

4

Gender Mainstreaming Tools

This module¹ provides tools for gender mainstreaming within the project cycle. It provides some step-by-step guidelines on how to use specific tools for problem identification and situation analysis, planning, implementation, monitoring and evaluation. It also gives insights into the use of tools for gender mainstreaming in organizations and at policy levels. The tools outlined in this module are not exhaustive and are meant to be adapted for regional and local relevance, appropriateness and cultural sensitivity. The tools may be used for raising awareness, for advocacy, to collect gender data, for planning pro-poor interventions and for assessing the impact of those interventions. The key aspect of the tools is that they need to be adapted to suit the purpose, culture and context. These tools are not an end in themselves but are a means for achieving specific objectives, outputs and outcomes.

¹ Written by Noma Nyomi.



MODULE FOUR. GENDER MAINSTREAMING TOOLS

Module objectives:

- Provide tools that could be used for carrying out assessments and analysis during planning, implementation, operations and maintenance.
- Create a common understanding on the use and application of gender mainstreaming tools.
- Identify tools and methodologies for policy and organizational analysis and assessment.
- At the end of the workshop, participants are expected to:
 - Have acquired a basic understanding of participatory development theory in the context of gender mainstreaming and using poverty-sensitive approaches.
 - Appreciate the need for using participatory non-directive approaches when dealing with culturally sensitive issues such as gender and poverty.
 - Understand the linkage between use of participatory tools and gender mainstreaming within the project cycle.
 - Be able to identify and adapt tools for their specific needs and use.

Duration: 2 days.

List of acronyms:

GOPP	Goal-Oriented Planning Process
IWRM	Integrated Water Resources Management
MPA	Methodology for Participatory Assessments
PRA	Participatory Rural Appraisal
SWOT	Strengths, Weaknesses, Opportunities and Threats



SESSION 1 INTRODUCTION TO MODULE FOUR

Session objectives:

- Get participants to know each other.
- Give a general overview of Module Four.

Tool: Animal Cracker

Objectives:

- Break the ice among participants.
- Create a relaxed learning environment.

What you need:

- Handout 4.1.
- Transparency 4.1.
- Markers, blank cards and pens.
- Alphabet letters written in pairs on pieces of paper equivalent to the number of participants in the workshop.

NOTE: Alternatively, use pictures of animals.

Duration: 30 minutes.

Step-by-step process:

- Step 1 Ask participants to individually pick out alphabet letters or pictures of animals, that have been placed on a tray/container.
- Step 2 Participants pair up according to those that have picked the same letter or picture of animal.
- Step 3 In pairs, they exchange information about who they are, their hobbies, profession and likes and dislikes.
- Step 4 Ask pairs to identify an animal that begins with the same letter as they have and then list its characteristics that may be linked to IWRM or gender.
- Step 5 In plenary session, they introduce each other and then discuss the characteristics of their selected animal.
- Step 6 Facilitator then outlines the purpose of the exercise.
- Step 7 Outline the objectives of Module Four, allowing for clarifications and questions.
- Step 8 Ask participants to write down their expectations for the workshop and post these on flip chart paper.



NOTES TO THE FACILITATOR

This tool is meant to be used only if Module Four is a stand-alone training module. If other modules such as Module One/Two/Three have already proceeded, then move to Session 2.

If this module is a stand-alone module, the tool is meant for introductions, breaking the ice and setting the stage for gender mainstreaming. Other participatory introductions may be found in the other training modules such as:

- The wool ball game
- Journey of my life

The facilitator should adapt and use relevant participant introduction exercises depending on the environment and the purpose of the workshop. It may not be necessary to use this tool if other modules have already preceded it. In a participatory process, it may be necessary to ask for participants' comment on the agenda to consider additional topics to be covered or those that need to be removed.



MODULE OVERVIEW

SESSION	SESSION TITLE AND OBJECTIVES
Session 1	Introduction (30 minutes)
Session 2	Participatory Development Theory (45 minutes) <ul style="list-style-type: none"> ■ Create awareness about degrees of interpersonal communication especially between field workers and communities. ■ Create awareness about different situations and how they can facilitate/inhibit communication.
Session 3	Tools for Project Identification (45 minutes) <ul style="list-style-type: none"> ■ Demonstrate tools that may be used for project identification.
Session 4	Tools for Project Formulation and Implementation (1 hour 45 minutes) <ul style="list-style-type: none"> ■ Demonstrate tools meant to assist in identifying roles, division of tasks and decision-making responsibilities during project formulation and implementation.
Session 5	Tools for Project Monitoring and Evaluation (45 minutes) <ul style="list-style-type: none"> ■ Demonstrate tools that may be used for project monitoring and evaluation.
Session 6	Organizational and Policy Level Tools (45 minutes) <ul style="list-style-type: none"> ■ Demonstrate tools meant to analyze strategies and policies at organizational and policy levels.
Session 7	Conclusion and Evaluation (45 minutes) <ul style="list-style-type: none"> ■ Conclude the workshop with a general overview of the module. ■ Generate feedback from the participants based on the objectives and expectations set for the module.



WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Four	30 minutes
2	Participatory Development Theory	45 minutes
3	Tools for Project Identification	45 minutes
4	Tools for Project Formulation and Implementation	1 hour 45 minutes
5	Tools for Project Monitoring and Evaluation	45 minutes
6	Organizational and Policy Level Tools	45 minutes
7	Conclusion and Evaluation	45 minutes





SESSION 2 PARTICIPATORY DEVELOPMENT THEORY

Session objectives:

- Create awareness about degrees of interpersonal communication especially between field workers and communities.
- Create awareness about different situations and how they can facilitate/inhibit communication.

Tool: Johari's Window

Objective:

- Helps participants realize how external people (e.g., extension workers, project officers) relate to the community.

What you need:

- Four pictures of the Johari's Window showing the blind, open, unknown and hidden.
- Johari's Window Reflection Questions on cards or flip chart (see Transparency 4.2).
- Transparency 4.2.
- Handouts 4.2 and 4.3.

Duration: 1 hour.

Step-by-step process:

- Step 1 Divide participants into teams and give them pictures of the Johari's Window.
- Step 2 Also give them the four questions (see Transparency 4.2 page 2) and ask them to answer these questions using the pictures of the Johari's window.
- Step 3 In plenary session they present their team's answers.
- Step 4 The facilitator summarizes using Transparency 4.2.



NOTES TO THE FACILITATOR

The summary will largely depend on the local situation and environment with respect to approaches that are generally used for development. Where top-down approaches are applied, external people think communities are blind to their problems – thus external people feel they are the ones who know the answer to the communities' problems. External people will then try to instruct communities to see issues from outsiders' perceptions. In mainstreaming gender, communities are normally viewed from the outsiders' perspective – where external agents perceive to know the gender- and poverty-related problems and solutions within the communities.

On the other hand, when communities perceive that their culture, conditions and views are not being respected, they will hide some information and thus issues are hidden from outsiders.

Another situation that blocks communication is when concepts are not well understood by both parties. When IWRM, poverty and gender concepts are not well understood, communication will be blocked.

In IWRM, we should strive to have an open window where issues of gender equity and poverty are discussed, appreciating the local knowledge and experience and the advice from the external facilitators. The outsiders have skills and knowledge that needs to be blended with insiders' experiences.

