Gender Mainstreaming in South Africa

A Training Package for GEMSA Intermediaries

Gender Mainstreaming in South Africa GEMSA

A training package for GEMSA trainers

Prepared by

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Presentation

Experience has shown that when gender approaches are taken into consideration, water supply and sanitation systems will be better used, their durability will increase and sustainability will be enhanced.

Much has been said about the need to introduce gender in water and sanitation projects being implemented in South Africa. From the side of project implementers there has been an increased demand for more information on how to do it to achieve high effectiveness in their work. Also, staff at higher level of decision making structures and policy-makers are willing to learn more about gender and how to mainstream gender, hoping for increased progress in the sector.

To respond to this request, the Gender Mainstreaming in South Africa GEMSA Programme was created under the Massimbabane Project with the financial support from the Royal Netherlands Embassy in Pretoria and the technical support from IRC International Water and Sanitation Centre in Delft, Holland. The National Community Water and Sanitation Training Institute NCWSTI were called to co-ordinate GEMSA. The strategy used was to initially capacitate the NCWSTI who then capacitated staff from other organizations in Limpompo Province, Eastern Cape and KwaZulu Natal. This lead the way to the preparation of this Training Package.

This document is to be used by the 'GEMSA intermediaries' who were trained and will now train different target-groups in the three Provinces. It is made in such a way that it can also be used by trainers willing to train on GEMSA approaches.

We hope that this Training Package will support the GEMSA intermediaries and other trainers in their endeavour to capacitate for gender mainstreaming in the communities, organisations and among policy-makers for better water supply and sanitation in South Africa.

Guidelines for the facilitators

The Training Package on Gender Mainstreaming

Although the water and sanitation sector has gained in effectiveness when men and women in the communities participate in an equitable way in decision making and in the division of benefits and labour, taking care that interests and needs of both men and women has not always been taken into consideration in project planning and implementation.

This Training Package was prepared to support GEMSA Intermediaries and other trainers to help those who work in the field to be better equipped with knowledge and skills to ensure that gender approaches are used. It will also support intermediaries and trainers to assist water supply and sanitation sector staff to be better prepared to introduce gender in their organisations. This means that with the help of this Training Package, it will be possible to train staff for gender sensitive organisational arrangements and procedures, as well as the gender sensitive services and products organisations have to offer. The trainers will also be able to train policy-makers in gender sensitive approaches for gender mainstreaming in policies and strategies.

For whom it is meant

The GEMSA Training Package is meant primarily for use by those who have been trained as GEMSA Intermediaries in Limpopo, Eastern Cape and KwaZulu Natal Provinces. These Intermediaries will be offering training and implementing awareness raising workshops for various types of trainees. In some cases, they have already started to train on gender mainstreaming. This Training Package will also help other trainers. A list of Intermediaries and those who have already been in contact with the GEMSA project is in the annexure. This will facilitate the contact among Intermediaries and other trainers, to solve any doubts and clarify issues, which may not be very clear. It is expected that all those using this Training Package will contribute with new material, innovative approaches and any other inputs which will help to improve and update the Package. All suggestions in that direction should be sent to NCWSTI who will be co-ordinating the introduction of new material in the Package as well as distributing it to those who have received a copy.

How the GEMSA Training Package was prepared

A first Training Manual emerged after the initial Training of Trainers on gender mainstreaming for NCWSTI staff in June 2001. This very first Training Manual took into consideration the results of a 'gender-sensitivity assessment' earlier carried out at the NCWSTI and the long experience of IRC in gender training. This first Training Manual was further adjusted and used in two Pilot Training Courses and one Awareness Raising Workshop carried out in KwaZulu Natal, Limpopo and Eastern Cape Provinces. Around 60 persons attended these events.

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The GEMSA working group in South Africa, whose composition is also to be found in the annexure, revised the preliminary version. However, this document which is now being presented is not a finalised document. It will always benefit from updating. For that, facilitators using the package will send comments and suggestions to the GEMSA staff at the NCWSTI who will co-ordinate the improvement and innovation of the Training Package.

You are preparing yourself to offer training

You are a GEMSA Intermediary or a gender trainer and you are preparing yourself to give training to a specific target group in your Province. You have been requested to do so by some organisation: a Project Implementing Agency (PIA), or a group of DWAF officials, or an NGO, or even a group of councillors at a Local or a District Municipality. This training package offers you a general two-week course which you will adapt to your needs and the needs of the target-group you are aiming at. These can be very different from one organisation to the other, from one circumstance to the other. Maybe you were requested to give a three-day course to extension workers in need of gender sensitive participatory tools. You will find specific units in this Training Package which will support you in that type of training. However, do not limit yourself to the session on gender sensitive participatory tools. Go through the whole training package to refresh your memory on all the discussions we have had during the training of Intermediaries and / or your experience on gender training and then, choose the most appropriate unit(s) you will be dealing with during the course for your specific target-group.

You may wish to adapt the two-week training programme given as example in this Training Package. However, please be aware that some units will be mandatory as the unit on 'The concept of gender'. Whatever the target-group, even those who already know much about gender, please be sure that the unit on the concept of gender is part of the training.

The Training Package contents

The Training Package contains a Presentation, Guidelines for the Facilitators and a two-week programme consisting of seven Modules. The IRC publication "Working with Women and Men in Water Supply and Sanitation: a Field Guide for Africa" accompanies the Training Package.

The Modules and Units can be used in a flexible way, depending on the target-groups to be addressed, as mentioned above: staff of the Department of Water Affairs and Forestry (DWAF) at national and provincial levels, South Africa Local Government Association (SALGA), Department of Local Government (DPLG), District Municipalities councillors, Local Municipalities councillors, Project Implementing Agencies (PIA) staff, NGO's and consultants.

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Each Module contains:

MODULE OUTLINE

UNIT OUTLINE

BACKGROUND INFORMATION

HAND-OUTS

NOTES FOR FACILITATORS

Each Module has one to three Units. The detailed two-week programme is shown in Module 1. This programme is designed for use in training for those who will be very much involved in gender training or gender activities. They could be trainers who would like to be specialised in gender training. They could be extension workers or community practitioners implementing projects in communities, they could be staff of a gender desk who are interested in introducing gender in their organisations or to train staff on gender mainstreaming. For these groups you might use the two-week programme. With other groups you may build-up a one-day to four day-training programmes, using some of the Units of the two-week programme. For example, the staff of a PIA your Province may approach you with a specific request for training on participatory tools to help in the implementation of a project. To help you in adapting the course contents, diskettes are provided with the Training Package. These contain the electronic version of some presentations, templates, handouts and other information. However, in all your adjustments, be aware that there are Core or mandatory and Elective or optional Units. The table below shows Core and the Elective Units:

The Training Package Modules and Units	Core Units	Elective Units
Module 1 Introduction		
Unit 1 – Introduction and back-ground information	XXXX	
Unit 2 – Expectations and fears		XXXX
Unit 3 – Professional Presentations		XXXX
Module 2 Gender and Gender Mainstreaming		
Unit 1 – The concept of gender	XXXX	
Unit 2 – Gender mainstreaming	XXXX	
Module 3 Adult learning		
Unit 1 – Adult learning principles		XXXX
Unit 2 – Facilitation techniques		XXXX
Module 4 Gender & equity sensitive participatory tools		
Unit 1 – Constraints and ideas to overcome these constraints		XXXX
Unit 2 – Gender in the project cycle		XXXX

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Unit 3 – Gender in the organization and policy-making level		XXXX
Unit 4 – Practicing how to use the tools		XXXX
Module 5 Using gender approaches in the field		
Unit 1 – Gender mainstreaming at community level		XXXX
Unit 2 – Gender mainstreaming in the organization		XXXX
Unit 3 – Gender mainstreaming at the policy-level		XXXX
Module 6 An action plan		
Unit 1 – Preparing an action plan	XXXX	
Unit 2 – Presenting the action plan	XXXX	
Module 7 Strategy for follow-up		
Unit 1 – A strategy for follow-up	XXXX	

Listening to your audience needs during the preparation of the training and with a bit of common sense, you will find the perfect mix of Units. You will notice that, whatever way you build-up your next training event, it is being suggested that you use the following units: Unit 1 - Introduction and Presentations in Module 1, the units on the concept of gender and gender mainstreaming, and the ones on the preparation and presentation of the action-plan and the strategy for follow-up. The reason behind this is explained in the next paragraph.

Why some Units are Core or mandatory Units?

The reason behind suggesting Core Units lies on the impact these can have in the flow of the course and in the levels of effectiveness of the learning experience.

The **Unit on Introductions and Presentations** serves not only as a nice way to introduce participants and facilitators to each other but also as an icebreaker. Tension is so common in the initial sessions of a course and introducing oneself using a game or any participatory approach helps to introduce a more relaxed climate. It is also important that participants, even when they come for a one or two-day training, to have some information on GEMSA and its sister programme GARSA as a means of understanding (a bit better) why gender mainstreaming, to start raising the awareness for its importance and getting the commitment for implementing it.

The **knowledge about the concept of gender and gender mainstreaming** is considered crucial to be able to implement gender approaches. Once these two concepts are properly understood, the skills to apply them will be easier to learn. Also, once the concepts are well understood they will be considered relevant to increase sustainability and durability of the systems and for further community development. In addition, once there is clarity at the conceptual level, there will be the possibility of adapting the approaches to be used in implementing the concepts at community, organisation and policy-making levels.

You may wish to give the elective Unit on **Participatory Learning and Facilitation Techniques** when your target group is formed by other trainers and you are preparing a Training of Trainers (ToT).

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Finally, it is recommended that the **preparation of an action plan** to be implemented after trainees have left the training venue will be done in all training events. A special template is designed for this purpose, which can also be adapted to specific circumstances. For example, a one-day training will require 'some points for action after the conclusion of the course', points which will be taken up by participants. No matter how lengthy or complex the action plan might be, it will help participants to organise the information received during the course in something they will use in their work. After all, the reason why they attended the course was to be able to implement gender approaches in their work. Their action plans or some points for action will guide them in this endeavour.

Adapting to South Africa requirements: SETA and SAQA

The compilling of the GEMSA Training Package took into consideration the requirements by the Sector Education and Training Authority (SETA) and the South African Qualifications Authority (SAQA). This means that the training for some target-groups can result in formal assessment and credits towards a qualification. You will notice that for the two-week programme and for each Unit, the Training Package establishes Specific Outcomes to be achieved and/or Learning Outcomes and Assessment Criteria. These are formulated according to the SETA and SAQA requirements for the concession of credits. By doing this, the GEMSA Training Package is offering the opportunity to achieve credits for those who need them for the completion of certain qualifications.

About the preparation and methodology

Preparation

- Before you start planning the event, contact the organisation(s) sending participant(s) to the course, to discuss with them the purpose and contents of the training;
- Indicate to them that follow-up to the training is an important issue;
- Visit the training venue and arrange the tables/chairs in such a way that it is possible to use participatory techniques, hang paper on walls, check if there is sufficient light and if the venue is away from main activities to avoid interruptions;
- Check the list of all hand-outs, equipment and overall material needed: flip-charts, cards of different colours, markers, overhead projector and overhead sheets, etc.

Plan the activity very well

- Do a step by step planning. Examine the Training Package and see how you can adapt it to the needs of your trainees;
- In your planning, include the number of days you will need for preparation, conducting and reporting on the activity. Include also the time you will need for follow-up.

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- Prepare a detailed budget in case you may be willing to look for funding for this activity. Prepare a strategy to approach eventual donors.
- Contact other facilitators who will eventually assist during the event to clarify yours and their roles, to pass on to them the detailed planning for their comments and to pass on to them the reference or back-ground material for studying and to make sure all is arranged;
- Contact the NCWSTI for support and mentoring.

Background information to be prepared

- You will need to have some extra material for some units. For example, for the exercise on gender mainstreaming Unit it is convenient to ask participants to bring policy documents; strategy documents, various project reports ; mission statement; promotional and PR material they might have.
- Send future participants a copy of How to Prepare a Poster Presentation and ask them to bring any material, photographs, brochures or leaflets depicting their organisation or their activities in order to prepare a good looking and attractive poster.
- Be sure you are well acquainted with the definitions, handouts, background information and all contents of the Training Package. This will give you much confidence to conduct the training.
- Be sure you have sufficient copies of the Training Package material to be distributed to all participants.

The Training Methodology

The GEMSA training events (and also other GEMSA products like Awareness Raising Workshops) use a participatory methodology. This will allow more participation from trainees. Participatory learning follows some basic principles, one of them being that the training events see trainers more as **facilitators** and trainees as **participants** in a learning process. The use of this terminology leads to the understanding that the experience and knowledge of all those who are involved in the training are taken as a valuable contribution to the learning process.

Participatory learning

Participatory learning focuses on those who learn and not on those who teach. It is based in the idea that people are not developed by others, but they develop themselves through their own actions. Therefore, participatory learning focuses on human development in order to access, create, select, plan and organize activities and take initiatives. These skills can affect many other aspects of their lives and of their communities. A trainer facilitates a process of building up capacities and of self-discovering among trainees, whose needs, experiences and goals are the focus of the training.

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Participatory learning recognises the knowledge already existing in people and values it, contributing therefore for raising consciousness and empowering the participants of such a process. In participatory learning, all involved in the process reflect on the experiences of each other, share problems and make an effort to find the solutions through practice, discussions and new information.

One important aspect of participatory learning is that all participants are encouraged to see themselves as sources of information and knowledge about the world. It denies the assumption that participants know nothing and trainers knows all. Encouraged to reflect on the knowledge they already have, participants will contribute to finding solutions for their lack of other knowledge on specific topics. This means they will enter in a learning process in a smoother way. They will then recognise their own knowledge and value and will feel more confident to participate actively and open themselves for the search of new knowledge.

Adult learning

The GEMSA Training Package is meant primarily to help facilitators to train adults. Some basic principles you may have to keep in mind while training adults are listed in the box below:

Principles of adult learning:
- Adults learn better what is of interest to them and from their personal experiences
- Adults' experiences should be valued and stimulated during the learning process, otherwise they will feel threatened and/or neglected
- Adults learn better in a secure environment, which accepts them, but at the same time is challenging and supportive
- Adults enter a course with immediate needs and personal needs, problems, feelings, hopes and expectations. These feelings related to the "here and now" should be recognized and respected if we want that their motivation to learn is strengthened
- The solutions should come from the understanding and the analysis of the persons themselves and should be consistent with their life styles and functioning
- In training activities which are geared to the acquisition of skills, there should be the active participation by the adults who are willing to learn from the activities which are important to them.
- The satisfying of the training needs expressed by the participants combined with the need to achieve the learning outcomes is a powerful weapon contributing to real leaning
- Different adults learn differently. Therefore various styles and various facilitation techniques are also needed[1].

A last word

The GEMSA staff who prepared this Training Package wishes you much luck in your training. Please remember that the NCWSTI is prepared and willing to support you in

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[1] Source of the information on Adult Learning and Participatory Learning:

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whatever you many need to accomplish your role as GEMSA Intermediaries or as trainers for GEMSA.

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MODULE OUTLINE

Module 1 Introduction

Unit 1 – Presentations
- Individual presentations
- Presentation of the GEMSA and GARSA programmes
- Introducing the Training

Unit 2 – Expectations and Fears

Unit 3 – Professional presentations
- Producing a poster
- Poster presentations

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Outline Module 1

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13-8-2002

GEMSA

Gender Mainstreaming in South Africa

Unit 1 Introductions and presentations

Subject title   :   Introducing participants and facilitators, GEMSA & GARSA and the training

Type of session   :   Welcome speech, individual introductions, interactive presentations

Outcomes – on completion of this Unit, participants will have

- known each other and facilitators
- understood about GEMSA and GARSA
- be introduced to the course programme, expected learning outcomes and general assessment criteria

After a short welcome speech by the course facilitators and participants will introduce themselves using cards. Facilitators will give a presentation on GEMSA and GARSA, allowing questions and discussions

Hand-outs   List of participants
             Course file
             Course programme
             Presentation of GEMSA
             Presentation of GARSA

HANDOUT UNIT 1

GEMSA Training Package for Gender Mainstreaming in South Africa

Specific outcome, learning outcomes expected, assessment criteria and learning methodology

Specific outcome	• Mainstreaming gender for better water supply and sanitation in South Africa
Learning outcomes	On completion of this training, the participant will be able to • understand the concept of gender and equity and the advantages of using this knowledge in their work • use gender and equity approaches at project implementation and organizations levels • use gender and equity sensitive participatory tools at project, organisation and policy levels • train others at the local levels
Assessment criteria	• An action plan is prepared and presented, using basic template
Learning methodology	• Based on participatory learning methodology and respecting the adult learning principles and cycle • Visit to projects in communities and to organisations for the use of skills learned during the training when needed

A detailed programme is presented in the next pages. The programme is divided in 7 Modules:

Training Package Modules

Module 1: Introduction
Module 2: Gender and gender Mainstreaming
Module 3: Adult learning
Module 4: Gender and equity sensitive participatory tools
Module 5: Using gender approaches in the field
Module 6: An action plan
Module 7: Follow-up

HANDOUT UNIT 1

A two-week training programme

First week –Training: Gender and Gender Mainstreaming training of intermediary trainers for gender mainstreaming

	Day 1 – Monday	Day 2 – Tuesday	Day 3 – Wednesday	Day 4 – Thursday	Day 5 – Friday
08:30	Personal Introductions Introduction of GEMSA and GARSA Training Objective Learning Outcomes Course Methodology: adult learning and active participation Ground rules for good participation	Summary day 1 Adult learning Principles Cycle of adult learning	Discussion: Constraints which occur when a gender approach is not taken into consideration – at the project, at organizational and policy-making levels	Summary day 3 Participatory tools to be used at community level - continuation	Participatory tools to be used in an organization
10:00	Expectations and Fears	Continuation			Continuation
10.30	Break				
11:00	Professional presentations: preparing posters on participants experiences with gender in work Presenting the posters in discussion about gender stereotypes	Facilitation techniques: Ice-breakers and energisers Participatory training methods Facilitation techniques	Gender and equity in the project cycle	Continuation	Continuation
13:00	LUNCH				
14:00	The concept of gender – using the gender quiz Discussion	Continuation	Gender and equity in the organization and in policy-making	Continuation	Preparation for field work
15:30	Break				
16:00	The concept of gender mainstreaming – using analysis of policy documents Discussion	Continuation	An introduction to gender and equity sensitive participatory tools to overcome constraints at community, organisation and policy-making level	Continuation	Continuation
Evening	Video: the 7th Video	Video: a participatory training IRC video/Zimbabwe (to be copied or another one to be found)			

HANDOUT UNIT 1

Second week – Training: Gender and Gender Mainstreaming in Water Supply and Sanitation

	Day 6 – Monday	Day 7 – Tuesday	Day 8–Wednesday	Day 9 – Thursday	Day 10 – Friday
08:30-10:30	Summary day 5 Visits to apply tool at local organisations and community levels	Summary day 5 Lessons learned from the field	Summary of day 6 Taking gender into consideration in my own work: An Action Plan	Summary day 8 Continuation	Summary day 9 Continuation
10:30		Break			
11:00-13:00	Continuation	How to deal with resistance to change	Continuation	Continuation	Continuation
13:00-1400	LUNCH	LUNCH			
14:00-15:30	Continuation	Continuation	Continuation	Follow-up	Evaluation
15:30		Break			
16:00-	Continuation	Continuation	Continuation	Continuation	Closure
Evening					

[1] Participants are requested to summarize in small groups of 3 in a visual and attractive way the previous day and raise any issues / questions they may have

[1] Maybe this is not needed since it overlaps with ToI methodology session on day one. Use adult learning cycle as used during IRC working with professionals day Jan2002

[1] NCWSTI to identify communities / implementing-support agency / policy making body to visit and check appropriate timing

Course held at
Date:
List of participants

Name of participant (Ms or Mr)	Name of organization	Complete address (street, number, city, province,)	Tel, cel +27 (>>) (>>>)	Fax	E-mail	Financial support

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List of participants

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7/31/2002

GEMSA
Gender Mainstreaming in South Africa

Capacity building programme on
Gender Mainstreaming for better
water and sanitation

A PROGRAMME

- Co-ordinated by the National Community Water Supply and Sanitation Training Institute - NCWSTI

- Involving main stakeholders: DWAF, DPLG, SALGA and NGOs

- With the support from IRC- International Water and Sanitation Centre

- Funded by the Royal Netherlands Embassy

Purpose of GEMSA

- **Capacitate the NCWSTI to become a resource centre with a mandate to mainstream gender for better water supply and sanitation in South Africa**

GENDER

- **Gender is a concept that demarcates the socially constructed differentiation between women and men in terms of attributes and opportunities.**

- **It refers to the roles, responsibilities, benefits and burdens attributed to women and men in a given society.**

GENDER
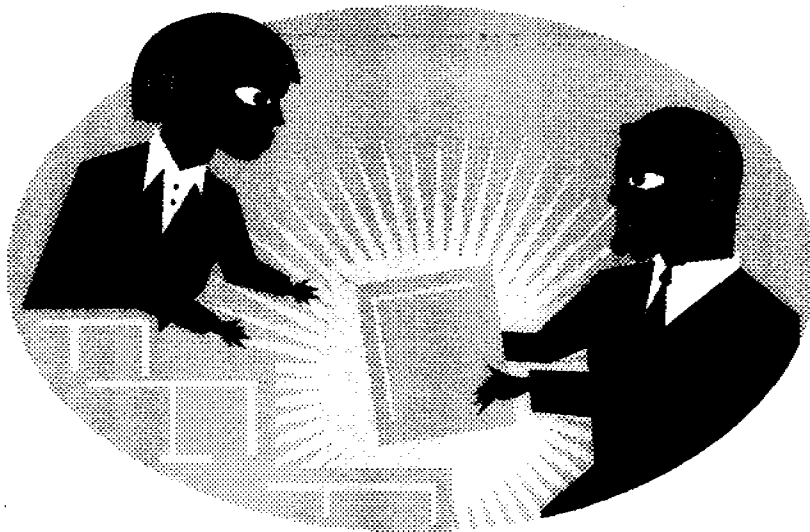
- Women AND Men

- Boys AND Girls

- Rich AND Poor

Gender mainstreaming

- The process of assessing the implications for men and women for the rich and for the poor of all planned action:

  - policies, programmes, projects, activities, organizational procedures....

Gender mainstreaming

- Is also a systematic effort to introduce gender considerations in all our activities:

  → policy-making

  → strategies

  → implementation

  → awareness raising

  → organisational procedures …...

Strategy of GEMSA

- Three phases:

    - Capacity building at NCWSTI - 2001

    - Capacitate intermediaries - 2002

    - Full implementation of gender mainstreaming - 2003
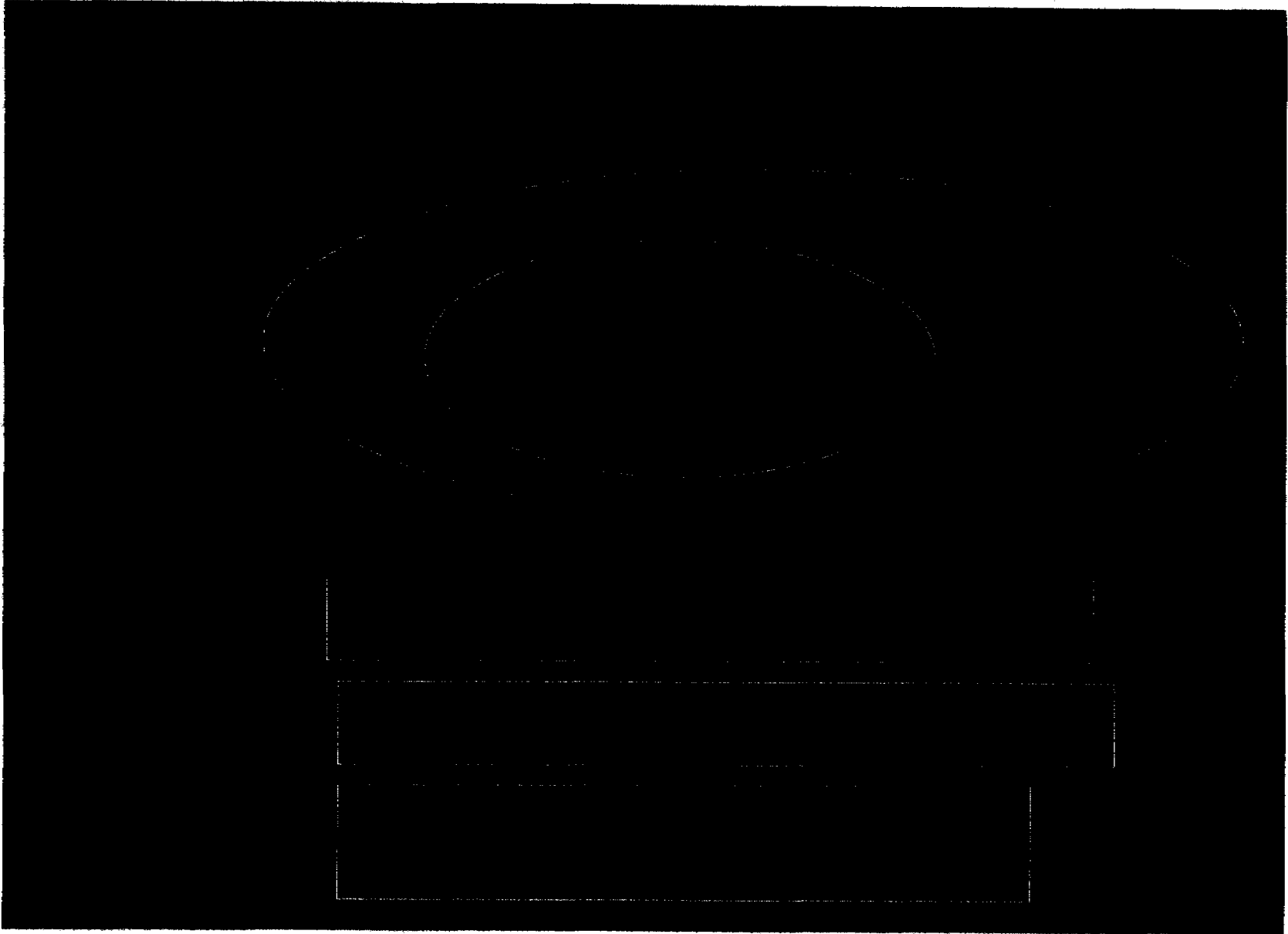
NCWSTI is situated in one of the poorest provinces of South Africa: Limpopo (Northern Province)
The programme will also target Eastern Cape and Kwazulu Natal

SOUTH AFRICA - PROVINCES

ZIMBABWE

BOTSWANA

NAMIBIA

NORTH WEST

Marikeng

Johanne

Preto

MPUMALANGA

Klerksdorp

LESOTHO

ritzburg

Durban

ATLANTIC
OCEAN

EASTERN CAPE

Umtata

INDIAN OCEAN

WESTERN CAPE

East London

Cape Town

Mossel Bay

Port Elizabeth
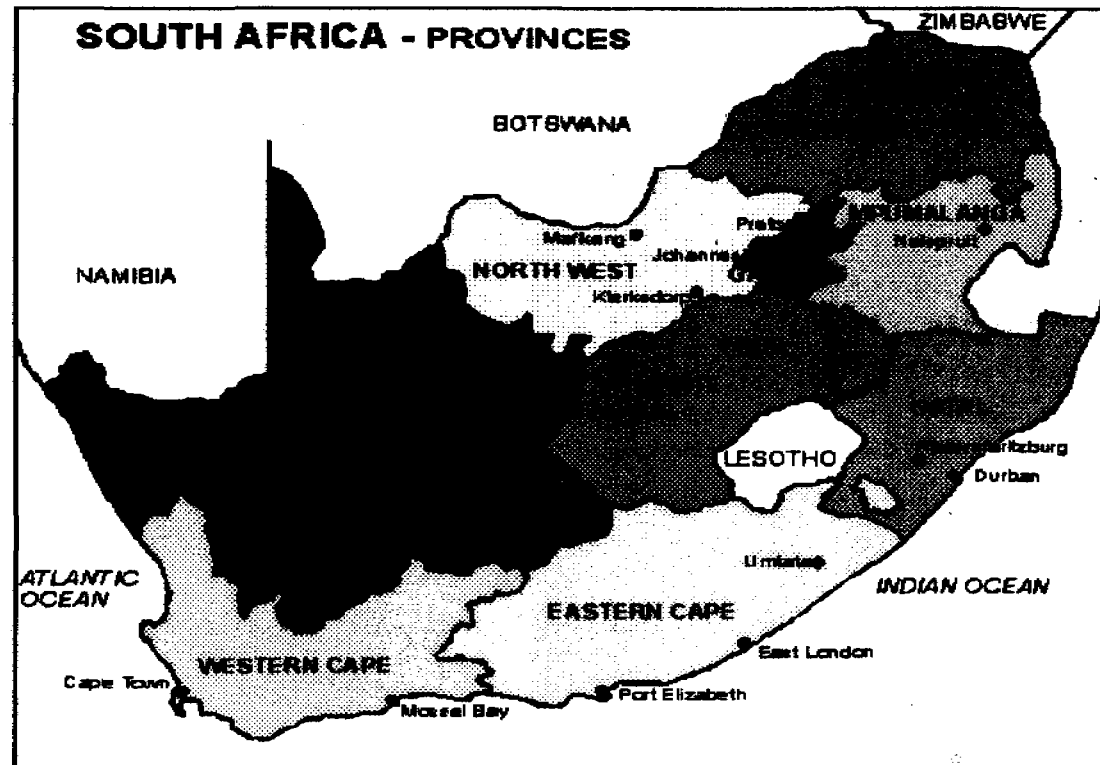
What happened until now.....

- An up-front mission for a preliminary advocacy for the programme and assessment (October 2000)

- A first workshop with DWAF, SALGA and DPLG representatives (October 2000)

- NCWSTI staff trained in workshop for website development

What happened until now.....

- Staff contracted for NCWSTI (March 2001)

- NCWSTI assessed in its managerial, institutional and human resources capacities (workshop March 2001)

- Preliminary identification of needs, products and intermediaries (March 2001)

What happened until now.....

- Workshop with key stakeholders (March 2001)
- Briefing at IRC (April 2001)
- NCWSTI trainers trained on gender mainstreaming
- Working group formed

What happened until now.....

- Monitoring programme designed
- Draft Products developed
- Products being tested: Awareness raising workshop; Training of trainers and Intermediaries

And now…

- Training of intermediaries
- Institutional support for NCWSTI
- NCWSTI starting to be active in South African and international gender mainstreaming networks
- NEXT STEP: Full implementation of GEMSA

NCWSTI is already known

- As a resource centre with expertise on

GENDER
MAINSTREAMING

GARSA!!!!!

Gender Awareness Raising in South Africa

Purpose

- Develop a gender unit in Department of Water Affairs and Forestry

- Raising awareness about gender issues in the water and sanitation sector.

- Develop new strategies for decision makers to be made aware of gender issues

Target Group

- Decision makers

Why GARSA

- Decision makers don't have time to attend workshops for a longer period so short awareness raising efforts are more effective

- Influence them to budget for gender training

Activities for GARSA

- Create an enabling environment
- Introduce monitoring activity for all gender mainstreaming training
- Include gender mainstreaming sessions on all NCWSTI training
- Assist in doing audits on all DWAF projects to establish whether they are gender sensitive or not

Proposed Programme

- Needs Assessment - Feb 2002
- Gender mainstreaming working group
- Establish gender unit December 2002
- Implement monitoring system – April 2002
- Field visits – April – May 2002
- Development of marketing and promotional strategy – May 2002 onwards
- Awareness raising workshops – July 2002

GEMSA

Gender Mainstreaming in South Africa

Unit 2.Expectations and Fears

Subject title : Expectations and Fears

Type of session : Use of cards in plenary session

Outcomes – on completion of this Unit, participants will have

- known each other's course expectations and fears
- had a better insight into whether and how their course expectations are going to be dealt with during the course and if their fears can be overcome

Participants will be able to express their expectations concerning the training. This will help get a clearer perspective on the different views which will help to adjust contents and eventually clarify misunderstanding about the training. It will be also important to understand the fears and help overcome these.

Hand-outs   List of expectations and fears

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mod1_unit2_expc fears

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LIST OF EXPECATIONS AND FEARS

(TO BE TYPED AFTER SESSION AND DISTRIBUTED TO PARTICIPANTS AS HANDOUT OF MODULE 1)

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List of expectations and fears

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GEMSA

Gender Mainstreaming in South Africa

Unit 3.Professional presentations

Subject title   :   Professional presentations

Type of session :   Poster preparation and individual or group presentation

Outcomes – after this Unit, participants will have

- known each other's activities, work and organization
- be exposed to a visual and vivid way of presenting themselves as a professional

All participants will be asked to share their professional activities with their colleagues. They will do so not by the means of a speech but by preparing a poster. In their posters, participants will try to include how they introduce (or could introduce) gender considerations in their professional activities

Hand-outs: How to prepare a poster presentation

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mod1_unit3_professionalpresentations

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HANDOUT MODULE 1 UNIT 3

Making professional presentations using posters

Why a poster?

The participants are invited to present the work they are involved with. To avoid oral, long, and sometim tedious presentations about their projects and activities during the course, we suggest that each participa prepared a presentation using a POSTER. The posters do not substitute written documents which participants might already have. These documents, on the contrary, can be an important reference for information exchange among participants and facilitators. The posters will be prepared as a visual aid to present summarised important information on the participants' activities. They will be exhibited in an ar of the course venue together with any other material made available by the participants: folders, pictures manual, etc.

The advantages of a poster presentation are the following:

- The posters can be hanged on walls and seen by all during the whole course. The information about participants activities, projects or programmes remains accessible to all;
- The posters permit that a presentation is more vivid and interactive. Presentations are made while walking from one poster to the next one.
- The poster presentations take less time and are always more interesting than conventional presentatio

How to prepare a poster

- Use a big sheet of paper (not more than two sheets of maximum 120cm x 180cm
- Write each information title clearly, using markers of contrasting colours or cut out letters;
- Use different ways of visualisation (short texts, graphics, maps, drawings, photographs, etc) besides your written text;
- If you use photographs, folders, maps, etc, make sure that this information is well fixed with glue or tape;
- Do not include much information in your poster. Use key words and avoid long sentences. You could always refer to the written material for more details;
- Mention other materials and documents which you might have brought to the exhibit
- Use your imagination: it is not difficult to produce a poster.

When to prepare the poster

You could start preparing the poster even before you come to the course: gathering visual material about your work. In the beginning of the course there will always be a session for the preparation of posters for your professional presentation.

Contents of the poster

The most important in a poster for a professional presentation is that it contains a general view about your work:

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HANDOUT MODULE 1 UNIT 3

Making professional presentations using posters

Why a poster?

