

Training Manual for Gender Integration into Sanitation

WHO WILL USE THE MANUAL?

This manual will be used by sanitation and social sector personnel from government institutes, private sector institutes, and civil society organisations such as Ministries, State Corporations, Urban local bodies, NGOs, and Community Based Organisations, etc. This manual can be used during the training of facilitators or trainers.

PURPOSE OF THE MANUAL

The purpose of the manual is to provide the facilitator/trainer with information on how to plan, organise and execute training sessions for gender integration into sanitation. In particular, it will provide vital inputs on designing a training session, training methods, the role of a trainer and preparation of a training module.

OVERVIEW OF THE TRAINING

Training is the process of sharing knowledge, information, skills, and experiences amid various stakeholders in a formal or informal situation. This learning is enabled by a trainer expecting to make a permanent change in behaviour, attitude, and capacities. The training should base on training needs assessment.

Why train on this topic?

Many of the stakeholders might acknowledge the importance of gender issues, however, they are unable to put this into practice. Most people working for development agencies do not intentionally discriminate against or intend to disadvantage vulnerable groups, yet that is what may happen if they do not have the necessary awareness and skills. Providing training in this topic may encourage stakeholders at different positions to effect change in policies, programmes and planning procedures.

TRAINING MODULES

Two types of modules are planned based on the training needs and the target groups. One will be a short module that briefly covers all aspects of gender integration into sanitation for a duration of 90 minutes. Another one is a longer module that describes in detail all the aspects of the topic for a duration of 180 minutes. These modules will focus on exploring the importance of gender and inclusiveness in the context of sanitation and introduce how sanitation planning and implementation can be successfully engendered. The modules are designed to start with fundamentals, followed by application skills of integrating gender into sanitation.

TRAINING MODULE 1

Training objective of the module:

- To introduce participants to basic concepts in gender
- To sensitise participants towards varied and gendered experiences of sanitation
- To make participants comprehend the need to address gendered impacts of inadequate sanitation
- To introduce to participants how gender can be integrated into the sanitation planning and implementation process

Total duration of the module: 90 minutes

Training sessions in this module:

- Session1: Sensitisation on gendered experiences
- Session2: Introduction to Framework for gender integration into sanitation
- Session3: Operationalising the Framework
- Session4: Experiences from the ground

Session1: Sensitisation on gendered experiences

| | |
|----------------------------------|--|
| Objective of the session: | To introduce the participants to basic concepts of gender and sensitise them towards varied and gendered experiences of sanitation. |
| Intended output: | The participant are sensitised about the varied sanitation experiences encountered by different genders and understand the need to integrate gender into sanitation. |
| Content: | This session will cover the fundamental aspects to understand gender: they include the following: <ul style="list-style-type: none"> • Define the term ‘gender’ and explain the difference between ‘sex’ and ‘gender’ too enable the participants to reflect on their understandings • Introduce how articles/activities are representative of gender division of roles, gender stereotypes. • Introduce to various sub identities under gender and how their intersections make them more vulnerable • Describe what is the relation between gender and sanitation • Pronounce the disproportionate – impacts of inadequate sanitation on different genders • Introduce what is gender inclusive sanitation |
| Duration: | 30 minutes |
| Training Method: | <ul style="list-style-type: none"> • The facilitator/trainers can ask each participant to introduce themselves after introducing oneself • The facilitator/trainers can outline the training and share the goals • The session could be a combination different methods used for this session, however we recommend all of them to be participatory in nature. |

| | |
|-------------------|--|
| | <ul style="list-style-type: none"> The session will be an introductory and ice breaking session. A combination of open discussion, brainstorming, video or short presentation methods are preferred for this session. |
| Resources: | <ul style="list-style-type: none"> Presentation - for trainer/facilitator (refer Session1 presentation) Videos on gender roles and stereotypes - for trainer/facilitator (refer Annexure 2) Gender challenges handout - for target audience (refer to Handout1) Flip charts/Meta cards to initiate discussion, brainstorming session - for trainer/facilitator |