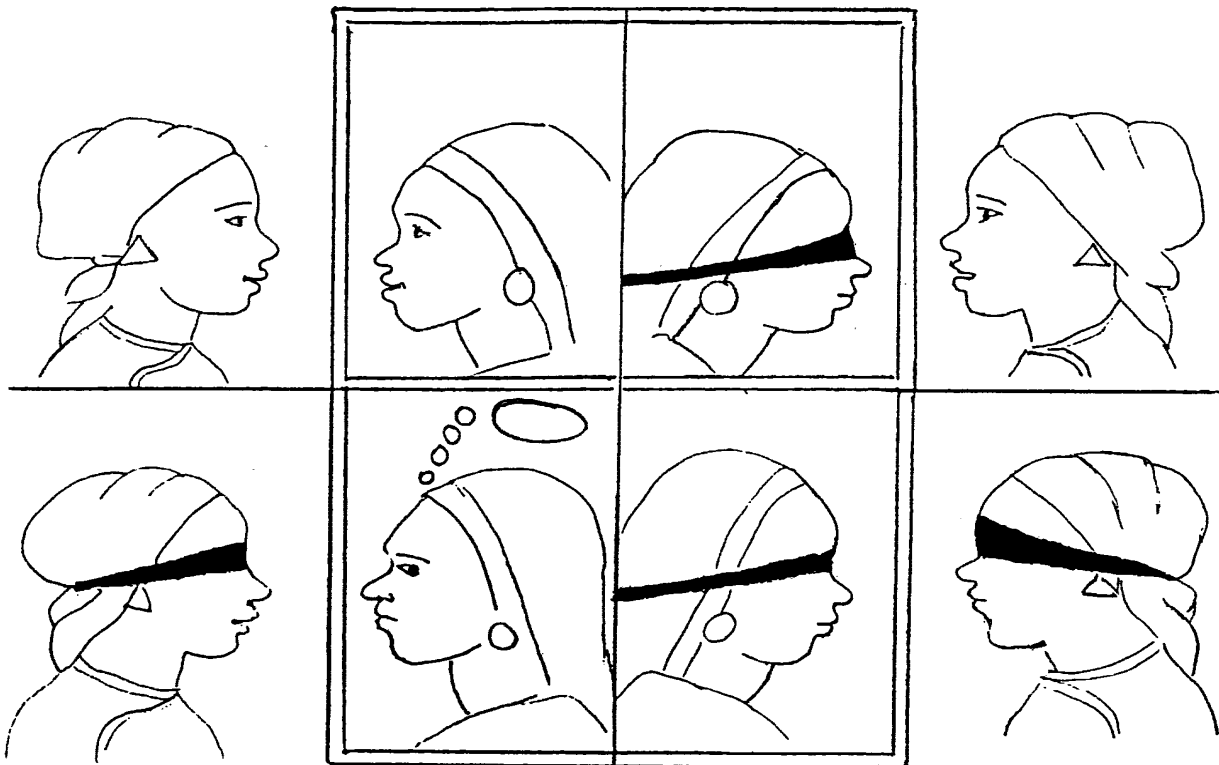
If outsiders do not try to understand community culture, norms, dynamics, beliefs and values – which are not often disclosed by people until genuine trust has been achieved – then it will be difficult to mainstream gender within IWRM.



JOHARI'S WINDOW

OPEN - Both parties know each other at least superficially and the relationship seems friendly.

BLIND - The outsider (extension agent) can see problems and their solutions clearly but the insider (villager) does not see them at all.



HIDDEN - The insider (villager) has certain feelings, beliefs, values, fears, etc. which only insiders are aware of. They are hidden from outsider's view.

UNKNOWN - Neither party knows the other well. They may however get to know each other better in the future in the course of working together over a period of time.



JOHARI'S WINDOW

Reflection Questions.

- 1) How do you view the community in which you are working in relation to gender equity?
- 2) How does the community view you and the concepts of gender?
- 3) What can be done to stimulate open dialogue about gender issues?
- 4) How would you change the situation?





PARTICIPATORY DEVELOPMENT THEORY

The learner-centered approaches imply that there will be major changes from the traditional role of being a teacher to that of a facilitator. In a learner-centered approach the assumption is that both the facilitator and the learner have some knowledge that can be shared. The facilitator acknowledges and respects the fact that learners too have expertise and talents of their own which must be given scope for expression.²

The learner-centered approaches are not instructional but promote two-way learning processes whereby learners develop problem-solving and analytical skills. In our context, we recognize that gender and poverty are sensitive issues that are always contextual. Learner-centered approaches are therefore appropriate in dealing with the issues as they promote self-analysis, creativity and problem-solving.

Participatory methods and learning also promote organizational dynamics, as most activities are always carried out through group work. This approach recognizes that there is strength in numbers. Most of the tools that have been used here are based on the SARAR and PRA principles.

The SARAR principles stand for:

Self-Esteem. In dealing with issues of equity, gender discrimination and poverty, one of the first objectives should be to improve the self-esteem of the individual, the household and the community. Inequalities, poverty and discrimination often impact on both the physical and psychological aspects. Poverty is not just physical deprivation but also a state of the mind. Learner-centered approaches should aim at improving that self-esteem by recognizing that everyone is important.

Associated strength. Organization is an important element of tackling poverty, inequity and gender discrimination. In the learner-centered approaches, most of the tools are undertaken in group work to promote positive group dynamics.

Resourcefulness. In development processes, the insiders – such as community members or trainees – have a wealth of experience which can be tapped. Learner-centered approaches promote creativity and resourcefulness in dealing with gender and poverty issues.

Action planning. It is not enough to identify and analyze problems. There should always be some proposed actions that will be undertaken. Participatory tools are designed to help learners or communities identify proposed actions.

Responsibility. The responsibility for follow-through is taken by the group. Planned actions should be undertaken and it is only through such responsible participation that results become meaningful.³

² Lyra Srinivasan. Tools For Community Participation, p. 24

³ Lyra Srinivasan. Tools For Community Participation, p. 22



PARTICIPATORY DEVELOPMENT THEORY

Participatory Rural Appraisal (PRA) is guided by the following principles:

- **LEARNING FROM THE PEOPLE.** The method recognizes the value of traditional knowledge and the people's ability to solve their problems.
- **DISCUSSION AND SHARING OF EXPERIENCES.** The belief is that outsiders and insiders should share their knowledge and experiences and analyze problems from different perspectives.
- **INVOLVEMENT OF ALL WITHIN THE COMMUNITY.** There is a need to involve all community members as they are not a homogeneous group and representation may not be truly representative of all groups.
- **OUTSIDERS ARE FACILITATORS.** Outsiders in a training or community setting are facilitators who should not lecture or talk down to the community. The facilitators should not instruct.
- **PRACTICAL ORIENTATION.** Problems should be investigated together with the community and solutions should be practical.
- **TRIANGULATION.** Information is studied from various sources using various methods by both men and women, rich and poor. Findings are also continually checked to reduce errors.
- **OPTIMIZATION OF RESULTS.** There is a need to explore and get to know the unknown, discuss the taboos and deepen analysis.
- **LEARNING FROM MISTAKES.** PRA is not a perfect tool and one needs to learn from mistakes, adapt tools and develop new techniques that are context-specific.
- **PRA IS AN ONGOING PROCESS.** Community problems change over time and interventions also need to be adapted to the changes that occur.⁴

The learner-centered approaches promote involvement so that the learners can discover information for themselves. The use of visuals is encouraged to promote creativity and at the same time involve those that may not be able to read and/or write.

The learner-centered approaches are particularly appropriate if behavior changes are sought. Therefore, they become relevant in dealing with gender and poverty issues, which are contextual, sensitive and behavior-related.

⁴ GTZ. Gender-Sensitive Participatory Approaches In Technical Co-Operation.



GENERAL NOTES FOR PARTICIPATORY TOOLS

MEANS AND NOT AN END. The tools should be used as a means for achieving certain objectives. They are not an end in themselves and thus each tool should have clearly stated objectives.

ADAPTATION. There is always a need to adapt the tools to suit objectives, culture and context. The tools are a general guide for facilitators to adopt participatory approaches.

VISUAL AIDS. The use of visuals is encouraged so that even those who may not be able to read and/or write can also participate. Furthermore, visuals encourage creativity.

SEQUENCING OF TOOLS. The tools in this module have been discussed in a sequential manner. However, the sequencing largely depends on the objective of the training and on the implementation at operational level.

LISTENING. Participatory methods should not be used in a top-down manner but as a means for facilitating discussions and encouraging openness.

SMALL GROUPS/TEAMS. For effectiveness, participatory methods should be used for hands-on sessions with small groups/teams. Learnings cannot be taught but can only be experienced.

ROLE OF FACILITATOR. The role of a facilitator is to help learners or community members identify their problems and solutions, thus a facilitator should not be directive.

ALL PARTICIPANTS ARE EQUAL. Each member of a group is equal and thus, as a facilitator, your role is to help the quiet ones to express their views. There should be no authoritative figures.

THERE IS NO RIGHT ANSWER. Participatory activities are open-ended and therefore group decisions should reflect what they are prepared to be responsible for.

CREATING THE RIGHT ATMOSPHERE. There is a need to create an atmosphere of relaxation, which may be achieved through the use of traditional or local songs and icebreakers.

PREPARATION. It is important to always be prepared, which means having all the materials and logistics ready on time.

USE OF LOCALLY AVAILABLE MATERIALS. Materials should be generated locally and if one is using visuals, these should reflect the local culture. Where there are no readily available visuals, one can use local materials such as ash, stones, pebbles, tree leaves etc.

