response with your inputs to provide participants with a clear understanding of Monitoring and Evaluation.

Participatory Monitoring and Evaluation: Participatory monitoring and evaluation has been developed over more than 20 years to shift emphasis away from externally controlled data seeking evaluations towards recognition of locally relevant or stakeholder based processes for gathering, analysing and using information (Estella 2000). Elements of participatory monitoring and evaluation –

- ■Participation
- ■Negotiation
- ■Learning
- ■Flexibility

Developing gender sensitive indicators: Communities, organisations and groups involved in and/or benefiting from a project are not homogeneous and do not have the same interests. They differ in gender, and in economic and cultural background and these differences often imply different needs and perspectives related to the use of water. This often has implications not only for the use of water supply facilities, but also for operation, maintenance and management. In particular the tasks and responsibilities of men and women can differ considerably and projects have to take special measures to involve women, especially those from marginalized communities. It is important to design a monitoring framework that looks at the impact the project has on women, and also identifies possible improvements of the project in order to make women's involvement more meaningful and prevent a negative impact of the project on women.

7. Pedagogy of Training and Learning

Meena Bilgi and Mayank Joshi

Ask the participants to form groups of four to five people and read Chapter 2 of Paulo Freire's *Pedagogy of the Oppressed*. Give them 45 minutes to list down 3-4 main points from the text of the chapter.

Main points from this chapter summarized by the participants were:

- Facilitator's role should be to guide the process of learning

- Male dominating characteristic can be transformed – sounds an incomplete statement

- The method of banking education treats students as depositories and is detached from reality

- The method of problem posing education considers teacher and student as partners and acknowledges a two way learning process and looks into people's experiences

Paulo Freire, a Latin American Left, Liberal writer, studied the education system then and how it reinforces colonial ideology. He felt that education could be a tool to bring about change in our thinking and this is the basic background of his book. As those committed to social action, we need to shelve the idea that we are the givers and doing a favour to others. We should use practical tools in our approach. Today's education makes children wear a garb of preconceived notions. The learning occurs when we go to the field without 'Know All' attitude.

What is learning about? Learning is an autonomous process, even those who do not go to school learn things better, and also survive, sometimes better than us. They survive the hardships they go through because they learn to cope, adapt and change the situation, influence the situation and make their way forward. But then the question is how to do they learn? – through experiences. Do we look at gender and gender mainstreaming in the banking/problem posing approach? Paulo argues that it is a wrong process to say that we are trying to mainstream those on the periphery, because they were never at the periphery. What is needed is to change the system and the structure, not the people, which we normally do. And, thus we do not often get much success. We do change some people, but they cannot do much, since the systems and the structures remain the same.

Tip: Trainers need to be sensitive and listen more than talk

How do we do it? Gender mainstreaming is about creating an alternative structure/system so that people who were historically pushed to the periphery can be brought to a position where they are considered as insiders. If we have to facilitate the process of empowerment, we do not have to teach, but to take them who? through a process of enquiry. There is no need to deposit knowledge but ignite the process of enquiry, thus preparing people to pose questions. We have to create an environment so that people are capable of posing questions, are allowed to question immediate reality...so that they can collectively become a force and consider it. They will thus be able to take charge of their lives and decide what they would like to do, take power in their hands to determine their lives instead of letting others do it.

8. Training for Capacity Building

Meena Bilgi and Mayank Joshi

Begin by asking participants three questions: (maybe we could list these questions as above?)

What is training? Why training? How do we carry out training? You will find many responses to these questions that will help you to synthesize your answer as:

Training is a structured, time bound event for a specific group that would facilitate learning. Training is done to increase awareness, increase sensitivity and develop skills.

In our context, training usually refers to 'adult learning' and it is very important to understand this aspect correctly. *Andragogy* deals with adult learning and *Knowle's* work is an attempt to develop this theory specifically for adult learning. He emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect. It is important for adults to know why they need to learn something and they can only learn through experiences. Adults approach learning as problem solving and they usually acquire new knowledge and skills under pressure or as an immediate value. *The cycle of experiential learning* includes, experience of events in the objective world, opportunities to reflect upon those experiences, draw generalizations and conclusions from such reflection and creating theories and models to explain them and preparing to test out the insights and learning acquired.

What is a training design?