The participants are invited to present the work they are involved with. To avoid oral, long, and sometimes tedious presentations about their projects and activities during the course, we suggest that each participant prepared a presentation using a POSTER. The posters do not substitute written documents which participants might already have. These documents, on the contrary, can be an important reference for information exchange among participants and facilitators. The posters will be prepared as a visual aid to present summarised important information on the participants' activities. They will be exhibited in an area of the course venue together with any other material made available by the participants: folders, pictures, manual, etc.

The advantages of a poster presentation are the following:

- The posters can be hanged on walls and seen by all during the whole course. The information about the participants activities, projects or programmes remains accessible to all;
- The posters permit that a presentation is more vivid and interactive. Presentations are made while walking from one poster to the next one.
- The poster presentations take less time and are always more interesting than conventional presentations

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- Name of your organisation and its purpose;
- Objectives of your work, the main activities, main actors and linkages, target group, geographical location;
- Try to illustrate how gender is included in your work.

Poster presentation: an exhibit

The exposition includes the posters and any other type of material about your work, which you may have brought with you to show to the other participants. Once the exhibit is ready, the whole group will make a "tour" around it. At each poster, the author will give an explanation to the colleagues about the poster's contents. The members of the group may pose questions for clarification but discussions should not take place at this moment. The visit to each poster should not take more than 10 minutes.

There are many ways of doing a poster. Use your imagination when you are preparing yours!

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GEMSA Gender Mainstreaming for better water and sanitation in South Africa

Notes to facilitators Module 1 - Introduction

Training Package on Gender and Gender Mainstreaming for better water and sanitation in South Africa

Module 1 –Introduction

Unit 1 – Introductions and back-ground information

Unit 2 – Expectations and fears

Unit 3 – Professional presentations

	Session	Method/ technique	Procedures	Material and documents
08:30 Unit 1: Introducing participants; GEMSA and GARSA	Individual Introductions Introduction of GEMSA and GARSA (optional)	Interactive presentation using cards Power-point presentation or overhead projection sheets	On large brown paper on wall, in columns: name, organisation, gender issue in work, gender issue in family. Facilitator invites participants to write in cards accordingly and put cards under each column. Facilitators too. When all have placed cards on wall, each one introduces him/herself. This exercise serves to show how gender issues in the public and the private sphere are interlinked. Facilitators present GARSA and GEMSA using powerpoint or if not available, making use of overhead projector sheets	Large brown paper Tape Cards of one colour Markers for all *List of participants with complete address* *GEMSA powerpoint overhead sheets*
Introducing the training	Training Objective is known Training programme is known Learning Outcomes are known Assessment Criteria are known Course Methodology is known - adult learning and active participation	Interactive presentation using overhead sheets	Facilitator presents objectives of course in overhead sheets Facilitator presents programme of course in overhead sheets and gives space for discussions and making sure all understand. Facilitator explains that the learning outcomes are indicated in each one of the modules outlines. Assessment criteria will be for the whole course an action plan. Participants understand that the complexity of the action plan will depend on the time and purpose of training and that the action plan will be discussed as a last unit in the course. Assessment will take place also for each module. Participants should understand that for each Module	*GARSA powerpoint/ overhead sheets* Overhead projector Overhead sheets: *objectives.doc* Overhead projector Overhead sheets: *Programme.doc* Flip-chart for each participant

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				Markers Tape
10:00 Unit 2: Expectations and fears	Expectations and Fears	Use of cards in plenary	Facilitator makes an introductory note on the purpose of the exercise Participants are invited to write one expectation in a green card and one fear in a yellow card Facilitator collects cards and places the expectations in one column so that all can see. After clarifications and discussions, similar cards are grouped. Once the expectations are clear to all, the fears are placed in a second column. Facilitator follows the same procedure as for the expectations. List of expectations and fears are to be typed and distributed to participants as hand-out of Module 1.	
10.30	Break			
11:00 Unit 3: Professional presentations	Professional presentations: preparing posters on participants experiences with gender in work Presenting the posters in discussion about gender stereotypes	Preparation of individual posters	Facilitator gives a brief presentation on the preparation of posters and invites each participant to draw flip-chart topics on their work (where they work, objectives of their organization, their activities, etc,) They can use any material, coloured pencils, photographs, to prepare attractive posters. When ready, posters are taped on wall. Once all posters are on the wall, participants are invited to present them to colleagues. They will have 5 minutes to present and 2 minutes to answer questions.	*Poster preparation.doc*

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MODULE OUTLINE

Module 2 Gender and Gender Mainstreaming

Introductory notes

Unit 1 – The concept of gender
- Gender implications in the communities
- Gender implications in the organizations
- A common understanding of the concept of gender

Unit 2 – Gender mainstreaming
- Understanding gender mainstreaming
- Using gender mainstreaming indicators

Notes to facilitators and background information

Introductory Note

The concept of gender and how it is shaped[1].

Women are managers of water in their homes. They decide how to obtain water, carry it, use and distribute it. They pay for water. Water vendors in the periphery of the urban areas target them. While men need water for agriculture purposes, for a business or a restaurant or a bar, domestic water is commonly considered a woman's domain. In the homes, men's responsibility vis-à-vis water falls more in the construction of facilities, although construction work by women is not uncommon, especially among female heads of household. Even when women are not directly involved in construction work, their decision in design, planning and operation of water and sanitation facilities is recognised as a factor of durability of the systems in the communities.

A *gender* approach takes both interests and needs into consideration: women's and men's. Experience has shown that when only women's or only men's perspectives are considered in project planning, implementation and evaluation, levels of systems' effectiveness are lower. A gender approach identifies the social or cultural relationships between women and men and takes them into account when planning interventions. Gender, therefore, refers not to women or men alone, but to the relationship between them, and how that relationship affects the division of work and resources and the benefits they receive. Gender refers to the socio-culturally defined roles of men and women in their particular society, to the ways they interact in these roles and to the changes occurring in these roles and interactions. Gender also recognises that and not all men or all women are the same. Age, religion and socio-economic class also influence men's and women's place, work and potentials. Since gender is socially determined, it is acquired and can be changed. Gender is a dynamic concept: it changes as a result of modernisation, education, and political and economic development. (Kurup et al., 1996; Botswana Ministry of Education, 1994a; World Bank 1995; Moser, 1989; Moser, 1993; Bruyn, 1995).

Gender relationships are shaped mainly in the homes, the schools, by the media and in the labour market (Botswana Ministry of Education, 1994a; Bruyn, 1995), creating gender stereotypes which often determines a disadvantageous position for the women. Education and training are present at all these levels, in one way or another.

Gender differences and attitudes begin in the home where girls are naturally guided to perform domestic roles, like their mothers. Here boys and girls acquire their first ideas of men's and women's roles, tasks and responsibilities. In rural areas girls are more inclined to fetch water and firewood, cook, wash, clean while boys work in the fields or take care of the cattle Boys will only perform 'girls'-tasks' when they do not have other productive

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[1] Text based on: *Gender in Education and Training for Water Supply and Sanitation: a Literature Review* by Maria Lucia Borba, IRC report, 1997

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tasks (van Wijk, 1985). In some societies, it is not appropriate for girls to leave their homes to attend school (Bakhteari and Wegelin-Schuringa, 1992). However, this traditional structure begins to change with the increasing number of women dedicated to paid work outside their homes and of female headed household (Botswana Ministry of Education,1994a).

Schools also play a major role in shaping or changing gender attitudes. Boys are encouraged by their teachers to undertake more scientific subjects and girls to dedicate themselves to the more 'feminine' social issues. Due to teachers' encouragement, roles played in schools, gender-biased school books and material and the expectations of boys and girls themselves, boys generally perform better in science issues than girls, who will not try harder (Botswana Ministry of Education, 1994a). Gender stereotyping contributes to the lower performance of both boys and girls in subjects which are considered appropriate for the other sex (Duncan, 1989). It also accounts for their lack of stimulation to go on to secondary and higher levels of education (Mazingira Institute, 1995). Teachers in schools can have an important role in influencing, strengthening or changing the attitudes held by students and their parents towards gender issues (Botswana Ministry of Education, 1994a; Duncan, 1989; Skonick et al., 1982).

In the labour market, gender refers to the relationship of inequality between women and men in their different opportunities and performance.

These inequalities are reinforced by traditional stereotyped attitudes, expected roles of women and men in society, discriminatory legislation and development policies. A prominent example is the gender imbalance between women and men in scientific and technical fields or sectors, such as the water sector (Botswana Ministry of Education, 1994a:4).

Women generally combine productive activities inside the house with community activities and income-generating activities in the labour market. But because the income earning activities outside the house are the ones most valued in a male dominant society, the reproductive and the community roles of women are not recognised as *work* and therefore the value of women's contribution is ignored (Moser, 1989). The unpaid work by women does not count as part of the GNP of a country and its value is underestimated (Blades, quoted in van Wijk, 1985:17). If water collection and waste recycling, tasks generally carried out by women, were to be replaced by paid work, they would be considered activities of high labour cost (MacPherson and Jackson, quoted in van Wijk, 1985:17). Often, micro-economic studies find that women work longer hours than men, especially when they combine reproductive with labour market activities (World Bank, 1995).

Due to their different roles, tasks and responsibilities, men and women have different needs, and because of their different positions in the household and in society in general, men and women have different access to and control over resources. A 'gender approach' takes into account these differences. It reveals where the position of women is lower than

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that of men, in the sense that, although women are doing most of the work inside the household and also participate in productive work in the field, they hold a disadvantageous position vis-à-vis the men in decision-making, workload and participation in benefits. This reflects a lack of gender equity (Moser, 1993).

A gender approach implies that projects help ameliorate the position of those who are subjugated to the other sex, and that the needs and opinions of both men and women are taken into account. The aim is to contribute to the efficiency of the projects as well as to broader development, where both men and women have a more equal place.

Although in the current literature the 'word' gender is used many times, quite often the 'concept' of gender is being neglected. In fact, many programmes focus on 'women', their contribution, their work, their training, their participation at the various levels, their access to services, to resources, and not on *women in relationship to men*. A true 'gender approach' takes men *and* women in consideration to ensure that both can take part equally in project work and decisions and share equally in project benefits.

In the water supply and sanitation sector, the differences in needs, tasks and responsibilities of men and women appear quite clearly. Regarding hygiene and sanitation, women value privacy and security, they take care of cleaning, teach youngsters how to use the facilities and use the facilities themselves. Men value status, privacy and security for their wives and daughters, the rise in property value; they take financing decisions and carry out certain construction tasks and maintenance. This is confirmed by recent research in Kerala, India, where the demand for improvement of latrines was found to be highest among women, for several gender-specific reasons: men can 'go out' at any time whereas women have to wait for darkness and therefore have to control their diet; when women are ill, they cannot go far away; men are more worried about the privacy of their wives; men are basically concerned with the technological aspect of the facilities; women worry about diseases in the homes (Kurup et al., 1996)

Several other studies also report differences in demand for improved sanitary facilities among women and men. A gender approach in sanitation and hygiene recognises that men have different tasks and motivations and need different channels to reach them (van Wijk, 1993). The same applies to water supply: effective projects involve both women and men and do not exclude nor disadvantage either party (van Wijk, 1998).

There is also some evidence that new roles played by men and women in the sector are breaking through gender stereotypes. With the increasing participation of women in income generating activities, men are called upon to play new domestic roles. From being the only provider of income, men start to be faced with a situation where taking care of children is becoming also part of their role as fathers and, although much less than women, they also become more involved in hygiene and caring activities, waste disposal and collection, and cleaning of the environment. This is happening mainly in urban areas and in societies which have attained a higher level of education (Moser, 1996).

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At community level increasingly both women and men participate in water management committees, one of the reasons being the need to get support from and represent the interests of all users groups (Niger - Ministère de l'Hydraulique et de l'Environment, 1991). Special participatory techniques and training programmes enhance that those selected can really influence service level and management set up. Women have been trained in leadership skills, financial matters, confidence building and communication with those they represent. A gender approach can also be discerned in the setting-up of the committees: while men tend to be chairperson, women are the treasurers. Reasons appear to be women's greater reliability and cultural acceptance of home visits when husbands are away. In Niger, the government adopted a strategy of appointing female treasurers due to problems in the financial management by male water committees and the satisfactory way in which female treasurers managed funds.

In technical tasks breakthroughs also occur, both at household and neighbourhood level. Traditionally, projects have made men responsible for the construction and maintenance of household water and sanitation facilities, receiving training accordingly, while women were involved in hygiene education and other social training. An increasing number of projects now also train women for construction of wells and latrines and as mechanics and caretakers for the maintenance of hand-pump wells. The ideal is that both men and women share tasks in what their physical constitution permits and that the weaker in physical strength are not overburdened with heavy physical tasks. In a project in Guinea-Bissau, women were overburdened with the heavy physical task of salt production without any direct income for them. They would have preferred to dedicate themselves only to administrating the hostel where salt traders would stay during their visit to the community for buying salt, and leave the heavy task of salt production to men.

Mainstreaming gender at all levels: community, organisations and policy-making

Gender approaches should not be the subject of projects planning, implementation and evaluation only. Integrating gender approaches at community level will greatly benefit from the integration of gender considerations at organisations and the policy making levels.

Policies should be designed and existing policies should be examined from a gender perspective. Policies should be examined in their effect for the lives of men and women, the rich and the poor. When policies will have an adverse effect on poor women's or poor men's access to natural resources, knowledge, social status, for example, these should be rectified to ensure joint ownership of these benefits. Gender mainstreaming in the water supply and sanitation sector also ensures a positive discrimination in favour of those who have been marginalied or discriminated in laws and regulations, in making themselves heard and having a voice in decision making at all levels.

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Gender Mainstreaming in South Africa

Unit 1The concept of gender

Subject title : The concept of gender

Type of session : Interactive presentations, question/answer and discussion in plenary

Outcomes – on completion of this Unit, participants will have

- Demonstrated an understanding of the concept of gender, especially related to water supply, sanitation and hygiene
- Demonstrated an understanding of differences in perception among participants and among men and women
- Demonstrated an understanding of the evolution of the concept of gender

Assessment criteria :

- the concept of gender is explained
- equity issues are integrated in the definition of gender
- the difference between WID and GAD is explained

In order to come to a common understanding and agreement on the concept of gender and equity, its terminology will be discussed, working definitions of a number of terms will be identified.

Hand-outs: Overhead sheets for the gender quiz
Gender and Gender Mainstreaming Concepts, by Christine van Wijk, IRC, 3 April 2001

Setting the stage: **Global Trends in Gender and Demand Responsive Water Supply, Sanitation and Hygiene**, by Christine van Wijk and Jennifer Francis, IRC

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Successes and Failures in Gender Mainstreaming in Integrated Water and Resources Management: E-conference: Case studies

Case Study: **Cleaning of Low Flushed Toilets in Soshanguve:** Breaking the Rules, Soul City ,the Institute for Health and Development Communication , seventh Avenue, Lower Houghton.

Women are weak when they are amongst men": the participation of women in rural water committees in South Africa by Dr. David Hemson, Acting Director, Social Policy Program, and University of Durban-Westville South Africa

Further reading: **Mainstreaming gender in water and sanitation**: Literature review by Colleen Lowe Morna, Gender Links, Observatory Johannesburg.

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Work in a community

- who works inside the house (cooking, cleaning, taking care of children, etc): women, men or both?

- who works outside the house (in the field, in the market, in the informal sector): women, men or both?

- who organizes ceremonies, parties, events: women, men or both?

- who has the highest wages: women, men or both?

In general, when a water supply project is coming to a village:

- who in the community takes decisions during the planning phase: women, men or both?
- who gets the paid work (I.e. mechanic, operator, supervisor, etc) when the system is implemented: women, men or both?
- who gets the unpaid work (I.e. cleaning): women, men or both?
- who takes care that the family has sufficient water: women, men or both?

When a hygiene promotion project comes to a rural community or a village:

- who receives information on the hygiene promotion project: women, men or both?
- who is mostly involved in hygiene in the household and in projects: women, men or both?
- who should be targeted for effective hygiene promotion: women, men or both?
- who may catch a disease related to lack of hygiene: women, men or both?

In the communities, a sanitation project uses assembly to inform community members on the new sanitation technology

- who has the greatest access to information: women, men or both?

- who has the greatest need for latrines: women, men or both?

- who has the greatest needs for information on sanitation: women, men or both?

- who will clean latrines and help children on how to use them?

In a water committee in the communities in general:

- who chairs water committees: women, men or both?

- who takes formal decisions in meetings: women, men or both?

- who fetches water for the children and adults in the homes: women, men or both?

- who owns means of transport: women, men or both?

When men and women are members of a water committee:

- In general, who is the committee's chairperson: a woman or a man?

- Who tends to be treasurer: women, men or both?

- Who tends to be the secretary: women men or both?

- Who has the greatest interest in having water for the family: women, men or both?

In the organisation where I work:

- Who is the director: a man or a woman?
- Who are the members of the management team: more men, more women or their number is equal?
- Who are members of the 'technical staff': more men, more women or their number is equal?
- Who are members of the 'social staff': more men, more women or their number is equal?
- Who has higher salaries: men, women or both?

Decision making in the ws&s sector in South Africa

- **Who occupies the highest position: a man or a woman?**
- **Who are Departments' Heads: mostly women, mostly men or both?**
- **Who holds higher levels of decision making in PIAs: mostly men, mostly women, or both?**
- **Who holds higher positions in the municipalities for ws&s sanitation: women, men or both?**
- **Who are the water supply engineers: mostly women, mostly men or both?**
- **Who are the social workers: mostly women, mostly men or both?**

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HAND-OUT MODULE 2 UNIT 1

Gender and Gender Mainstreaming Concepts

Christine van Wijk, IRC   3 April 2001

'**Gender**' is a term coined in the 1990's to refer to *those differences between women and men*, which are *socially constructed*, in contrast to the physical and biological distinctions between them.

Gender relations are the 'socially, culturally and economically determined relations between men and women that vary according to phenomena such as age, kinship affiliation, ethnic group, religion, cast and social class' (Howard-Borjas, Patricia L., 2001. Gender relations in local plant genetic resource management and conservation. in Encyclopaedia of life support systems (EOLSS). Paris, UNESCO, forthcoming, p. 1).

Gender Mainstreaming is the process of accessing the implications *for women and men* of any planned action, including *legislation, policies and programmes* 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 *programmes* 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* (ECOSOC, 1997, emphasis added).

Gender equality: women and men having the *same rights or status* (Hannan, Carolyn, 2000. Promoting equality between women and men in bilateral development cooperation. Concepts, goals, rationales and institutional arrangements. Part One. Theory, practice and priorities for change. Lund, Sweden, Lund University, Dept. of Social and Economic Geography, emphasis added).

Gender equity. Equity is the "the quality of being fair and reasonable in a way that gives *equal treatment to everyone*" (Collins Cobuild English Dictionary, pp. 558.HarperCollins Publishers, 1995). 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 at the same level. *Equity leads to equality.* (Gender–Based Analysis: A guide for policy-making, Status of Women Canada, 1996, emphasis added).

In the *water sector*, a gender and equity approach *at field level* strives for a more balanced division between women and men in the following areas, with equity achieved irrespective of age, wealth, ethnicity, caste and religion:

- ◆ the access to information
- ◆ the amount of physical work
- ◆ the division of contributions in time and cash
- ◆ the degree of decision making
- ◆ the access to resources and benefits
- ◆ the control over these resources and benefits

Within *implementation and sector support organisations*, a gender and equity approach strives for a balanced mix of women and men in implementation and support functions and greater equity in working conditions, opportunities and organisational influence and control. (IRC, 2000, Gender and equity policy paper)

Women's development programmes, integration and mainstreaming. When development policy makers and workers first 'discovered' the developmental roles of women, they viewed them exclusively in their roles as *mothers and housekeepers*. The resulting '*welfare projects*' for women aimed at making them

better housekeepers and mothers through classes in home economics, nutrition and hygiene and by improving mother and childcare. Because the economic value of the projects was considered low, they had a low priority and were under resourced.

The *welfare* approach evolved into the *efficiency* and *anti-poverty* approach under the forces of neo-liberalism. Neoliberalism wanted to recover Third World debts from loans that the first world had so freely provided (Kabeer, Naila, 1994. Reversed Realities: Gender Hierarchies in Development Thought. London/New York, Verso). The free market economy was seen as the most efficient route to economic and social development for all. At that time, women had just been discovered to be underutilized producers (Boserup, Ester, 1970. Women's role in economic development. London, Allen and Unwin). After education and training, these women might earn an income and help pay the debts through their contribution to national productivity.

At the time of the Women in Development approach, a hot debate emerged on what was best: *separate development* projects for women to meet women's special needs and interests, or *integrate* women into planning and decision making of general development projects, so that these projects would meet women's needs better and become more cost-effective by utilizing women's resources as well as men's. **Integration** meant that women took part in all project activities: planning, design, implementation, maintenance, management, and evaluation. Gradually it became clear that **integrating women** often meant that women bore as great or *a greater burden* than men, yet men benefited as much or more from the projects, and that integrating women in field projects did not change subordinate position of women in law, politics and institutions. E.g. in the water sector, women would spend more time in planning and maintenance/management, yet their position and work in the household would remain the same (triple burden: home, field, community). While they did the voluntary work in water supply, their legal and political position remained the same and in implementing agencies, male engineers and economists were in charge of identification, planning and design and women came in when main plans were made, for community-level promotion and hygiene education. Hence the current shift from **women's integration** to **gender mainstreaming** (see definitions above)

Gender inequality and institutions. Institutions are long established customs, practices, and rules. Gender institutions are widely accepted patterns of (usually unequal and for women disadvantageous) relations between women and men, which are so common that both women and men accept them without questioning as 'belonging to our culture' or 'God-given, belonging to our religion' and bring up daughters and sons in the same way.

No overt discrimination is needed to keep women in a subordinated position, when institutions in households and organizations already ensure that such discrimination takes place. In the household for example, women who would like to seek work outside, are unable to do so because of the custom and norm that women do most of the domestic and child care work and look after parents (also parents of husbands) and men will not or hardly share the work on a structural basis. According to Kabeer, men use such mechanisms to avoid change in the home, at work and in the community. They can hide between these institutions and do not have to give up established advantages, but the conflict of interests is there all the same.

Empowerment can be defined as "processes whereby individuals achieve increasing control of various aspects of their lives and participate in the community with dignity" (Mvula Trust, Synthesis report: role of women in community water and sanitation supply projects, 98/40) Empowerment implies that women, like men, have more power over their own situation, and can make improvements to their lives. Kabeer (op. cit.) distinguishes four conditions for people to be able to control their own lives:

(i)   the capacity to make one's own decisions on issues ('**power to**'),
(ii)   the capacity and freedom to put issues on the agenda ('**power over**'),
(iii)   the awareness that an issue is an issue ('**power within**') and
(iv)   the power that comes from uniting with others around the same interests and organizing for concerted action ('**power with**').

Empowerment of women will take place when all four above conditions are met. Development programmes can enhance women's empowerment and assist them to:

* *become aware* of their different workloads, positions and needs/interests (also men to become aware);
* *access resources and control* for meeting these needs;

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- *act as the competent actors they are* , who only need to overcome certain constraints and are not pathetic, helpless, the weaker sex;
- build collective awareness and organization.

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HAND-OUT MODULE 2 UNIT -1

Setting the stage:
Global Trends in Gender and
Demand Responsive Water Supply, Sanitation and Hygiene

By Christine van Wijk and Jennifer Francis
IRC - International Water and Sanitation Centre[1]

UNESCO Regional Workshop on Women's Participation in Water Management
24-26 November 1997, Pretoria, South Africa

1. Introduction

The premise for this African workshop on gender in water supply and sanitation services
is that "...sustainable development is only possible if an equitable gender-balanced
approach is taken in all phases of decision-making, planning, development and
management" (Workshop document, p. 1).

What is meant by sustainable development and a gender-balanced approach? What
experiences already exist with such an approach and what lessons can be drawn from
them, both globally and in the African continent? These are some of the questions which
this workshop must set itself to answer.

In this presentation I like to go into the meaning of gender as a concept in relation to
sustainable services and development and show you what happens in the sector when a
gender approach is not followed.

2. Gender, Sustainability and Demand Responsive Services

2.1 Let us first look at the concept of gender. What is gender?

*Gender refers to the roles and responsibilities of women and men that are socially
determined. It is related to how we are perceived and expected to think and to act as
women and men because of the way society is organised and not because of our
biological differences. Roles and responsibilities refer to the different work that men and
women do, their different needs, their different access to resources and the different
areas in which they can make decisions and exercise control over resources and benefits.
These roles and responsibilities are socially and culturally determined and may differ
from country to country*

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2.2 What is a sustainable development programme?

A sustainable development programme is "a development project/programme which is able to deliver an appropriate level of benefits for an extended time period after major financial, managerial, (social), and technical assistance from an (external) donor is terminated." (source: OECD/DAC)

Basic water and sanitation and hygiene services that are developed as part of sustainable development are thus not dependent on continued external support for their ongoing service delivery and use. Rather, the services are developed and established in such a way that they meet **demands of the users** while addressing the five components of sustainability: *(source: van Waegeningh, 1996)*

Technical sustainability: refers to the technical side of the provisions including: appropriate and affordable technology, user involvement in the choice of technology, low-cost sanitation systems, sewerage and wastewater treatment, adequate quality and quantity of water and finally the operations and maintenance aspects.

Social sustainability: refers to the benefits of water supply and sanitation as perceived by the users (men and women). Users should be convinced that the water supply and sanitation provisions are a benefit worth making the organisational and managerial effort to sustain. Aspects here include community mobilisation, stake holder participation, gender sensitive approaches, hygiene education and practises as well as water committees.

Financial sustainability: refers to both the economic conditions under which the watsan programmes develop and its financial implications. Issues here include the economic cost per capita for water and sanitation, capital investments, recurrent costs, cost recovery, tariff setting, mobilisation of financial resources and finally the management of financial resources by the people as well as local and national governments.

Environmental sustainability: refers to issues such as water resources management, source protection, water disposal and how these available yet limited resources should be utilised in effective ways.

Institutional sustainability: refers to redefining the role of central governments which promotes partnership among stakeholders, devolved power, capacity building, organisational strengthening and autonomy vested in local institutions, with effective regulation backed by legislation and enforcement.

Both water and services as well as improved hygiene practices will only be sustained by the users when they meet the demands and are within financial, organisational and social capacities of the users.

Because of the differences in production, labour, responsibilities and resources, women and men have different interests and benefits from the availability, use and management

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of water supply and sanitation programmes. As a result they often have different criteria as well to evaluate the adequacy, equity, timeliness and quality of various interventions.

2.3 The shift from supply-driven to demand-responsive services

History has taught us that a supply-driven strategy with free services managed by central government agencies seldom works. Users do not pay for water, but neither do they get a reliable supply of adequate drinking water. Service hours are irregular and unpredictable and women who go for water do not know whether they will get water from the tap and how long they will have to queue. Time and energy women and girls could spend on other development, such as education, is not available. Breakdowns are common and long-lasting, forcing women back to contaminated sources and thus reviving health hazards. In sanitation services also, free or heavily subsidised sanitation facilities given to all on a continued basis by national governments have failed.

As a result of these experiences most countries now favour demand-responsive approaches. The user communities and households no longer get free water supply and free or very heavily subsidised sanitation facilities. Rather, they participate in the installation of water supply services through physical and financial contributions. After the installation the communities fully manages the operations and maintenance as well as financing of the more simple services, such as hand pumps and small piped systems. In larger water supplies schemes, the user communities often manage and finance the service and cost of the local distribution systems, while the sector utilities or agencies manage the main parts of the service, such as intake and transmission works and treatment plants.

Also in sanitation, user households increasingly finance the direct costs themselves in cash, kind and labour, while the agencies provide the wider enabling environment of the programme: information, training, equipment, and overall management.

In more progressive demand-responsive water and sanitation programmes, user communities and households even get a choice of options in technology, administration and management systems, to match local differences in user needs and in capacities to finance, maintain and manage the systems.

3. History of participation

3.1 Focus on male participation in the mid-1970s

When community participation in water supply and sanitation started in the second half of the 1970s, it was synonymous with the participation of men. In project meetings and assemblies mainly men would participate. If women attended at all, their culturally prescribed role was to listen, not to speak and take part in planning and decision-making. Also in local planning and design, decisions would be taken by male leadership.

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Maintenance, financing and management training, functions and decision-making were also male prerogatives. Women, if participating at all, got mainly involved in the physical work. They helped in digging the trenches or provided food and drinks to well-digging teams. After construction they would become mainly responsible for preserving hygiene around the new pumps and taps, doing preventive maintenance and site cleaning.

This biased gender approach has several negative impacts on the sustainability of the water supply and sanitation services and on sustainable development in general: (source: van Wijk, 1985)

- **Women's demands not met**

  In water and land development programmes in West Africa, Ethiopia, Kenya and Sudan the demands of women for domestic water supply were overlooked. As a result, water points for domestic use were located far from the settlement areas and women had to walk long distances for water collection. This resulted in lower amounts of water collected for the family thus reducing hygiene and health. It also reduced their time and energy for other development activities. Because women had also not been allotted land either, they started breeding livestock for food and income. This further increased water demands and their burden of work.

  In programmes in Guinea Bissau, Tanzania and Zimbabwe women were not consulted on the design and location of domestic water points. When the points did not meet women's requirements they were not used. Giving more health education did not make a difference, because the women had strong and valid reasons for disliking the imposed locations and design, which health education could not overcome. Taking women's requirements on water use and location into account resulted in popular water points which the women both used and supported in operation and maintenance.

  Failure to consult women on latrine design and location have also resulted in inappropriateness of new facilities for local conditions and use.

- **Women's expertise, commitment and indigenous management functions unrecognised**

  In Burkina Faso, Somalia, Tanzania and Ghana women have traditionally played key roles in decision-making on use and management of traditional water sources. Collection and recycling of waste is also partly a woman's job. Though men take the formal decisions on new construction and dig new wells, women have culturally accepted ways of initiating and mobilising male resources and often carefully manage indigenous domestic water supplies. Indigenous management systems of water and waste are seldom assessed and build upon when installing new water supply and sanitation services. As a result women's traditional public management roles have gone unrecognised and women have lost management functions, jobs and status when new water and waste systems come in. Existing systems are neglected and holistic water resources management traditions are overlooked.

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Being directly affected by poor water supply and sanitation facilities, women are generally the most motivated to install improved water supply and sanitation facilities and keep them in running order. Yet initially all technical training for maintenance of water supply and installation of sanitation has gone exclusively to men. More recently it was discovered in Lesotho that women make highly effective private latrine masons. When they know what to look at, women will also keep a close check on contractors and mechanics to see that they use the right mixture in preparing concrete or repairing a pump. Water programmes in among others Lesotho, Ethiopia, Guinea Bissau, Kenya, Malawi, Sudan, Tanzania and Zimbabwe have started training also women on maintenance for their low mobility, frequent visits to waterpoints and high commitment to keep the systems operative. Such training has contributed to more efficient and effective services and recognised and enhanced women's share in knowledge and development.

3.2 Focus on participation of women in the mid-1980s

In the second half of the 1980s it was realised that the lack of participation of women in planning, maintenance and management had negative impacts on the quality of the services and on the overall position of women and their participation in development. As a result many projects began to take special measures to involve women in decision making and management of services. However, this greater focus on the participation of women is not without its risks either. (source: van Wijk, 1997)

- **Women getting more work without influence and compensation**

  In Western Kenya male paid mechanics were found not to perform well. They were therefore replaced by women. The women got technical training, but other than the men no arrangements were made for community payment for their maintenance and repair services.

  In Uganda, women who were engaged as voluntary water tariff collectors found they had to spend more time on tariff collection than formerly on the collection of water. Women in Zimbabwe, Niger, Tanzania and Malawi sat on water and sanitation committees but without any real say in decision making. In some cases all important decisions were made at higher levels, where no women were represented.

- **Men withdrawing from responsibilities**

  In Western Kenya and Malawi water committees became all female committees and women became responsible for all work and even, in Kenya, for all payments for operation and maintenance.

  In Zambia and Ghana, when only women were selected for training, husbands and fathers did not allow their wives and daughters to participate.

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- **Men bypassed in hygiene improvements**

  The focus on women's responsibilities in health and hygiene has increased their already heavy workload, failing to address the availability of work alleviating tools and the re-division of work within the households. In most countries in Africa for example, means of transport for water, such as donkeys, bicycles and ox carts are owned and used by men, not women. Part of the work –e.g. in constructing latrines- and investment decisions needed for better family sanitation and hygiene are traditionally the responsibility of men. Yet health and hygiene education projects do not address men on their responsibilities. This was for example pointed out by women in Tanzania and Burkina Faso.

  Furthermore, in a number of cultures women cannot influence the behaviour of older males, be they husbands, fathers and fathers-in-law or adult sons. Egyptian women said they felt powerless in influencing male behaviour. Tanzanian girls were frustrated by getting hygiene education in schools but not being able to influence conditions and practices in either their paternal homes or in their own home after marriage.

  Social control from males and older women in households in dry areas in Somalia and Tanzania prevented younger women to use sufficient water to wash the faces of young children and thus reduce eye infections and prevent blindness. Only when fathers were addressed in a face washing competition did they consent to children's more frequent face washing.

  Husbands themselves have objected to hygiene and health education directed only at women. In Zimbabwe and Niger fathers pointed out that they also needed health education to train and educate their children.

3.3 A gender approach being adopted in the mid 1990s

From the above review of historical developments and cases it is evident that neither an exclusive focus on men nor on women will work. Both approaches have led to ineffective and unsustainable services and behaviour change and have had undesirable effects on wider socio-economic development.
If projects and programmes do not take the roles and responsibilities of both men and women into consideration, they may prevent men as well as women to participate in areas where they precisely have the capacity and influence.

There is clearly a need for a more balanced approach in service participation and management by both women and men. In this approach, the access to new information and knowledge, the division of work and the sharing in decision-making, resources and benefits is divided more equitably between men and women of different age groups, classes and ethnic and religious groups.

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In more recent programmes several examples of 'promising practices' in gender balanced approaches can be noted.

In a programme in Tanzania men decided that they would spend more hours than women on agriculture in the fields, so as to give women more time for domestic tasks, including health and hygiene. They did so after they had reviewed the time expenditures of both women and men with the help of a male facilitator.

Following a review of experiences with male and female treasurers in water committees, the government of Niger has included in its national guide on rural water supply the advice to select and train female treasurers. Reasons were the greater trustworthiness and better performance of women treasurers which the men themselves admitted and encouraged.

The government of Niger has also stipulated that women pay only one third of the household contribution for maintenance of the rural water supply whereby adult men pay the full contribution. This reflects the higher financial capacity of men in the households.

The peri-urban water supplies in Malawi first had all-male management of communal water points. When this did not work because the men were absent all day, not service-oriented and poor at financial management, management was made all female. This had better results for both water and sanitation management, but put the burden solely on women. Hence the programme now follows a gender strategy with mixed management by women and men with equity in work and influence.

In Lesotho the government pursues a more sustainable sanitation programme by strengthening the role of the private sector. Households which want an improved latrine directly contract their local mason. The government provides the enabling environment: training, a starting fund and general programme management. Both men and women get the opportunity to train and work as latrine mason. As a result, 25% of the masons in the programme are women. Many of them are also trained as health workers. The work provides them with income and has raised their status and self-confidence. The female masons are also more ready to build for lower income households at a lower profit.

