



Ministry of Gender and Family Promotion

**Mainstreaming Gender into Water,
Sanitation and Hygiene (WASH) Programs**

**A Training Manual
For Water Professionals**

**Kigali, Rwanda
January 2007**



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Acronyms

ADB	Asian Development Bank
APHD	Asian Partnership for Human Development
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
EEO	Equal Employment Opportunity
FAO	Food and Agricultural Organisation
GAD	Gender and Development
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GoR	Government of Rwanda
HRW	Human Rights Watch
IWRM	Integrated Water Resources Management
MDG	Millennium Development Goal
MINISANTE	Ministry of Health
MINITERE	Ministry of Lands, Environment, Forests, Water and Natural Resources
MWCA	Ministry of Women and Children Affairs, Bangladesh
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organisation
PCD	Per Capita per Day
PGN	Practical Gender Needs
RWF	Rwandan Franc
SGN	Strategic Gender Needs
SSA	Sub Saharan Africa
UN	United Nations
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Fund for Women
VIPP	Visualisation in Participatory Programs
WASH	Water, sanitation and health
WCRWC	Women's Commission for Refugee Women and Children
WHO	World Health Organisation
WID	Women in Development

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Message from the Minister of the Ministry of Gender and Family Promotion (draft)

The *Constitution* of the Republic of Rwanda grants equal opportunities to women and men. It sanctions positive measures for disadvantaged populations, including women.

The Government of Rwanda (GoR) recognizes gender discrimination as a core development issue and identifies gender equality as a key goal. It acknowledges gender equity and gender mainstreaming as key strategies for achieving gender equality. It supports the empowerment of women as a way of reducing poverty and achieving sustainable development.

Under the leadership of President Paul Kagame, the Ministry of Gender and Family Promotion (MIGEPROF) was established to work towards addressing gender and development issues. Since its inception MIGEPROF has undertaken activities to fulfill GoR's commitment to achieving gender equality in all spheres of life. Further, President Kagame has expressed his Government's full commitment to achieving gender equality by building knowledge and capacity among officials and practitioners towards strengthening gender governance. Gender issues and concerns have to be mainstreamed in the development activities of all sectors at the policy, programme and project levels during their design, implementation, monitoring and evaluation. This approach is a key aspect of the Economic Development and Poverty Reduction Strategy.

To address gender issues in a comprehensive manner and to mainstream gender in development requires a system of good gender governance and practice in all sectors. Rwanda has already made considerable progress in introducing a gender governance system. However, it is still necessary to address knowledge gaps and to improve technical capacity among officials and practitioners in government departments, non-governmental organisations and private sector providers at all levels. Therefore it is essential to build the capacity of officials and practitioners in Water, Sanitation and Hygiene (WASH) in Rwanda so that they are able to formulate gender-responsive policy and avoid gender disparity.

I have pleasure commending this Gender and Development Training Manual prepared by SNV and PROTOS as a key means of achieving the Government's objectives of mainstreaming gender in Rwanda.

Valerie Nyirahabineza
Minister for Gender and Family Promotion
Kigali, January 2007

Message from the Minister of State for Water and Mines

After the war and the 1994 genocide, which destroyed major parts of Rwanda's human and economic capital, the country has made considerable efforts towards its rehabilitation and development. This requires the adoption of an approach which targets key sectors, such as water and sanitation, for the improvement of the living conditions of its population and for sustainable development.

Rwanda possesses abundant water resources. However, the distribution of drinkable water is still inadequate. The rate of access to water in the country is estimated at 63.4 percent, but does not exceed 61.4 percent in rural areas. Regarding sanitation, over 85 percent of the country's population has access to latrines, however, some of them need improvement to meet hygienic standards.

The non-availability of drinking water and inadequate sanitation have two main negative impacts on the community: (i) the time lost in income-generating activities and schooling because of the time spent in fetching water and (ii) the diseases caused by use of impure water and poor sanitation and hygiene.

