



# Women, Energy and Water in the Himalayas

Training of Trainers Manual



Bikash Sharma  
Samira Luitel  
Kamal Banskota

# About the Organisations

## United Nations Environment Programme

Established in 1972 and based in Nairobi, Kenya, the United Nations Environment Programme (UNEP) is the voice for the environment within the United Nations system. The Executive Director is Klaus Toepfer.

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# **Women, Energy and Water in the Himalayas**

**Incorporating the Needs and Roles of  
Women in Water and Energy Management**

## **Training of Trainers Manual**

**Bikash Sharma  
Samira Luitel  
Kamal Banskota**

**United Nations Environment Programme (UNEP)  
Nairobi, Kenya**

**and**

**International Centre for Integrated Mountain Development  
Kathmandu, Nepal  
November 2005**

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**ISBN 92-807-2598-X**  
**92-9115-207-2**

**Job Nb: DEP/0697/NA**

**Cover photo: Training of Trainers in Nepal – CRT/N**

**Published by**

UNEP and ICIMOD

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**Printed and bound in Nepal by**

Hill Side Press (P) Ltd.  
Kathmandu, Nepal

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# Foreword

Increasing numbers of gender awareness and development interventions are helping to increase opportunities and improve the lives and well-being of women and rural communities across the Himalayan region. Nevertheless, in many areas women continue to bear a disproportionate burden in meeting their household water and energy needs. Increasing chemical pollution and ecosystem degradation often exacerbates their daily plight.

Fortunately, there are an increasing number of technical solutions available. A number of good practices in energy and water management are able to reduce the need for fuel, provide alternative energy sources, and increase water availability close to the home. However, such technologies and approaches are only accepted and used in practice if women are directly involved, and their special concerns taken into account, in the decision-making and implementation processes. Unfortunately, the failure to recognise this has meant that many water and energy initiatives have been much less effective in the long-term than originally hoped.

ICIMOD, with its long experience in diverse mountain communities, recognises that any new interventions for improving the well-being of mountain women need to focus on ways to free women from the long hours and drudgery of work to enable them to engage in income-generating and other activities. This is accomplished by bringing them into the technology choice and decision-making process from the outset. This approach has the added benefit of contributing to women's overall empowerment and status.

In 2002, UNEP and ICIMOD initiated a project on 'Incorporating the Needs and Roles of Women in Water and Energy Management in Rural Areas in South Asia – Capacity Building of Women in Rural Areas of the Himalaya' with financial support from the Swedish International Development Co-operation Agency (SIDA). The project focused on enabling women to participate fully and effectively in the planning and implementation of household water and energy initiatives by building their capability to organise themselves and to identify and prioritise their own needs. The project was carried out in partnership with the Royal Society for Protection of Nature (RSPN) in Bhutan, The Energy and Resources Institute (TERI) in India, and the Centre for Rural Technology (CRT/N) in Nepal.

In less than two years, the project made a marked difference in the lives of the women, their families, and their communities. Women developed their own solutions to their water and energy needs, and many were able to use the time saved to generate income. Women have operated a technology demonstration centre from the technologies they adopted for the benefit of other women. Some have emerged as energy entrepreneurs, for example, as liquid petroleum gas depot managers, and producers and sellers of solar dryers and improved cooking stoves. The impact was further broadened by coordinating with different development partners to provide additional inputs and training to the women, providing the basis for mainstreaming good practices at district and national levels.

The project has demonstrated that the issue is not merely which technologies best serve the needs of women, but also how to enable them to choose the options that meet their needs and improve their livelihoods. The major challenge now is to translate such experiences into gender sensitive policies that can extend the impact across the Himalayan region.

The experiences and lessons learned from the project have been encapsulated in three publications – 'Policy Guidelines', 'Project Learning', and this Training of Trainers Manual – and a DVD film. Policy makers and rural development practitioners can pick from these experiences those that are useful or suitable to their particular needs for replication and upscaling.

I hope that this Training Manual will be of use to development practitioners and organisations wishing to train trainers and community development agents working with communities in the field and engaged in engendering development and empowering women, especially in mountain areas. I would like to extend my sincere gratitude to UNEP-Nairobi and SIDA for the financial support, without which this important work would not have been possible.

Dr. J. Gabriel Campbell  
Director General  
ICIMOD

# Acknowledgements

This report is the outcome of a project implemented by ICIMOD through its national collaborating partners in Bhutan, India, and Nepal. The document could not have been prepared without the contribution of numerous individuals and institutions and we thank them all.

Special thanks go to Ms. Elizabeth Khaka, Programme Officer, Division of Environmental Policy Implementation (DEPI), UNEP-Nairobi for her continuous support, guidance, and invaluable feedback during the preparation of the Training of Trainers Manual. We would also like to thank Dr. Elizabeth Migongo-Bake, former UNEP project coordinator, for her support and Dr. Kamal Rijal, Energy Manager of UNDP, Bangkok, who initiated this project while at ICIMOD, for his support and encouragement.

The authors would like to extend their gratitude to the peer reviewers, Mr. Bikash Pandey, Country Representative Winrock International, Nepal, and Ms. Soma Dutta, Asia Regional Desk Coordinator, ENERGIA, for their invaluable comments and suggestions.

We would also like to acknowledge the valuable inputs provided by our collaborating partners: Dr. Lham Dorji, Ms. Manju Giri and Ms. Tshering Lham of the Royal Society for the Protection of Nature (RSPN), Bhutan; Mr. Ibrahim Hafeezur Rehman, Mr. Rakesh Prasad, and Mr. Asim Mirza of The Energy and Resources Institute (TERI), India; and Mr. Ganesh Ram Shrestha, Mr. Asim Banskota, Ms. Neelam Kayasta, and Dr. Krishna Hari Maharjan of the Centre for Rural Technology, Nepal (CRT/N). Inputs provided by local partners, namely the Himalayan Organisation for Protecting the Environment (HOPE) of Uttaranchal, and the Society for Development and Environment Protection (DEEP) of HP (both India); the Society for Local Volunteer Effort (SOLVE), and Nepal Red Cross Society (both Nepal) are also highly appreciated.

The material in this manual is compiled from the training materials prepared by the collaborating partners and other sources, in particular 'Gender and Development', a training manual published by the Centre for Development and Population Activities, Washington DC, two manuals prepared in Nepali by the Nepal Ministry of Women, Children and Social Welfare, the 'Gender and Organisational Change Training Manual' by Verona Groverman and Jeannette D. Gurung, and 'Developing Sustainable Communities: A Toolkit for Development Practitioners' published by ICIMOD for SNV. We thank the authors and publishers for these and the many other sources used, and apologise if any sources have not been recognised.

We are grateful for the valuable guidance and inputs provided by Dr. Mahesh Banskota and Dr. Narpat S. Jodha, ICIMOD. We also thank the Publications' Unit of ICIMOD for editorial assistance, particularly A. Beatrice Murray (Senior Editor), and Dharma R. Maharjan (Layout and Design), and the consultant editor Rosemary A. Thapa.

And last but not least we would like to offer our heartfelt thanks and appreciation to the participants from our regional member countries for their contribution in the regional workshops, and to all the women's group members, whose hard work and active participation contributed so much to the project's success.

# Acronyms and Abbreviations

CBOs	community-based organisations
CEDPA	The Centre for Development and Population Activities
CRTN	Centre for Rural Technology, Nepal
DFID	Department for International Development (UK)
FGD	focus group discussion
GAD	gender and development
GAM	Gender Analysis Matrix
ICIMOD	International Centre for Integrated Mountain Development
ICS	improved cooking stove
IG	income generating
IGA	income-generating activity
LPG	liquefied petroleum gas
M & E	monitoring and evaluation
MDG	Millennium Development Goal
NFE	non-formal education
NGO	non-government organisation
NRCS	Nepal Red Cross Society
PAP	participatory action plan
PRA	participatory rural appraisal
REDP	Rural Energy Development Programme
RSPN	Royal Society for Protection of Nature
SIDA	Swedish International Development Co-operation Agency
TERI	The Energy and Resources Institute
ToT	training of trainers
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
VDC	village development committee
WED	women, environment, and development
WID	women in development

# Glossary of Gender and Development Terms

Gender	The socially constructed roles and responsibilities assigned to women and men in a given culture or location and the social structures that support them. Gender is learned and changes over time.
Gender bias	The tendency to make decisions or take actions based on gender.
Gender discrimination	Prejudicial treatment of an individual based on a gender stereotype (often referred to as sexism or sexual discrimination).
Gender equity	A condition in which women and men participate as equals, have equal access to resources, and equal opportunities to exercise control.
Gender issues	Specific consequences of the inequality of women and men.
Gender relations	Ways in which a culture or society defines rights and responsibilities, and identifies men and women in relation to one another.
Gender sensitive	Being aware of the differences between women's and men's needs, roles, responsibilities, and constraints.
Sex	The biological differences between women and men, which are universal, obvious, and generally permanent.
Condition/position	Terms describing circumstances. Condition describes the immediate, material circumstances in which women and men live. Position is women's place in society in relation to men's. Position involves power, status, and control over decisions and resources.
Efficiency/equity rationales	Reasons for the inclusion of women in development. The efficiency rationale holds that development activities will be more effective with the full involvement of women and men in their full capacities. The equity rationale regards the equal representation of women's and men's interests in development as a matter of justice.
Empowerment	The process of generating and building capacity to exercise control over one's life.
Gender division of labour	The roles, responsibilities, and activities assigned to women and men based on gender.
Practical and strategic needs/interests	Short-term and long-term concerns arising from gender roles. Practical needs are immediate and material and can be met in the short-term through practical solutions. Strategic needs are long-term and are related to women's changing position in society. In terms of women's interests, they include legislation for equal rights and opportunities, reproductive choice, and increased participation in decision making.
Triple role of women	The three types of work done by women: productive work (all tasks that contribute economically to the household and community, such as crop and livestock production, handicraft production, marketing, and wage employment); reproductive work (tasks carried out to reproduce and care for the household, such as fuel/water collection, food preparation, child care, education, health care, more maintenance); and work in the community (tasks carried out to support social events and services at the community level, such as ceremonies, celebrations, community improvement, and political activities).



Women in Development (WID)	An approach to development that focuses on women and their specific situation as a separate group. WID projects frequently involved only women as participants and beneficiaries and failed to have a policy impact.
Women and Development (WAD)	A perspective on development that advocates changing the class structure to achieve gender equity.
Gender and Development (GAD)	An approach to development which shifts the focus from women as a group to the socially determined relations between women and men. GAD focuses on the social, economic, political, and cultural forces that determine how men and women can participate in, benefit from, and control project resources and activities.
Gender analysis	An organised approach to considering gender issues in the entire process of programme development. The purpose of gender analysis is to ensure that development projects and programmes fully incorporate consideration of the roles, needs, and participation of women and men. Gender analysis requires separating data and information by sex (known as disaggregated data) and understanding how labour is divided and valued according to sex. It is done at all stages of development processes.
Gender Analysis Matrix (GAM)	A gender analysis model developed for grassroots use. It has four levels of analysis (women, men, household, and community) and four categories of analysis (potential changes in labour, time, resources, and sociocultural factors).
Harvard Analytical Framework	A gender analysis model that identifies and organises information about the gender division of labour in a given community according to three levels of analysis: the activity profile, the access and control profile, and influencing factors. One of the first gender analysis models to be developed.
Women's Empowerment Framework	A gender analysis model that traces women's increasing equality and empowerment through five phases: welfare, access, conscientisation, participation, and control.
Moser Framework	A framework that aims to set up gender planning as a type of planning in its own right, on a par with transport planning or environment planning. It focuses on women's triple role; practical and strategic gender needs; and categories of policy approaches to women and development /gender and development.

*Source: CEDPA 1990*

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## About this Manual and Training Course

This Training Manual has been prepared as part of the consolidation of the lessons learned from the UNEP-supported project 'Incorporating the Roles and Needs of Women in Water and Energy Management in the Rural Areas of the Himalaya' which was implemented by ICIMOD in six hill districts, two in each of three countries, through its national collaborating partners, the Royal Society for Protection of Nature (RSPN) in Bhutan; The Energy and Resources Institute (TERI) in India; and the Centre for Rural Technology (CRT) in Nepal. The manual is a compendium of the training activities and materials that were used by the project partners to provide training during the project implementation. The manual also draws on other relevant sources (listed in the references section). More details of the project and its activities are provided in the companion publications 'Women, Energy and Water in the Himalayas – Project Learning' and 'Policy Guidelines'.

This manual is a 'training of trainers' (ToT) manual; the sessions are designed specifically to strengthen the training capacities of potential trainers of people from government and non-government organisations working in the field of women in water and energy management. The manual can also be used in other projects that address gender issues. The course material is not designed for use with beginners – rather it is intended and designed for use by development practitioners and organisations wishing to train trainers and community development agents working with communities in the area of women, water, and energy – or any other gender-aware development activities.

The objectives of the training are:

- to provide a basic understanding of gender roles and the division of labour in society;
- to explain the concepts of, and tools and approaches used, to analyse the roles of, and relationships between, men and women and their effects from a gender perspective, especially on the lives of women;
- to provide knowledge about participatory action research techniques and explain the importance of social mobilisation, organisational capacity building, group savings, and micro-finance for income-generating activities; and
- to develop a participatory gender-sensitive action plan for designing, planning, and implementing community-based projects in a rural setting.

The training provides the basic knowledge and materials for trainees to develop their own training courses for local women (and men). For local level training, the selected materials should be provided in simplified form in national/local languages. Trainers are welcome to translate portions of this manual to use in training, as long as the source is acknowledged and ICIMOD is properly credited.

The manual contains several related topics: understanding gender, gender roles and life choices, gender analysis tools and approaches, social mobilisation and needs assessment, gender in water and energy management, technology to reduce the drudgery involved in gathering water and generating energy, productive use of saved time for income generation activities, and the preparation of a gender-sensitive participatory action plan.

When used to train trainers, the manual can (and should) be adapted and modified according to the specific project needs. It is important to note that gender training works most effectively when it is 'learner-centred' so that training is tailored to the specific needs of the participants, when it uses participatory methods to allow participants to be actively engaged in the subject matter, and when it uses a team of trainers (co-facilitators) rather than an individual trainer. Ideally the training course should have no more than 20 to 25 trainees and no less than 12, with equal numbers of men and women, and be held by a principal trainer/facilitator working together with a team of trainers who have expertise in the different subject areas (4-5 trainers in total).

# How to Use the Manual

## Course Structure

There are nine sessions to be conducted over five days. Some of the sessions require more time than others: for example, ‘Gender Analysis Tools and Approaches’ might need a whole day or even more. The exact time taken for each section will also depend on the level of awareness, and the knowledge and experience of the participants. The training should be adjusted accordingly. Some of the sessions should be organised to include practical experience if possible by making field visits and analysing case studies so that participants gain more in-depth knowledge of the topics. This may require extending the overall length of the training, for example by adding a field visit day. Ideally sessions should be conducted by different specialists working in the different fields such as energy and water related technologies, micro-finance, social mobilisation, and so on. This will help to make the training more participatory and allow different experiences and techniques to be included, thus making it broader and more interesting.

## Session Structure

Each printed session is divided into three parts: preparation, activities, and handouts.

### ‘Preparation’

includes the following components.

*Time:* Indicates the approximate duration of the session.

*Purpose:* Describes the main intentions of the session.

*Learning Objectives:* Describes what participants will be able to do by the end of the session in terms of increased knowledge, changed attitudes, or improved skills. The learning objectives should be presented on a flipchart at the beginning of each session.

*Session Content:* Provides a breakdown of the session into major topics.

*Materials:* Lists the materials that will be required for the session. These lists are indicative: in some cases they may need to be adapted in response to constraints in availability; in others trainers may prefer to substitute the suggested materials with others that they prefer to work with.

*Trainer’s Preparations:* Describes the basic materials preparation for the session (in addition to the major preparation in terms of familiarisation with the background and material).

*Handouts:* Lists the materials provided for distribution to participants.

### ‘Activities’

contains the following components.

*Major topics:* The major topics are presented consecutively, each in a series of steps. Basic instructions are given in each step for conducting the session. These steps are used to make the training more participatory and are based on the experimental learning model: experience, reflection, generalisation, and application. All the sessions encourage the participatory method of learning.

*Trainer’s Notes:* Special guidelines and notes for the trainer are shown in grey-shaded boxes. They include possible questions or specific explanations or activities to be conducted in the session.

## **‘Handouts’**

contains single pages prepared for photocopying.

These are materials that provide details or explanations of the contents of each session or worksheets that can be used by the trainers. They are printed one (sometimes two) to a page to facilitate reproduction. The handouts should be photocopied and provided to the participants as directed in the session description. In general, all participants should receive a copy of the handouts, for some worksheets it may be sufficient to provide one copy per group.

## **Training Process**

- The gender sensitisation training should incorporate men and women in equal numbers.
- For many activities participants are divided into small groups. Unless otherwise stated, these should be groups of 5-6 and include both men and women. The groups should be reformed with different combinations of participants in the different sessions.
- Each group should select a leader for the discussion who has the responsibility of ensuring that all participants in the group have an equal opportunity to contribute to the discussion, and that the time frame is maintained.
- When participants are working in groups, the trainer(s) should move around to each group in turn offering support and clarification. This will also help the trainer(s) to understand the viewpoint and situation of participants and prepare for subsequent sessions.
- The small groups should also select one person to summarise the group results (usually on a flipchart) and present them to the whole group in the plenary session. This responsibility should be rotated from session to session among all participants.
- At the end of the course, time should be set aside for a wrap-up session in which participants have a chance to discuss positive and negative assessments of course components and make suggestions for future changes or other course needs. They should be asked to fill out the Training Evaluation Form (see last page) either during this session or later before leaving the course venue.

## **General preparations**

The materials needed should be collected together prior to the course. Notebooks and pens or pencils should be provided to participants for making their own notes. Have erasers and pencil sharpeners available as well. It is essential to have a good supply of differently coloured meta cards (approximately 6 x 8” or 14 x 20 cm pieces of coloured card) and coloured pens; have a large softboard ready with map or thumb pins for pinning the metacards up, or stick them to the wall or whiteboard with masking tape. Ideally flip charts should be available (one for each group) together with a means of hanging them, but they can be substituted with any large sheets of plain paper (eg newsprint). For temporary notes use a chalkboard and chalk or whiteboard and board markers (different colours), according to availability. Some sessions suggest projecting transparencies using an overhead projector, again this can be substituted if necessary by drawing the charts on paper.

All handouts should be photocopied in sufficient numbers prior to the start of the course. The session objectives should be written on a flip chart or board before the start of each session.

## Suggested Training Schedule

	Session	Time
<b>Day One</b>	1. Introduction and Objectives of Training	2 hours
	2. Understanding Gender	2 hours
	3. Gender Roles and Life Choices	2 hours
<b>Day Two</b>	4. Gender Analysis Tools and Approaches	6 hours
<b>Day Three</b>	5. Social Mobilisation Process and Ne ed Assessments using PRA Tools	6 hours
<b>Day Four</b>	6. Gender in Water and Energy Management	2½ hours
	7. Introduction of Drudgery -reducing Technology to Improve Living Conditions	1½hours
	8. Productive Use of Saved Time for Income Generation	2 hours
<b>Day Five</b>	9. Preparation of Gender -sensitive Participatory Action Plan	6 hours
	10. Wrap-up	½ hour

# Session 1

## Introduction and Objectives of Training

**Time: 2 hours**

### Preparation

#### Purpose of the Session

This session has two aims: to introduce participants to each other in a relaxed environment and help them to get to know each other; and to familiarise participants with the objectives of the training and discover their expectations. This session will help the trainer to determine the content for discussion and the time required through participatory discussions with the trainees.

#### Learning Objectives

By the end of the session the participants will

- understand each other
- know the objectives of the training
- have shared their expectations from the training
- have developed a consensus on the rules for the total training period

#### Session Content

- A. Introduction of participants
- B. Collection of expectations from the training
- C. Training objectives
- D. Training rules

#### Materials

Meta cards (approximately 6 x 8" or 14 x 20 cm pieces of coloured card), flipcharts (or other large sheets of plain paper), markers, coloured pens, masking tape, a chalkboard and chalk, white board, or overhead projector and transparencies, soft board with map or thumb pins, a basket

#### Handouts

1A Training Objectives

#### Trainer's Preparations

Collect together the materials and handouts for the session. Prepare pairs of cards (or pieces of paper) and write on each half of a proverb, or half of some other suitable well-known phrase or sentence or pair of words (eg the early bird – catches the worm; hot – cold). Write the training objectives in large letters on flipchart paper. Write the training schedule in large letters on flipchart paper.



## Activities

### A. Introduction of Participants

#### Step 1

- The trainer/s welcome the participants

#### Step 2

- Assemble the participants and ask each one to pick one of the cards with half a proverb/phrase from the basket. Ask each participant to find their 'pair', the person with the other half of their card.
- Ask each pair to note down each other's name, address, work, and interests. Then ask each person to introduce their partner to the group.

### B. Collection of Expectations

- Distribute three to four meta cards to each participant and ask them to write down their expectations of the training (one expectation per card). Group the cards according to topic headings and stick them on the board or the wall. Focus these expectations accordingly.

### C. Training Objectives

- Hang the objectives in Handout 1A 'Objectives of the Training' written on flipchart paper on the board or wall, next to the expectations of the participants. Compare the expectations with the objectives of the training and make the purpose and objectives of the training clear to the participants. Clarify what can be met, and what cannot be met. This exercise will make the training more comfortable and help reduce possible over-expectations from the training. Distribute Handout 1A.
- Put the training schedule written on flipchart paper on the wall and ask the trainees to copy it into their notebooks.

### D. Training Rules

#### Step 1

- Divide the participants into two groups by assigning odd and even numbers around the room. Ask each group to think about appropriate rules for the training period so that each participant gets time to speak and participate in the training, unnecessary discussion is controlled, and the training period is lively and fruitful.

#### Step 2

- Reassemble the participants in a plenary session and ask a representative from each group to present their group's list of rules. Develop a single list that all participants feel comfortable with. Hang the rules on the wall to remind participants of them each day. Typical rules might be:
  - take it in turns to speak
  - fix a time for arrival and departure
  - do not interfere or interrupt when someone else is speaking
  - do not disclose individual confidences
  - do not take the discussion personally or as a point of accusation

#### Trainer's Notes

The rules are fixed to facilitate the training with a view to obtaining equal participation of each individual in a participatory way. The participants will come from different backgrounds and have cultural or individual differences that will influence the atmosphere of the training. Setting rules will encourage all participants to behave as equal partners in the training programme.

## **1A Training Objectives**

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- To provide participants with a basic understanding of gender roles and the division of labour in society as a major factor in women's heavy workload, especially in water and energy management at the household level.
- To develop an understanding of the concepts and tools/approaches for analysing the roles, relationships, and situations between men and women and how they affect the lives of women from a gender perspective.
- To provide knowledge on participatory action research techniques dealing mainly with community mobilisation, needs assessment, and organisational capacity building to conduct pilot activities in the local context.
- To provide an insight into the productive use of time for income-generating activities, sources of micro-finance, and the concepts of group savings and credit schemes, revolving funds and loan management for rural women in work-related areas.
- To develop a participatory, gender-sensitive action plan for designing, planning, and implementing community-based projects in a rural setting.



## Session 2

# Understanding Gender

**Time: 2 hours**

### Preparation

#### Purpose of the Session

This session provides a broad introduction to the basic concept of gender, which is constructed socially and is specific to time and place. The exercises in this session will help participants to understand the basic differences between sex and gender and the impact of the concept of gender in society. This section is mostly adapted from the manual 'Gender and Development' prepared by the Centre for Development and Population Activities (CEDPA 1996).

#### Learning Objectives

By the end of this session participants will be able to

- analyse the concept of gender prevailing in society
- define gender, which is contextual and differs from culture to culture
- distinguish between sex and gender
- describe how institutions and systems in their culture create and maintain gender stereotypes

#### Session Content

- A. Gender perception and expectations
- B. Defining gender
- C. Difference between sex and gender
- D. Social and institutional influences maintaining gender stereotypes

#### Materials

Flipcharts, marker pens, masking tape, pictures and flip chart drawings that distinguish between sex and gender

#### Handouts

- 2A Worksheet – Matrix for Recording Perceptions of Men and Women
- 2B Sex and Gender

#### Trainer's Preparations

Collect together the materials and handouts for the session. Collect pictures and drawings that help show the difference between sex and gender. Draw the chart 'Sex and Gender' (shown in Handout 2B) on flipchart paper.

## Activities

### A. Gender Perception and Expectations

#### Step 1

- Explain the objectives of the session to the whole group and ask them to share their own personal experiences of being male or female in their respective societies.
- For a mixed group, ask men to depict male stances or postures and women to depict female stances or postures that depict how men and women are perceived in their society. In a homogeneous group ask all the participants to depict first male postures and then female postures.

