



Module by Suman Bisht

ICIMOD

Workshop Overview

DAY 1: Setting the Context

Opening Session:	9:00 – 9:30am
<ul style="list-style-type: none">• Welcome remarks• Opening Remarks by Chief Guest:• Expectations and setting the agenda	
Introductions:	9:30 – 9:50am
Session 1: Setting the context	9:50- 12:30pm
Exercise 1: When were you first aware of being different from the other Sex?	9:50 – 10:15am
Exercise 2: Defining Sex and Gender	10:15 – 10:45am
Exercise 3: Impact of gender – Gender privilege walk	11:00-11:30am
Socialisation: How is “gender” produced/reproduced?	11:30am – 12:00pm
Gender Stereotypes: How is Gender Normalized?	12:00-12:30pm
Session 2: Why Address Gender	13:30 – 15:00pm
PowerPoint presentation and discussion: Gender as a cross cutting theme	
Case study and Group discussion: Gender GAP in HKH Region	
Session 3: Gender Mainstreaming	15:00 – 15:45pm
PowerPoint Presentation: Gender Equality and Inequality	
PowerPoint Presentation: The gender integration continuum	
Session 4: The Planning Process: Integration of Gender perspective	15:45-17:00pm

Day 2: Key Tools and Methods for Gender Integrated Planning

Overview of Day 1:	9:00 – 9:30am
Session 5: Introduction to the 4 modules on Gender-integrated planning	9:30-14:15
Key concepts	
Gender Analysis Methods	
Lunch break	12:30 – 13:30pm
Session 5: Identifying Gender needs for 4 key Sector	14:15 – 15:30pm
Session 6: Integrating Gender in Project Management Cycle	15:30 – 17:00

Day 3: Integrating gender in the Programs and Plan

Session 7: Developing Gender Action plan for 4 Key sectors	
Step 1 Group Work: identifying Goals. Actions and indicators	10:00-12:30pm
Step 2 Group work: Identify Resources, time and responsibility for achieving Step 1	13:30- 15:00am
Lunch break – 12:30 – 13:30pm	
Session 8: Presentation of the Group work for each sector	15:00 – 16:30pm

DAY 1: Setting the Context

Session 1: Gender in day to day life

Objectives

- Understand key Gender concepts and tools
- Understanding Gender roles and Identities

Introductions of the Participants: *Awareness of being different*

9:50 – 10:15am

Exercise 1: When were you first aware of being different from the other Sex?

Ask each participant to introduce themselves by completing one of the following sentence:

- My name is _____ I am a woman. I wish I was a man so I could _____
- My name is _____ I am a man. I wish I was a woman so I could _____

At the end of the exercise, analyse the responses of women and men. Explain that often as women or men, we feel trapped in our respective roles. It is important to know whether these restrictions are due to physical, biological reasons – for example men may respond saying they wish they were a woman so they could experience the magic of child birth. But this difference is due to biological differences and cannot be overcome. Or these restrictions are due to social conditioning. For example women may respond by saying I wish I was a man so I did not have to take the responsibility of cooking every day. This reflects an imposition that is due to social conditioning. As men and women it is important for us to understand – what makes us behave like a man or woman and what does it mean to be a man or a woman in our society. This workshop will help the participants to discuss the deliberate on some of these questions.

Defining Sex and Gender

10:15 – 10:45am

Exercise 2: Statements on Sex and Gender

Take two cards. Write SEX on one and write GENDER on the other card. Pin the two cards on two different walls/stands placed opposite each other. Ask the participants to stand in a huddle in the middle of the group. Explain to the participants that as you read out each sentence, they need to decide whether the statement reflects 'sex' or 'Gender'. Based on their understanding, they should move towards one of the card. Once all the participants chose their card, the facilitator can ask the participants why they chose a particular card. This will create discussion among the participants on what they think is sex and Gender

- Women give birth to babies, men do not. (S)
- Little girls are gentle, little boys are tough. (G)
- 99.99% of drivers in Afghanistan are men. (G)
- Women are unclean during menstruation. (G)
- Men's voices break at puberty, women's do not. (S)
- According to the UN, women do around 67% of the world's work, yet their earnings from it only amount to 10% of the world's income. (G)
- Women have long hair and men have short hair. (G)
- Men are less sensitive than women. (G)