The particular situation that emerged after the war and the genocide made the position of women in Rwanda crucial and very vulnerable. In addition to their traditional responsibilities, like fetching water for domestic use, many women acquired a new responsibility as household chiefs. Their role of fetching water is shared with children – especially girls – who waste a lot of time performing these activities instead of attending school. Thus, each project that increases access to drinking water and sanitation services should particularly take into account the concerns of these two groups.

Based on the sector policy project on water and sanitation developed in 1992, revised in 1997 and again in 2001, Rwanda formulated a new policy in October 2004, which defines guidelines for efficient use of water resources and also integrates new aspects such as decentralisation, a participatory approach, private sector involvement and gender mainstreaming. The participation of women in water infrastructures is still insufficient and the analysis of gender issues is not yet systematic in Rwanda. The national policy on water and sanitation requires gender perspectives to be taken into account at all levels of water management.

This gender and water training manual, developed through collaboration between PROTOS and SNV-Rwanda, goes a long way to putting into place a participatory methodology that can be used at all levels. It can therefore become a very useful instrument for the gender mainstreaming process in the water sector as aimed for by the Government of Rwanda.

Prof Munyanganizi Bikoro
Minister of State for Water and Mines, Kigali, January 2007

Message from the Country Director SNV Rwanda

SNV is an international development organisation of Dutch origin with over 40 years experience in development processes. We are dedicated to a society where all people enjoy the freedom to pursue their own development. SNV provides advisory services, facilitates knowledge brokering, supports the establishment of local capacity development funds and carries out advocacy at national and international levels.

Within the framework of the Government of Rwanda's Vision 2020, Economic Development Poverty Reduction Strategy and the Millennium Development Goals, SNV provides capacity in local organisations to improve their performance and contribute to two impact areas:

- Sustainable and equitable production, income and employment for the poor
- Effective, efficient and increased access to and delivery of basic services (education, water, sanitation and hygiene [WASH], health and energy).

Governance is at the heart of our work. SNV's strategy for 2006-2015 clearly identifies gender as a key aspect of governance - a cross cutting issue that influences the way we strive for impact. The strategy focuses on impact areas which are the ultimate outcomes we help achieve and indicates practice areas as specific fields of intervention and expertise, combining thematic and change knowledge. Putting emphasis on governance, including gender, as a cross cutting issue means that impact and practice areas have to adopt a strong gender perspective, especially because gender equity and social inclusion are key elements of good governance.

Capacity development is linked with tangible impact in the improvement of the livelihoods of poor men and women. Poverty can only really be addressed when people are empowered, when organisations become more effective, when political processes involve all citizens and when resources are accessible to all. SNV's commitment is to support the development of institutional capacity to enhance the well-being of communities.

SNV Rwanda is playing an important role in supporting government priorities to mainstream gender. In 2006 an SNV Rwanda gender and development (GAD) training manual was developed and a training program was delivered to all advisors. Some of the sessions from the GAD manual have been adapted for this manual for water professionals. It has been our pleasure to work closely with our partner PROTOS and our client COFORWA to develop and trial this manual. I take this opportunity to express my thanks to all who have actively participated in and contributed towards its development.

Jean de Matha Ouédraogo
Country Director, SNV Rwanda

Message from the Director of PROTOS

The aim of PROTOS, a Belgian non-government organisation, is to support equitable, sustainable and participatory water management in the North and South. Each year, 150.000 people in Latin America and Africa can improve their access to and valorisation of water through programmes implemented with the financial and technical support of PROTOS.

For PROTOS, access to safe water and sanitation is not only a basic need and a human right. It is also a lever for economic and social development and for organisational and institutional change. Water is everybody's business. An equitable and sustainable management of our limited water resources needs a responsible attitude of all women and men, a sound cooperation between civil society, local and central governments, and, finally, solidarity at the local, the national and the international levels.

For these reasons, mainstreaming gender in our programs is essential. We need the specific skills and attitudes of women and men, all their energy, their knowledge and their cooperation to make water supply and sanitation sustainable and to create the best impact on the lives of the whole family. Women, who in all African societies are responsible for water and domestic hygiene, know best what they need and how it can be sustained. They are also the first beneficiaries of sufficient and safe water provided at a short distance. Water management can and must empower women. They are the water and hygiene experts in our rural families! They need a prominent place in our management structures and in the decision making processes of our organisations and policies.