#### Step 2

- Ask each participant to describe what his or her posture shows or describes about society's perceptions of men and women.
- Divide the participants into two groups: men and women. Distribute one copy of Handout 2A to each group and ask them to discuss their perceptions of being male or female and write the main points on a flipchart in two columns using the matrix shown in the handout.

#### Step 3

- Ask the participants to compare their perceptions – men's perceptions about men and women, and women's perceptions about men and women. Discuss the differences in their perceptions of their own sex and the perception of the other sex about them. Typical perceptions might be, 'men are powerful, women are weak' and so on.

### B. Defining Gender

#### Step 1

- Ask the participants to recall what they have so far understood and learned from the exercise about gender, and to make their own definitions of gender.

#### Step 2

- Write the participants' definitions of gender on flipchart paper and refine them to create one operational definition. Enlarge the participants' understanding using the points below.

#### Trainer's Notes

Make sure that the participants are clear on the following points.

- Gender values are taught from childhood in the family itself by the dress, behaviour, assigned responsibilities, and expressions of a particular sex.
- Gender values are transferred from powerful people and through various institutions – family, school, religious institutions, the community, and peer groups.
- Both women and men are equally responsible for transferring gender values to young children, and those who are in power (men or women) exert this power over the subordinate groups.
- Most societies have assigned different values and responsibilities to men and women where men and boys are placed in a better position than women and girls. These differences in values and responsibilities are the basis of gender discrimination in every society which distinguishes between the powerful and the powerless, this type of discrimination may also be based on caste, race, religion, and others.

### C. Difference Between Sex and Gender

#### Step 1

- Ask the participants what they understand by 'sex' and 'gender'
- Write their answers on flipchart paper listed in two columns: 'Sex' and 'Gender'.

## Step 2

- Present the 'Sex and Gender' chart already prepared by the trainer and compare it with the one prepared by the participants.

## Step 3

- Distribute Handout 2B, on Sex and Gender and ask one of the participants to read it out for the whole group. Make sure everybody understands the definition of gender. Use the prepared pictures to illustrate the points.

### Trainer's Notes

Provide points that illustrate the difference between sex and gender. Ask participants to list which point is related to 'sex' and which to 'gender', for example,

- women give birth to children and breastfeed
- women do cooking and bring water and firewood, men build houses
- men have moustaches
- women wear saris and cover their heads
- men wear pants
- women have a soft voice

Make about 10 to 12 points relevant to the local area and ask participants to list them in the category of 'sex' or 'gender' as per the table in Step 1.

## D. Social and Institutional Influences Maintaining Gender Stereotypes

### Step 1

- Ask participants to brainstorm about the institutions and systems that create and maintain gender stereotypes. Use the points that reflect 'gender' as per the analysis on sex and gender above and ask the participants what the institutions are that support and maintain such gender stereotypes.

Typical responses might include: family, religion, government, the media, the education system, and other institutions

### Step 2

- Divide participants into groups of 3 to 4 and instruct each group to analyse one of the institutions listed in Step 1. Encourage them to analyse their own working institution or organisation if applicable.
- Ask each group to discuss certain points: how does that particular institution or system create and maintain gender stereotypical behaviour practices and policies? What changes or progress have they observed in the institution or system that reflects a gender-equitable society or institution?

### Step 3

- Ask each group to present its findings.

### Step 4

- Ask participants to explain what they have understood in this session, especially regarding gender stereotypes and a gender equitable society. 'Gender stereotype' refers to the expected role and behaviour of men and women and the way they are appreciated as a result of being male or female. Explain more from Handout 2B about gender differences. A 'gender equitable society' describes a condition in which women and men participate as equals, have equal access to resources, and enjoy equal opportunities to exert control over resources.

**Handout**

**2A: Worksheet – Matrix for Recording Perceptions of Men and Women**

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Perception of Men	Perception of Women
Men are:	Women are:
Men are:	Women are:

## 2B: Sex and Gender

**‘Sex’** refers to the biological differences between women and men, which is universal and cannot be changed. This difference is the same in men and women all over the world. This sex difference is what makes women capable of giving birth to children and men capable of producing the sperm that decide whether the child will be a girl or a boy.

It is only the physical difference between the sexes that makes men and women different from each other. But this basic sex difference has been made a major point of social difference in many cultures. This social difference is not the same as the physical difference between the sexes and can be changed (and is changing) over time.

**‘Gender’** refers to the socially constructed perceptions about women and men in a given culture and location. Each society has different perceptions and responsibilities assigned to men and women – e.g. dress, work, customs and traditions, religion, and others. These can be changed. These roles and responsibilities are divided to suit particular cultures, religions, the geography of a place, and the political situation. In some places a patriarchal system is in place, while elsewhere there is a matriarchal system. Some societies are polygamous and some are polyandrous. As the patriarchal system is the most common type of society we see male domination in almost all societies, cultures, and religions.

### In summary

Sex	Gender
Biological Born with Cannot be changed	Socially constructed Not born with Can be changed

### Some of the areas that show gender differences can be explained as follows

• Social	Difference in the perception of women’s and men’s social roles: where men are mostly seen as the ‘head of the household’ and ‘chief bread-winners’ while women are seen as the nurturers, household workers, and care-givers or protectors.
• Political	Differences in the ways in which women and men assume and share power and authority: men are mostly involved in national and higher-level politics, while women are mostly involved at the local level in activities linked to their domestic roles.
• Educational	Differences in educational opportunities and expectations of girls and boys: boys are given opportunities for higher level and better education than girls, who are often streamed into less challenging academic careers.
• Economic	Differences in women’s and men’s opportunities for employment and control over financial and other productive resources, such as credit and loans, land ownership, and lucrative careers.
Source: CEDPA 1996	





## Session 3

# Gender Roles, Relations and Life Choices

**Time: 2 hours**

### Preparation

#### Purpose of the Session

In this session participants are expected to examine gender roles and responsibilities – the activities assigned to women and men on the basis of perceived gender differences. The gender division of labour and the implications of this division for both men and women are explored in the context of power and life choices. Participants develop strategies for achieving equitable gender relationships. Women's triple role – reproductive, productive, and community – are explored. This session is based broadly on the manual 'Gender and Development' prepared by the Centre for Development and Population Activities (CEDPA 1996), and on MOWCS (2003).

#### Learning Objectives

By the end of this session the participants will be able to

- identify the roles, activities, and responsibilities of men and women in their communities
- discuss the effect of these different roles, activities, and tasks on relationships between men and women and the life choices of men and women
- analyse the productive, reproductive, and community roles of women

#### Session Content

- A. Work mostly performed by men and women in the family
- B. Gender roles and power relationships
- C. Productive, reproductive, and community roles of women

#### Materials

Flipcharts, markers, coloured pens, masking tape

#### Handouts

- 3A Worksheet – Work Mostly Performed by Men/Women
- 3B Worksheet – Gender Roles and Relationships Matrix
- 3C Different Types of Work
- 3D Gender Roles

#### Trainer's Preparations

Collect together the materials and handouts for the session.

## Activities

### A. Work Mostly Performed by Women and Men in the Family

#### Step 1

- Divide participants into 3 to 4 groups of 6 to 7 persons
- If participants represent socially heterogeneous groups then make each of the smaller groups as socially homogeneous (wealth, ethnicity, caste and so on) as possible
- Ask each small group to discuss and make a list of the work mostly performed by women, by men, and by both women and men in their community. Ask them to use the chart in Handout 3A to record their ideas.

#### Step 2

- Ask the participants to reassemble in the plenary group and present their outcomes.
- The following questions can be asked.
  - Who is doing what kind of work and which is given more importance and why? Who has more work?
  - What do people say if the work performed by women is done by men and vice versa? What is the social prestige associated with the work performed by a particular gender?
  - How can we encourage a change in people's attitudes? Ask participants to make notes on how attitudes can be changed.

#### Trainer's Notes

##### Work mostly performed by women

Work mostly performed by women is unseen. Women in the rural subsistence farming system work from dawn to late in the night, often 12-16 hours a day, but their work is not considered work because it is not paid. Participants should understand the following points.

- Men and women perform different types of work and this work is not shared.
- Women work more hours than men.
- Women's work is time-consuming and is not seen as work since they do not get direct cash in hand.
- Women's work is mostly looked down upon even by women themselves; household work is not paid for and hence is seen as worth nothing.
- Because women work longer hours without rest and without taking care of their health they are more prone to falling sick than men

The 'triple burden' on women was first pointed out by Caroline Moser in 1993. She made it clear that when women were brought into development work they carried a triple burden of productive, reproductive, and income generation or community management roles. She suggested that if women were to be brought into development work their triple burden must be taken care of. Without providing support services to lessen women's domestic productive and reproductive work, women cannot not take part in development activities. She made the point that the development programmes (WID) were giving women another burden rather than benefiting them. The triple role of women is explained in Handout 3D.

### B. Gender Roles and Power Relationships

#### Step 1

- Divide participants into two single sex groups. Distribute Handout 3B, 'Gender Roles and Relationships Matrix'. Give the women's matrix to the members of the women's group and the men's matrix to the members of the men's group. Ask each group to complete a single matrix.

### **Step 2**

- Ask the participants to reassemble in the plenary group and present their group's findings. After the presentations, lead a discussion using the following questions.
  - What differences were found between men's and women's roles?
  - What was the difference in the relationships between men and women in terms of power?
  - What is the impact of these roles and relationships on their life choices?

### **Step 3**

- Ask the participants to return to the two single sex groups and do the following.
  - List the specific points you have in your matrix under the headings 'roles' and 'relationships' which need to be changed in order to achieve equity in gender relationships.
  - Suggest strategies for the effective implementation of these changes.

### **Step 4**

- Ask each group to present its findings. After the presentations ask each individual to identify one change that they would like to make in their own life, and insist on them making a note of it.

## **C. Productive, Reproductive, and Community Roles of Women**

### **Step 1**

- Distribute Handout 3C on different types of work and ask the participants to list the different work activities written down at the start of the section under the three headings: Reproductive, Productive and Community.
- After the participants have filled in the chart of men's and women's work, distribute Handout 3D on 'Gender Roles' and initiate a discussion about who is playing what kind of role and why. Explain how social values and prejudices have influenced the roles taken on by men and women in society.

#### **Trainer's Notes**

Cite the work performed by men and women in the water and energy sectors (take examples from the UNEP/ICIMOD or other project). Explain that most of the household work is done by women. If men do this work they are given insulting labels (e.g. in Nepal such men are called 'joitingre'). But if women do men's work they are appreciated as outstanding or brave. How can we bring about a change in attitude and make men help women in the household work so that women also take an equal part in work outside the home? Women will have no problem handling work outside the home in the absence of men.

**Handout**

**3A: Worksheet – Work Mostly Performed by Men/Women**

Work mostly performed by women	Work mostly performed by men	Work performed by both men and women

## 3B: Worksheet – Gender Roles and Relationships Matrix

WOMEN		Relationship		
	Roles	Equal	Power Over	Powerless/No authority
Home				
Community				
Organisation				

|| -----

MEN		Relationship		
	Roles	Equal	Power Over	Powerless/No authority
Home				
Community				
Organisation				

## 3C: Different Types of Work

Reproductive	Productive	Community
Domestic or household work Producing and caring for children Working to sustain the family	Production of goods for consumption Income through work in or outside the home	Tasks and responsibilities carried out for the benefit of the community

" - - - - -

## 3D: Gender Roles

The biological differences between men and women do not normally change: people are either male or female. However, the characteristics they are perceived to have, and the roles and responsibilities assigned to them, differ between societies, cultures, and historical periods. Gender roles are the activities ascribed to men and women on the basis of perceived differences. 'Division of labour' is a term used in gender literature to mean the roles and tasks assigned to women and men on the basis of perceived gender characteristics and attributes, instead of ability and skills.

### Men's Roles

Today, in the world's more industrialised countries, there are few lines of demarcation between men's and women's occupations. However, in many less industrialised societies men have more visible and recognised roles than women, largely because men are paid for their productive work and women are not. In these societies, men's roles usually involve jobs, which are assessed and counted in national censuses and accounting systems. Men do not usually perform domestic or household tasks. If they have community management roles, these tend to involve political organisation and leadership. Women handle community organisation and 'hands-on' activities.

### Women's Triple Role

Women's roles in most societies fall into three categories: productive (relating to the production of goods for consumption or income through work in or outside the home); reproductive (relating to domestic or household tasks associated with creating and sustaining children and the family); and community (relating to tasks and responsibilities carried out for the benefit of the community). Women must balance the demands of these three different roles and should be recognised for their contribution.

The tasks women usually perform in carrying out their different roles do not generally earn them an income. Women are often defined exclusively in terms of their reproductive roles, which largely concern activities associated with their reproductive functions. These reproductive roles, together with their community management roles, are perceived as 'natural'. And because these roles do not earn an income, they are not recognised and valued as economically productive. Women's contributions to national economic development are, therefore, often not quantified and remain invisible.

In many societies, women also carry out productive activities such as maintaining smallholder agricultural plots in farming systems. These tasks are often not considered work and are often unpaid. Women may also perform many roles which attract wages in both the formal and informal economic sectors. But women's economically productive roles, in contrast to men's, are often undervalued or given relatively little recognition.

## Session 4

# Using Gender Analysis Tools and Approaches in Water and Energy Projects

**Time: 6 hours**

### Preparation

#### Purpose of the Session

The purpose of this session is to familiarise participants with the need to plan from a gender perspective if there are to be equitable benefits to all. The session first provides an overview of key concepts related to gender and development and then introduces various gender analytical tools for conducting gender analysis during different stages of the project. The objective is to make participants able to translate the experiences of gender analysis into their own water and energy management schemes. Ultimately, participants will develop a checklist for ensuring that gender equity and gender sensitivity are built into project design and implementation. This session is based on the manual 'Gender and Development' prepared by the Centre for Development and Population Activities (CEDPA 1996).

#### Learning Objectives

By the end of this session the participants will be able to

- explain and differentiate between Women in Development (WID); Gender and Development; (GAD) and Women, Environment and Development (WED) theories and approaches
- analyse water and energy projects using various gender analytical tools
- develop a checklist to plan for gender-sensitive water and energy schemes

#### Session Contents

- A. Understanding WID, GAD, and WED
- B. Analysing water and energy projects using various gender tools
- C. Developing gender-sensitive water and energy schemes

#### Materials

Flip charts, markers, a white board, coloured pens, masking tape

#### Handouts

- 4A Case Study – Approach and Experience from the UNEP/ICIMOD Project
- 4B Differences between WID, GAD, and WED Approaches
- 4C Gender Analysis Models – 1) The Harvard Analytical Framework, 2) The Gender Analysis Matrix, 3) The Women's Empowerment Framework, 4) The Moser Framework
- 4D Worksheets – 1) Harvard Analytical Framework, 2) Gender Analysis Matrix, 3) Women's Empowerment Framework
- 4E Checklist for Building Gender Equity into Project Design and Implementation
- 4F The Gender and Development Approach – A Summary

#### Trainer's Preparations

Collect together the materials and handouts for the session.



## Activities

### A. Understanding WID, GAD, and WED Approaches

#### Step 1

- Divide the participants into three groups; distribute Handout 4A Case Study and ask them to read it thoroughly.

#### Step 2

- Ask the groups to analyse the case study in terms of different aspects such as the project approach, focus, problem, goals, and strategy.

#### Step 3

- Ask participants to reassemble in one group and allow the groups to share their analysis with the plenary.

#### Step 4

- Distribute Handout 4B and explain the differences between the WID, GAD, and WED approaches.

#### Trainer's Notes

The trainer can provide the participants with a different country or project specific case study that is more relevant for the particular group.

### B. Analysing Water and Energy Projects Using Various Gender Tools

#### Step 1

- Briefly present summaries of the four gender analysis (and planning) models, the Harvard Analytical Framework, the Gender Analysis Matrix, the Women's Empowerment Framework, and the Moser Framework as provided in Handouts 4C 1-4. Explain each tool briefly. Make sure that the participants have a basic understanding of the concepts.

#### Step 2

- Divide the participants into three groups. Provide each group with the worksheet for one of the types of analysis (Handouts 4D 1-3) and ask the group to fill it in using the case study provided in Handout 4A (or a project specific case study selected by the trainer) as an example. Give instructions and support on how to do this. If desired, a fourth group can be formed and asked to what extent they consider the planning of the project incorporated the ideas summarised in the Moser Framework.

#### Step 3

- Reassemble the plenary group. Ask each of the groups to present their analysis of the case study. Summarise the different gender analysis models to make the concepts clear.

#### Step 4

- Ask participants to summarise what they have learned and how they can apply these gender analysis models in their work.

### C. Creating Gender-sensitive Water and Energy Projects

#### Step 1

- Distribute Handout 4E, 'Checklist for Building Gender Equity into Project Design and Implementation'. Ask participants to review the checklist and determine which questions are relevant for their own organisation, add any questions they think are missing, and delete any they think are not relevant.

## Step 2

- Ask each group to share their group's comments, additions, and deletions for each section of the checklist.

## Step 3

- To summarise, remind participants of the three essential questions to keep in mind when designing, implementing, and evaluating development projects.
  - Who does what, and with which resources?
  - Who has access to the resources, benefits, and opportunities?
  - Who controls the resources, benefits, and opportunities?
- Distribute Handout 4F 'Gender and Development Approach: A Summary'.

### Trainer's Notes

#### Why gender analysis?

Any project or programme that aims at a gender-sensitive approach must consider gender analysis. A project that has been implemented without gender analysis mostly does not consider women's workload and other factors that impact on women's participation and so is not able to achieve the maximum participation of women. Gender analysis is not about looking at women alone, but is rather about reaching a better understanding of how communities work from the perspective of relationships between men and women. Gender analysis is carried out using gender analytical tools. Gender analytical tools are a method of organising information in a systematic way, which helps understand the existing gender situation in a given community, or for assessing what the impact of an intervention is likely to be on men and on women. Gender analysis before planning facilitates understanding of the basic gender differences: inequalities in the family, in society, and at the national level; the activities, roles, responsibilities, and priorities of men and women at local level; and the resources available to both. According to UNDP (2001) gender analysis involves:

- an intrinsic dimension of policy analysis
- identification of policies that affect women and men differently
- demonstration that policy and implementation cannot be gender neutral in gendered societies
- gender analysis supported by specific analytical tools

The gender analyst must have

- clarity on the basic concepts of gender
- enough skill to use gender analysis tools and a participatory approach
- enough data to make an analysis on the issues of gender (and caste and ethnicity)

The discussion should be clear on the following points. Gender analysis helps in the equal distribution of benefits to both men and women in the community in that,

- it helps us to understand the basic gender differences at all levels – social, institutional, personal, and so on – and their influence on a particular individual;
- it helps us to make any necessary changes during the various project phases by analysing the main factors in gender discrimination; and
- it helps involve the maximum participation of people for the effective implementation and sustainability of the programme.

Note: participants may work in organisational groups or randomly selected small groups to assist each other. This session can also be conducted by analysing data from a relevant field visit.

## Handout

### 4A: Case Study – Approach and Experience from the UNEP/ICIMOD Project

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Despite the central role played by women in water and energy management in rural areas of the Himalayan region, many past projects with water and energy components did not include the needs and aspirations of women as a consideration in project design. The project, 'Incorporating the Roles and Needs of Women in Energy and Water Management' was implemented in six hill districts, two each in Bhutan, Nepal, and India, with the objective of integrating women at all levels: in decision making, implementation, and the management of household energy and water initiatives. The project sought to tackle the question of how women can be empowered by building their individual and organisational capacity to meet their water and energy needs in a way that frees them from excessive workload and drudgery and allows them to engage in more productive activities to enhance their income (productive needs) and improve their position in society (strategic needs).

The project followed a participatory action research approach placing women at the forefront of every aspect, from providing technological training to forming users groups and providing training in various areas, including income generation activities. The programme was implemented after case studies, gender analysis, and needs assessment in the project areas were carried out. Deterioration of the natural resource base was affecting women and children, especially the drying up of water sources and deforestation. Women had to walk longer hours to fetch water and firewood, imposing a heavy workload simply to sustain the family. The effects of work, especially carrying loads, grinding and pounding grain, and cooking in smoky kitchens, makes women sick and contributes to lifelong ailments. Men are the owners of household property while women do not have money of their own. This impacts the overall quality of life and decision-making power of women. Out-migration of male members to work as a result of increased population and poverty has given women even more work and has made their life even more difficult.

A training manual on selected technologies was prepared in the national languages of the project countries and used to train selected women as trainers during ToT workshops so that they could then train other women organised in women's groups in their home area. Village training included helping women to recognise and prioritise their needs and select appropriate technologies to fulfil them. Exposure visits and exhibitions of various technologies were organised. There was further training on managerial and technical skills (group formation, organisational capacity building, empowerment, group saving and credit schemes, income generation, and others). After the completion of the project the following changes were observed.

- Reduced workload and drudgery of women associated with collecting water and firewood after the adoption of water- and energy-related technologies
- Improved levels of hygiene and sanitation after the provision of safe water
- Reduced indoor air pollution in the kitchen after the adoption of improved cooking stoves (ICS) and other modern forms of energy such as LPG
- Productive use of saved time for various income-generating activities
- Improvement in overall farm production and income opportunities of rural families, especially that of women owing to new farming technologies such as drip irrigation, organic composting, and marketing opportunities
- Saved time and money utilised for education of children and family welfare
- Skills development from income-generating activities and from the project revolving funds helped to finance water- and energy-related technologies and farm improvement schemes, e.g. simple drip irrigation schemes, beekeeping enterprises, and ICS
- The trained women have started to conduct training for other women's groups within and outside the project, ensuring the sustainability of the project
- Women in some project sites emerged as energy entrepreneurs and leaders, for example in running an LPG depot, producing and marketing solar driers, and establishing and operating technology demonstration centres

Women realised that organisation in a group provides a useful platform for coming together to nurture social capital and address their water and energy problems. The formation of women-only groups clearly helped this process. In such groups, women felt comfortable taking charge of the technology instead of handing over control to men. Once women's level of confidence is adequately enhanced through the initial women-only initiatives, these leaders and entrepreneurs will, it is believed, continue to provide leadership in their communities in mixed groups as well. The project concluded that women-centric interventions in water and energy can be an important first step in empowering women before devising a successful gender mainstreaming approach to achieve the goal of gender equality. *Source: Sharma and Banskota 2005*

## 4B: Differences between WID, GAD, and WED Approaches

	<b>Women in Development (WID)</b>	<b>Gender and Development (GAD)</b>	<b>Women, Environment, and Development (WED)</b>
Approach	Seeks to integrate women into the development process	Seeks to empower women and transform unequal relations between women and men	Seeks to empower women as environment and natural resource managers
Focus	Women	Men and women	Women and community development
Problem	Exclusion of women from mainstream development processes	Unequal relations of power (rich and poor/women and men) that prevent equitable development and women's full participation	Rural women are victims of environmental degradation, environment suffers due to male dominated growth model, women's drudgery and implications for household
Goal	More efficient, effective development	Equitable, sustainable development. Women and men sharing decision making and power	Women as managers, protection of the environment for sustainable development
Strategies	Women's projects Women's components Integrated projects Increase women's productivity and income Increase women's ability to manage their households	Identify and address short-term needs determined by women and men to improve their condition Also address women's and men's longer-term interests	People-oriented development Bottom-up approach focusing on women Empower women for equitable share of benefits and sustainable development
<i>Source: CEDPA 1996; Sharma et al. 2005</i>			

### 4C-1: Gender Analysis Models – The Harvard Analytical Framework

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The Harvard Framework has four major components.

**The Activity Profile** – This generally answers the question, ‘who does what’ but goes further to include when, how, where, how often, and so on, and whether roles are taken up by elderly women, single men, young boys/girls, and so on. In other words, the activity profile provides a contextual database or a picture of the community in question with a detailed analysis of the relevant productive and reproductive roles. (Note: reproductive roles are more than those associated with procreating; they include household activities related to family sustenance.)

**The Access and Control Profile** – This identifies resources and benefits associated with the productive and reproductive roles in question and whether men or women control them and benefit from them. Resources and benefits should be interpreted as broadly as necessary to adequately describe the community being analysed. Besides physical resources such as land, capital, and inputs, less tangible resources can be included such as time, access to education, and so on.

**The Influencing Factors** – These identify the surrounding dynamics that affect the gender disaggregation presented in the two profiles described above. These factors can be past, present, or future influences. They can be factors of change (political, economic, cultural, and so on) or constraints or opportunities that especially impact women’s equal participation and benefits.

**Project Cycle Analysis** – This applies the gender analysis to a project proposal or other vehicle of development work, such as an evaluation, or needs assessment.