A training design is a blueprint for a training event or experience. It is a detailed plan for what you will do, why you will be doing it, and the best ways to reach your training objectives. There is an eight-step model (as discussed by the facilitator) for designing an effective training event that meets the needs of participants and trainers alike. This model includes the following eight steps:

"A 'good' trainer is one who has a good design and knows how to use it"

1. *Define purpose of the training and target audience*

2. *Determine participants' needs:* Specific needs of the participants influence the development of leaning objectives and guide the choice of activities and training strategies

3. *Define training goals and objectives:* Training goal should be broad, spelling out the needs of the target audience and what will change as a result of the training

4. *Outline training content that meets your training objectives*

5. *Develop instructional activities:* Each activity during the training should have an introduction, a main segment and a wrap up segment, paralleling the overall structure of the training session

6. *Prepare the written training design:* Create a written document that provides a detailed plan of the training sessions, including your goals and objectives, the sequence of specific leaning activities and time allotted to each; directions and key points to cover during each activity and the resource person who will be responsible for the activity

7. *Prepare participants evaluation form:* The purpose is to determine the extent to which the training achieved its objectives and to identify adjustments, if any, that need to be made to the training design or follow up process

8. *Determine follow up activities for the event:* Follow up activities are to provide the continued support and feedback necessary for the successful implementation of new ideas and practices

Importance of a good learning environment: Learning environment is an influential element while delivering learning based trainings. A safe and conducive environment is essential for the success of a learning event. Visual impact, seating arrangement, equipment and supplies and the rhythm of learning are all part of the learning environment and should be carefully managed.

You as a trainer will become, in most instances, the most influential element of the learning environment. This presents a responsibility that should be carefully handled with integrity. There is no such thing as a "perfect learning environment", as every situation is different and requires the facilitator/instructor to adapt to the needs of participants and the context in which the learning is happening. The learning environment, together with the learning objectives, you as a trainer, and the needs of learners will define the success or failure of your workshop.

9. Familiarization with Tools of Gender Mainstreaming

Meena Bilgi and Mayank Joshi

Background: Gender defines the social relationship between men and women and the way in which this relationship has been socially constructed and institutionalised, through the different roles that women and men play in society, roles which are shaped by historical, ideological, economic, religious and cultural determinants. Gender relations and identities, unlike sex (anatomical) differences are not universal, but vary from culture to culture and sometimes from community to community. They are dynamic and change over time, for example, in some societies women's mobility in terms of their access to the public domain may increase with age. Understanding how gender values translate into practice necessitates looking at the gender or sexual division of labour, that is, the different tasks society assigns to men and women.

The gender division of labour is the basis for understanding inequalities in the distribution and control of resources within a household. Familial rights and obligations imply inter-dependence between family members in both the productive and reproductive spheres, creating the need for an exchange of goods and services. But there is no a priori reason to assume that this exchange takes the form of sharing and is intrinsically harmonious. Rather, the household is a domain of cooperative conflict where decision making is the result of bargaining between individuals with different degrees of power.

Divide the participants into small groups. Give them village profiles comprising of demographic data, data related to physical structures, organisation details and their work in that village and area description. Ask the participants to analyse the data to identify strategies for gender mainstreaming[were there some questions to guide this analyis – how were they meant to do this, the Moser of Gender Analyis Framework?] . Give them 30-40 minutes to do this exercise and ask each group to come up with a strategy note for their village. The group can come out with the following insights:

- Every committee should have at least 50% women as members
- Operation and Maintenance should be entrusted to both men and women
- The data reveals women are given too many responsibilities
- Capacity building initiatives for women are not sufficient
- Women in decision making capacity is not clear from the reports

This analysis is from the qualitative data and participants generally come out with these kind of observations. You need to make them more focussed on developing strategies. A good analysis for strategy building would take stock of what is existing today and then what is expected 3-5 years later and then prepare the strategy that would help to move from the reality today to reality

Development interventions: Addressing Practical Gender Needs or Strategic Gender Needs?

In a gender and development perspective it is useful to distinguish between projects which address women's **practical** needs and those that target **strategic** interests. Practical needs are linked to women's condition, that is, to their material state of life (living conditions), the nature of their work and their lack of resources. Strategic interests challenge the subordinate (disadvantaged) position of women vis-à-vis men in society. Strategic interests are long term and relate to improving women's position through providing them with access to opportunities or control over resources and participation in decision making.