4. Conclusion

The cases mentioned indicate that the awareness of the importance of a gender approach in water supply, sanitation and hygiene is gradually increasing.

Programme and project planners have come to realize that equitable gender participation is an essential element throughout the project cycle. Data separated by sex on roles and responsibilities between men and women have shown that men, women, boys and girls

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are all involved in, and have their specific knowledge of, tasks and requirements for the management of water resources and water supply and environmental sanitation in the house, the community and the surrounding area.

The facts and new insights gained from a gender approach are also an eye opener for the people themselves - to look at their roles and responsibilities from a new perspective. They come to see that roles and responsibilities although socially and culturally determined are dynamic and human processes, which are subject to change.

Equitable gender participation throughout the project cycle permit men and women to consider a range of options and their consequences. It also assists them to choose technologies, designs, maintenance, management and financing systems that best fit their needs and potential. Such a gender balance is needed since neither the services themselves nor wider development associated with them can be sustainable when one half of the population is either passed by or overburdened. Only when both men and women can participate in an equitable manner and services respond to their differential demands and capacities can we hope for an effective and sustained water and sanitation sector which is both **a condition** for and a **part of** wider socio-economic development.

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HAND-OUT MODULE 2 UNIT 1

PRESENTING EXPERIENCES AND SITUATIONS

Successes and Failures in Gender Mainstreaming in Integrated Water Resource Management: E-Conference 2: Case studies

Dear participants,

South African experience of gender mainstreaming within IWRM

Policy and legislative framework

In South Africa gender equality is guaranteed by the Constitution; the water and sanitation policy also sets quotas for participation of women in water management issues. The government has established institutions to support gender mainstreaming at all levels, e.g. Gender Commission and the Office of the status of women.

The Water Research Commission has funded a study that assessed the implementation of this policy within water and sanitation sector ('Gender dimension of the water policy and its impact on water and
sanitation service delivery').

Key issues emanating from this study:

Gender roles and responsibilities

The 30% quota for women participation at all levels required in terms of the water policy did not guarantee meaningful participation of women in decision-making because women were reluctant to voice their opinions in mixed groups due to cultural constraints, lack of appropriate knowledge
and poor self concept.

Role of culture and tradition

Cultural norms forbid women to assert themselves in public forums with men. Gender equity is also not promoted at household level. Cultural norms and customs of the community are often not congruent with the principles of gender equity as articulated in the water policy.

Barriers to the effective implementation of gender mainstreaming

High illiteracy rate among women limit their access to information, therefore, they lack knowledge. There are no clear strategies for implementation, monitoring and evaluation of gender mainstreaming

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Within IWRM.

This research was undertaken by Priscilla Monyai of the University of Fort Hare, South Africa; the report is currently being finalised.

A second case study addresses Gender and Sanitation

Research supported by the Water Research Commission on the 'Evaluation of on-site sanitation systems for applicability in low cost housing from a socio-economic perspective', showed that women were excluded from decision making on the selection of appropriate sanitation technology, consequently, the technology selected failed because it did not meet the sanitary needs of women living in dense informal settlement areas.(the study was conducted by Bernhardt Dunstan & Associates)

Nhlanhla Mjoli-Mncube conducted a follow-up study with funding from GRUPHEL as part of gender research in Southern Africa. This study focused on gender impacts of alternative sanitation systems in Orange Farm, an informal settlement area ,South of Johannesburg. This study investigated the relationship between gender and sanitation with special reference to technology choice.

Key findings:

Age, household status and gender in relation to freedom of expression

Issues raised by women in project steering committee meetings were considered to be soft issues and not recorded in minutes. When the option of providing the community with communal toilets, men
and older women assumed that cleaning of these toilets would by the responsibility of younger women. Work of women was perceived to be free and of low status.

Choice of technology

Men and women had different priorities with regards to water and sanitation service provision. Men were of the opinion that the low cost housing subsidy provided by government should be used to build a bigger house without any provision for house reticulation nor on-site sanitation. Women, on the other hand were concerned about safety, convenience, privacy and improved quality of life through the provision of water and sanitation services on-site rather than communal facilities which were preferred by men.

Fear of showing ignorance

The technical teams tended to concentrate on cost and affordability when consulting community representatives on appropriate technology choice without highlighting any limitations of cost effective solutions. Further discussions with the committee members revealed that they assumed that the engineers could only promote the best sanitation

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technology; men did not want to expose their ignorance by asking questions. Women who tried to ask relevant questions were asked not to
delay the meeting , consequently, their concerns were not considered in the selection of technology.

The study concluded that appropriate policy and legislative framework has not succeeded in ensuring that both men and women have a voice in decision making on water and sanitation service provision for their communities. There is a need to create an environment for genuine conversation between men and women to ensure that both men and women participate fully in the development of their communities .

For a detailed report on this study, please e-mail:
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HAND-OUT MODULE 2 UNIT 1

The cleaning and maintenance of low-flush toilet in Soshanguve

Women in Soshanguve say that going to the toilet means all of the following things for them

- First the women need to go to the *communal tap down the street* to fill the bucket with water. Then she goes to the toilet with her bucket. After the use of the toilet she pours the water into the bowl and flushes the toilet. If she has young children or visitors she goes back to the standpipe to refill the bucket for the next user. If she has visitors this means a trip to the standpipe to fill the bucket after every use, one cannot expect visitors to ask for a bucket before going to the toilet.
- For pregnant women, children and those with stomach ailments, the alternative is to keep a potty. Otherwise the process of fetching water from the standpipe becomes exhausting and also dangerous after dark.

The women in Soshanguve spoke about how it was also their responsibility to drain the toilet. They made the following points:

- Tension is common in families regarding the responsibility of draining the toilet. The less powerful people within the family structure normally have to do it.
- Cleaning is generally regarded as a women's job, so most see draining the toilet as a natural extension of this job. Most women claimed it would be child abuse to expect a child to withstand the smell, let alone the stigma, that is associated with the activity.
- Some women believe their daughters will never get married if they drain the toilets. They would have a stigma for life. Therefore older women volunteer for the job in order to protect their unmarried daughters.
- Most men refuse to do this work and some use physical violence to force their wives to do the job.

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HAND-OUT MODULE 2 UNIT 1

"WOMEN ARE WEAK WHEN THEY ARE AMONGST MEN": THE PARTICIPATION OF WOMEN IN RURAL WATER COMMITTEES IN SOUTH AFRICA

Paper delivered to the Women in Africa and Diaspora Conference,
Antananarivo/Tamatave, Madagascar
October 8-17, 2001

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In South Africa reports on progress towards the development of a genuinely post-apartheid society invariably spell out the benchmarks of housing, education, health and water as indicating that the life of the impoverished black majority is improving. No other issue has the same resonance with development and health than the question of water delivery to rural communities. In statements of Cabinet reviews, in speeches to Parliament, and in the evaluation of the various forms of delivery, water stands out as the prime indicator of official concern for poorest of the poor. The government has received international attention for its policy of providing a basic minimum consumption of 6kl per family per month free. From a variety of perspectives, water delivery stands at the centre of politics concerning delivery.

On the face of it there appears to be good progress made towards meeting the backlog of delivery. The policy framework in particular the provision of a basic minimum supply of free water appears social democratic, and the targets of delivery within reach. There are, however, reasons for detached evaluation in particular in relation to the fact that many rural communities do not have the free supply because they do not have the service in the first place. The effects of globalization in the limited budget for water is also being felt in relation to the intervention of multinationals in water delivery, a process which the author has argued tends toward the demobilization of community participation and rising tariffs. In short the effects of neo-liberal practices which are those adopted by the government are leading to financial austerity in delivery and the looming prospect of basic services being run by multinational companies.

Lags in delivery, desperately slow progress in sanitation provision, the priority given to cost recovery in water schemes, and a lack of community control and direction has also been blamed for the dramatic outbreak of cholera in the eastern seaboard of South Africa which would have been catastrophic were it not for a high level of costly medical intervention. These are also continuing problems in rural delivery in the more remote rural areas.

Water to the rural people?

This context is crucial for an understanding of the social framework of the water and sanitation sector. The purpose of this paper, however, is to examine the gender aspects of water delivery and in particular the participation of women in managing water supplies. In a previous paper the author spelt out the fairly well known trust that women bear the major burden for providing water for household use in Africa and also for the health of their families (Hemson 2000a – 2000b). In South Africa the statistics indicate that the poorest African families are those in the rural areas, live in huts, and are some distance from water sources. The targeted objective for water delivery in South Africa is to provide all families with 25*l* of clear water per person per day from a standpipe not further than 200 m away from the homestead. Even if this is achieved this is not a high standard of service as many communities are insistent on having yard connections and

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state that they are prepared to pay for these. Various studies have confirmed that the provision of an adequate supply of clean water and the provision of adequate sanitation is crucial to the health of rural communities, particularly children (McIntyre. 1995).

An examination of the practice of water projects in the rural areas, however, reveals a very high level of project failure. Blame in apportioned on the agencies of delivery, on arbitrary changes in budgetary allocations, and on ineffective local government.

The responsibility for water traditionally falls to women as wives, mothers, and daughters. In the rural setting in South Africa women often are the first to rise in the morning to fetch water for the family, to prepare meals, to care for children, and also to work in the fields. These responsibilities weigh particularly on younger women as wives subordinate to older women in the household. The hours of work of rural women are generally considerably longer than men, and much of their labour time is taken by long walks to and from the water sources. It is recorded that these difficulties mean that there are long walks to and from the water sources. It is recorded that these difficulties mean that there is a low level of consumption of water in the rural areas (usually fewer than 12*l* per person rather than half the 25*l* set by the Reconstruction and Development Program) even where there are projects making water more readily available. Consumption is limited by the effort of walking the distances with a 25*l* container, the cost of water (although water is stated to be free, in many areas provision has not yet been made by local government to ensure this is the case), and the time taken by other domestic responsibilities for women. Women also have the responsibilities for collecting firewood, preparing food, childcare and other domestic responsibilities taking considerably longer time than in the urban areas. Children are also much more vulnerable to disease and suffer a high infant mortality rate (Lund Committee. 1996. Chapter 1).

These domestic responsibilities have to be seen in the context of the continuing subordination and powerlessness of women in the rural areas despite constitutional provisions which promise emancipation and development in the form of housing, health care, food, water, social security education and access to land. This is a wide-ranging subject but reference here will be made to gender and land reform which has been identified as a process for development. Despite adopting a gender policy to affirm the position of women in the allocation of land in land reform processes it appears that basically women access land through their husbands and not in their own right, even when their husbands have abandoned them. The main beneficiaries of land reform are men even though it is a fundamental principle of land reform that those who work the land (the women) should have a stake in it. Women beneficiaries are only those who establish that they do not have a male partner (Walker 2001).

Although the constitution prescribes a non-sexist society, the reach of such ideas is not deep in the rural areas. As in a post-colonial African society generally (Mamdani 1996) in South Africa also the traditional authorities have been retained bureaucratized and strengthened to some extent and customary law rules in the rural areas. The view of

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many rural people is that if people cannot abide by traditional custom and law enforced by a traditional leader then they should rather seek alternative places of residence. Customary practice limits the entitlement of women to the land the exercise of their authority as heads of households, and their property rights generally.

Traditional leaders are organized to represent their views in CONTRALESE (council of Traditional leaders of South Africa) and they are often outspoken in their demand for greater powers, higher salaries and the need to maintain traditional practices. When traditional practices are challenged as has happened with the death of initiates undergoing circumcision rituals recently, traditional leaders assert that the numerous death reinforce the need for greater observance of traditional practice rather than demand forms of medical intervention. Under the conditions of modernization and globalization, traditional society is gradually losing its poor, but these processes (associated as they are by a history of dispossession and racism) are uneven and contradictory. Under the threat of centralized intervention, traditional authorities often regain a temporary moment and at times, even greater support from rural people. Certainly the dram of the rural youth in the comrade movement, of the elimination of chiefly poor, is a distant dram and growing more distant over time.

Despite these contradictory tendencies forms of welfare are being extended to rural women most concretely in the form of pensions to older women. Although a new child support grant system has been introduced to end the old racial disparities, and this should have a definite effect on rural women struggling to maintain homesteads, there is evidence that this benefit is being introduced very slowly because of the insistence on documents and papers which many rural people may not have and there are exceedingly few welfare workers who concentrate on rural practice. The uptake in rural areas is reported to be minimal.

Water is women's responsibility, but men direct water projects

Although women have the responsibility of providing water in the home, the provision of water and sanitation through projects has been a male dominated process, even though the policy of the Department of Water Affairs and Forestry (DWAF) has been to encourage the participation of women in the management of these projects. This paper will examine the practice of project management in the rural areas, the DWAF policy and its implementation, and the participation of women in projects. What are the social circumstances limited the participation women, and why do they continue to have effect in a post-apartheid ~liberated~ society? The paper will also examine which policies and practices would encourage a greater involvement of women. Would a higher level of involvement by women secure greater success in rural water schemes? Finally the author will reflect on the different theoretical positions relating to women and development and on their potential for an emancipator outcome from the interventions of developmental agencies.

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Despite a drive to provide water and sanitation to rural communities there is reported to be a high level of project failure. There is a vigorous debate about the nature and extent of project failure but the key question raised by researchers in explanation of the phenomenon is poor Institutional and Social Development (ISD). There are various components of ISD including financial management, technical matters, meeting procedures, understanding of the legislative and policy framework, handling contracts, employment practices, and other matters. The curriculum for training of the project steering committees includes the following headings: local-level management and organization, basic financial management, project management, and operation maintenance and repairs (DWAF.1997-27-28). This work is made more exacting by factors such as the absence of the most proficient individuals from rural areas due to migrancy, isolation from the urban centres, poor communications, expectations of free delivery, etc.

Central to the success of a project in the view of the author is the question of women's participation in the design, planning, implementation and management of these projects. Research demonstrates a general low level of women's participation as rural communities have a strong patriarchal character. Women are found on the water committees but almost universally have subordinate positions and a low level of verbal participation in decision making. Yet women are primarily responsible for family health and for ensuring a supply of water to the family. They have a keen interest in being able to allocate fewer hours daily to the burdensome task of carrying water from standpipes, rivers and springs. Such lower levels of participation are an indicator of the likelihood of project failure. The matter of participation is not one posed by gender analysis alone: there is evidence of an autocratic style of leadership in contradiction with the notions of participatory democracy characteristic of post apartheid South Africa. In many committees the chair of technical administrator leads all discussions effectively minimizing the involvement of other committee members, but at times it is clearly the intention of "dynamic individuals" to control outcomes (Mvula, 1998b:8). The lack of a pervasive democratic culture, which is still a feature of many institutions in South Africa, is an obvious additional inhibitor of women's empowerment.

Despite the continuation of undemocratic cultures in the rural areas, the subordinate position of women in rural development projects is contested in policy. The White Paper on Water and Sanitation which set out the vision for the post-apartheid era argued that thirty per cent of the positions on the water committees should be occupied by women, in order to ensure successful and sustainable development, and to give substance to the constitutional prerequisite that women should enjoy a full and proper role in society. It stated that this provision should apply at all levels of management and carried the promise that it would be closely monitored (DWAF.1997. Section E),

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In the work undertaken by the Department and by consultants engaged to conduct education and social empowerment exercises prior to the initiation of water projects, there has been an emphasis on the participation of women both in the technical and managerial aspects of the projects. It has been argued that women are naturally more inclined to participate and communicate, possibly meaning that they are less individualistic, competitive and prepared to cooperate more easily than men towards a common goal. These characteristics appear to be displayed in all-women for women who take leading positions in the mixed gender water committees. Women argue there are more men on the committee than women "because men can discuss things". Men are able to work together, women are weak" (RSS,1998:8). This may reflect a perception that in the presence of men women can be divided and that men display solidarity against women's intrusion into the management of public affairs.

In keeping with the concern for democratic practice and greater sustainability in water projects, there have been a number of studies of women's participation on water committees (Mvula Trust 1998. RSS. 1998. and Duncker 2001). The researchers conducting these surveys included a number of water projects throughout the country, interviewed hundreds of respondents, and have made a fairly thorough examination of the propellants and impediments towards greater female involvement in water and sanitation committees.

Study	Number of interviews	Location
Duncker 2001	Not clear, but sample of 218 water committee members among respondents	Northern Province Eastern Cape
Mvula Trust 1998	806 respondents: 133 members of 16 water and sanitation committee: 82 male, 51 females	Northern Province Eastern Cape Mpumalanga KwaZulu Natal
RSS 1998	121 individuals in 7 villages, 47 males, 74 females	Eastern Cape

Although there is considerable overlap in these studies (the RSS study appears to have formed part of the overall survey undertaken by Duncker, but is included as there is a greater range of issues canvassed) and all ultimately focus on the question of participation, there are important regional variations and different approaches which help illuminate the social processes.

The study by Data Research Africa for Mvula Trust is the most comprehensive covering 16 communities in the four poorest provinces in South Africa, involving both quantitative and qualitative studies, and drawing out significant policy recommendations. Decker's research includes a wide ambit, in particular gender roles in rural areas, and uncovers important psycho sociological dimensions to gender inequality in rural areas.

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Does women's participation make a difference?

Development experience world-wide has demonstrated that women play a fundamental role in the provision and maintenance of basic services. Women are the key to household health and have borne the burden of underdevelopment over the years. They care for those who suffer the inevitable consequences of unsafe water and sanitation, and they are the basic survival strategists of the household and the community. As stressed in the RDP, any policy or project which does not ensure their full and active engagement at all levels is bound to meet with failure or only partial success.

> DWAF, 1997. Section E: Supplementary Policy and Briefing Information. Women – the focus of development.

Women's participation in the public affairs relating to water and sanitation, an issue which seems eminently logical in terms of the relieving women of the burden of long hours of arduous work, raises a number of complex issues. Policy is explicit and appears to be fairly uniformly carried out. A development practitioner has told the researcher that he would consider it dangerous to even tolerate an all-male water committee for a short period even if there were no guidelines laid down. The culture of post-apartheid development agencies has been to promote a high level of community participation and to encourage women's participation.

Despite all this a study has concluded that the participation of women in committees has only token significance without effect on the course of the management of water supplies in the rural areas.

> It was observed that the women on the committees were not free to express their views or to participate in decision-making. The women were mostly illiterate and were only there to fulfil the quota of 30% expected by the policy on water supply and the requirements of the funding agencies (Duncker. 2001:30).

Another study concludes that the participation of women in water committees is purely "tokenism" has no effect on the decisions being made by these committees, and is not empowering (Mvula 1998c:20). It this is indeed true then one of the few measures which have been enforced by government in support of the participation of poor women in determining the conditions of their lives has been an exercise in tokenism and ineffective with the women passive and voiceless. This seems a poor result from the attempt to enforce quotas in the political sphere. A radical measure introduced by the African National Congress has had the effect of ensuring a much higher participation of women as representatives at the remunerated levels of politics in local and national government that in other countries of the same level of development.

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To get a broad understanding of the processes, the level of participation, the level of participation of women on the water committees needs to be examined. Two surveys in more that one province have provided the following figures;

Distribution of Portfolios in Water Committees

Positions	Male		Female	
	Duncker	Mvula Trust	Duncker	Mvula Trust
	%	%	%	%
Chairperson	87	90	13	10
Vice Chair	38	91	62	9
Secretary	16	60	84	40
Vice Sec	27	56	73	44
Treasurer	31	67	69	33
Bookkeeper	43	50	57	50
Ordinary	41	51	59	49

Sources: Duncker (2001) and Mvula 1998a)

The figures show conclusively that women have the less powerful positions in committee and that the primary leadership positions are committee signatories (Chairperson, Secretary and Treasurer) and will have grater recognition as community representatives by external agencies. As one woman said: "It's *always the men who are the chairs*" RSS.1998). Women tend to take secondary and supportive positions, as auxiliaries to the main positions as "vices" (the large number of these positions being characteristic of South African civic practice) or in a servicing role typical of the position of secretary. But they do also indicate certain differences which may have some significance.

Firstly the committees do have significant representation from women, in the Mvula Trust survey 38% and in Dunker's review a surprising 58% of the committees, both in excess of the minimum requirement of 30%. At this level, the affirmative action imposed by DWAF certainly appears to have had an effect. Secondly there are important differences between the two studies, in Duncker's review there are many more women in the position of Secretary, Treasurer, and Bookkeeper: 84%, 69% and 57% respectively. Whether this represents a regional variance peculiar to the provinces from which much of her sample was taken is not clear. There could, also be some common sense explanations in the author's view. Within the patriarchal views of rural men (and the absorption of these views by women) there is a folk wisdom that in matters of finance and records women tend to be better housekeepers of public funds. In the view of respondents in rural areas interviewed by the author there is a high level of corruption of various kinds (the use of public funds for private work the allocation of funds to contractors who are closely connected to leading committee members but who do not finish their work,

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acceptance of extortionate quotations, and other irregular activities). Women would be less likely to have the authority to undertake such actions and act as better guardians of public funds, a view which is evidenced among some respondents (Mvula. 1998c:8)

The proportion of women in these positions are high and even if in these positions the women are subordinate in practice to male authority, with development and empowerment they could carry weight. This question will be further explored in the conclusion.

The material bases of gender inequality

The subordination of women to men within the water committees and their voicelessness is not only related to traditional patriarchal notion. There are two levels at which this subordination can be measured: firstly by the criteria of education and secondly through the complex "feedback" or internalization of patriarchal views by women.

Although there are indications that the participation of females in education is improving and, indeed, that at the national level there are greater numbers of females completing matriculation than males: this may be something of an urban phenomenon. The practice in many developing countries has been to sacrifice the educational opportunities of daughters for those of sons, although this practice is now changing. The proportion of females in education is now taken as a primary indicator of human development. It is, however, likely that in the most traditional sector of South African society there is less attention given to female educational advancement, Certainly the educational standard of women participating in after committees is generally lower that the men with a high proportion having less than Standard 6 (8 years schooling) and of those continuing further only 35% were women (Mvula.1998a:13). These figures are indications of fairly severe educational disadvantage which certainly would inhibit women from having a more active role. In addition most women participants were housewives or unemployed with less than half of the participation of men in paid employment of self-employment. Those in employment obviously have a much higher status within the community.

The lower educational qualifications of the committee members are partly made up by the age of women participants, below 40 years of age there are considerably more men, between 40-49 about the same number of men and women, and beyond 50 years many more women (Mvula, 1998a:3.3). These statistics can be considered to indicate that women make up for their lower levels of education with greater experience and the respect accorded in traditional society to older people.

The second question is that of the psychological field in which women act in the rural areas, is more complex. Somewhat unexpectedly the research into the participation of women in water committees reveals a common traditional "cultural" viewpoint among women that women are inferior to men.

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Although many women want to be part of decision-making in relation to a key service which would relieve them of hard labour, they also generally agree with the patriarchal notions of women's inferiority and the traditional order of things. Most surprisingly there appears hardly any difference in the viewpoint of uneducated and the most educated women. A woman with tertiary education makes the following statement:

> Women are inferior to men, there should be gender education: Men are still heads, but women now are active: There are special roles for women like cooking (RSS, 1998:15)

Whether this is an empirical statement or normative is not clear (it does seem to allow for reform of gender relations). But most women who have been interviewed in the rural areas offer the same views (RSS,1998). In a review presented in Dunker (2001:37-46) there are many statements by women that they are indeed inferior to men and that men are still the heads of households even in the men's absence. A composite view from a number of respondents reads as follows.

> Women must agree with what men do, Men are to be respected, Men still feel superior, through they do consider women's views, Women can give suggestions, but may not make major decisions, men should have the last word (2001:39)

These views obviously reinforce internally what is stated externally and inhibit the full participation of women in matters affecting themselves, their households, and beyond. Such incapacitation has profound effect on communication and social action. While it is reported in some communities women are not allowed by their husbands to communicate with any strangers, not even with other women, and have to have their sons to speak for them, it is also reported that women push men to the fore when dealing with outsiders and retreat.

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Inequalities in decision-making

The internalization of inferiority is most prominent in relation to decision making. A study of women in rural areas outside Durban indicates the trauma of many women who are forced to make important decisions for their children in the absence of migrant husbands. A study of the increase in the number of traditional healers among women (isangoma) concluded that the psychological tensions among women in conflicting roles as subordinate heads of households produced an upsurge in the number of isangomas (Preston-Whyte, 1964). In a complex of actions, this anthropologist argues that the emotional stress and crisis is identified as spirit possession by the ancestors, the community solidifies around her and such women are then absorbed and trained as practicing isangomas. This provides them with a reputation for insight into the unknown, the respect of men, and an independent source of income.

While the trauma involved in decision-making may not have such a benign outcome, the range of issues involved in making decisions has a crucial effect on women's lives and ability to take leadership. The processes are illuminated in Duncker's survey of decision making in rural communities (2001:31-36). In family matters involving family members' social status, roles and responsibilities, two-thirds of respondents stated that men are the decision-makers. Young women and girls had no say in these matters and although women were listened to and incorporated, the final decision lay with the man/husband. Similarly in matters affecting land use, men are regarded as the owners of the land while women have the responsibility of working in the fields. In financial matters involving a range of issues from the payment for school fees to the sale of produce from fields, there was an almost even distribution in the final decision between men and women. In rural communities most men migrate to the urban centres and remit money for their families. This greater equality is attributed to the absence of migrant men from the communities which necessitate women making decisions for the household.

In relation to the issues of modernization the picture is more complex. Decision making in relation to development generally is regarded as involving both men and women of all ages with women aged 21-60 in a somewhat greater position of authority than men of the same age. But crucially in the specific matter of water projects 60 per cent regard men as the decision makers, with men having the final say in relation to projects. It is only in relation to sanitation that the responsibility of decision making is attributed to women by just less than two-thirds of the respondents. Although men are involved in the decisions about the type of toilet and its construction, the responsibility for the cleanliness of the house and toilet finally rests with the women.

Although women have the responsibility for water and sanitation domestically, and through policy a greater level of participation in water committees, the evidence is that the new levels of authority they gain are not exercised effectively. All surveys referred to mention that here is a low level of verbal participation in committees, that women defer to men on major issues, and that they encourage men to deal with external agencies. The link between responsibility for water and sanitation, family health and well being,

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nutrition and education, and public authority and the power to change is yet to be established in the practice of public management in the rural areas.

Deferred participation

The explanation often given by women is that traditional culture does not permit their greater involvement. This issue cannot be fully explored in this paper, but the weight of the past bears heavily on the actors of the present, in particular on the need to observe customary practices both as a value in itself and to avoid conflict with the local political order. This conservative context establishes and re-establishes the sense of a patriarchal order as the reference point for all decisions. As Duncker concludes:

> Even though the men were migrant workers and away in the cities most of the time, and the women have to make certain decisions regarding the household and the community, the women always kept in mind what their men would have wanted, instead of what the women themselves wanted (2001:49).

In this sense women cannot escape the social and cultural environment in which they live and postpone decisions in their own and their families "interests in a form of deferred participation". In these circumstances women, who are often acting as the head of households and have to make key decisions about household matters, psychologically defer to the absent male rather than make decisions in their own right. In a mixed gender committee they tend not to voice a distinct view and thus support the main line of argument. The social processes involves in participation in the project management water delivery can be summed up in the table below.

Decision making and deferred participation in water committees

	Men	**Women**
Participation	Decision making	Consultation
Positions	Leading	Supportive

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The traditional social setting, it seems, intrudes into the first post-apartheid modern institution within the rural areas eroding the advances which are being made through policy affirming women's position within the committees.

This question of "deferred participation" is an issue which does not affect water committees alone and appears to encompass the whole range of modern institutions in the rural areas. A recent review of gender policy in relation to land reform concludes that women's participation in this sphere has also been limited to voiceless observation.

> Their general participation in projects has been that of "interested observers:. They have a keen interest in what is happening (demonstrated in their attendance at meetings) but they are reluctant to take an active role publicly and officials and consultants have not been stretched to challenge this by the DLA (Department of Land Affairs) management (walker 2001).

These processes inhibit the full democratic participation of women in decision making but they do not altogether cancel the gains being made as a select number of women move into committees empowered to make decision relating to basic service affecting the entire community.

Does the presence of men inhibit women's participation?

The question is just how the matrix of data in relation to domestic and public decision-making affects the longer-term sustainability of water and sanitation projects. The research initiatives in relation to women participating in water committees are designed to uncover and bring together two sides of a contradiction, that women are regarded as being responsible for water and yet do not exercise authority in the provision of clean water in projects. The common sense argument advanced by development practitioners is that projects would more sustainable if those who's lives are most affected were in control of them, the argument seems incontestable. A simple line of argument, however, encounters a whole range of associated issues relating to the rural patriarchal order and the complexities of incapacity. Unfortunately it has been difficult for researchers to link the level of participation of women with the sustainability of projects as there are so many extraneous factors involved in project failure apart from women's participation. This issue requires revisiting as the ever-changing institutional framework becomes more settled.

How can women gain authority in such a key matter affecting their welfare? The evidence from the survey is that participation in itself has not brought about the anticipated change either in bringing decision making more in line with the majority of users or in greater democratic practice. In all-women committees it appears that women overcome their inferiority complex because they do not have to perform in front of men. They are reported to feel comfortable when surrounded by women and able to express themselves without fear of reprisal or embarrassment. The difficulties arise in the

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presence of men, a factor which leads to a dramatic inhibition of women's confidence and participation. The Synthesis Report sums up the position as follows:

> Women do not feel comfortable on the water committee because they receive poor support from both male and female community members. They feel they have neither the community's respect nor support for their involvement in the water committee. This partly explains their reluctance to assume full responsibility for projects and why they prefer to be delegated task than to delegate task (Mvula. 1998c:10).

Dunker concludes that the biggest obstacle to women becoming empowered is their own attitude and lack of confidence in their abilities (2001:49) but it appears that these feelings of insecurity are strongly accentuated in situations where men lead. This appears to be the nub of the problem, and both Duncker and the Mvula researchers conclude that there should be empowerment training both for women to be more confident, and for men to be more supportive of women's participation in these settings.

Despite these very evident problems there have been a number of important advances. There are, for example, committees headed by women and composed of women, and other in which women are gaining experience and confidence. Generally the democratic advance in the country in which the goal of a non-sexist society is often spelt out by the political leadership has led to a more positive change in attitude towards women. Women feel that they gain new knowledge and insights and are empowered by attending meetings. Men accept their involvement their participation in committees and they have the opportunity to learn new skills, how to lead, and gain self confidence. Women report extremely positively about their personal feelings about themselves being improved through their participation. They also feel that their relationship with other women and women's groups is better and that their standing within their family is reinforced (Mvula.1998a:27). This is a critical mark of successful empowerment. Many women also participate in other committees and there is a transfer of skills and abilities from the water committees to leadership in other fields. These are very positive spin offs from participation.

Women also feel empowered by certain forms of external intervention. Women facilitators from external agencies are readily accepted by men as they do not position men in the community nor interfere with gender status as "outsiders". But they are also seen in a very positive light by the rural women, reinforce the notion of capable women leadership, and stimulate women's participation.

The attitude of men towards women's empowerment is an important factor in women being able to consolidate the advances which have been made. Men overwhelmingly support the idea of women's participation and empowerment within the new political climate. They acknowledge that "Men cannot decide for women anymore, they also have opinions which should be considered" and pragmatically, women should be involved in decision making otherwise, it might reject those decisions made and the

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process must start all over again. But they also insist on the male prerogative "We live by our customs" (Quotations taken from RSS, 1998). There is evidence of an acceptance of change by men, that women should be equal partners. Yet there is also evidence that men do not encourage women's participation (particularly by their wives) nor combat the notions of inferiority felt by women in mixed groupings. Despite agreement with the idea of change, when women are actively engaged in the decision-making process men are reported to react negatively and to feel uncomfortable in sharing power and responsibility with women. Yet they invariably accept that in the management of projects the policies of external agencies apply, and the Mvula study proposes that the 30% rule should be extended to 50% and that a woman should be either chairperson or treasurer (1998b:26. 1998c:24-25).

The water committees are possibly the only committee in the rural areas in which both men and women are associated and change within these institutions would have a decided effect on rural communities if women's participation were enhanced.

Conclusions

The successful operation of water projects in the rural areas is closely related to the support and participation of the people in their management. These projects are often situated in isolated communities as a considerable distance from external support and their difficulties have to be resolved at the local level. This demands the close cooperation of residents, men and women, in resolving problems and ensuring clean water to the people on a sustained basis.

The water committees are central to the efficient operation of projects, but they are often also seen as an incipient form of local government in these areas. This factor, in addition to the advantages of education, experience, and organizational competences, have led to the water committees being "captured" by men despite policy provisions to reinforce the participation of women. In addition to the function of managing water supplies, the water committees also carry the promises of participation in training programs, paid employment, engagement with external agencies, the display of technical expertise and the exercise of public authority.

These are clearly prominent functions involving the exercise of power, and water provision has become a public and political issue within the micro-political field of rural areas. This has produced a marked divergence between the domestic responsibilities and the public administration of water. While women have responsibility for family access to water and for the health of the family, both menial and domestic questions, water projects are prestigious and public. This has led to the domination by men who feel most capable and committed in this sphere, and has, unfortunately, meant that women still have the responsibility for domestic water supply but without the power to ensure that delivery is effective and continuous. This has led to the proposal that water should be redefined as a domestic issue, to emphasize that women know more about water than men, to permit women to take the lead, and for men to withdraw (Mvula

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1998c23). All women committees have also been proposed. This could lead to a lack of cooperation between water committees and the other community organizations dominated by men, and continued feeling of incapacity by rural women. The problem is that men control domestic finances and could withdraw any financial support to ambitious all women committees.

The increased participation of women in water committees has undoubtedly marked a considerable advance in rural areas. The material disadvantages of women in terms of education empowerment training and in tenure to the land still have to be addressed. Unfortunately adult basic education and training has had a poor record in the urban centres and a poorer one in the rural areas, yet the women participants in all women committees and water committees urgently need such educational support. This would ensure the women's grater self confidence in meetings where presently men dominate.

There are a number of reasons why participation of women in water projects should be taken seriously. Moser (1993:101) argues that women have the right to participate in projects which profoundly affect their lives, that their participation can make the difference between success or failure of these projects, and that participation gives confidence to marginalized groups previously voiceless in the community. In addition in South Africa it can be argued that the participation of women in public affairs in the rural areas is a necessary stop towards the realization of their citizenship and to the overcoming of the customary barriers inhibiting their development. It is not without significance that this would also assist in building civil society and entrenching a democratic order in the rural area.

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Gender Mainstreaming in South Africa

Unit 2Gender mainstreaming

Subject title   :   Gender mainstreaming

Type of session   :   Interactive presentations, group-work

Outcomes – on completion of this Unit, participants will have

- Demonstrated an understanding of the concept of gender mainstreaming
- Used indicators of gender mainstreaming to assess its presence in policies, strategies, projects...