Note: An in-depth account of the Harvard Analytical Framework, one of the first gender analysis models to be developed, is given in Overholt et al. 1985.

## 4C-2: Gender Analysis Models – The Gender Analysis Matrix (GAM)

### Background

The Gender Analysis Matrix (GAM) was developed by Rani Parker and presented in a manual published in 1993 (Parker 1993). The practitioners worked at the grassroots level under constraints imposed by a shortage of funding and time, illiteracy, and insufficient or non-existent quantitative data on gender roles. This approach is very much influenced by the reality and ideology of participative planning. The framework aims to help determine the different impacts of development interventions on women and men by:

- providing a community-based technique for identification and analysis of gender differences in order to assess the different gender impact of development interventions;
- initiating a process of analysis that identifies and challenges in a constructive manner assumptions about gender roles within the community.

### Gender Analysis – What? Why? When?

- WHAT?** A tool for gender analysis of development projects at the community level
- WHY?** To determine the different impacts of development which, preferably, should include women and men in equal numbers
- WHEN?** At the planning stage to determine whether potential gender effects are desirable and consistent with programme goals; at the design stage when gender considerations may change the design of the project; and/or during the monitoring and evaluation stage to address broader programme impacts.

### GAM: Four Levels and Four Categories of Analysis

#### Level of Analysis

The four levels of analysis are women, men, the household (including children and other family members living together), and the larger unit – the community.

- **Women** – This refers to women of all ages who are in the target group (if the target group includes women), or to all women in the community.
- **Men** – This refers to men of all ages who are in the target group (if the target group includes men), or to all men in the community.
- **Household** – This refers to all women, men, and children residing together, even if they are not part of one nuclear family. Although the type of household may vary even within the same community, people always know what constitutes their ‘household’ or ‘family’. That is the definition or unit of analysis that should be used for this level in the GAM.
- **Community** – This refers to everyone within the project area as a whole. The purpose of this level is to extend the analysis beyond the family to society at large. However, communities are complex and usually comprise a number of different groups of people with different interests. So if a clearly defined ‘community’ is not meaningful in the content of the project, this level of analysis may be eliminated.

#### Categories of Analysis

The four categories of analysis are the potential changes in labour, time, resources, and sociocultural factors for each level of analysis.

- **Labour** – This refers to changes in tasks (e.g. fetching water from the river), level of skills required (skilled versus unskilled, formal education, training), and labour capacity (how many people and how much can they do; do people need to be hired or can members of the household do it?).
- **Time** – This refers to changes in labour time (e.g., increase, decrease, same) for different tasks (less time needed for fetching water, more time for child care and other work, less free time for leisure, and so on) after and as a result of the project for each level of analysis.
- **Resources** – This refers to changes in access to capital (income, land, credit) as a consequence of the project, and the extent of control over changes in resources (more or less) for each level of analysis.
- **Cultural factors** – This refers to changes in social aspects of the participants’ lives (changes in gender roles or status) as a result of the project.

# Handout

## The Gender Analysis Matrix (GAM) cont.

The GAM is filled in by taking each level and assessing the impact of the projects on each category shown. For example, what impact will the project have on women's work? The response is written in the box on women and labour. What impact will the project have on women's resources? Will they lose access to land or control over money they earn?

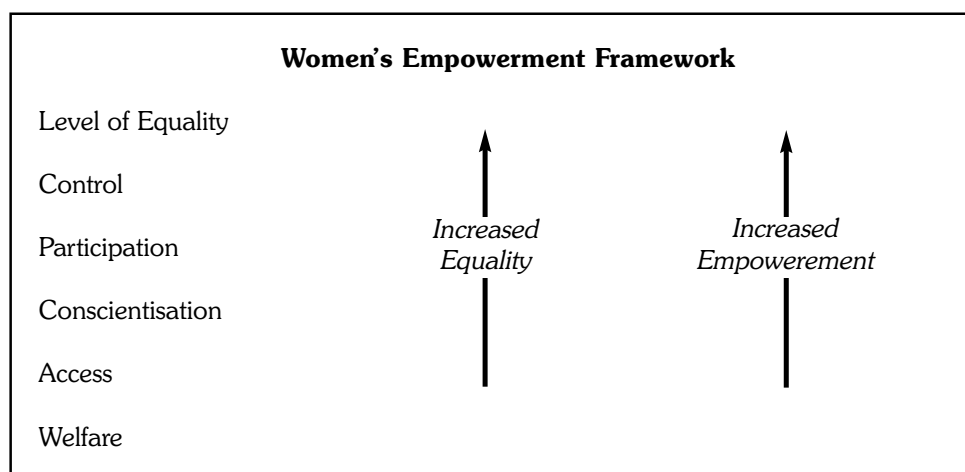
The GAM is used with groups of community members (with equal representation of women and men) and is facilitated by a development workers like the participants in this course themselves. Over time, community members themselves will facilitate the process, but in the early stages, an experienced trainer is needed. The analysis is carried out by the group.

### Sample Gender Analysis Matrix: Example from UNEP/ ICIMOD Project – 'Women in Water and Energy'

	Labour	Time	Resources	Culture
Women	+ Don't need to go so far for water and firewood + Less time for cooking	+ Save time + Have more time with children and family	+ Have time for income generation programmes	+ Opportunity to participate in community projects
Men	- Not all involved in project activities + Learned new skills and technology	? Can stay home with family	+ Potable water and energy is available	+ Don't have to worry as much about the family when away
Household	+ New activity for entire family	+ Women can give more time to child care and other work	+ Potable water and energy is available + More income, improved health, economy, and education of children	+ New activity for all family members
Community	+ Established women's group + Learned about new technologies	- Less free time for leisure - Many more comm. meetings to attend	+ Potable water and energy is available	+ Raised standard of living + Prestige for the community
Note: + consistent with project goals, - contrary to project goal s, ? uncertain				

### 4C-3: Gender Analysis Models – The Women’s Empowerment Framework

The Women’s Empowerment Framework was developed by Sara Longwe, to fully incorporate gender awareness as an essential element in the development of gender-sensitive programmes. In this framework, gender awareness means emphasis on women’s participation and women’s issues at every stage of the development cycle with the overall goal of overcoming women’s inequality. The Women’s Empowerment Framework consists of a five-level scale of increasing equality and empowerment.



- **Welfare** refers to meeting women’s material needs, such as food, income, and medical care, with no attention given to the process of empowering women to meet these needs.
- **Access** means women’s access to factors of production such as land, labour, credit, training, marketing facilities, public services, and benefits on an equal basis with men. Reforms of law and practice may be prerequisites for such access.
- **Conscientisation** refers to belief in sexual equality: that gender roles can be changed and that the division of labour should be equal, fair, and agreeable, without domination.
- **Participation** means women’s equal participation in decision- and policy-making at every stage of programme development and at every locus of the programme – from the community to the highest policy level.
- **Control** refers to equality of control over factors of production and distribution of benefits, without dominance or subordination.

Through this approach, the project can make a meaningful contribution to women’s development and empowerment at all levels. It takes into account the special needs and unique position of vulnerable groups (e.g. female-headed households and landless widows). Women’s issues must be considered equally with those of men when identifying project objectives. There are three levels of recognition of women’s issues in project objectives:

- the negative level, in which project objectives make no mention of women’s issues;
- the neutral level, in which project objectives recognise women’s issues but there is a neutral attitude regarding whether it leaves women worse off than before; and
- the positive level, in which the project objectives are positively concerned with women’s issues and with improving the position of women relative to men.

Source: CEDPA (1996)



### 4C-4: Gender Analysis Models – The Moser Framework

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This framework was developed by Caroline Moser. It comes very much from the tradition of planning as a discipline, but finds the current traditions of planning inadequate. It tries to bring an empowerment agenda into the mainstream planning process by setting up gender planning as a type of planning in its own right, on a par with transport planning or environment planning. “The goal of gender planning is the emancipation of women from their subordination, and their achievement of equality, equity, and empowerment. This will vary widely in different contexts depending on the extent to which women as a category are subordinated in status to men as a category” (Moser 1993, p.1).

At the heart of the framework are the concepts of:

- women’s triple role;
- practical and strategic gender needs; and
- categories of policy approaches to women and development/gender and development

In addition to these concepts the other tools of the Moser gender planning framework are outlined. None of the tools stand alone and all overlap. There is no linear progression between them.

#### Tool 1: Gender Role Identification/Triple Role

This tool involves mapping the gender division of labour

##### Who Does What?

The Moser Framework recognises that in most societies low income women have a triple role: women undertake reproductive, productive, and community managing activities, while men primarily undertake productive activities and activities to do with community politics. By highlighting reproductive and community activities, along with productive activities, the gender roles identification is key in making work visible that tends to be invisible, and to ensuring equal valuing of tasks.

**Reproductive work** involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping, and family health care. Reproductive work is crucial to human survival and the maintenance and reproduction of the labour force, yet it is seldom considered ‘real work’. In poor communities, reproductive work is, for the most part, labour-intensive and time-consuming. It is almost always the responsibility of women and girls.

**Productive work** involves the production of goods and services for consumption and trade (farming, fishing, employment, and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but often their functions and responsibilities differ. Women’s productive work is often less visible and less valued than that of men.

**Community work** involves the collective organisation of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organisations, local political activities, and so on. This type of work is seldom considered in the economic analysis of communities. However, it involves considerable time given on a voluntary basis and is important for the spiritual and cultural development of communities and as a vehicle for community organisation and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here. Moser divides community work into two different types of work:

*Community management work:* activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care, and education. This is voluntary unpaid work, undertaken in ‘free time’.

*Community politics:* activities undertaken primarily by men at the community level, organising at the formal political level, often within the framework of national politics. This is usually paid work either directly, or indirectly through status or power.

### The Moser Framework cont.

Women, men, boys, and girls are likely to be involved in all three areas of work. Men are less likely to be involved in reproductive work. In many societies, women do almost all of the reproductive as well as much of the productive work.

Any intervention in one area will affect the other areas. Women's workload can prevent them from participating in development projects. When they do participate, extra time spent farming, producing, training, or meeting means less time for other tasks, such as child care or food preparation.

## Tool 2: Gender Needs Assessment

The second tool involves an assessment of practical and strategic needs. Women have particular needs that are different from those of men, not only because of their triple role but also because of their subordinate position compared to men. The Moser framework distinguishes between two types of needs: practical gender needs and strategic gender needs. In the context of energy and water, it is more helpful to consider three sets of needs or interests: practical needs, productive needs, and strategic interests as described below.

**Practical gender needs** – These are needs identified to help women in their existing subordinate position in society. Practical gender needs are the needs women identify in their socially-accepted roles in society. Practical gender needs do not challenge the gender divisions of labour or women's subordinate position in society, although they rise out of them. They are a response to an immediate perceived necessity identified within a specific context. They are practical in nature and are often concerned with inadequacies in living conditions such as water provision, health care, and employment. Practical gender needs may include:

- water provision
- energy provision
- health care
- earning income for household provisions
- housing and basic services
- family food provision

They are needs shared by all household members, yet are probably identified specifically as practical gender needs of women where it is women who assume responsibility for meeting these needs.

**Productive gender needs** – Many women would like to be engaged in productive activities that earn income. Many of these may be an extension of household tasks, for example, cooking food for sale, or making clothes at home for sale to others.

**Strategic gender needs** – The needs identified to transform existing subordinate relationships between men and women. Strategic gender needs are the needs women identify because of their subordinate position in relation to men in their society. Strategic gender needs vary according to particular contexts. They relate to gender divisions of labour, power, and control and may include such issues as legal rights, domestic violence, equitable wages, and women's control over their bodies. Meeting strategic gender needs helps women to achieve greater equality. It also changes existing roles and therefore challenges women's subordinate position. Strategic gender needs may include the following.

- Abolition of sexual division of labour
- Alleviation of the burden of domestic labour and child care
- The removal of institutionalised forms of discrimination such as the right to own land or property, marriage, divorce, and custody of children
- Access to credit and other resources
- Freedom of choice over childbearing
- Measures against male violence and control over women

## Tool 3: Disaggregated Data at the Intra-household Level

### Who Controls What? Who Decides What? How?

Here one needs to recognise that intra-household resource allocation is the outcome of bargaining processes. One needs to find out who has control over what resources within the household and who holds what power in decision making.

## Handout

The Moser Framework cont.

### Tool 4: WID/GAD Policy Matrix

Having gained this data, different overarching policy aims and objectives can suggest directions for intervention. Moser analyses the different types of policy approaches undertaken over the last few decades as a way to support thinking about how different planning interventions transform the subordinate position of women by meeting both practical and strategic gender needs. This is mainly an evaluation tool for examining what approach is favoured in an existing project, programme, or policy, although it could be used to consider what would be most suitable in a future one. Examining policy approaches can help one anticipate weaknesses, constraints, and possible pitfalls. The approaches Moser defines are welfare, equity, anti-poverty, efficiency, and empowerment. These different policy approaches do not follow in sequence.

**Welfare** – Earliest approach, 1950-1970. Its purpose is to bring women into development as better mothers. Women are seen as passive beneficiaries of development. It recognises the reproductive role of women and seeks to meet practical gender needs in that role through top-down handouts of food aid, measures against malnutrition, and family planning. It is non-challenging and, therefore, still widely popular.

**Equity** – The original WID approach, used in the 1976-1986 UN Women's Decade. Its purpose is to gain equity for women who are seen as active participants in development. It recognises the triple role, and seeks to meet strategic gender needs through direct state intervention giving political and economic autonomy, and seeks to reduce inequality with men. It is criticised by some as too centered on Western feminist theory, is considered threatening, and is unpopular with governments.

**Anti-poverty** – The second WID approach, a toned-down version of equity, was adopted from the 1970s onwards. Its purpose is to ensure that poor women increase their productivity. Women's poverty is seen as a problem of underdevelopment, not of subordination. It recognises the productive role of women, and seeks to meet their practical gender need to earn an income, particularly in small-scale, income-generating projects. It is most popular with NGOs.

**Efficiency** – The third, and now predominant, WID approach has been adopted particularly since the 1980s debt crisis. Its purpose is to ensure that development is more efficient and effective through women's economic contribution, with participation often equated with equity. It seeks to meet practical gender needs while relying on all three roles and an elastic concept of women's time. Women are seen entirely in terms of their capacity to compensate for declining social services by extending their working day. Very popular approach.

**Empowerment** – The most recent approach, articulated by Southern women. Its purpose is to empower women through greater self-reliance. Women's subordination is expressed not only because of male oppression but also because of colonial and neo-colonial oppression. It also emphasises that women's experience is tempered by other factors such as class, race, and age and that action is necessary at different levels to combat oppression. It openly acknowledges the key issue of power – that women have to get more of it in order to change their position. It recognises the triple role and seeks to meet strategic gender needs indirectly through the bottom-up mobilisation of women, often through meeting practical gender needs.

### Tool 5: Linked planning for balancing the triple role

Women experience competing demands between reproductive, productive, and community-level responsibilities. The need to balance these roles severely constrains women in each of them. Planning needs to link different activities such as home and transport, or workplace and the environment. Such planning helps to identify whether a programme or project increases a woman's workload in one of her roles to the detriment of her other roles.

### Tool 6: Incorporation of women, gender-aware organisations, and planners into planning

Incorporation of women, gender-aware organisations, and planners into planning is essential for ensuring that real practical and strategic gender needs are identified and incorporated into the planning process. They need to be involved not just in the analysis of the situation, but in defining the goals and interventions.

Source: Moser 1993

## 4D-1: Worksheet – Harvard Analytical Framework

Matrix 1: Activity Profile

Activity	Hours per day spent by women/girls	Hours per day spent by men/boys
<b>Reproductive Activities</b>		
Water-related		
Fuel-related		
Food preparation		
Child care		
Health-related		
Others		
<b>Productive Activities</b>		
Agriculture 1..... 2..... 3.....		
Income-generating activities 1..... 2..... 3.....		
Employment 1..... 2..... 3.....		
Other productive activities 1..... 2..... 3.....		
<b>Community Support Activities</b>		
Labour on communal project		
Meetings		
Helping others in times of need		
Other		
Note: If it is not possible to state precisely the daily hours spent, it can be rated on a scale of 1 - 5 (1 = little time, 5 = a great deal of time)		

# Handout

Worksheet – Harvard Analytical Framework cont.

**Matrix 2: Access and Control Profile**

	Access		Control	
	Women	Men	Women	Men
<b>Resources</b>				
Land				
Equipment				
Labour				
Cash				
Credit				
Education				
Others				
<b>Benefits</b>				
Outside income				
Basic needs				
Status/power				
Political power				
Others				
Note: This matrix can be filled with plus (++) and minus (--) to indicate where men and women have access to which resources.				

## Worksheet – Harvard Analytical Framework cont.

**Matrix 3: Influencing Factors**

	Impacts	Constraints	Opportunities
Political			
Economic			
Cultural			
Educational			
Environmental			
Legal			
International			
Other			

4D-2: Worksheet – Gender Analysis Matrix (GAM)

	Labour	Time	Resources	Culture
Women				
Men				
Household				
Community				

### 4D-3: Worksheet – Women’s Empowerment Framework

Levels of Equality	Addressed in Project?
Control	
Participation	
Conscientisation	
Access	
Welfare	
Note: Write ‘yes’ or ‘no’. If ‘yes’ explain how they were addressed in the project	



### 4E: Checklist for Building Gender Equity into Project Design and Implementation

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#### Project Design and Preparation

##### Preparation

1. Which population groups are served by the project (women only, men only, men and women, other groups)?
2. What information is already available about each population group and women in particular?
3. Has information on women's and men's work in the household and community been collected? Is it adequate for the purpose of the project?
4. Has there been consultation with people whose lives will be affected by the project, and what attention has been given to women in this process?
5. Are women involved at all levels in the planning and implementation of the project?
6. What are the opportunities and constraints posed by local cultural practices to the project and to project planning?
7. Does the project formulation process take into account women's knowledge, especially on ecosystems and biological diversity?
8. What are the expected positive and negative impacts on women and men as a result of the project? How can the impacts be increased or reduced respectively?
9. Is the intervention consistent with the current gender denomination and decision-making structure? Or does it seek to change it?
10. Does the project create space for both men and women to participate meaningfully in problem identification as well as implementation? Are women, as well as men, invited to participate in planning and design processes?

##### Objectives and Activities

1. What are the objectives of the project?
2. Have both men's and women's opinions been sought in the definition of objectives?
3. Are women's and men's roles reflected in the project's objectives?
4. How do the objectives address the needs and concerns of women and men?
5. What programmes, activities, and services does the project have to ensure that gender needs and concerns will be addressed?
6. How will the inclusion of women help to achieve the objectives?
7. How will the activities and services include women's participation?
8. In what ways will the activities and services benefit women?
9. How will women have access to the opportunities and services which the project provides (e.g. training, agricultural extension, new allocation of land rights, credit arrangements, membership in cooperatives, employment during construction and operation)?
10. Are project resources adequate to provide these services for women?
11. Is the project likely to have adverse effects for women?
12. What social, legal, and cultural obstacles could prevent women from participating in the project?
13. What plans have been developed to address these obstacles?

#### Project Implementation

##### Project Personnel

1. Are project personnel familiar with gender issues?
2. Are project personnel willing to seek women's participation in implementing the project?
3. To what extent are the female personnel experienced in delivering services to men?
4. To what extent are the male personnel experienced in delivering services to women?
5. If approach by male staff is not culturally acceptable, will the project make provision for female staff intervention?
6. Are female personnel available for technical staff positions?

## Checklist for Building Gender Equity into Project Design and Implementation cont.

### **Operation and Maintenance**

1. How will the project ensure that women have equitable access to, and control over, material and technical resources and technologies?
2. How will women participate in, and contribute to, the maintenance of equipment? Will training be provided?
3. Through what organisation(s) will women be involved?
4. How will the project affect women's time?
  - a) Will their workload increase/decrease as a result of innovation or changes (e.g. mechanisation, new agricultural inputs and cropping patterns, withdrawal of labour by other household members, changes in distance to farms, workplaces, water supply, firewood supply)
  - b) If their workload is decreased, does this involve loss of income for women?
5. Do the technologies introduced by the project require changes in women's work patterns?

### **Institutional Framework**

1. Does the executing agency demonstrate gender sensitivity?
2. Does the executing agency have adequate power to obtain resources from its own and other institutions to enhance women's participation in the project activities?
3. Can the executing agency support and protect women if the project has a harmful or negative impact?

### **Monitoring and Evaluation**

1. Is separate data collected on women and men?
2. Does the project have an information system to detect and evaluate the effects of the project on women and men separately?
3. What are appropriate gender indicators for the current project objective in relation to the gender objectives?
4. Given the proposed interventions, what will change in the 'livelihood outcomes' for people (men/women) and how do these benefits relate to the determined gender objectives?

*Source: Urdang 1993, cited in CEDPA 1996*

## 4F: The Gender and Development Approach – A Summary

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The Gender and Development (GAD) approach to development is aimed at ensuring an equal distribution of opportunities, resources, and benefits to different population groups served by a particular intervention. Applying this approach can help project planners to identify important differences in female and male roles and responsibilities and use this information to plan more effective policies, programmes, and projects.

This approach is based on the Harvard Analytical Framework, one of the first gender analysis models. GAD uses this model to explore and analyse the differences between the kinds of work performed by women and men in particular social, cultural, and economic circumstances. In order to identify differences between female and male roles, responsibilities, opportunities, and rewards, the approach requires that three important questions are asked, explicitly or implicitly, at all stages of the designing, planning, implementing, monitoring, and evaluation of an intervention.

- Who does what, and with what resources?
- Who has access to the resources, benefits, and opportunities?
- Who controls the resources, benefits, and opportunities?

**Who Does What?** This question identifies the different activities performed by the men and women in the target population. For example, a rural development project aimed at cash cropping might result in the female population assuming the major burden of the agricultural work, because in that society women do most of the agricultural labour. Asking the question, ‘who does what?’ can alert project designers to the possibility that such a project could increase women’s work.

**Who Has Access (Ability to Use)?** This question asks how much each population group can use existing resources, benefits, and opportunities, or those that will be generated by the intervention. These include land, money, credit, and education.

**Who Controls (Determines the Outcome) of the Resources?** This question asks to what extent different groups of women and men in the population can decide how to use the available resources. Some groups may have access to resources but may not be able to use them.

Asking the above three questions will help us to understand the position of men and women in a particular society. Planners will be able to develop programmes accordingly. Otherwise they will assume that the men are the head of households and chief decision-makers, even though women play this role, which will lead to the design of ineffective and inappropriate interventions.

Analysis of the information provided by these questions enables us to find out how a particular intervention impacts different groups. If needed, corrective measures can then be put in place to ensure that the project will meet the needs of all identified groups equally.

*Source: CEDPA 1996*

# Session 5

## Social Mobilisation and Needs Assessment Using PRA Tools

**Time: 6 hours**

### Preparation

#### Purpose of the Session

The purpose of this session is to introduce the concept of the social mobilisation process and to provide some basic information on different techniques and tools of participatory rural appraisal (PRA), which is often used during this process. These tools supplement the gender analytical tools described in Session 4 and should be applied and tailored according to need before and during the social mobilisation process.

#### Learning Objectives

By the end of the session the participants will be able to

- understand the importance of social mobilisation and the different stages/steps involved in the social mobilisation process
- understand the importance of group formation and organisational capacity building
- know the application of different PRA tools and their use in assessing problems, and identifying prioritised needs and action, in the community
- differentiate between the use of different tools for different purposes

#### Session Contents

- A. Social mobilisation process
- B. Importance of group formation and organisational capacity building
- C. Use of PRA tools for problem identification and needs assessment

#### Materials

Flipcharts, markers, coloured pencils, masking tape, white board and board markers (different colours), overhead projector and overhead transparencies, meta cards, masking tape, soft board with map/thumb pins, a bundle of thin sticks

#### Handouts

- 5A The Social Mobilisation Process: Stages and Underlying Objectives and Processes
- 5B The Community Mobilisation Process: Example from the UNEP/ICIMOD Project in India
- 5C Role, Responsibilities, and Functions of the Social Mobiliser, example from the UNEP/ICIMOD Project
- 5D Group Formation Process
- 5E Summary of Participatory Rural Assessment (PRA) Techniques
- 5F Selected PRA Tools: Social Map/ Resources Map, Transect Map/Walk, Well-being Ranking, Pair-wise Preferences Ranking, Seasonal Calendar, Focus Group Discussion (FGD)

#### Trainer's Preparations

Collect together the materials and handouts for the session.

## Activities

### A. Social Mobilisation Process

#### Step 1

- Explain the concept of the social mobilisation process and its importance for carrying out community development activities. Distribute Handouts 5A and 5B and ask the group to study these for about 30 minutes.