PROTOS has been supporting local NGOs in Rwanda, the Democratic Republic of Congo, and Burundi since the 1980s. These NGOs have programmes in water, sanitation and hygiene promotion in rural areas. In particular PROTOS focuses on the sustainability of water systems, through providing training and support to the management systems or 'Regis'. These Regis are solely responsible for maintaining water points, collecting user fees and fixing breakages and leaks.

Arising from our work in these three countries, and conscious of the expertise of SNV Rwanda in capacity building for gender awareness, PROTOS requested support in developing a training manual to be used in the field with both managers and practitioners of WASH programs.

We are delighted with the result and look forward to further collaboration in the future.

Stef Lambrecht
Director
PROTOS

Foreword

The development of this Training Manual for Water Professionals is an initiative of SNV Rwanda and PROTOS. It aims to provide participatory gender-sensitive training to water professionals at the policy, project and administrative levels through building their capacity for mainstreaming gender into WASH programs. This in turn has the goal of promoting understanding of and commitment to the importance of the participation of both women and men in the optimization and in the sustainability of these programs.

In addition to its contribution to water professionals in partners/clients of SNV Rwanda and PROTOS, we hope that the manual will be useful for other public, private and civil society training institutions and agencies to advance the participation of both women and men in WASH provision in Rwanda. It may also be used as a template for other countries around the world.

The preparation of this Training Manual has been a truly cooperative effort. The original idea came from Hester Kapur, the PROTOS Coordinator for the Great Lakes region - Rwanda, Burundi, RDC - who was aware of SNV Rwanda's training program for its advisers using a new Gender and Development Training Manual. She was seeking training in implementing gender mainstreaming in WASH projects in East Africa, in order to train and support other partners in the region. A Memorandum of Understanding was developed between SNV Rwanda and PROTOS to prepare a training manual using sessions from the SNV Gender and Development manual with new sessions focused on WASH provision.

Rachel Dore-Weeks was contracted to draft the sessions on gender and water. Stef Lambrecht and Dirk Glas of PROTOS Belgium provided valuable comments on the draft modules. Beatrice Mukasine, Gender Adviser at SNV Rwanda and Drocella Mugorewera, former Minister for Land, assisted in the first trial run of the sessions. The second trial run with staff of COFORWA was conducted by Ms Kapur and Ms Mukasine.

The basic gender session plans were based on SNV Rwanda's Gender and Development Manual. These in turn were based on sessions developed by the Capacity Building for Gender Mainstreaming Project in Bangladesh, supported by UNDP Bangladesh and the Ministry for Women and Children Affairs Bangladesh. These session plans were trialed with administrators and advisers in SNV Rwanda in a 30 hour course over 10 weeks in April to June 2006. Sessions relating specifically to water are unique to this manual, and were trialed in a five-day trial run with SNV and PROTOS trainers and then COFORWA staff. The manual is to be translated from English into French and Kinyarwanda and published for dissemination and use by partner public and private sector organisations working on WASH issues.

We take this opportunity to express our gratitude to the Minister for Gender and Family Promotion, the Minister of State for Water and Mines, the Country Director of SNV Rwanda and the Director of PROTOS for their support of this project.

Dr Shirley Randell
Senior Adviser Governance and Gender
SNV Rwanda

Executive Summary of Manual

This training manual for water professionals on Mainstreaming Gender into Water, Sanitation and Hygiene Programs is an integrated approach to gender and WASH issues. It consists of session plans and training materials relevant to Rwanda that can be used by public, private and civil society agencies and training institutions to sensitise WASH professionals on gender issues.

The Preface consists of messages from the Minister for Gender and Family Promotion and the Minister of State for Water and Mines in the Government of Rwanda, the Country Director of SNV Rwanda and the Director of PROTOS. It includes a foreword by the editor, an executive summary and a list of contents and acronyms.

Module 1, Sessions 1-4 describe where we are now with WASH in Rwanda. It begins by outlining the context of women and men in Rwanda and Rwanda's commitments to WASH and gender. Global concepts and trends in the management of WASH programs are described, and trends in WASH in Rwanda are outlined.