Assessment criteria:

Gender mainstreaming is explained

In order to come to a common understanding and agreement on the concept gender mainstreaming, the session starts with an interactive presentation with the help of overhead sheets. In groups, participants will then examine policy documents, strategies, mission statements, project proposals or any other document to assess gender mainstreaming.

Hand-outs: Overhead sheets Gender Mainstreaming defination
Policy and strategy documents for assessment

Gender Mainstreaming

A definition

- Gender Mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in all areas and at all levels

Gender mainstreaming is also

- A systematic effort to introduce gender considerations in all our activities:

  ➔ policy-making

  ➔ strategies

  ➔ implementation

  ➔ awareness raising

  ➔ organisational procedures ......

How to practise gender mainstreaming?

- At policy level

- At organization level

- At project implementation level

Gender Mainstreaming at Policy level

o In Mission statements

o In policy and strategy documents

o Any other documents at national level (sector policy documents, Water Law, etc).

o Documents produced by donors which are meant for your organisation.

o Documents produced by other NGOs with whom you work.

Organisation level

- conceptual frameworks
- organizational procedures
- recruitment of staff according to their willingness to work in communities
- technical agencies train their engineers in social topics
- technical and social departments cooperate
- contract social staff of other departments
- contract local ngo to give support in social aspects
- engages social staff and make sure technical staff knows about social issues
- budgetary allocations
- research emphasis
- publications
- training topics
- public relation materials

At project implementation level

- In all phases of the project cycle

  – From the first steps of planning

  – To the final evaluation....

Reasons to practice gender mainstreaming at policy and organisation levels

- As support to operationalisation of gender in the local levels (in the communities, in the district offices)
- To collect, have valuable information about vulnerable groups – poor, the aged women, the aged men, the ones in the worst position, those who are not served by the system.
- To have a positive impact on their lives and position in the communities
- To have a higher level of ownership
- To contribute to sustainable O&M
- To increase levels of health
- To have a positive impact on the access to, the hygiene and the use of systems
- To contribute to increased levels of development

No top down approach....

- Mainstreaming gender at policy & organisation levels is based on what happens in the villages, in the communities, in the local levels. It should not be a top-down approach.
- Policy and programmes are based on sector analysis. They come as a response to developments at the local levels.
- Thus, mainstreaming gender at the policy & organisation levels should not be an imposition from outsiders. Should be in response to a felt need.

Notes to facilitator Module 2 – Gender and gender mainstreaming

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Module 2 –Gender and gender mainstreaming

Unit 1 – The concept of gender

Unit 2 – Gender mainstreaming

	Session	Method/ technique	Procedures	Material and documents
14:00 Unit 1: The concept of gender	Participants come to a common understanding about the concept of gender, especially geared to issues in water, sanitation and hygiene The evolution of the concept of gender	The Gender Quiz; Discussion in Plenary with flip-chart Interactive presentation	Facilitator conducts the Gender Quiz. Thereafter invites participants to reflect on the gender implications as reflected by the exercise and issues which come out of the Gender Quiz. Discussion in plenary: participants are invited to reflect about the most important issues that are essential to form the concept of gender and equity. They will write them on cards and hand over to facilitator who will tape them on the wall. Facilitator guides discussions Wrap up by facilitator on the main issues: The implications/ issues are summarized by facilitator on the flip-chart.. As a wrap-up, facilitator guides the discussions as to come-up with the definition of the concept of gender together with participants. For the definition, facilitator makes sure that the participants have the notions of gender as a social concept; of the practical and strategic needs; that gender is not only about women and men as homogenous groups but that it also includes equity – the poor, the rich, the elderly, etc.; that gender changes in time. (see note at the end of table) With the help of overhead sheets, facilitator makes a brief presentation on the evolution of gender (setting the stage). The objective is that participants understand the shift in approaches from women's participation to gender.	*The gender quiz.doc* *Sheets for gender quiz.doc* *Text gender and gender mainstreaming concepts.doc* *Sheets for setting the stage.doc* *'Setting the stage' paper for distribution*
15:30	Break			
16:00 Unit 2: Gender Mainstreaming	Participants come to a common understanding about the concept of gender mainstreaming	Interactive presentation using overhead sheets. Group work for analysis of policy documents and of organisational	Participants are asked to form groups. Documents reflecting policy, institutional and work at local levels are distributed to the groups. These will analyse the documents at the light of indicators also distributed.	*Policy documents, mission statements, strategy papers, project documents, business plans, contracts, organisational*

		procedures using indicators. Presentation and discussion in plenary		*procedures documents etc. ** Sheets policy overview.doc Sheets policy all tools.doc Indicators gender mainstreaming at policy and institutional level.doc*

** Participants will be asked to bring to the course: policy documents, strategy documents, mission statements, PR material, project reports, etc produced by their organisations.

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homes, but in sufficient quantities (people and cattle, now and future). As community water supplies are meant only for humans, women need supplies designed also for cattle.

This brings us to the notion of 'the triple role of women': reproductive (in the homes, taking care of the family nutrition, taking care of the sick), productive (working in the field, in small businesses, in the informal market) and the community role or social activities (organising ceremonies) This is an important aspect of gender that should be taken into consideration in all cycles of a project implementation. Otherwise, women will be overburdened, with negative effects on the women and their family and with losses for the project.

Recognising and incorporating these gender distinctions, can help agencies and project staff to determine preferences more precisely, to take the maximum advantage of local incentives and to arrange for facilities, technologies, their operation, maintenance and their management that more closely answers communities needs.

4. NEEDS: PRACTICAL needs refer to the ACCESS to (water) resources.
STRATEGIC needs refer to the CONTROL of (water) resources.

Example:
A practical need of women is for example to have water close to their homes.
The project takes that into consideration. The women decide where the well should be placed. The well is placed close to their homes.
The practical need for water has been met.

After two months, the pump breaks down. The women have no water anymore.
The project should also have taken into consideration the **strategic needs** of women. For example: to have training to repair pumps, to have access to a village or a regional mechanic.

While practical needs refer more to a short-term need, meeting strategic needs will improve the position of women, making them more independent for a longer time. Using the water for income generating activities for women will also improve their position as they will be able to decide how to use the money they earn. And it is known that women use the money they earn in benefit of the nutrition, health and education of their family.

5. NOT ALL WOMEN OR MEN ARE THE HOMOGENOUS. In the same community, there are poor and rich women and men; there are the elderly and the younger women and men, female heads of household and women in a lower social position in society. The concept of gender recognises these differences inside groups of women and groups of men. However, we see that quite often 'gender' will be understood as the differences between men and women, without considering these very important differences among them. This has lead us to use **'gender AND equity'** to highlight these differences.

6. GENDER RELATIONS CHANGES IN TIME, and therefore gender is not a static concept but a dynamic concept. Take a look at the situation of your own mother, your wife and what you would like for your daughter....

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Some notions to assist facilitators in the definition of the concept of gender:

1. GENDER RELATES TO **MEN AND WOMEN**

"Contrary to the Women in Development approach (WID), the gender and development (GAD) approach focus on men and women and on the relationships between them. It sees women within the context in which they live, analyses their status vis-à-vis men, and recognises that women's effective involvement in development activities is influenced by the nature of these relationships, by the different roles women and men play in households and in communities." (Wakeman et al. 1996:10[1])

2. GENDER IS A **SOCIAL CONCEPT**.

Gender relations are shaped in the homes, in the schools and in the labour market.
Gender is a culturally constructed concept. It refers to social differences between men and women.
Discuss these differences with participants.

3. It relates to the fact that MEN AND WOMEN HAVE DIFFERENT **ROLES, TASKS, and RESPONSIBILITIES**

In the water supply and sanitation sector, these differences in roles, tasks and responsibilities appear quite clearly. Women are the managers of water in the household. They collect water, transport it, choose the way of storing it and they decide how to distribute water for the various uses: cooking, washing, for hygiene of the family, for cleaning the environment, giving to the little animals around the house.

Men will not fetch water for the house, unless they live alone. They will fetch water for the cattle and irrigation and small businesses. Men will always use a means of transport to carry water: bicycle, animal traction, etc.

In their roles as collectors and managers of household water, women may have a considerable amount of knowledge about water sources and their quality and reliability. They may be the ones who will benefit most from improved water sources, closer to their homes. Thus, their demand for new, improved facilities and their preferences concerning site location and type of facility may be crucial. Women also may be more motivated to maintain a new system; if the system breaks down, they will be the ones who have to walk long distances to collect water from the old source. If the system that is installed is inappropriate - that is, one that women will not use, perhaps because it is in a bad location or the pump handle is too high-- project funds will have been wasted. In many areas improved systems translate into additional time in a women's day, as less time is spent collectng water. In some cases this time can be used for productive purposes (Wakeman et al.,1996: 9).

Many times women are involved in animal husbandry projects and water collection for this purpose becomes one of the bigger tasks of the women involved. They not only need water closer to their

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[1] Wakeman, W. ; Davis, S.; Wijk, C. van and Naithani, A. (1996). *Sourcebook for gender issues at the policy level in the water and sanitation sector*. Geneva, Switzerland. Water Supply and Sanitation Collaborative Council (WSSCC).

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These notions will help the discussions of Unit "Gender in the Project Cycle", Module 4.

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HAND-OUT MULE 2-UNIT 1: Facilitator

GENDER QUIZ

Purpose	It is a gender awareness raising tool It is a rapid gender analysis tool It offers a basis for discussion on gender issues It offers a basis for forming the concept of gender in training situation In training: it also serves to break the ice It serves also as an awareness raising and gender analysis in big audiences (a village assembly, for example).
Material needed	Beamer or overhead projector and overhead sheets Questions prepared in sheets Cards of two colours. Preferably Pink and Blue (for Women and Men)
Procedure	Facilitator explains purpose of quiz Explains that there are no wrong or right questions Invites participants to raise pink card when answer refers to women, blue when it refers to men and both cards when answer refers to both. Co-facilitator marks scores under corresponding columns: Women, Men, Both when audiences are not big. Discussion in plenary on gender issues which come out Alternative: discussion in groups on the issues which come out of the quiz and presentation in plenary Facilitator guides participants to form the concept of gender Next session is introduced: how to relate this to your working situation – reflect on posters already produced
Variations	Quiz questions to be adapted to new situation. Leave the WHO question though, as this is already an important element to gender analysis.

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MODULE OUTLINE

Module 3 Adult learning

Introductory Note

Unit 1 –Principle of adult learning

- The cycle of adult learning
- Adult learning principles

Unit 2 – Facilitation techniques

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Outline Module 3

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Introductory note

Adult Learning and Participatory Training[1]

"People cannot be developed. They can only develop themselves. An outsider may construct a house for another man, but cannot transfer to this man the feeling of being proud and of self-confidence. These feelings have to be created by the man himself, by his own actions. He develops himself through what he does, through decision making, through enhancing his understanding of what he is doing, his capacity to increase his knowledge and skills and through his complete participation as a person with equal rights in the society where he lives" Julius Nyerere

This beautiful statement by Julius Nyerere reflects how the philosophy behind GEMSA training methodology, where facilitators focus on women's and men's and support them in their learning discoveries. The participatory training methodology helps in this process as:

1. It values and recognises popular knowledge as an important source of learning
- Participatory training understands that participants have already some knowledge. They do not start a training or course totally ignorant. Through participatory approaches, a synthesis is made between existing knowledge and popular knowledge with scientific knowledge, which strengthens the educational experience of participants.

2. New knowledge is built upon the existing knowledge
- In participatory training, the starting point for the creation of new knowledge is what people already know, especially the authentic elements of the existing knowledge. When people start to appreciate what they already know, they are more open to search new information. This search for new information and knowledge enhances the learning process.

3. Participants learn to practise control
- Participatory training puts emphasis in the active participation of the trainees so that they can produce new knowledge. This will encourage them to take up the responsibility for their own learning. This is the active posture, which constitutes a strong impetus for learning so that the trainees can practise control over their own learning process.

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[1] Most of the informatino on this module is based on the following sources of information:
- Training of Trainers – a manual for participatory training methodology in development. Society for Participatory Research in Asia, New Delhi, 1987
- Tools for community participation: a manual for training trainers in participatory techniques, by Lyra Srinivasan, PROWWESS/UNDP Technical series, involving women in water and sanitation, lessons strategies tools.
- Training of Trainers manual, the MANAGE project IRC. Manual prepared by IRC, The Hague and FMD, Haarlem, 1999.

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4. Participatory learning becomes a group process
- One of the elements of participatory learning or training is the promotion of collective responsibility in the search of new knowledge. As a result, participants learn together, looking for and analysing the information received.

5. Participatory training opens the opportunity for the selection of informed options.
- The process of collective analysis of a certain situation offers various alternatives. As part of the process of analysis, the options are discussed on the basis of concrete information. The result will be that participants may accept or reject the options on the basis of the information generated and/or given. This creates a feeling of empowerment, which will exist when there is trust that the new information has been well understood and interpreted.

6. Knowledge ownership
- The act of getting involved in the process of analysis of a specific situation generates a feeling of ownership of the knowledge and a willingness to transform the situation. Participants will then start to see points for action or make plans to do something about the situation through concrete action.

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Gender Mainstreaming in South Africa

Unit 1 Principles of Adult Learning

Subject title   :   Principles of adult learning

Type of session   :   Interactive presentation

Outcomes – on completion of this Unit, participants will have

- demonstrated an understanding of the cycle of adult learning
- demonstrated and understanding of the differences between conventional and participatory training
- demonstrated an understanding of the principles of adult learning

Assessment criteria:

- The cycle of adult learning is demonstrated

This Unit is meant for ToT's. Participants will get insights into the Methodology of Participatory Learning and how adults learn best. The session will be built-up on the basis of participants experiences.