Session2: Introduction to Framework for gender integration into sanitation

| | |
|----------------------------------|---|
| Objective of the session: | To introduce the participants about how gender can be integrated into sanitation with the help of a framework developed during the successful implementation of the project in the state of Andhra Pradesh |
| Intended output: | The participant are trained to integrate gender into sanitation planning and implementation process. |
| Content: | <ul style="list-style-type: none"> This session will first introduce the project implemented and the context in which the framework was developed Introduce the framework Briefly describe the key pillars of the framework |
| Duration: | 15 minutes |
| Training Method: | <p>The facilitator/trainer can use the combination of the following two methods to deliver the session</p> <ul style="list-style-type: none"> Short Lecture/talk mode Presentation on framework |
| Resources: | <ul style="list-style-type: none"> Presentation on framework - for trainer/facilitator (refer session 2a presentation) Detailed description of the framework and key pillars – reading material for trainer facilitator (refer Handout2) Brochure on the gender integration into sanitation – for target audience (refer to Brochure1) |

Session3: Operationalising the Framework

| | |
|----------------------------------|--|
| Objective of the session: | To introduce the participants to a step by step process that can ensure gender inclusive sanitation planning and implementation. |
| Intended output: | The participant are trained to plan and implement gender inclusive sanitation. |

| | |
|-------------------------|---|
| Content: | This session introduces the 6 step process to ensure gender inclusive sanitation, which includes: <ul style="list-style-type: none"> • Listening • Early Problem Solving and Confidence Building • Constituting Gender Forums and Gender Sub Groups • Developing Evidence from the Ground • Micro Planning for Targeted Improvements • Institutionalizing Gender Resource Centres and Developing Terms of Reference |
| Duration: | 30 minutes |
| Training Method: | <ul style="list-style-type: none"> • Unlike the previous session, this will be more of an interactive session. The facilitator/trainer can use the lecture/talk mode to describe each of the above mentioned step while sighting examples from the project cities where the process was implemented. • The facilitator/trainer can take feedback about from the participants about similar processes they have employed or examples they have come across before. • The session can end with a discussion on the step by step by process |
| Resources: | <ul style="list-style-type: none"> • Presentation with examples from the ground for each step - for trainer/facilitator (refer to Session 3 presentation) • Handout describing in details the step by step process - for trainer/facilitator and the target audience (refer to Handout3) |

Session4: Experiences from the ground

| | |
|----------------------------------|---|
| Objective of the session: | To demonstrate the impact of gender integration into sanitation |
| Intended output: | The participant are encouraged to integrated gender into their respective arenas of work. |
| Content: | <ul style="list-style-type: none"> • This session presents the impact of implementation in the state of Andhra Pradesh • Demonstrates the before and after scenarios in the project cities |
| Duration: | 15 minutes |
| Training Method: | The facilitator/trainer can use the combination of the following two methods to deliver the session <ul style="list-style-type: none"> • Videos case study from the ground about the project • In person presentation/brief talk by Gender Forum member |
| Resources: | <ul style="list-style-type: none"> • Videos case study from the ground about the project -- for trainer/facilitator (refer to Annexure2) |

TRAINING MODULE 2

Training objective of the module:

- To introduce participants to basic concepts in gender
- To sensitise participants towards varied and gendered experiences of sanitation
- To make participants comprehend the need to address gendered impacts of inadequate sanitation
- To make participants understand how they can facilitate gender integration into sanitation planning and implementation

Total duration of the module: 180 minutes

Training sessions in this module:

- Session1: Sensitisation on gendered experiences
- Session2: Introduction to Framework for gender integration into sanitation
- Session3: Operationalising the Framework
- Session4: Experiences from the ground

Session1: Sensitisation on gendered experiences

| | |
|----------------------------------|--|
| Objective of the session: | To introduce the participants to basic concepts of gender and sensitize them towards varied and gendered experiences of sanitation. |
| Intended output: | The participant are sensitised about the varied sanitation experiences encountered by different genders and understand the need to integrate gender into sanitation. |
| Content: | This session will cover the fundamental aspects to understand gender: they include the following: <ul style="list-style-type: none"> • Define the term 'gender' and explain the difference between 'sex' and 'gender' too enable the participants to reflect on their understandings • Introduce how articles/activities are representative of gender division of roles, gender stereo types. • Introduce to various sub identities under gender and how their intersections make them more vulnerable • Describe what is the relation between gender and sanitation • Pronounce the disproportionate – impacts of inadequate sanitation on different gender • Introduce what is gender inclusive sanitation |
| Duration: | 50 minutes |
| Training Method: | <ul style="list-style-type: none"> • The facilitator/trainers can ask each participant to introduce themselves after introducing oneself • The facilitator/trainers can outline the training and share the goals |

