

TRAINING PACKAGE # 5
GENDER PRACTICE AND REFLECTION

MODULE # 2

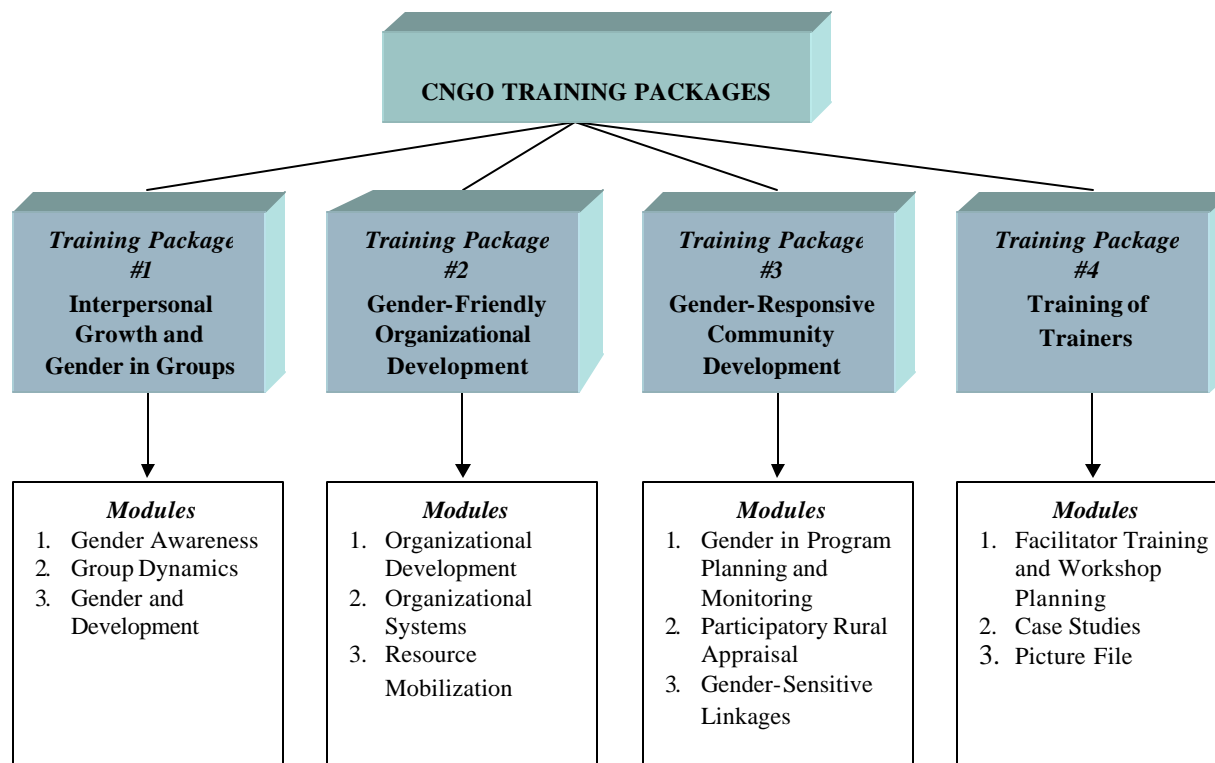
***BUILDING
NGO-GOVERNMENT LINKAGES
THROUGH GENDER TRAINING WITH
DISTRICT GOVERNMENT OFFICIALS***



**Canada Nepal Gender in Organizations Project
with the support of the Canadian International Development Agency**

ABOUT THE BUILDING NGO-GOVERNMENT LINKAGES THROUGH GENDER TRAINING WITH DISTRICT GOVERNMENT OFFICIALS MODULE

This module is complementary to the series of training packages that was produced by the CIDA-funded Canada-Nepal Gender in Organizations Project. The series consists of four packages, each with three modules. This package - #5 *Gender Practice and Reflection*, contains three training modules: # 1 “Violence against Women and Safety Strategies”, #2 “Building NGO-Government Linkages through Gender Training with District Government Officials”, and #3 “Sustaining your Gender Resource Organization”.



Each module is divided into several sections. In this module these include:

- ✦ **Section 1: Background Information** defines some key concepts and provides information on the topic.
- ✦ **Section 2: Participatory Activities** describes step-by-step activities. The facilitator should look to these for ideas, but should be selective and develop additional activities to fit specific circumstances. The step-by-step process guides an NGO in the design of gender training that meets the needs of local government officers. The activities also guide facilitators in how to develop easy-to-use gender analysis tools and exercises. This module contains two Activity Clusters. Activity Cluster ‘A’ includes an introductory activity and a series of six activities. The six activities focus on developing strategies, gender tools and knowledge needed to train district government officers in gender. These activities are designed to prepare the participants, who are NGO trainers, to competently develop a comprehensive Training Plan. The process of planning the training is included in Activity Cluster ‘B’.
- ✦ **Section 3: Reference Materials** provides background reading, tools, examples and worksheets relevant to the topic and the activities. The focus of the resource section is providing examples of gender tools.

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SECTION 1: BACKGROUND INFORMATION

Introduction

This training module grows from the need to make community development more gender sensitive in Nepal. Specifically, it focuses on how NGOs can facilitate local government officers using gender analysis routinely in their normal work day. NGO trainers will involve government officers in hands-on practical ways of doing their daily jobs in more gender-responsive ways.

Doing gender analysis is the first step. Taking action on what is learned from the gender analysis, is the vital second step.

Solid gender analysis will prove its worth in government. The challenge is to find the right entry point. This requires facilitation that opens minds. To play this catalytic role, Nepal's emerging civil society needs to focus and hone its gender skills. This module aims to do precisely this.

This training module builds onto the linkage work captured in the training manual *Engaging Stakeholders through Gender-Sensitive Linkages*. It also integrates the skills learned in a series of manuals created by CNGO on Gender Awareness, Gender in Development and Group Dynamics. (CNGO Training Packages)

Objectives of the Building NGO – Government Linkages Training Module

- To improve the focus, confidence and competence of NGOs to do gender training of local government officers. This includes District Development Committees (DDCs), Line Agencies and Village Development Committees (VDCs).
- To equip NGOs to develop a comprehensive Training Plan for doing gender training of local government officers.

Key Concepts

Development

Community development that is gender-sensitive will involve, and benefit, both women and men. Every step that local government takes to actively involve both women and men will bring Nepal closer to gender equality.

Gender Equality

Gender equality means equal valuing of men and women, of their similarities and differences, and of the varying roles they play.

The term gender¹ refers to the roles and responsibilities that our families, communities and societies train us to perform because we are born male or female. Gender, therefore, refers not simply to women or men, but to the relationship between them. Because gender is

about relationships - it must include both men and women.

The gender roles we are given often lead women and men to have different expectations and experiences in life. These different experiences affect the way we see the world and the way we make decisions in our home and our communities. Gender roles are learned so they can change. They vary between cultures and over time. For example, women and men in the Terai may be raised to have different roles in farming than men and women in the Hills. Some Nepali women may do some tasks today that only men did in their grandmother's time.

The term gender does not replace the term sex. Sex is the biological difference between women and men. One is born with one's sex and it does not change. Statistical data is broken down by sex.

¹ Like the concepts of class, race and ethnicity, gender is an analytical tool for understanding social processes.