In Module 2, Sessions 5-9, the theoretical concepts of gender are introduced. These include social and gender analysis, gender roles and relationships and gender needs. The different development approaches to gender are explored and clarified.

Module 3, Sessions 10-14 deal with project implementation. This module begins with describing gender mainstreaming and providing gender analysis frameworks and gender planning tools. Gender sensitive indicators and a log frame for WASH programs are introduced. Consideration is given to the issues of equal opportunity policy and sexual harassment. Finally, gender mainstreaming both within an organisation and in projects are discussed.

Module 3 also contains a glossary of terms and a list of resources consulted in the preparation of this manual.

Learning outcomes expected for participants using the manual are that they will be able to:

- Describe concepts related to gender, gender equality, gender equity, gender mainstreaming, socialisation, roles and other key ideas related to gender;
- Recognise the centrality of gender to policy, budget, programmes and projects in the sustainability of WASH programs;
- Demonstrate the connections between gender equality and the goals of the Government of Rwanda; and
- Commit themselves to working towards the achievement of gender equality in Rwanda both personally in their families and communities and professionally in their workplaces.

Most of the trainers using session plans from this manual will already be established and skilled trainers. However sessions have been planned to be as user-friendly as possible. Each session plan has a set of objectives and learning outcomes which are assessed at the end of each session. A summary table of session objectives, methodologies, media/materials, learning outcomes and timeframes is included at the commencement of the manual.

Conducting all session plans in each module would require up to one week of training. However a course of two or three days could also be conducted by selecting session plans to meet the specific needs of course participants and the specific time available for training courses.

The authors and editor are aware that the manual will be continually refined as it is taught. It is also possible that there will be other topics that are presented as valuable to WASH professionals in Rwanda and for which additional session plans will be written. The Training Manual is thus seen as a living document that will be constantly enhanced by feedback from trainers and participants in training programmes.

Given the collaboration between SNV and PROTOS in several countries in Africa and in other parts of the world it is hoped that the manual will also be adapted for use further afield.

Curriculum Summary

	Title	Lesson Objectives	Methodology	Media/Materials	Learning Outcomes	Time
1	Legal Status of Women and Men in Rwanda	<p>1. To allow participants to express what they know about .the importance of gender in WASH.</p> <p>2. To allow participants to express what they know about the legal status of women and men in Rwanda.</p> <p>3. To build on this understanding by identifying laws based on gender equality.</p> <p>4. To identify barriers faced in implementing laws which commit Rwanda to gender equality</p>	<ul style="list-style-type: none"> - Brainstorming - Questions and Answers - Visual Presentation - Participatory Discussion 	<ul style="list-style-type: none"> - Flipchart, white board and markers - PowerPoint projector and presentation that summarizes the handout - Handout 1: <i>Legal Status of Women and Men in Rwanda.</i> 	<ul style="list-style-type: none"> - Participants will be able to describe laws that give equal status to women and men in Rwanda. - Participants will be able to identify barriers that limit these equal rights. 	One Hour
2	Rwanda's Water Commitments	<p>1. To allow participants to express what they know about current commitments made by Rwanda to integrating the participation of women with men in the management of WASH</p> <p>2. To further an understanding of the international, regional and national frameworks containing gender elements which guide government policy on the management of WASH.</p>	<ul style="list-style-type: none"> - Brainstorming - Presentation - Participatory Discussion 	<ul style="list-style-type: none"> - PowerPoint projector and presentation which summarizes the handout - Flipchart and markers - Handout 2: <i>International, Regional and National Commitments on Water Management, Sanitation and Hygiene</i> 	<ul style="list-style-type: none"> - Participants will have a clearer idea of the international guidelines which frame water use in Rwanda. - Participants will also have a clearer idea of the policy path of the Rwandan government, in terms of women's participation in the future management of WASH projects. - Participants will be able to explain how to get both women and men involved in the management of WASH projects and have a personal commitment to achieving this. 	One Hour