DRESS CODE. It is important to dress in a manner acceptable to your learner group or the community. A facilitator's style or manner of dress should be culturally acceptable.

The main rules in the use of participatory methods are **INNOVATIVENESS, CREATIVITY** and **PRACTICE**.



SESSION 3 TOOLS FOR PROJECT IDENTIFICATION

This session looks at tools that may be used mainly for project identification. However, these tools may also be used for project formulation, implementation, monitoring and evaluation. It may also be used in conjunction with any of the other modules such as Module Two and/or Five. For instance if one wants to carry out a situation analysis, then one may pick tools from this session that demonstrate how a situation analysis is carried out. While other sessions in this module deal with the more conceptual issues of “WHAT”, this session deals with the more practical issues of “HOW”.

Tool: Social Mapping

Objectives:

- Learn about the community situation with reference to water resources, access and use of the resources.
- Identify who has access and control over water resources among the rich, poor and middle class, and among men and women.
- Assess the impact of interventions at community level.

What you need:

- Large piece of paper.
- Adhesive tape, pencils, markers etc.
- Things to symbolize different features, e.g., colored powder, charcoal, chalk, colored pins, leaves, ash, sand, stones, wood etc.
- Locally available drawing materials.

NOTE: An option would be to use the ground if there is sufficient space and then draw using locally available materials such as charcoal, leaves and ash.

Duration: 2 hours.

Step-by-step process:

- Step 1 Divide participants into teams.
- Step 2 Ask the teams to draw a map of their village indicating all available water resources. They must show all the households, indicating which ones are headed by females, children and males. They also indicate which of the households are considered rich, poor or middle class.
- Step 3 They then indicate on the map all the water-using activities and show which households have access to which water resources.
- Step 4 They then show:
- a. Which households have men and/or women holding management positions in water resources activities.
 - b. Where the water committee and the usual place for meetings/assemblies are located.



- c. Which of the households have men and/or women who have received training and/or are aware of water resources management.

Step 5 In plenary session, the teams present their maps and discuss the implications of the findings based on the following questions.

Reflection Questions.

- 1) How many committees exist within the communities and what do they deal with?
- 2) How many outside institutions deal with water resources within the community?
- 3) What are the problems presented by belonging to different committees?
- 4) What are the problems in having different institutions dealing with different water sources and uses?

NOTES TO THE FACILITATOR

It is important to give the instructions in steps because if all the instructions are given at once, the participants will get confused.

Participants should be left to draw their own map and it is important to emphasize during plenary session that at the community level, communities should be left to draw their own maps.

It is important for the facilitator to ensure that all group members are participating.

There is a need to have mixed groups comprising of men and women. Mapping can be time-consuming and therefore adequate time should be set aside for the exercise. This is an investigative and planning tool that can be used by project staff to highlight inequalities and gaps in accessing resources at the community level. It is a creative exercise designed to break the barriers and raise the self-esteem of the community as they are the experts on the local situation and outsiders are there to listen. It is an excellent exercise to engage community members in a future project. Mapping is particularly useful in learning about the community, its composition, resources available and activities. For planning, the tool is useful in collecting sex-disaggregated baseline data.

The summary discussion should also lead into a discussion on the problems of managing water in a disaggregated manner.

Tool: Welfare Ranking

Objectives:

- Demonstrate a tool that may be used to get communities to carry out their own socio-economic classification.
- Get an idea of the community's own indicators in welfare classification.
- For communities' self-assessment and identification of the approximate percentage of the different categories of the socio-economic groups.

What you need:

- Paper and markers.



Step-by-step process:

- Step 1 Divide participants into teams (or they can remain in the teams they used for mapping) and ask them to indicate the locally used names for the rich, poor and middle classes.
- Step 2 Ask the team to describe each category (rich, poor, middle). These will be characteristics that explain their definition/indicators of rich, poor and middle classes (e.g., a rich man usually has big farms, a big house). Let the team discuss among themselves.
- Step 3 Ask the teams to draw on three large sheets of paper figures of a person who they consider to be a) rich, b) poor and c) middle class.
- Step 4 The group will use the sample worksheet below to fill in the information on how they visualize the rich, poor and middle class.

SAMPLE WORKSHEET: WELFARE RANKING

	RICH	MIDDLE	POOR
Education status			
Food security			
Health			
Assets			
Size of family			
Infrastructure			
Psychological/social security			
Type of employment			
Any other indicators			

- Step 5 When categories have been visualized, ask teams to vote on the percentage of poor, rich and middle class within the community.
- Step 6 They can then re-visit the gender resource map to show which of the households are rich, poor and middle class.



NOTES TO THE FACILITATOR

Welfare ranking is a tool that helps us collect disaggregated data on socio-economic classes and is useful in the design and planning phase of the project cycle. It can also be used to monitor whether the poor continue to have a voice in decision-making and access. It is important to allow participants to define/describe the rich, poor and middle class in terminology they are familiar/comfortable with.

Facilitators should not be rigid. Poverty is relative and location-specific. It is important therefore that the facilitator does not have preconceived ideas regarding poverty indicators. While a tool kit has been developed, it is difficult to draw pictures showing economic classes that are representative or true across different communities, hence the need for participants to draw their own pictures. From field experience, it was noted that facilitators have to practice and learn the process of facilitating this tool, as it can be very sensitive. For instance do not ask people direct questions like: "Who is rich or poor?" Do not raise expectations in the community. Do not talk to only one or two people in the community. Involve everybody in the discussion. Summarize by emphasizing the importance of social classification. Community members may not feel comfortable discussing their welfare status with strangers – thus, facilitators may wait until trust has been built rather than use this tool at the early stages of interface.

Tool: Histogram

Objectives:

- Get an overview of the situation in the community.
- Identify important historical events within the community with respect to integrated water resources management and poverty.
- Help communities analyze factors that may be having an impact on their present problems.

What you need:

- Blank sheets of paper and markers.
- Objects that may be used to symbolize historical events.

Duration: 1 hour.

Step-by-step process:

- Step 1 Divide participants into teams according to sex or economic classification (you will know the latter if the welfare ranking tool was used).
- Step 2 Ask the teams to discuss events that happened in the history of the community. They indicate how these events changed the community. They can use objects to symbolize these important events or they can write it down on paper.
- Step 3 The teams present their findings to the plenary.
- Step 4 The facilitator summarizes the presentations by comparing the perspective of women and that of men. The facilitator reaches a consensus with the group on these historical events before ending the session.



NOTES TO THE FACILITATOR

Ensure that the teams have older women and men who are able to recall historical events. These historical events may be both negative and positive things and may cover political changes, natural disasters, economic changes and/or social changes. The histogram is different from a trend analysis as it covers several events that have occurred in the community. The histogram is used to trace the dynamics of the natural or social changes over time. It reconstructs the important events within the community that have had an impact on the community's way of life. The history profile can help to identify factors influencing current problems within the community. It puts into perspective the causes of problems. It is important to let all members in the community participate and since the activity depends on memory recall, it is important that there are elderly people who will be able to assist with historical events. It is also important to include gender and poverty issues in the histogram. Below is an example of a local histogram.

Example of local history profile with special focus on water supply: CIKALONG VILLAGE, TASIMMALAYA DISTRICT, WEST JAVA

- 1920 Under Dutch colonization. The village was occupied by the Dutch army, but they could not control other hamlets.
- 1938 The Dutch government built a bridge linking the village with the capital of the sub-district.
- 1942 Village was occupied by the Japanese. Many villagers were recruited into the Japanese army. Cultivation of silkworms was very popular.
- 1945 Independence – local freedom fighters were led by Pak lilies (who later became district chief). People were given the right to harvest forest, wood and herbs.
The Islamic separatist movement "Darul Islam" moved into the village. Many villagers joined them and community members acted as living fence.
- 1960 Water level of the river went down drastically. A spring was discovered at Gunung Pasir.
- 1965 The Mosque was built.
- 1976 Villagers moved from Kujang to Cikalong Hilir because bad spirits haunted kujung.
- 1980s The village appointed a water management committee. Water was channeled to the rice fields through bamboo pipes. Lack of water in the dry season.
- 1989 Not enough water to irrigate the rice fields.
- 1990s The first well was constructed by two village inhabitants. Fish in the river started to disappear because of potash poisoning.
- 1994 Very long dry season (7 months). Wells dried out.