Gender analysis is collecting and analyzing information on the differences between men and women. Government must have sex-disaggregated data. Going further, government must know how to read the reality that is

inside this data. Using this knowledge is essential if government activities are to respond to the distinct needs of women and men, girls and boys.

Gender Mainstreaming

Gender mainstreaming focuses on bringing the experience, knowledge and interests of women and men into all aspects of the development agenda. These aspects include structures,

policies, legislation, institutions and programs that affect society. It is system-wide. Mainstreaming activities seek to incorporate the goal of equality into all aspects of social development.

Learning Objectives

Participants:

- Will be able to do the strategic planning needed to research, design and market gender training successfully to local government.
- Will demonstrate they can facilitate local government officers to custom design gender analysis tools they can use in their daily work. This includes creating a gender lens for policy, planning or other district-wide government needs as well as sector-specific tools for line ministries to use.
- Will be able to identify the elements of a training plan and develop a comprehensive training plan for gender training of local government officers.
- Will be confident and competent to replicate this process. This will enable the NGO trainers, who are the participants in this workshop, to develop their own gender training workshops for local government.

Training Outputs:

- Training Plan - Participants from each district will collectively develop a detailed Training Plan for gender training of a specific group of government officials in their respective districts.
- Gender Tools - Each participant will be active in small groups that facilitate the development of at least one gender lens and two sector-specific gender tools.
- Enhanced ability to evaluate gender tools and training approaches – Participants will critique several practice facilitations and role plays of training exercises.

Facilitator Objectives:

- Create and sustain a workshop environment conducive to the equal and active participation of both women and men.
- Simulate life-like situations so NGO trainers can perfect their strategy and skills in gender training of district government officials.
- Be animated and bring constructive, encouraging ‘value-added’ to participants.

The Workshop as a Model of Gender-Sensitive Process:

It is important that the workshop process demonstrate the gender sensitivity that it advocates. Where possible, consider:

- Having male and female facilitators.
- Rotating the chair, recorder, and presenter in activities so that as many women and men, as possible, perform these roles.

SECTION 2: PARTICIPATORY ACTIVITIES

Activity Cluster 'A': Preparing Ourselves

This Activity Cluster contains an introductory activity and a series of six activities. Each of the six activity areas gives insights and hone skills that may be useful in designing and delivering gender training to district governments. The activities are designed to prepare the participants, who are NGO trainers, to competently develop a comprehensive Training Plan. The process of planning the training is included in Activity Cluster 'B' of this module.

Activity #1: Introductory Session

OBJECTIVE

Participants will have a clear understanding of the workshop objectives and feel safe, respected, and encouraged to speak.

KEY QUESTION

What are the workshop objectives? How is a gender-sensitive environment created in the workshop?

TIME

1.5 hr

METHODOLOGY

Game, discussion

MATERIALS

Flipchart paper, markers, meta cards, bowl

PREPARATION

In advance, write the agenda and objectives on flipchart paper.

For ice-breaker: In a bowl are pieces of paper. Each paper names a common Nepali consumer good that is locally advertised. Choose some products that are advertised in a way that is sexist or negative.

STEPS

1. Use a participatory icebreaker for introductions. Suggestion: Have participants form pairs. Each pair picks a paper that states the name of a much-advertised product. Each pair has five minutes to discuss whether the advertising message and approach for the product is gender sensitive or not. Then, in plenary, each team introduces themselves and gives feedback on the product they were assessing. The facilitator then facilitates a brief discussion: Are the advertisements gender sensitive? If not, what can individuals, NGOs or local government do to make sure advertising is gender sensitive? What impact is there if advertisements target only men or only women?
2. Reach agreements on logistics, meal and break times, etc.
3. Ask participants, one-by-one, to tell one expectation they have of the workshop. Record on a flip chart. Discuss expectations and note which ones do, and do not, have the potential of being addressed in the workshop.
4. Give an overview of the training agenda, proposed objectives and expected outputs. Facilitate discussion, fine-tuning as required, and agreement.
5. Brainstorm training norms and get collective agreement. Ensure that participants take on the responsibility, with the facilitator, of encouraging each man and each woman to participate fully. Post norms on the wall.
6. Initiate a 'good work' clap, song, cheer etc.

CLOSURE

Core Messages

- all input is valued
- all participants and facilitators should encourage the full and active participation of each woman & each man

Tips for Facilitators

Everyone in the room will be a trainer and be committed to gender equality. Participants will have many experiences, issues, problems and successes in common. So, the gathering of these like-minded people is cause for celebration. Encourage sharing, mentoring and networking during the workshop, and after. After the workshop, these NGO teams will head out to provide gender training to the government officers in their respective districts. This will give them more common experiences, more issues to discuss etc.

The participants are all change agents. They are working for one of the most important, urgent and positive changes on the globe: gender equality. By committing to helping district government officers do more gender-sensitive development work, they are doing vital work. This workshop will be challenging of their energy, creativity and skill. It will also be very interactive and fun. If they put their effort into it, this workshop can assist them to make a significant difference in local governance.

Activity #2: Visioning of Local Government Training

OBJECTIVE

Participants create a mental picture of themselves training government officers. They use this image to launch and guide their workshop planning.

KEY QUESTION

How do I prepare myself to train government officials on gender equality?

TIME

1.5 hr

METHODOLOGY

Group work, discussion

MATERIALS

Flipchart paper, markers
Reference #1: Working with Government Officials

PREPARATION

Identify three locations where a group of approximately 8 people can comfortably hold a discussion. Pre-mark flipcharts with the following titles and place in specified locations: Flipchart #1: Benefits. Flipchart #2: Methods? Focus? Flipchart #3: Challenges? Post flipchart #1 in Location #1, flipchart #2 in Location #2, and flipchart #3 in Location #3.

STEPS

1. Have all participants sit on the floor in a large circle, legs crossed in meditation position. Ask them to bow their heads, close their eyes, and try to see themselves in the midst of their gender training session with district government officials. Ask them who is there? What attracted them to come? What do they see going on? What is going well and what is not? Let them sit in silence for three or four minutes visualizing this. Ask them to keep their eyes closed while they rub their palms together, and then place the heat of their palms over their closed eyes. They open their eyes in their hands.
2. Ask them what they learned from this exercise. Facilitators should mark on a flip chart, tips 'to do' and things 'not to do' when training with government officials.
3. Explain the rotating group exercise:
 - Form three small groups. Each group will select a discussion leader and a recorder. Group #1 will start at Location #1. Group #1 will identify the benefits gender training brings to government officers and why they need to integrate gender into their work. Group #2 will start at Location #2 and write comments on the focus/content of the training and identify the facilitation methods that are most appropriate. Group #3 will start at Location #3 and note the challenges or problems they expect to face in doing this training successfully. Note that all groups will have a chance to comment, in turn, on all these issues.
 - After 15 minutes, make a sound (use a bell or clap hands), and all group leaders will move their groups, at the same time, onto the next location. Group 1 will go to Location 2 and Group 2 to Location 3 etc. They will have 10 minutes at the flip chart. The bell will sound and they will move on to the last flipchart for 10 minutes. Then, the bell will sound again at the end of the exercise. Everyone will gather, with the facilitators at Location #1 to review the flipchart response, and then move on to Location #2 etc.
 - Specify that one group cannot strike out the comment of another group. However, one group's members can add their own input, even if it contradicts a point made by another group.
 - During the plenary discussion that follows the exercise, it will be important for facilitators to flag commonalities, to help solve problems, and to capture creative ideas.
4. Initiate a 'good work' clap, song, cheer, etc.