For some women, this distinction is at best conceptual, for "the relationship between practical needs and strategic interests is complex both in reality and intellectually. Projects addressing strategic interests have often failed because of lack of understanding of locally defined practical needs which take priority over strategic interests."

10.   Understanding the role of networks in policy advocacy and gender mainstreaming

Nafisa Barot and Joke Muylwijk

Begin by asking the participants what is advocacy and why is it important in our work.

> **You may get the following responses:**
>
> What is advocacy?: conveying and communicating our work to others, putting voices of the community on the agenda.
>
> Why is it important in our work?: to influence policies, to generate awareness, to raise opinion of the community, to sensitize those who are affected/whose rights are violated, to influence change at various levels, to change mindsets.

Then summarize: **Advocacy** is the action of delivering an argument to gain commitment from political and social leaders and to prepare a society for a particular issue. Advocacy involves the selection and organisation of information to create a convincing argument and its delivery through various interpersonal and media channels. Advocacy includes organising and building alliances across various stakeholders. Sensitization is the first step to advocacy. It requires a rigorous process of? Sentence sounds incomplete.

After summarizing and gaining consensus on what is advocacy and why it is important ask the participants what are the key components of advocacy?

> **You may get following kind of response**
>
> Message, Target group, Media, Policy, Strategy, Vision, Issue, Leadership, Networking, Alliance, Feedback
>
> Ask one or two of them to explain why they feel that a particular component is important and necessary.

Then, show them the following list of components of advocacy and discuss each one with them.

- Identification of issues
- Analysis and positions
- Target groups you want to influence
- Formulation of key messages according to the group

On its own advocacy cannot achieve much. Social mobilisation and effective communication are also essential to achieving its objectives. Increasingly, advocacy is people-based and people-driven. A rights based approach to development is also very helpful in understanding advocacy. The goal of advocacy is not only to make the issue a political or national priority and to achieve chance in policy and practice. It also aims to build transparency and accountability in policy-making and decision-taking, and to build the capacity of civil society and of grassroots people and organisations to act for change.

There is a range of activities that you may choose to undertake to achieve your advocacy objectives, many of which are used in combination with each other. Some of the key activities are:

- *Policy analysis:* proving the case of policy alternatives

- *Demonstrating solutions:* 'good practice' advocacy through positive project work

- *Action research:* documenting good practice

- *Public awareness campaigns:* mobilising public action in support of the changes you are seeking

- *Partnerships:* working together with others

- *Media work:* raising awareness of the general public and others

- *Mobilising the general public:* to encourage them to put pressure on decision makers

- *Creating ways of people to act for themselves:* facilitating people's participation in their own advocacy causes

Formulation of the right message is very critical to effective advocacy. Use of right language and the media of carrying that message are important factors that contribute to effective advocacy. Advocacy is often a long term activity and it is often hard to say when a significant change has occurred. It is often carried out through networks and coalitions, making it difficult to assess the exact contribution of each organisation and group. Advocacy has the potential to add value to project work by spreading the impact wider than the community and region in which a project operates; Indeed for some organisations the main rationale for engaging in advocacy is a desire to increase their impact and 'scale up' their work. *Use examples of policy advocacy organisations to explain this.*

Why are partnerships important?

About GWA: The Gender and Water Alliance is a global network whose work relates to the water sector broadly and which strongly believes in gender equity. It is a forum of like minded individuals, both women and men, who want to make their work more efficient, effective and sustainable by including a gender approach. The ultimate aim is to ensure that poor women and men have access to sufficient water of good quality for drinking, for domestic purposes, for sanitation, for agriculture, and for the environment. GWA is an international network with over 700 members in 90 countries, individuals and organisations, with a diversity of experiences, skills and approaches to gender and water issues. It is an autonomous association with an office in Dieren, the Netherlands. GWA works through influencing policies, building knowledge, capacity and awareness, and promoting linkages between grass roots, national and global levels.

GWA principles to work in partnerships include:

- To work with other organisations active in the water and gender sectors can provide value added at all levels in the area of gender mainstreaming and IWRM

- To strengthen the capacity and role of existing organizations in gender mainstreaming and ensure it is cost-effective and reduces duplication

- To work collectively and share best practices through a strong networking arrangement with its members and partners that helps GWA to achieve the objectives of gender mainstreaming

For effective partnerships, the partners need to:

- Be open about their own agenda

- Always inform each other, be transparent

- Know about each other's position and problems

- Appreciate each other's differences

- Make use of each others strengths and resources

- Have realistic expectations of?