Tool: Pocket Chart

Objectives:

- Verify qualitative data that is discussed at community level by quantifying it at individual level.
- Identify and assess needs for men and women.
- Quantify data collected at community level.
- Assess benefits, changing behaviors, impact of interventions etc.

NOTES TO THE FACILITATOR

This is a versatile tool that can be used to collect and quantify socio-economic and sex-disaggregated data in relation to a variety of issues such as needs and priority of those needs, participation, sharing of benefits, sharing of burdens, behavior change, representation in leadership positions and training for management. It can be used to quantify needs or benefits and to verify qualitative data that is discussed at community level by quantifying it at individual level.

What you need:

- Voting pebbles in 4 different colors for rich/poor, men/women
- A pocket chart prepared as a matrix with clear, transparent voting pockets (see sample below)

SAMPLE POCKET CHART

WATER USES	WATER SOURCES		
	DAM	RIVER	CANALS
Domestic use			
Irrigation			
Industry			

NOTE: The uses and sources may be depicted using pictures so that everyone will be able to understand clearly.

Step-by-step process:

- Step 1 Explain the voting process to the group.
- Step 2 Cover the transparent voting pockets.
- Step 3 Give each of the participants voting pebbles according to the gender or welfare classification.
- Step 4 Place the pocket chart in a concealed place so participants can vote in privacy.
- Step 5 Ask the group to vote individually.
- Step 6 After all have voted, ask for volunteers from the group.



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- Step 7 Remove the covers from the voting pockets.
- Step 8 Ask the group to analyze the results in terms of where there are more votes.
- Step 9 Ask the volunteers to count the slips.
- Step 10 Engage the group in a discussion and record the results.

NOTES TO THE FACILITATOR

It is important to use transparent voting slips so that even those who may not be able to read and/or write will be able to enumerate the data. It is also important that the voting pockets are covered to avoid influencing that may arise from uncovered pockets. The facilitator should allow the group to analyze and draw conclusions on their own.

This tool can be used for needs assessment, implementation and even monitoring and evaluation. It is a versatile tool that is used to quantify data. Often, decisions may be taken at community level and the less vocal do not give an opinion, thus the tool gives voice to the voiceless. Besides being very versatile, this tool can be used to identify many situations, and can also be used in other phases of the project cycle and for comparisons between a “before” and “after” situation.

Other Tools

There are other tools that may be used for situation analysis and these include:

- **STORIES** where learner groups are given pictures and asked to tell a story that is a reflection of their community. These stories may help to bring out the problems, conflicts and aspirations of the community. Open-ended pictures are used. Other materials that may be used are flexi-flans, which are cut-out figures of people that can be manipulated to reflect certain positions and situations (similar to cartoons).
- **DRAMA AND ROLE-PLAYS** (as discussed in Module Two) are creative exercises that break barriers and at the same time help to identify problems in the community. These are particularly powerful as they help to project problems and yet still protect the individual. In carrying out drama/role-plays, the facilitator may present a situation or case-study and request participants to act this out.
- **TREND ANALYSIS** is also an activity that may be used to track changes over a given period of time and related to a given intervention. The groups may be divided according to sex and asked to track changes in relation to certain activities such as trading, services, agriculture etc. An example is given below.



SAMPLE TREND ANALYSIS

TIME	OPPORTUNITIES	
	MEN	WOMEN
BEFORE DAM CONSTRUCTION	Trading Money lending Food and drink vending	Trading Food stalls Food vending
	Services Cart repairs Bike and taxi services	Services Traditional midwifery Tailoring
	Crafts Wood carving Building	Crafts
	Hand crafts Farming tools manufacture	Hand crafts Basket making
	Agriculture Livestock – cattle Cultivation of maize, cotton and groundnuts	Agriculture Livestock – goats, sheep Cultivation of maize, vegetables, small grains
	Food processing	Food processing Production of beer, dried fruits and vegetables
	Decision-making Men	Decision-making
	Composition of committees Mostly men	Composition of committees Practically no women
AFTER DAM CONSTRUCTION	Agriculture Power-driven irrigation schemes, men into cash crops such as cotton, soya beans and paprika	Agriculture More vegetable gardens for re-sale
	Fisheries Men forming fishing cooperatives	
ASPIRATIONS	Allocation of more land for irrigation Modern equipment for fishing	Piped water for domestic use



SESSION 4 TOOLS FOR PROJECT FORMULATION AND IMPLEMENTATION

These tools are meant to assist in identifying roles and responsibilities, division of tasks and decision-making responsibilities during project formulation and implementation. As in the previous tools, these may also be adapted for use in situation analysis or monitoring and evaluation. The same tools may also be used to create awareness on gender inequalities.

Tool: Story With A Gap

Objectives:

- Demonstrate how men and women can be engaged in planning for change.
- Show how visuals can aid in the planning process.
- Help simplify the planning process for both men and women.

What you need:

- Two large posters showing a “before” or undesired situation and an “after” or desired situation.
- A set of smaller pictures showing some steps that can be taken in moving from a problem to the solution.

Duration: 1 hour.

Step-by-step process:

- Step 1 Identifying the problems and solutions.
- a. Present the “before” situation and invite participants to give their comments on what they see or personalize in the picture. Using the picture, build the story to a crisis point, e.g., about a community that had one water source that was being used for drinking, wildlife, irrigation, construction and the conflicts that arose within and between households and between men and women to a point that something had to be done about it.
 - b. Ask the group to discuss why conditions have deteriorated to that extent and to identify the causes of the problems.
 - c. Present the “after” picture and let the group discuss improvements that have taken place.
 - d. Ask the group to brainstorm and use the smaller pictures to show what steps were taken or will be taken to move from the “before” to the “after” situation.



- Step 2 Identifying roles and a timeframe.
- After identifying steps that will be taken, ask the group to identify and allocate tasks.
 - Ask the group to discuss the allocation of tasks in relation to the impact of those tasks on men and women and make the necessary adjustments.
 - Ask the group to allocate timeframes for the tasks.
- Step 3 Facilitate the discussion so that the activities are carried out on time.

Tool: Task Target Analysis

Objectives:

- Assess “who” among men and women does “what” in relation to integrated water resources management.
- Assess the time taken among the different groups in carrying out the tasks.
- Raise awareness on the relationship of productive, reproductive and community management tasks carried out by men and women. The tool also helps to examine who are the decision-makers.

What you need:

- Cards and drawing markers.
- Pictures of different tasks carried out daily in a household.
- Pictures of man, woman, boy and girl.
- Blank sheets of paper.

Duration: 1 hour.

Step-by-step process:

- Step 1 Give the teams pictures showing different tasks carried out in relation to IWRM. Give them blank cards and drawing markers.
- Step 2 Ask the teams to:
- Indicate who among the community performs certain tasks. Put the cards with each task under the picture of the person performing the tasks.
 - Draw other tasks that may be missing from the pictures.
 - Indicate how long those tasks take.
- Step 3 In plenary session, the teams present the results of their work. The facilitator should deepen discussion by asking the presenting team to reflect on the implications of the roles and responsibilities. This may also be discussed in relation to a project, i.e., how the tasks for the project will be divided. The presenting teams should also discuss the following:
- Who actually does the management?
 - The composition of the managing committees according to gender and other relevant issues.
- Step 4 Ask the group to discuss problems and issues faced by the managing committee in allocating resources to the different competing interests such as agriculture livestock, domestic use etc.



MODULE FOUR. GENDER MAINSTREAMING TOOLS

Reflection Questions.

- 1) Who carries out most of the tasks? Is it women or men?
- 2) How do men and women contribute to management of water resources? Is it according to capability or is it unilateral without consideration of work burdens?
- 3) Are the projects easing or increasing the work burden of men/women?

Alternative Tools

- **DAILY ACTIVITY PROFILE.** Men and women may be asked to draw a daily activity profile for different seasons such as during rainy and dry seasons. They indicate what tasks are carried out by whom and for how long. They may also indicate which of the tasks are paid for and which are not.
- **HISTORY OF DECISION-MAKING** analyzes who within the community makes decisions in relation to different concerns such as project identification, selection of technology, division of labor, contributions etc. Communities are given pictures representing different groups, e.g., project staff, community leaders, men and women. They are also given other pictures showing the types of decisions that were made such as technology type, training, project selection etc. Using the sample worksheet below, they indicate who among the community members makes those decisions. They discuss in plenary session the implications of their findings.