CLOSURE

Core Messages

- DDC officers are busy. They will only come to training if it meets their needs. The NGO trainers will need to do a needs assessment so government officers are convinced, in advance, that the training will bring them benefit. This also helps the trainers to customize the training agenda and approach.
- Good communication is needed between government and the NGO before, during and after the training.
- NGOs must cultivate gender champions in the DDC or line agencies to help encourage officers to attend, and once there, to encourage respectful participation.
- Successful training requires: 1) the right content 2) skilled facilitation and 3) managing any influences that could have a negative affect.
- NGOs should not assume that DDC and LA officials know their credentials. They will need to present, and prove, their competence as gender trainers and in other aspects of gender expertise.

Activity #3: Facilitating Gender Concepts to Local Government

OBJECTIVE

Participants identify the key gender concepts that local government officers need to know. Then, they create clear, creative ways of making these concepts understood.

KEY QUESTION

What gender concepts do government officials need to know? How can these be communicated?

TIME

2 hr.

METHODOLOGY

Brainstorming, Group work, role play

MATERIALS

Flipchart paper, markers, tikas, coloured papers, scissors, glue
Reference #2: Facilitating Gender Concepts; Reference #3: Gender Talk

PREPARATION

STEPS

1. Hold a brief brainstorming session with all participants. Ask them to identify what gender terms or concepts are essential for government officers to understand. List them on a flipchart or board. Then, if there are more than three or four concepts, give everyone three tikas to stick beside the three terms they think are most important. Keep the list to a maximum of five concepts. Be sure that gender, gender equality and gender analysis are listed. Gender Lens can either be introduced here or in Activity 5. (Facilitation notes on Gender Lens are included in Activity 5)
2. After participants agree on the list of gender concepts, break participants into small groups. Assign each small group two concepts. If there are enough groups, then two groups will be working on the same concepts. Ask each group to plan how to facilitate these concepts to government officers. Allow 45 minutes. Encourage creativity and the use of both art and performance art to demonstrate these concepts in an interesting way. Provide colour paper and markers, glue, scissors, plastic spectacles, etc.
3. Then, each group takes its turn in facilitating these concepts. The rest of the participants will pretend they are district government officers. Encourage those who play government officers to speak and act the way government officers do in their communities.
4. During the feedback sessions, ask those playing government officers: Was the concept explained clearly? What was done well? What could be improved? Then, ask those who facilitated: Did this group act like government officers? What did you learn from the group's response? Would you do anything differently if you did this again? Why?

CLOSURE

- It is easier to explain gender concepts (i.e. gender, gender equality, gender analysis) if role play, graphics, props or other tools are used to make the concepts both clear and visual.
- Gender concepts must be explained using everyday examples taken from government work. General 'gender talk' will not engage government officers.
- Keeping participants attentive and respectful will require norms. But, as government officers have more status than most NGO representatives, keeping order and focus in the workshop may be difficult. NGO facilitators may want to consider having a senior government officer agree to help enforce the norms. This kind of cooperation must be arranged before the workshop starts.
- Government officers demand respect in many ways. NGO facilitators must dress appropriately, use respectful tone and style of address, and select workshop activities that government officials enjoy. Some games and activities that NGOs use very successfully in communities may not be sophisticated enough for government officers. It is important to research what types of activities work well.

Activity #4: Getting Government to 'Buy Into' Gender Training

OBJECTIVE

To position NGOs so that government officials enthusiastically support the training and ensure active participation in it.

KEY QUESTION

How do we ensure that government officials will enthusiastically participate in the training?

TIME

1 hr.

METHODOLOGY

Discussion, group work

MATERIALS

Flipchart paper, markers
Reference #4: Getting Government Buy-in

PREPARATION

In advance, mark the title 'Marketing our NGO' on one flipchart. Tape two other flipchart sheets together. Divide this taped paper into three columns from top to bottom. Label the columns 'Before' 'During' and 'After'. Make one set of these labelled flipchart sheets for each group.

STEPS

1. Ask participants to briefly recall the issues and problems that were identified in the Activity #2 role play. Use this to reinforce that important discussion and preparation is needed to do successful training with government officers. Also use this discussion to get the participants to acknowledge that they must know the needs, behaviour and attitudes of government in order to provide the best training. As NGOs have less status than government, it will also be necessary to establish the NGO's competence to do this training.
2. If there are participants from more than one NGO at the training, form NGO-specific groups. The task is to write down what information they will present to convince senior government officers that their NGO is best to provide gender training. Provide each group a flipchart sheet entitled, 'Marketing our NGO'. Allow 15 minutes discussion.
3. After each group reports, ask everyone in the room to pretend to be government officials. Ask, "Is everything that has been said of interest to government?" It is important to register that not all NGO information is important to all stakeholders. Being selective is important. NGOs must focus on what government needs to know in order to 'buy into' gender training by their NGO. Other interesting things about the NGO's work can be shared strategically in other ways at other times.
4. Pull comments from the discussion above to reinforce this message: NGOs can not successfully engage government in training unless there is good communication and cooperation between the facilitating NGO and government. Explain that the next small group exercise is to map out, step-by-step, what NGO-government communication and cooperation is needed to make the gender training workshop a success.
5. Provide each group with a large piece of paper with columns entitled 'Before' 'During' and 'After'. The task is to write, in point form, when and why they need to contact government related to this training. It may help if the groups focus if you ask them to answer these questions:
 - What information does government need to share with us to make the training a success?
 - What does the government need to do to make the training a success?
 - What does government expect our training NGO to do to make the training a success?

- What kind of discussion and workshop reporting does the government expect of our NGO?

CLOSURE

Core messages

- NGOs should not assume that government officers know the depth of their NGO's gender and other expertise. NGOs that want to train government officers will need to market their competence to government.
- Senior government officers have no time to waste. NGO presentations to government must be well prepared, short and professional.

Activity #5: The Gender Toolbox - Developing a Gender Lens

OBJECTIVE

To learn to successfully facilitate district government officers (DDC) in creating a gender lens that they can use routinely in their work.

KEY QUESTION

How do we facilitate government officials to create a gender lens?

TIME

2 hr

METHODOLOGY

Brainstorm, group work

MATERIALS

Flipchart paper, markers, meta cards

Reference #5: The Gender Toolbox; Reference #6: What is a Gender Lens?

PREPARATION

Before this session, facilitators are encouraged to review Reference #6 'What is a Gender Lens' to refresh their memories. Bring a good example of a Gender Lens that is neatly typed or written on a colourful card. There is an example in the Resources Section.

Pre-mark flipcharts with the following titles and place in specified locations: Location #1: Benefits? Location #2: Methods? Focus? Location #3: Challenges?

Prepare the play, drawing, gender spectacles, or whatever tools you will use to demonstrate the term Gender Lens. Gender spectacles can be low-cost colourful children's spectacles that have either the symbol or a picture of a Nepali man on one lens and the symbol/picture of a Nepali woman on the other. Choose local, everyday images.