#### Step 2

- Hand out meta cards to each participant and ask them to write down their ideas and thoughts about the objectives and process of social mobilisation in two or three sentences. Allow 10 minutes.

#### Step 3

- Collect the cards and read them aloud one by one. Ask the participants for their reactions. Place cards with a common idea in one group and pin them in these groups on the soft board, or stick on the flipchart/wall.
- Distribute Handout 5C and discuss the role of the social mobiliser.

### Trainer's Notes

#### What is social mobilisation?

Social mobilisation is a process of organising people in joint action to achieve common societal goals through self-reliant effort, motivation, sensitisation, animation, and facilitation. It involves planned actions and processes to reach, influence, and involve all relevant segments of society across all sectors in order to create an enabling environment and effect positive behaviour and social change. It is primarily a mechanism of building organisational capacity at the grassroots and hence of community empowerment. Capacity building is a dynamic process by which individuals, groups, organisations, institutions, and societies increase their ability to perform core functions, solve problems, define and achieve objectives, and understand and deal with their development needs in a broad context and in a sustainable manner. Social mobilisation begins with identifying marginalised areas and people within selected geographical areas for a given programme.

Social mobilisation is a dynamic process occurring at different levels, although the term is most often used for activities in a local community – community mobilisation. Community mobilisation uses deliberate, participatory processes to involve local institutions, local leaders, community groups, and members of the community to organise collective action towards a common purpose. There are several stages and steps involved in the social mobilisation process (see Handout 5A).

Make it clear to the participants that not all stages of the social mobilisation process illustrated in Handout 5A are fully covered in this session. For example, there is a separate session (Session 9) on participatory action planning, monitoring and evaluation to deal with the social action stage of social mobilisation.

## B. Group Formation and Organisational Capacity Building

### Step 1

- Game: 'Breaking the stick and the bundle'. In the plenary group, ask one of the participants to volunteer to break one stick.
- Give another participant a bundle of sticks and ask the participant to break the bundle.

### Step 2

- Ask the players to share their experiences and explain why it was easy to break one stick and difficult to break the bundle.
- Explain the strength of a group and its different phases as outlined in the Trainer's Notes below.

#### Trainer's Notes

##### A Group is

- a source of strength
- a way to save time and energy
- a source of help in times of difficulty
- required to raise its voice for justice and demand action from the authorities
- required to work for the benefit of the individual and the community

##### The Four Stages of Groups

##### *Formation stage*

- Individuals want to impress others
- Individuals look for personal benefits
- Individuals do not trust each other

##### *Transition stage*

- Loss of leadership and disciplinary behaviour of initial stage
- Increased debate
- Individuals try to protect themselves
- Frequent changes in the relationship of group members to each other

##### *Stage of unity*

- Less tension
- Increased unity among group members
- Individual thinking for the benefit of the group
- Group becomes more effective and strong

##### *Functional stage*

- Group becomes mature
- There is respect for other member's feelings
- Appreciation of group decisions made for individual interests

### Step 4

- Explain the group formation process and the dimension of organisational capacity building at the grassroots. Distribute Handout 5D and ask the group to study it.
- Ask the participants to write their ideas and thoughts about the objectives and process of group formation in two or three sentences on metacards.
- Collect the cards and read them aloud one by one. Place cards with a common idea in one group and pin them in these groups on the soft board, or stick on the flipchart/wall.
- Discuss the most important points

## C. Needs Assessment Using Participatory Rural Appraisal (PRA) Tools

### Step 1

- Describe the general principles of participatory rural appraisal tools and the need to select the right tool or combinations of tools for the type of knowledge required and the situation.
- Distribute Handout 5E listing a variety of PRA techniques. Summarise the main features of each class of tool and the type of knowledge it is used to gather.

### Step 2

- Divide the participants into three groups
- Distribute Handout 5F and ask each group to study two of the methods described for about 30 minutes and discuss what they think are the main points of the methodologies.

### Step 3

- Ask the plenary group to reform and each subgroup to present what they understood about the methods they studied, and the advantages, disadvantages, and uses of the methods.

### Step 4

- After each presentation ask the participants if they have any queries or problems in understanding the tool and request that they write these by the side of each tool on a transparency or on flipchart paper.

### Trainer's Notes

There are a variety of participatory rural appraisal (PRA) tools that can be used for participatory action research. The selection of which mix of methods to use in the field is entirely contextual as it depends very much on the nature of the information one wants to acquire. It is important to determine what we want to know, and select the methods most appropriate to filling that knowledge gap. If a community is concerned about the water and energy needs of women, it is important to tune the entry point to these concerns. In general, participatory field methods involve a set menu of sequential activities: carrying out first a resource map, then a wealth ranking, then a needs or problem analysis. A resource map, for example, can be used to identify the best location for a gasifier plant or a water tap. The social map can be used to identify where the poorest live, and how to ensure that they indeed get included in the benefits, for example a water distribution system. Needs or problem analysis can be used to identify the most prioritised needs of women and men in water- and energy-related technologies.

If possible, take the group to a field site and conduct one of the PRA tools and explain the techniques of using other tools in place of the group presentation. The PRA session should be conducted by an expert who has more knowledge of this specialist area than the gender expert.

## 5A: The Social Mobilisation Process: Stages and Underlying Objectives and Processes

Stages	Objectives and Processes
<b>Appraisal and rapport building</b>	<b>Initiate dialogue</b> <ul style="list-style-type: none"> <li>Organise a rapport-building workshop, or a mass meeting with local institutions and relevant stakeholders in the community to explain the objectives and approach of the programme, including the expected role of people</li> <li>Conduct a group discussion at the village level to understand the gender roles and relations</li> <li>Organise information meetings and visits</li> </ul>
<b>Social analysis</b>	<b>Assess the situation</b> <ul style="list-style-type: none"> <li>Organise an orientation meeting with village institution representative(s) and share the information collected in Stage 1</li> <li>Carry out a transect walk and group discussion with people to understand the community's present situation</li> <li>Collect basic information (socioeconomic, existing infrastructure, institutions) in the communities using PRA tools (explained below) supplemented by other methods including case studies, questionnaires, surveys, and life histories</li> <li>Identify key issues such as gender relations within households and communities, opportunities and constraints, and the priorities of different stakeholders</li> <li>Prepare and share the findings emerging from the above social analysis</li> <li>Discuss an approach for raising awareness and the possibility of organising or reorganising the group</li> </ul>
<b>Social appraisal and group formation</b>	<b>Create social capital through group formation</b> <ul style="list-style-type: none"> <li>Conduct a mass meeting at the village level and discuss the benefit of social capital and organisation of people into a group</li> <li>Initiate the process of group formation and reorganisation of the group</li> <li>Develop and implement organisational capacity building</li> <li>Develop a social action plan</li> </ul>
<b>Social action</b>	<b>Develop and implement an action plan/programme</b> <ul style="list-style-type: none"> <li>Organise a planning workshop with group members to prioritise the problems and issues identified and analyse the opportunities and resources available</li> <li>Formulate an action plan emphasising the problems and the actions needed for solving them</li> <li>Set clear objectives, determine resources, budget, timeframe, and responsibility plan</li> <li>Implement and monitor the activities</li> </ul>
<b>Coalition or alliance building</b>	<b>Network and build coalitions</b> <ul style="list-style-type: none"> <li>Identify the potential organisation and agencies for establishing linkages and coordination</li> <li>Form a coordination committee for the smooth implementation of the project at the local level</li> <li>Develop a coalition plan to generate resources and other support for the action plan prepared by the group</li> </ul>
<b>Advocacy</b>	<b>Raise awareness about the coalition</b> <ul style="list-style-type: none"> <li>Develop an advocacy message to influence decisions made at different levels</li> <li>Advocate and evaluate outcomes</li> </ul>
<b>Social reflection (self evaluation and reflection)</b>	<b>Enhance advocacy for policy, programmes, and value change in order to improve the situation of women, the poor, and the disadvantaged</b> <ul style="list-style-type: none"> <li>Develop the participatory evaluation methodology with the help of the group and enhance the group's capacity for conducting self evaluation</li> <li>Determine the conclusions and learning points</li> </ul>

Source: Adapted from ICIMOD/SNV 2004



## Handout

### 5B: The Community Mobilisation Process: Example from the UNEP/ICIMOD Project in India

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**Assessment of institutional arrangements** – Before the intervention process, the village-level institutions, village panchayat forest user groups, panchayat women or youth groups, cooperative societies, and other groups were identified and an intensive dialogue and interaction conducted with them to find out their strengths and possibilities for collaboration in the project. Collaboration and local support yielded positive results during the project implementation. The panchayat members were also made aware of the needs and priorities of different households for different types of energy and water resources and technologies.

**Community meetings** – After door-to-door visits, village-level general meetings were held at times convenient for the local people, especially women. Efforts were made to involve at least one member from each household in the meeting. The purpose of the meeting was to make people aware about the views of the community on the energy- and water-related situation, the participation of the community, cost sharing, the technologies best suited for the community, and the timing of project implementation, as well as other related issues.

**Participatory appraisal of natural resources and situation analysis** – Group discussions and structured questions were asked about the community's natural resources to find out about the status of natural resources, knowledge about natural resources, and the perception of natural resources according to the women in these areas. Specific details were observed regarding the status of energy and water availability from discussions to enhance the water and energy situation at the village level.

**Formation of management committee and self-help groups** – After the motivation programme, a committee was formed to create awareness among women. The committee also helped in planning, programme implementation, supervision, operation, maintenance, and others. Initially training was provided to all committee members in project-related programmes. The main responsibility of the committee was to inform the community about the progress of the programme. They were also responsible for keeping a record of the accounts.

**Motivation and observation tours** – Observation tours for interested women were organised around the 'seeing is believing' idea. Visits were organised to state forestry and agricultural universities, demonstration sites, NGO-developed sites, and villages. These tours were organised locally as well as interstate.

**Preparation of an action plan by needs identification** – With the help of community members, a detailed assessment was made to assess the costs and benefits of various appropriate technology options. A survey was conducted to discover the choices of women and possible areas of intervention for energy, water, and income-generating activities. All key persons, village elders, and women were contacted to prepare the action plan.

**Training of women** – Training sessions were conducted for the women of the project areas to implement suitable technologies with the help of a local NGO.

**Implementation** – TERI played the role of 'interface' between the local NGO and the village committee during the implementation phase. A trained person (motivator) lived in the village to provide technical support. The motivator provided feedback to the village women with the help of a village committee. The management committee undertook the entire responsibility during the implementation to facilitate local support by motivating men and women of the locality to adopt the new technologies. The local NGO procured the raw materials, organised a working team, and provided technical know-how.

**Human resources development** – This aims to develop grassroots institutions through educational processes, and requires a great deal of effort to create awareness, skill, and knowledge through education and training (both managerial and skill development) and exposure visits.

*Source: TERI 2004*

**5C: Role, Responsibilities, and Functions of the Social Mobiliser, Example from the UNEP/ICIMOD Project**

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- Responsibility to implement energy- and water-related technology options that aim at reducing poverty, drudgery, and health hazards associated with procuring energy and water
- Awareness creation regarding the need for and importance of an energy and water management programme among local people.
- Organise local women into energy and water management groups (as per the local needs and conditions) and build their organisational capacity to identify their needs, to enhance their knowledge, enlarge their skills, and encourage a positive improvement in their attitude
- Hold a discussion with newly-formed groups/organisations and inform them about the programme and their roles and responsibilities
- Support conducting of PRA for resource assessment, needs assessment, planning, well-being ranking, and others
- Motivate local people to promote the integration of women in planning, decision making, implementation, and management of household energy and water initiatives
- Mobilise trained women members to motivate the group and share their experiences with group members
- Periodically organise interaction programmes among trained members, social workers, and representatives of line agencies, and the local energy and water users organisation and the beneficiaries
- Transfer the acquired knowledge and skills regarding energy and water technology best practices to the communities who are organised
- Follow up, monitoring, and supervision of the local mobilisers, trained members, groups/organisations
- Coordination and linkage with concerned institutions for smooth operation and continued support from them
- Review of progress (monthly, quarterly, half-yearly, and annually)

## 5D: Group Formation Process

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Organising people into groups (separate groups for women and men or mixed groups) is a critical stage of the social mobilisation process. The group should be more than a gathering of individuals formed in order to receive services provided by a programme or for another objective imposed upon them. The primary objective of social capital and group formation is to build organisational capacity at the grassroots to take collective action for the common goal of improving the group's situation in different spheres of their life.

The primary reason for organising a group in the context of this training is for women to take action on energy and water management issues which they themselves have identified and prioritised during the social analysis process.

### Need for Women's Group Formation

- To organise women at village/settlement and village development committee level
- To provide a forum in which they can identify their needs, potential, strengths, and weaknesses
- To provide support in identifying appropriate energy- and water-related activities
- To use the available energy- and water-related local resources efficiently
- To provide support for the reduction of women's energy- and water-related drudgery and associated health hazards

### Guidelines for Group Formation

**Groups should be self-governing and voluntary** – The participants themselves should decide who should join the group, what rules they will follow, and what activities they will undertake. The group can develop criteria for membership in sub-groups based on the kinds of activities being undertaken. Decisions should be taken by consensus or by majority vote. The role of mobiliser is to ensure the inclusion/participation of women, the marginalised, and the disadvantaged in the group.

**Allow sub-groups in a large village-level organisation** – Allow sub-groups to operate within the large groups according to their needs and interests. For example, forest management may include all households in the village as a user group, while water management activities may concern smaller numbers of group members. Members of the sub-groups should preferably live under similar economic conditions and have close sociocultural affinities. This allows for more trust among the group members, reducing potential conflict and increasing joint liability.

**The group must be formed around viable self-help** – The experience of the group in planning and implementing successful self-help activities without any outside assistance is critical to the functioning of the group. Savings and credit can function as a focal point for organising people and gradually expanding to a broader base of activities.

**The group organising process must be preceded by participatory analysis** – The mobilisation process must not begin with forming the group, as the group organisation requires background work. PRA processes provide a meeting point for coming together as a group.

**Awareness raising activities should be implemented before or simultaneously with forming the group** – Awareness activities built around the energy and water problems identified during the base line stage of the project can help prepare the people to get organised in groups, and deepen the feeling of group solidarity.

**Avoid going too fast or too slow** – Both overly-rapid and overly-long delays in the formation or reformation of the group should be avoided to keep the interest of members.

**Group Formation Process cont.****Prerequisites for Group Formation**

- Motivation – individuals should be motivated to work without any force or pressure from the group.
- Membership – there must be group membership and commitment to work to receive benefits.
- Homogeneity – group members must have similar needs and interests to achieve their group goal: people of the same locality, same economic and social background, and having the same requirements make a strong and successful group.
- Size – a group should have a reasonable number of individuals. A group that is too big or too small will have problems functioning. By and large a group with an odd number of members is thought to reach consensus more easily if there is conflict.
- Geography – the group should have people from the same locality where possible so that it is easier to meet as and when desired.

**Steps in Group Formation**

- Conduct a mass meeting at the village/settlement level to further endorse the energy- and water-related issues and actions identified through the needs assessment and PRA process.
- Hold a discussion on whether women are ready to take the initiative to address these issues.
- If women are not ready to take the initiative to address the issues identified, then discuss the possibility of implementing awareness-raising activities.
- If women are ready to take the initiative, discuss the possibility of the existing groups taking the initiative.
- Conduct an intensive discussion with the group members on the benefits of being organised in a group.
- If no appropriate group exists, discuss the process of group formation.
- If women are not ready for group formation immediately, discuss the possibility of implementing appropriate awareness-raising activities.
- If the existing group is ready to take the initiative, reorganise them around the energy and water management issue.
- If a new group is formed, organise them around the energy- and water-related problems identified.
- Identify sub-groups within the larger group (the village) according to their specific energy and water issues and needs.
- Form other sub-committees to support the income generating and community development activities within the larger group.
- Conduct group organisational assessment.
- Prepare the groups' rules, regulations, and policies.
- Develop a group/organisational strengthening plan or capacity and capability building plan for group members.
- Start the process of getting recognised as a legal entity.
- Develop coordination and linkages with related organisations/agencies.
- Implement an organisational strengthening plan (this should preferably include training on group dynamics and planning skills).
- Develop energy and water management social action plans or self-help activities.

# Handout

## 5E: Summary of Participatory Rural Assessment (PRA) Techniques

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### Visual techniques

- Diagrams: flow/causal diagram; Venn/institutional diagram; systems diagram; pie charts; histograms
- Ranking techniques: preference ranking and scoring; pair-wise ranking; direct matrix ranking; ranking by voting; wealth ranking
- Time trends analysis: historical and future (visioning) mapping; time trend charts
- Mapping techniques: mobility mapping; social mapping; transect (walks)
- Calendars: seasonal calendar; historical seasonal calendar

### Group and Team Dynamics Methods

- Focus group discussions
- Role-play
- Participatory workshops

### Other Complementary Methods of Investigation

- Secondary data review
- Structured questionnaires
- Semi-structured interviews
- Case studies
- Participant observation
- Direct observation

## 5F: Selected PRA Tools

The tools selected for assessments in this section are social mapping, resource mapping, transect map/walk, well-being ranking, preferences ranking, seasonal calendar, and focus group discussion (FGD).

### Social Map/Resources Map

A social or village map is drawn to analyse the social infrastructure in a pictorial way, e.g. the number of houses, natural resources, facilities, and service centres. It can be used to identify where the poorest live, and can help to work out how they can be included in benefits such as water distribution systems. Moreover, useful information can be gleaned from the mapping about the village economy (landholdings, irrigation facility, livestock types, and improved or local occupations); production patterns (paddy, wheat, maize, millet, potato, vegetables, ginger, fruit); educational status (those in the community who are educated/illiterate). Making a social map in the initial stages of a project helps to make the project community-oriented. The exact content of the map should be governed by the specific requirements of the situation.

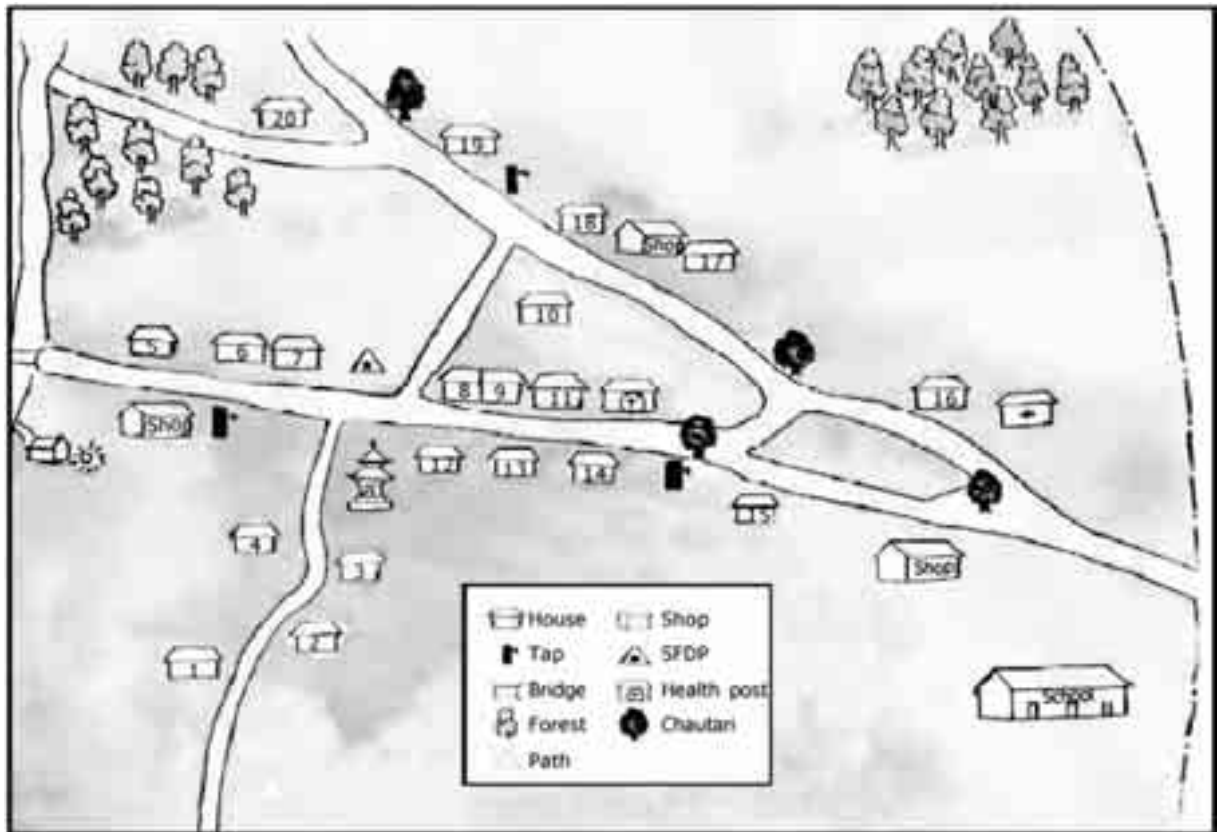
Although mapping can be done both on paper and on the ground, it is better to let local people draw such a map on the ground so that many people can participate and contribute to the mapping process. Once the map is prepared it is important to copy the map into a notebook to make a permanent record of the information. Depending on the purpose of the exercise, different names can be given: 'social map', 'resources map', 'village map', 'land use map' and so on.

### Contents of Social Map (examples)

Information	Detail
No. of households	condition of settlement, ethnicity, population, men and women, economically active population
Households having	ICS, biogas plant and biogas stove, briquette stove, kerosene oil stove, wood/agricultural residue stove, sawdust/rice husk stove, LPG gas, charcoal stove, kerosene light (petromax)
Households having	convenient latrine, cemented tank latrine, bamboo latrine, mud latrine, no latrine
Households having	water mill, turbine
Households having	solar home system, rural electrification, peltric set
Household source of drinking water	tap, pond, river, 'kuwa' (well)
Literacy rate	literacy rate of men and women
Occupation	main occupation, other occupation, unemployed situation
Landholding	total landholding, irrigated land, upland, rent in/out, landless, marginal landholders
Cropping pattern	cereal crop, cash crop: vegetables, fruit, oil, pulse, ginger
Livestock raising system	types of livestock, i.e., cows, buffaloes, goats, chickens, sheep and others
Supporting line agencies offices	office of supporting line agencies: agriculture/ veterinary service centre, forest office, drinking water, forest user group association

## Handout

Selected PRA Tools cont.



**Example of a village map**

Source: ICIMOD/SNV 2004

## Selected PRA Tools cont.

**Transect Map/ Walk**

A transect map or transect walk is used to study the geographical/topographical structure and the resources available in the project area. It is a systematic walk with a few key informants through an area observing, asking, listening, discussing, and identifying different zones, local technologies, constraints, and opportunities, and then mapping and making diagrams of resources and findings. It analyses the potential of agricultural crops, natural resources, and potential renewable energy sources, and the activities related to these. It is also useful in analysing problems and opportunities in the project areas. It is useful in assessing the status of available resources in the target area such as water resources, forest resources, mines, grazing land, upland that is not irrigated; ownership of natural resources or who controls the natural resources. A transect map or transect walk can be used to find out how natural resources are used, for agriculture, livestock, construction materials, herbs, raw materials for industries, the collection of products like honey, aquatic products, medicinal herbs, edible roots, and so on. On the basis of availability, use pattern, and potentiality, the need for appropriate energy-related activities can then be identified from focus group discussions with target beneficiaries.

**Sample of Transect Map**

Sector/Transect	Forest	Rural Energy - Related Activities	Water Resource	Settlement Area	Upland	Lowland/ Cultivated Land
Types						
Ownership						
Utilisation pattern						
Cropping system						
Herbs						
Vegetables						
Fruits						
Trees Fodder plants						
Types of soil						
Problems						
Opportunities						



# Handout

## Selected PRA Tools cont.

### Well-being Ranking

This tool is used to rank the well-being level of households as categorised by the participating community. Various factors including landholdings, crop production, appropriate land for housing, number of livestock and value, occupation (government job/abroad, business), political status, social status, assets (energy equipment and appliances), and educational status can be considered when assessing the well-being ranking. It is useful for finding out local people's economic status and for assessing the real needs as well as the real purchasing capacity for rural energy-related activities.

The first step is to obtain, through discussion with community members, some of the key local criteria or characteristics of poverty and wealth. Then, by applying these characteristics, it is possible to determine a set of useful categories that make sense in local terms. It is important to choose terms that have broad social acceptability. For example, one community in Uganda agreed on a four-fold classification:

- 'Those who can manage' (the relatively wealthy who could look after their own interests without help from anybody)
- 'Those who have something' (those with a small amount of assets and an opportunity of developing)
- 'Those who earn slowly' (those with no real capital assets, who struggle on a daily basis to make ends meet)
- 'Those who cannot manage' (those who are destitute and require external support to survive)

The categories are made on the basis of high to low ranking of well-being. For example, in the case of the UNEP/ICIMOD project, the project partner in Nepal classified the well-being of local communities into four categories on the basis of the following criteria set by the local people.