- Learn to work together

But achieving such principles is often difficult. Partnerships are most effective and successful if each partner can contribute from their strength, all can deal equally in decision making and the partnership is not externally driven.

In conclusion, be aware and on the lookout for realistic partnerships with allies or with organisations with complementary expertise. If a partnership has no added value or synergy, stop putting energy into it. Be a trustworthy partner yourself and use each other's knowledge and resources, don't look at forming everything new.

ANNEXURE 1

FEEDBACK FROM WORKSHOP PARTICIPANTS

1. **Has the Training of Trainers (TOT) met your expectations?**

   - *More than expected*, it helped us to gain knowledge and acquire skills

   - *Learnt how to see every aspect of water and sanitation with the lens of gender*

   - *Confident to train others*, also use the skills acquired here to influence policies, programs and action plans

   - *Be a trainer on WASH issues* with gender perspective

   - *Developed more clarity on the concepts of gender mainstreaming*

   - *Expected to learn more about water supply realities* and consequences to be dealt in this workshop since I have little knowledge about the same, but exchanges between participants helped

2. **What did you find most useful in the TOT?**

   - *Water policy implications* and the way gender concerns can be assessed in these policies

   - *The context of the training* provided better understanding of the subject

   - *Partnerships and networking*

   - *Monitoring and Evaluation and how to conduct training were very crucial topics*

   - *Gender budgeting*

   - *The mini sessions helped* to apply what we learnt in this training and improve ourselves

   - *Develop gender sensitive indicators in our work*

3. **What did you find the least helpful in the TOT?**

   - *Panel discussion:* we could not relate it to our own realities

   - *Gender budgeting:* should have been dealt with more examples and case studies

   - *Preparing action plans:* the purpose of preparing these plans was not very clear

   - *Field visits:* did not really synthesize the learning from field work into framework

4. **How did you find the TOT in terms of the following:**

   a. **Contents of the training**

   - *Very well developed*

   - *Rich*

   - *Helpful in capacity building*

- *Informative and meaningful*
- *Too much for too short time*

b. Methods of the training

- *Very good*
- *Practical application of theory through organising mini sessions* has helped us understand the concepts better
- *Appropriate and clear*
- *Well planned* and well communicated
- *Will help* us to organise training
- *More relevant and interesting energizers should have been planned*
- *Context was too much focussed on Indian realities (Local politics etc)*

c. Facilitators

- *Inspirational*
- *Competent*
- *Extremely cooperative*
- *Outstanding*
- *Their participatory approach* helped us understand things better
- *Will need their support in the future*

d. Learning Environment

    i. Boarding and lodging

- *Overall satisfactory*
- *Wish if there were refrigerators in the rooms*
- *appropriate and good*

    ii. Training Venue

- *OK*
- *Not very suitable for training*
- *Too much light or too less light*
- *Microphones did not work well*
- *Non AC training hall created non conducive environment*
- *More stationery and more facilities should have been there*

    iii. Time management

- *Needs to be improved*
- *Too many last minute changes*
- *Sometimes the duration of dinner serving was not clear* – it changed every day
- *Sessions like preparation of action plans and mini sessions* should have been given more time and more support

    iv. Any other (specify)

- *The training should have been conducted during winter season or more pleasant weather*, it was too hot to bear it

- *Food was spicy in general*

5. Remarks (if any)

- *Organise refresher course and monitor trainees:* It would be helpful if GWA and Utthan would organise a refresher course for the participants and make strong follow up monitoring system to keep track of how the participants are adopting their learning in their own environment.

- *More training for more clarity:* This training brought conceptual clarity but would like to have more detailed training to get more well versed with gender mainstreaming

- *The first step to change:* This ToT is the first step for me to have conceptual as well as practical understanding. This will definitely enhance my learning, bring behavioural changes in me and integrate the concepts I learnt here in my work.

- *Define rules before starting the training* – like some people used to interrupt and speak in between.

- *Have such ToT for longer duration:* The duration of this training is short to cover all the aspects, hence it should have been for little longer period.

- *Have GWA members know about this ToT participants:* The list of the participants who attended this ToT should be circulated among the respective country GWA members.