STEPS

1. Introduce the concept of a gender lens. Use your own technique. If you have a graphic, a short play or other visual way of demonstrating the concept, it will be more effective than a simple explanation. If you have not developed a special technique, consider this one:
 - Have participants cover their right eye with their right hand. Then ask: How well can you see? Would you like to see like this for the rest of your life? Then, tell them to uncover that eye and cover their left eye with their left hand. Ask: How well can you see? After participants agree that they need both eyes to see well, pass 'gender spectacles' from one person to another. Ask them to describe the spectacles and what they symbolize?
 - The concept of a Gender Lens can be clearly shown by using these gender spectacles. Explain that out of one lens of the spectacles, you see the participation, needs and realities of women. Out of the other lens, you see the participation, needs and realities of men. Your sight or vision is the combination of what each eye sees. In the same way that we need both eyes to see best, we need equal, respectful partnerships between men and women to have happy, healthy families and communities.
 - A Gender Lens is a tool of gender analysis. This gives a natural opening to reinforce the definitions of Gender Equality and Gender Analysis. Ask participants to discuss the links between Gender Equality, Gender Analysis and Gender Lens.
2. Have an example of a Gender Lens available. Have three or four copies of it to pass around to participants. It is best if this Gender Lens is one that is used by your organization or by an organization/government office that you know. While the Gender Lens is being passed around, explain how it is used and how successful it has been.
3. After participants have looked at the example Gender Lens, conduct a brainstorming session. Ask: What are the characteristics of a Gender Lens? Then ask: What are the benefits to government of

having a Gender Lens? How would they use it? Write the discussion highlights on the board or flipchart. (See notes on characteristics and benefits in Reference #6.)

4. Announce that it is now time to create a Gender Lens for the DDC. But, before we can do so, we must identify the important activities or functions of DDC that need gender analysis. Ask: What are the key responsibilities of DDC? Have participants brainstorm at least three DDC functions that would benefit from a Gender Lens. Record each function on a separate meta card and post at the front of the room. Then, select one function.
5. Ask the participants to put on their imaginary 'gender spectacles'. Their task will be to collectively create an operational Gender Lens that the DDC can use in its day-to-day work. Facilitate all the participants collectively developing a DDC Gender Lens for the function they choose.

The aim of this exercise is to have participants 'think through' the DDC reality so they could facilitate more effectively when they train DDC officers. Groups may find it easier to focus discussion if they discuss these questions: "What are the questions DDC officers should ask themselves in order to ensure this function is gender sensitive?" "When and where should both women and men be involved in this function?" "How can DDC meet the needs of women, men and family in performing this function?"

6. After developing one lens for the DDC in plenary, explain that small groups will be formed. Separate representatives of the same NGO into different groups. Each group will develop a new Gender Lens for DDC use. Several functions were identified in the previous session. Each group will select a different DDC function, then replicate the process we have just gone through in the plenary. They will create their own lens for DDC. By doing this themselves, the NGO trainers will be 'stepping into the shoes of government officers' and will be able to appreciate what it is like to be the receiving end of this training.
7. In the report back, each group will share their lens and comment on how they would facilitate their DDC developing a Gender Lens.

CLOSURE

Core Message

- Make sure that any Gender Lens that is created in the DDC training, in plenary or in small groups, focuses on a key function of the government.
- Use a visual or graphic way to make the concept of Gender Lens clear. (i.e. artwork, gender spectacles)
- As some government officials may be embarrassed if they have never heard of, or seen, an operational Gender Lens or Gender Checklist, pass around an example of a Gender Lens. If possible, describe how useful that specific Gender Lens has been to your NGO.

Activity #6: Gender Toolbox – Creating Gender Tools for Line Agencies

OBJECTIVE

To learn how to facilitate line agencies creating gender tools for their daily work.

KEY QUESTION

How do we facilitate Line Agency officials to create a gender lens?

TIME

3.5 hr.

METHODOLOGY

Group work, role play

MATERIALS

Flipchart paper, markers, meta cards
Reference #7: Creating Gender Tools for Line Agencies

PREPARATION

Examples of gender analysis tools should be created, in advance, to be used in the ‘tool fine-tuning’ exercise. Facilitators are encouraged to develop their own tools. Or, they can use the tools included in the Resources Section. The sample tools in the Resource Section were created to assess characteristics of gender-friendly schools, the gender dynamics in pesticide poisoning, the gender roles in jungle/forest use, and the gendered behaviour linked to mosquito-transmitted disease. These tools were designed to help the line agencies responsible for education, health and forests do gender analysis that is important in their work.

Write one copy of the four gender tools you plan to use on flipchart paper. Have copies of each ready for distribution after the exercise to each participant so they can be added to workshop reference notes.

STEPS

1. Ask participants, in plenary, to identify the line agencies that exist in their districts. Write the name of each line agency (e.g. District Education Office) on the top third of a meta card. Use one meta card per agency. Then, break workshop participants into pairs. Give each pair a meta card. Ask them to write on it the most important service that is provided by the line agency that is named on their card. When each pair has written a function onto their meta cards, have them post the meta cards at the front of the room.
2. Ask all participants to look at the meta cards. Ask: What does this exercise tell us? Highlight participant comments, for example, that program-delivery functions of one line agency differ very much from another. This is why each line ministry needs distinct gender analysis tools that are tailor-made to engender government programming in their specific sector.
3. Explain that this exercise focuses on gender tools that can help specific line agencies to do their work better. Small groups will be formed. Each group will be given a gender tool. Their group’s task is:
 - to study the tool and decide if it is useful.
 - to make improvements on the tool.
 - to plan and rehearse how to facilitate this gender tool being introduced to the appropriate line agency. Use role play to do this.
4. Before the exercise starts, explain that groups will not be doing a conventional report back to the plenary. Each group will either 1) role-play among themselves in front of the workshop audience or 2) demonstrate how to facilitate the use of their tool to all workshop participants. If this choice is taken, workshop participants will play the role of officers in the appropriate line agency.
5. Each group will conduct its role play in the plenary session. After each role play, the workshop

facilitator will ask participants to comment on the usefulness of the tool. Also ask participants to identify the facilitation tips they have learned. Have a volunteer mark the facilitation tips on a flipchart. Ask those who were facilitating the role play what they have learned.

6. Explain that we are now going to build onto what we have just learned. We have just fine-tuned and facilitated a gender tool that was developed by others. Now, we will create and facilitate our own new tool for a different line agency. Each Small Group will select a meta card from the wall on which a line agency's key function has been identified. Then the group will develop a sector-specific gender tool to help that specific line agency officer perform this function.
7. Each Small Group will facilitate the use of its tool with all workshop participants, who will assume the role of the appropriate line agency. Be sure to make it clear that there are two important parts to this exercise:
 - developing a gender analysis tool and facilitating it well so that government officers can get valuable information on men, women, boys and girls.
 - ensuring that the government officers present develop an Action Plan on how to use this information. Example: Discussion may show that women have a lot of knowledge on the forests but are not active decision-makers in forest user groups. If so, it is important that forestry officers identify what needs to be done so women can influence decisions.
8. After each role play, the workshop facilitator will ask:
 - Did this gender analysis tool bring out useful information? Why? (Why not?)
 - What facilitation tips did we learn from this role play?
 - Did an Action Plan result? If not, how could the facilitators have succeeded in getting the line agency representatives present to identify one or more actions to increase gender equality?