Hand-outs: Text on adult learning principles and participatory training

Reference: Patrick Boel
Actionlrn-e-9703=hdt.doc:cp

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HAND-OUT MODULE 3 UNIT 1
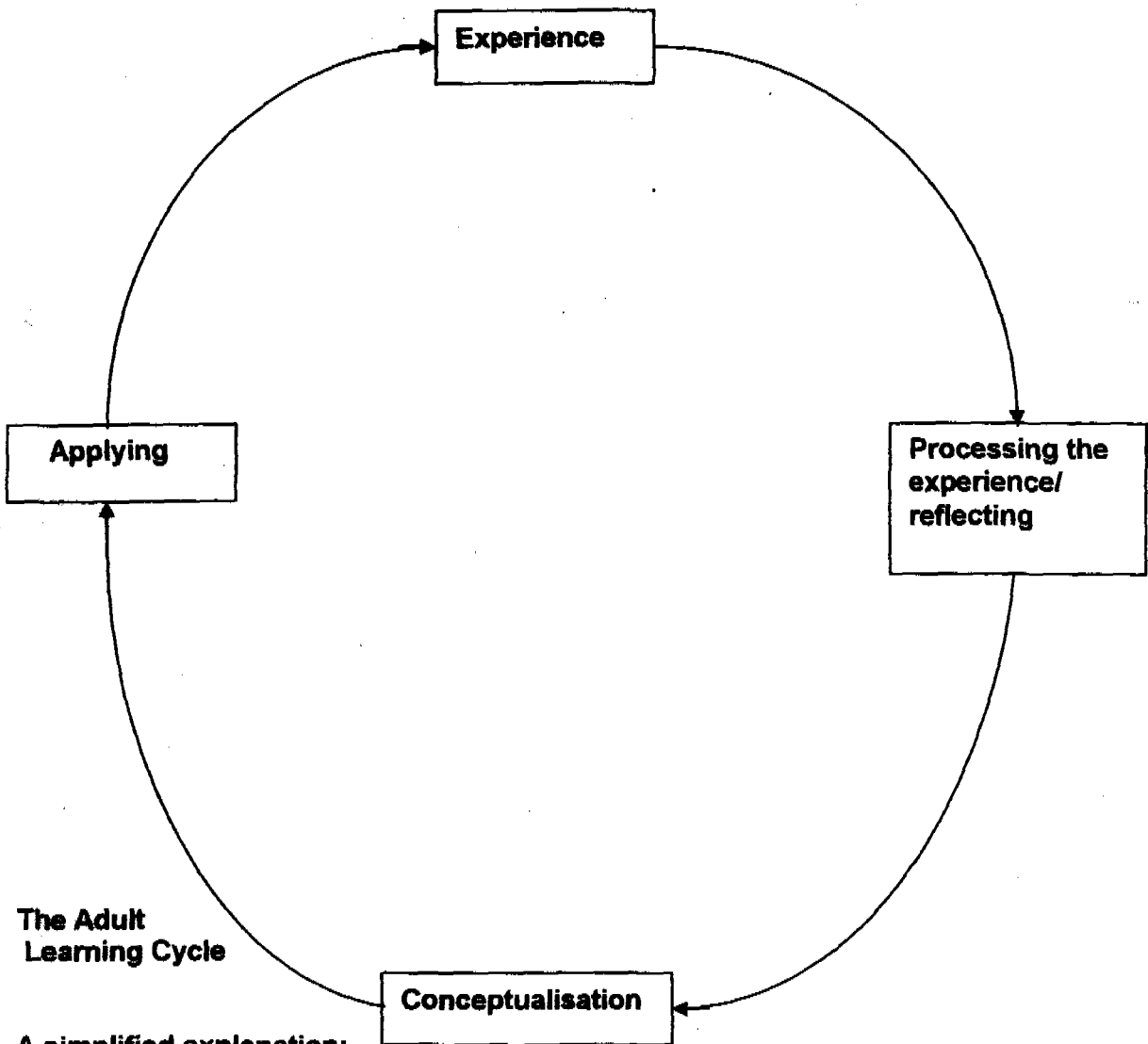
```
                        ┌──────────────┐
                        │  Experience  │
                        └──────────────┘


┌──────────────┐                              ┌──────────────────┐
│   Applying   │                              │ Processing the   │
└──────────────┘                              │ experience/      │
                                              │ reflecting       │
                                              └──────────────────┘



   The Adult
   Learning Cycle
                        ┌────────────────────┐
   A simplified explanation:  │ Conceptualisation  │
                        └────────────────────┘
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Adults start a learning process from their own experience. In a training event, facilitator will encourage participants to think about their own experience concerning the topic being addressed. Also their knowledge on the topic will be discussed.

In a second moment, participants will reflect and processed their experience and knowledge on the subject. Only after this reflection will the facilitator introduce information on the topic. For this the facilitator will make a presentation, a mini-lecture, or any other method found suitable for the occasion.

With the presentation of information on the topic, participants will be able to generalise their experience and knowledge through conceptualisation. They will

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be able to see their experience on the light of the information that is offered to them (through the facilitator's presentation or through reading on the subject). This is the moment when the learning process hits its climax. They will then be able to apply the new knowledge to different situations

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HAND-OUT MODULE 3 UNIT 1

Adult Learning

Some principles

Horizontal communication and dialogue

- Different from traditional teacher – pupil relationship;
- Based on equal partners in group processes;
- Exchange of perceptions;
- Not necessarily accepting each others views;
- But trying to understand each other;
- Not excluding expression of individual knowledge and skills;
- But avoids domination of the view of the 'teacher' through a monologue;
- Understanding each other leads to dialogues;
- Sharing perceptions promoted;
- Leads to generation of new ideas;
- This can evolve to new and joint actions.

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Action learning some principles

Rules for involving participants

- Every participant is a resource person;

- Every resource person is a participant;

- Everyone helps everyone;

- Every idea counts;

- Controversial points and conflicts should be visualized and dealt with at an appropriate time;

- Uncomfortable feelings must be dealt with promptly;

- Give a balanced opportunity to all to contribute and use 'yellow card' technique to refrain individuals for talking too long;

- Aim at making people more tolerant **and receptive to other opinions.**

Adult or Action Learning Cycle and Principles

Purpose:

To raise Intermediaries awareness for the need to adhere to adult / action learning principles when promoting gender mainstreaming

Objectives:

To familiarize Intermediaries with adult / action learning principles

Method:

- Objectives of session
- Link to earlier session on purpose of ToI and topic Gender Mainstreaming
- Inventory of experiences of participants

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- o Do you train / facilitate?
- o On what have you trained / facilitated?
- o What kind of audiences are you familiar with?
- o What methods / tools of training / facilitation are you familiar with?
- Basic concepts of adult / action learning
- Adult learning cycle (double loop)
- Questions / answers
- Summary
- Link to next session on facilitation techniques, methods and tools

Why use adult / action learning for gender mainstreaming?

- Gender mainstreaming contributes to making full use of all knowledge and skills available in society;
- Gender mainstreaming contributes to addressing the needs of all members of society;
- Applying gender mainstreaming will lead to better projects and service delivery throughout the project cycle and beyond (see also session on gender in the project cycle);
- More motivated citizens;
- More commitment by all involved actors / stakeholders;
- More sustainability in service delivery;
- Socio-economic development;
- Increased individual and household incomes;
- More equity and equality (see also session on why gender mainstreaming).

Why use adult / action learning techniques in workshops and trainings?

- It puts the trainee rather than the trainer at the centre of the workshop / training event;
- It promotes involvement, motivation and commitment from all participants;
- It promotes a democratic approach to raising and addressing issues of concern to all;
- It makes workshops / trainings / meetings more efficient;
- It stimulates participation and makes events a fun exercise;
- It stimulates curiosity and creativity;

A word of caution, keep in mind that:

- Some (management level) people may (initially) feel they lose status in participatory events;
- Some (inexperienced) participants may (initially) feel childish in participatory events;
- Sometimes people with vested interests or hidden agenda's may not participate in all openness in participatory events.

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INTERACTIVE QUESTIONS

The objective of interactive training is to facilitate a process of action learning. By asking questions the trainer assesses the level of experiences, development, knowledge, questions and expectations, to design the training programme and to plan the next step. In a learning dialogue the trainer guides the participants through the different phases of the learning process.

SINGLE LOOP LEARNING

1. **Observation**   Getting a clear picture
    *   What went on/happened?
    *   What did you observe? What were you aware of?
    *   How did you feel about that? What moved you?
    *   What struck, fascinated, and attracted you about it?
    *   Who had the same experience? Who reacted differently?
    *   Were there any surprises/puzzlement?

2. **Reflection**   Gaining insight. Why?
    *   What does that mean to you?
    *   How was that significant, good/bad, characteristic, typical?
    *   What insight or conclusion lies underneath that feeling/judgement?
    *   How might it have been different?
    *   What does that suggest to you about yourself/your group?
    *   How did you come to the idea for that action?

3a. **Conclusion**
    *   What might we draw/pull from that?
    *   Is that plugging into anything?
    *   What does that suggest to you about ...... in general?
    *   Does that remind you of anything?
    *   What principle/law do you see operating?
    *   What do you associate with that?
    *   What is the meaning, intention? Does it make sense?
    *   So what?

3b **Planning**
    *   How could you apply/transfer that?
    *   What would you like to do with that?

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- How could you repeat it again?
- How could you make it better? (consequences, modifications)
- What will you do differently next time?
- What do you need to know more?

DOUBLE LOUPE LEARNING

2. **Reflection**
   - What are the underlying concepts, values?
   - Are they different from what you expected? What are the differences?
   - Do you have an explanation?
   - What puzzles you?
   - Do you recognise your mental model?

3. **Insights**
   - Can you reframe the issue?
   - What are the new insights you gained from this experience?
   - What are appropriate/necessary changes?
   - How do you feel about these new values?

4. **Theory**
   - How would you formulate these new insights?
   - Do you have a hypothesis?
   - What assumptions would you make for future action?
   - Could you express your thoughts about this issue in one sentence?

DEUTERO LEARNING

Learning to learn
- How did the learning take place?
- What helped/hindered learning?
- What could be changed to improve the activity?
- What was your contribution to the learning of others?
- What was your contribution to the functioning of the group?

TYPE OF QUESTIONS

1. **Closed question ("yes/no"):**
   - Do you prefer alternative A or B?
   - Are there two or three options?

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2. **Limited answer question**
   - This is the proposal. What do you think of it?

3. **Opening question ("why/how"**
   - "How do you rate the alternatives?"
   - "How many options are there?"
   - What are the issues as you see them?"

PRARTICIPATORY QUESTIONS

1. **Interactive questions**
   - The trainee gives an answer, which is the *starting point for further action* by the trainer and/or the trainee.

2. **Questions, of which the trainer already knows the answer**
   - The trainee gives the right answer.
   - The trainee gives the wrong answer

3. **Rhetorical question**
   - No answer is expected

REFRAMING

"I have no idea."
   - Suppose ....
     ....it's not you, but your partner (change of person)
     ....the closing doesn't take place. (Change of circumstances)
     ....we are now 5 years later. (Change of time)
   - Let us assume that ....
   - What would you do if ....

"I don't know."
- Maybe you know *someone else*, who .....?
- How might a be *go about*.....?
- Thin a bit *more*.....
- What, if you would *quess?*

"I can't"
- What *stop* you?
- What would you *need* to do it?
- What must be *different?*

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"I don't dare."
- What is the *worth thing* that can happen?
- Would you give it a *try:*

"I don't see it"
What business are you in?
The more concave, the more convex. What is the opposite

ADULT LEARNING

Learning to do, rather than to know

The essence of action learning rests in the idea that each and every one of us learns best through action. The objective of action learning is two fold:
- to learn from experiences / action and
- to learn to act in a situation.

This learning might occur on three levels:

Single Loop Learning
> Error-detection-and-correction process, not changing underlying norms, policies and objectives.
> The criterion for the success of single loop learning is *effectiveness.*

Double Loop Learning
> Single loop learning that involves the modification of underlying norms, policies and objectives.
> Double loop learning resolves *incompatible, conflicting* norms, policies and objectives by setting new ones or by restructuring them.

Deutero Learning (second order learning)
> Learning to learn.

The figure shows the different steps in each loop

TAKE IN   **REALIZE**

theory   **double loop**   **insights**
                              restructuring
                              new concepts

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reflection

observation   **single loop**   **planning**
                                   effectiveness

EXPERIENCE   action   **APPLY**

In the "lemniscates" the learning goes along two lines:

INSTRUCTION / ADAPTATION LINE

take in	reflection	apply
thinking	*digesting*	*planning*
concepts, models	*understanding*	*task*
theory	*conceptualisation*	*practice*

DISCOVERY LINE

experience	reflection	realise
observation	*description*	*insights*
case, exercise	*review*	*concepts*
life, work	*characterisation*	*patterns*

Using the "learning circle of Kolb", four basic learning styles can be defined:

'Activist'

Concrete, Experience
Learning from specific experiences
Relating to people
Being sensitive to feelings and people

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'Pragmatist'	**'Reflector'**
Active, Experimentation	*Reflective, Observation*
Ability to get things done	Carefully observing before
Risk taking	Making judgements
Influencing people and events	Viewing issues from
through action	different perspectives
	Looking for the meaning of things

'Theorist'

Abstract, Conceptualisation
Logically analysing ideas
Systematic planning
Acting on an intellectual understanding of the situation

In the circle the instruction line and discovery line can be easily recognised, respectively
' Theorist --> Pragmatist' and 'Activist -- > Reflector

MOTIVATION

The adult learner has multiple role involvement with different competing responsibilities. The more compelling these responsibilities the greater the need for programme that can sustain their interest and involvement. The facilitator must always ask the questions "How can I help them want to learn what the programme offers?" These are all issues of motivation. In this chapter strategies are proposed, that the facilitator can use to enhance learner motivation.

Motivation in the learning situation refers to those processes that can:

> ➤ stimulate and instigate behaviour;
> ➤ give direction and purpose the behaviour;
> ➤ continue to allow behaviour to persist; and
> ➤ lead to choosing or preferring a particular behaviour.

Proposed strategies on how to address resistance to learning and to enhance adult learner motivation are

> ➤ make the first experience safe, successful and interesting;
> ➤ hold high but realistic expectations for learners;
> ➤ involve learners in educational planning

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> research learners backgrounds and cultures
> help learners to explore their existing knowledge and the way it was acquired
> create an organised and orderly learning environment;
> foster successful learning;
> explain learning aims and intentions as clearly as possible;
> explain evaluation criteria as clearly as possible;
> promote learner's self-determination within the learning experience;
> know and emphasise the expressed needs of learners throughout the educational process
> emphasise the benefits of learning;
> plan activities to allow all learners to share what they have learned and produced;
> provide variety in the processes and materials used for learning;
> make abstract content more personal and familiar;
> use co-operative goal structures to advance desired learning outcomes;
> do not push too fast;
> provide prompt and consistent feedback
> conduct regular formative evaluation sessions; and
> use performance evaluation procedures

The facilitator must attempt to use as many of the motivational strategies as possible.
These motivational strategies will now be explained in more detail

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HAND-OUT MODULE 3 UNIT 1

Principles of adult learning:

- Adults learn what is of their interest and from their personal experiences

- Adults experiences should be valued and stimulated during the learning process, otherwise they will feel threatened and menaced

- Adults learn better in a secure environment, which accepts them, at the same time challenging and supportive

- Adults will learn topics which are relevant to them.

- Adults enter a course with immediate needs and personal needs, problems, feelings, hopes and expectations. These feelings related to "here and now" should be recognised and respected if we want that their motivation to learn is strengthened

- The solutions should come from the understanding and the analysis of the persons themselves and should be consistent with their life styles and functioning

- In training activities which are geared to the acquisition of skills, there should be the active participation by the adults who are willing to learn from the activities which are important to them. 'Hand on' exercises and the use of demonstration will help the acquisition of skills.

- To satisfy the training needs expressed by the participants combined with the need to achieve the learning objectives is powerful weapon to contribute to real leaning

- Different adults learn differently. Therefore various styles and various was of teaching are also needed

- Local languages and/or local styles of talking will help the learning process

- Participation in discussions, in expressing views, in formulating solutions and in all activities will help participants to learn: they will remember 20% of what they read, 40% of what they hear and 80% of what they do.

- Adults will learn better when there is respect for their knowledge and opinion

GEMSA

Gender Mainstreaming in South Africa

Unit 2 Facilitation Techniques

Subject title : Facilitation Techniques

Type of session : Interactive presentation

Outcomes – on completion of this Unit, participants will have

- demonstrated an understanding of the importance of participatory learning methods
- demonstrated their ability to use the facilitation techniques in their future training events

Assessment criteria:

- facilitation techniques are demonstrated

Hand-outs: Text on various facilitation methods
Role play

Reference: Jules N. Pretty, Irene Guijt, Ian Scoones and John Thompson:
A trainer's guide for participatory learning and action,

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HAND-OUT MODULE 3 UNIT 2

Facilitation of workshops and training on Gender Mainstreaming

Purpose

The GEMSA programme expects Intermediaries to play a role in gender mainstreaming in their own environments. For this Intermediaries will be asked to organize and provide awareness raising and training events on gender mainstreaming. In order to play this role Intermediaries need to be familiar with the basics of running participatory (adult / action learning based) events using appropriate facilitation techniques.

Objectives

- Share relevant methods and tools for facilitation of awareness raising workshops and training for joint learning;
- Build on participants experiences with facilitation and training;
- Provide an overview, handouts and exercises on the main ingredients for running awareness raising and training events.

Method

- Refer back to earlier sessions;
- Make link to following sessions on planning and preparing GEMSA activities by Intermediaries;
- Assess participants experience with facilitation and training;
- Provide an overview of important things to consider when organizing and running workshops and training events;
- Practise a number of specific facilitation methods and tools.

Important things to address when preparing and conducting workshops and training events

1. Planning a workshop / training;
2. Being a good facilitator;
3. Preparing materials for participatory events using visualisation;
4. Preparing the venue for a participatory event;
5. Opening and starting an event:
   a. Objectives
   b. Programme
   c. Method
   d. Time schedules
   e. Expectation and Fears
   f. Agreement on rules
   g. Memo board

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6. Getting to know each other;
7. Visualization promoting participation by all: using cards – rules;
8. Involving participants / Group work;
9. Question based discussions (with cards);
10. Icebreakers (name tags);
11. Energizers;
12. Dialogues and communication;
13. Debates;
14. Role plays;
15. Group work;
16. Field visits;
17. Daily monitoring and evaluation (link to objectives and fears / expectations)

1. Planning an event

Clarify before starting to prepare in detail a workshop or training event the following issues with the clients:

Problem: what problem is the event going to address?
Goal: what is the overall purpose or goal to which achievement running the event will contribute?
Sub-goals: what specific things will you try to achieve during the event?
Strategy: explains which option you have chosen (including methods and resources) to achieve your sub-goals?
Activities: the specific activities and actions, which are part of your strategy that will contribute to the overall goal and help achieve your specific sub-goals.

2. Being a good facilitator / trainer

Qualities of a good facilitator include:

- Trust in other people and their capacities
- Patience and good listening skills
- Self-awareness and openness to learn new skills
- Confidence without arrogance
- Good life experience and common sense
- Respect for other ideas and not imposing one's own
- Practice in creative and innovative thinking
- Able to create an atmosphere of confidence
- Flexibility in changing methods
- Knowledge of group development and adapt to changing moods
- Able to create an attractive physical environment
- Skills in drawing and handwriting

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Effective facilitation

For effective learning to take place the facilitator must be:

> Prepared. Preparation includes research, course design and practice. Preparation is a crucial ingredient for success.
> Exude energy. When you are excited about what you are doing, you communicate that excitement. Ways to project your energy includes eye contact, vocal variety and gestures.
> Encourage humour. Humour makes people more optimistic and better able to control their lives. Humour helps people to relax and provides a sense of group unity
> Think positive. Your expectations influence how people feel about themselves and the rate at which they learn. Believe in people's unlimited potential to grow and change.
> Be clear. Ensure what you say is easily grasped and understood. Avoid confusion and vagueness. Good ideas can be lost if there is difficulty in explaining them.

Be sensitive. Check periodically to ascertain how the learners are feeling. Pay attention to verbal and non-verbal clues. Be responsive to the learners needs.

Bellow, some examples of games and facilitation techniques to be used during training events and workshops.

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HOPE AND FEARS

✓	Objective	To allow participants to express, share, and reduce the misconceptions they may have brought with them to a training programme
✓	Material	
☉	Time	Flipcharts or notepaper
✍	Procedure	

25 minutes

In some workshops, participants may come from a large geographical area, may know very little about the proposed programme, may not know each other, or may not know what is expected of them. In these cases, it may be appropriate to create a forum for exchanging and discussing some preconceptions.

1. .Divide the participant into small groups of 4-6 people. Give a flipchart or notepaper to each group
2. Have each group select someone to record the information. Ask them to respond quickly to the question, "What fears, concerns, or preconceived notions did you have before coming here today?"

Comments

3. After gathering responses quickly, ask the reporters to present their lists to the entire group. This will present excellent opportunities for the trainer to empathise with trainee needs, as well as provide reassurance by using the items to indicate how the seminar does/does not relate to those concerns.

Use the following questions to help in the debriefing.

1. "What were some of the fears, concerns or preconceived notions expressed in each group?" Past examples include the following:

   - "Will I be the oldest (youngest) person?"
   - "Will I be the only man (woman)?
   - "Will I act appropriately at my first professional seminar?"
   - "I'm sure everyone will be more experienced than I am"
   - "What will I get out of the programme?"
   - "What kind of questions should I ask?"
   - "What will the room/programme/trainers, etc, be like?"
   - "Will we receive the promised per diem?"

2. "What can I/we the trainer(s) do tot reduce your concerns?" Possibilities include explaining the dress "code" defining all acronyms used, having copies of any overheads to be used, speaking slowly and so on.

Source: John Newstrom and Edward Scannell (1980)

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FRUIT SALAD

✓ Objective
- To get the group active and awake, especially good after lunch or to break a long passive session.
- To form sub-groups, each with an easily remembered name, for further group work

✎ Material
-

⊙ Time

✍ Procedure

Chairs arranged in a circle, one fewer than total number of participants and trainers. If there are enough chairs then these could be set up ahead of time in another space, such as an adjoining room. If not, then ask participants to bring their chairs with them.

10 minutes

1. Decide on the number of groups that are needed, as this will determine the number of fruits selected. Set up a closed circle of chairs, one fewer than the number of people who will join the exercise.
2. Ask participants to sit in the chairs. The trainer begins the game by standing in the middle. Explain that this is an energising exercise which will require their (very!) active participation.
3. Let the participants name as many fruits as you need sub-groups, for example four fruits if you need to form four sub-groups. Ask one person to choose a fruit, their neighbour another fruit, the next neighbour another, and so on until the desired number of sub-groups is reached. The next person in the circle takes the first fruit, the next the second, and so on until everyone including the trainer has a fruit name (such as apple, melon, orange, jackfruit, apple, melon, orange, etc).
4. If necessary, you can then write the fruits on a large sheet of paper or on the board, especially if there are more than five fruits to remember.
5. Before you start, ask all the oranges to put up their hands, then the melons etc. This will just remind everyone once again of their fruit.
6. The person in the middle calls out the name of one fruit. All those participants who are that fruit must change chairs – no exceptions! The person in the middle will also try to get a seat, and should succeed as they have only half the distance to travel.
7. One person will be left in the middle, who then repeats the process by calling out another fruit. When "fruit salad" is called out, then everyone must change chairs.

Comments

This exercise can be a great deal of fun. Participants will be fully active in couple of minutes of organised chaos. It does need someone to stop the game, and as the trainer, you should conclude by allowing yourself for be left in h middle. This is easiest after you should conclude by allowing yourself to be left in the middle. This is easiest after "fruit" salad has been called. Concluding the exercise and ask everyone to turn to the workshop area.

Assign fruit names to tables and ask everyone to sit in their new groups. There is no debriefing. If group work is required at a later stage these fruit names can be used again (eg. "All pineapples will work together on...")

This game mixes hierarchies and relaxes participants. It also divides friends and colleagues into separate groups as they tend to sit together in the circle.

There are endless variations to "Fruit Salad" including "Jungle" or "Zoo" (with animals form the jungle or zoo)" Vegetable Soup " of

Meat stew: (types of vegetables or meats) "Cocktail (types of drink: "Agro forestry (tree types) Ocean (fish) and Rainbow (colours.
In order to double the number of groups from the game, adopt "Jungle or Zoo and identify alternate males and females in blocks. All animals of a species move together, but when groups are formed, tigers and tigresses, lion and lionesses, form separate groups. In this way eight groups are formed, tigers and tigresses, lion and lionesses, form separate groups. In this way eight groups can be formed from four animals.

For every large numbers, have more than one circle playing the game simultaneously. Another easier variation which requires no memorising is the "Mail Game" The person in the middle announces "I have a letter for those who (work for an NGO..... live in the countryside...are wearing black shoes.... ect)" As in Fruit Salad, all those who fulfil the criteria change places. The person left in the middle chooses other criteria to whom he/she "delivers the letter.

NORMINAL GROUP TECHNIQUE

✓ Objective

- To generate ideas and produce group consensus through a structured problem-solving process
- To draw on individual ideas and opinions, and combine them to arrive at collective judgements

✎ Material

Three 7.5 x 12.5 cm cards for each group member, pin-boards

◕ Time

✐ Procedure

2-2 ½ hours

The procedure involves four steps:

1. SILENT IDEA GENERATION
   The objective of this first step is to allow individuals time to generate possible solutions to a given problem. Pass out worksheets with the problem statement printed at the top, and ask group members to respond to the statement using short written phrases. By discouraging talking or moving around, you can encourage more serious thinking. Step 1 provides the time for members to respond to the problem with their own ideas.

2. ROUND-ROBIN REPORTING OF IDEAS
   This step allows each member of the group to share his or her ideas. Ask someone to report one written thought and write it on a flipchart using the person's exact words. Then the next person is asked for one idea and the process is repeated. Ideas are taken in order around the table until everyone has shared as many as they wish. If anyone chooses to pass, then the facilitator simply goes on to the next person. When ideas written on the flipchart stimulate another idea with another participant, that person is encouraged to add the idea to his or her own worksheet and report it to the group

   Each idea is labelled with a letter of the alphabet. This labelling makes the ranking of solutions easier in the last step.

   Try to discourage discussion of the ideas during this phase. The

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Comments	purpose of round-robin reporting is to encourage everyone to present ideas, particularly for shyer participants who may feel overwhelmed by the more talkative members.

3. **DISCUSSION FOR CLARIFICATION**
   This step proved an opportunity for open discussion and clarification of all the generated ideas. Encourage group members to ask one another the meaning of words and phrases which appear on the worksheets. The discussion can and should convey the meaning, logic, or thought behind an idea.

4. **THE RANKING OF PROBLEMS/SOLUTIONS ACCORDING TO IMPORTANCE**
   The purpose of this final phase is to combine the ideas and opinions of individual members to determine the relative importance of the problems or solutions that have been identified. During this step, hand each group member five 3 x 5 cards and ask each person to record five items (one per card) of highest priority from those listed on the flipchart. They write one phrase and the identifying letter of the alphabet on each card. Then ask the group member to identify the item of highest importance and rank is as 5, the next highest importance as 4, and so on. The cards are collected and points are tallied on a master sheet

5. The final outcome is, therefore, a set of independent judgements

Individuals working in groups generate more ideas than when they work alone. Nominal groups, groups in name only" where people are brought together but not allowed to communicate, have been found to be more effective for idea generation than interacting groups, where people meet to discuss, brainstorm, and exchange information. Interacting groups tend to inhibit creative thinking.
It is important to note that ranking ideas in this non-threatening, private way makes it possible to generate a group judgement without social pressure to conform.

Source: Frank Oomkes and Richard Thomas (1992)
Based on the work of Andre Delbecq

THE MARGOLIS WHEEL

✓ **Objective**

- To give individuals the opportunity to discuss real problems they face or will face and to generate potential solutions
- To emphasise equality in power and authority within the group
- To encourage participants to share problems and actively

✐ **Material**

 seek experiences and suggestions from each other
- To highlight that we all have relevant and valuable experiences.

⊙ **Time**

- Two sets of five or six chairs arranged in two concentric

✍ **Procedure**

 circles, the inside ones facing the outside.
- A watch or electronic timer to time each round

HAND-OUT MODULE 3 UNIT 2

Role Play

Objectives of the role play (in general)

- To demonstrate an specific situation and how people who are inside the situation react to it
- That participants experience one problematic situation and make an effort to face that situation and even try to find a solution during the course
- To understand the nature of certain roles which exist in real life (and is being simulated during the course) with a view of awareness raising for the problem
- To explore a problem or topic in the perspective of those who are not present
- To develop the flexibility and the understanding from other people's points of view
- To identify the stereotyped ideas and the importance we give to our attitudes concerning other people's ideas and attitudes
- To practise good communication

Note to facilitators

1. Introduce the topic and the learning objectives.
2. Describe the role play context and explain the procedure and tasks of the group
3. Distribute roles and ask that some participants be observers.
4. Give participants the opportunity to 'feel' themselves in the role they are playing. Let them discuss the general situation of those they are interpreting. Encourage them to really take-up the role, which has been assigned to them.
5. At the same time, ask observers to prepare themselves. They should make a list of points for observation and, if needed, divide tasks among them.
6. When the play is finished, hold a session where actors and observers can reflect on:
   - What has been discussed while they were playing their role and what are the differences between what they played the play and how do they see things now? For example: do they see the problem from a different angle?
   - How is the behaviour of those who were being interpreted is now seen? Is it now different than what they thought before they interpreted them?
   - What happened during the play? Did all actors have the same opportunity to present their own opinion?
   - How could you adapt your work to better meet the needs of those who were represented during the play?

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7. Explain what lessons were learned during the discussion.

Hints for a successful role-play:

- Each role should have a specific description. In this description, include ideas to participants on how to behave during the play. For example, the one who will play the role of a trainee should be guided to talk only when the teacher will ask him something.
- To make roles more realistic, it is interesting to represent a conflicting situation.
- In their roles, participants should discuss specific topics so that topics discussed in the training can be analysed from different perspective.
- Those who play the roles should do it in a sincere and serious way.
- The observers should give feedback on the role being played and not on the person playing that role.

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HAND-OUT MODULE 3 UNIT 1

Facilitator's role

In participatory training, the teacher becomes a 'facilitator' or a trainer. As such, his/hers first responsibility is to offer to participants an ambience, which is appropriate to an effective learning process. The facilitator should also facilitate a process through which all participants determine and meet their needs for training.

For that to occur, the facilitator should:
- Encourage all participants to get actively involved in the discussions and in the work
- Promote a climate for co-operation
- Adapt and adjust the training activities and the exercises to the specific needs of the participants
- Support participants so that they are all the time making a relationship between the knowledge acquired with their professional situation
- Guide participants in the use of material and other resources they may need
- Help participants to become sources of knowledge and resources, without using them as experts who do not need answers
- If possible, get in touch with other facilitators and colleagues to inform them of the progress achieved during the training event and to ask for their advise and suggestions

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Notes to facilitator Module 3 – Adult learning

Training Package on Gender and Gender Mainstreaming for better water and sanitation in South Africa

Module 3 – Adult Learning

Unit 1 – Principles of adult learning

Unit 2 – Facilitation techniques

	Session	Method	Procedures	Material and documents
08:30 Unit 1: Principles of Adult learning	Participants get a common understanding on adult learning principles and the cycle of adult learning	Interactive presentation Group work and plenary discussions Interactive presentation	Participants are invited to form groups. In each group they will discuss what are the principles adult learning and the most appropriate environment conditions for it. Results are presented in plenary and notes are taken in flip-chart – principles and appropriate environment. Facilitator makes sure all principles and conditions are seen. The points raised will be typed and later distributed to participants Facilitator makes a brief presentation on the cycle of adult learning with the use of overhead sheets. Participants are encouraged to give examples of learning on their actual lives (e.g. MLB: learning about icy streets in Holland). The graph of adult learning cycle depicting the various stages and the matching participatory training methods is drawn by facilitator on the flip-chart. This chart will copied and distributed to participants	Flip-chart Markers *Principles.doc Conditions.doc* *Sheets cycle of adult learning Text of adult learning with example by Julius Nyerere*
10:30	Break			
11:00 Unit 2 Facilitation techniques	Participants understand the importance of participatory learning methods and exercise them	Interactive presentation on participatory methods Group work – each group discusses one or two methods: - Presentation techniques - Group work - Questions and answers - Brainstorm	Based on the idea of methods for each stage of adult learning, facilitator makes a brief presentation on participatory adult learning facilitation methods. In groups, participants discuss them and present in plenary: what is the method, what are its strong points, how to use it,	

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| | | - Audio-visuals
- Ice-breakers and energisers
- The fish bowl
- Margolis wheel
- Drama or role play
Other? | | |

HAND-OUT MODULE 3 UNIT 1

Facilitator's role

In participatory training, the teacher becomes a 'facilitator' or a trainer. As such, his/hers first responsibility is to offer to participants an ambience, which is appropriate to an effective learning process. The facilitator should also facilitate a process through which all participants determine and meet their needs for training.

For that to occur, the facilitator should:
- Encourage all participants to get actively involved in the discussions and in the work
- Promote a climate for co-operation
- Adapt and adjust the training activities and the exercises to the specific needs of the participants
- Support participants so that they are all the time making a relationship between the knowledge acquired with their professional situation
- Guide participants in the use of material and other resources they may need
- Help participants to become sources of knowledge and resources, without using them as experts who do not need answers
- If possible, get in touch with other facilitators and colleagues to inform them of the progress achieved during the training event and to ask for their advise and suggestions

Notes to facilitator Module 3 – Adult learning

Training Package on Gender and Gender Mainstreaming for better water and sanitation in South Africa

Module 3 – Adult Learning

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MODULE OUTLINE

Module 4 Gender & equity sensitive participatory tools

Introductory note

Unit 1 – Constraints and ideas to overcome these constraints

Unit 2 – Gender in the project cycle

Unit 3 – Gender in the organization and policy-making level

Unit 4 – Practicing how to use the tools

Introductory note

Gender and equity sensitive participatory tools

Participatory tools have been used for better project planning, implementation and evaluation. However, most tools are not gender equity sensitive. What does that mean? It simply means that although the participatory tools are supporting 'community members' to actively participate in project activities with the help of the participatory tools, it also means that not all types of 'community members are participating. For example, maybe only men are participating. Or even more: maybe only the better-off women in the community are participating.

The gender and equity sensitive participatory tools are those which ensure that 'richer' and 'poorer' men and women are represented, that women and men holding a low social position are represented, that the elderly and the younger are represented, that the different cultural and ethnical groups are represented and so forth.

Any participatory tool can be made gender and equity sensitive with a bit of imagination. When adjusting or adapting tools, think of all you would like to see included or represented in the activity. Use 'wealth classification' to identify the existing groups and make sure to always establish discussion groups where you will have the representation.

Once participatory tools are gender and equity sensitive, there are still some other aspects to be taken into consideration:

- Planning for working with tools in communities should be carefully done: good timing, trust must be established between facilitators and community members, the group of facilitators should also include some community members representing various groups.

- Facilitators should be experienced facilitators and the tools should have been positively tested

- The group of facilitators should be able to adjust and adapt the tools to the local circumstances and needs

- The tools should form part of a more comprehensive method for social assessment, where agency staff, policy-makers, community members, and other stakeholders are involved

- Tools should never be used for the sake of using tools.

- The tools should represent a learning about major indicators on community or aspects of project implementation for all stakeholders

- Analysis emanating from the results of the use of tools should have the participation of stakeholders. Usually, analysis should lead to immediate action.

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- Participatory tools should also be used in organisations and at policy-making levels.

- In the various levels, the tools will bring different results. Some examples are:

  - In communities:
    For immediate action to overcome problems
    For making differences in benefits and labour more visible and therefore contributing to a more equitable division of gains and burdens

  - In organisations:
    To identify and correct gender and equity unbalances
    To raise awareness for the need of operationalising gender and equity approaches in their work at the level of project implementation

  - Among policy-makers:
    To identify and assess institutional factors influencing sustainability of programmes
    For the formulation of gender and equity sensitive policies and strategies

During this Module 4, participants are invited to reflect on the importance of gender and equity sensitive data collection, planning, implementation, evaluation. They realise that men and women, the rich and the poor, the elderly and the youth have different incentives and potentials for carrying out improvements and thus experience different opportunities for and impacts from project interventions. Assessing their needs and demands and monitoring performance and results by gender, age and class allows projects to tailor their approaches and to get better results. They will recognise that for gender and equity mainstreaming at community level, organisational arrangements, organisation services and products should also be gender sensitive. They will relate the same applies to policy-making.

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Gender Mainstreaming in South Africa

Unit 1 Constraints and ideas to overcome these constraints

Subject title : Constraints and ideas to overcome these constraints

Type of session : Interactive presentation

Outcomes – on completion of this Unit, participants will have

- Identified gender constraints in their organisation and in projects
- Got an insight into ideas to overcome these constraints

Assessment criteria:

- Ideas to overcome constraints due to a lack of gender approach in organisations and in project implementation are explained

Based on their experiences, participants discuss constraints which occur in their work, project implementation and eventually in their families and society when gender and equity are not taken into consideration. This discussion will help identify problems that obstruct the success of a water supply and sanitation project.

Hand-outs: Ways to overcome constraints to women's participation
The Soshanguve Case Study

Reference:

Christine Van Wijk. Gender in Water Resources Management, Water Supply and Sanitation: Roles and Realities Revisited. IRC International Water and Sanitation centre, The Netherlands. 1998.

HAND-OUT MODULE 4 - UNIT 1

Activity	Mechanism
Project Initiation	Programmes establish contacts with male leadership to understand and support also participation of women
Information and dialogue	• Programmes use information channels and materials that reach also women
Meetings	Programmes facilitate women to participate and speak out in project meetings • Suitable time and place • Awareness of meeting and invitation to attend • Awareness of meeting and invitation to attend • Appropriate seating arrangements (not at the back) • Facilitation of speaking out (vernacular language, discussion breaks, choosing spokeswoman, etc. • Separate meeting with women where necessary
Planning	Water and Sanitation projects are linked to economic and educational development programmes, so that women can make developmental use of water and timegains and get new meeting and learning opportunities when traditional meeting and learning opportunities are reduced
Decision making	Programmes enable also women to participate in informed choices on: • Caretakers and mechanics • Committee members • Design and location of facilities • Local management arrangements • Local financing system
Representation	Women choose their own representatives for trust, ease of contact , leadership capacity , feasibility (time and family support)
Management	Programmes build on traditional tasks, skills and knowledge of women for new roles in water supply, sanitation and water management (without excluding men): • Management of water , waste and soil use • Maintenance and repair of water points • Hygiene education with fellow women • Construction of latrines and monitoring their maintenance use • Management of funds
training	Also women are trained for technical and managerial tasks Programmes staff and management are aware of reasons and are trained on practicalities of equivalent participation of women and men.

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Gender Mainstreaming in South Africa

Unit 2-Gender in the project cycle.

Subject title : Gender in the project life cycle

Type of session : Interactive presentation

Outcomes – on completion of this Unit, participants will have

- Demonstrated an understanding of the gender implications in each one of the phases of a project
- Assessed gender mainstreaming in project planning and other phases of project implementation

Assessment criteria:

- Gender in project cycle is explained

The various phases of a project will be examined and participants will have the opportunity to identify ways of introducing gender in each phase.

Hand-outs: Checklist for integrating gender considerations into water and sanitation projects

Further reading: Working with Women and Men on Water and Sanitation
An African Field Guide: See enclosed publication.

Mainstreaming Gender in Water and Sanitation: Literature Review by Colleen Lowe Morna, Gender Links, Observatory, Johannesburg.

HAND-OUT MODULE 4 UNIT 1

THE SOSHANGUVE SANITATION EXPERIENCE –
APPLYING A GENDER PERSPECTIVE

First read the Soshanguve case study. Note down you own answers to the questions on this question sheet. Then, in groups of four, discuss your answers.

QUESTIONS

1.   *Please identify the different stakeholder group in Soshanguve:*

2.   Which groups are not specifically mentioned in the case study?

3.   According to the case study, which group were not consulted in the original project design and implementation?

4.   What strategies can a programme adopt in order to ensure that all stakeholder groups in a community are involved in decision-making, site selection, choice of technology, etc. in future?

5.   What checks could be put into place at agency level to ensure that gender and poverty sensitive considerations are included in developing such a community sanitation service system in future.

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Methodology

A variety of methods were used by the researchers including random house-to-house interviews using structured questionnaires, focus groups reflecting the different interest groups, one-on-one interviews and discussions with local authorities, technical people and in some cases, the manufacturers of the systems.

Research findings

Soshanguve TT highlights

- In block TT improved sanitation was found to be the first priority issue in the community: it was rated more important than housing.
- The low-flush on site system was disliked mainly because of the extra work load it imposed, particularly on the women. The community alleged the system did not function correctly with the result that people believed they must drain the toilets themselves. Women's groups felt there was no improvement in their quality of life as a result of the on-site system. Because their expectations were unfulfilled, the women perceived no extra benefit in comparison with their former pit latrines.
- All the toilets faced the street as a result of uniform town planning. The women's focus group denounced this as unsafe and socially embarrassing.
- Community comments, confirmed by Council officials, reported a high water table in the area. This suggests that soak-away systems are not compatible with the soil conditions.
- Women felt they had been excluded from development decisions including the choice of sanitation systems.
- Health problems were perceived both by the community and health workers to result from the poor sanitation system.
- The local authority had no equipment to drain toilets. The service was privatised and was unaffordable to the community who were not consulted beforehand.
- Less than a quarter of the residents were paying the flat rate for services in the area; hundreds of illegal water connections had been made. Despite the low flat-rate, people did not seem to accept the payment principle as a necessary responsibility.
- An upgrade to a small bore system was underway which will include a water connection on each stand. The cost implications both for the Council and the end-users had not been discussed between the parties at the time of the research.

The Soshanguve sanitation experience

The Soshanguve experience is stated here in detail so readers can appreciate the detail that is needed for decision-making as well as the trust level that needs to be established before participants can share intimate confidences.

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WOMEN: the women felt that their particular low-flush system caused an instruction into the most personal and private part of their lives. The result was a stressful situation. The procedure of going to the toilet was described as follows:

- First the woman needs to go to the communal tap down the street to fill the bucket with water.
- Then she goes to her toilet with the bucket.
- After the use of the toilet she pours the water into the bowl and flushes the toilet.
- If she has young children or visitors, she goes back to the standpipe to refill the bucket for the next user.
- If she has young children or visitors then she goes back to the standpipe to refill the bucket for the next user.
- For pregnant women, children and those with stomach ailments, the alternative is to keep a potty; otherwise the process of fetching water from the standpipe becomes exhausting and also dangerous after dark.

Women identified the following specific problems:

- The location of the toilet with the door facing the street is unsafe, especially with the present increase in violence and rape. A night visit to the toilet is dreaded by women.