- *Have more time allocated to Gender and Power session:* There could have been at least 2 more sessions on gender and power to have better conceptual clarity on different aspects of gender

- *Instead of 3 days, four days can be kept for the input session*

ANNEXURE 2

ABOUT MINI SESSIONS

Since this was a 'Training of Trainers', a special one day was dedicated to provide a hands on practice to the participants to facilitate a session. This was an opportunity for them to practice as a 'trainer'. The participants were grouped in pairs and had to work together to prepare a presentation on a selected topic and including the following aspects:

- Objective of the session

- Define the audience

- Introduce the topic and its relevance in the context of Gender Mainstreaming

Each team was given a time of 10 minutes to conduct the session followed by a peer review. The teams were given the freedom to choose the methodology of conducting the session, like it could be organising a role play, using power-point slides or charts, whiteboard, etc.

The participants were given the following topics to choose from:
- Gender Ideology
- Equity
- Sustainability
- Governance
- Capacity Building
- Networking
- Advocacy
- Access and Control
- Water rights
- Institutions Analysis
- Practical and Strategic Gender needs
- Empowerment

All these topics were to be dealt with in the context of poverty, gender mainstreaming and social inclusion in water supply and sanitation interventions.

FIELD VISIT

Uttan, organized a field trip to two of the villages (Chaaya and Jaspara) where it has implemented community based drinking water supply and sanitation project.

Objective of the field trip: The field trip aimed to let participants see for themselves and interact with the village water supply and sanitation committees, where women are strong and participating in day to day management of the water supply and sanitation facilities of the village. It was an attempt to witness demonstration of the gender mainstreaming strategies adopted on ground by Utthan. It also aimed at providing understanding to the workshop participants that would allow them to incorporate new method into their practice and in providing them with informed opinions.

The field trip not only provided information to the participants but also an opportunity to gather participant input.

The participants were asked to do the following:
- *Conduct a water point survey* to see the construction, appropriateness, utility and management of the water facilities for women and men
- *Conduct household interviews* to gather general information on water and sanitation situation of the village and individual household practices as well as the different interests of men, women and children of the household
- *Meet the village water and sanitation committee* to assess women's and men's participation, understand issues of governance and accountability
- *Visit school campus in the village* to see the water and sanitation situation for children and interact with boys and girls to assess the awareness level

Furthermore they were encouraged to look at the gender relations in the villages and see if the technical and institutional interventions had been empowering (socially, politically, economically and physically) for various categories of people.

Tip: Always include a fieldtrip and prepare it properly

PANEL DISCUSSION

A panel discussion was organized to provide an opportunity to the participants to interact with development professionals working on the issue of gender mainstreaming in water and sanitation. Nafisa Barot welcomed the panellists and Dr. Sara Ahmed introduced the panellists: Mr. Ashoke Chatterjee, Mr. Sama and Ms. Jahnvi Andharia to the audience and put forward three questions to the panelists to share their thoughts upon:

- Why is gender mainstreaming important?
- What are the challenges that exist in mainstreaming gender in water and sanitation?
- Given the evidence that we have about the positive impacts of women's participation in meeting water and sanitation objectives, why do we not see gender mainstreaming at a larger scale both in policy and practice?

Mr. Ashoke Chatterjee (Member WASH Core Committee) spoke at first reiterating the question as to why are things not happening in water and sanitation sector at the scale they should? He shared that this sector is no different from other sectors like education, health where progress is slow. Water and sanitation are highly political issues having political implications. Global efforts like Vision 21 (2nd World Water Forum, The Hague) have progressed to shift the focus on changing power structures, but no one likes to give power and to this power struggle gender is a cross cutting theme. However, a lot has been done and there is a need to gather lessons learnt from where we have tried and failed or succeeded, where we have demonstrated alternative approaches to cull out advocacy issues and now take on further work in a campaign approach. He left the audience with two pressing questions to think over in the context of their countries:
- Why in the water and sanitation sector do we not have enough collective action to take charge?
- What are where are the engines of change?

Mr. Sama (Managing Director, WASMO), relating to his 40 years experience said that political access and collective voice is the key to problems faced today in improving access to education, health, water and sanitation. He also said that even today he finds men insensitive to the drudgery of women collecting water from distant sources, and their sensitiveness is most important. What we need today for the women is increased capacity building to negotiate, power to influence and make decisions for family. He shared about the principles on which WASMO works and one of them is unflinching trust in community. He appealed to the participants that they should believe in a fact that women are better managers of water and they should be involved in every stage of water management.