CLOSURE

Core messages

- Each line agency has distinct functions. All key service-delivery functions should be performed using gender analysis. Simple, effective gender analysis tools can lead to positive change.
- When a gender analysis tool is used with line agencies, DDCs or other groups, the successful output is an action plan, not simply the gender discussion.
- To help government officers appreciate the value of a gender tool it is essential to:
 - list the issues of gender inequality that the gender tool exposes
 - identify what action or change is needed to end this inequality. In short, government officers need to know about gender equality and do something about it.
- Facilitators should be prepared to spend a significant amount of their energy getting participants to come up with an Action Plan. The Action Plan may consist of only one thing that the line ministry should do, or it could be several things.

Activity #7: Gender Toolbox - Creating a Tool that Builds onto Government's Gender Experience

OBJECTIVE

To learn to fully explore what local governments are doing to advance gender equality so NGOs can respectfully build onto this.

KEY QUESTION

What are local government bodies currently doing to advance gender equality?

TIME 1.5 hr.

METHODOLOGY Group work

MATERIALS

Flipchart paper, markers

Materials to make a simple mobile: either colourful plastic hangars or sticks, approximately 18" long, tied into the shape of an 'X'. One hangar or one X will be needed for each small group. Also needed: scissors, glue, approximately 15 pieces of 4"x 6" paper per group (various colours of paper preferred), and approximately 60 feet of string or thread. Markers.

Reference #8: Building on Government Experience

PREPARATION Prepare materials

STEPS

1. Hold a brief discussion on the reason for this exercise. See context in reference #8.
2. Explain the task, break participants into district-based groups, and give each group the materials to build a mobile. Each group will create a hanging mobile that visually shows how much gender activity their district government is doing.
3. The group task is to identify each district government program or activity that advances gender equality. Where there are gender gaps, women-specific activities that help women catch up (or men catch up), should also be recorded. Write each activity on a separate piece of coloured paper and, using varying lengths of the string or thread provided, hang each paper from the clothes hanger (or X frame) provided. This will create a colourful mobile.
4. Have each group present their mobile, in turn, to the plenary. After the presentations, ask: Were you aware of what your district government was doing before we did this exercise? If not, why? If some participants undervalued their government's gender activities, is it possible that district officers may not be fully informed about their NGO's gender activities? Also ask: How can you use this information on government gender activities in your gender training of DDC? In doing this exercise, the groups may have identified some government officers who are committed to working with women or for gender equality. Ask if there are officers who could work with your NGO as ambassadors for gender equality.
5. Hang each mobile from a string at the front of the room. Encourage groups to visit their mobile for inspiration when they are developing their Training Plan.

CLOSURE

Core messages

- Advancing gender equality is a requirement of every district government and its officers.
- All district governments have some activities, projects or programs to close the gender gap.
- Government officers will relate best to gender training if their gender experience is valued. So, it is important for NGO trainers to research this as part of their preparation for the training.

Activity Cluster 'B' – Creating the Training Plan

Creating a comprehensive Training Plan is one major activity. But achieving it is best done through a cycle of action and reflection. Participants work on developing their Training Plan, then reflect and incorporate the feedback given. They also integrate their own fresh ideas that arise through discussion. For these reasons, Activity Cluster 'B' is not broken down into separate activities with distinct objectives as is Activity Cluster 'A'.

OBJECTIVE

Participants will develop comprehensive Training Plans for gender training of government officers in their respective districts.

KEY QUESTION

How do we develop comprehensive Gender Training Plans for government officials?

TIME

It is very important that the time be available here for trainers to do their best. It is equally important that workshop time be given to each group to fine-tune their Training Plan and integrate feedback. Workshop facilitators will need to be responsive on time given for each phase of this process. They must also be alert and available for active mentoring and problem-solving.

1.0 day if one, two or three training plans are being developed.

1.5 days if four or five training plans are being developed.

METHODOLOGY

Group work, Brainstorming

MATERIALS

Flip chart papers (approximately 10 per group: 5 for the first draft of their Training Plan, 5 for the final draft) plus a minimum of two coloured markers per group. If possible, four coloured markers per group are recommended. The mix of colour makes the Training Plans more attractive, easier to read, and more fun to create.

Reference #9: Activity B - Developing a Training Plan

PREPARATION

Prepare a dynamic opening to this session to highlight its importance.

STEPS

1. Introduce this session in a special way with some flare. Use your imagination. Some may wish to track down a metal pail that can be used as a drum etc. The reason for the big introduction is that all the work participants have done in the workshop, to date, has been to prepare them to do what they are going to do now: to create a comprehensive Training Plan. The participants are all trainers. Have them reflect on their experience, then comment on the difference that a good Training Plan makes to: 1) the quality of the training and 2) the reputation of the trainers and their NGO. Use this opening to emphasize that a good Training Plan gets trainers halfway down the road to a successful training. It is a reflection of their professionalism and it will show. Training that is guided by a good Training Plan will impress government, their NGO, and funders.
2. Ask: What is the first step in developing a Training Plan? Use this discussion to gain consensus that a format is needed.
3. Brainstorm on what should be in a Training Plan? What are the components? What have they learned in the workshop, to date, about designing and planning this training successfully?
4. During the brainstorming, it is important that participants reflect on several lessons learned earlier in the workshop. Examples include:

- Designing and delivering a successful training demands effort before, during and after the training. What activities ‘before, during and after’ need to be in the Training Plan?
 - Successful training involves building a relationship with government. There must be mutual respect and sharing of ideas. How do we build this into the Training Plan?
 - Training needs to meet government needs. Getting government officers to the training and making sure they are active, positive participants will be challenging. How do we plan to ‘manage’ the quality of participation?
5. After participants brainstorm what components should be in the Training Plan, decide what information should be put into a simple chart or grid. Keep the chart simple. Not all information will fit into a chart. Some will. Some will not. Identify titles or headings for the types of information that do not fit into the chart. This discussion will produce two things: a chart and a list of headings for information that accompany the chart. Together this information will become the Training Plan.
 6. After the chart format and headings are agreed upon, ask each training team to copy this information on flipchart sheets. While this is being done, ask the others: Are you comfortable now to break into small groups and develop your Training Plan? Do you have any questions? Is there anything that we need to clear up before you break into groups? It is especially important, at this time, that the groups feel empowered to develop a Training Plan on their own, that they are comfortable with the chart and headings, and that they know exactly what is expected of them. Spend whatever time is needed to achieve this sense of comfort.
 7. Organize participants into district groups (or groups that will jointly facilitate the training session they are planning). Each now has the Training Plan chart format and headings written on flipchart paper. Provide lots of paper and coloured markers. Ensure that a workshop trainer spends at least 30% -50% of the time with each group. This allows you to clear up questions, to encourage them and to keep momentum going. Developing a comprehensive Training Plan is a lot of work so the presence of supporting workshop facilitators is essential.
 8. Suggest that each group start with the 5 W’s:
 - Who in government do we want to train and who in our NGO needs to be involved in this training? (NGO: facilitators, administration and support, catering)
 - Why is gender training important to government officers and how they do their job?
 - What should the content be and what should the activities be?
 - When should the training be? (What days of the week? How many days?)
 - Where should it be held?
 9. Then, suggest the groups carefully consider if they are being gender-inclusive in every aspect of their training plan.
 10. After two hours of development time, tour the groups. Find the two groups that have their Training Plans closest to completion. Ask these two groups if they would present their partially completed Training Plans to the plenary. If they consent, invite all groups to come back to the plenary.
 11. Have the two groups present their plans -in-progress. Commend them for their cooperation and their courage in sharing their plans at this time. Be sure, also, to encourage all participants to be constructive in their comments. It is very important that all participants and the workshop facilitators give comprehensive, constructive comments. Remember that all groups are learning from this critique of two Training Plans.
 12. Do not rush this session. Ensure there is full discussion. After the group has presented, ask: What parts of this Training Plan are especially strong and well done? What useful tips did you learn from this? Do you have any questions of the group who developed this? Following this discussion of the positive points, ask if people can suggest improvements. Have all comments put on a flipchart.