SAMPLE WORKSHEET: HISTORY OF DECISION-MAKING

TYPE OF DECISION	DECISION-MAKERS		
	PROJECT STAFF	LEADERSHIP	MEN AND WOMEN
Project intervention			
Technology selection			
Determination of contributions			
Scheduling of project activities			
Type of training			
Venue and time for meetings			

Reflection Questions.

- 1) Who makes major decisions and how do they affect men and women?
- 2) After decisions have been made, who is responsible for implementation?
- 3) How does this affect ownership, operations and maintenance?



- COMPOSITION OF COMMITTEES is yet another tool that analyzes who in the community, among men and women, occupies what position. For integrated water resources management, the tool may also help highlight the problems that may arise from disintegrated management, e.g., some community members may be part of the drinking water supplies and sanitation committee, livestock committee, agriculture committee and fisheries committee, and are expected to wear different hats when they attend these different meetings. See sample worksheet below.

SAMPLE WORKSHEET: COMPOSITION OF COMMITTEES

POST	WHO OCCUPIES IT					
	RICH MEN	POOR MEN	MIDDLE MEN	MIDDLE WOMEN	POOR WOMEN	RICH WOMEN
Chairperson						
Secretary						
Treasurer						
Committee member						
Caretaker						

Tool: Resource Analysis

Objectives:

- Analyze who among men and women have access to resources and thus help improve targeting of interventions.
- Analyze how interventions may better promote equity among poor men and women.
- Determine the contributions according to the ability to pay.

What you need:

- Pictures showing men and women and various resources found in a community such as cash, agriculture equipment, tools and livestock.
- Blank sheets of paper and markers.

Duration: 1 hour.

Step-by-step process:

- Step 1 Give participants a set of pictures of different resources and let them discuss if these are found in their community. They draw pictures and add more if some resources are missing.
- Step 2 Break the group into teams. Ask the teams to discuss and agree who between men and women controls the resources.
- Step 3 The teams present the results of their discussion to the plenary.



MODULE FOUR. GENDER MAINSTREAMING TOOLS

Step 4 The plenary can then compare the findings on who controls what resource with the earlier findings on who does what among men and women.

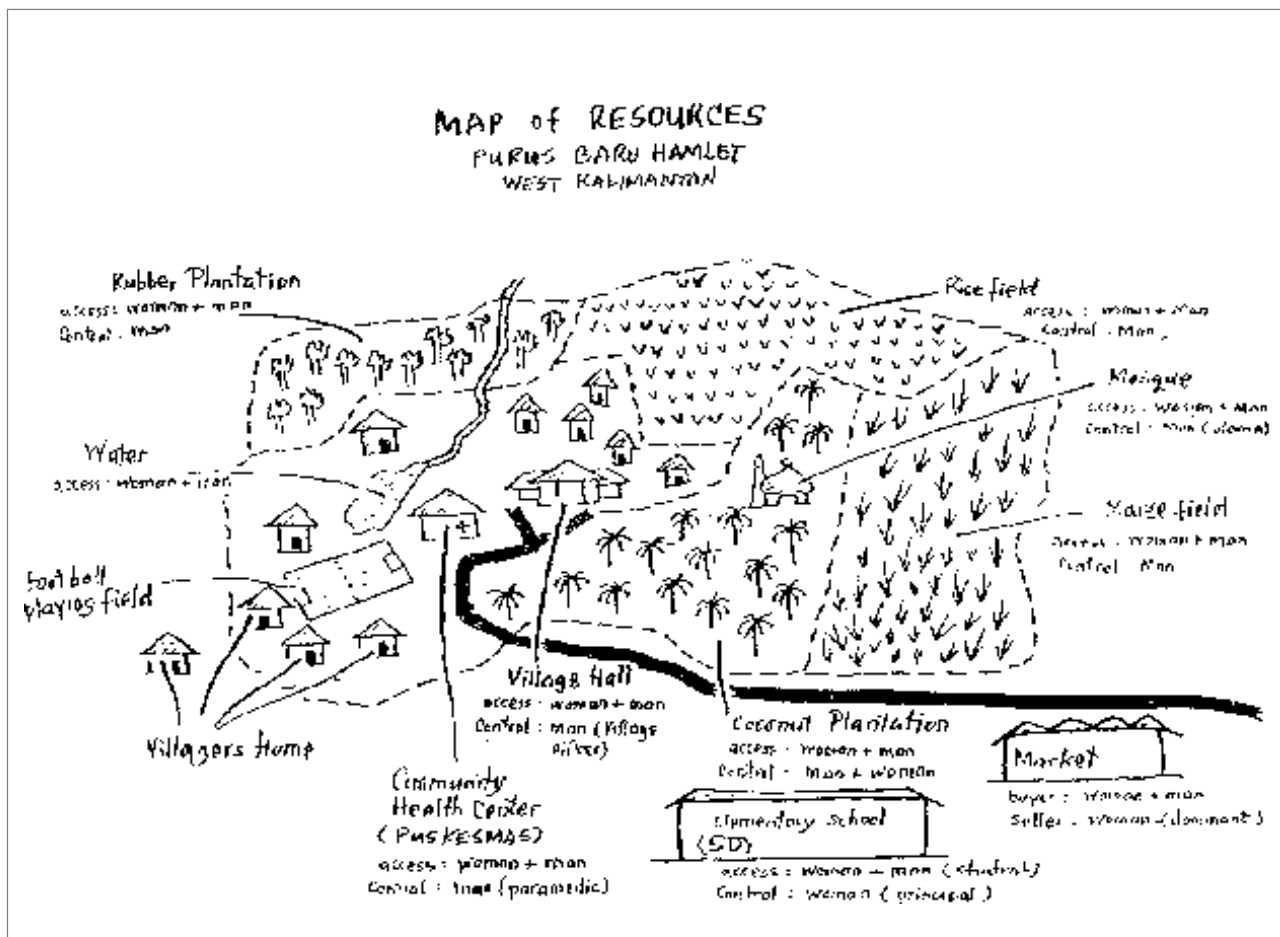
Reflection Questions.

- 1) Who, among men and women, controls most of the resources?
- 2) What are the characteristics of resources controlled by women and those controlled by men?
- 3) How are contributions for water resources modeled? Are they according to capacity and ability to contribute?
- 4) How does the control of resources impact on ability to participate in water resources management by men and women?

Alternative Tool: Resource Map

A resource map may be drawn and participants are then asked to indicate who, among men and women, have control over the utilization of the resources. In plenary session, they discuss the implications in terms of gender mainstreaming and poverty targeting. The diagram below shows a resource map.

SAMPLE GENDER-SPECIFIC RESOURCE MAP





NOTES TO THE FACILITATOR

The tools on access and control over resources are useful for situation analysis and for project implementation. It gives a picture of who in the community has/does not have access and what are the implications for interventions. Most projects target women for project implementation, operations and maintenance – yet in some cases women do not have access or control over resources. In cases where male household heads are working in the cities, the implication is that women implementing projects have to seek approval for using the household's resources before committing these to project implementation. Furthermore, where projects are seeking to empower women economically (through their participation in projects), outcomes may be that the resources accrued from the project may in the end be controlled by others who may not have been actually participating in the project. Thus, these tools may be used before, during and after project implementation. The tools may also be used at the institutional level to determine who within the project staff has access and control over project resources.

Tool: Seasonal Calendar

Objectives:

- Depict and identify critical periods and potentials for participation in water resources management for both men and women.
- Reflect about the work patterns for specific gender groups.
- Identify the interconnections between seasonal cycles and their impact on human activities.
- Indicate community activities that are performed during different seasons, the critical periods where labor is needed etc.

What you need:

- Different size seeds, stones and wooden sticks, broken into different lengths to indicate relative lengths and heights.
- Blank sheets of paper and markers.

Duration: 1 hour 30 minutes.

Step-by-step process:

- Step 1 Ask participants to select their own variable for the seasonal calendar, e.g., domestic activities, office workload, provision of funds for the program, household expenditure, family health etc.
- Step 2 Divide participants into teams (by sex and/or socio-economic class).
- Step 3 The teams determine the scale of the month and quantitative measurements for selected variables. They then draw a seasonal map showing the critical periods for men and women.
- Step 4 The teams present their work to the plenary.
- Step 5 An analysis of the seasonal calendar shows the external factors influencing life in the community and people's reactions to them.