Ms. Jahnvi Andharia (Founder Trustee, ANANDI) started with a need for development professionals to identify key issues and then learn how power structures are formed that need to be influenced to improve the position of women, poor and the marginalized. Today all policies are going against the most needy and feeding the interests of powerful and affluent.

WORKSHOP SCHEDULE

Training of Trainers on Strategizing Gender Mainstreaming in WATSAN						
April 10- 16, 2007						
Day-1: April 10, 2007	Day-2: April 11, 2007	Day-3: April 12, 2007	Day-4: April 13, 2007	Day-5: April 14, 2007	Day-6: April 15, 2007	Day-7: April 16, 2007
0930- 1030 About TOT, Introduction Joke Muylwjk, Nafisa Barot	0900- 0930 MILY Meena Bilgi	0900- 0930 MILY Meena Bilgi	0800 Field Visit Team- 1: Jasapara Team- 2: Chhaya	0900- 1030 Session- I: Understanding role of Networks in Policy Advocacy, Gender Mainstreaming:Joke Muylwijk, Nafisa Barot	0900- 1100 Session- I: Presentations by Participants (4 groups) Joke Muylwijk, Nafisa Barot	0900- 1100 Session- I: Presentations on Action Plans Joke Muylwijk, Sara Ahmed
1030-1100 Inauguration, Key Note address	0930- 1130 Session- I: Translating Gender Mainstreaming in to Action- Technology Nafisa Barot	0930- 1100 Session- I: Pedagogy of Training/ Learning Meena Bilgi, Mayank Joshi	Field Visit	1030- 1100 Session- II: Briefing on Mini Sessions Sara Ahmed, Mayank Joshi		1100- 1200 Session: II Consolidation, opportunities, way forward Joke Muylwijk
1100-1130 Tea Break	1130-1200 Tea Break	1100-1130 Tea Break	Field Visit	1100-1130 Tea Break	1100-1130 Tea Break	
1130- 1300 Session- I: Understanding Gender & Power Joke Muylwijk	1200- 1300 Session- II: Translating Gender Mainstreaming in to Action- Gender Budgeting Nafisa Barot, Meera Velayudhan	1130- 1300 Session- II: Basics of Training Mayank Joshi, Meena Bilgi	Field Visit	1130- 1300 Preparation for Mini session	1130- 1300 Session- II: Presentations by Participants (3 groups) Joke Muylwijk, Sara Ahmed	1200- 1230 Feedback 1230- 1300 Bye.. Bye.. Mayank Joshi, Meena Biligi, Sara Ahmed
1300-1400 Lunch	1300-1400 Lunch	1300-1400 Lunch	Field Visit	1300-1400 Lunch	1300-1400 Lunch	1300-1400 Lunch
1400- 1530 Session- II: Policy Approaches to Gender & IWRM/ WATSAN Sara Ahmed	1400- 1530 Session- III:: Gender & Governance Sara Ahmed	1400- 1530 Session- III: Towards Development of Strategy for Capacity Building Meena Bilgi, Mayank Joshi	1400- 1530 Lunch	1400- 1600 Session- III: Panel Discussion -Sara Ahmeda	1400- 1530 Session- III: Presentations by Participants (3 groups) Sara Ahmed, Meena Biligi	
1530- 1600 Tea Break	1530- 1600 Tea Break	1530- 1600 Tea Break		1530- 1600 Tea Break	1530- 1600 Tea Break	

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1600- 1730 Session- III: Discussion on Gender & Water Policies: Joke Muylwijk, Nafisa Barot	1600- 1730 Session- IV: Monitoring & Evaluation Mayank Joshi	1600- 1730 Session- IV: Familiarization with tools of Gender Mainstreaming Meena Bilgi, Mayank Joshi	1600- 1730 Sharing of learning from field visit	1600- 1730 Session- IV: Preparations for Mini Sessions by participants Conti…	1600- 1630 Session- IV: Briefing on Action Plan Sara Ahmed , Mayank Joshi	
1730- 1745 Round Up Meena Bilgi	1730- 1745 Round Up Meena Bilgi	1730- 1830 Round up, Preparing for Field Visit Meena Bilgi, Mayank Joshi	1730- 1800 Responseby Utthan Team, consolidation	1730- 1800 Briefing on Presentations Next Day Sara Ahmed, Mayank Joshi	1630 onwards Participants to prepare Action Plan	