13. Before the plenary breaks back into groups to finish their respective Training Plans, ask if participants have any new questions.
14. District NGO trainers return to their groups and complete their Training Plans. Workshop facilitators continue to be present with each group a minimum of 30%-50% of the time to clarify, encourage and motivate.
15. Invite all groups back to the plenary. Ask each group to present their Training Plan. As in the earlier feedback session, explore and highlight the strong points and encourage participants to offer suggestions. Developing such an extensive Training Plan is a lot of work. Recognize this. Celebrate their success. Give each presenting group a round of applause or a celebratory clap, song, salute etc.
16. Break into district NGO trainers groups one final time for approximately 15-30 minutes. This is the time for each group to fine-tune the feedback they have received into their Training Plan. As there has been constant presence of workshop facilitators during the development of the Training Plans, this fine-tuning session should not need more than a half hour. However, if participants do need more time, it is important to give it to them. Participants will feel a much greater sense of achievement if they feel they have a polished product.
17. The final plenary should celebrate participants' hard work and success. Ask how they feel about their training plan, their own efforts, the sharing among participants etc. Celebrate their success with song, dance or other entertainment.

CLOSURE

Core messages

- Comprehensive planning is needed for DDC (and Line Agency) training to be effective – more comprehensive than for other trainings.
- NGOs need to focus deeply on the 'flow' of their facilitation and exactly what tools, approaches, messages etc. they will use. Every aspect of the training must be meaningful to the government officers who are attending.
- Establishing good relationships with the DDC and having DDC input into the training is essential. Mapping out this process needs to be part of the training plan.
- It is useful for NGO trainers to get HMGN national gender policy, strategy, action plan and the 10th HMGN five-year development plan. Then mark, or highlight, the specific gender pieces and present them to DDC and other government leaders. The national government has directed that specific gender action be done at the district level. Giving this information in such an easy-to-read way to government officers serves several purposes. It helps legitimize and establish benefit for DDC gender training and the use of gender analysis. It may open the door for NGO gender consulting and support to local government. It may also encourage district officials to refer to the gender policy in their speeches or in important meetings.

SECTION 3: REFERENCE MATERIALS

Reference #1: Working with Government Officials

This session should trigger a lot of insight into the needs and behaviour of government officials. Past experience suggests that subordinates will constantly disturb trainings to get officers to sign documents. Some officers may delight in challenging facilitators. Others may say so much that they disrupt the flow of training. Participants realize that they need to manage the government participants carefully so the workshop is not jeopardized. Some of the manageability measures include: agree with the Local Development Officer or other appropriate government officer on a set time during each training day when officers will sign documents; inform their subordinate staff of the signing time; have someone at the training hall door to discourage door-crashers; work with a DDC management committee to agree to content and gain 'buy in' on the facilitation process; encourage a senior DDC or line agency representative to promote attendance etc.

Reference #2: Facilitating Gender Concepts to Government Officials

Context

Not all government officers in Nepal have had gender training but most would have had some exposure to gender issues. In any group of government officers, there may be a wide range of knowledge on gender. Some may have done a lot of thinking about gender equality and be committed to it. Others may be interested but not have had the opportunity to explore what it means. Still others may be confused or be against it.

For training to be successful, facilitators must make participants feel comfortable. Part of making them comfortable is ensuring that everyone understands the terms and basic gender concepts we are using. Then they can relax and not feel inadequate. The challenge is to bring everyone to a common level of understanding without exposing those who have less knowledge or 'talking down' to those who have significant gender background. When trainers prepare to facilitate this session with government officials, they may want to frame this session as a 'refresher' or 'review' of gender concepts.

This session should spark a lot of creativity. Groups can use role-play to engage the DDC. Or groups can create a double-image graphic that has a hidden gender equality message: the facing silhouettes of a man's facial profile and a woman's facial profile incorporated into a candle stick, signifying that gender equality is the basis of light/progress/community betterment and that government officers need to bring women and men into decision-making. Spectacles with a picture of a woman on one lens and a picture of a man on the other lens can also be used to visually reinforce the concept of a gender lens.

This firmly reinforces the message in the earlier session that NGO facilitators must be exceptionally well prepared for this training.

Reference #3: Gender Talk

Sex: identifies the biological differences between men and women.

Gender:² refers to the culturally constructed roles and responsibilities of women and men. These roles and expectations may change across time, economies and societies.

Gender, therefore, refers not simply to women or men, but to the relationship between them. Because gender is about 'relationships' - it must include both men and women. It includes the expectations held about the characteristics, abilities and likely behaviours of both women and men (femininity and masculinity).

Gender is a word used to describe the way men and women are raised differently to take on different responsibilities and social roles. Gender roles vary between cultures and over time. For example, women and men in the Terai may be raised to have different roles in farming than men and women in the Hills. Women and men in any part of Nepal 100 years ago will have different gender roles than they have today.

The gender roles we are given by our societies and families often lead men and women to have different expectations and experiences in life. These different experiences affect the way we see the world and the way we make decisions in the home, community and at work. If men and women are not equally involved in decision-making at these different levels, decisions may not be balanced and may benefit one group more or less than another; projects may not succeed and or be sustainable; and men and women may not have happy relationships.³

Gender Equity: is the process of being fair to women and to men. To ensure fairness, measures must often be taken to compensate for historical and social disadvantages so women and men can operate on 'a level playing field'. Equity leads to equality.

Gender Equality: means equal valuing of men and women, of their similarities and differences, and of the varying roles they play.

Gender equality involves men and women having equal conditions to:

- Participate and exercise their rights;
- To be decision-makers in their home, their community and their society;
- To contribute to political, economic, social and cultural development; and
- To benefit from the results.

Gender Analysis: the collection and analysis of sex-disaggregated data, which reveals the differential impact of development activities on women and men, and the effect gender roles and responsibilities, have on development efforts. It also involves qualitative analysis that helps to clarify how and why these differential roles, responsibilities and impacts exist.

Empowerment: is about people - both men and women- taking control over their lives: setting their own agendas, gaining skills, increasing self-confidence, solving problems, and developing self reliance.

² Like the concepts of class, race and ethnicity, gender is analytical tool for understanding social processes.

³ Adapted from *Gender Through Pacific Eyes*, South Pacific Forum Secretariat, Fiji, 1998.

Reference #4: Getting Government Buy-in

Context

Government officers are very busy. Before senior officers spend one, two or three days in a gender workshop they must be convinced that the workshop will be very useful to them and expertly facilitated. A strategy is needed to market: 1) that your NGO is competent to design and deliver gender training and 2) that your NGO has the ability to customize gender training so that it meets government needs. Much of the gender training that has been done in Nepal was generic. The result – many government officers did not see how to apply it to their work. It is now clear that any gender training that government officers attend must focus on helping them do their daily work better.