- Food sufficiency: all year round; for 9 months, for 6 months, for 3 months
- Occupation: government service, private service, overseas, business, agriculture, seasonal, no occupation
- Number and value of livestock
- Type of landholdings: irrigated land/upland, for housing purposes, close to local road, fertile and productive, suitable for cash crops
- Educational status of family members
- Different household assets

### Categories of well-being ranking

Category	Household no.	Characteristics
Category A		
Category B		
Category C		
Category D		
Note: Key informants should first develop the parameters they think are important to consider while ranking the households and then keep placing households in the appropriate categories e.g. 'A' for richest and 'D' for poorest households.		

## Selected PRA Tools cont.

**Pair-wise Preferences Ranking**

Pair ranking is simply a technique by which every item in a list is compared to every other item according to a single criterion, the final ranking emerging from a simple tally of the number of wins. This method can be used to prioritise a need or problem through a group exercise. Needs and problems can be mixed together but need to be better redefined before entering them into the matrix. Prioritised needs must be arrived at by counting the number and ranking them accordingly. In the pair-wise comparisons matrix shown below, people must choose between two options in terms of which is the greatest need or problem.

This method works best when needs are prioritised within a common interest group. The exercise should be taken over by all the participants in the group. The participants should be asked why they have made this particular choice. To identify potential gender differences in preference and underlying criteria, it is essential to carry out this exercise by splitting the participants into groups according to sex. This is because women and men often have different criteria for selecting a particular technology. For example, women's criteria for selecting a particular energy source/technology mostly relate to reducing workloads and drudgery, minimising health hazards from indoor air pollution, and meeting cooking energy needs. Men's indicators of useful energy mostly concern saving cash expenditure and marketing. In the example below it was argued that you need water before you can put in biogas, therefore water must be a priority; women need simple cost-effective, fuel-efficient devices to address their cooking energy needs and reduce indoor air pollution so ICS was considered more important than other energy technologies.

**An example of pair-wise ranking on water and energy**

	<b>Drinking water</b>	<b>ICS</b>	<b>Solar home system</b>	<b>Biogas</b>	<b>Micro-hydro</b>	<b>Micro-credit</b>	<b>Market</b>	<b>Skills training</b>
Drinking water		Water	Water	Water	Water	Water	Water	Water
Improved cooking stove			ICS	Biogas	ICS	ICS	ICS	ICS
Solar home system				Biogas	Micro-hydro	Credit	Solar	Training
Biogas					Micro-hydro	Biogas	Market	Biogas
Micro-hydro						Micro-hydro	Market	Training
Micro-credit for income generation							Credit	Credit
Market								Training
Skills training								

<b><u>Problem/Needs</u></b>	<b><u>No. of times</u></b>	<b><u>Rank</u></b>
Drinking water	= 7	(1)
ICS	= 5	(2)
Biogas	= 4	(3)
Micro-hydro	= 3	(4)
Credit	= 3	(4)
Training	= 3	(4)
Market	= 2	(5)
Solar	= 1	(6)

## Handout

Selected PRA Tools cont.

### Seasonal Calendar

The seasonal calendar helps researchers to assess the availability, shortages, and potential of resources (e.g. drinking water, irrigation water, food grain, fodder/forage, institutional credit, availability of natural resources, and facilities) in the project area.

#### Seasonal calendar of resources (and hazards)

S.N.	Activities	Months											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Fuelwood availability												
2	Availability of electricity												
3	Availability of labour												
4	Fodder/forage												
5	Irrigation												
6	Drinking water												
7	Landslides												
8	Others												
Note: Use 1 for scarcity of resources; 2 for adequate natural resources; 3 for surplus resources													

**Selected PRA Tools cont.****Focus Group Discussion (FGD)**

Focus group discussion (FGD) is a popular and useful tool for collecting qualitative information in social science research. FGDs are mostly conducted with different groups of people to understand the details of a situation of the same nature and then be able to compare and contrast data to help ensure reliable findings. Emphasis is given to the homogeneity of the groups as far as possible so that individuals will be able to share experiences of the same nature.

**Process of FGD**

- The discussion should be on special issues, e.g. women in water and energy, gender and development, poverty alleviation through water and energy.
- Discussion should be lively, with supporting questions being asked to generate more information.
- Make the group as homogeneous as possible.
- The group size must not exceed 10, the appropriate size being 6-10 people.
- Give open-ended questions and build up the next question wherever necessary.
- Train the researchers or the interviewer before the FGD so that they can control the group and give each individual a chance to contribute, and this get accurate information from the field.

**Usefulness of FGD**

- Collection of data from the authentic voice of the target population
- Much information in a short time
- Useful for cross-checking of collected information
- Useful in needs assessment and planning of rural energy, natural resources, and income-generating related activities
- Helpful in exploring experiences/potentialities/capabilities
- Especially useful in socioeconomic assessments (anthropology/demography)

**Constraints of FGD**

- Time-intensive
- Danger of data manipulation and question of reliability
- Less validity compared to other scientific methods
- Useful mostly in micro-level data collection
- Requires high level of expertise
- Requires more expertise in data interpretation than quantitative research



# Session 6

## Gender in Water and Energy Management

**Time: 2½ hours**

### Preparation

#### Purpose of the Session

The purpose of this session is to allow participants to understand the role women have been playing in managing water and energy resources for domestic use and the problems they are facing in managing day-to-day water and energy needs. The session also aims to build an understanding of the gender-related roles that influence women's work burden in managing the water and energy needs of the household. Ultimately, participants will be made aware of how mainstreaming gender in the water and energy sector is critical to achieving a number of Millennium Development Goal (MDG) targets.

#### Learning Objectives

By the end of this session the participants will be able to

- assess the role of women in the management of water and energy sources for domestic purposes
- understand the impact of water and energy resource scarcity on the lives of women
- understand the need to mainstream gender to achieve the MDGs from the perspective of gender equality

#### Session Content

- A. Role of women in water and energy management
- B. Water and energy resource scarcity and their impacts
- C. Gender mainstreaming and the MDGs

#### Materials

Flipcharts, marker pens, white board, coloured pens, masking tape

#### Handouts

- 6A Worksheet – Household Water and Energy Management Pattern
- 6B Rural Women's Role in Domestic Energy Management
- 6C Time Allocation for Water- and Energy-related Activities in India and Nepal
- 6D Worksheet – Impact of Water and Energy Source Scarcity in Local Areas
- 6E Coping Mechanisms for Energy Source Scarcity
- 6F Water Source Scarcity and Innovative Measures: Example from UNEP/ICIMOD Project Sites in Almora District, Uttarakhand, India
- 6G Examples of Inclusion of Women in Energy and Water Development Projects
- 6H Mainstreaming Gender in Energy and Water Policies
- 6I Gender Equality Action Frame

#### Trainer's Preparations

Collect together the materials and handouts for the session.

## Activities

### A. Role of Women in Water and Energy Management

#### Step 1

- Distribute Handout 6A to each participant and ask them to fill it in individually, listing the water- and energy-related work carried out by male and female members in their households and the time involved.
- Ask the participants to analyse the tasks performed by each individual, the time taken, and the drudgery involved.
- Ask each participant to present their matrix to the whole group.
- After the presentations, make it clear that women take almost the whole responsibility for water and energy management of a household.

#### Step 2

- Distribute Handouts 6B and 6C on women's role in rural energy management and time taken for different tasks. Explain that most of the work to manage the household water and energy needs is performed by women and children. Scarcity of resources means that women work even longer hours.
- Referring back to the discussions on the gender division of labour and gender-related issues in Session 4, explain further as to why it is the responsibility of women to manage water and energy within the household. Who suffers more and why? Who is more responsible for this situation? What social implications (gender stereotype/prejudices) are there in doing this job?

### B. Water and Energy Resource Scarcity and the Impacts

#### Step 1

- Ask participants to share their problems related to scarcity of water and energy sources, and how they cope.
- Divide the participants into three groups and give each group Worksheet 6D to fill in together.

#### Step 2

- Reassemble the participants and ask each group to share their findings with the plenary group.
- Distribute Handout 6E and compare with the participants' findings. Explain to the group the impact of water and energy resource scarcity on the lives of women.
- Distribute Handout 6F and discuss briefly how water and energy resource scarcity can be addressed through women-focussed projects using the example of the UNEP/ICIMOD project

### C. Gender Mainstreaming and the Millennium Development Goals

#### Step 1

- Distribute Handout 6G with two case studies about including women in mainstream development projects.
- Analyse the two cases and show how far each project has considered gender mainstreaming.
- Explain the need for mainstreaming gender for equal opportunity and to achieve the Millennium Development Goals (MDGs). Distribute Handout 6H.

#### Step 3

- Explain how gender equality is the main purpose of MDG 3 and how water and energy also address other MDGs.
- Distribute Handout 6I and explain that although this course focuses on integrating women in energy and water activities, this is just one aspect of working towards gender equality. The framework in the handout is provided for information and to promote further thought after the course is over.

## 6A: Worksheet – Household Water and Energy Management Pattern

Task	Person Involved (tick the correct box)			Time Required in a Day (hrs/mins)					
	Male	Female	Both	Winter			Summer		
				Male	Female	Both	Male	Female	Both
Cook food									
Fetch water									
Collect firewood									
Collect fodder									
Grind grain									
Clean house									
Make dung cakes									
Chop wood									
Child care									
Other household chores									

Make a list of each task in the management of water and energy, with the name of the person and the time involved.



# Handout

## 6B: Rural Women's Role in Domestic Energy Management

Area of Activity	Fuel/Energy Type Used	Women's Role
Cooking	Rural areas: biomass -based (wood, dung cakes, agricultural residues) Urban areas: purchased fuelwood and other inferior biomass, kerosene, LPG in a few cases	Collection, processing, use of biomass fuels
Fetching water	Human energy in collection (traditionally collected from rivers/streams/community wells and hand pumps)	Filling from source, transportation, storage, and management
Fodder management	Human energy in collection from village commons, farmlands, and roadsides	Cutting, processing, transporting, and storage
Agriculture	Human energy (men and women), draught power, and mechanical energy (typically employed by men)	Unskilled, labour -intensive activities like pre-sowing land preparation and manuring, transplanting, weeding, post -harvest work
Home based micro -enterprises	Heat energy (food processing), human energy	A significant proportion of micro -enterprises managed and run by women
<i>Source: Dutta 2003</i>		

### Activity Matrix on Domestic Fuel Management in Rural India and Nepal

Task	Production	Procurement	Processing
Fuelwood	Natural resource	Collection (W, C)	Chopping (W)
Dung cakes	By-product of cattle rearing	Daily collection (W)	Making dung cakes (W)
Crop residues	By-product of farming activity (M, W)	Collection and transportation (M, W)	Chopping (W)
M = task typically performed by men; W = task typically performed by women, C = task typically performed by children <i>Source: Dutta 1997</i>			

## 6C: Time Allocation for Water- and Energy-related Activities in India and Nepal

Activities	India	Nepal <sup>1</sup>
<b>Fuelwood collection</b>		
Women	0.65	2.37
Men	0.57	0.83
<b>Fetching water</b>		
Women	1.23	0.67
Men	0.04	0.07
<b>Food processing</b>		
Women	1.42	0.70
Men	0.27	0.20
<b>Cooking</b>		
Women	3.55	2.10
Men	0.03	0.38
<b>Average Total Work Time/Day</b>		
Women	9.07	11.88
Men	5.07	6.53
<sup>1</sup> For Nepal, fuelwood collection includes leaf fodder collection Sources: Tinker 1990; Kumar and Hotchkiss 1988		

Hours per day spent by men and women as recorded in two studies in India and Nepal in 1988 and 1990

Activities performed by women	Almora	Chamoli	Pithoragarh
<b>A. Outdoor activities</b>			
Agriculture	4.21	4.05	4.16
Animal husbandry	0.72	0.69	0.77
Fetching water	1.15	1.33	1.50
Fodder collection	1.85	1.75	2.14
Fuelwood collection	2.12	1.79	2.26
<b>B. Indoor activities</b>			
Cooking	2.30	1.36	1.27
Washing clothes	0.62	0.91	0.86
Cleaning house	0.52	0.79	0.70
Grinding and husking	0.56	1.26	1.16
Care of children/aged	0.82	0.55	0.74
<b>Total work time/day</b>	<b>14.87</b>	<b>14.48</b>	<b>15.56</b>
<b>C. Leisure and recreational activities</b>	1.58	1.36	1.52
Source: TERI 2004			

Hours per day spent by women as recorded in a study in selected districts of Uttarakhand, India, in 2004

### Women in water and energy management in India and Nepal

The UNEP/ICIMOD project in Uttarakhand and Himachal Pradesh in India, and Palpa and Dhankuta in Nepal, observed that women take two to three hours or more per day to collect fuelwood and water in these areas. Water and wood scarcity was observed at all the project sites. Fuelwood consumption in the hill areas of Bhutan, India, and Nepal comprises 60% to 70% of total energy consumption. The routine household work, including cooking, washing clothes, cleaning, and others, requires 15 to 17 hours a day in each of these countries. The project sites were in hill areas where women experience great drudgery, especially in collecting fuelwood, fodder, and water, and grinding grain. In India and Nepal, most of the task of water and fuel collection falls to women and children.

## Handout

### 6D: Worksheet – Impact of Water and Energy Resource Scarcity in Local Areas

Resource	Constraints	Traditional Coping Mechanisms	Implications
Cooking fuel			
Water			
Fodder			
Home-bound micro-enterprise			

**6E: Coping Mechanisms for Energy Source Scarcity**

Resource	Constraints	Traditional coping mechanisms	Implications
Cooking fuel	Fuelwood becoming scarce  Reduced availability of crop wastes for fuel and fodder, with change in cropping pattern	Increased time and effort spent in fuelwood collection  Change in cooking practices and food habits	Less time available for other household activities  Children, especially girls, enlisted to assist in fuel collection  Adverse impact on family health
Water	Environmental degradation leading to depletion of water sources like springs and wells	Increased time and energy spent in water collection	Conflicts and social disharmony, adverse health impacts of using poor quality water  Complete neglect of women's knowledge relating to water quality and needs in policies
Fodder management	Decreased availability of fodder because of loss of common lands	Increased time and energy spent in fodder collection	Less time available for other household activities
Home bound micro-enterprises	Biomass-based fuel becoming scarce	Increased time and effort spent in fuel collection  Switch to inferior fuels	Increased indoor air pollution impacting family health

Source: Dutta 2003

## Handout

### 6F: Water Scarcity and Innovative Measures: Example from UNEP/ICIMOD Project Sites in Almora District, Uttaranchal, India

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**Naila**, a small village of twenty-four families in Almora district, faced an acute scarcity of drinking water. The Government of India has tried to provide safe tap water, but has not been able to fulfil the water needs of the area. The situation was getting worse over time, especially during the summer season when women had to spend all night waiting in line to fill their vessels. A group of men from TERI visited the site to collect information and met one woman social worker who said that people can barely collect 40 litres of water even after travelling 6 km every day during the summer months. People cannot provide water to domestic cattle; some even sell water to other people. For washing clothes and bathing, the community members travelled 10 km away from the village twice a week.

Infiltration well technology was identified as the only feasible option for overcoming the water scarcity situation. Woman contributed land for this innovative scheme and each household contributed IRs. 200 for the construction of the well. It took a month to construct. Water is lifted using a hand pump installed inside the covered well. Even though each family gets 4-6 vessels of water a day after TERI constructed the well, and the water quality is now better, there is still not enough water to meet all the people's requirements. Each family takes the responsibility for opening and closing the tap twice a day on a rotational basis. All the families, irrespective of their economic and social status, work in unity. No problems or resentment have surfaced to date – a unique example of social harmony.

The situation was the same in **Bajeena** village, another project site in Almora district. With the gradual drying up (very low discharge) of the only traditional water source (a spring), women had to wait 45 minutes to fill a 15-litre jar. To overcome this situation of water scarcity, women's groups in the village decided to restore the whole of the open barren land above the water source through micro-reservoirs and plantation activities to recharge the traditional spring. In consultation with the women's group and the local NGO, TERI supported these ideas after carrying out a detailed investigation of the area and of slope stability, including measuring the water discharge in the traditional spring. In the monsoon, women constructed 14 micro-reservoirs spread spatially on barren slopes to trap and store rainwater, which could then percolate into the hill and recharge the traditional village water source. Women also planted 2500 saplings of multiple species (such as medicinal plants, and trees for horticulture, fodder, and fuelwood) on 5 hectares of the hill slopes to ensure slope stability, generate income, and ensure the availability of firewood and fodder. Grazing was controlled through social fencing. Restoring the land above the water source resulted in the discharge of water increasing. Even in the dry season, the discharge, was double that of the previous year.

*Source: TERI 2004*

## 6G: Examples of Inclusion of Women in Energy and Water Development Projects

### Rural Energy Development Programme (REDP)

The Rural Energy Development Programme (REDP) in Nepal aims to enhance rural livelihoods through micro-hydro systems and through the expansion of sustainable rural energy along with economic development and poverty alleviation. It stresses community mobilisation, bottom-up participatory planning, and decentralised decision making. Productive income-generating activities are targeted as the intended end uses of the energy supplied, and skills training is provided to promote agricultural and home-based business. The project ensures equity and empowerment of women and men through the establishment of separate community organisations. It provides equal opportunity for training in ICS to both men and women and mobilises women in equal numbers as a strategy for mainstreaming gender. Two out of five micro-hydro schemes in remote areas of far-western Nepal (where women have low social status) are operated and chaired by women.

The equal opportunities offered have had a visibly positive impact on mobilising women and integrating them into mainstream activities. The women in community organisations have a distinct voice in local affairs and their capability for independent and collective action has increased.

*Source: Dutta 2003, REDP 2002*

### Strategy of UNEP/ICIMOD Project on Women, Energy and Water

The UNEP and ICIMOD project was carried out in the three Himalayan countries of Bhutan, India, and Nepal. The project sought to promote the integration of women in the decision making, implementation, and management of household energy and water initiatives that better reflect their roles and needs and are environmentally sound.

The provision of water and energy for household use was the entry point for enhancing women's condition and for poverty alleviation. The main thrust of the project was to bring women into mainstream development through a process of efficiency, equality, and empowerment. The project followed participatory action research, placing women at the forefront of every aspect of the project. The programme was implemented after gender analysis, needs assessment, and gender sensitisation was carried out in the project areas. The programme stressed community mobilisation, bottom-up participatory planning, and decentralised decision making. The project sought to tackle the question of how women can be empowered by building their capacity to meet their water and energy needs in a way that frees them from excessive workloads and drudgery and allows them to engage in more productive activities to enhance their income (productive needs) and improve their position in society (strategic needs). Productive income-generating activities were introduced through skills training to harness the time saved, and a support mechanism was put in place for home-based businesses and micro-enterprises. Women were given training to operate simple technologies, such as the installation of ICS, a running water mill, drip irrigation, and water harvesting. In Nepal, men were also involved in some of the income-generating activities.

Within the short implementation period (around two years), the project has made a difference in the lives of women and their families and communities. Women have not only experienced a reduced workload and less drudgery, but have also improved their incomes through the productive use of saved time for various income-generating activities. Some women have emerged as successful energy entrepreneurs, for example, operating an LGP depot, producing and selling solar driers and ICS, and establishing technology demonstration centres. The formation of women-only groups has clearly helped this process. Women feel comfortable taking charge of a technology in such groups instead of handing over control to men and being relegated to the role of passive 'beneficiaries'. Some women's groups (for example in Nepal) whose level of confidence and empowerment has been adequately enhanced have now started providing leadership in their communities in mixed groups. Women specific initiatives can create an empowering space for women and act as an important incubator for ideas and strategies that can later be transformed into mainstream interventions. The project concluded that women-centric interventions in water and energy interventions are a fundamental prerequisite for empowering women and making the gender mainstreaming approach into a successful strategy for achieving gender equality.

*Source: Sharma and Banskota 2005*

### 6H: Mainstreaming Gender in Energy and Water Policies

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At the project level, mainstreaming gender means that projects have to be designed to ensure that women as well as men are entitled to participate and benefit from a project. The ultimate goal is to achieve gender equality. Gender mainstreaming does not preclude women-only projects. Sometimes special provisions have to be made so that women can overcome the obstacles that have prevented them participating in the past. One approach to reducing inequalities in project participation is positive discrimination in favour of women, enabling them to take up management and decision-making positions so as to achieve the ultimate goal of gender equality. It supports women-only (or men-only) projects designed as strategic interventions to address aspects of gender inequality and promote greater equality. In situations in which women may not be in a position to participate on an equal basis with men due to their heavy workload and the entrenched sociocultural norms that preclude women from speaking up in front of men, mainstreaming may not work. Likewise the men in a society may oppose women-only projects as they consider women's empowerment as a threat to traditional gender roles and relations. It is therefore often considered necessary to focus on women-only projects up to a certain threshold, beyond which a mainstreaming approach is followed.

Although the energy and water sectors are women's domain, both as users and managers, women are not yet part of the mainstream. Mainstreaming gender in energy and water policies requires an understanding of women's needs and interests which could be different from those of men and are a fundamental factor to take into account. The strategies for mainstreaming gender are as follows.

- Gender equality as a fundamental value is reflected in development choices and in institutional practices.
- Efforts to achieve gender equality are brought into mainstream decision-making processes and are pursued from the centre rather than the margins.
- Increased involvement is ensured of women in decision-making processes, both formal and informal (social values, development directions, and resource allocations).
- Development cooperation, development programmes, and developing countries should have a common goal of gender equality.
- The main aspect is not ensuring equal numbers of men and women in programme initiatives, but to change policies and institutions to promote gender equality (Side 1996).

There are certain practical and social constraints to incorporating women into energy and water policies, which still stand as barriers. These include a lack of ownership over resources, restrictions on participating in activities outside the home, the lack of income sources, lack of education and access to knowledge and information sources, as well as lack of opportunity to become involved in enterprises.

#### **The Millennium Development Goals**

The Millennium Development Goals, which were adopted by the UN General Assembly in 2000, established a set of time-bound and measurable goals for combating poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. Even though energy is not mentioned as a separate goal, addressing the energy and poverty linkage is going to be a critical factor in the attainment of the MDGs (Sharma and Banskota 2005).

Limited access to energy is a problem that has a disproportionate effect on women, especially in rural areas. Greater attention to the needs and concerns of women in energy policies could help governments promote the overall development goals of poverty alleviation, employment, health, and education through improved energy policies. Addressing gender issues in energy and development is of vital importance to the Millennium Development Goals for two reasons. In order to eradicate poverty, policies and projects must clearly focus on the disadvantaged groups in society, and in most developing countries women suffer the most from poverty and environmental degradation. Conversely, because of their traditional responsibility for household energy management, women are likely to benefit the most from access to improved energy services. The second reason relates to the role of energy services as an input to development. Within the energy sector, especially household energy, gender differences and inequalities have serious consequences for needs, uses, and priorities, and these must be recognised and reckoned with if long-term sustainable development goals are to be met (Dutta 2003).