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3	Global Concepts and Trends in the Management of Water, Sanitation and Hygiene.	<p>1. To allow participants to say what they know about global concepts and trends in the management of water, sanitation and hygiene (WASH).</p> <p>2. To build on this knowledge by presenting an overview of the global situation of WASH, including the differences between the developed and developing world.</p> <p>3. To outline the concepts and frameworks used in the management of WASH.</p>	<ul style="list-style-type: none"> - Brainstorming - Presentation - Participatory Discussion 	<ul style="list-style-type: none"> - PowerPoint projector and presentation that summarizes the handout - Flipchart and markers - Whiteboard/chalkboard and markers/chalks - VIPP cards and VIPP board - Handout 3: <i>Concepts in Water, Sanitation and Hygiene and International, Regional and National Commitments.</i> 	<ul style="list-style-type: none"> - Participants will have an overview of the global situation of water, with an understanding of the differences between the developed and developing world. - Participants will be able to describe the basic concepts and frameworks used in the field for the management of WASH. - Participants will have an understanding of the importance of addressing issues of gender in the management of WASH and will be committed to improving the current situation. 	One Hour and 45 Minutes
4:	Trends in Water, Sanitation and Hygiene in Rwanda	<p>1. To discuss participants' personal experiences in the management of water, sanitation and hygiene (WASH) in Rwanda.</p> <p>2. To further an understanding of the current trends in the management of WASH.</p>	<ul style="list-style-type: none"> - Brainstorming - Presentation - Participatory Discussion 	<ul style="list-style-type: none"> - PowerPoint projector and presentation that summarizes the handout - Flipchart and markers - Handout 4: <i>Trends: Water, Sanitation and Hygiene in Rwanda.</i> 	<ul style="list-style-type: none"> - Participants will have shared experiences from their homes and travel in relation to the management of WASH in Rwanda. - Participants will be able to describe the actual situation in Rwanda in terms of gender and the management of WASH, including coverage and infrastructure. 	One Hour
5	Social and Gender Analysis: Development and Socialization of Men and Women	<p>1. To allow participants to express their views about development.</p> <p>2. To build on this understanding of development and its various aspects.</p> <p>3. To identify indicators of development in the situation of women and men as individuals, in the family, society, organization/institution and state.</p>	<ul style="list-style-type: none"> - Participatory discussion - Individual exercise - Multimedia presentation 	<ul style="list-style-type: none"> - Whiteboard and markers - PowerPoint/overhead projector and slides/transparencies - Handout 5.1: <i>Insights into Development</i> 	<ul style="list-style-type: none"> - Participants will be able to describe indicators of development in an individual, family, society, organization and state. - Participants will recognize some of the causes of differences between men and women in development. 	30 Mins

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		4. To identify the influential factors sustaining the discriminatory situation between women and men.				
6	Gender Concepts: Sex and Gender	<p>1. To allow participants to express their views and arrive at a common understanding of the terms 'sex' and 'gender'</p> <p>2. To clarify gender as not only a women's issue but an issue for both men and women, and explain why men's involvement is needed.</p> <p>3. To discuss how gender issues are related to development.</p>	<ul style="list-style-type: none"> - Brainstorming - VIPP - PowerPoint presentation - Participatory discussion 	<ul style="list-style-type: none"> - VIPP board, cards, and pins - PowerPoint/overhead projector and slides/transparencies - Flipchart, board and markers - Handout 6.1: <i>Definitions of Sex and Gender</i> - Handout 6.2: <i>Insights into Sex and Gender</i> - Handout 6.3: <i>Insights into Gender and Development</i> 	<ul style="list-style-type: none"> - Participants will be able to describe the difference between 'sex' and 'gender' - Participants will recognize that gender includes both men and women and be able to explain why men's involvement in development is important. - Participants will be able to explain why gender is a development issue. - Participants will be committed to undertaking gender equality strategies in their personal and professional lives. 	One Hour and 15 Mins
7	Gender Roles and Relationships	<ul style="list-style-type: none"> - To allow participants to express their views on roles and gender roles. - To consider the gendered division of labor. - To enable participants to reflect on their own personal values and beliefs - To recognize the multiple work and responsibilities of women. - To consider the relationships between men and women - To relate gender roles and relationships to the development process as a whole. 	<ul style="list-style-type: none"> - Brainstorming - Questions and answers - VIPP - Visual presentation - Participatory discussion 	<ul style="list-style-type: none"> - VIPP board, cards and pins - Flipchart, whiteboard and markers - PowerPoint projector and presentation - <i>Gender Roles Photograph Set</i> - Handout 7.1: <i>Definitions of Gender Relationships and Roles</i> - Handout 7.2: <i>Gender System and the Division of Labor.</i> 	<ul style="list-style-type: none"> - Participants will be able to describe gender roles and the gendered division of labor. - Participants will recognize the link between gender roles and the development process as a whole. - Participants will be committed to working at what they can do differently personally and professionally to distribute roles and responsibilities more fairly in their families and workplaces and will give concrete examples of what they will do. 	One Hour and 30 Mins