The NGO training team will need to fulfil government needs before, during and after the training. Often, trainers focus entirely on the training session itself. What makes the difference between outstanding training and mediocre training is getting the ‘before, during and after’ right. The reality is that the best training in the world is useless if nobody comes, or if people come but never use what they learn.

An NGO must prove that it is the best choice to do gender training of government. This will require a presentation to senior government officials that is short but effective. This presentation needs to include information on:

- Gender training expertise: trainers’ certificates and other credentials; list of training courses the NGO has previously delivered;
- Gender and community development experience: the NGO’s gender lens; NGO brochure; news clippings album; awards; donor recognition letters etc.
- Good track record with government: Proof of registration/regulatory compliance; list of past collaborative activities with government.

After an NGO has established its ability to do good gender training, it must arrange time with appropriate government officers to do a needs assessment. The needs assessment will help trainers get the training right: the content & activities, the participants, the location, the dates, the duration, etc. Government officers have other needs that must be accommodated. One is the need to sign important documents in a timely manner. A needs assessment will help facilitators accommodate these needs in a way that does not disrupt the training. (e.g. Having a set half-hour for signing each day and ensuring clerical staff are instructed to present documents only at that time.)

If an NGO does its first training of government officers well, it will probably open up opportunities. If the training is not well received, it could slow down the NGO’s ability to develop effective linkages in the district.

Some government officers may not feel comfortable with going to gender training but may warm to a session on sharing experiences or developing gender tools for government. If so, find words that are appropriate. The title of the training/workshop/conference etc. will have more appeal if it specifies that the content is specific to government.

Activities #5, #6 and #7 give a starter menu of gender tools that may be useful in gender training of district officials. They include: an operational Gender Lens, sector-specific gender tools and a Hanging Display of government’s gender activities. Facilitators are encouraged to add their own gender tools to this Gender Toolbox.

Reference #5: The Gender Tool Box

This activity is designed to equip NGO trainers to competently facilitate a session in which government officers will understand what a Gender Lens is, identify the benefit it can bring to their work, and enable them to create a useful Gender Lens.

It is important that government officials take home a tool they can use routinely to integrate gender analysis into their work. An operational Gender Lens is a tangible, useful way to reinforce the training and to help government officers internalize gender analysis. The Gender Lens is visible, can be kept on a bulletin board or on an officer's desk for easy reference.

When the NGO trainers budget for their gender training of government, it is recommended that they build in the cost of laminating the Gender Lenses that the government officers create in the workshop. Most NGOs have someone who is artistic in their membership. Why not type the Gender Lenses created in this session, add art, laminate, and present a number of copies back to participants after the workshop?

A Gender Lens can be developed for several DDC functions or for key activities of line agencies, VDCs etc. This activity focuses on a DDC Gender Lens because it is important that NGOs establish themselves as competent resources to district administrations. Once NGOs prove their expertise at this level, they will automatically have credibility in working with line agencies or different sectors within the district and village government networks.

Reference #6: What is a Gender Lens?

Think of a gender lens as putting on spectacles. Out of one lens of the spectacles, you see the participation, needs and realities of women. Out of the other lens, you see the participation, needs and realities of men. Your sight or vision is the combination of what each eye sees.

Gender is about relationships between men and women. Gender equality is about equal valuing of women and men - of their similarities and their differences. We need equal, respectful partnerships between men and women to have happy, healthy families and communities in the same way that we need both eyes to see best.

A gender lens can be many things. A form of gender lens that is gaining popularity is a tool that NGOs and governments can use in their regular operations. (E.g. A gender lens for training programs would be used every time you develop training. A gender lens for planning could be used for developing each annual work plan. A gender lens for linkage programs could be used when you determine your NGO's linkage plan or the linkage component of the NGO's annual work plan.)

The operational gender lens often has these characteristics:

- It is a list of questions, a checklist or a list of criteria.
- It is routinely used (see above examples).
- It is recorded in words or in picture form.
- At least two copies are always kept in the same place in your organization's files so people can find the gender lens and orientation in why and how to use it. (E.g. executive members, staff, pertinent committee members).
- A gender lens usually contains less than 10 points.
- Each point focuses on the distinct realities of men and women.
- Where appropriate, the distinct realities of girls and boys are included.
- Many gender lenses include: planning, implementing, monitoring and evaluating. Other gender lenses focus strictly on one of these functions. (E.g. A gender lens can be used for monitoring the gender sensitivity of communication tools like posters, brochures, street theatre etc. Another gender lens can be created to guide project evaluators, etc.)

Brainstorm the characteristics of an operational Gender Lens:

- An operational Gender Lens is, most often, a list of points or questions. Questions are often more user-friendly.
- Each question focuses on the distinct reality of women and of men: the questions explore their participation, their needs, their realities etc.
- A Gender Lens should be developed in a participatory process by its users.
- A Gender Lens is used routinely. A lens for planning is used in every planning activity. A lens for training is used every time training is held, etc.
- Gender Lenses can guide planning, implementing monitoring and evaluating functions. Or, they can be used for one of these functions.
- All questions should be clear and easy to understand. Keep lenses to less than 10 questions.
- After a Gender Lens is created, copies should be given to all people who could use it. If new people join the team, they should be oriented in what a Gender Lens is and how to use it.

There are many benefits to using an operational Gender Lens. Here are some:

- A Gender Lens saves time. The users think up the critical questions once, then use them many times.
- A Gender Lens reminds officers not to forget gender analysis. This can happen when people are busy or in a hurry.
- If the Gender Lens is posted on the bulletin board, it can be an education tool. It can also remind others who work in, or visit, government offices that men and women must both play an active role in all government programs.
- A Gender Lens can be used to orient new staff on the importance of gender analysis. It also helps create a common understanding of how to use gender analysis in their daily work.
- A Gender Lens shows the national government and donors that this district government takes gender equality seriously. This could assist in getting funds for programs that advance gender equality.

Some Gender Lens examples that could be used to assist DDC officers in planning:

- Are women and men involved in deciding the planning process?
- Will men and women contribute to the planning at all levels?
- Is there a process in place so women and men are involved in the needs assessment?
- Have we done research to determine the impact on men and women?
- Are NGOs that have gender expertise being consulted to make this plan more gender sensitive?
- Is the DDC monitoring to make sure VDCs implement the guidelines that require women and men to be involved in VDC planning?

Gender Lens for DDC – Disaster Rehabilitation Program:

- Are equal numbers of women and men on the Disaster Rehabilitation Committee?
- Is there a process for collecting sex-disaggregated data on adults & children to find out who is most effected before the program starts?
- Will women and men be equally involved in providing services to victims?
- Will men, women, boys and girls equally benefit? Will this be monitored?

Gender Lens for DDC – Construction Work :

- Is there an equal number of women and men identifying what construction work should be done?
- Are men and women equally involved in planning & in selecting the construction site?
- Will construction materials be bought from women and men?
- Is there equal participation of men and women in the users' committee and the construction committee?
- Will an equal number of women and men monitor and evaluate the work?
- Will women and men do an equal amount of the work?
- Is there equal pay for equal work to men and women?