- A major problem is the disposal of sanitary pads as they are not allowed to be put down the toilets and the women are targeted by the garbage men who shout and embarrass women who put pads in the garbage. The perception is that no self-respecting women would expect a male garbage collector to dispose of her blood. Most women wash or burn the pads to avoid the problem; however they find the process disgusting and messy. Some women have resorted to using baby diapers which they can wash and hang out without embarrassment.
- The problem is worse for daughters-in-law, who are new in the family or visitors who have to carry pads from the toilet to the house in order to wash them. The situation of the toilets makes the visible to everyone from the road,
- Some women are forced to use toilet paper as menstrual pads since they can dispose of these in the toilet. The nurses stated that this causes vaginal infection, and they see quite a number of such cases.
- Mothers are concerned that little girls growing up in the area may grow up being ashamed of their womanhood, and menstruation in particular due to all the problems associated with the disposal of sanitary pads.

- Women and children often come into the clinic with serious rashes, when they have been using full toilets. The problem is greater for women because biologically men do not have to sit on the toilet seat every time they use the facility, whereas women sit on the seat irrespective of the intended use. They are, therefore, far more exposed to various infections.
- Some women do not allow children to use the toilets, they encourage them to use the open spaces instead to avoid infection which they believe are caused by the toilets.

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- Tension is common within families, regarding the responsibilities of draining the toilet. The less powerful within the family structure have the responsibility of draining the toilet. Cleaning is generally regarded as a woman's job, so most families see the draining of the toilet as a natural extension of this job. Most women in the workshop claimed it would be child abuse to expect a young child to withstand the smell, let alone to withstand the stigma that is associated with the activity. In fact most men refuse to do this work and some will use physical violence to force their wives to dot he job.

- Some women believe that their daughters would never get married it they drained the toilets; they would have a stigma for life. Therefore older women volunteer for the job in order to protect unmarried daughters.

- The toilets are too small: big people and pregnant women find it hard to close the toilet door. This causes great embarrassment as they are then visible from the street.

- Some women reported that they have stopped using the toilets due to the problems and have dug their own pit latrines.

DISABLED AND ELDERLY

- The design and functioning of the system assumed a person can walk to the communal tap, fetch water and be able to put it into the cistern. The disabled people are unable to carry a full bucket of water from the tap, they cannot get close enough to the tap with a wheel chair, and cannot reach the tap anyway because it is too high.

- Even if they get someone to bring the water for them they cannot reach the cistern so they need to ask someone else to fill it before they can flush.

- It is almost impossible to open and close the toilet from a wheelchair, without hand rails to hold on to.

- All the problems around draining affect this group more than others, since they are depended on neighbours for help with digging and draining.

- One man remains with an untrained toilet until his brother comes home for an occasional weekend. The liquid has seeped into the house on several occasions and there are some damp smelly patches inside the house.

- At night the disabled cannot go out to the toilet, since there is no electricity and it is impossible to drive a wheel chair and carry a bucket of water in the dark. Without having a free hand to carry a torch it is impossible to get out of the wheel chair; open the toilet and bring the bucket in.

- Even during daytime they cannot get to the toilet unless there is someone to help; they feel helpless and dehumanised, having to inform someone every time they need to go to the toilet.

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- Some of the men claimed that wives have left them because they could not deal with all these problems

FINDINGS FROM THE BLIND

- Most comments from the blind are similar to the disabled, but one major problem is that they cannot see, so they assume the toilet is clean until they actually sit in the dirt left by the last user. Since the community knows they cannot see, passers-by feel free to use their toilet without fetching water to flush.

- The other problem relates to the taps. Some people steal the handle of the taps and when the blind arrive at the tap they cannot operate the tap. For people who see it is easier to identify the nearest tap with a handle, for the blind it means they must walk from tap to tap until they find one that is working.

- They cannot drain their own toilets and depend on employed labour.

CHURCHES, SHEBEENS, SPAZAS AND OTHER BUSINESS

- For places that are visited by a number of people who need to use the toilet, this system is reported to be a nightmare. Toilets block often, need draining often and need the business owner to spend a lot of his time fetching water to fill after each customer.

- The owners cannot prohibit people from using the toilet without losing business so they end up cleaning up all the mess.

- On days when they drain the toilet they need to close their businesses. The smell is so strong that no one wants to come and buy food from the shop.

- For churches the problem occurs every Sunday or when there is a wake because the toilets cannot deal with large numbers op people.

- Some of the churches have decided to dig pit latrines because of the problems they encounter.

- The draining company refuses to come to pump every time they are asked by a business or a church, they stick to their 20 households' requirement.

- The businesses want the toilets to be upgraded to flush toilets as soon as possible. They are prepared to pay for the service, as right now they believe they lose too much money due to the sanitation system.

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YOUTH FINDINGS

- The group all knew they supposed to wash their hands after going to the toilet. This knowledge was taught at school rather than home.

- In practice the water is too cold in winter and too far away. The children are always in a hurry and they confess to being lazy.

- This group said they were expected to fill the flushing bucket, especially when visitors came.

- Most of the group knew the toilets had to be drained. This is done by inserting and empty two litre beverage container attached to a piece of wire. The smells during drainage are very bad and cause arguments between families.

- Both toilet paper and newspaper are used. The flushing bucket is also used in the house for cleaning and washing.

- Boys said they all urinated behind the toilets and only used the toilet structure for anal excretion. This was encouraged by the adults.

- This group said the installer of the toilets did not include any young people in an education programme.

PROFESSIONALS, INCLUDING COMMUNITY WORKERS AND HEALTH WORKERS.

- The toilets are thought to be unhealthy, the draining process and the ensuing smells cause health and social problems

- Most community members are not careful about digging a deep hole for the drained effluent, so the sludge overflows, resulting in ugly quarrels between neighbours.

- Some people drain at night and dispose of the liquid in the street. It is very difficult to be proud of the area or to instil a sense of pride within the children on the community, because the toilets are a sense of shame.

- It is difficult to plan a party or social event when you invite people from outside, because they will not be able to eat if any of the neighbours are draining. The smell is unbearable and some people vomit as a result.

- The Soshanguve area is waterlogged so the soak away system has been a bad choice. During times of flooding half of the households have problems

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- Most people in this group are prepared to pay for a truck to come out and pump the toilets, but the company is not prepared to come unless there are twenty households who can do it on the same day to make it economically viable. The problem is that not all households can afford the R80 charged per trip, and toilets do not fill at the same time. This point was raised by all groups.

- The school teachers mentioned that the school uses pit latrines and they are convinced that they are better for them than the on-site low-flush system. It would be impossible to expect every child to refill the toilet cistern after use.

- The manufacturer told residents that the system would need to be drained every two years, but all of them have had to drain at least once every six months.

- Nurses reported cases of skin rashes that they have seen on the patients after cleaning toilets.

- Some of the health problems are associated with the fact that some families use the same bucket for kitchen use and the toilet.

- Some people are not very careful about cleaning their hands before going to the tap, so the taps are often handled by people who have not washed hands. It is therefore inadvisable to drink directly from the tap, but children frequently do so.

GUIDELINES FOR THE SELECTION OF ON-SITE SANITATION SYSTEMS

These community findings have been reported in detail so other communities can think carefully about the following questions in relation to their own situation:

- If the system requires water, how easy is the access to water? Who will carry the water and how often? What will happen to the people who cannot carry water?

- Where should the toilets be placed? Which way should the door face? How big should the toilet structure be in order to accommodate pregnant women, over-weight people and people who need assistance?

- Who will clean the toilets? Will the Council empty the toilets? Does the Council have the necessary equipment? If the service has to be privatised, what will it cost?

- Can people afford a toilet bucket that is not used for anything else, for cleaning and hand-washing? Can they afford cleaning materials including soap for hand-washing?

- Can the community afford an incinerator for the hygienic disposal of sanitary pads and other refuse which needs to be burnt?

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- Can small enterprises resulting from a new sanitation system be run by community members rather than be outsourced and costly?

- How can new standards of health and hygiene be introduced to a community so that old practices can be changed and replaced by healthy new behaviour? Who is responsible for this education? Council employees, nurses, hygiene officers, teachers, parents or the children them-selves? Or is it a combination of all community members?

- If certain substances like household bleach will destroy the working of a particular sanitation system, how will the households be advised of this? Is it sufficient to rely on a manufacturer to provide education or a contractor at the time of installation?

- If VIP's (Ventilated Improved Pit Latrines) are to be installed how can construction be monitored so there is no danger of pits subsiding or of children falling into the pit because of faulty construction.

- How can a community get reliable information about all the different sanitation options and the cost of each?

- Who should decide what the community will have to pay and who is responsible if a manufactured system break and/or stops working? How strong are the working parts in a system? Will they withstand years of tough usage? Are there spare parts easily available? Are the parts affordable?

- What of the Government subsidy for sanitation? How does a community apply?

- Can the system be upgraded to a water-borne system in the long term?

While the findings reproduced in this handbook are from one area only, they are sufficiently representative to form a starting point for communities to assess their own sanitation needs. These then are the sort of questions that should form the basis of a community investigation. They need to be discussed thoroughly in workshop situations so that a wide a spectrum of people as possible can feel they were part of the decision-making process and the resulting sanitation is affordable and sustainable. Policy makers and practitioners will also benefit from working through these questions.

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HAND-OUT MODULE 4 UNIT 2

Checklist for integrating gender considerations into water and sanitation projects

The following checklist is constructed from the UNDP-World Bank "Gender Issues Sourcebook for Water and Sanitation Projects"; the UNDP's "Involving Women in Sanitation Projects"; Women's recommendations to the Second Ministerial Conference on Water; and the World Bank Tool Kit for Mainstreaming Gender in Water and Sanitation Projects.

Rights
- ✓ Is water access restricted to those with land rights?
- ✓ Are these predominantly men?
- ✓ What creative mechanisms have been devised to ensure that women have direct access to water?

Overall management and participation
- ✓ What percentage of women is there on these committees and what role do they play?
- ✓ Can women participate in line with their own potential, without harm, and present new tasks and opportunities?
- ✓ Do women and men have individual or organized influence on the operations, maintenance and management of water and sanitation services? What roles do women and men play in these areas?
- ✓ Are women's capacities to engage in public consultation processes enhanced so that they can contribute meaningfully?
- ✓ Are women's knowledge and experience effectively harnessed and employed?
- ✓ Are participatory techniques employed to ensure the above?

The UNDP has constructed the following tool for measuring the level of women's influence in decision- making:

BAROMETER FOR LEVEL OF INFLUENCE BY WOMEN IN WATER AND SANITATION

no right to have a say	right to express an opinion	right to participate in a group discussion	right to make a decision, subject to review	right to vote a decision made by others	final unquestioned authority over decisions

Source: Involving Women in Sanitation Projects, UNDP 1990

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Planning and Preparation Phase

Policy and attitudes
- ✓ What is the attitude of government, local leaders and project management towards gender sensitive programming?
- ✓ Do these parties explicitly view women's involvement both as a condition of for the success of project improvements and as a pre-requisite of genuine advancement of women's interests?
- ✓ Will this be reflected in plans for training staff and staff composition?

Research
- ✓ Is gender analysis integrated into water research, problem diagnosis and formulation of solutions and actions?
- ✓ Does research focus on low cost, innovative, conservation and delivery systems?

Baseline
- ✓ Have existing water supply and sanitation practices been thoroughly investigated, including which types of technology and what water sources are used by who, and when.
- ✓ Have findings been distinguished for different user categories: men, women, and occupational income groups.
- ✓ Have women and men been asked what they like about their current water and sanitation facilities and what they do not like?
- ✓ Have poor women been directly approached as informants on their own particular roles, needs, problems and possibilities?
- ✓ Has this been done appropriately- e.g. female interviewees in an informal setting, asking how things are actually done rather than who is officially in charge?
- ✓ What is women's role in the provision of family health?
- ✓ What is women's role in the provision of family hygiene?
- ✓ Who collects, stores and uses water?
- ✓ Who is responsible for sanitary arrangements?
- ✓ Do women encounter any difficulties in ensuring their own sanitary privacy?
- ✓ What are the competitive demands on women's time and energy in general?
- ✓ How do water and sanitation impact on these competitive demands?
- ✓ How do they impact on women's opportunities to engage in new activities, such as income generation; community work and self- development?
- ✓ Do men play any of the roles above, and if so, give a similarly detailed picture.

Planning
- ✓ Are there formal or informal barriers to women's participation in planning? If so, what plans have been made to limit these barriers?
- ✓ Do men and women feel a need for the project? If so, what are their respective priorities?

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✓ Are men and women, including female heads of household, equally free to participate in the planning?

✓ Is the design acceptable to women in terms of: quality, design; adequate access; appropriate technology and access; cultural acceptability?

Design

✓ Have women been consulted/ had a hand in the detailed design: for example in the case of latrines, the type of enclosure, building materials, doors, locks, size or type of super structure, lighting, siting or orientation.

Implementation
Personnel

✓ Are women and men equally involved in all stages and at all levels of the operation?

Construction

✓ Have women and men been consulted about the techniques to be employed, for example, whether to use small contractors or self employed labour for production of materials such as bricks, thatch, etc.

✓ Can women assist in the construction without being disproportionately burdened?

✓ Are women equally free to participate in all aspects of construction: for example in the case of latrines, digging, erecting walls; manufacture of materials to be used in construction; as well as housing/feeding labourers from outside the area?

✓ Are women and men equally remunerated?

Training

✓ Is training for both men and women adequate?

✓ Are women trained in the actual construction, operation and long-term maintenance of the system?

✓ Has all project personnel staff received gender sensitivity training?

Location

✓ Are the facilities conveniently located for men and women?

Finances

✓ Do funding mechanisms exist to ensure programme continuity?

✓ Are women and men equally involved in making decisions on how these resources are spent?

✓ Is the preferential access of men to resources avoided?

✓ Is it possible to trace funds for women from allocation to delivery with a fair degree of accuracy?

Information networks

✓ Have women's groups been approached to assist with information; motivation; reinforcement and/or maintenance activities.

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✓ Is women and men's access to project information sufficient? Does the choice of channels through which information is disseminated inadvertently exclude or by pass women?

Maintenance
✓ Is the polluter pays principle enforced?
✓ Do men and women participate equally in maintenance of both water and sanitation facilities? In particular, are men encouraged to assist in maintaining sanitation facilities? Do both men and women carry water for pour flush facilities and for general latrine cleaning?
✓ Do men and women participate in decisions for upgrading and improvements?

Monitoring and Evaluation
Data
✓ Does the project's monitoring and evaluation system explicitly measure the project's separate effects on women and men?
✓ Is data collected to assess changes in women and men's involvement in the project and their access and control over management and resources?
✓ Are women and men involved in designing the data requirements?
✓ Is the data collected with sufficient frequency so that necessary adjustments can be made during the project?
✓ Is the data feedback to the community? How? With what effect?
✓ Is data analysed to provide guidance on the design of other projects?
✓ Are key areas for gender research identified?

Impact
✓ In what way does the project increase women's productivity and or production?
✓ Do women derive economic benefits from saved time?
✓ Do they use saved time for other activities? If so, what activities and why?
✓ In what way does the project increase women's access to and control of resources? Have women been consulted in identifying these?
✓ Does the project increase or reduce women's access to or control of resources and benefits?
✓ Might it adversely affect women's situation in some other way?
✓ What are the effects on women and men in the short and long term?

In both internal and external transformation processes, *recognition and reward* are important incentives for ensuring gender mainstreaming. Is gender built into job descriptions and performance assessments? Is excellence in gender mainstreaming recognized in award categories both within and outside the institution? These are important for ensuring the success of the policy.

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Gender Mainstreaming in South Africa

Unit 3-Gender in the organisation and policy making level

Subject title : Gender in the organisation and policy-making level

Type of session : Interactive presentation, group work

Learning outcomes – on completion this Unit, participants will have:

- Used tools to assess policy for its gender sensitivity
- Applied gender sensitive tools in developing policy
- Identified gender issues within their organisation
- Applied their knowledge on gender mainstreaming in assessing organisational procedures

Assessment criteria:

- Gender in organisation and policy-making is explained

Based on their own experiences, participants and facilitators discuss issues related to gender mainstreaming at organisation and policy-making levels. A practical exercise will help participants understand the benefits of a gender approach in the organisational and policy-making levels, especially for a better implementation of projects in the field level. .

Hand-outs: Gender mainstreaming indicators at policy and organisational level

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Gender Mainstreaming in South Africa

Unit 4- Practising how to use the tools

Subject title : Practising how to use tools

Type of session : Interactive presentation, group work

Outcomes – after this Unit, participants will have

- Used tools in example given in case-study
- Used tools in example of organisation

Assessment criteria:

- Use of tools is demonstrated

Participants will have the opportunity to, use a case-study, apply tools according to the phase of a project and/or to an organisation.

Hand-outs: Text on tools: Wealth Classification, Community Map, Transect Walk, Pocket Voting, Gender Roles and Responsibilities (PHAST), Family Dynamics (PHAST), The Harvard Analytical Framework, Daily Activity tool, Stakeholders meeting, Sri Lanka case study.

References:

Van der Laan, Anita (1998). **Case Study: A Participatory Water Supply Scheme on a Tea Estate in Central Sri Lanka,** The Hague

Dayal, R., Wijk, C. and Mykherjee, N (2000) **The Methodology for Participatory Assessments with Communities, institutions and policy makers.** WSP and IRC. Selected pages

Obel-Lawson,E, and Lidonde,R., eds. Participatory **Hygiene and Sanitation in East and Southern Africa:** Prospective Review of Participatory Hygiene and Sanitation

Transformation (PHAST), March-April 1998. UNDP-World Bank, Water and Sanitation Program and World Health Organisation, 1998.

(24 Day exercise designed by CO Moser (1993)
180 The Oxfam Gender Training Manual

HAND-OUT MODULE 4 UNIT 4

Wealth Classification

Purpose

> To classify the village population into three economic categories (rich, poor, and middle-income) on the basis of locally specific criteria and using culturally appropriate terms. These classifications will be used to identify groups with which to hold focus group discussions, for mapping the access of the poor and rich to water supply and sanitation facilities, functions, and jobs, and identifying their differential rates of participation in community decision-making, management of services, benefits, and so forth.

Process

> Discussion is started with groups, which must include women in the community, about how they differentiate between households in their community. The types of criteria mentioned are noted and when socioeconomic criteria are mentioned (which typically happens very quickly), the facilitators provide some blank sheets of paper and ask the group to draw pictures of a typical well-off person in the community. When someone takes the pen and starts drawing, the facilitator asks others to draw a typical poor person and a typical middle-income person. The terminology to be used for rich/poor and so forth should be taken from the group's own language, so as to be culturally acceptable. This activity challenges the group's creativity. The drawings usually generate some laughs and serve as good icebreakers. The pictures are placed some distance apart on the ground.

> Using the drawings as a starting point, the group begins to describe the characteristics of each category, one by one. As the answers emerge, someone from the group lists them under the picture in question. It is usually helpful to start with the 'rich', move on to the "poor" and end with the "middle" category sheet for ready reference during later assessments requiring differentiation between rich and poor

> The activity continues until at least six or seven characteristics have been identified for each category. Facilitators may probe to understand fully the rationale or community specific reasons behind the stated characteristics. They may also ask questions about single-headed households. How common are they? Do they consist predominantly of single mothers? What is their socioeconomic situation? How well can generalizations be made?

> Participants then distribute a pile of 100 small stones or seeds (representing the total population of the community) across the three categories. They count the number of stones in each category to estimate what percentage of the population is in each.

> The group then records the resulting characteristics and percentages on a large sheet for ready reference during later assessments requiring rich and poor.

Minimum information to emerge

> Agreed criteria for classifying households as rich, poor, and middle-income.
> Approximate distribution of households in these categories.

How to use this information

> Record the distribution of the community households across the three categories and their relative distance.

> This information will be used to identify the focus group of rich and poor women and men with which the later discussions and assessment activities will be held:

- If all three economic categories have approximately equal proportions, one rich and one poor household are chosen at random.
- If the intermediate and poor categories are of approximately equal proportions and there are only a few rich families (less than 10%) relatively far from the intermediate level, have separate discussions with randomly chosen intermediate and poor neighbourhood groups as explained in the social mapping exercise. However, discuss with both focus groups how the rich families differ and add this as qualitative information to the registration sheets. If the rich families differ only marginally in their characteristics from the intermediate group, the two groups can be taken together.

> If there are only a few poor households (less than 10%) hold focus group discussions with randomly chosen intermediate and wealthier groups. However, add qualitative information as to how the contributions and benefits differ for these poor households by interviewing them separately or (where socio-culturally possible) inviting them to take part in the discussion in the randomly chosen intermediate group and indicate how their situation differs.

How to analyze this information

Wealth Classification provides a snapshot of the nature and extent of poverty in a community in the view of community members. This information is not relevant for analysis by itself. It should be used as a perspective against which t assess financial data on community contribution, tariffs for services, the extent of subsidies, and so on.

No scoring is required for this tool. Its purpose is to understand the nature and extent of poverty in a specific community and identify groups for further sessions

Materials required

- A few sheets of paper, approximately A-4 size
- Marker pens
- Large sheets of paper for recording results
- Stones or seeds

COMMUNITY MAP

Purpose

> To learn about he community's situation regarding all water supply and sanitation facilities (traditional as well as those provided by specific projects) and access of the poor, rich and middle-income households to them.

> To depict which households (rich, middle-income, or poor) have paid or underpaid males or females working in water sanitation, and hygiene promotion and which of these workers have received training.

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Process

> The participants for this activity are the members of the community. The inclusion of women should be ensured.
> The day before this activity, discuss it with village representatives (both women and men) and agree on the area to be mapped. For large villages, it may be cumbersome to map the whole village down to the household level. In such cases, draw a general map of the layout of the village and mark the traditional and new water supply systems (created through the project), as well as the rich, intermediate, and poor neighbourhoods, according to the criteria agreed in the Wealth Classification. Then select one or two sub-village zones or habitations served by those systems for detailed mapping, making sure that the zones represent both better-off and less well-off households. Thereafter, ensure that the community group that participates in the social mapping actually comprises the residents of the area to be mapped.
> Ideally, the venue for this activity should be a public place that is easily accessible and can accommodate a large group. It should be adequately lit a night and protected from harsh weather. The activity can be carried out in one day.
> A facilitator explains the purpose of the

The team will use this map for further reference, particularly in planning the route and including participants for the Transect Walk.

Minimum information to emerge
The following information might emerge from the exercise:

> Number, type, and location of all water sources, whether or not they were created through the project being assessed.
> Degree to which the source meets all water needs during the year; for example, does it only partly meet water needs in some months or at times become completely dry.
> Degree to which distribution points meet all the water needs, of women and men separately, all year round (frequency of service interruption, 1 to 2 days or for more than 2 days), for uses of women, men or both.
> Predictability and influence on regular delivery in case of irregular service, for women.

> Cut-off zones for water source use, clarifying access of households to sources, particularly point sources.
> Location of rich, poor and middle-income households according to agreed-upon criteria and the relations with accessibility and regularity of service delivery.
> Households that do not have easy access to any type of improved source.
> Number, type, and location of sanitation facilities, both public and household, according to their installation before, during, or after the project intervention.
> Homes of community members with roles in providing and maintaining water supply and sanitation services according to gender, involvement period (past or present), socioeconomic level, and function or type of work, including whether it is paid or unpaid.
> Homes of community members who have received training for construction or maintenance of services according to gender, class, involvement period (past or present), and subject area.

How to analyze this information

Access to Services. Examine the locations of the facilities vis-à-vis the clusters of homes. Which clusters of households are well served, through proximity to facilities or household connections? Which clusters are not? Ask why. Facilitate the group discussion to bring out the rationale for and stories behind the sating of facilities, for both water supply and sanitation.

Ask what has happened to people's access to services over time. Since the project constructed the facilities, has the community expanded or replicated them? Has it installed more taps? Built more latrines? With or without external assistance?

Present the scoring format on Proportion of People Using the Service (scoring formats are given in Appendix B, page 78) and ask the group to select the score that represents the community situation. Do the same for sanitation facilities using scoring format for sanitation.

Quality of Service Ask about the quality and reliability of service from the mapped facilities. Are there variations among them? Which ones are functioning well and which ones are not? What are the reasons? The answers will explain aspects of management and financing of services.

Present scoring formats on Water Quantity, Quality, and Reliability (see page 75) one at a time and ask the group to score its service operation situation

Equity in Sharing Cost versus Benefits: Discuss what poor and rich households and households near and far from water points contribute to the service. Do some households also use the water for productive uses? What type of households and for what type of uses? Do the uses involve a lot of water? Does it affect water availability or could it do so in the future? Are these uses reflected in the tariffs?

Equity in Community Management and Capacity Building: Examine the map to identify the homes of people on the water and sanitation committee and people who have received training in technical, financial, management, and hygiene education aspects. Help the community group to find out how many men and women are on the committee, how many men and women received each type of training, and how many are from each economic class. Ask them to consider how many of those trained are still practicing their skills

On the basis of the emerging information ask the group to score its community situation, by presenting scoring formats on Types of Skills Created and Practiced (see page 86).

How to use this information

> If the drawing was done in the soil, transfer and copy the map and its legend on to paper. Leave one copy in the community. Keep a second copy with the other assessment data for later aggregation of data.

> Use the map to plan the route for the Transect Walk, which visits a cross-section of the water supply and service program. Include in the route the distribution net in wealthier and poorer areas, as defined after the Wealth Classification. Invite representatives from these areas, the user committee, and workers to join the walk.

> Use the map further to draw the sample for the focus discussion groups. Circle on the map the areas that will be sampled according to the decision taken after the Wealth Classification. Give each area a number. Write the numbers of the less well-off areas on slips of paper, fold the slips, put them in a bag or hat, shake the contents, and draw one. Do the same for the better-off areas, if there is more than one or for northern, southern, eastern, and western parts of the section if it is substantial. The two areas drawn by lot are the ones where focus discussions and participatory assessment activities will be held.

Materials required

✓ Locally available drawing materials familiars to the participants, e.g., colored powders, brick dust, sand, chalk, charcoal, twigs, or matchsticks. More conventional materials such as sheets of newsprint or brown packaging paper and marker pens can be used where locally and cheaply available and if people are familiar with their use

✓ Locally available marking materials or symbols such as seeds, pebbles, leaves, berries, pieces of twine or string, colored powders, paper squares with painted symbols, small flags, or household

objects (smooth, black goat droppings were found to be a favourite marking material in some villages!)

Transect Walk with Rating Scales

Purpose

➤ To determine to what extent a well-sustained water and sanitation service is present in the community.
➤ To cross-check some of the information on the Community Map.

Process

➤ This activity is carried out with a group of men and women representing the water and sanitation committee and one each from the poor, rich, and if needed, a medium-income neighbourhood.
➤ The team makes systemic observations while walking from the source(s) of the community water system(s) along the main works to selected delivery points.
➤ During the walk the study team members observe the quality of installation using the semi-structured System Observation Form for the water facility (page 61) and the Latrine Observation checklist (page 67) for the sanitation, discuss their observations with the community members, and record the finding.
  Households in the vicinity are questioned on the maintenance (presence and regularity), scope a nature of use, and conflicting demands (see Semi-Structured Systems Observation Form Interview Guide (see page 61). For sanitation, randomly selected latrines installed before, during, and after the intervention project are visited. This is done by numbering all latrines in these categories and then drawing proportional percentages in each category using the paper slips method. Assessment is done using the checklist on Quality of Construction, Operations and Maintenance, and Use of Household Latrines (see page 67)
    o To assess satisfaction with service delivery (demand-responsiveness), rating scales drawn on the ground are used in each neighbourhood visited during the Transect Walk. The group helps to select the aspects of service delivery satisfaction that are to be scored. For community water supply services this may include the degree of access to service, predictability of service, adequacy Of operation and maintenance, fairness of fees or contribution paid for the service, and accountability for service delivery towards users

➤ Scoring service satisfaction for on-site sanitation programs may include degree of access to service, adequacy of design, including for children's use, quality of construction, ease of operation and maintenance, perceived value of contributions paid to obtain the facilities, and accountability for service delivery toward users, with all findings recorded separately for male and female users.
➤ After completing the walk, the team members split up and meet separately with he rich women, poor women, rich men, and poor men of the community. This is too ensure that each stakeholder category gives its own views openly and free of bias. At the end of their discussions, the team members score the observations on the general scoring system in consultation with the community group concerned. In the evening the team members get together, compare notes, and prepare the final score.

Visual rating scale

Rating scales are administered in separate groups for men and women.
Using a 2-meter piece of rope, a scale is drawn on the ground.
The ends are marked with two symbols indicating
  ☺ "all satisfied" and "
  ☹ Not satisfied at all".

The midpoint and quarter points are also marked to indicate that it is a continuum. The group begins to discuss the concept being assessed and one volunteer takes up a position somewhere on the scale to reflect group opinion. The volunteer usually moves back and forth on the line, until the group is satisfied that his or her position accurately reflect their collective assessment. The Transect Walk team measures the distance of this position from the zero point (not satisfied) of the scale and records it for each concept and group in an accurate proportion in miniature (say 20 centimetres) on sheets of paper. These measurements are then converted to scores, on a 100-point scale, the 20-centimeter length being taken to represent 100 points.

Other teams have used a series of drawings of faces in which the mouth range from the deepest sadness to the highest pleasure, for the same type of scoring.

Minimum information to emerge

> Physical condition scores for water systems and sanitation facilities observed.
> Views of different socioeconomic groups regarding use of and access to services, adequacy and regularity of system functioning, adequacy of operation and maintenance, and fairness of fees and contributions paid for the service.

How to use this information

Conduct the Transect Walk with male and female community members so that it becomes an opportunity for the research team to do joint technical assessment of the water supply and sanitation systems by pooling their technical knowledge with local knowledge. The technical members of teams should observe the facilities/systems and assess the quality of construction and design according to technical criteria. Detailed criteria may be developed in consultation with project authorities, under the main criteria stated in scoring format for Construction Matches Design; Quality of Materials and Workmanship

> Verify the technical assessment by checking user satisfaction about physical functioning. Asking users about reasons behind their ratings provides significant insight into how and why the system came to function the way it does. The interactions with users at water points during the transect walk yield information about the operation, financing, and management of the services from the users "viewpoint. This information is also later collected from Committee Interviews and the Review of Records. Analysis should look for consistency of this information from the three sources. Contradiction, if found, should be further explored with tact and sensitivity, as they could be indicators of forces hampering equity and transparency.
> The research team scores the technical assessment on scoring formats. Scores from rating scales are taken directly from the measurement on the scale, as a percentage of full satisfaction (100%)

Materials required

∠ Observation checklist developed for the walk, with reference to the scoring system
∠ Semi-structured interview guide developed, with reference to the scoring system.
∠ Pre-cut piece of rope (2 meters in a good length)
∠ Two cards with smiling and frowning faces drawn on them.

Pocket Voting

Purpose
> To ascertain patterns and changes in behaviour, decision-making, choices, and so forth. This is very handy particularly when the subject being assessed is sensitive and people are inhibited about stating their views publicly. The voting is done in the four focus groups, with men, women, and

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rich and poor individuals. It is used during the community assessment as well as Stakeholders" Meet.

Process

Example 1 For Use of Water Sources
On the back of a cloth stretched between two poles or walls the team member assisting the focus group affixes small drawings in a matrix form. The drawings characterize the range of local water sources in the community and their possible users. Water sources are listed in a horizontal row and water uses are in a vertical row. Each cell in the matrix gets an open envelope. Each participant in the focus group gets a set of voting slips. The number of slips is equal to the maximum number of sources a participant could use. However, participants need not finish the slips; the actual behaviour may be less varied than is theoretically possible. The team member explains what the drawings represent and how the activity will be done. (S) He then cross-checks that the activity is clear to all. Participants may vote for more than one water source if they use multiple sources for the same purposes.

For the initial voting, each participant goes behind the voting screen and selects the sources that (s) he used for a particular purpose before the new service was established. When this is completed, a volunteer takes out the slips from each envelope and the team member registers the votes on a paper version of the matrix, using one symbol for the votes of men and one for the votes of women, so that those with no or low literacy can also analyze the results.

The second round is done in the same way, but for the current water use. If there are great differences in service levels between the wet and the dry season, the whole activity has to be done twice for the "before" situation and twice for the "after" situation. In the analysis, the group compares the degree of change in use and assesses whether some users use a combination of safe and unsafe sources for drinking. They discuss underlying reasons and agree on the overall score in the scoring system. If the group raises problems extra time is required to discuss them. The team later combines the results of the voting rounds into a total community result and score for presentation and discussion of the overall community findings.

Example 2: For Hygiene Behaviour Patterns
This uses a matrix and voting procedure similar to that described above. To find out where people defecate, pictures of sites used for defecation are placed in the horizontal row, and pictures of different household members- women, men, girls, boys, toddlers, and babies- along the vertical row. "Before" and "after" defecation practices are assessed for a sanitation project by doing the voting twice.

The effectiveness of hand washing in the community is assessed by placing different types of hand washing options along the horizontal row and hand washing opportunities along the vertical row (for example, before eating, after defecation, and after cleaning up infant's faces)

Example 3: For History of Participation
A similar matrix is used to analyze the history of participation (information, voice, and choice). Locally appropriate pictures of persons of groups that have been involved in making decisions are placed in the horizontal row, for example:
- Outside agency worker
- Local male leader
- Local female leader
- Local men's group (rich)
- Local men's group (rich and poor together)
- Local women's group (rich)
- Local women's group (rich and poor together)
- Local mixed group of men and women (rich)
- Local mixed group of men and women (rich and poor together)

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Types of opportunities, choices, and decisions are placed in the vertical row, for example:
- Selection of village or community for service initiation.
- Decision on partici ˅ s, users, and beneficiaries of the service
- Receiving information for making choices
- Choice of technology
- Choice of service level
- Decision on location of facility(is)
- Decision on who will construct facilities
- Decision on who will pay how much for construction and/or use of facility
- Choice of local maintenance system.
- Choice of local persons to be trained for service maintenance.

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- Local men's group (rich)
- Local men's group (rich and poor together)
- Local women's group (rich)
- Local women's group (rich and poor together)
- Local mixed group of men and women (rich)
- Local mixed group of men and women (rich and poor together)

Types of opportunities, choices, and decisions are placed in the vertical row, for example:
- Selection of village or community for service initiation.
- Decision on participants, users, and beneficiaries of the service
- Receiving information for making choices
- Choice of technology
- Choice of service level
- Decision on location of facility(is)
- Decision on who will construct facilities
- Decision on who will pay how much for construction and/or use of facility
- Choice of local maintenance system.
- Choice of local persons to be trained for service maintenance.

The participants in this activity vote twice, first on who had access to what information and second on who made what decisions. Women and men use voting slips of different colour to make it possible to see if experiences and practices differ.

Minimum information to emerge
Water Use
1. Which water source is generally used by the community and for what purpose(s) before and after construction of new project facility and whether these vary seasonally?
2. Whether men and women, rich and poor use different sources of water for different purposes.
3. The internal consistency of the scores (for example, do men and women from the same neighbourhood report different sources for drinking water?)
4. Whether the new facility has caused any changes in the community's water use pattern and underlying reasons for change or lack of change.

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Hygiene Behaviour
1. Patterns of hygiene behaviour being studied before and after the project interventions and differences in patterns among women, men, rich and poor
2. Underlying reasons for change of lack of change.

Participation History
1. Who had access to what information during the planning phase?
2. Who participated in making the main decisions leading to the creation of the water supply and sanitation facilities? Who decided on what local planning aspects?
3. Who did not participate and why?
4. What extent of information and choice was available to those involved in making the decisions?

How to analyze this information

After the voting rounds have taken place, the cards and the contents of the respective pockets are laid out on the ground for the analysis. The facilitator draws the group attention to voting patterns. After there variations between the way men and women voted? Differences before and after project interventions?

A Hundred Seeds

Purpose
- To obtain an approximate percentage distribution of any concept, for example, sharing of earning and financial responsibility within households.

Process
- The 100 seeds game gives insight into who carries the burden of paying for improvements in water, sanitation, and the hygiene and from what resources. For this purpose each focus group (male, female rich, poor) is given 100 seeds. The seeds represent the total income of men and women in the typical household in the group.
- Discuss first with the group who are the typical income in the common household. If there is more than one pattern, that is, sometimes only the males earn, sometimes only the female or only try e female, then determine what the two or three typical patterns are and conduct the exercise for each pattern.
- The participants group the seeds, or money into the percentage each member of the household (father, mother, older son older daughter, and so on) earns in cash or value of in-kind earnings. The number of seeds constitutes the percentage of the total household income contributed.
- The group then lists the type of financing responsibilities each earner has in the household and divides each pile into the proportion that persons uses for these purposes and for personal objectives. Payments for water, sanitation, and hygiene are identified among those made for the family.
- Having divided the seeds per earner into piles and transferred the numbers onto the slips representing the matching type of financial responsibility the group then judges whether women in the family contribute relatively more to water, sanitation and hygiene than men or whether the payments and responsibilities take into account, or are even in the position to, the levels of earning in the family members concerned. Having come to the conclusion the group scores the results.

Minimum information to emerge

- Intra-household pattern of earning by different members as perceived by groups of rich men, poor men, rich women, and poor women.
- Intra-household pattern of paying for household necessities, including water supply sanitation services and household hygiene (who pays for what?).
- Extent of division of financial responsibility between men and women in the household for household water supply, sanitation, and hygiene.

How to analyze this information.

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This exercise increases understanding of how financial responsibility for services is shared within the households. Facilitate a discussion by referring to the visual output and asking for reasons for the emerging pattern of financial responsibility. Do the payment made look proportional to differentials in earning by different household members? Is the financial responsibility fairly shared? If not why? What might make it fair? Is the responsibility mostly that of men or of women? Why?

Materials required
- 100 large seeds, such as tamarind seeds, black beans, or small pebbles
- Picture cards depicting different economically active members of the household.
- Slips of paper to record specific financial responsibilities.

DAILY ACTIVITY TOOL:

OBJECTIVES

To gather information on the daily activity of both men and women within a specific on what their duties are on a daily basis.

METHOD

PREPARATION