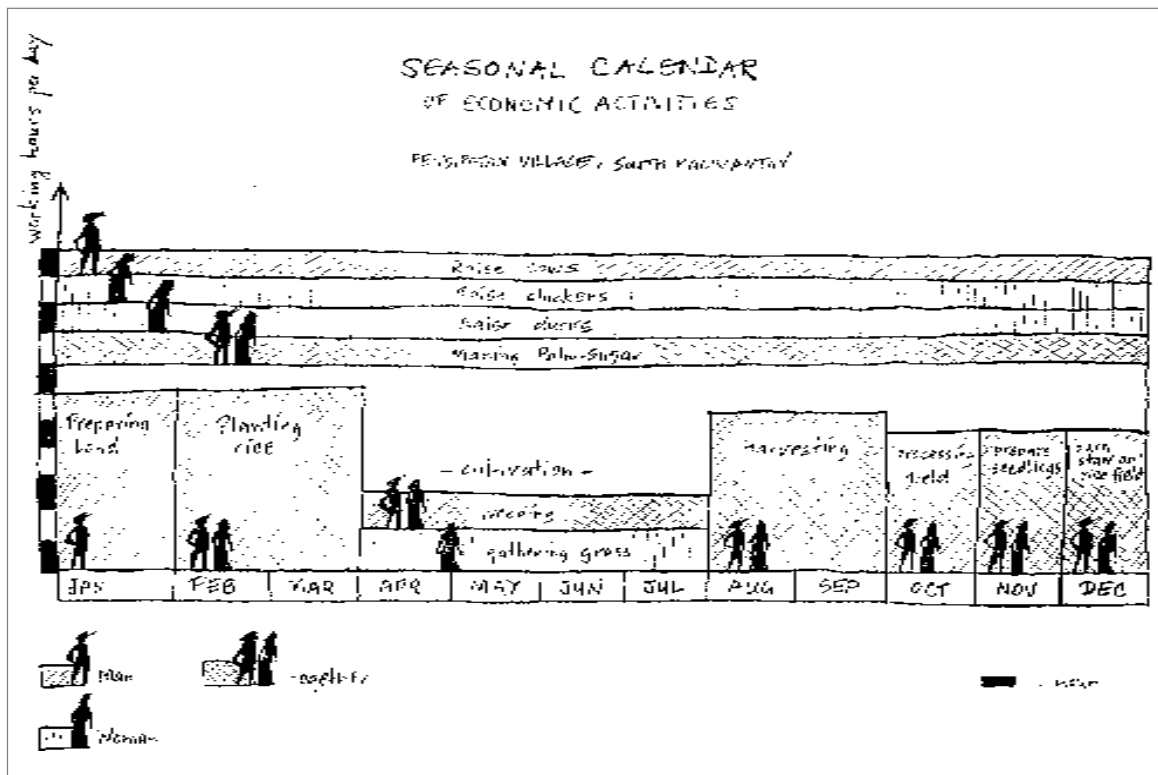
Reflection Questions.



MODULE FOUR. GENDER MAINSTREAMING TOOLS

- 1) How do men and women cope during periods of water stress?
- 2) How do they rationalize the demands between competing interests?
- 3) How do men and women contribute to resources management during critical periods?

SAMPLE SEASONAL CALENDAR: CRITICAL PERIODS



NOTES TO THE FACILITATOR

A seasonal calendar depicts the development of one or more variables over one year (or for another specified time span) and helps to identify critical periods and potentials. Variables to be visualized in such calendars are, e.g., business activities, women's and men's work burden, epidemics, temperature/rainfall, income, oversupply and shortages of labor, migration, prices, household expenditure, credit requirements, food consumption etc.

All variables, which are related to human/social issues, tend to be different for different sexes, ethnic and age groups. Seasonal calendars for such variables need to reflect those differences, as they are valid for only one group.

Seasonal calendars do not need to be based on calendar months. It can also be based on local measurements of time and seasons.



Tool: Card Sorting

Objectives:

- Assess who contributed or will contribute to service establishment or management in relation to their capacity to contribute.

What you need:

- Four cards representing contributions in labor, cash, kind and materials.
- Large seeds, berries or pebbles.
- Pictures of male and female (poor and rich).

Duration: 1 hour.

Step-by-step process:

- Step 1 In plenary session, lay out the pictures drawn during the tool/exercise "Welfare Ranking", showing rich and poor men and women.
- Step 2 On the side matrix show the contributions in labor, cash, kind, materials and time for meetings.
- Step 3 Using seeds/berries/pebbles, ask the group to indicate who in the community has contributed or will contribute to service management.
- Step 4 Discuss the implications of the group's answers.
- Step 5 Reflection Questions.
- 1) Have those who contributed done so according to their capacity to contribute?
 - 2) What are the implications for service management of the emerging patterns?



SESSION 5 TOOLS FOR PROJECT MONITORING AND EVALUATION

Most of the tools used for planning and implementation can also be adapted for monitoring and evaluation.

Tool: Ladders 2

Objective:

- Assess the impact of IWRM on the workload of women in relation to that of men.

What you need:

- Cards showing work of women and men.
- Some blank cards for showing more work.
- Markers, pens, seeds and matches.

Duration: 1 hour.

Step-by-step process:

- Step 1 Divide participants into teams (you may form teams comprising exclusively of men or of women).
- Step 2 Ask the teams to:
- a. Identify work that is carried out by men and women in IWRM.
 - b. List these tasks according to daily, weekly or monthly activities for men and women.
 - c. Discuss the changes that have occurred since the project intervention.
 - d. Try to answer the question: Has the project increased or decreased the work burden for men? For women?
 - e. Discuss the implication of the increase/decrease of work burdens for rich/poor men and women.
- Step 3 The teams present results of their work to the plenary.
- Step 4 Summary.
- Reflection Questions.
- 1) Who among women and men, rich and poor carries the work burden?
 - 2) How has the division of labor changed as a result of the project?
 - 3) Has the work burden increased for women, men or children?



Tool: Matrix Voting

Objectives:

- Assess the division of skilled and unskilled, paid and unpaid labor in relation to the work between men and women.
- Assess income earned from productive uses of water, for women and men.

What you need:

- Large seeds and berries.
- Beans, pebbles, or tokens in different colors.
- Sheets of brown paper and felt pens.

Duration: 1 hour.

Step-by-step process:

- Step 1 Ask the group to identify management, construction and maintenance work that needs to be done.
- Step 2 Ask the group to classify which jobs are skilled and have high status, unskilled etc.
- Step 3 Facilitator then draws a matrix on the ground. The group will use seeds or berries to indicate who among the women and men, rich and poor, perform which task.
- Step 4 The same method is used to determine who received training and what kind of training.
- Step 5 Facilitator should center the discussion on whether the project has had a positive or negative impact on men and women.

Reflection Questions.

- 1) What new jobs and skills have emerged as a result of the project intervention?
- 2) Who is doing these jobs?
- 3) What status is given to these jobs, e.g., physical labor?

Tool: Ladders 1

Objective:

- Assess the extent to which an IWRM project is meeting the users' demand and how men and women consider the benefits as worthy of their costs.

What you need:

- Cards showing the benefits.
- Blank cards and markers.
- Large seeds or berries.



Duration: 1 hour 30 minutes.

Step-by-step process:

- Step 1 Divide group into four teams: rich men, rich women, poor men and poor women.
- Step 2 Ask the teams to pick out cards that represent their benefits from the IWRM project.
- Step 3 Teams are allowed to add other pictures of benefits which are not represented in the cards provided.
- They then use seeds to score each benefit for each of the pictures (e.g., if they consider the benefit really good, they can give it a score of ten!).
- Step 4 In plenary session they present their work.
- Step 5 A comparative analysis may be carried out to see which of the teams have most of their demands met.
- Step 6 Ask the teams to re-visit their benefits and then consider the contributions they gave to the project/process in terms of time, labor etc.
- They then remove the scores from the benefits if they think that these benefits were not worth the value in terms of their contributions.
- Step 7 They discuss in plenary session why they consider the benefits worthy or unworthy considering their input in time, labor, materials and money.
- Step 8 Reflection Questions.
- 1) Are the benefits the same between the different socio-economic and gender groups?
 - 2) Which group seems to have their benefits met and why?
 - 3) What motivates or de-motivates the different groups to pay for water or participate in resources management?