Reference #7: Creating Gender Tools for Line Agencies

Context

Each of Nepal's districts has a family of government offices. These government offices are responsible for providing various services to people in their district. Line agencies build roads, run schools and health clinics, train farmers, control water use, protect the forest etc.

Each of these services affects the lives of all women, men, girls and boys. So, it is critical that line agencies know the distinct needs, realities and contributions of men, women, boys and girls.

This next activity focuses on equipping the NGO trainers to create useful gender tools with, and for, line agency staff.

Reiterate that 'men and women' need to be visible in every part of the gender tool, just as in a Gender Lens. That is the purpose: to include the realities of both, and when the realities are different, to respond to these differences. If the activity also involves or affects children, then some questions should also explore the different reality of girls and of boys.

Sector-Specific Gender Analysis Tools

Here is a gender analysis tool developed to assist district officers who are responsible for bringing clean water to communities:

Drinking Water Committee Activities	Women	Men	Girls	Boys
Who is on water committees?				
Who makes the important decisions?				
Who holds key posts?				
Who takes part in training related to drinking water?				
Who does the maintenance work related to drinking water?				
Who decides where common taps and private taps are placed?				

Gender Inequities	Action Needed

Gender Analysis Tool - Child-Friendly Schools

Use: Gender Analysis Tool to assist DEO Officers to determine the child-friendliness of schools; to identify school improvements that meet girls' and boys' needs; and to justify involving children, as well as both parents, in school development planning.

Child-Friendly Factor	Girls?	Boys?
Is the school within a close enough walking distance for?		
Is the school located in a safe location for?		
Are there toilets for?		
Are there teacher role models for?		
Is the school environment free of sexual abuse for?		
Is the school environment free from bullying or other forms of abuse for?		
Are there textbooks and writing materials for?		
Do the pictures in the textbooks give a positive image of?		
Do the heroes, leaders and central figures in textbooks positively portray...		

Gender Analysis Tool – Pesticide Poisoning

Use: Gender Analysis Tool to assist Department of Health Officers to target action to reduce pesticide poisoning. This tool exposes the need for awareness education of women, men, girls and boys as well as justifies the inclusion of men, women and children in government consultations that inform decision-making.

Pesticide-linked Activity	Men	Women	Boys	Girls
Who sprays and applies pesticides?				
Who is affected by wind-blown spray?				
Who pulls the poisoned weeds after spraying?				
Who washes and re-uses pesticide containers?				
Who eats unwashed fruit & vegetables that have been sprayed?				

Gender Analysis Tool – Forest Use & Knowledge

Use: Gender Analysis Tool to assist Department of Forests Officers to identify who uses and has knowledge about forests. This information will allow Department of Forests officers to include these essential stakeholders in their information gathering and needs assessments, public consultation processes and awareness campaigns. Any action that does not respond to this forest needs and uses by women, men and children, and involve them in decision-making, may well fail.

Forest Uses	Women	Men	Girls	Boys
Who collects firewood from the forest?				
Who collects fodder from the forest?				
Who gathers honey and berries from the forest?				
Who cuts big trees for construction and sale?				
Who collects herbal plants, special mosses etc.?				
Who worships at 'people trees'?				
Who gathers eggs from the forest?				
Who traps or hunts birds in the forest?				
Who hunts other wildlife?				
Who fishes in forest streams?				

Gender Analysis Tool – Mosquito-Transmitted Disease

Use: Gender Analysis tool to assist Department of Health Officers to determine who has roles and responsibilities that affect family health related to mosquito-transmitted disease. This exercise helps identify who should be consulted in project design, which should be targets of awareness, which should be involved in health program implementation and evaluation, etc.

Prevention Roles	Men	Women	Boys	Girls
Who sprays stagnant pools of still water?				
Who levels areas near the house so stagnant water does not puddle & become a mosquito breeding area?				
Who ensures there is a lid on the drinking water pot so mosquitoes will not lay eggs there?				
Who buys & installs mosquito nets over beds?				
Care Roles				
Who takes sick family members to the clinic?				
Who buys medicine?				
Who ensures medicine is taken at the right time?				
Who cares for the sick?				
Who ensures follow-up medical care?				

Gender Analysis Tool - Gender Lens for Planning in Environment

Does the project or activity we are now planning -

- take into account the different needs and impact on men, women and family? (tools: baseline survey, needs assessment or stakeholder consultation that collects sex-disaggregated data⁴)
- have participation⁵ of both women and men in:
 - planning, training & designing
 - implementing
 - monitoring
 - evaluating
- bring equal and positive benefit to men, women and family?
- measure success in a sex-disaggregated manner? (where possible)
- increase the environmental awareness of men and women (and children, if applicable)?
- increase the ability and opportunity for both women and men to make informed decisions on the environment?
- use gender-inclusive language and portray men and women with equal respect and frequency in documents, promotional material, pictures/graphics?

Reference #8: Building on Government Experience

Context

Nepal has a national gender policy, strategy and action plan. The national government's 10th five-year development plan also commits all levels of government to advancing gender equality. Working for gender equality is not a choice for district governments or district government officers. It is a requirement. So, assisting government officers to be gender responsive is in their best interests.

All districts are making efforts to meet the needs of women and men and to give both a say in decision-making. Some districts are doing more than others.

It is important to recognize what is being done. Starting from their successes, or the struggles they have gone through, respects their experience. It will also get their attention and interest.

Likewise, if NGO trainers start gender training without knowing the gender successes and efforts that have been made, government officers may feel their work is not valued. If they do, it will be difficult for trainers to engage them.

This exercise is designed to prompt NGOs into doing their homework. The aim is for NGO trainers to have as much information on government gender activities in their districts, as possible, before the training. This information is vital in designing training that will meet government needs.

⁴ Sex-disaggregated data: data analyzed and recorded to show the separate reality for men and for women. (boys and girls, as appropriate)

⁵ Encourage men/women participants within DoE staff, stakeholders & beneficiaries.

Reference #9: Activity B - Developing a Training Plan

Context

This is the most important part of the workshop. The NGO members from each district will go through several steps to develop their Training Plan:

- They will collectively create a format for the Training Plan.
- Each district's NGO trainers will form a small group and develop the Training Plan using this format.
- At the half-way point in the development time, all groups will come back to the plenary. The two groups that have their Training Plans most complete will present their partially complete plans. Comprehensive, constructive comments will be given by all participants and the workshop facilitators.
- NGO trainers will return to their groups and complete their Training Plans.
- Each plan will be presented to the plenary and critiqued.
- NGO trainers will return a final time to their groups and fine-tune their Training Plan.

This session requires much focused thought, lots of energy, and commitment by all participants. It is vital that one of the workshop facilitators be with each group 30% -50% of the time during this process to mentor, encourage, answer questions, and keep participants energized. It is also important that the workshop facilitators ensure that there are energizers built into the report-back times to give some light relief and laughter to what is a very comprehensive planning process. Arrange for scheduled tea breaks and use a bell and lots of joyous encouragement so that groups do not waste time during the Training Plan process.

A Training Plan format can include a chart and headings for additional information. The chart identifies **content & activities, the learning objective, methodology & process, materials, responsible people, and time for each activity.**

Additional information was provided under the following headings: **advance preparation; needs identification & assessment; objectives; tips for facilitators; evaluation process; and manageability tips.**