Visit the community in advance and spent time with them in order to know when are they available to attend meetings (this can take a day to a week organizing where and who).

For the sake of this exercise go to all the offices and negotiate that they come to the community meeting. Take into consideration their language and culture. (30 minutes)

Bear in mind that all the different communities must be represented.
Then the group must gather together and divide them according to their gender representation (10) monitor who is going to sit where? Make sure that the sitting arrangements allow participation from all members of the community.
Using a 24 hour period (watch) ask each group to list the tasks they perform on a daily basis in this instance use a weekend or a holiday when they are not at work (1 hour maximum).

As a facilitator help the community members to draw common points and each group must be facilitated. Then mix the group and discuss their different responsibilities and see what their responses would be (30 min).

MATERIALS

Flipcharts, pens, a sketch representing a watch.

Copy page 180

Ref: The Oxfam Gender Training Manual

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HARVARD ANALYTICAL FRAMEWORK

	Men		Women		Boys		Girls	
R=rich; P-poor	R	P	R	P	R	P	R	P

Activity Profile (hours per day or any other indication of time spent in the activities. Other activities to be included accordingly)
 *Productive activities
     -     Plantation
     -     Taking care of cattle
     -     Irrigation
     -     Taking care of kitchen garden for the market
     -     Work in the city
 *Reproductive activities
     -   Fetching water for domestic use
     -   Cooking
     -   Cleaning the house
     -   Taking care of children
     -   Taking care of the sick
     -   …………
     -   …………
 	
 *Community work
     -   Ceremonies in family
     -   Ceremonies in community
     - …………								

Access and Control Profile (mark with an X where applicable. Other categories to be included accordingly)	Who has access Men Women R P R P				Who controls Men Women R P R P			

*Resources
     -   Natural resources (water, wood)
     -   Land
     -   Equipment
     -   Labour
         Production
         Reproduction
     - Capital								

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- Education/Training - Employment - Income											

*Benefits
    Outside income
    Assets Ownership
    In-kind goods
    Food, clothing, shelter, etc)
    Education
    Political Power											

Position in the family and in society (write who is better-off: men or women Adapt accordingly)	Position of women and men in relation to each other: women better –off or worst-off?
*Position in the family Decision on spending money outside the home in general Decision on spending money inside the home in general Decision on school Decision on type of food Decision on buying furniture, etc	EX: Men better-off Women better-off Men better-off Women better-off Men better-off
*Position in society Talking in public Voting	
Influencing factors	(Write in the corresponding space how the factor might influence the project, the programme, etc.)
Cultural beliefs Demographic Socio-economic Natural disasters Political events	

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HAND-OUT MODULE 4 UNIT 4

PHAST

PHAST TOOL: GENDER ROLES AND RESPONSBILITIES

The PHAST tool Gender Roles and Responsibilities can be used to help communities discuss gender issues. The tool can help community members to talk about

- the different roles of men and women
- the amount of time different task take to perform each day
- the different time cons taints facing men and women
- how men an women can share roles and responsibilities

WHAT MATERIALS DO I NEED?

To do this exercise you need two sets of the following:

- three pictures: one of a man, the second of a women and the third of a man and a woman

---

Hello, I work for a woman's organisation in Soul City. It can be hard work, but we are committed to make sure that women's voices are heard in development.
This PHAST tool – Gender roles and responsibilities- is wonderful. It can be used to help men and women understand their roles and their responsibilities in relation to water and sanitation

---

- between 25 and 40 pictures of women involved in various task (such as cleaning, fetching water, cooking, shopping, fixing a water point, fixing a house, cleaning a toilet etc)
- a bag of beans or small stones
- Small, coloured slips of paper.

HOW DO I START THE EXERCISE

Separate your group into one group of men and one group of women. Give each group one set of pictures. Ask each group to identify the task shown in each picture. Then ask them to say whether

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this is a task normally done by women, men and women, or men. Ask them to make three separate piles using the pictures of the woman, the man, or the woman and man to mark them appropriately.

Once they have completed this, tell the participants that each bean represents 30 minutes. Ask them to decide how long each task would take, and to place enough beans next to each task to represent the total time taken to complete the task.

After these ask the participants to place a small coloured slip of paper next to the tasks that they believe have to be done every day.

Ask each group to look at the other group's work. Discuss the findings of each group.

WHAT OTHER INFORMATION CAN I DISCUSS WITH THE COMMUNITY?

Ask each group to identify the task that they feel men and women can share and why. Ask your group to discuss what prevents men and women sharing more tasks.
Discuss with your group the tasks that need to be performed to maintain the water and/or sanitation system. If necessary draw extra pictures to show the tasks. Discuss who will do these tasks and how men and women can share these tasks.

HOW LONG WILL THIS EXERCISE TAKE?

Gender Roles and Responsibilities takes forty-five minutes to facilitate.

WHAT OTHER PHAST TOOLS CAN I USE?

The PHAST tool Family Dynamics can also be used to look at gender issues in the home

SUMMARY OF MAIN POINTS

1. Health workers are well placed to raise the water and sanitation needs of vulnerable groups in a community.
2. Historically, the water and sanitation sector has been approached in a very technical way and is dominated by men.
3. Women are usually the chief managers of water in their homes.
4. Women are ideally placed to mangle community water supplies because they know how important it is to keep the water supply well maintained and in working order.
5. Women's special needs with regard to sanitation are concerned with where toilets are situated, the maintenance and cleaning requirements of toilets and women's needs during menstruation.
6. Children are often the water collectors for their families. If the water supply is close to the home, children benefit because they are less tired and better able to participate at school.
7. A pit toilet can be made more child-friendly by having the toilet seat designed like a bench with steps up to it.
8. The following need careful attention when considering pit latrines for the disable and the elderly:
   - the sitting of the pit latrine
   - the type of superstructure needed
   - Requirements for wheelchair access.

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9. The PHAST tool Gender roles and Responsibilities can be used with a community to discuss the roles and responsibilities and women

PHAST TOOL: FAMILY DYNAMICS

The PHAST tool Family Dynamics can be used to investigate the impact of water tariffs on family dynamics and relations. The tool can help community members suggest:
*   how the family budget is spent
*   Who takes responsibility for paying the water tariff?

WHAT MATERIALS DO I NEED?

To do this exercise you need silhouette figures showing different family members.
These should include the elderly, women, men, youth and children. Have enough of these figures for each member of your group to make up a family structure.

HOW DO I START THE EXERCISE?

Start the exercise by asking the participants in your group to make up the different kinds of families that are found in their community. Ask each participant to describe his/her made-up family. Ask each participant to say what each member of the family does and how he/she relates to other members of the family.

Ask each participant to discuss what will happen in the family when a new water tariff is s introduced. Ask each participant to identify who will pay the new water tariff and who will be most affected by this additional expense.

WHAT OTHER INFORMATION CAN I DISCUSS WITH THE COMMUNITY?

This exercise can easily be adapted to discuss a wide range of issues and how they impact on a family. For example, you could also use this exercise to discuss the introduction of a new toilet or to assess the impact of a water-and sanitation-related disease on a family. You could, for example, discuss the impact of scabies or diarrhoea. It could also be used to discuss other illnesses such as TB, HIV/AIDS or alcoholism.

HOW LONG WILL THIS EXERCISE TAKE?

Family Dynamics takes forty-five minutes to facilitate.

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WHAT OTHER PHAST TOOLS CAN I USE?

The PHAST tool Unspecialised Posters can be used to discuss local problems such as payment for water.

SUMMARY OF MAIN POINTS

1. The level of cost recovery in many water supply projects is too low to sustain the project in the long term.
2. The main reasons for poor cost recovery in water supply projects are:
   - problems with the level of service in a community
   - problems with maintaining the service
   - the water tariffs themselves
3. There are four interventions that can help promote cost recovery in water supply projects:
   - Better communication between the service provider and the community.
   - Maintaining high service standards.
   - Establishing a workable system of payment collection and cost recovery.
   - Using water supply projects to create jobs and generate income.
4. Community-based approaches to cost recovery that make use of local approaches and practices are often the most successful
5. Limited government subsidies are available for water and sanitation at the household level.
6. The PHAST tool Family Dynamics can be used to discuss paying for water and sanitation services at the household level.

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HAND-OUT MODULE 4 UNIT 4

Van der Laan, Anita (1998)
Case Study: A Participatory Water Supply Scheme on a Tea Estate in Central Sri Lanka
The Hague

In the past, Tamil workers on tea plantations in Central Sri Lanka depended on the management of the estate for all their basic needs. Although poor living conditions persisted, workers were discouraged from taking initiative to improve their own situation. This is slowly changing, but living and working conditions on most estates continue to be poor. In 1992, the plantation industry was privatized and plantation companies claim they cannot afford social welfare programmes. As well, District and Provincial government programmes for housing, water supply and sanitation, health care and education in the village sector do not reach the estate communities. Since 1995, the Plantation Social Welfare Organization (PSWO) assisted by a Rural Development Project (RDP) has begun to implement community based water supply schemes in worker settlements.

This case study deals with a water supply scheme in Luckyland Estate, Tulloes Division where social and technical officers of the PSWO and RDP worked together to develop a more participatory approach in drinking water supply programmes. The water supply scheme described in this case study serves the "School settlement" of Tulloes Division, a settlement of 450 people, who before the scheme had little access to a latrine and one water-point for all the 110 families.

Gender analysis before the project intervention reveals that women from 16 years do the hard physical labour of plucking tea from 8a.m. until 5p.m. daily and are responsible, before and after work, for all domestic tasks. Men working on the estate do not pluck tea (considered women's work), but instead prepare the land, apply fertilizer, spray pesticides, prune, work in the factory, act as drivers, or are field supervisors of groups of pluckers. Most of this work is done in the morning and after lunch men are free. Men never help with domestic chores although women and girls, already burdened with a heavy work load, spend 4-6 hours per day fetching water. Men earn the same amount for half a day's work as women earn for tea plucking. At household level, men represent their families but are often not fully aware of the specific needs and interests of their wives and daughters and women are often ill-informed. Within the family, men make most of the decisions, while on public matters women have even less decision making power. Cultural norms and values discourage women and girls from attending public meetings, giving opinions and taking part in decision making even on issues such as water which concern women most. The same culture has taught men and older boys that they do not have to listen to women and girls.

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Because the social organization in tea plantations is still rather feudal, RDP and PSWO officers had to spend a lot of time and energy in encouraging management and beneficiaries to change the century old system especially concerning initiatives from the people themselves and the involvement of women who were not used to being asked their opinion. The programme was implemented through a series of steps including needs assessment, planning and design, training, construction and operation and maintenance. Men's and women's participation was ensured in each step by identifying men's and women's needs, informing each household about the programme, management giving women half days paid leave to attend meetings and training sessions, motivating women to come to meetings and training sessions by explaining the importance of their participation and by proving to them that it is worth their time, encouraging women to give their opinion in public by stressing the importance of their ideas, and getting men to listen to women by explaining women's crucial role in water supply issues.

These efforts are leading to positive results, both technically and socially. Each line now has a cistern tank which reduces the time women and girls spend fetching water and gives them some free time each day which can be spent on income generating activities. Women feel less mental and physical stress because they have more time and energy for their daily work. Men and women are growing used to the fact that women participate in decision making about water and are even more committed than men. Women have gained self- confidence as members of the water committee and maintenance team and this is encouraging them to participate actively in improving other aspects of their living conditions.

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HAND-OUT MODULE 4 UNIT 3: Facilitator

Tools: Policy Explanation "The stakeholders meeting"

Assessment of institutional support for Gender & Equity participatory approach.
Question already on the wall:

What factors in the agency influenced the establishment of the system?

All project stakeholders who participated in the establishment of the system should participate

Agency staff, contractors, implementers, village officers, village liaison office manager, VDC, WM, representatives of other village (informal) leaders – school teacher?

Steps:
1. Introduction of participants – also as ice breaker. Because here introductions are done, this is not needed.
2. Open discussion on the question already on wall, which should be clear to all
3. Participants are given cards – red for technical, blue for social, yellow for administration. They tear it to make round for women, triangular for men,
4. Each writes individually key words in the cards to answer the question.
5. Cards are put in wall
6. Analyse in plenary.
7. In village, to avoid hierarchical constraints, make separate groups.

Assessment of agency policy as expressed in Strategy Document

What elements your organization's "strategy document" can take into consideration to implement a gender and equity approach?

Steps:
1. In cards, facilitators had already written the 4 options in each of the columns of page 88. For each column a different colour.
2. Participants are asked to give an order (from worst to better) to each set of colored cards according to what they think (can be done in small groups – technical and social - or individually. – But then a bigger number of sets is needed.
3. The group is then asked to mark which is the card that most correspond to the real project approach used by the organization.
4. Discuss in plenary:
   a. The degree of consensus among the groups or individuals.
   b. How the agency situates itself.
   c. How this explains the problems they had in their problem tree.

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d. How they could ameliorate the situation.
e. If men, women, technical social vote differently.

Assessment of enabling organisational systems – expertise of staff

The same can be done for each column of page 89, F1 3. Community members do not Participate but are asked to assess behaviour of agency.

Assessment of enabling organisational systems EXPERTISE and MANAGERIAL SUPPORT

An **alternative** is to do this with pocket voting for page 89 F1 3 and page 90 Participants Vote without being seen. Matrix for voting is ready behind the wall.

First participants receive a photocopy of page 89 F1 3 and page 90 so that they have time To reflect and discuss for clarification with facilitator and colleagues.
Then he receives three pins. One for each column.
In each column (s) he will have to put a pin where (s) he thinks is the most appropriate to The degree of enabling organisational system.
At the end they will discuss.
Questions to orient discussion

IDEAS FOR THE STAKEHOLDERS MEETING

INSTITUTIONAL SUPPORT FOR GENDR- AND POVERTY SENSITIVE, DEMAND-RESPONSIVE PARTICIPATION

Sc. Sustained service for al	Sc Demand – responsive Services	Community owned and managed	Gender and poverty sensitivity
0 focus was on achieving water and sanitation construction targets	0 Agency determined technology, service level and project communities	0 state owns service and state utility managers service	0 access to women and poor was not mentioned in agency sector policy, objectives and strategies
1. focus was also on continuing adequate water supply and sanitation service	1. Communities and users could join standard programme with standard contributions	1. state owns service but certain management tasks have been delegated to community	1 Agency' sector policy and strategy documents positioned women and poor as passive beneficiaries or target groups for separate health education

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			programmes
2. *Focus was also on continuing adequate water supply and sanitation service for all, inc, marginal groups*	*2 communities and users could choose between several technology and service options without special provisions for affordability to poor*	*2 community owns and manages service after completion, but has no special powers*	*Special activities and programmes encouraged women and poor in new roles in decision – making, maintenance, management and construction and ensured service access*
3. *focus was also on continuing adequate water and sanitation service for all, safeguarding environmental management quantity, quality and availability*	*3 The agency's sector policy and strategy enabled all communities and users to choose affordable and effective solutions*	*Community owns and manages service after completion and powers have been delegated to it to manage the service (e.g. community set its own charges)*	*Objectives, strategies and performance criteria aimed at balanced division of burdens and benefits between women and men, both rich and poor, in connection with project implementation, O&M, management effects*

Sex and class disaggregated planning
Monitoring systems in operation

Sc Planning and monitoring systems

    0.   No gender and poverty considerations in planning and monitoring systems of Projects

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1. *Planning and monitoring systems segregated data by sex and socio-economic strata*
2. *Planning and monitoring systems collected specific information on participation Of and effects for (1) men and women and (11) the poor.*
3. *Data on participation of and effects for (1) men and women and (11) the poor were Used to adjust strategies and human resources development*

F1. 3. Expertise as reflected in type of agencies involved, field teams and team approach

Stakeholder's meet

Sc. Expertise of agencies approach   *Sc Expertise in field teams*   *c Team*

Sc. Expertise of agencies approach	*Sc Expertise in field teams*	*c Team*
0 No agency or department with social expertise was involved	*0 No social expertise was present in field*	*0 No interdisciplinary team approach was used*
1 social agency or dept took part in service establishment but had no specific expertise on gender, poverty and demand responsiveness	*1 Field teams included social expertise, but without specific know-how in gender , poverty and demand responsiveness*	*1 Social and technical specialists worked in parallel*
Social agency / dept was one of the project agencies and had expertise on gender , poverty and demand responsiveness	*2 field teams included social expertise with knowledge and skills in gender, poverty and demand responsiveness*	*2 Social and technical teams coordinated their activities and plans*
As 2, and in the technical agency management could explain the relevance and cite strategy elements of a gender- and poverty sensitive approach	*As 2, plus technical team members appreciated a gender- and poverty – sensitive approach and could show elements of such an approach in their work*	*Social and technical teams prepared and implemented one programme and had an integrated procedure manual*

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HAND-OUT MODULE 4: FACILITATOR

Sustainable water supply and sanitation services and development
Why a gender balanced approach?

Introduction

After having discussed some basic concepts on gender and gender mainstreaming, we are going to explore more in detail how mainstreaming gender balanced approaches contribute to more sustainability in the provision and management of water supply and sanitation services.

In this session we will look at the development and provision of improved services, usually initiated through specific projects and programmes. In the next session we will look into institutional implications and the necessary conducive environment for mainstreaming gender balances approaches.

Premise

Sustainable development is enhanced if equitable gender balanced approaches are followed in all phases of decision making, planning, development and management of projects and programmes, involving relevant stakeholders at all levels (e.g. policy, decision-making, implementation and management levels).

[Add: project life cycle graph, matrix with levels]

Sustainable development and sustainability in services provision

We can speak of sustainable development if programmes and projects deliver appropriate levels of benefits for an extended period of time after programme/project completion [see project life cycle graph], to a large degree without requiring on-going external support.

At least 5 elements of sustainability can be distinguished:

[Question participants where the gender element can play a role]

Technical	Appropriate and affordable technology, involving users in making informed choices, aware of and accepting implications for management of provided water and sanitation services
Social	Men and women convinced that benefits are worth making management and organisational effort to sustain service beyond project life [see graph]: this requires mobilisation, participation, gender approaches, education, organisation (committees)
Financial	Economic framework conditions and financial implications:

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	Economic cost/capital, capital investment, recurrent costs, cost recovery and sharing mechanisms, tariffs, mobilisation of finances, financial management
Environmental	(I)WRM looking at all sources, different uses and users, protection, disposal, and no irreversible depletion
Institutional	Roles of various actors, partnerships of government, local government, non-government, private, CBO's: appropriate management levels and responsibilities, capacity building, providing access to resources, OD, regulation, legislation, enforcement, but also transparency, accountability, good governance, democracy

All the above taking into account different roles, interests, needs, benefits and thus criteria for decision making of men and women, rich/poor, young/old.

Shift from central supply driven to decentralised demand responsive services

Central supply driven system did not deliver. Better services require decentralisation, responsibilities nearer to consumers, demand based, involvement, offering choices: to address different preferences regarding level of service.
Looking for new sharing of responsibilities between various actors: government, private, NGO, CBO, user groups.

[Look at tools: mention a few]
[Ask participants experiences]

Historic overview of experiences with this shift

I   mid 70's male participation

Men in leadership roles with limited participation [refer to project graph]
Women at most only listening, if at all and doing physical work

[Example BF coton vs. yams, sowing seeds]

Negative consequences of approach:

1. Women demands not met
    1. Location of wells far
        ➤ long walks > low quantity use > poor hygiene > diseases
        ➤ less time for education for female child
        ➤ less time for income generating activities
        ➤ effects affect also men
    2. Well not used > hygiene education wasted > project investment wasted
    3. Design of water points and latrines not meeting demands > not used > etc...

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2. <u>Women expertise and capacities not recognised and used</u>
   1. Women's traditional roles in decision making not acknowledged: management of water resources, collection and recycling of water, local knowledge seldom identified and used > women lost influence [see BF agric example], status, jobs and income.
   2. Women often not motivated to participate:
      - ➤ Information and training given to men: even if traditionally the issue was a women's responsibility.
      - ➤ Management given to men: but women are good managers, treasurers, overseers of contractors, they know what they need.
      - ➤ Training women often more effective: they are less mobile, visit water points and use latrines frequently, have a vested interest and committed (including female children)
      - ➤ Investment in women often more effective > benefits are in the interest of all household members, including men!

II   Mid 80's focus on women (WID: women in development)

To address some of the negative issues mentioned above, projects were designed to specifically address women.

Risks:

1. Women work and burden increased without necessarily giving them more influence or compensation
   1. Women as pump mechanics: but on a voluntary basis, no payment arrangements > more work
   2. Women as members of committees, often given the roles with less responsibilities: e.g. collection of tariffs [typical 50-50 rule without looking at sharing decision making]
2. Men withdraw from responsibilities:
   - ➤ All women committees > more work
   - ➤ Only women committees: men do not give approval to their women and daughters (men not involved in planning, design and implementation)
3. Hygiene education and sanitation projects not addressing men:
   - ➤ Focus on women increases their burden
   - ➤ Not enough focus on work alleviating design, tools and methods
   - ➤ No attention to equitable sharing of domestic work loads (e.g. means of transport for water often in the hands of men, but they cannot be bothered and are not involved in solution finding)
   - ➤ Women cannot influence behaviour of (older) men
   - ➤ Changes in behaviour (with financial implications) can only take place if men understand, need and allow

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> Men themselves have frequently asked not to be excluded (also men educate children)

III   Mid 90's gender approach

Conclusion: neither men nor women exclusive approaches are ideal. These approaches have undesirable effects on wider socio-economic development and thus affect both women and men! This lead to wasted project investments and underutilisation of potential knowledge and capacities among women and men.

A gender approach is based on understanding women and men's knowledge, experiences, roles and needs and builds upon these throughout the project cycle [refer to project graph].

Promising experiences: [also ask participants]

1. Tanzania: men agreed to spend more time in fields to give time to women for water and sanitation tasks [tool: gender disaggregated analysis of work schedule, calendars]
2. Niger: female treasurers, approved by men [tool/method : targeted training]
3. Niger: women less income than men: women have to contribute less in cash [tool/method: gender disaggregated data collection and analysis; gender sensitive planning and design; gender balanced community decision making]
4. Malawi: mixed management m/f with responsibilities shared depending on availability (time) and capacities
5. Lesotho: trained masons jobs open to women and men

Conclusion

Awareness of the importance of gender sensitive approaches and their advantages is growing as number of good experiences are documented and shared.

[One of the objectives of GEMSA project]

Gender equitable involvement of women and men throughout the project cycle and beyond [refer to project graph]

Needed: gender disaggregated knowledge/ data to understand roles and needs, plan, implement, monitor and adjust programmes and projects and contributing to more sustainable water and sanitation services.

Gender analysis is often an EYE-OPENER to all involved at all levels [refer to gender quiz and examples given]

Roles and responsibilities of women and men are socially and culturally determined, but these are dynamic processes which can change over time, and even quicker if both women and men can be convinced that following a gender sensitive approach leads to better and more sustained services which benefit all.

To make this all happen we have to look at **the institutional context** which should provide the **conducive environment** to allow for gender sensitive approaches at all levels. In the next session we look at these.

MODULE 4

GENDER CONSIDERATIONS IN WATER AND SANITATION PROGRAMMES

1. The discussions should show how important it can be to take a gender approach to project implementation. They should also lead to the understanding that gender approaches at project implementation level will only be effective if gender is taken into consideration also at organisation, policy and strategy levels.

2. Gender sensitive approaches can help water and sanitation projects succeed in achieving their objectives for all: men, women, children, rich and poor members of the community. It can have a positive influence in the effectiveness of the projects. It helps agencies and project staff to understand better what community members are doing, how they contribute to the project, how they benefit from the project. When the gender differences are taken into consideration, the sustainability of the project will be enhanced.

3. Agencies and project staff should know that a gender sensitive approach is not difficult.

4. But before agency and project staff implement a gender approach in policy making, the design of technologies, project planning and implementation; they should understand some basic aspects of GENDER. These have already been mentioned in Module 2 – Gender and gender mainstreaming:

1. GENDER RELATES TO **MEN AND WOMEN**

"The gender and development approach focus on men and women and on the relationships between them. It sees women within the context in which they live, analyses their status vis-à-vis men, and recognises that women's effective involvement in development activities is influenced by the nature of these relationships, by the different roles women and men play in households and in communities." (Wakeman et al. 1996:10)

2. GENDER IS A **SOCIAL CONCEPT**.

Gender relations are shaped in the homes, in the schools and in the labour market.

Gender is a culturally constructed concept. It refers to social differences between men and women. What are these social differences?

3. MEN AND WOMEN HAVE DIFFERENT **ROLES, TASKS AND RESPONSIBILITIES**

In the water supply and sanitation sector, these differences in roles, tasks and responsibilities appear quite clearly.
Women are the managers of water in the household. They collect water, transport it, store it, and distribute it for the various uses: cooking, washing, for hygiene of the family, for cleaning the environment and giving to the little animals around the house.

Men are more occupied with construction and management. Men will not fetch water for the house, unless they live alone. They will fetch water for the cattle and irrigation.

In their roles as collectors and managers of household water, women may have a considerable amount of knowledge about water sources and their quality and reliability. They may be the ones who will benefit most from improved water sources, closer to their homes. Thus, their demand for new, improved facilities and their preferences concerning site location and type of facility may be crucial. Women may also be more motivated to maintain a new system; if the system breaks down, they will be the ones who have to walk long distances to collect water from the old source. If the system that is installed is inappropriate - that is, one that women will not use, perhaps because it is in a bad location or the pump handle is too high-- project funds will have been wasted. In many areas improved systems translate into additional time in a women's day, as less time is spent collecting water. In some cases this time can be used for productive purposes (Wakeman et al.,1996: 9).

Many times women are involved in animal husbandry projects and water collection for this purpose becomes one of the bigger tasks of the women involved. They not only need water closer to their homes, but in sufficient quantities (people and cattle, now and future).
As community water supplies are meant only for humans, women need supplies designed also for cattle.

This brings us to the notion of 'the triple role of women': they are involved in reproductive, productive and social activities. This is an important aspect of gender that should be taken into consideration in all cycles of the project. Otherwise, women will be overburdened, with negative effects on the women and their family, with losses for the project.

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FACILITATOR'S NOTES: DAILY ACTIVITY TOOL

1. The low –income groups chosen for this activity should be distinct from each other and provide contrast. They should include both urban and rural examples. If there are participants from industrialised countries, ensure that one group selects one of these countries, to examine the common assumption that in the developed world women's and men's workloads are equal.

2. Encourage the groups to include all activities, even those which might not be thought of as work e.g. breast-feeding, knitting, and community meetings.

3. Some men, for whom gender is a new idea may be shocked or surprised to discover the amount of work that women do, especially when the women are said "not to work". Some may feel threatened between the sexes. For example, in one training session, one group chose nomadic people who keep slaves, and thus the women were said not to have much work, although the slaves were also women! In training one group described the husband's role as being much fuller than had been experienced by one of the facilitator who came from that area. Following this activity with an activity from **Section C.6 Women in the world** can be helpful.

4. Despite the very considerable differences in the daily lives of the different groups, common points usually emerge:

   - Women and men do very different things during the day
   - Women usually work longer hours
   - Women have more varied tasks, sometimes doing more than one thing at once
   - Work for the family is done by women
   - Men's work is usually outside the home
   - Women have less sleep
   - Men have more leisure time
   - Men are more involved in decision-making
   - In some societies, traditional roles of men and women were more balanced in terms of workload, but changes have decreased men's traditional activities and increased women's:

5. This activity can start discussion oh how to reduce women's workload and increase men's participation, or how to address any other imbalances.

6. This activity begins the analysis of gender roles, but deliberately ignores differences due to age, class, season, historical period, the effects of war etc. It can be done to show up these differences, (e.g. comparing the work that boys and girls do, or older men and women) but be careful that you do not make it too complicated

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Daily activity tool, facilitator's notes

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Notes to facilitator Module 4 – Gender & equity sensitive participatory tools

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Module 4 - Gender & equity sensitive participatory tools

Unit 1 – Constraints and ideas to overcome these constraints

Unit 2 – Gender in the project cycle

Unit 3 – Gender in the organization and policy-making level

Unit 4 – Gender and equity sensitive participatory tools

Hours	Specific objectives of session	Method/ technique	Procedures	Material and documents
08:30 Unit 1: Constraints and ideas to overcome these constraints	Participants understand gender constraints which affect the water, sanitation and hygiene sector	Facilitated discussion	Facilitator conducts discussion, starting with participants own views and experiences: Constraints which occur when a gender approach is not taken into consideration – at the project, at organizational and policy-making levels. Main points are written in flip-chart	Flip-chart Markers
Break				
11:00 Unit 2: Gender in the project cycle	Participants will be able to identify gender implications in all phases of a project	Brief presentation and group work	Discussions start with participants experiences with projects. They are asked to reflect on how to introduce gender considerations in each phase of project planning, implementation and evaluation. Facilitator gives a brief presentation as a wrap-up and asks participants to discuss in groups, each group a different phase of a project. Presentation in plenary by each group	*Working with \women and Men on Water and Sanitation, an African Field Guide*
13:00	Lunch			

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14:00 Unit 3: Gender in the organization and policy-making level	Participants understand and practised participatory gender and, poverty sensitive and demand responsive tools	Interactive presentation Group work Presentation in plenary	Discussions start with participants views about gender in an organisation. They are asked to reflect on how to introduce gender considerations in an organisation. Facilitator gives a brief presentation as a wrap-up writing in flip-chart most important points raised. The same regarding the policy-making level.	Flip-chart Markers Little stones, seeds, beans *Copy of pages of MPA tools* *Copy of pages of PHAST tools* *Copy of Harvard Analytical Framework* *Copy of GAM*
15:30	Break			
16:00 Unit 4: Gender and equity sensitive participatory	Continuation	continuation	An introduction to gender and equity sensitive participatory tools to overcome constraints at community, organisation and policy-making level. At community level: Wealth Classification Community Map Transect Walk Pocket Voting Gender Roles and Responsibilities (PHAST) Family Dynamics (PHAST) The Harvard Analytical Framework Daily Activity tool	*Text on tools: what are they, why are they important, how to use them, going beyond the use of tools, etc.*
Note: Module 4 extends to the next day – see Course Programme in Module 1_Unit I				

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MODULE OUTLINE

Module 5 Using gender approaches in the field

Introductory note

Unit 1 – Preparation for the field visits

Unit 2 – Visit to a community and/or an organization

Unit 3 – Lessons learned from the field

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Introductory note

Preparation of the field visit

The purpose of the field visit is to give the participants an opportunity to practice tools in a particular community or organisation. The actual programme will depend on the distance to be travelled for the visit, the size of the local community and the extent of their co-operation with the organisers of the course. The participants may have divided into small groups to work more efficiently and to reduce inconveniences to the community.

The communities or organizations should be contacted well in advance to fix the date and timing of the visit and to ensure that the local committee and some users will be ready to receive the participants. The community should be briefed on the visit and its objectives and given details of the programme that will be followed and arrangements to be made for the transport and refreshments during the visit.

If a community is large enough to accept the full group, then only one community need be contacted for the visit. But if the group of participants is very large, it may be necessary to allocate smaller groups to different communities. In the case, more effort and time will be needed to make preparations so that all the visits will well organized. The participants in the small groups will have the chance of comparing the different communities visited in the same locality.

The visits should be made in the morning. This will be followed by a general meeting in the afternoon where all the groups will meet the district staff of the government agency responsible for water and sanitation. The participants will be able to meet the users, local operators and caretakers, community leaders and government staff separately. Within each community visited the participants in their groups will observe and interview each of the above actors, if possible on their own, to avoid influencing each others responses.

Choosing the morning visit will increase the value of the field visit as a whole. This is because many of the activities associated with rural water supply takes place early in the morning. For example women traditionally collect water before sunrise. And operators open the valves, start the pumps, and dose the tanks with chlorine, etc. at the start of the day in order to have sufficient water for early collection. The next peak of water collection may be in the afternoon/early evening, which will be too late for the field visit. Arrangements have to be made to ensure an early arrival in the community or communities selected for the visit, so that participants can prepare themselves for an early start.

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Proposed programme for the field visit

Visiting a community

One first point to be taken into consideration is that the visit to the community to practice the use of tools should not raise expectations among community members about specific and concrete improvement in the system. It is good if some positive action is taken after tools have been used. But this will not happen every time. So community members should be aware of the purpose of the visit: a study visit.

1. Arrival to start the field visit.

2. Discussions for 1hour and 30min with the representatives of the water committee. The purpose of this meeting is to get general information on the community, number of men and women, boys and girls, information on existing facilities, work done by men and by women, level of system (house connection, public standpost, etc) and type of technology, alternative sources and information on the accounts managed by the water (percentage of those who pay and those who do not pay for water, delays, etc). Also information on the composition of the water committee is important.

3. Wealth classification in a neutral venue

4. Social mapping and marking in the map the better-off and the worst-off sectors

5. Transect walk through the sectors for observations about hygiene use of water, school sanitation, environmental sanitation, men and women – boys and girls activities

6. During transect walk – focus group discussions with men separate from women's groups, in specific places to get the poor and the rich in separate meetings otherwise there will be much influence from one group to the other. Groups will be divided for this purpose.

7. During groups discussion practice the use of other tools
   a. Scaling rate
   b. Ladders
   c. Hundred seeds,
   d. Etc

8. A final meeting to thank those who participated

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Visiting an organisation

The same idea applies to an organisation to be visited for the use of tools. It should be clearly stated that the visit is for practicing some tools which later the organisation might like to apply to really assess their gender and equity sensitivity.

Here, after the first introductory meeting, the tools to be applied can be
The Gender Quiz adapted to the organisation and policy making level
The 'Stakeholders meeting" as described in the hand-outs received, with some adjustments to it, and or
The questionnaire also available in and among the hand-outs of Module 5

Analysis of the field results

Once back in the classroom on the same the same day, or the next day, each group will do a SWOT analysis and then report back in a plenary session. The final results can be sent to the community and to the organisation visited with a letter of thanks.

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Gender Mainstreaming in South Africa

Unit 1 Preparing for the field visits

Subject title   :   Preparation for field work

Type of session   :   Interactive presentation

Outcomes – on completion of this Unit, participants will have

- Demonstrated an understanding of community dynamics
- Prepared a field visit where gender and equity sensitive participatory tools will be used in project implementation phases or in an organisation

Assessment criteria:

- Visits are explained

Participants get an opportunity to prepare the visits where gender and equity sensitive tools will be applied. This preparation is important as it will give elements for the preparation of field trips participants will be doing in their own work.

Hand-outs: Text on main points for field work (see introductory notes)
Tools already prepared like pocket voting

Reference: **Operation and Maintenance of rural water supply and sanitation systems: a training package for managers and planners, prepared** by Francois Brikke, for the Operation and Maintenance Network of the WSSCC and IRC, 2002.

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Gender Mainstreaming in South Africa

Unit 2 Visit to a community

Subject title : The visit to a community

Type of session : Field visit

Outcomes – on completion of this Unit, participants will have

- Used gender and equity sensitive tools in a community
- Demonstrated an understanding on how to use gender and equity sensitive tools in their own work for better implementation and the sustainability of water and sanitation projects

Assessment criteria:

- Use of tools in communities is done

Participants get an opportunity to practice the use of gender and equity sensitive tools in a community. This shows them the importance of the use of such tools and will gives them more confidence for their future work with communities.

Hand-outs:

Tools already prepared like pocket voting (refer module 4 unit 4)
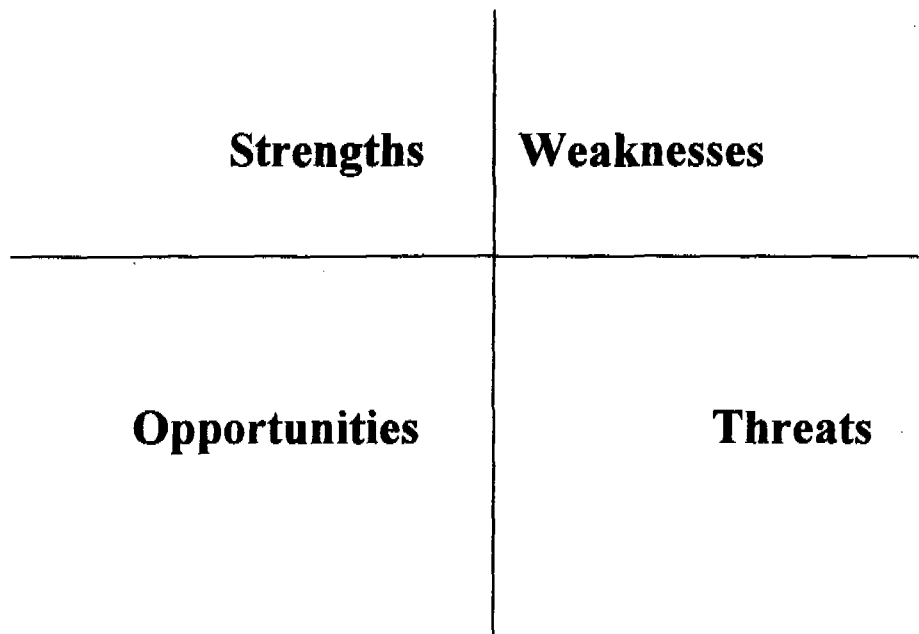SWOT Analysis

SWOT Analysis

1 The SWOT analysis is designed to help people to identify the internal strengths and weaknesses of their organization or group, in relation to the opportunities and threats presented in the external environment.

Guide questions for this are:

> ➢ What major external opportunities do we have?
> ➢ What major external threats do we face?
> ➢ What are our major internal strengths?
> ➢ What are our major internal weaknesses?

2. This is part of a process of strategic planning, one of whose essential components is examining the relationship between internal and external environments. This should give organizations and groups the basis for identifying strategic issues, and to develop strategies.

SWOT Analysis Chart

Strengths	**Weaknesses**
Opportunities	**Threats**

The Oxfam Gender Training Manual Oxfam UK and Ireland 1994

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Gender Mainstreaming in South Africa

Unit 3 Visit to an organisation

Subject title   :   The visit to an organisation

Type of session   :   Field visit

Outcomes – on completion of this Unit, participants will have

- Used gender and equity sensitive tools in an organisation
- Demonstrated an understanding on how to use gender and equity sensitive tools in their own work for better implementation and the sustainability of water and sanitation projects

Assessment criteria:

- Use of tools in an organisation is well carried-out

Participants get an opportunity to practise the use of gender and equity sensitive tools in an organisation. This is can be more complex than applying tools in communities as gender and equity sensitive tools to organisations are an innovation many do not know.

Hand-outs: Organisational self assessment tool

Section 1 Organisational Policy on Gender

1 Our organisation:
    i) has a formal gender and equity policy.

    ii) has no formal gender and equity policy.

    iii) a formal gender and equity policy is under development.

    iv) I don't know.

2 In our organisation, the gender and equity policy refers to :
    i) external products and services.

    ii) the internal organisational aspects.

    iii) Both of the above.

    iv) I don't know.

3 In our organisation, the action plans within the gender and equity policy is :
    i) monitored for internal organisational aspects.
    ii) monitored for programs, services and products
    iii) not monitored
    iv) I don't know.

4 The approach of our organisation to gender in general is:
    i) It stresses the active participation of women without assessing constraints or impacts.

    ii) It stresses the active participation of women and takes constraints and impacts into account, but without looking at gender roles of men.

    iii) It stresses the active participation of women and takes constraints and impacts into account while recognising that men also have to change their gender roles.

    vi) I don't know.

5 In our organisation:
    i) gender issues are discussed insufficiently.

    ii) gender issues are discussed sufficiently.

    iii) gender issues are discussed too much.

    iv) I don't know.

Section 2 Application of Gender in WSS Programmes and Services, and Organisational Support for Application

6 Can you list what gender issues are relevant in your content work on the issues mentioned. Please list 3 key words for each issue.

    i) technology development & implementation
    -
    -
    -

    ii) community management of water services
    -
    -
    -

    iii) hygiene education
    -
    -
    -

    iv) sanitation programmes
    -
    -
    -

v) integrated water resources
-
-
-

7 In your professional work, do you advocate gender awareness and practice?
    i) Yes, always.

    ii) Yes, sometimes.

    iii) Rarely.

    iv) Never.

8 Do you explicitly build in gender analysis in your content related activities?
    i) Yes, always.

    ii) Yes, sometimes.

    iii) Never.

9 Mention up to 3 examples of how you apply gender analysis in your water and sanitation related activities.
    1.

    2.

    3.

10 Do you conduct training on gender issues in your WSS related activities?

    i) Yes.

    ii) No.

11 Do you feel that gender issues are relevant to how you conduct your work?

    i) Always.

    ii) Usually.

    iii) Rarely.

    iv) Never.
12 Do you feel you have the necessary expertise to apply gender concepts in your work?
    i) Fully.

    ii) Somewhat, but need more training.

    iii) Not enough.

    iv) I don't know.

13 With regard to training on gender in our organisation (both internal and external courses):
    i) opportunities are (have been) regularly available and all staff attend to attend.