**Mainstreaming Gender in Energy and Water Policies cont.**
**Linking water and energy project impacts to the Millennium Development Goals and Targets**

Goal	Target	Linking Project Impacts to the MDGs
<b>Goal 1: Eradicate extreme poverty and hunger</b>	<p><i>Target 1:</i> Reduce by half the proportion of people living on less than a dollar a day</p> <p><i>Target 2:</i> Reduce by half the proportion of people who suffer from hunger</p>	<ul style="list-style-type: none"> <li>• After adoption of water and energy related technologies women are able to save several hours previously spent on collecting water and fuelwood. The time saved is used for income generating activities to increase income and improve family well-being</li> <li>• Use of new technologies improves farm productivity and diversifies rural income</li> <li>• Improved farm productivity enhances household income and nutrition of family members</li> </ul>
<b>Goal 2: Achieve universal primary education</b>	<i>Target 3:</i> Ensure that all boys and girls complete a full course of primary schooling	<ul style="list-style-type: none"> <li>• Access to efficient fuels and technologies frees up children's time, especially girls who were unable to attend school because they helped with fetching wood, collecting water, and other domestic chores.</li> <li>• Income generated through use of improved water and energy technologies is used for children's education and well being</li> <li>• Solar lanterns permit children to study at night, in a less smoky environment (due to ICS)</li> </ul>
<b>Goal 3: Promote gender equality and empower women</b>	<i>Target 4:</i> Eliminate gender disparity in education	<ul style="list-style-type: none"> <li>• A decentralised water and energy system reduces the time and burden of fetching water and fuelwood, thereby enabling women and girls to use the time saved on education (adult literacy and schooling) and income earning activities (economic empowerment)</li> <li>• Solar lanterns permit women to use time productively even at night</li> <li>• Women's individualised (e.g adult literacy and training) and collective organisational capacity enhances their self esteem and self confidence to address their strategic needs (social empowerment), which in turn strengthens women's decision making role at the household and community levels</li> <li>• Mobilisation of financial resources allows women to participate in community development activities</li> </ul>
<b>Goal 4: Reduce child mortality</b>	<i>Target 5:</i> Reduce by two thirds the mortality rate among children under five	<ul style="list-style-type: none"> <li>• Reduction of indoor air pollution and water borne diseases through the use of smokeless ICS and clean water reduces exposure to diseases and improves child health</li> <li>• Women have more time for child care as they spend less time on water and energy activities</li> <li>• Education helps to increase awareness of health, hygiene, and sanitation issues</li> </ul>
<b>Goal 5: Improve maternal health</b>	<i>Target 6:</i> Reduce by three quarters the maternal mortality ratio	<ul style="list-style-type: none"> <li>• Reduction of excessive workloads and drudgery associated with carrying heavy loads of fuelwood and water have positive effects on women's health</li> <li>• Reduction of arduous and repetitive food processing tasks and cooking in a smoky environment improves women's health and well-being</li> <li>• Empowerment and increased incomes enhance awareness and access to health facilities</li> </ul>
<b>Goal 7: Ensure environmental sustainability</b>	<p><i>Target 9:</i> Reverse loss of environmental resources</p> <p><i>Target 10:</i> Reduce by half the proportion of people without sustainable access to safe drinking water</p>	<ul style="list-style-type: none"> <li>• Rainwater harvesting through micro reservoirs recharges traditional water springs</li> <li>• Plantation ensures slope stability and retards soil erosion</li> <li>• Adoption of social fencing by women to control livestock grazing promotes healthy growth of trees and ground cover and promotes carbon sequestration and other environmental services</li> <li>• Availability of cleaner fuels and energy-efficient technologies reduces demand for fuelwood, increases availability of dung and agricultural wastes for fertiliser, and reduces air pollution and greenhouse gas emissions</li> </ul>

Source: Sharma and Banskota 2005



## 6I: Gender Equality Action Frame

Types of Actions at Different Levels	Issues to Consider
<b>Organisational Level</b>	
Information system and research	Collating and commissioning targeted gender analytical research  Establishing a sex -disaggregated information system
Building capacity of staff in management, policy making, and implementing agencies	Developing staff gender -related skills, knowledge, and commitment through training, workshops, consultancy support, and provision of guidelines
Promoting gender equality in policy making, management, and implementing agencies	Development of procedures to promote equality in recruitment and career development  Identifying and addressing gender -related issues in the organisational culture
Solidarity and networking	Activities to link together individuals and groups working for gender equality
<b>Beneficiary/Implementation Level</b>	
Addressing women's and men's practical needs	Recognising and addressing practical needs/problems identified as particular to either women or men, e.g. developing domestic labour saving devices for women
Promoting equality of access and benefits	Promoting greater gender equality in relation to resources, services, opportunities, and benefits, e.g. increasing women's access to previously male dominated employment opportunities ( use of tools and technologies, management)
Increasing equality in decision making	Promoting women's and men's equal participation in community-level decision-making institutions and in community representation
Addressing the ideology of gender inequality	Working with beneficiary groups to reflect on gender norms, traditions, and values, e.g. participatory community workshops on various aspects (linking the focus areas)  Addressing inappropriate gender stereotypes in work, in the media, or in programmes and projects
<i>Source: DFID 2002</i>	

## Session 7

# Introduction of Drudgery-Reducing Energy and Water Technologies

**Time: 1½ hours**

### Preparation

#### Purpose

The purpose of this session is to provide participants with knowledge about different forms of energy and water technologies that could be initiated in their own local areas to reduce drudgery. Participants will also discover the benefits of various water and energy technologies for meeting their practical, productive, and strategic needs.

#### Learning Objectives

By the end of the session the participants will be able to

- understand various drudgery-reducing technologies
- understand the utility of various energy interventions in meeting their practical, productive, and strategic needs

#### Session content

- A. Different forms of drudgery-reducing water and energy technologies
- B. Meeting women's needs through energy and water interventions

#### Materials

Charts, flipcharts, markers, white board, coloured pens, masking tape, overhead projector and transparencies

#### Handouts

- 7A Worksheet – Water and Energy Technologies Used/Desired at Home
- 7B Different Forms of Technologies and Their Uses
- 7C Worksheet – The Practical, Productive, and Strategic Needs Fulfilled by Water and Energy Technologies
- 7D Meeting the Needs of Women through Various Energy Interventions
- 7E Multiple Effects of Women-oriented Energy Interventions

#### Trainer's Preparations

Collect together the materials and handouts for the session. Prepare transparency of Handout 7E.

## Activities

### A. Different Forms of Drudgery-reducing Water and Energy Technologies

#### Step 1

- Divide participants into 2 groups: one for water-related technologies, one for energy-related technologies. Ask each group to briefly fill out the worksheet in Handout 7A.
- Reassemble the participants and ask each group to present their outcomes to the plenary.

#### Step 2

- Distribute Handout 7B with examples of water and energy related technologies and briefly describe each technology, including benefits and precautions.

### B. Meeting Women's Needs Through Energy and Water Interventions

#### Step 1

- In the plenary group, explain in detail the different needs of women – practical, productive, and strategic – using the Moser framework presented in Session 4.

#### Step 2

- Ask participants to form 3-4 small groups. Give each group a copy of Handout 7C and ask them to list the practical, productive, and strategic needs that they think can be fulfilled by the different energy and water technologies.
- Distribute Handout 7D and let each group compare this with their own findings.
- Reassemble the participants and ask each group to report on their findings in the plenary (differences between their list of needs fulfilled and the one distributed; their understanding of practical, productive and strategic needs, and so on).
- Distribute Handout 7E and display it on a transparency. Use it to show and discuss the multiple effects of energy interventions.

### Trainer's Notes

The list of technologies provided should only include technologies that can be implemented in the participants' own households. However, trainer(s) should familiarise participants with many renewable energy technologies and their advantages and disadvantages.

Electricity can fulfil many needs and is easy to operate, but it is only feasible to suggest electrical technologies in areas connected to the grid or where it is feasible to supply electricity through micro-hydropower or peltric sets. In general, electricity is expensive, however it is supplied, and not a realistic option for rural people for most uses, especially cooking and heating. Since biomass is, and will continue for many years to be, the primary source of energy in the rural areas of the Himalayan region, technological options should focus on fuel-efficient, biomass-based energy saving devices. Typical labour saving and water and energy saving devices include water pumps, drip irrigation, rainwater harvesting tank, pressure cookers, improved cooking stoves, solar cookers, and many others. These are simple, cost-effective, and feasible in rural areas.

If there is time to extend the session, the trainer can provide suggestions or help participants learn how to install these technologies and how to get financial or technical help through local NGOs or government agencies providing support or loans. It is better if the agency representative is brought into the session to provide the necessary information.

## 7A: Worksheet – Water and Energy Technologies Used/Desired at Home

Water and Energy Technologies Used at Home	Desired New Technology	Purpose/Why?
Improved cooking stoves (type)		
Biogas		
Solar drier		
Drip irrigation		
Others that are used (please add)		

# Handout

## 7B: Different Forms of Technologies and Their Uses

Technologies	Benefits/Usefulness	Precautions
Improved cooking stove	Smokeless, cost effective, harmless to children, less firewood used	Dried firewood should be used, the chimney should not be attached to wooden walls, and when using only one pothole the others should be closed; the top metallic plate should not be touched during operation because it is hot; precautions will depend on the specific model. The ICS with water jackets, for example, will have multiple precautions on the rust-proof material to be used, scaling, and so on
Solar drier	Fast drying, no contamination with dust or insects, better quality of dried product, low cost, low repair and maintenance, ease of handling	Needs protection from rain and dust; if not in use the drier needs to be covered with a plastic sheet to save it from atmospheric exposure, which will otherwise quickly damage it; the door of the drier should be opened frequently and properly closed for optimum efficiency; drier requires painting from time to time to make it last longer
Solar lantern	Illumination for night-time	Need to maintain the panels, protect them from animals, children, dust, etc.
Biogas	Smokeless, cooks fast, illumination	The one essential requirement in producing biogas is an airtight (air leak-proof) container. Biogas is only generated when the decomposition of biomass takes place under anaerobic conditions, as the anaerobic bacteria (microbes) that live without oxygen are responsible for the production of this gas through the destruction of organic matter.
Drip irrigation/sprinkler irrigation	Irrigating kitchen garden Needs less water, good for sandy soil, easy to install and operate, does not wash away compost and nutrients mixed with soil	Water tank needs to be kept at the proper height. For a sprinkler, if the nozzle is clogged it should be cleared with a needle. To prevent the nozzle clogging, oil and grease should not be used at the mouth.
Rainwater harvesting tank	Comparatively good quality water, easily collected in any house with a corrugated sheet roof and stored, time saving for women, low cost	Lid of the tank must be kept closed to prevent contamination and pollution, flushing gate must be opened at intervals to flush out the dirty material, not drinkable if stored for a long period
Irrigation pond (cemented/plastic-lined)/	Comparatively good quality water, easily collected and stored, time saving for women, low cost	Pond should be cleaned out occasionally or will silt up.
Wastewater management	Wastewater from cleaning hands/utensils/ clothes etc. collected in a pond and used to irrigate kitchen garden	Solid waste must be filtered out of the water before use. Water containing cleaning materials (detergents and strong cleaners) may need to be diverted away.
Plastic greenhouse	For growing off-season vegetables, easy to manufacture, serves as a nursery	Should be safe from grazing animals and children and be covered with hay at very low temperatures; if the temperature is too high, then the end should be opened to let air enter.

Source: CRT/N 2004, TERI 2004, RSPN 2004

## 7C: Worksheet – The Practical, Productive, and Strategic Needs Fulfilled by Water and Energy Technologies

**Practical needs:** immediate necessities, e.g. water; shelter, food, income, and health care within a specific context, to improve inadequate living conditions.

**Productive needs:** economic needs to manage the needs of the household and community, e.g. crop and livestock production, handicraft production, marketing, and wage employment

**Strategic needs:** bringing parity to the status of women and men within society; involves their roles and expectations, as well the gender divisions of labour, control over resources, and power. Strategic needs include gaining legal rights, closing the wage gap, protection from domestic violence, increased decision making, and women's control over their own bodies.

Energy Forms	Women's Needs		
	Practical	Productive	Strategic
Improved biomass and renewable energy technology			
Solar energy			
LPG			
Biogas			
Electricity			

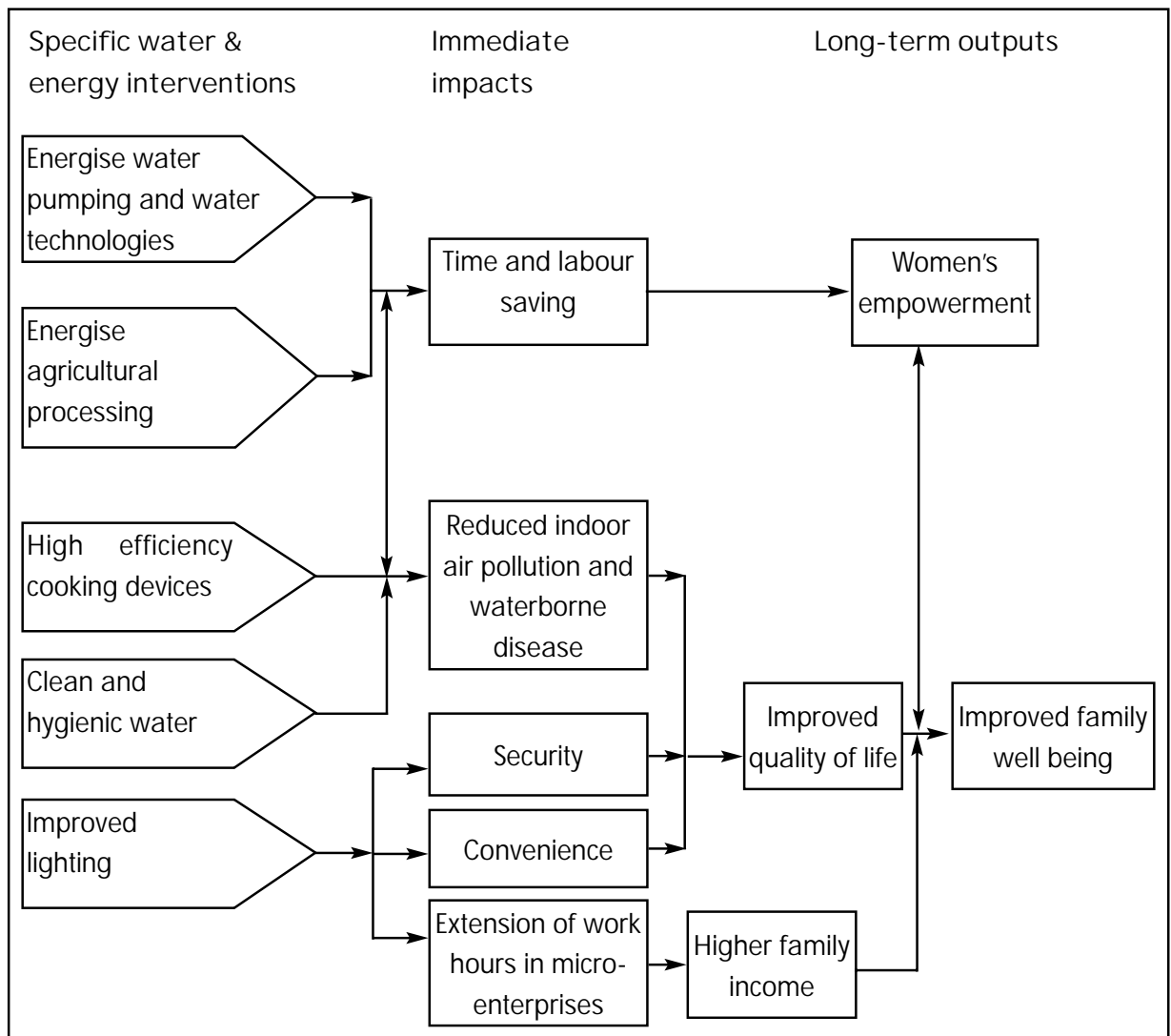
## Handout

### 7D: Meeting the Needs of Women through Various Energy Interventions

Energy Form	Women's Needs		
	Practical	Productive	Strategic
Improved biomass and renewable energy technology	Improved health through better stoves  Less time and effort in gathering and carrying firewood	More time for productive activities,  Lower cost of processing heat for income-generating activities	Control of natural forests in community forest management framework
Solar energy	Better lighting improves working conditions	Food processing and small-scale enterprises	Opportunity for non-formal education (NFE), income generation, and social work
LPG	Less time taken for cooking	More time for productive work	Opportunity for income-generating activities
Biogas	Improved cooking and lighting conditions	Food processing and small-scale enterprises	Opportunity for NFE, income generation, and social work
Electricity	Pumping water reduces the need to haul and carry  Mills for grinding  Lighting improves working conditions at home	Increase activities during evening hours  Power for specialised enterprises	Makes streets safer facilitating other activities e.g. NFE classes, women's group meetings  Opportunity for radio, TV, and Internet facilities
Source: Adapted from Clancy and Skutsch 2003			

## 7E: Multiple Effects of Women-oriented Energy Interventions

The energy interventions oriented towards improving women's conditions and reducing drudgery bring multiple effects, as shown in the figure below.



Source: Adapted from Dutta 2003





# Session 8

## Productive Use of Time for Income-Generating Activities

**Time: 2 hours**

### Preparation

#### Purpose of the Session

This session provides an insight into the need for and importance of income-generating (IG) activities to address the productive needs of women so that they can take full advantage of the time saved through drudgery-reducing water and energy technologies. The session provides ideas on how to select an income-generation programme and methods of obtaining start-up financing and of loan management. Participants are encouraged to identify different forms of drudgery-reducing, income-generating programmes. Parts of this session are based on MOWCS 2001.

#### Learning Objectives

By the end of the session the participants will be able to

- understand the importance of income-generating activities for women
- identify different forms of income-generation programmes with or without the use of water- and energy-related technologies
- understand the need for and ways of obtaining start-up financing
- be familiar with the concepts of group savings, revolving funds, and credit and loan facilities

#### Session Content

- A. Selecting an income generating programme
- B. Financing an income generating programme (group savings and their benefits; revolving funds; obtaining loans using group collateral)
- C. Loan management: setting lending rules, terms and conditions

#### Materials

Flipcharts, marker pens, white board, coloured pens, masking tape

#### Handouts

- 8A Income Generating Programmes
- 8B Productive Use of Saved Time for Income Generation: Example from the UNEP/ICIMOD Project
- 8C Financing an Income Generating Activity
- 8D Loan Management: Setting Lending Rules, Terms and Conditions
- 8E Utilisation of Revolving Fund and Group Savings: Example from the UNEP/ICIMOD Project

#### Trainer's Preparations

Gather together the training materials, and handouts for the session.

## Activities

### A. Selecting an Income Generating Programme

#### Step 1

- Divide the participants into 3 to 4 groups
- Ask each group to discuss what they know about income generation (IG) programmes and to make a list of the income-generating activities they are involved in.

#### Step 2

- Reassemble in the plenary group and ask each group to present their list of activities.
- Distribute Handouts 8A and 8B and discuss the benefits of an IG programme and points to be considered in choosing an appropriate programme for a particular situation.
- Discuss the essential prerequisites for a successful IG programme

#### Trainer's Notes

The trainees should be clear about

- The need for an IG programme for women as a source of their own personal income
- IG programmes that could be feasible for the participants
- Why it is important to choose carefully at the beginning

### B. Financing an Income-generating Programme

#### Step 1

- In the plenary group, discuss the need for start-up financing of an income-generating programme.
- Distribute Handout 8C summarising different financing mechanisms

#### Step 2

- In the plenary group, ask two or three participants to share their experiences and what they understand by savings and the benefits of savings.
- Explain in detail the need for and benefits of group savings using Handout 8C as a guide.

#### Step 3

- Explain the benefit of revolving funds using Handout 8C as a guide.

#### Step 4

- Lead a discussion on what participants understand by 'collateral' and 'group collateral'
- Identify people (if any) who have already taken a loan on the basis of group collateral

#### Trainer's Notes

Lead the participants to discuss the following points

- Why is credit required and what are the sources of credit?
- What is group collateral, what does it require?
- What are the processes and rules for obtaining loans from banks or other finance companies

- Ask one of them to volunteer to share their experience.

## **C. Loan Management: Setting Lending Rules, Terms and Conditions**

### **Step 1**

- Distribute Handout 8D and explain the need for setting lending rules, terms, and conditions for effective management and utilisation of group funds

### **Step 2**

- Discuss the ways of making optimal use of credit

### **Step 3**

- Distribute Handout 8E and discuss the examples of use of revolving funds and group savings funds in the UNEP/ICIMOD project.

### **Step 4**

- Ask participants what they know about the loan systems in the local area. List the main systems on the flipchart, add any that are missing
- Discuss the loan systems in the local area, their advantages and disadvantages, and how they could be used

### **Trainer's Notes**

#### **The trainees should be clear about**

- The loan systems or micro-finance possibilities (including lending terms and conditions) in the local area – banks, projects, women's groups, and others.
- Loan providing agencies can be brought to the session to give details of their schemes direct to the participants.

### What is an IG programme?

An IG programme is intended to earn money. It is a self-employment or group occupation or business to benefit and provide services or goods to others. Not all productive work generates income: an IG must provide cash benefit to the person.

#### Benefits of an IG programme

- Earns direct income
- Opportunity for self employment
- Improves socioeconomic conditions
- Increased opportunity and decision-making power for women
- Helps meet family's financial needs
- Increases women's economic empowerment
- Exposure to outside world
- Enjoyment in family life

### How to identify a Relevant Income-generating Programme

It is important to select appropriate goods to grow or make for sale or an appropriate service business that will make it possible to raise family income. A bad choice or mismanagement might lead to loss and can even worsen the situation. The activity must be feasible in the local area in terms of resources needed, production, potential/comparative advantage, and marketing; it must be able to make a profit beyond that needed to pay back any loan taken to start it; and it must be sustainable in the longer-term. The following list summarises some of the important points to be considered when choosing an IG activity.

#### 1) Technical feasibility

- environment (climate, soil, water, etc.)
- repair and maintenance facilities
- human resources
- technical provisions
- availability of raw materials locally

#### a) Market facilities

- marketplace for goods
- competitive market
- transportation facilities
- quality of product

#### b) Economic feasibility

- provisions of finance or resources
- possible benefits and investment
- a clear accounting system of benefits and debt repayment

#### c) Management capability

- Traditional occupation or experience
- Training facilities/possibilities

#### d) Other considerations

- Family and outside cooperation
- Effect on other work or occupation
- Alternatives to save from losses
- High or low risk factors

#### Essential prerequisites for a successful IG programme

1. Clear assessment of potential profitability
2. A schedule with details of activities
3. Clear distribution of work and responsibilities among those involved
4. Financial resources for start-up
5. Ongoing assessment and modification where appropriate

## 8B: Productive Use of Saved Time for Income Generation: Example from the UNEP/ICIMOD Project

Many women in the UNEP/ICIMOD project are making a reasonable income by taking loans and starting businesses as individuals or in a group. Some of the activities are summarised in the table below. One model example of a very successful woman who benefited markedly from the project activities is described in the box below (Sharma and Banskota 2005).

Income Generation Programme	Benefits
Kitchen garden	More vegetables for home and sale at market
Dried vegetables	Sold at market and used in off -season for households
Beekeeping	Business and to earn money for family support
Grass production	Used for cattle and selling milk at market
Ginger farming	Business and to earn money for family support
Food processing	Business and to earn money for family support
Off-season vegetables	Business and to earn money for family support
Agro-processing	For making and marketing processed products from vegetables and kitchen garden produce
Drip irrigation	Used for kitchen garden to increase production of vegetables for home -use and sale at market
Tailoring	Business and to earn money for family support
Running LPG depot	Business and to earn money for community development fund which is used for supporting IG activities
Solar dryer production venture	Business and to earn money for community development fund which is used for supporting IG activities
ICS promoter	Business and to earn money by selling services/ICS to other clients

### Devi Darlami becomes a role model

Devi Darlami, a 20-year-old girl, has become a role model for all the members of her women's group. After the inception of the pilot project, Bhumika Mahila Group was established at her initiation and with the support of NRCS, Palpa. Six months back she was so shy she ran away so as not to have to introduce herself to the project coordinator. After undertaking group empowerment and other training sessions, she has developed the skills and confidence to guide and manage her group so well that everyone praises her leadership qualities and her desire to help her fellow group members from the ethnic Limbu community.

Apart from the group empowerment training, she also benefited from the beekeeping and food processing training. She then started modern beekeeping with the provision of a loan from NRCS. Within 15 days of participating in the food processing training, she produced a number of processed items of 'lapsi', which she also taught the women of her community how to make. She is confident about being able to generate the maximum amount of income using her beekeeping and food processing skills, provided she gets further training on packaging, quality control, and marketing aspects. When one visits her household, it is clear how much she learned from an exchange visit, including how to grow vegetables in a sack filled with soil which she saw during her visit to the ICIMOD Demonstration and Training Centre site. Now she practices this and has shown it to her community. She also taught and illustrated to her group members how to produce green manure. She learned this during her visit to the Dhankuta pilot project site. She also cooks food on an ICS in her kitchen and irrigates her cultivated land with drip and sprinkler irrigation. It seems as though her household has become a tiny technology demonstration centre. Being modest, she delivers all this credit to NRCS for introducing the project in her area and she desperately appeals for further training and project activities so that every woman not only from her community but also within and outside the entire village can benefit and become like her in the foreseeable future. She has been instrumental in initiating new technologies, and within a short time succeeded in serving as a young 'role model' with a vision of empowering the local community. She deserves a lot of credit.

*Compiled by the District Coordinator, Palpa*

### 8C: Financing an Income Generating Activity

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#### Start Up Capital

Most income generating activities require **start up capital**, which consists of the short-term working capital needed to get a business going, and long term capital, which is needed to obtain physical and human resources. Start up capital may be needed for such things as purchasing seed and sprinkler equipment for vegetable growing, buying a sewing machine and material, or obtaining equipment and materials for making and lining a pond and fish to stock it with.

Money (capital) to cover these costs can be obtained in a number of ways: by saving over a period of time, as a grant or loan from a project (see 'seed money' below), and in the form of a loan from a bank or money-lender to be repaid with interest. When the money is borrowed it is often called 'credit'.