NOTES TO THE FACILITATOR

It is important to cluster the benefits in terms of gender and welfare classification because the benefits may not be the same for everyone. While the tool may be used for assessment, it is also used during implementation to determine what would motivate the different groups to participate in a project: do they think that their contributions will be worthy of the benefits? This tool gives a precious cost-benefit analysis. When the benefit of better water is not perceived as worthy of the price they are paying for it, they may stop paying (in cash or labor for example) and the sustainability of the system may be put at risk.



Tool: 100 Seeds

Objectives:

- Approximate who within the households carries the financial burden of water resources management.
- Identify intra-household earning by different members of the household.
- Examine the extent of financial responsibility among men and women in a household.

What you need:

- 100 large seeds or pebbles.
- Pictures showing different economically active members of the household.
- Slips of paper to record specific financial responsibility.

Duration: 1 hour.

Step-by-step process:

- Step 1 Divide participants into four teams: rich men, rich women, poor men and poor women.
- Step 2 Give each of the teams 100 seeds (which represents the total income in a household).
- Step 3 The teams should:
- a. Discuss who in the household will be a typical earner, e.g., son, father, mother and/or sister.
 - b. Divide the earnings, which are in cash or kind (100 seeds) according to the earners in the household.
 - c. List the financial responsibilities for each of the earners.
 - d. Divide the seeds according to how much the person pays for all the responsibilities, e.g., payment for entertainment, water, food etc.
- Having divided the earnings and matched the financial responsibility, the team then judges if women or men contribute relatively more for water resources.
- Step 4 Reflection Questions.
- 1) Do payments and responsibilities match the levels of earnings?
 - 2) What is the extent of financial responsibility between men and women in households?



SESSION 6 ORGANIZATIONAL AND POLICY LEVEL TOOLS

Gender mainstreaming is not only meant for community level but should also be included at organizational level to create an enabling environment within which projects and programs address issues of gender and poverty. It is therefore important to analyze institutional strategies and policies and create awareness at that level. Some tools for adaptation at the organizational and policy levels are discussed here, while other tools are discussed in Module Five.

Tool: SWOT Analysis

Objectives:

- Identify organizational strengths and weaknesses in mainstreaming gender in the context of IWRM.
- Analyze the organization’s initiatives in supporting gender mainstreaming through awareness raising and advocacy.

What you need:

- Cards and markers.

Step-by-step process:

- Step 1 Ask the organization’s staff to carry out a SWOT analysis of their organization in relation to gender mainstreaming in the context of integrated water resources management.
- a. First of all they have to identify their policy, mission, objectives, strategies and activities.
 - b. They place these in a matrix and then proceed to look at the strengths, weaknesses, opportunities and threats within the identified areas (see sample below).

SAMPLE WORKSHEET: SWOT ANALYSIS

	S TRENGTHS IN ADDRESSING GENDER AND POVERTY IN IWRM	W EAKNESSES IN ADDRESSING GENDER AND POVERTY IN IWRM	O PPORTUNITIES FOR ADDRESSING GENDER AND POVERTY IN IWRM	T HREATS IN ADDRESSING GENDER AND POVERTY IN IWRM
Policy				
Mission				
Strategy				
Activities				



Step 2 After this exercise, the group may proceed to assess if the organizational activities are meeting strategic (empowerment) or practical (welfare) needs or both.

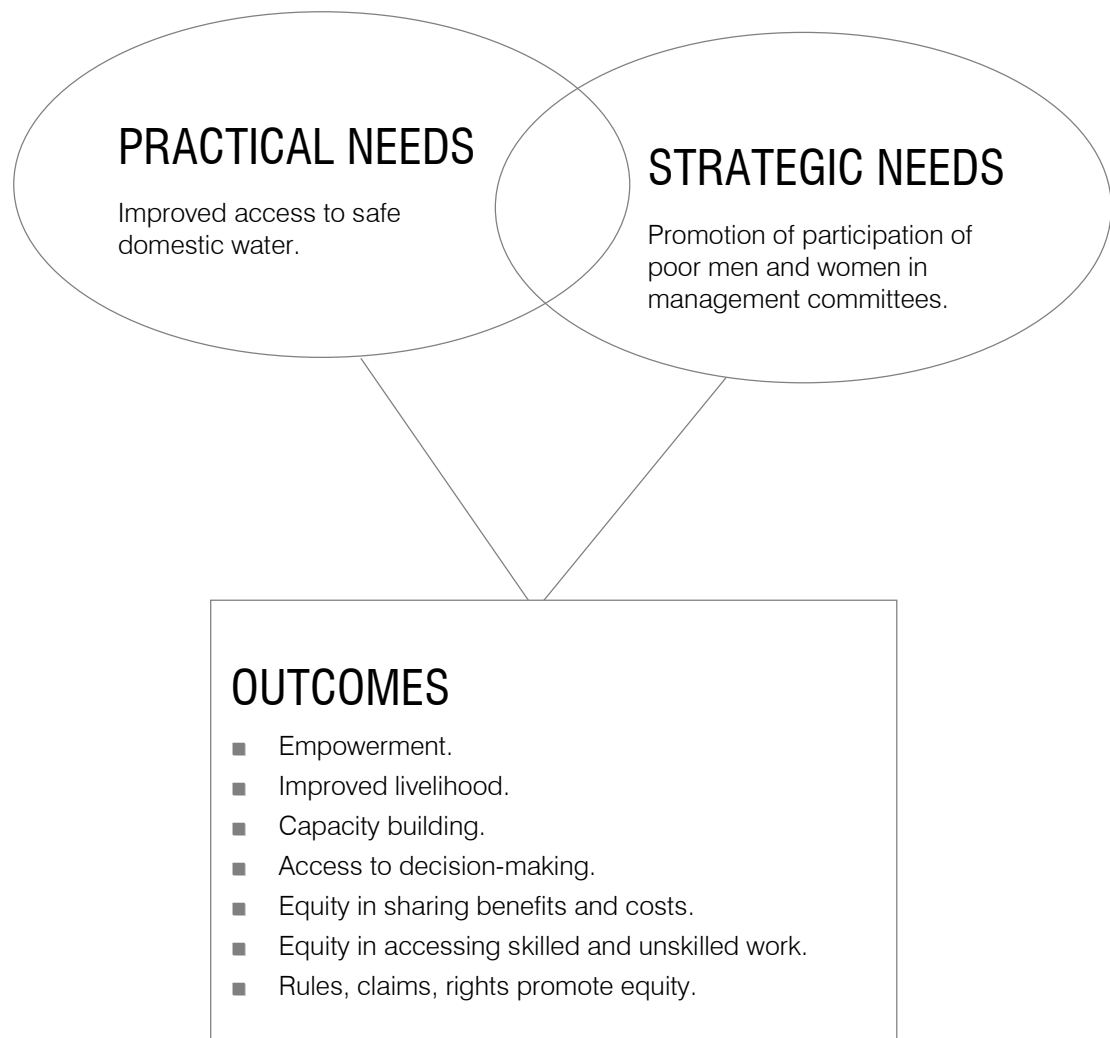
This is done by drawing two overlapping circles and then placing activities that meet practical needs in one circle and those that meet strategic needs in another circle. Activities which meet both practical and strategic needs will be placed in the overlapping circle.

The two-circle assessment may be used during planning stage and for monitoring impact of interventions to assess if the organization has been meeting practical or strategic gender needs.

Step 3 They discuss in plenary session.

Step 4 Summary.

SAMPLE TWO-CIRCLE ASSESSMENT





NOTES TO THE FACILITATOR

This is a self-analysis that should lead to the identification of weaknesses, strengths and opportunities. It therefore should lead to a process of identification of actions that will be taken to address institutional weaknesses in addressing issues of gender mainstreaming and poverty targeting. In identifying actions and strategies that will be taken, the institution should be able to clearly define the strategic and practical actions for gender mainstreaming and poverty targeting within the context of integrated water resources management. The tools should lead into a “Logical Framework” planning or what others refer to as “Goal-Oriented Planning”, the process of which will define the envisaged outcomes, look at assumptions (threats) and place a timeline for carrying out activities.

Tool: Analyzing Enabling Environments

Objectives:

- Raise awareness within the organization with respect to its support for gender initiatives.
- Analyze resources that enable the organization to mainstream or facilitate gender mainstreaming.

What you need:

- Cards and markers.