    ii) opportunities are (have been) regularly available and some staff attend
    iii) opportunities are (have been) rarely available, but then all staff attend
    iv) opportunities are (have been) rarely available and then some staff attend
    v) opportunities are (have never been) available
    vi) I don't know.

14 Mainstreaming gender into our products and services is:

    i) considered as a quality feature of our organisation, or as a competitive advantage for our organisation.

    ii) considered neither as a quality feature of our organisation, nor as a competitive advantage for our organisation

iii) considered as a desirable quality feature, and as a competitive advantage for our organisation, but our organisation has not worked on it yet.

iv) I don't know.

15. Our organisation's information materials, such as pamphlets, brochures, newsletters, annual reports and publications have illustrations which:

    i) have been carefully chosen to reflect gender.
    ii) sometimes take gender into account
    iii) do not take gender into account
    iv) I don't know.

16 In our organisation, in order to monitor whether gender is consistently mainstreamed in all projects/programmes:

    i) there are designated people who conduct the monitoring activities.

    ii) there are no designated people who conduct the monitoring activities. It is the responsibility of each individual, but there is some peer control.

    iii) there are no designated people who conduct the monitoring activities. It is the individual's responsibility with no peer control.

    iv) no form of monitoring takes place.

    v) I don't know.

17 In our organisation, resources (financial, time or other) for practising gender:
    i) are made available by the management.

    ii) are not made available by the management.

    iii) I don't know.

18 In our organisation, the attitudes and practices of the management towards gender issues are:
    i) Management is not aware of the importance of women's participation in water projects.

    ii) Management is aware, but does not consider it important enough to take action (i.e. pays lip service)

    iii) Management is aware and takes action to bring women in, but only to a limited degree (i.e. window dressing).

    iv) Management is aware and addresses the issue systematically, but without considering possible negative consequences for women (e.g. more responsibility also means more work)

    v) Management is aware of inequalities between women and men in sharing influence, power and workloads in projects, and constantly reviews the situation to improve it.

    vi) I don't know.

19 Our board of directors:
    i) regularly comment on our gender and equity policy.

    ii) sometimes comment on our gender and equity policy.

    iii) never comment on our gender and equity policy.

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iv) I don't know.

20 Among our partner organisations (NETWAS, NEWAH, CINARA, etc...):

i) some are well known for their gender expertise and their gender approach within their projects/programmes.

ii) none are well known for their gender expertise and gender approach within their projects/programmes.

iii) I don't know.

21 Of our donor organisations:
i) all expect us to implement a gender and equity policy.

ii) only some expect us to implement a gender and equity policy.

iii) none expect us to implement a gender and equity policy.

iv) I don't know.

Section 3   Internal Gender Policy Application

22 To achieve gender targets, our organisation:
i) has a work plan, measurable objectives, a monitoring framework and clarity about responsibility for implementation.

ii) has objectives and a monitoring framework, but no plan.

iii) has objectives, but no monitoring framework and no plan.

iv) has no objectives, no monitoring framework and no plan.

v) I don't know.

23 Of the total work force, women employed by our organisation constitute:

i) less than 10%
ii) 10-30%
iii) 30-50%
iv) more than 50%
v) nearly or about 100%
vi) I don't know

24 The percentage of women in leading positions (member of the Board of Directors and/or Management Team) in our organisation is:
i) less than 10%
ii) 10-30%
iii) 30-50%
iv) more than 50%
v) nearly or about 100%
vi) I don't know

25 In terms of salary scales:
i) Women and men receive the same salaries for the same jobs.

ii) Women receive lower salaries than men in the same jobs.

iii) Men receive lower salaries than women in the same jobs.

iv) I don't know.

26 In our organisation:
i) men and women in all positions are offered equal secondary labour conditions (e.g. parental leave, retirement benefits, sick leave...etc)

ii) men and women in all positions do not have equal secondary labour conditions

iii) I don't know.

27 Our organisation:
i) pays special attention to the needs of both women and men, in terms, allocation of office rooms and space, child care services flexibility in working hours to (others in same order) take account of

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parental and spouse relations.

ii) pays special attention only to needs to women in terms of child care services, allocation of office rooms and space, flexibility in working hours to take into account parental and spouse relations.

iii) pays special attention only to the needs of men in terms of child care services, allocation of office rooms and space, flexibility in working hours to take into account parental and spouse relations.

iv) does not pay special attention to these issues.

v) I don't know.

28 When a vacancy has to be filled in our organisation:
i) the description of the vacancy is such that it stipulates clearly if a man or a woman should apply.

ii) the description of the vacancy is such that both sexes can equally apply.

iii) I don't know.

29 Career opportunities (i.e. advancement possibilities) in our organisation:
i) are equal for men and women.

ii) are more favourable for men than for women.

iii) are more favourable for women than for men.

iv) I don't know.

30 Career opportunities (i.e. advancement possibilities) in our organisation:
i) are equal for "national" and "other" staff members.

ii) are more favourable for "national" than " other" staff members.

iii) are more favourable for "other" staff than for "national" staff.

iv) I don't know.

* National refers to Dutch nationals.

31 When someone exhibits gender-stereotyped behaviour in our organisation:
i) it is noticed and corrected.

ii) it is noticed, but not corrected.

iii) it is sometimes noticed, and sometimes corrected.

iv) it is hardly noticed, let alone corrected.

v) I don't understand what this question means.

32 In my annual performance assessment discussion with my supervisor:
i) gender issues are discussed and followed up on in my future performance assessments.

ii) gender issues are discussed, but not followed up on in future performance assessments.

iii) gender issues are not discussed in my performance assessment.

iv) there are no annual performance assessments.

v) I don't know.

33 Our organisation:

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i) has formal procedures for addressing sexual harassment.

ii) has informal procedures for addressing sexual harassment.

iii) has neither formal, nor informal, procedures for addressing sexual harassment.

iv) I don't know whether there is either formal or informal procedure for addressing sexual harassment.

34 With regard to external representation, e.g. in conferences, meetings, seminars:
    i) choices on who is going to represent our organisation are made by considering gender balance. If the organisation is aware that such a conference/meeting/seminar will be heavily represented by men, our organisation would insist in sending a woman.

    ii) choices on who is going to represent the organisation are made without considering gender balance.

    iii) I don't know.

NAME: (optional)

SEX: (Please encircle answer)

Female   Male:

Background: (please encircle answer)

Social: Technical: Administrative

35 What, in your view, is the definition of gender and equity that your organisation uses? Please provide the definition below:

Gender:

Equity:

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Notes to facilitator Module 5 – Using gender approaches in the field

Training Package on Gender and Gender Mainstreaming for better water and sanitation in South Africa

Module 5 – Using gender approaches in the field

Unit 1 – Preparation for the field visits

Unit 2 – Visit to a community and/or an organization

Unit 3 – Lessons learned from the field

Unit 4 – How to deal with resistance to change

Hours	Specific objectives of session	Method/ technique	Procedures	Material and documents
16:00 Unit 1: Preparation for field visits	Field visits are prepared	Brief presentation on field work	Facilitator discusses with participants the objectives of the field work and how to go about it.	*Text on main points for field work*
08:30 Unit 2: Visit to a community and to an organization	Participants have practised participatory gender , poverty sensitive and demand responsive tools in communities and in an organisation	Practice of tools in a community and in an organisation	Participants visit a community and/or organisation for the practise of the application of tools.	Flip-charts Markers Some tools already prepared like pocket voting chart, the satisfied and not satisfied faces, the cards for the assessment of institutional support for gender, poverty and demand responsive approaches in the organisation, etc.
Time and period of visits to be adjusted to the specific needs.				

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Next session Unit 3: Lessons learned from the field	Participants have analysed the practice of tools in the field and have ideas to improve their training on tools skills and also field work preparation	SWOT Analysis	Participants are asked to present the lessons learned from the field. This is not supposed to be an account of the findings on the village but the lessons on how to work with communities using a gender and equity approach. Facilitator introduces the SWOT analysis tool, which serves to analyse the present situation (strengths and weaknesses) and the future situation (opportunities and threats). Facilitator conducts SWOT analysis on actual strong and weak points of the implementation of tools in the communities and in the organisation and the opportunities and threats the use of tools might encounter in the future. Discussions are done in plenary and points are added or discarded when consensus is achieved.	*Text on SWOT analysis*
Next session: Dealing with resistance to change	Participants will have understood the ways of dealing with resistance to change	Interactive presentation Exercise	Before hand, large paper is taped to the wall. Facilitator introduces the SARAR Resistance to Change continuum, drawing the 7 steps scale on the paper. For each step, a card containing the step and an explanation in an interactive presentation. After presentation, an exercise: a) participants are invited to write on a card a strategy to overcome the different steps and place the cards in the respective step of the scale; b) discussion of results; c) participants are invited to do a role-play for each step – one coming from the course and the boss / colleague resisting to the innovation.	

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Unit 4 Resistance to change

Subject title : Dealing with resistance to change in a community or in an organisation

Type of session : Brief introduction and group-work

Outcomes – on completion of this Unit, participants will have

- Recognised possible signs of resistance to proposed changes
- Categorised different kinds of resistance
- Demonstrated an understanding of a number of strategies to deal with resistance to change

Assessment criteria:

- Resistance to change is explained

Agency staff and community members have many different and often understandable reasons for not wishing to adopt change. This resistance to change can be identified and categorised, and subsequently techniques to overcome resistance can be applied.

Hand-outs: SARAR RESISTANCE TO CHANGE CONTINUUM (RTCC)

For more Background

"SARAR Resistance to Change Continuum", Tools for Community Participation pp.161-165

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HAND-OUT MODULE 5 UNIT 4

SARA RESISTANCE TO CHANGE
CONTINUUM (RTCC)

PURPOSE:

To sensitise participants to the fact that community members may have many different, often understandable reasons for not wishing to adopt changes.

To demonstrate a simple way of categorising the resistance commonly met in the community so that differences in degree and types of resistances become clear.

To infer from this analysis which approaches would be most appropriate when working with people who are either receptive or resistant to change.

TIME: 1 hour – 1 1/2 hours

MATERIALS

A blackboard or large newsprint on which a continuum diagram is drawn, showing seven stages of resistance or openness to change. (Sometimes eight stages may be identified, adding one more to the positive end of the continuum).

A variety of flexi-flans or other cut-out pictures of village people

Balloon-shaped cut-outs, each of which has a quotation written on it representing the feeling or attitude of individual villagers towards a proposed change. There should be enough of these balloon quotes to correspond to all the stage of the continuum, with duplicates and some blanks.

A poster with a message to which there generally is some resistance in village communities, such as "Boil or filter river water before drinking" or "Use latrines and not the "bush" for defection".

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SARA RESISTANCE TO CHANGE UNIT 4

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SARAR Resistance to Change Continuum

7
I'm willing to
demonstrate the
solution to others and
advocate change

6
I'm ready to try
some action

5
I see the
problem, and
I'm interested in
learning more
about it

4
There is a
problem, but
I'm afraid of
changing for
fear of loss

These responses are increasingly confident and come from people who are eager for learning, information, and improved skills

3
Yes, there is a
problem, but I
have my doubts

A Person has fears, often well founded, about social or economic loss

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2
There may be a
problem – but
it's not my
responsibility

*A Person is sceptical about proposed
solutions - technical,
sponsorship, capability, etc*

1
There's no
Problem

*Person believes cause of problem
and its solution lies in the lap of the
gods, or with the government, or
some outside agent*

*Satisfied with things as they are
sees no problem no reason to change*

The RTCC was first published by World Education in "Workshop Ideas for Family
Planning Educators"

LESSONS LEARNED FROM THE FIELD: Facilitator

Three visits were done during the course: to the Local Municipality of Tzaneen, to the NGO Tsogang and to the community Maphala. The purpose of the visits was to get an insight into the use of gender and poverty sensitive participatory tools at all three levels: policy making, organization and community level.

The meeting at the Local Municipality went well, and the time made available was sufficient. Seven male and 5 female councillors participated in the meeting. After the presentations and introductions, the Gender Quiz* adapted version was used. Thereafter, the councillors were asked to analyse some of their policy documents to identify Gender Mainstreaming levels.

The meeting at Tsogang did not went as expected due to time constraints: we had only 1 hour and time was sufficient only for presentations, introduction of our work and some questions on gender sensitive organisations arrangements.

The meeting with the community went better. The Gender Quiz, Wealth Classification, Pocket Voting to identify sanitation practices, Gender and Poverty Sensitive Map and Daily Activities Tool (using cards indicating the hours when activities were being carried out) were the tools used.

The Lessons Learnt exercise was done on the following day. The exercise showed what participants experienced during the visits.

Community	Organisation : Tsogang (an NGO)	Local Municipality	General remarks
Daily Activity Tool can also incorporate pictures to visualise activities done by both men and women.	Women are involved in decision making	Men are still dominant in the Local Municipality	Tools are good to work with at all levels
They are aware of Gender but in need of more training	Even though some organisation are aware of Gender issues, they have no policies in place	Gender imbalance	Although the field visits were quickly prepared, we achieved some results
Women still do most of the jobs in the household	Skills to analyse policies	Councillors need to have their skills on Gender approaches built	Time management must be better
Community know Gender but it is still not balanced		Councillors need training on Gender	Training is needed on use of tools
There is no Gender balance in the community			Common understanding of the Gender concept
Positive women			Fair level of awareness
Capacitate rural people			Wording of Gender Quiz must not be ambiguous
Culture influence in communities			Questions should be clearly understandable to the audience
Gender Quiz should be in the community language			Males are still decision makers
All groups must be			Using tools makes

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involved in all different tools			participants to be active
All should understand the language			Gender tools were very good to both organisation and community e.g. Daily Activity tool
Community members understand better when tools are used			
Gender Quiz is a nice tool to start with especially in the community as it can be an ice breaker			

Main conclusions on Lessons Learnt, to guide intermediaries in their preparation for field work:
- Time better planned
- All participants should go through all tools
- Need to prepare visits in advance
- Even when prepared in advance, we should be prepared for last minute changes (when there is a death in the community, maybe no one will come to the meeting)
-
- Be prepared to deal with gender imbalances (e.g.: when men lead discussions, when rich women lead discussions and the others do not talk, etc.)
- Language issues should be talked about and a solution found before the visit
- Gender and poverty sensitive participatory tools should really be part of our future training as intermediaries
- The tools are good for all levels
- Tools can be adapted (example: how the daily activities were quickly adapted in our community visit)
- Community members should be prepared about the meaning of our visit: they should know that are not going to receive money or clothes as some were expecting.
- Organisations try to protect themselves. We must be aware of that and ask for examples when they say they take gender into consideration and give follow-up.

Specific comments relating to the Gender Quiz:

- Questions should be read as they are. The facilitator should read the whole question: always start with WHO and finish with MEN, WOMEN OR BOTH.
- The Gender Quiz is supposed to be a QUICK awareness raising and gender analysis tools.
- The participants should not think of their own families when they are answering the questions. They should think of life in general in their communities, or the situation in their organization, for example.
- No comments from the facilitator side. Comments will be done at the end by all participants. At the end, they will say what issues were raised during the quiz, what they thought were the main problems raised by this exercise.
- Questions can be adapted for the sake of good understanding.
- The Gender Quiz does not need counting/registering of answers. It is to meant raise awareness and do a quick gender analysis. Participants should look around how their peers are 'voting'.

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Notes to facilitator Module 5 – Using gender approaches in the field

Training Package on Gender and Gender Mainstreaming for better water and sanitation in South Africa

Module 5 – Using gender approaches in the field

Unit 1 – Preparation for the field visits

Unit 2 – Visit to a community and/or an organization

Unit 3 – Lessons learned from the field

Unit 4 – How to deal with resistance to change

Hours	Specific objectives of session	Method/ technique	Procedures	Material and documents
16:00 Unit 1: Preparation for field visits	Field visits are prepared	Brief presentation on field work	Facilitator discusses with participants the objectives of the field work and how to go about it.	*Text on main points for field work*
08:30 Unit 2: Visit to a community and to an organization	Participants have practised participatory gender , poverty sensitive and demand responsive tools in communities and in an organisation	Practice of tools in a community and in an organisation	Participants visit a community and/or organisation for the practise of the application of tools.	Flip-charts Markers Some tools already prepared like pocket voting chart, the satisfied and not satisfied faces, the cards for the assessment of institutional support for gender, poverty and demand responsive approaches in the organisation, etc.
Time and period of visits to be adjusted to the specific needs.				

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Next session Unit 3: Lessons learned from the field	Participants have analysed the practice of tools in the field and have ideas to improve their training on tools skills and also field work preparation	SWOT Analysis	Participants are asked to present the lessons learned from the field. This is not supposed to be an account of the findings on the village but the lessons on how to work with communities using a gender and equity approach. Facilitator introduces the SWOT analysis tool, which serves to analyse the present situation (strengths and weaknesses) and the future situation (opportunities and threats). Facilitator conducts SWOT analysis on actual strong and weak points of the implementation of tools in the communities and in the organisation and the opportunities and threats the use of tools might encounter in the future. Discussions are done in plenary and points are added or discarded when consensus is achieved.	*Text on SWOT analysis*
Next session: Dealing with resistance to change	Participants will have understood the ways of dealing with resistance to change	Interactive presentation Exercise	Before hand, large paper is taped to the wall. Facilitator introduces the SARAR Resistance to Change continuum, drawing the 7 steps scale on the paper. For each step, a card containing the step and an explanation in an interactive presentation. After presentation, an exercise: a) participants are invited to write on a card a strategy to overcome the different steps and place the cards in the respective step of the scale; b) discussion of results; c) participants are invited to do a role-play for each step – one coming from the course and the boss / colleague resisting to the innovation.	

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MODULE OUTLINE

Module 6 An Action Plan

Introductory note

Unit 1 –Preparing an Action Plan

Unit 2 – Presenting the Action Plan

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Introductory note

Preparing your Action Plan.

The preparation of the Actin Plan is one of the most important activities of this training programme. Indeed, the Action Plan is where the learning process culminates: the participants will be able to apply the knowledge and skills received during the training to their own work and to their specific needs.

This planning exercise also offers a unique opportunity for participants to receive coaching for the preparation of an Action Plan concerning a problem they would like to solve. This gives the opportunity to participants to reflect on their commitment to gender mainstreaming.

If the course was much shorter than the original two-week programme, the Action Plan will be adapted. In this case, the facilitator may guide the participants for the preparation of Points for Action, meaning a list of actions to be implemented instead of a more elaborated Action Plan. The topic of and Action Plan or simply some Points for Action may be the same. It could be, for example, to implement a gender and equity workshop in the organisation, to start reviewing documents and strategies for their gender and equity sensitivity or preparing a course to project managers. The difference would be in the degree of complexity of each one. Templates for both exercises are given in this Module.

Presentation of the Action Plan

Participants will be guided for a good presentation of their Action Plan or Points for Action and receive support from their colleagues in the training concerning contents and also the way of presenting their points. This is also a helpful exercise, as it represents an opportunity to practise presentation skills. The text below is guidelines for a good presentation[1]

Communication versus information

> Communication should not be mistaken for information. The person who puts across a series of ideas, experiences and concepts to a public who cannot respond. In this case, the public is invisible, receiving the information through a mass media tool, without any kind of personal relationship.
> On the other hand, a person who communicates has the immediate possibility of exchanging ideas, experiences and concepts with the audience. Communication is very important in the process of project development, since there is not a single situation, which can be resolved by only one actor. A project needs exchange and relationships between a variety of persons and actors.

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[1] Adpated from: Presentación de conferencias, by Diana Margarita Valquez, CINARA/IRC course material 1995, Cali, Colombia, In Operation and Maintenance of rural water supply and sanit5ation systems, a training package for managers and planners, by François Brikké, WSSCC/WHO – IRC, 2000.

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Preparing a conference

Sufficient time should be given for preparing the conference, keeping in mind:

- The time allowed for the conference
- The target audience
- The topic of the presentation
- The objectives of the presentation.

Short conferences are the most difficult ones to prepare, because the presentation has to be comprehensive, clear and get to the point rapidly. It also takes some time to relate to the audience.

For small groups of 5 – 6 persons, the presentation can be in the form of a conversation; the audio-visual material can be limited to graphics or simple drawings. One should keep in mind that time should be allowed for possibly frequent interventions by the audience.

Presentations to groups for 10 – 30 persons are more common. It is important always to have unimpeded visibility between the participants and the lecturer, because this contributes to better communication. The seating in the room can be arranged in advance to make the audience feel at ease.

Physical expression

Good communication does not arise spontaneously, but is the result of interaction to changes of attitudes in the audience. The lecturer uses the audio-visual material as well as his or her body as a communication tool, for example:

- The tone of voice and diction must be clear
- The space between the lecturer and the audience is important, because it can make or break the level of communication; someone who always stands far from the front of the audience, or always by the flip chart or the blackboard, cannot communicate well.
- The hands help to emphasise what is spoken. It may be annoying to see a lecturer with his or her hands in the pockets all the time.
- Abrupt movements can break the concentration of the audience. By being clam and constant, a lecturer facilitates integration with the audience.
- The art of pedagogy gives importance to the face. The lecturer should always be turned to face the audience, without fixing on only one person.

Structure of the presentation

A well-structured presentation increases its effectiveness. Indeed, it would be unjust to ask the audience to make the effort of organising your lecture in their minds.

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The presentation is divided into:

1. Introduction, in which the lecturer greets the participants, introduces him/herself, and presents the subject and its interest
2. Development of content, which has three parts:
   An analysis of the problems, showing the main problems which are linked with the topic, with some examples,
   An analysis of the possible solutions to overcome the problems, with some examples and an explanation about what would be the best strategy and why.
   An Action Plan or Points for Action, presenting the main activities to be implemented.

3. Conclusion: a brief overview of the main points, key messages concerning the subject to be remembered by the audience and few remarks to facilitate the discussion.

Use of audio-visual material

The use of audio-visual material is highly recommended, and is meant mainly to assist your presentation by raising the major ideas and key words. It is important to spend some time before a presentation to become familiar with the equipment, and to look for assistance if needed.

Flip charts

- Can be filled in during the presentation, as a means of highlighting the main ideas
- Can be prepared before the presentation with drawings or text; it is possible to refer to previous sheets, if needed.
- Can be used to keep records of discussions.
- Cannot be used for an audience larger than 30persons.
- If sheets are prepared in advance, first make a plan on a small sheet, indicating what is going to be on the large sheet; use concise language, which will be further developed verbally; on each sheet develop one major idea; letters should have a height of at least 3 cm; it is advised to use dark colours, as it is difficult to read yellow, orange or red from far away; you can make small annotations on the sheet in pencil to help you remember what to say; when you don't use the flip-chart, put up a blank sheet in order to avoid distraction.

Overhead transparencies and power-point can be used

- To make a synthesis of ideas and to present to the audience their logical sequence

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- To present specific data
- To keep the attention of the audience

The following should be avoided:

- Use of too much writing on a transparency or a slide, which will distract the audience from what you are saying
- Writing with a small size letter or font
- Photocopies form a textbook or a report on a overhead sheet
- Use of too many transparencies or slides

Discussion

A presentation is generally followed by a discussion. There are various forms of responses from an audience: questions for clarification, comments and recommendations, criticisms, silence.

Questions for clarification should be anticipated in advance if possible, because the audience may ask for explanations of specific elements or about the context. However, it is possible that you may not know the answer to the question: in such a case, you can put the question to the audience and ask another participant to respond, or say that you have noted the question for further clarification at a later stage.

Comments and recommendations are welcome, but they can sometimes be out of context; it is important to keep the focus on the topic. Key recommendations should be noted down.

Critical comments are normal, and should also be anticipated. The lecturer should not try to defend his or her views, but calmly present the reason for this choice. If arguments arise in an uncomfortable way, you can propose having a discussion on this topic at a later stage.
Silence in the audience is sometimes heavy to bear after a lecturer's presentation. One can put questions to the audience. If the silence persists, it is usually because the question was not well understood, or out of context. The question should then be rephrased.

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GEMSA

Gender Mainstreaming in South Africa

Unit 1 Preparing an Action Plan

Subject title   :   Preparing an Action Plan

Type of session :   Brief introduction and group-work

Outcomes – on completion of this Unit, participants will have

- Demonstrate an understanding of the need to organise the information received and transferring it to an Action Plan for his/hers own work.

Assessment criteria:

- Developed an Action Plan according to given template

Once the topic for the Action Plan is defined, each participant will be able to organise the knowledge and skills learned during the training in an Action Plan. It will be also possible to prepare a list of Points for Action or a simple work-plan. This assignment will be carried-out according to a template and adapted to participants needs. It will be an individual work plan for the introduction of a gender and equity sensitive strategy or action, in the participants working situation, be at organisation or at community level.

Hand-out: Template for action plan

Example of a template for an Action Plan

Action to be undertaken: Formulated as a positive action (E.g.: gender is introduced in the mission statement of my organization)						
Activities	Name of person who is responsible	Resources needed: Material	Resources needed: Human	Resources needed: Financial	Dead-line	Obstacles
Activity 1:						
Activity 2:						
Activity 3:						
Activity 4:						

You may like to add a detailed time schedule for all the activities

Activity 1	Jan	Feb	Mar	Apr	Ma	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Sub-activity												

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Template for action plan

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Gender Mainstreaming in South Africa

Unit 2 Presenting the Action Plan

Subject title   :   Presenting the Action Plan

Type of session   :   Presentation

Outcomes – on completion of this Unit, participants will have

- Demonstrated an understanding of what s/he aims at achieving with the implementation of Action Plan
- .Demonstrated commitment with the implementation of the Action Plan .

Assessment criteria:

- An Action Plan according to given template is prepared

Once the Action Plan is ready, defined, each participant will be able to organise the knowledge and skills learned during the training in an Action Plan. This will be done according to a template and adapted to participants needs. It will be an individual work plan for the introduction of a gender and equity sensitive strategy or action, in the participants working situation, be at organisation or at community level.

Notes to facilitator Module 6 – An Action Plan

Training Package on Gender and Gender Mainstreaming for better water and sanitation in South Africa

Module 6 – An Action Plan

Unit 1 – Preparing an action plan

Unit 2 – Presenting the action plan

Hours	Method/ technique	Procedures	Material and documents
08:30 Unit 1: Preparing an Action Plan	Interactive presentation	Facilitator gives the following guidelines to participants for choosing the topic for their action plan: 1. Has to be related to gender and equity as we have seen in the course 2. Has to be chosen from their professional life 3. The theme should be phrased as a problem 4. The problem should be formulated as precisely as possible 5. The problem should be part of the project in which the participant is working directly or indirectly or related to their organisation. Coaching by facilitator: coaching is not watching, not controlling, nor telling the participants what to do. Coaching is guiding the participants into their work, helping them to broaden their thinking, reminding them about the working procedure and methodologies, stimulating them. Coaching requires to spend some time with the participants. For a big group, this will be impossible to do with just one facilitator. Participants who go faster will be asked to help their colleagues. The template for Action Plan given will be adjusted to the needs and length of training event. A longer training (2-week) will have a complete Action Plan or even Strategic Planning. A short training will have a simple "Points for Action" which will be only a list of points to be taken into consideration for gender mainstreaming in the participants work.	*Template for action plan* *Template for strategic planning* Flip-chart Marker
10:30	Break		

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11:00	Continuation			
13:00	Lunch			
14:00 Unit 2: Presentation of Action Plan	Presentation	Introductory note by facilitator: the difference between information and communication. Some issues have to be considered when they prepare the presentation: Time available for presentation, target audience.... Structure of the presentation Use of audio-visual material And when presenting, think of Physical expression, visibility, good introduction, good closure....		Flipchart Overhead sheets (outline of session and structure) Overhead projector

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MODULE OUTLINE

Module 1 Follow-up.

Unit 1- A strategy for follow-up

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Introductory note

A follow-up to training offered to a specific target group is possible when there is the commitment and the interest of facilitators to carry it out. However, although commitment and interest of facilitators is an important element for the success of the follow-up activities, these are not sufficient. A crucial element is to build-up a structure supporting the follow-up activities. This structure does not have to be a complicated one.

First, a mentoring programme for facilitators should be in place, co-ordinated by the NCWSTI. This mentoring programme will support facilitators in their work in their Provinces: marketing for selling GEMSA training events and workshops, preparing and facilitating these events, giving follow-up to their courses' participants.

Secondly, the implementation of a monitoring programme, where NCWSTI and Intermediaries in the Provinces participate to accompany the implementation of GEMSA will help correct actions which need correction and ensure the effectiveness of the programme.

Follow-up should always be discussed with participants at the end of a training programme and should be adjusted to local situation and circumstances. This is also the message of this last Module in the GEMSA Training Package.

GEMSA

Gender Mainstreaming in South Africa

Unit 1 A strategy for follow-up

Subject title   :   : A strategy for follow-up

Type *of session*   :   Interactive presentation

Outcomes – on completion of this Unit, participants will have

- Demonstrated an understanding of possibilities of follow-up of their work by the facilitator and NCWSTI

Assessment criteria:

- Some points for follow-up are defined

Participants will have known that there are possibilities of receiving some follow-up by facilitators and by the NCWSTI for the implementation of their Action Plan.

Hand-out: Text on follow-up
                 Text on mentoring

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PREPARING TO BE A MENTOR

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http://www.mentors.ca/mentortips.html

When you are preparing to be a mentor the following tips could be useful:

- **Make a list.**
  Preparing for your first meeting: make a list of things that you would have wanted to know if you were in the position of the person who you will be meeting with. The list might include information about you (as the mentor), about the organization or position, about what it was like to be starting out, about what it was like in a new organization, or about expectations concerning our relationship. Write these details down in note form and then send them to the person you will be mentoring.

- **Take the initiative.**
  Take the initiative to make the first call, although it is appreciated it when the other person will call to arrange a meeting. Holding your meeting time is essential. Don' t shift it around to accommodate your busy schedule. Only an emergency should alter the date.

- **Be clear about purpose and boundaries.**
  Gift-giving, acting as an advocate for career advancement, loaning money, or becoming involved in dispute resolution should all be out-of-bounds in a mentoring relationships. You should feel comfortable talking about ethical or moral issues, however, be clear about ground rules.

- **Create an agenda.**
  When meeting ask the other person if it is okay if you identify some items for an agenda. List two or three and then ask the other person if they have any items they would like to add. Some typical items are (1) getting to know each other, (2) logistics, (3) goals and expectations, (4) concerns that might interfere with our meeting together, (5) initial impressions, (6) questions you have about the person

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you are going to mentor, and (7) why you think you can be a worthy mentor. Always make sure that you call the person by the name they prefer to be called.

- **Listen deeply and ask powerful questions.**
  The two skills that are essential for successful mentoring are (1) in-depth listening, that is, suspending judgment, listening for understanding and providing an accepting and supportive atmosphere; and (2) asking powerful questions, that is, questions that are challenging in a friendly way and questions that help the other person talk about what is important to that person. If possible do not ask "why" questions. Rather ask "open-ended" questions and usually start with "how" or "what."

- **Plan for the next meeting.**
  When you come to the end of a meeting ask to review your mutually developed agenda to determine your progress. Then solicit any ideas about what you might want to discuss at your next meeting. Ask for an impression of how this meeting went and what you might be able to do (or stop doing) next time to make the next meeting as good or better.

- **Experiment with process.**
  Over a period of several meetings, use different processes such as coaching, role plays, simulations, role rehearsals, experiential learning activities, brainstorming, mind-mapping and other techniques. Going for a walk together; sitting on a bench sharing lunch, or in some cases, attending a special event all have meaning for relationship building.

- **Focus on wisdom.**
  See yourself as a resource, catalyst, facilitator, idea generator, networker, and problem-solver, but not as a person with answers. Do not see your mentor role as one in which you "tell" another person what to do or how to do it. Freely share what you have done (or have learned), not as a prescription, but more as an example of something from which you gained some wisdom. Also feel comfortable contributing ideas or suggestions, not as a sage, but as a collaborator. Do not reject the role of becoming a mentor because you do not consider yourself to be an expert in a particular area.

- **Maintain and respect privacy, honesty, and integrity.**
  Violating these values can have disastrous consequences. Ensure that "what is said in this room stays in this room."

PRINCIPLES OF A SUCCESSFUL MENTOR PROGRAM

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http://www.mentors.ca/mentortips.html

While settings and target groups may be different, a few principles tie virtually all successful mentor programs together. Here are the top six:

- Literally hundreds of decisions can be made in designing a mentoring program. There is no one right way. The key is to design the program so that it fits the culture of the organization or setting in which it will operate. Mentoring experts call this: **cultural fit.**

- Closely related to cultural fit is **clarity of goals.** What is the purpose of the mentoring? What will it achieve or accomplish? What results ought to occur if a mentoring program is successful? Once the goals are identified it is much easier to make decisions regarding various program elements and it is possible to use the goals as a way of determining whether the program detail is on track or off track.

- Connecting mentors with the person(s) being mentored is a crucial element of any program. In general, however, the key to a successful match is NOT the degree of similarity between the mentor and the partner. The **key is the mentor's ability to tune in to, understand and accept what the partner is experiencing.** This kind of ability to communicate can be enhanced with **training.** Therefore, training mentors is typically more important than finding mentors with similar characteristics.

- The success of the mentoring match is dependent on **MONITORING** that relationship that develops between the partners. In other words, it is not helpful to just match people up, and let whatever happens happen. Therefore, someone has to take responsibility to check regularly with each partner to determine how it is going, what each one is getting and not getting from the connection.

- In addition to training and monitoring, it is essential to do a **needs assessment** with those persons who have been through recovery/growth/career advancement (both successfully and unsuccessfully)

to determine their perspectives on what they needed from others that helped (or hindered) their recovery/growth/career advancement. This assessment typically forms the basis of the CONTENT of the training sessions for mentors and may also give clues as to whether any training might be necessary to prepare the new partners for mentoring.

- The sixth program tip is that the people who volunteer as **mentors must be assured in action (not just in words) that they will be getting something valuable out of being a mentor;** that their time will be well-spent, that they will grow or learn, etc. Mentors need to experience value, what we call MUTUALITY, when they interact with their partners. It cannot be a one way relationship where the mentor does all the giving.

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Template for a follow –up strategy

1. Target groups			
2. Issues			
3. Products/Events			
4. Preparatory activities			
5. Those from your organization involved and their roles			
6. External support			
7. Number of target			
8. How to raise their interest			
9. Needs assessment			
10. How to asses capacity for funding			
11.Project proposal short/extensive			
12. Who to approach			
13. Support needed fro to source & secure funds			
14. Potential to scale –up			
15.What support needed to scale			
16.Suggestion for GEMSA to make more impact			
17 .Number of target to be reached			

GEMSA Training Package
NCWSTI – National Community Water and Sanitation Training Institute
IRC – International Water and Sanitation Centre
Template for a follow

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8/6/2002

Notes to facilitator Module 7 – Follow-up

Training Package on Gender and Gender Mainstreaming for better water and sanitation in South Africa

Module 7 Follow-up

Unit 1 – A strategy for follow-up

Hours	Specific objectives of session	Method/ technique	Procedures	Material and documents
14:00 Unit 1: A strategy for follow-up	A strategy for follow-up is discussed	Discussion	Facilitator discusses with participants the better way to give follow-up to participants in their endeavour to implement their Action Plans. Strategy is written-up in Flip-chart by facilitator and typed later. It should accompany a letter participants and their bosses will received after the course, stating how follow-up will be done.	Flip-chart Markers

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Note to facilitator 7

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Work in a community

- **who works inside the house (cooking, cleaning, taking care of children, etc): women, men or both?**

- **who works outside the house (in the field, in the market, in the informal sector): women, men or both?**

- **who organizes ceremonies, parties, events: women, men or both?**

- **who has the highest wages: women, men or both?**

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1

In general, when a water supply project is coming to a village:

- who in the community takes decisions during the planning phase: women, men or both?
- who gets the paid work (I.e. mechanic, operator, supervisor, etc) when the system is implemented: women, men or both?
- who gets the unpaid work (I.e. cleaning): women, men or both?
- who takes care that the family has sufficient water: women, men or both?

When a hygiene promotion project comes to a rural community or a village:

- who receives information on the hygiene promotion project: women, men or both?
- who is mostly involved in hygiene in the household and in projects: women, men or both?
- who should be targeted for effective hygiene promotion: women, men or both?
- who may catch a disease related to lack of hygiene: women, men or both?

In the communities, a sanitation project uses assembly to inform community members on the new sanitation technology

- who has the greatest access to information: women, men or both?

- who has the greatest need for latrines: women, men or both?

- who has the greatest needs for information on sanitation: women, men or both?

- who will clean latrines and help children on how to use them?

In a water committee in the communities in general:

- who chairs water committees: women, men or both?

- who takes formal decisions in meetings: women, men or both?

- who fetches water for the children and adults in the homes: women, men or both?

- who owns means of transport: women, men or both?

When men and women are members of a water committee:

- In general, who is the committee's chairperson: a woman or a man?

- Who tends to be treasurer: women, men or both?

- Who tends to be the secretary: women men or both?

- Who has the greatest interest in having water for the family: women, men or both?

In the organisation where I work:

- Who is the director: a man or a woman?
- Who are the members of the management team: more men, more women or their number is equal?
- Who are members of the 'technical staff': more men, more women or their number is equal?
- Who are members of the 'social staff': more men, more women or their number is equal?
- Who has higher salaries: men, women or both?

Decision making in the ws&s sector in South Africa

- Who occupies the highest position: a man or a woman?
- Who are Departments' Heads: mostly women, mostly men or both?
- Who holds higher levels of decision making in PIAs: mostly men, mostly women, or both?
- Who holds higher positions in the municipalities for ws&s sanitation: women, men or both?
- Who are the water supply engineers: mostly women, mostly men or both?
- Who are the social workers: mostly women, mostly men or both?

8

The evolution of "gender"

From Women in Development (WID) to

Gender and Development (GAD)

1

When services take a "supply-driven" approach

- no reliable supply of adequate drinking water
- irregular and unpredictable service
- time and energy of women and girls for education and other development was not available

When services take a "demand-responsive" approach

- Communities and households get a choice of options in technology, administration and management
- Local differences in user needs and in capacities to finance, maintain and manage the systems are taken into consideration
- Participation becomes crucial

3

History of participation

In the 1970s

- focus on male participation

- women's demands not met

- women's expertise, commitment and indigenous management functions unrecognised

History of participation

In the 1980s:

- focus on participation of women
- women getting more work without influence and compensation
- men withdrawing from responsibilities
- men bypassed in hygiene improvements
- men prevented to participate in areas where they precisely have the capacity and influence

5

History of participation

- **In the mid 1990s**
- **a "gender" approach starts to be adopted**
- **knowledge, division of work and sharing in decision-making, resources and benefits is divided more equitably between men and women**
  - **of different age groups**
  - **of different classes**
  - **of different ethnic and religious groups**

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Examples of good results of a gender & equity approach

- Tanzania: men more hours in the field to give women more time in domestic task;
- Niger: men admitted and encouraged women to be trained committees' treasurers
- Niger: women pay only one third of household contribution for O&M
- Malawi: equity in management lead to greater sustainability
- Lesotho: men & women trained as masons in latrine construction

Conclusion

- **From Women in Development (WID)**
- **To Gender and Development (GAD**

- **Because – taking women's issues in isolation will reduce cooperation between men and women**