Once the activity is running, the profit it makes can be used to finance the long-term capital needs, and to repay any money borrowed to use as start-up capital. However, the cost of the loan may be crucial in determining whether the activity can really be successful. If a loan has to be taken at high interest (as is usual from a money lender) then the profit may not be sufficient to repay the interest and the loan, the entire benefit will go to the moneylender. If the loan is low interest, and can be paid back slowly, then it will be possible to establish the activity and start reaping some benefit fairly quickly. If a non-repayable grant can be obtained, then it will be feasible to start an activity even if it produces only a small amount of profit.

It is easier to get short term capital than seed money (grants). People with sufficient personal savings or personal collateral to obtain a bank loan (owning a house for example), can start income generating activities without further support – although banks are normally reluctant to make start up loans because of the risk involved, there are certain credit banks that will provide such loans. But the great majority of rural people in the Himalayan region, and especially women, are not in this position. By joining together in a group, women can pool their resources and also develop group collateral that can be used as a basis for financing individual and/or group activities. Some of the most common financing mechanisms are described briefly in the following.

#### 1) Group Savings

##### What is saving?

Saving is the decision by an individual or group to put aside some amount (of money) for future needs of the individual or the group, or project run by the group. There are two ways to save.

1. Saving some amount out of income accrued
2. Cutting some expenditure when there is no additional income

##### What is group saving?

This is the amount deposited in a savings account by group members (women/community/group) for use in group activities (micro credit operation) as decided by the group members. Group savings can be used to finance single large projects, or for making individual loans to members. They can be supplemented by revolving funds (Section 2 below), and/or bank loans obtained using the group savings as collateral (Section 3 below).

How to make and maintain group savings

- Increase income to earn more than is needed to meet daily needs
- Invest in productive work
- Cut down unnecessary expenditure
- Save on a regular basis – daily, weekly, monthly as decided by the group members
- Carry out productive work on a group basis
- Invest the savings by loaning with interest to members and others

Characteristics of group savings

- Higher savings in a shorter time
- Individuals are encouraged to save money due to group enthusiasm
- Easier to pay back loans due to group support and peer pressure

## Financing an Income Generating Activity cont.

**Benefits of group savings**

Money cannot be taken out as easily as from an individual account because the whole group's consent is required, thus there is a better chance to save as a group. The joint savings of a group are larger, and can be used in rotation to help individual members to start enterprises. Group savings have the following benefits.

- Pooling of small amounts leads to accumulation of sufficient investment capital for a project
- Loans can be made on an individual or group basis to start IG activities; the profits can be used to repay the loan
- Group collateral can act as a guarantee for receiving a bank loan
- By taking low interest loans from the group fund, individuals are protected from the heavy interest rates of local money lenders
- Group projects can be turned into a cooperative enterprise or entrepreneurship
- Group saving helps to develop savings habits
- Cooperation among group members leads to economic enhancement and social security
- Successful management of group funds leads to self confidence and self reliance of group members

**2) Grants and Revolving Funds**

Donor funded community development projects generally provide money in some form to meet the costs associated with implementing the project activities. Activities may require start up capital and/or working capital, and this can be provided in the form of a **grant** (non-repayable), or a **loan** (to be repaid, but at no or low interest). Where a relatively small amount of money is provided to help a project get off the ground it is usually called '**seed money**' and is provided as a direct grant without requirement for repayment. In some cases, money may be used by a project to subsidise the cost of equipment or disposables that community members need in order to benefit from project activities, the intention usually being that the first items so purchased will show their value so that other people will then be prepared to buy them at full cost.

In some cases grants are used to create a **revolving loan fund** in a project area. This fund is used to provide loans for specified purposes that are repaid to the fund with interest. The income earned from the interest charged for the loans is accumulated in the fund until it is sufficient to pay back the original loan. The loan is returned to the project and can then be used to start another fund somewhere else. Meanwhile the original fund still has capital from the loan repayments and continues to grow as a result of the interest payments.

**3) Using Group Collateral to Obtain a Bank Loan**

Collateral is the word used to describe the assets that a borrower pledges to a lender as guarantee for a loan. In general, banks require movable or immovable property, a house, piece of land, equipment, business and so on, as guarantee for a loan. If the loan is not repaid, the bank will take the pledged assets in its place. Few rural women in the rural areas of the Himalayan region have sufficient assets to obtain a personal bank loan. However, group saving and/or a group's commitment to save and to start income generating activities can serve as group collateral for obtaining a bank loan. Individual members of the group can then receive loans from the group based on the bank loan. The repayments with interest from the group members are used to repay the bank loan and interest. It is the responsibility of the group leader to ensure that the bank loan is repaid. In this way, women who have skills and the capacity to work, but who are poor and do not have the funds to start a small business or the collateral to obtain a bank loan, can obtain credit through in-group collateral.

**Obtaining a bank loan**

The process for obtaining a bank loan and the eligibility criteria differ from country to country. In Nepal, for example, women who have no assets to deposit must be members of a government group or a recognised NGO and must have a training certificate that makes them eligible to receive a bank loan; the qualifications for receiving a personal loan are:

- local residence in the programme area
- completed age 16, citizenship certificate
- group membership
- have required amount in group saving accounts



## Handout

### 8D: Loan Management: Setting Lending Rules, Terms and Conditions

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Group savings, revolving funds, and bank loans to a group are assets that belong to all the group members. It is important that group members have a responsible attitude towards the management of this 'group property' so that all can benefit and no one is penalised. The group must also decide on how to select and set priorities for beneficiaries of loans. This means putting a system in place for deciding on loan disbursement and that ensures that loan conditions are sufficient to service any bank loan and replenish the capital in a suitable time for other members to benefit. The major steps are summarised below.

- Decide by group consensus on rules and regulations regarding the disbursement and management of loans from group savings and revolving funds. Examples of lending terms and conditions include the maximum size of loan that can be borrowed according to its purpose, the interest rate, repayment schedules (monthly instalment payment on loan), length of repayment period (number of monthly repayments), repayment options (equal or graduated repayments), loan maturity date (the date by which the loan is expected to be fully repaid), deferment options (an approved postponement of payment for a specified time), late payment charges on delinquency or default (the failure of the borrower to make an instalment payment when due).  
(The specific monthly instalment amount is determined by the length of the repayment period and is normally calculated to amortise the loan evenly throughout the repayment period. The larger part of the first payments are channelled to pay interest and a small portion of the principal; the principal decreases over time so as the repayments progress less is used to pay interest and more to repay the principal.)
- Form a loan management committee comprising selected group members and/or the local NGO partner for appraising loan applications and creditworthiness, arranging loan disbursement and collection as per the lending terms and conditions, and overall monitoring of the utilisation of loans.
- Provide managerial and financial record keeping/accounting training for operating the micro finance activities.

#### How to Make Optimum Use of Credit

A loan provides a valuable opportunity to do something, and it is important to obtain the maximum benefit from it. Activities should be calculated so that the loan (interest and capital) can be repaid without undue difficulty after the activity is started. It is sometimes tempting to obtain a loan as a stop gap to bridge immediate problems, but if the repayment terms are demanding, the loan can simply push the beneficiary deeper into debt to a point where any income earned is simply used to pay off interest, and the beneficiary becomes a life long dependent of the loan giver. This is one reason why the loan management committee should consider the ability of a beneficiary to repay a loan when appraising loan applications.

Some of the points that should be taken into account to ensure that the best use is made of the credit are summarised below.

- Choose the business or IG activity according to skill, capabilities, markets, and technical feasibility
- Use the credit only for the purpose for which the loan is taken
- Invest enough money for efficiency
- Look for new areas of investment for better opportunities
- Keep a close connection with technological and financial support institutions
- Have insurance against incidental hazards
- Keep a clear account of savings, credit, and income and insure that loans are repaid as per the lending terms and conditions
- Carry out regular monitoring and evaluation of the record keeping/accounting system (by someone from the bank or the related project office)

## 8E: Use of Revolving Funds and Group Savings: Example from the UNEP/ICIMOD Project

The UNEP/ICIMOD project provided support for pilot demonstrations in the form of seed money. The 'seed fund' was used as a 'start-up' financing mechanism to meet the immediate funding requirements for water- and energy-related technologies. Part of the seed money was used to create revolving funds managed by the women's groups. The funds were used to provide low interest loans to members for the purchase and maintenance of implemented energy and water technologies (e.g. improved cooking stoves) and for initiating productive income-generating activities, including small-scale enterprises. Because money was loaned rather than donated, members were careful to choose only technologies that they really wanted. This approach proved to be a major factor in promoting ownership and successful and effective utilisation of the technologies.

The project adopted a flexible approach with regard to the creation and management of the revolving funds. The creation of an exclusively women's self-help group was a prerequisite for the provision of credit from the revolving fund. The size of the revolving fund created varied across the three countries, partly reflecting the number of women in the women's groups. In Nepal, a revolving fund of NRs 159,000 (approx US\$2250) was set up in Palpa and of NRs. 50,000 (approx US\$700) in Dhankuta. The members of the women's groups generally decided by consensus on the rules and regulations of the revolving fund. A loan management committee composed of women's group members, and in Nepal including the local NGO partner, was formed in each country.

In addition, a group savings fund was created for all the groups with monthly savings from each group member and maintained separately from the revolving fund. The monthly savings per group member varied, for example IRs 20 (US\$ 0.43) in India, between NRs 10 and NRs 500 in Nepal (US\$ 0.14 to US\$ 7), and Nu 100 (US\$ 2.15) in Bhutan. The group savings in some places grew to a sizeable fund in a relatively short time, for example in both Palpa and Dhankuta the group savings reached around NRs.120,000 (approx US\$1700) before the end of project implementation. The women's group in Dhankuta is already in the process of registering itself as a cooperative based on the sizeable group saving. Women in some project sites (e.g. Himachal Pradesh, India) used the savings as collateral to link to financial institutions (banks) in order to strengthen the local financing mechanism.

Women group members at the project sites obtained loans through both the revolving fund and their group savings for initiating various income generating activities and have shown excellent repayment records. Some women's groups have also started utilising group savings in community development activities, which has contributed to a 'proactive' feeling among community members. The self-help groups are now initiating development activities to address pressing issues such as the drinking water problem through coordination with local development organisations.

Women were provided with managerial and record keeping/accounting training for operating the micro-finance activities. The loan management committee in Nepal, for example, appraises the loan application and recommends loans to needy members for the purchase of different technologies and for initiating income-generating activities, fixes lending terms (interest rate, loan maturity and repayment schedule) by purpose of loan, and monitors the utilisation of the loans. The members of the group hold regular monthly meetings to review the group's financial activities (credit and savings, applications for loans), develop and improve their solidarity and mutual understanding, and undertake social activities. Group management is extremely flexible and varies among the groups according to the needs and capabilities of each group member. The project does not target loans; it is up to the group members to decide how to use the money for the purpose of income generating activities. Loans are repaid through specified installments that are collected by the group leaders.

*Source: Sharma and Banskota 2005*



# Session 9

## Preparation of a Gender-Sensitive Participatory Action Plan

**Time: 6 hours**

### Preparation

#### Purpose of the Session

This session is intended to familiarise participants with the concepts of and methods for preparing a participatory gender-sensitive action plan, including participatory monitoring and evaluation, for their project or programme. Participants should be made aware that they will need to reflect on the gender analysis of the problem, issues, and needs as learned in Sessions 4 and 5 using various gender analytical and participatory rural appraisal tools. They will consider how gender sensitivity should be addressed in their next programme cycle.

#### Learning Objectives

By the end of the session the participants will be able to

- prepare a participatory gender-sensitive action plan
- understand the importance of participatory monitoring and evaluation

#### Session Contents

- A. Preparation of a participatory gender-sensitive action plan
- B. Participatory monitoring and evaluation

#### Materials

Flip charts, white board and markers, coloured pens, masking tape, overhead projector and transparencies

#### Handouts

- 9A Prerequisites for a Gender-sensitive Plan
- 9B Sample of Action Plan Cycle
- 9C Understanding Gender Sensitive Participatory Planning
- 9D Steps Involved in Preparing a Participatory Action Plan (PAP)
- 9E Participatory Process of Community Action Plan Formulation – Example from the UNEP/ICIMOD Project
- 9F Worksheet – Format for Preparing an Action Plan
- 9G Understanding Participatory Monitoring and Evaluation
- 9H Key Tasks and Methods for Performing Participatory Monitoring and Evaluation
- 9I The ‘Nine Boxes’ Framework for Planning, Monitoring, and Evaluation of Gender Sensitivity in a Programme
- 9J Indicators Used for Participatory Evaluation of Women’s Organisational Capacity Building in the UNEP/ICIMOD Project

#### Trainer’s Preparations

Gather together the training materials and handouts. Copy the charts required onto overhead transparencies.

## Activities

### A. Preparation of a Participatory Gender-sensitive Action Plan

#### Step 1

- Ask participants what they think should be incorporated when preparing a gender-sensitive action plan based on gender analysis and using PRA tools for needs assessment (described in Sessions 4 and 5)
- Note down the points on the white board or flip chart
- Distribute Handout 9A and explain further using the chart. The chart can also be projected as a transparency during the discussion.

#### Step 2

- Distribute Handout 9B, the 'Action Plan Wheel', and 9C 'Understanding Gender Sensitive Participatory Planning'. Explain the concept of the action planning process and discuss the prerequisites for a gender sensitive action plan
- Distribute Handouts 9D and 9E and explain the steps involved in developing a participatory action plan using the example of community action plan formulation to illustrate the main points

#### Step 3

- Distribute Handout 9F 'the Action Plan Format' and explain how to fill it out.
- Divide participants into 2-3 homogeneous groups according to the organisation/programme they are involved in.
- Allow each group 30-40 minutes to prepare an action plan for a hypothetical (or real) project on a large sheet of plain paper using the format provided.

#### Step 4

- Ask the participants to reassemble in the plenary group. Ask each group to briefly present and discuss their results.

#### Trainer's Notes

##### Why gender planning?

The main objective of gender planning is to make men and women equal partners in development. This requires a basic understanding of their roles, control over resources, social environment, and time available to do the work planned in the project. It is important to identify what arrangements need to be made in order to involve both men and women at every step of the project planning process before implementation of the project. It is essential to find out who can be involved and who cannot.

### B. Participatory Monitoring and Evaluation

#### Step 1

- Ask the participants what they understand by 'participatory monitoring and evaluation'; note the points down on a white board or flip chart.
- Distribute Handouts 9G and 9H and explain why participatory monitoring and evaluation is necessary for effective implementation of any plan or programme, why it is different from conventional monitoring, and what are the essential tasks for performing such monitoring for successful implementation of a participatory, gender-sensitive action plan.

#### Step 2

- Distribute Handout 9I, the 'Nine Boxes Framework', and discuss its use as a check list to monitor and assess the gender sensitivity of any programme.

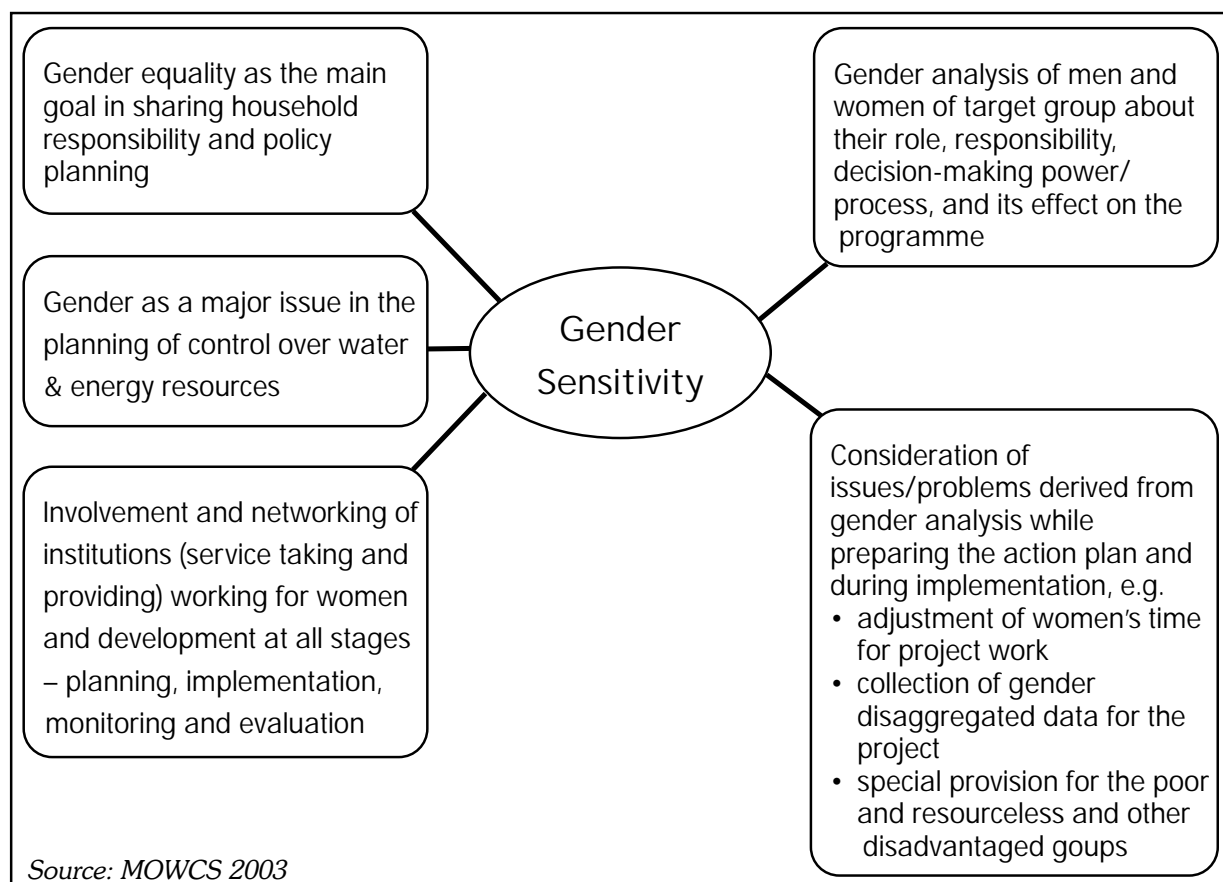
### Step 3

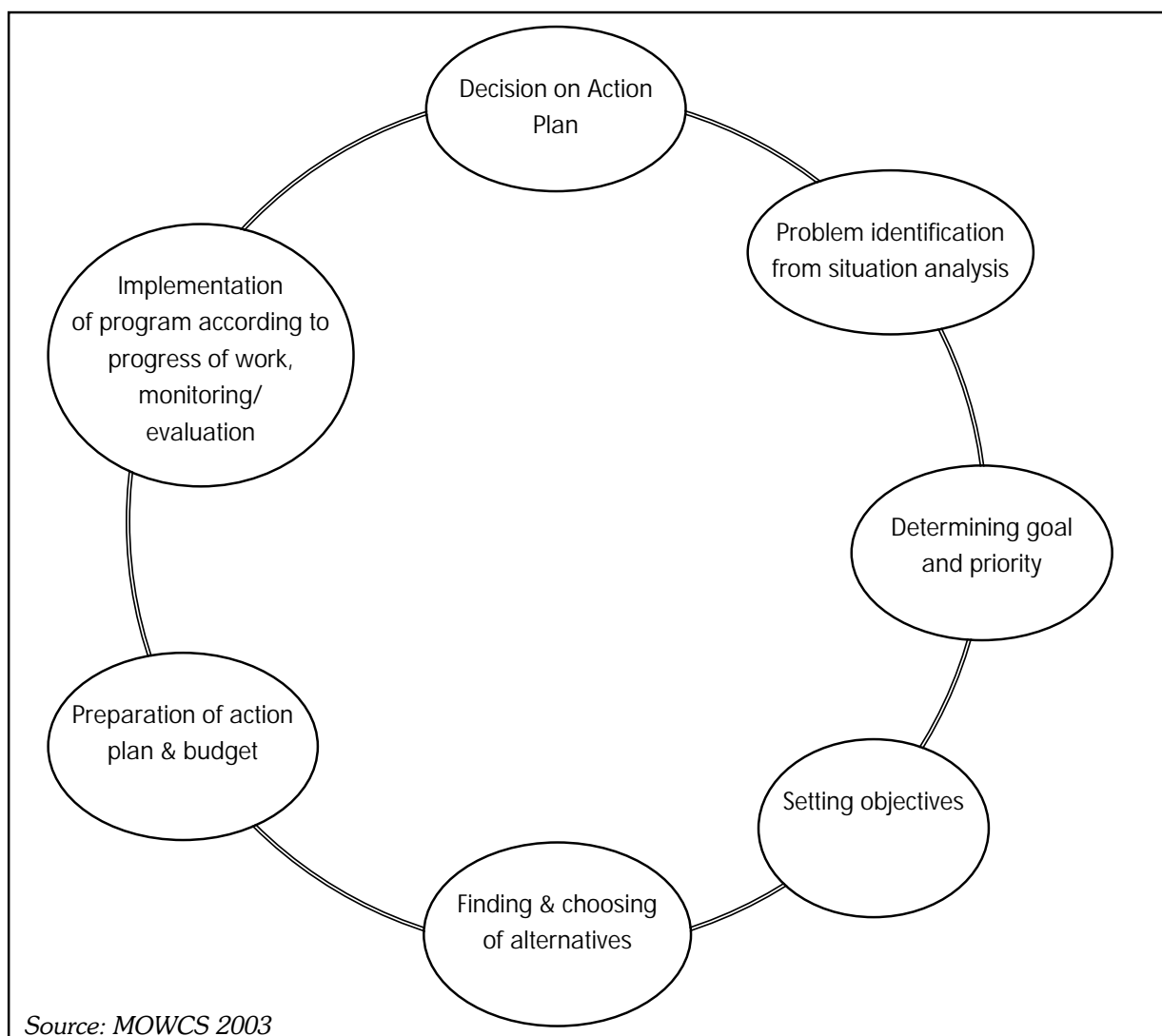
- Distribute Handout 9J and explain how local organisational capacity (LOC) building at the grass roots can be monitored by the group themselves in a participatory manner using a set of qualitative indicators underlying different dimensions of LOC. Describe the use of spider diagrams to visualise the results.

#### **Trainer's Notes**

Explain the method of measuring the qualitative indicators (degree of response) underlying different dimensions/components of local organisational capacity (LOC) building on a five point ordinal scale ranging from the worst outcome (1) to the most desirable outcome(5). This type of scaling technique allows us to derive an index for each dimension as well as a single composite index for organisational capacity building as a whole. This will help in monitoring the relative strengths and weaknesses of different components of LOC both within and among groups (see Sharma and Banskota 2005).

### 9A: Prerequisites for a Gender-sensitive Plan



**9B: Sample of Action Plan Cycle**



## 9C: Understanding Gender Sensitive Participatory Planning

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### What is participatory planning?

Participatory planning at the local level is a process designed to ensure participation of all segments of the community and other stakeholders (local community organisations, community workers, local government officials, NGOs, private entrepreneurs including women, and so on) in decision making at all stages of a planning process. In this context, participation is understood as a process by which the groups of people at the local level who will be involved in or affected by the plan are able to organise themselves and through their organisation are able to identify their own needs and share in the design, implementation, and evaluation of the action plan. Participatory planning is needed because

- it allows people to have a voice in determining objectives and programmes according to the local needs, skills, and resources;
- it helps people to learn how to plan, implement, and monitor activities by themselves;
- it ensures that the plan is locally appropriate and that it will be supported during implementation;
- it helps ensure equitable sharing of benefits among all segments of the community; and
- it increases people's confidence and sense of local initiative and control over the issues that affect their lives

### What is a participatory action plan at the community level?

A community action plan is a written document created by a community through a participatory planning process that outlines the specific activities the community would like to implement in order to realise the outcome and impacts after, and as a result of, project intervention. A participatory action plan is considered to be gender sensitive when the gender approach is embedded into each stage of the project cycle.

### How can the gender approach be embedded into an action plan?

The precise approach used to embed gender considerations when planning projects at community level depends on the type of project, for example in the context of energy and water, whether it is an integrated community development project that addresses a number of issues simultaneously with energy being one component rather than the focus, or whether it is a technology focussed project that addresses specific technology options (for water and energy) for enhancing livelihoods. But the basic principles are the same. At the outset the prevailing situation must be analysed in terms of women's and men's roles related to water and energy (or other) activities, their needs, and the potential impact on them of project interventions as described in Session 4. The priorities of men and women should be determined using participatory techniques as described in Session 5, and the project, or multiple projects, designed with a focus on improving livelihoods and making them more sustainable (UNDP 2004). At each stage of the planning process, women's specific needs and the potential impacts on them of project activities should be assessed and taken into account. Women's ability to participate equally in the planning process must be considered. Women (and any other potentially marginalised groups) must be enabled to voice their opinions and influence the decisions taken, generally through a process of (gender sensitive) community mobilisation as described in Session 5.