| | |
|-------------------|---|
| | <ul style="list-style-type: none"> The session could be a combination different methods used for this session, however we recommend all of them to be participatory in nature. The session will be an introductory and ice breaking session. A combination of the following methods <ul style="list-style-type: none"> Lecture/talk mode Open discussion/ brainstorming Question & Answer Exercises Videos Presentation |
| Resources: | <ul style="list-style-type: none"> Presentation - for trainer/facilitator (refer Session1 presentation) Videos on gender roles and stereotypes - for trainer/facilitator (refer Annexure 2) Gender challenges handout - for target audience (refer to Handout1) Exercises designed to understand gender roles/stereotypes - for trainer/facilitator (refer Annexure 1) Flip charts/Meta cards to initiate discussion, brainstorming session |

Session2: Introduction to Framework for gender integration into sanitation

| | |
|----------------------------------|---|
| Objective of the session: | To capacitate the participants about how gender can be integrated into the sanitation with the help of a framework developed during the successful implementation of the project in the state of Andhra Pradesh |
| Intended output: | The participant are trained to integrate gender into sanitation planning and implementation process. |
| Content: | <ul style="list-style-type: none"> This session will first introduce the project implemented and the context in which the framework was developed Describe the framework in detail Describe in detail the key pillars of the framework with suitable tools and templates needed to implement the framework <ul style="list-style-type: none"> Build Social Support Platforms Align Gender Inclusion and Budget in Sanitation Services Ensure Periodic Monitoring |
| Duration: | 30 minutes |
| Training Method: | <p>The facilitator/trainer can use the combination of the following two methods to deliver the session</p> <ul style="list-style-type: none"> Detailed Lecture/talk mode Presentation on framework and key pillars |
| Resources: | <ul style="list-style-type: none"> Presentation on presentation and key pillars - for trainer/facilitator (refer session 2b presentation) Detailed description of the framework and key pillars – reading material for trainer facilitator (refer Handout2) |

| | |
|----------------------|--|
| | <ul style="list-style-type: none"> Tools and templates related to framework such as action plan (preparation process/ template, monitoring data collection templates etc.) - for trainer/facilitator Brochure on the gender integration into sanitation – for target audience (refer to Brochure1) |
| Session Break | 5 minutes |

Session3: Operationalising the Framework

| | |
|----------------------------------|---|
| Objective of the session: | To capacitate the participants about the step by step process that can ensure gender inclusive sanitation planning and implementation. |
| Intended output: | The participant are trained to plan and implement gender inclusive sanitation. |
| Content: | <p>This session introduces the 6 step process to ensure gender inclusive sanitation, which includes:</p> <ul style="list-style-type: none"> Listening Early Problem Solving and Confidence Building Constituting Gender Forums and Gender Sub Groups Developing Evidence from the Ground Micro Planning for Targeted Improvements Institutionalizing Gender Resource Centres and Developing Terms of Reference |
| Duration: | 80 minutes |
| Training Method: | <ul style="list-style-type: none"> Unlike the previous session, this will be more of an interactive session. The facilitator/trainer can use the lecture/talk mode to describe each of the above mentioned step while sighting case examples from the project cities where the process was implemented. The facilitator/trainer can take feedback about from the participants about similar processes they have employed or examples they have come across before. The facilitator/trainer can use roleplay exercises developed for the steps to make it more participatory The session can end with a discussion |
| Resources: | <ul style="list-style-type: none"> Presentation with case examples from the ground for each step - for trainer/facilitator (refer to Session 3 presentation) Roleplay exercises designed for the steps - for trainer/facilitator (refer to Handout3) Handout describing in details the step by step process - for trainer/facilitator and the target audience (refer to Handout3) |