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8	Social Vulnerability and Water	<p>To allow participants to express their views regarding the relationship between poverty, gender and water. To clarify that water is not simply a women's issue, but that a lack of water affects the whole community. To help participants understand the burden of transporting water long distances, mostly by women & girls. To discuss the importance of integrating women's perspectives and gender relations into the management of water, sanitation and hygiene (WASH) projects.</p>	<ul style="list-style-type: none"> - Brainstorming - PowerPoint presentation - Participatory Discussion - VIPP 	<ul style="list-style-type: none"> - PowerPoint presentation - Flipchart and Markers - Whiteboard and markers - VIPP board, cards and markers - Handout 8.1: <i>A Direct Link: Water Relations and Poverty.</i> - Handout 8.2: <i>Water: A Woman's Problem.</i> 	<ul style="list-style-type: none"> - Participants will be able to describe the links between poverty, gender and the management of WASH. - Participants will understand the importance of integrating gender relations, roles and interests into WASH management. 	Two Hours
9	Different Approaches to Gender and Development: a Historical Understanding	<ol style="list-style-type: none"> 1. To allow participants to express what they already know about WID and GAD. 2. To explain these two different development approaches for bringing women to mainstream. 3. To assist participants to understand the reason for the transition from Women in Development (WID) to Gender and Development (GAD) and the importance of involving men in women's development. 4. To lead participants from thinking about gender theory to how to practically implement gender into their WASH projects. 	<ul style="list-style-type: none"> - Brainstorming - Presentation - Participatory discussion 	<ul style="list-style-type: none"> - PowerPoint or overhead projector and presentation - Flipchart and markers - VIPP board, cards and pins - Handout 9.1: <i>Definitions of Terms Related to the Transition from WID to GAD</i> - Handout 9.2: <i>Comparative Table on WID and GAD</i> 	<ul style="list-style-type: none"> - Participants will recognize the difference between WID and GAD as two different approaches to development. - Participants will be able to describe the reason for the transition from WID to GAD and the importance of involving both men and women in development. 	One Hour