Step-by-step process:

- Step 1 The organization's staff identifies existing skills, i.e., technical, social etc. within the whole staff.
- Step 2 They then identify what important institutional resources enable them to carry out their work, e.g., transport, financial resources, information, equipment and/or policy support.
- Step 3 They then form a matrix indicating which of the skills are likely to be provided with institutional resources.
They also indicate who in the institution controls the allocation of resources.
- Step 4 They present their findings to the plenary and discuss the implications of the analysis on gender mainstreaming.
- Step 5 Summary.
In summarizing, participants should analyze if the organization has created or not created an enabling environment for gender mainstreaming through allocation of resources. If the organization does not allocate resources, participants should identify what should be done and by whom?



SAMPLE MATRIX: ANALYZING ENABLING ENVIRONMENTS

	TECHNICAL STAFF			SOCIAL STAFF		
	MEN	WOMEN AND MEN	WOMEN ONLY	MEN	WOMEN AND MEN	WOMEN
Bigger financial allocation						
Time allocation for task						
Access to transport						
Access to information						
Access to training						
Access to office equipment						

Tool: Venn Diagram

Objectives:

- Identify institutions and organizations that are addressing the issues of gender and poverty.
- Analyze how these institutions are perceived in terms of their impact and usefulness.

What you need:

- Cards and markers.

Duration: 45 minutes.

Step-by-step process:

Step 1 Divide participants into teams and ask them to reflect on the situation from their areas.

Step 2 Ask the teams to identify all the institutions present in their situation which are addressing gender and poverty.

They rank these institutions according to their usefulness and impact at community level. The ranking will be based on circular cards in different sizes. Those institutions that are useful will get a bigger circle and those that are not useful or really visible will get a smaller circle.



MODULE FOUR. GENDER MAINSTREAMING TOOLS

Circles can be placed on a village map indicating the distance of these institutions in the community.

- Step 3 Ask teams to discuss and indicate which variables were used to determine the usefulness of impact of these institutions.
- Step 4 In plenary session discuss the implications of the findings. This may also be fed back to the institutions if they were not present in the meeting.

Tool: Policy Level Assessment

This tool looks at policies that support gender mainstreaming. For planning purposes, the tool is a means of creating institutional awareness on the need for policies that will support the implementation of poverty targeting and gender mainstreaming.

Objectives:

- Assess policies that promote or inhibit the implementation of poverty-sensitive approaches and of gender mainstreaming.

What you need:

- Code sheet

Step-by-step process:

- Step 1 Divide participants into two teams (social group and technical experts).
- Step 2 Participants write down policies that exist within their country/organization, which they think have promoted gender and/or poverty sensitivity, participation and demand-responsive approaches.
- Step 3 Ask the teams to discuss each of the sector policies as they relate to:
- 1) Sustainability.
 - 2) Equity.
 - 3) Cost sharing and management.
 - 4) Participation in decisions.
 - 5) Financing strategy for the poor.
 - 6) Presence and definition of gender.
- Step 4 Participants will then score on the code sheet after they have reached a consensus on each of the policy factors.
- Step 5 In plenary session they present to the other teams, drawing conclusions and recommendations based on these policies.



SAMPLE CODE SHEET: POLICY LEVEL ASSESSMENT

SCORE	SUSTAINABILITY	EQUITY	COST-SHARING AND MANAGEMENT	PARTICIPATION	ETC.
0					
1					
2					
3					
4					

NOTES TO THE FACILITATOR

The tool is carried out with policy level people and helps to assess institutional factors contributing to mainstreaming gender. Policy level assessments should be conducted in a participatory manner. It is important to identify steps that will be taken to improve or redefine policy where policy is found to be gender-neutral. In many situations, it will be difficult to have information on national policies. Then local or sector policies affecting their programs will give important information for analysis of gender and poverty sensitivity at policy level, as well as of the existence of demand responsiveness and participatory approaches. This is useful information for projects to know levels of support for their interventions. It is also useful as an awareness-raising tool among policymakers and for the identification of attitudes among them.

Other Tools

- SPIDER WEB. The tool is used for policy research and is discussed in Module Five.
- STAKEHOLDER MEETING. This is a tool that has been developed under the Methodology for Participatory Assessments (MPA) and brings together different stakeholders to assess the factors present at the time of implementing a project. It encourages a meeting between policy, project and community level people. It is mostly useful when carrying out assessments and one wants to promote corrective action from all stakeholders.



SESSION 7 CONCLUSION AND EVALUATION

Session objectives:

- Conclude the workshop with a general overview of the module.
- Generate feedback from the participants based on the objectives and expectations set for the module.

What you need:

- Workshop expectations from Session 1.
- Copy of overall objectives of the module.

NOTE: Discuss with the host team or volunteer participant/s the process of evaluation. It is better that another person or group other than the resource person/speaker facilitates the evaluation process.

Duration: 45 minutes.

Step-by-step process:

- Step 1 Inform the group that we have come to the conclusion of our workshop. Review objectives of the module and sum up accomplishments. Link it with the previous module, if applicable.
- Step 2 Referring to the list of expectations developed in Session 1, inform them of the purpose of the evaluation. One may cite the need to see a) what for the participants are key learning points and b) what specific areas of the modules need further discussion, clarification or information.
- Step 3 Having set the tone of the evaluation, turn over the activity to the volunteer participant.
- Step 4 The volunteer facilitates the discussion with the group. Various methodologies (such as the use of different colored cards, writing notes on a flip chart while people are responding to the questions) may be used to elicit responses to the following questions: Were the objectives of the module met? Were expectations met? Which were and which not? What did they like best and like least about the different sessions? Go through the list of expectations with the group and get them to reflect on the accomplishments of the module and how it matched with their expectation. Summarize the main points.
- Step 5 Resource person acknowledges main points and thank all the participants specially the volunteer facilitator for their great contributions to the discussions.
- Step 6 Resource person or workshop organizer provides relevant announcements relating to the next module or next day's session, if applicable.
- Step 7 Close the session. One may use any culturally acceptable methodology (i.e., a formal closing speech by somebody, clapping in a certain pattern, singing a group song, short story, others).



Guide to Other Existing Materials and Tools

TOOL	PURPOSE	PROCESS
Agricultural calendar	<p>Identify family position and wage status, persons responsible for field operations, domestic water, forestry, livestock and hiring out labor.</p> <p>Qualitative picture of activities for all enterprises and operations.</p>	
Force field analysis	Assessment on enabling environment in planning.	Assess the negative and positive factors in planning.
Pocket voting	Gender-sensitive technology selection.	<p>Demonstrate a tool that may be used to select technology interventions suitable for different gender/socio-economic groups.</p> <p>Help communities select interventions that are commensurate with their capacity and ability to sustain.</p>
GOPP	Goal-oriented planning process.	A tool used for planning purposes and is similar to the logical framework planning process.



GLOSSARY

DEMAND. The level of service and benefits for which people are willing to contribute in time, kind and cash.

DEMAND-RESPONSIVE APPROACH. A methodology that allows demands of consumers as individuals and as a community to guide key investment decisions. Such an approach establishes clear links between the kind of service benefits the respective stakeholders want and what they are willing to contribute in cash, kind, labor and time for the establishment and running of these services. Ideally, in a demand-responsive system, communities make informed decisions about the level of services they want and can manage to sustain, with an understanding of the implications of their decisions.

GENDER- AND POVERTY-SENSITIVE APPROACHES. The degree to which a project takes into account that the demand, costs and benefits of services, control over service benefits and value of contributions differs for men and women, the rich and poor.

GENDER refers to the socially determined division of roles and responsibilities and power between women and men. While biological differences (referred to by the terms “male” and “female”) are static, socially constructed gender identities and relationships are dynamic. They vary over time, from culture and with economic classes, ages and marital status.

INFORMED DECISION. A choice made by a group or individual with a clear understanding of the implications of that choice. The implications may be an investment or recurrent cost, expected population in planning and implementation, responsibility for operations and maintenance, and possible effects of the service in terms of social concerns, economic and health.

POVERTY. A situation in which access to and control over resources is insufficient to cover the basic requirements for water, food, shelter, health and education. Poverty is not only absolute but is also a relative concept, in that in each society some groups will have better access to and control over resources than others. Poverty can be gender-specific in those societies where men and women in households each have their own sources of income and responsibilities for financing. So it may be possible that male-headed households have considerable income from cash crops, yet the women in the households can not pay for water and food, which are culturally their responsibilities because they have less access to the means of production than men. The classification is done through participatory approaches.



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