Session4: Experiences from the ground

| | |
|----------------------------------|--|
| Objective of the session: | To demonstrate the impact of gender integration into sanitation |
| Intended output: | The participant are encouraged to integrated gender into their respective arenas of work. |
| Content: | <ul style="list-style-type: none"> This session presents the impact of implementation in the state of Andhra Pradesh Demonstrates the before and after scenarios in the project cities |
| Duration: | 15 minutes |
| Training Method: | <p>The facilitator/trainer can use the combination of the following two methods to deliver the session</p> <ul style="list-style-type: none"> Videos case study from the ground about the project In person presentation/brief talk by Gender Forum member |
| Resources: | <ul style="list-style-type: none"> Videos case study from the ground about the project - for trainer/facilitator (refer to Annexure 2) |

ANNEXURE-1

Exercise-1

¹The facilitator/trainer to distribute the cards with the following statements among participants. Then ask the participants to read the cards aloud, one by one. Followed by that, ask the participants to decide which statement denotes characteristics/behaviours based on sex and which are socially constructed. Request them to explain why they think so. While conducting this exercise explain to the participants that the statements were meant to generate a discussion around how society promotes images of different sexes, which result in gender biases and stereotypes. Describe to the participants why understanding the difference between sex and gender is critical. It helps us understand that the cause of inequity between different sexes is not their biological characteristics, but socially constructed attributes. However, make sure that you do not undermine the significance of biological differences. Some physical differences do require different treatment.

Following statement cards can be used for this exercise:

- Women give birth to babies, men don't.
- Care of babies is the responsibility of women because they can breastfeed them.
- Men have moustaches.
- Women cannot carry heavy loads.
- Women are scared of working outside their homes at night.
- Men's voices break at puberty, women's don't.
- Women are emotional and men are rational.
- Most of the women have long hair and men have short hair.
- Most scientists are men.
- Cooking comes naturally to women

Exercise-2

Through a brainstorming session the facilitator/trainers are to ask the participants to write as many terms on gender they can. Then discuss among them whether they agree on the commonly used terms and write them on a flip chart. In small groups, assign participants specific terms and ask them to come up with working definitions. Following that share and discuss these definitions, in terms of what is the thought behind them.

Exercise-3

The facilitator/trainer to draw out a list of common articles, roles and activities. Place images of a woman at one end of the room and a face of a man at the other end. Call out from the list of article, role or activity and ask participants to take their position whether it belongs to a woman or a man. This activity helps to understand how different activities are representative of gender division of

¹ <file:///C:/Users/sonali/Desktop/BACKUP/SONALI%20Backup/CSTEP/Grand%20challenge%20-%20BMGF/Working/Current/post%2010%20dec%20meeting/Training%20modules/Gender%20Equity%20and%20Diversity%20Module%204.pdf>

roles. The exercise also reflects how this could be different in different socio - cultural contexts. The facilitator/trainer should discuss the responses of the participants, in terms of the following

- Why do we associate certain articles/activities/roles with certain sexes?
- Which of the activities above have any biological basis, and which do not have any biological basis and yet are performed by either men or women only?
- Is there Hierarchy in gender roles?
- What happens when an economic value is attached to an activity?

A tentative list of articles, activities and roles are given below for reference:

| Activities | Articles | Roles |
|----------------------|-----------------|---------------------|
| Sweeping | Broom | Chef |
| Sewing | Briefcase | Head of family |
| Driving | Car Keys | Tailor |
| Cooking | Lipstick | Politician |
| Knitting sweaters | Saree | Farmer |
| Washing clothes | Tie | Barber |
| Fixing electric bulb | Rolling-pin | Housekeeper |
| Reading news paper | Stove | Stay at home parent |
| Bathing children | Hammer | Nurse |
| Working in a factory | Screw-driver | Breadwinner |
| Breast feeding | Purse | Mother |