The main points to consider are:

- Are women's needs addressed?
- Does the action plan consider the development of women's decision-making power and control over the issues that directly influence their lives?
- Is it backed by research evaluation to identify the prioritised needs of women and men and likely gendered impacts of the programme on their livelihoods using gender analytical tools?
- Does it influence the role and identity of women?
- Does it consider the maximum participation of institutions working for the benefit of women?
- Does it consider minimising the hierarchy among members or officials?

### Prerequisites for a gender sensitive action plan

- Gender equality as a major goal in sharing household responsibility and policy planning
- Gender as a major issue in the planning of control over water and energy resources (or other project activities)
- Gender analysis of men and women in the target group in terms of their roles, responsibilities, and decision-making power/process and their effects on the programme
- Involvement and networking of institutions working for women and development at all stages of the project cycle
- Consideration of issues/problems identified in the gender analysis in the preparation and implementation of the action plan

## 9D: Steps Involved in Developing a Participatory Action Plan (PAP)

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### Preparation /conceptualisation phase

- Familiarise yourselves with the local environment and people's livelihoods (tools might include, for example, wealth ranking/census, resource mapping, participatory land use survey, and gender analytical tools)
- Identify primary stakeholders (communities) and secondary stakeholders (district/local administrations/line agencies, local NGOs) who will participate in the PAP
- Obtain background information disaggregated by age, sex, and ethnic origin
- Identify problem (water and energy service requirements for women and men) using gender sensitive energy/water needs analysis and other participatory tools
- Carry out needs assessment using gender analytical tools
- Involve individuals and women's NGOs in strategy development and agenda setting

### Problem Identification and prioritisation

- Involve groups of primary stakeholder groups in the community (farmers, women, disadvantaged groups) separately to identify problems they face in the community using stakeholder analysis
- Organise a diagnostic/planning workshop bringing together both primary and secondary stakeholders to discuss, identify, and prioritise the problems through stakeholders' interactions
- Explore opportunities/constraints posed by local cultural practices and decide whether women and men should be consulted separately
- Understand the different roles and responsibilities of women and men and the factors (discriminatory attitudes, lack of time) influencing women's ability to participate in different stages of the project cycle and to benefit from the project initiative

### Analysis of Solutions

- Identify suitable technological and institutional options for addressing the prioritised needs of women and men to improve their livelihood outcomes
- Analyse the identified solutions/actions separately (from a gendered perspective) to assess their potential sociocultural, economic, technical, environmental, political, and sustainability impacts
- Identify other complementary actions/services needed for improving the livelihood strategies of women and men

### Consensus on solutions for draft action plan

- Inform communities (primary stakeholders) and district administrations/line agencies and village administrations (secondary stakeholders) about the potential solutions. Facilitate reaching of a consensus agreement on the solutions to be implemented between all parties concerned, ensuring that all have an equal voice in the decision.

### Preparation of the detailed action plan

- Develop a more detailed action plan to implement the agreed actions through formation of a community organisation(s) as a vehicle to carry forward the project activities. The action plan should emphasise the problems, and the actions needed for solving them. It should define/describe each activity to be undertaken to accomplish the project purpose/strategy with the estimated time frame, assign roles and responsibilities for each of the stakeholders, set clear objectives and indicators using the 'SMART' principle (specific, measurable, achievable, realistic, and time-bound), and determine the resources needed/budget (internal/ external). Once the detailed action plan has been approved using the participatory process, the second phase can start – the actual implementation and institutionalisation of the action plan, including monitoring, again using a participatory approach.

## Handout

### 9E: Participatory Process of Community Action Plan Formulation – Example from the UNEP/ICIMOD Project

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The following participatory process was adopted to develop a community action plan to resolve the growing water and energy crisis and its adverse consequences on the lives of people, especially women, in the project areas of Himachal Pradesh and Uttaranchal, India.

Interaction meeting with district-level line agencies to obtain background information about the energy and water situation in different parts of the district and to identify areas of mutual interest and collaboration towards resolving the crisis faced by the villagers, particularly women.

Interaction with local NGO partners to familiarise them with the concept and rationale of the pilot project in the potential micro-watersheds.

Entry into the community and introductory meeting with key informants and village leaders to familiarise them with the project, and to learn about the water and energy situation in the village and hear their suggestions. A number of informal and formal meetings were held from time to time to build confidence. Contact was made with each household in a village through door-to-door visits by the project team

Needs assessment and prioritisation for the action plan. In each village, a village level meeting was organised bringing together all stakeholders to provide information about, and enable exchange of views on, the energy and water related situation, problems faced by women, potential renewable energy sources and appropriate technologies, income generating activities, capacity building and training needs, cost sharing and accountability, and implementation arrangements. Participatory appraisal of natural resources and gender analysis were carried out to establish the status, knowledge, and perceived needs and priorities of women and men regarding the choice of technologies. A detailed needs assessment was made, the costs and benefits of various appropriate technology options calculated, and several possible measures for improving the livelihoods of women through drudgery reducing technologies, including capacity building and training, were identified. The prioritised areas of intervention emerged from this exercise for addressing the energy, water, and income generating needs of women provided the basis for preparing a detailed action plan. They included

- **Energy:** improved cooking stoves, solar heating systems, pressure cookers, energy plantation
- **Water:** rain water harvesting, renovation of traditional tank, check dam, recharging pond/spring
- **Income generating:** composting, organic farming, forest and grassland development, sewing enterprise, dairy
- **Group formation and organisational capacity building:** Group savings and credit scheme operation

## 9F: Worksheet – Format for Preparing an Action Plan

**Project Goal:** .....

### Purposes/strategies to achieve the goals

1.....

2.....

3.....

4.....

[illegible]

## 9G: Understanding Participatory Monitoring and Evaluation

In the development context, monitoring and evaluation is a management tool used to learn from, and improve the efficiency and effectiveness of, development activities. In contrast to conventional monitoring which is carried out by outsiders, participatory monitoring and evaluation involves the beneficiaries of a project in measuring, recording, collecting, processing, and communicating information about the project to assist both project management and group members in evaluating progress and responding appropriately. Thus it is a process for learning from experience and finding better future outcomes. While the monitoring process looks at providing a system of basic information on an ongoing basis and allows a fluid adaptation of implementation processes, the evaluation process allows for more periodic in-depth assessments and plays a larger role in informing methodology and policy changes. Participatory evaluation involves the collective examination and assessment of the programme or project by stakeholders and role-players. It is a process that leads to corrective action by involving all levels of role-players in shared decision making, not a final judgment on whether activities are successful or unsuccessful. Participatory evaluation should encourage changes and adjustments during the lifespan of the activities (and/or for future phases or new activities). For participatory monitoring and evaluation to be truly participatory, the decisions on the type of information to collect, how to collect it, how to analyse it, and the means of dissemination should also lie with the local stakeholders.

Involving the people concerned in the monitoring and evaluation of their programmes is a vital prerequisite for strengthening self-reliance and confidence. It empowers the project members by increasing their understanding of the project activities and their impacts, and instils ownership of any decisions taken in response. It is thus a major tool for capacity building.

The main principles of participatory monitoring processes can be summarised as follows.

- Monitoring system designed by local stakeholders
- External monitoring needs defined separately from local monitoring needs
- Provides ongoing information on project progress
- Ensures information transparency
- Information is analysed locally
- Follow-up action defined and implemented locally

### Conventional versus participatory monitoring

	Conventional	Participatory
Purpose	To collect information for planning and evaluation	To empower local people to initiate action
Goal	Predetermined	Evolving
Approach	Objective standardised Uniform and blueprint to test hypothesis	Flexible, diverse, local adaptation, holistic, changes encouraged
Mode of operation	Focus on information generation	Focus on human growth and empowerment
Focus of decision making	Centralised external	Local people with or without facilitators
Technique	Highly structured, statistical analysis	Open ended, sorting, scoring, ranking, drawing
Role of researcher	Controller, manipulators, dominate objectives Samples target respondents	Catalyst, facilitator, visible initially, later invisible
Role of local people	Sample target respondents, passive	Active participants, creative, generators of knowledge
Ownership of result	Results owned by outsiders	Results owned by local people
Output	Report publication, policy change	Enhanced local action and capacity, local learning Result may not be recorded cumulatively

## 9H: Key Tasks and Methods for Performing Participatory Monitoring and Evaluation

Task	How to Perform Task
Participatory monitoring and evaluation tools are developed and tasks such as collecting, preparing, and implementing data are carried out by the real project beneficiaries (both men and women).	All male and female members should discuss among themselves what is to be monitored and evaluated, as well as evaluating their own positions in the community and in the project .
Make the evaluation process participatory by involving every individual so that each of them understands the tasks and performs them well as their own responsibility .	Develop the process in such a way that even non - literate people can evaluate the project, for example by using charts, maps, pictures, and audiovisuals as they wish.
Gender incorporation/sensitivity should be considered at every step, for example assessment of project activities, process , and mechanism .	Evaluate the position and responsibility of men and women in the project management, benefit sharing, and decision-making process .
Develop both qualitative and quantitative indicators for better evaluation of the project .	The progress of the project should be judged using both qualitative and quantitative indicators.
The project/programme must be reliable and durable to allow continuation .	Implement and institutionalise the participatory monitoring of the programme by involving all members of the group.

## Handout

### 9I: The 'Nine Boxes' Framework for Planning, Monitoring, and Evaluation of Gender Sensitivity in a Programme

Technical Dimensions — Indicators		
<b>Box 1: Policies and Actions</b> <ul style="list-style-type: none"> <li>• <b>Draft policy on gender</b> exists (external and internal)</li> <li>• <b>Draft policy on gender</b> approved</li> <li>• Steps taken to integrate <b>gender in organisation's overall policy/sector policies</b></li> <li>• <b>Gender</b> incorporated in <b>overall policy/sector policies</b></li> <li>• Extent to which <b>decisions and action taken</b> at management and implementation levels reflect the policy on gender</li> <li>• Extent to which action plans and strategies are applied to address <b>conditions and positions of men and women at structural and cultural levels</b></li> <li>• Extent of differentiation of <b>monitoring</b> according to gender</li> <li>• Extent to which evaluation includes effect and impact on men/women</li> <li>• Extent to which <b>M&amp;E</b> is used to adjust policies, actions, and strategies from a gender perspective</li> </ul>	<b>Box 2: Tasks and Responsibilities</b> <ul style="list-style-type: none"> <li>• Number/percentage of men and women at <b>different levels</b> of the organisation</li> <li>• Number/percentages of men and women in <b>different positions</b></li> <li>• Number of <b>levels and positions</b> at which gender issues are addressed</li> <li>• Extent to which gender is integrated in <b>tasks and responsibilities of staff</b> and extent to which put into practice</li> <li>• Extent of consideration of gender in <b>procedures and rules</b></li> <li>• Extent of exchange of and discussion about <b>information</b> on gender in the organisation</li> <li>• Level and locations of <b>coordination</b> regarding gender</li> </ul>	<b>Box 3: Human Resources</b> <ul style="list-style-type: none"> <li>• Number/percentage of men and women <b>qualified</b> to address gender issues in different positions and with different jobs</li> <li>• Extent to which <b>recurrent procedures</b> are based on principles to balance staff composition in terms of gender</li> <li>• Extent to which <b>recruitment/ appraisal criteria</b> include gender sensitivity and capability</li> <li>• Extent to which <b>facilities and physical infrastructure</b> are women- and men-friendly</li> <li>• Extent to which relevant <b>job descriptions</b> address gender issues</li> <li>• Extent of accessibility to and utilisation of training by male and female staff</li> </ul>
Sociopolitical Dimensions — Indicators		
<b>Box 4: Policy Influence</b> <ul style="list-style-type: none"> <li>• Extent of <b>commitment from different actors at decision-making level</b> (board, management, etc.) towards addressing gender issues</li> <li>• Extent of <b>taking action</b> to achieve gender friendliness at the decision-making level</li> <li>• Extent of <b>openness of management</b> towards views concerning gender from within and outside the organisation</li> <li>• Extent of influence of <b>external individuals, groups, and organisations</b> on policy development regarding gender</li> </ul>	<b>Box 5: Decision Making</b> <ul style="list-style-type: none"> <li>• Number/percentage of women and men staff <b>consulted</b> on main issues in the organisation</li> <li>• Number/percentage of women and men staff <b>taking part in decision making</b> on main issues</li> <li>• Extent to which gender committees, units, working groups, etc. are operational and <b>take part in the decision-making process</b></li> <li>• Extent to which programme-related and internal <b>gender issues are taken into consideration in decision making and are acted upon</b></li> <li>• Extent to which <b>control mechanisms</b> (financial, reporting, quality, performance) are applied equally towards men and women</li> <li>• Extent to which <b>conflicts</b> within the organisation are solved from a male or female bias</li> </ul>	<b>Box 6: Room for Manoeuvre/Innovation</b> <ul style="list-style-type: none"> <li>• Extent of equal treatment of men and women as regards <b>rewards and incentives</b></li> <li>• Extent of equal opportunities for men and women staff to <b>develop their career</b></li> <li>• Extent of difference between male and female staff to 'give shape to their work' (in an innovative way)</li> <li>• Extent to which dealing with gender issues is as valued and rewarded as any other subject</li> <li>• Extent to which ideas, proposals, and suggestions are taken seriously irrespective of whether they are brought forward by men or women staff members</li> </ul>

## The 'Nine Boxes' Framework cont.

Cultural Dimensions — Indicators		
<b>Box 7: Organisational Culture</b> <ul style="list-style-type: none"> <li>• Extent to which the image of the organisation is women - and men-friendly</li> <li>• Extent to which the organisation demonstrates gender-friendly behaviour in terms of language used, jokes, comments, images, and materials displayed; styles of meetings; procedures on sexual harassment, and so on</li> <li>• Extent to which diversity of styles between men and women are considered a source of strength for effective running of the organisation</li> <li>• Extent to which paying attention to gender is considered a standard of work</li> <li>• Extent of shared values among staff about equal opportunities for men and women within the organisation</li> </ul>	<b>Box 8: Cooperation/Learning</b> <ul style="list-style-type: none"> <li>• Extent to which both male and female staff participate equally in team work</li> <li>• Extent to which male and female staff support each other irrespective of the subject they deal with</li> <li>• Extent of willingness to learn and cope with institutional change, especially in the field of gender</li> <li>• Extent of communication and integration of new ideas in the field of gender in different disciplines, divisions, and so on</li> <li>• Extent of willingness to link with other organisations dealing with gender and extent of effectiveness of the linkages</li> </ul>	<b>Box 9: Attitude</b> <ul style="list-style-type: none"> <li>• Individuals are against any discussion about gender or raise a number of questions</li> <li>• Individual staff member feels that gender issues should be dealt with – but not by them personally</li> <li>• Individual staff members are interested in learning more about gender issues</li> <li>• Individual staff members motivated to address gender issues – and make an effort to act accordingly</li> <li>• Individual staff members take an active role in bringing and keeping gender issues on the agenda at programmes and at the organisational level</li> <li>• Extent to which individual staff members show <b>gender-friendly behaviour</b> (stereotyping, jokes and so on)</li> </ul>
Source: Groverman and Gurung 2001		



## 9J: Indicators Used for Participatory Evaluation of Women's Organisational Capacity Building in the UNEP/ICIMOD Project

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The following eight major dimensions have been identified to assess (women's) organisational capacity building. Several qualitative indicators underlying these dimensions are utilised to assess the perceptive judgment of (women) respondents on the status of their organisational capacity building. The dimensions are summarised below. The indicators are measured using a standard scoring method rated on a five-point ordinal scale between the most desirable (5 points) and worst (1 point) outcome as shown in the table on the next page.

- **Decision-making process** – Proper understanding of how group decisions are made in the formulation of rules and regulations, programme selection, and programme implementation becomes important for the long-term sustainability of grassroots institutions. If decisions are not made with the full participation and consensus of group members, other crucial attributes of institutional capacity building are unlikely to emerge and be sustainable. The group's decision-making process is assessed by specifying a number of criteria – consensus, persuading the members to reach consensus, majority rule, and imposition by outsiders/the project.
- **Degree of participation** – The types of indicators designed to monitor the degree of participation are influenced by organisational growth, group behaviour, and group self-reliance. In the example study, group members' participation was assessed in terms of their degree of participation in planning, implementation, and maintenance of pilot projects including their participation in making rules and regulations.
- **Programme knowledge and transparency** – Transparency in project information and the decision-making process means that decisions have to be made so they are easily understood by all participants, who should be fully aware of and responsible for the outcome of their decisions. Transparency in the decision-making process is measured by assessing the group members' degree of knowledge and information about project objectives, group rules and regulations, the revolving fund, and group savings and investment.
- **Accountability** – Related to transparency is the degree of two-way accountability of the group to its members and vice versa. Three indicators included to capture this critical element of group empowerment include accountability of women members to group decisions, the group's accountability to its members, and the NGO/social mobilisers' accountability to group members.
- **Leadership** – The success or failure of grassroots organisations, as long-enduring participatory institutions, depends among other things upon how honest, devoted, responsible, and efficient (skillful) the leaders are in managing group activities in a sustained way. The most effective and sustainable leadership is one that follows the decisions and desires of the community as a whole, playing an enabling and facilitating role.
- **Organisational linkages and coordination** – The sustainability and self-help capability of the organisation can also be judged from the extent to which the local organisation has established its networking and partnership/alliances with other organisations, both vertically and horizontally. Sound rapport and support established by the group with other organisations such as village organisations, district line agencies, financial institutions, and other village-level government and NGO-sponsored groups will have multiple benefits in terms of sharing experiences, knowledge/information, and resources.
- **Trust and solidarity** – Mutual trust and cooperation among members of communities is a significant factor explaining institutional performance. The features of social organisation that enhance trust and cooperation also increase community well-being by making institutions more democratic and efficient in delivering public goods and services. The degree to which members of the community trust each other has been measured by three sets of indicators: trust and solidarity among group members, trust/unity between group and non-group members, and level of self confidence.
- **Conflict management capacity** – At the micro-level, unmanaged conflict is a threat to the survival of the group and, at the least, tends to make the group less effective. Conflict can occur within groups (intra-group conflict) or among groups (inter-group conflict) and can arise from differences in values, beliefs, and attitudes regarding different issues (inclusion/participation, control over resources and benefit sharing, and so on). For this, group members' perception about the degree of conflict management both within and between groups is assessed along with the groups' ability to claim government services and to work with other groups for mutual benefit.

*Source: Sharma and Banskota 2005*

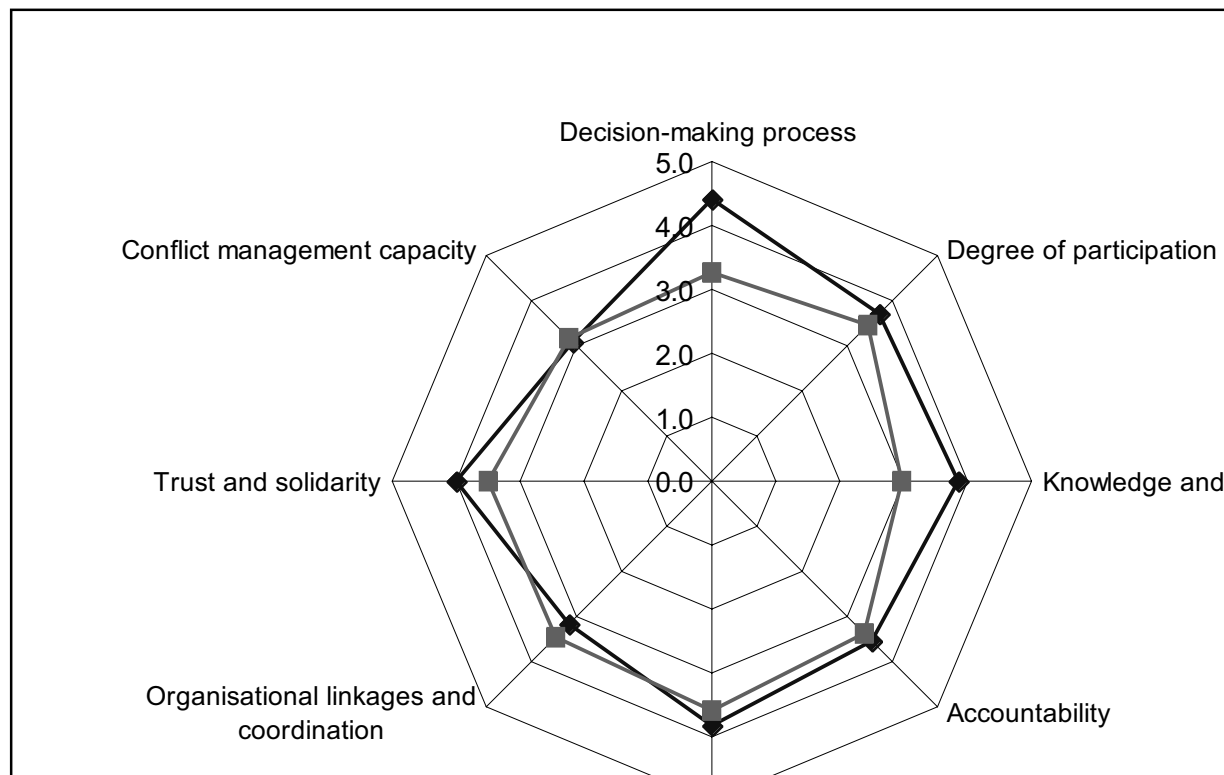
# Handout

## Indicators Used for Participatory Evaluation cont.

Indicator	Scale				
	1	2	3	4	5
<b>Decision-making Process</b>	Imposed from outside	Imposed by leader	Voting	Majority rule	Consensus
Committee formation					
Making rules and regulations					
Selecting programmes/technologies					
Preparing action plan					
Implementation of the pilot project					
<b>Degree of participation</b>	Very low (<20%)	Low (20%-50%)	Moderate (50%-60%)	High (60%-80%)	Very high (80%+)
Making rules					
Needs identification					
Action plan for pilot programme					
Implementation of the pilot programme					
Monitoring the programme					
<b>Knowledge and transparency</b>	Don't know	Little knowledge	Some knowledge	Almost everything	Everything
Project goal/objectives					
Group savings and investment					
Revolving fund					
Rules and regulations					
<b>Accountability</b>	Negligible	Low	Medium	High	Very high
How accountable are you for your group's decisions?					
How accountable is your group to its members?					
How accountable is the NGO social mobiliser?					
<b>Leadership quality</b>	Negligible	Low	Medium	High	Very high
Leaders' honesty/ sincerity					
Dedication					
How responsible/ accountable					
Skills and capacity					
<b>Linkages and coordination</b>	Negligible	Low	Medium	High	Very high
With other groups/SHGs					
With district-level line agencies					
With financial institutions					
<b>Trust and solidarity</b>	Negligible	Low	Medium	High	Very high
Trust and solidarity among group members					
Trust/unity between group and non-group members					
Level of self confidence					
<b>Conflict management capacity</b>	Negligible	Low	Medium	High	Very high
Ability to demand government services					
Working with other groups for mutual benefit					
Conflict management within group					
Conflict management between groups					
Source: Based on Sharma et al. 2005					

Indicators Used for Participatory Evaluation cont.

**Example of assessment made using this approach shown in the form of a spider web diagram**



Source: Sharma and Banskota 2005

The spider web diagram shows the values calculated for each dimension for the women's groups at the project sites in India (Uttaranchal and Himachal Pradesh). The average organisational capacity of the women's groups were acceptable for all dimensions; the groups in Uttaranchal showed a strong capacity in decision-making.

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## Training Evaluation Form

---

Put a tick (✓) against the points you agree with.

**1. How did you like the training?**

Very good  
Good  
Not bad  
Poor

**2. Are the training contents relevant to your field of work?**

All are related  
Most of them are related  
Only a few are related  
Not at all related

**3. How far did you understand the contents of the training?**

Understood fully  
Understood mostly  
Could not understand

**4. How was the trainer's behaviour?**

Very good  
Good  
Cannot say  
Poor

**5. How were the logistics of the training?**

Very good  
Good  
Acceptable  
Poor

**6. Which part of the training did you like most?**

---

---

**7. Which part of the training was not interesting for you?**

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**8. How useful was the training for you?**

It was helpful in clarifying my ideas  
It helped me to appreciate new knowledge and attitudes  
It helped me to improve knowledge in my field of work  
It helped me to improve the skills needed as a trainer  
Other

**9. What suggestions do you have for improving the training.**

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ISBN 92-807-2598-X  
92-9115-207-2