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10	Gender Mainstreaming, Gender Analysis Framework and Gender Planning Tools.	<ol style="list-style-type: none"> 1. To allow participants to express their ideas about gender mainstreaming in water, sanitation and hygiene (WASH) projects 2. To clarify basic concepts of gender analysis framework (GAFs) and to introduce gender planning tools (GPTs) 3. To explain checklist for GAF using gender equality questions 4. To allow participants hands on practice in using a GAF. 	<ul style="list-style-type: none"> - Questions and answers - PowerPoint or overhead presentation - Group discussion 	<ul style="list-style-type: none"> - Flipchart, whiteboard and markers - Multimedia or overhead projector and presentation - Resource cards showing women in different roles - Handout 10.1: <i>Importance of Gender Mainstreaming in Water, Sanitation and Hygiene (WASH) projects.</i> - Handout 10.2: <i>Gender Analysis Frameworks and Gender Planning Tools</i> 	<ul style="list-style-type: none"> - Participants will be able to describe why gender mainstreaming in WASH projects is important. - Participants will be able to explain the basic concepts of GAF and GPTs. - Participants will be able to use a GAF gender equality checklist. 	One Hour and 15 Minutes
11	Gender Sensitive Indicators and Log Frames	<ol style="list-style-type: none"> 1. To allow participants to express what they already know about gender sensitive indicators and log frames. 2. To clarify and explain all aspects of gender-sensitive indicators 3. Introduce gender mainstreaming indicators and a simple log frame. 	<ul style="list-style-type: none"> - VIPP - Visual presentation - Group exercise and presentations - Participatory discussion - Questions and answers 	<ul style="list-style-type: none"> - Whiteboard, flipchart and markers - VIPP board, cards and pins - PowerPoint/overhead projector and presentation - Handout 11.1: <i>Insights into Indicators</i> - Handout 11.2: <i>Insights into Gender-Sensitive Indicators.</i> - Handout 11.3: <i>Examples of Indicators and a Sector-Specific Log Frame.</i> 	<ul style="list-style-type: none"> - Participants will be able to select gender-sensitive indicators to measure the effectiveness of their professional work in achieving gender mainstreaming. - Participants will be able to compile a simple log frame with measurable indicators, means of verification and important assumptions. 	Two Hours
12	Human Resource Policies: Equal Employment Opportunity and Sexual Harassment	<ol style="list-style-type: none"> 1. To allow participants to share their knowledge about the Equal Employment Opportunity (EEO) policy of the Government of Rwanda (GoR). 2. To provide participants with additional information about the GoR's initiatives to ensure EEO and the EEO policy of UNDP. 3. To allow participants to share their knowledge about sexual harassment. 	<ul style="list-style-type: none"> - Questions and answers - Role play - Visual presentation - Participatory discussion 	<ul style="list-style-type: none"> - Whiteboard, flipchart and markers - Multimedia or overhead projector and presentation - Handout 12.1: <i>Equal Employment Opportunity Policy</i> - Handout 12.2: <i>Insights into Sexual Harassment</i> - Handout 12.3: <i>Case Study 1: Sexual Harassment Policy of UNDP</i> - Handout 12.4: <i>Case Study 2: Zero-Tolerance Policy on Sexual Harassment of CARE Bangladesh</i> 	<ul style="list-style-type: none"> - Participants will be able to recognize employment discrimination and sexual harassment. - Participants will be able to develop an EEO policy and a Sexual Harassment policy for their organization. - Participants will be committed to implementing EEO and eliminating sexual harassment in their personal and professional lives. 	One Hour

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		4. To inform participants about national and international policies on sexual harassment. To provide participants with samples of sexual harassment policies that might be adapted for their own organizations.				
13	Organizational Gender Mainstreaming: Internal	1. To give participants a guide on how to conduct a gender-mainstreaming project throughout their own organization.	<ul style="list-style-type: none"> - Brainstorming - Presentation - Participatory Discussion/Group Work 	<ul style="list-style-type: none"> - PowerPoint presentation - Flipchart and markers - Handout 13.1: <i>Organizational Gender Mainstreaming: Internal</i> - Handout 13.2: <i>Identification of Organizational Gender Gaps</i> - Handout 13.3: <i>Organizational Gender Policy</i> 	Participants will be a guide in how to implement a gender-mainstreaming project throughout their own organization.	One Hour
14	Project Implementation: Gender Mainstreaming	<p>1. To provide participants with easy-to-use sector-specific gender-analysis checklists on gender mainstreaming, and gender analysis, for planning, implementing, monitoring and evaluating water, sanitation and hygiene (WASH) projects.</p> <p>2. To give participants the confidence to initiate a gender mainstreaming project through their own organization.</p>	<ul style="list-style-type: none"> - Brainstorming - PowerPoint Presentation - VIPP - Participatory Discussion/Group Work 	<ul style="list-style-type: none"> - PowerPoint presentation - Flipchart and Markers - VIPP board, cards and pins - Handout 14.1: <i>Gender Mainstreaming Implementation</i> - Handout 14.2: <i>Checklist for Involving Women in WASH Projects</i> 	- Participants have had practical experience in how to implement a gender sensitive WASH project, and have the necessary tools to do so.	Four Hours