Exercise-4

The facilitator/trainer to describe a story of two frogs. In the story two frogs were sleeping on the bed. Suddenly a loud noise from nearby woke them up. One of the frogs hid under the bed, while the other one picked up a stick and ran towards the door. The facilitator/trainer have to divide the participants into small groups. Then ask the participants to identify which one of the two frogs is male and which one is female. Also ask them to substantiate their choice with concrete examples of associative qualities assigned to men and women and how that influenced their decision. Make two separate lists of female and male qualities expressed by the participants while identifying the sex of the frogs on a chart paper. The facilitator/trainer to encourage the participants to come up with all the qualities they associate with men and women. The group can look at the list and decide which of these qualities they think women and men are born with. Keep cancelling qualities that the group feels have been learned while growing and link the discussion to the socialisation process.

| Male stereotypes | Female stereotypes |
|-------------------------|---------------------------|
| Adventurous | Weak |
| Aggressive | Shy |
| Strong | Gentle |
| Rough | Dependent |
| Impatient | Tolerant |
| Rational | Sensitive |
| Intelligent | Jealous |
| Self-centred/Egoistic | Caring |
| Satisfied | Forgiving |

| | |
|---------------|-----------|
| Authoritative | Emotional |
|---------------|-----------|

The facilitator/trainer to conclude with the following:

Exactly which frog is female and which one is male. The frog that ran to the door with a stick could be either male or female. However, due to socialization one learns to associate 'aggression', bravery, and strength with males. One tends to think of females as weak and submissive, who are not capable of handling tough situations. The values, imbibed through socialization are so strongly embedded in the minds of people that these affect all aspects of their lives (personality, attitudes, self-identity, roles, responsibilities and behaviour). These qualities, ascribed to men and women, are used as a basis for justifying discrimination between the two. Understanding that these qualities, which are thought to be 'natural', are actually social constructions, and therefore, are changeable, is important for the creation of an equitable society. This exercise helps us understand gender stereotypes.

Exercise-5

This exercise is designed to help understand how representations of gender—masculinity and femininity—are mediate by race, sexual orientation, nationality, class, etc. The facilitator/trainer needs to do the following activities in order to conduct the exercise².

- Divide Participants into groups of 4
- Hand out flash cards that have either "man" or "woman" on them
- Ask the participants to write down, on a separate sheet of paper, words or phrases that describe) how they are viewed or perceived within society at large. The purpose is to recognise that we have a shared or common awareness of these stereotypes even if we do not subscribe to them.
- Go around the room to get a sense of the responses.
- Next, hand out flash cards that have either "black," "white," "Asian (American)," or Latino written on them.
- Ask participants to consider how what they may have written in step 3 changes. Tell them to take note of those changes and identify specific words or phrases that then manifest when the constructs are combined (e.g. "black + man," "white + woman," etc.).
- Go around the room to get a sense of the responses.
- Then, hand out flash cards that have either "rich," "poor" on them.
- Repeat steps 6 and 7.

ANNEXURE-2

Reference Videos links for Session 1

² https://dchatman3.files.wordpress.com/2014/02/intersectionality_exercise.pdf

<https://www.youtube.com/watch?v=4viXOGvvu0Y>

<https://www.youtube.com/watch?v=Ulh0DnFUGsk>

https://www.youtube.com/watch?v=L9BBAc-D_KA

<https://www.youtube.com/watch?v=yiKd3gS-m68>

<https://www.bing.com/videos/search?q=What+is+intersectionality+-+video&view=detail&mid=303758AE9A176C7F6780303758AE9A176C7F6780&FORM=VIRE>

Reference Material for Session 1

1. <http://www.bridge.ids.ac.uk/sites/bridge.ids.ac.uk/files/reports/re55.pdf>
2. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/1.%20Baseline%20Definitions%20of%20key%20gender-related%20concepts.pdf>
3. <https://www.un.org/womenwatch/osagi/pdf/factsheet2.pdf>
4. https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf
5. <https://www.wsp.org/sites/wsp.org/files/publications/WSP-gender-water-sanitation.pdf>
6. https://www.un.org/waterforlifedecade/pdf/un_water_policy_brief_2_gender.pdf
7. <https://sswm.info/arctic-wash/module-1-introduction/further-resources-sustainability-relation-water-sanitation/water,-sanitation-and-gender>

Reference Videos links for Session 4

Anantapur video

https://drive.google.com/file/d/11NFSuxLkh_vit5y8meUxVNWAYhrl_iIB/view?usp=sharing