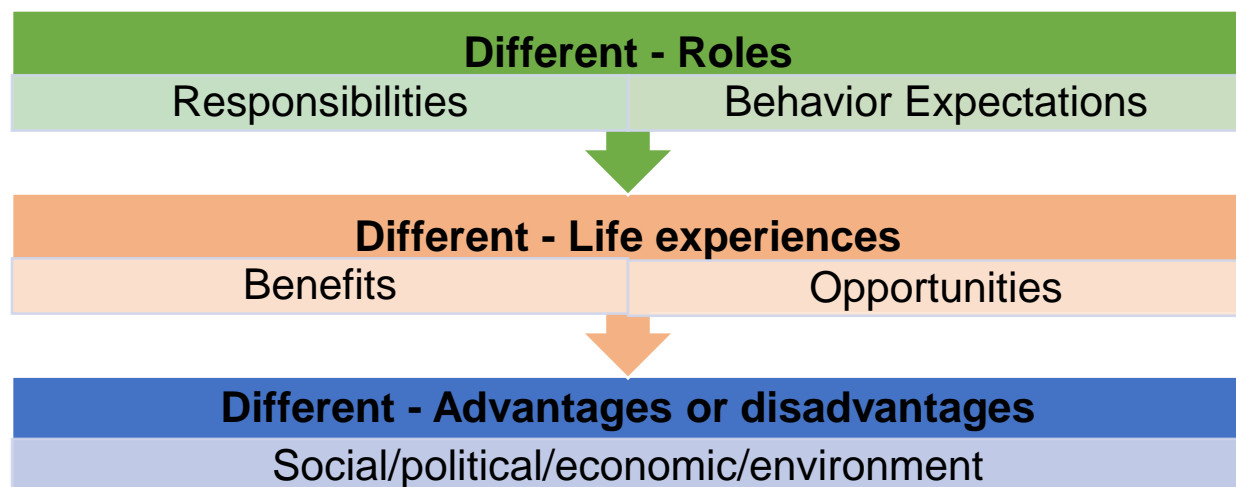
- Women should be virgins when they get married.(G)

Historically, the terms "sex" and "gender" have been used interchangeably, but their uses are becoming increasingly distinct, and it is important to understand the differences between the two.

- The term sex refers to biological characteristics, namely chromosomes, internal and external sex organs, and the hormonal activities within the body. Essentially, when we use the term sex, what we are really commenting on is “male” vs. “female”, scientifically speaking. The sex of an individual is based on genetics, making it much more difficult to change.
- Gender is a concept that denote the [social and cultural role](#) of each sex within a given society. Rather than being purely assigned by genetics, as sex differences generally are, people often develop their gender roles [in response to](#) their environment, including family interactions, the media, peers, and education.
 - Gender is different from sex: it is not biologically determined.
 - It varies from culture to culture, and with the economic, social and political context as well as time
 - We learn gender roles: this implies that they can change.
 - People who act outside their gender roles may face disapproval

What is Gender?

- As a concept, it helps us understand that Gender is also a way of organizing society just like caste, class, religion etc., and it helps us to understand the nature of relationship between women and men in a particular society/culture.
- It is socially determined and culturally specific attributes, roles, activities, behavior expectations and responsibilities to being male or female. Gender identity determines how we are perceived, how we are expected to think and act as women and men.
- Often these different roles, responsibilities, behavioral expectations assigned to men and women *determines their access & control over important resources*. More often than not, these roles, responsibilities and behavior expectations provide better access and control over resources to men making the relationship between women and men unequal.



Session 2: Understanding the Impact of gender

11:00-11:30am

It is believed that women and men are naturally different - they have different bodies, different biology, and different psychology and therefore they act differently. However the problem with this argument is that it usually suggests that how women and men live their everyday lives cannot or should not be changed. But we know that every generation has experienced different sets of changes. The world we live in and what we do as women and men today is not the same as it was for our parents or grandparents, and we should not be expected to behave in the same way. It is important to understand how social environment shapes women's and men's lives differently and how it genders them.

Exercise 3: Gender privilege walk

Purpose of Activity: This exercise encourages participants to become critical of their personal privileges associated with gender. The purpose of this activity is to demonstrate how social identifiers that are out of participants' control have affected their privilege and the rights of members of their community. The purpose is not to blame anyone for having more power or privilege or for receiving more help in achieving goals, but to have an opportunity to identify both obstacles and benefits experienced in our life.

To conduct this exercise as all the participants to line up in a horizontal line in the middle of the room (if the participants are many and the room small, select a defined number of men and women, say 6 men and 6 women and ask them to form a horizontal straight line. The others can be observers and give their feedback at the end of the exercise). Explain that the facilitator will read out a statement and ask the participants to either take a step forward or a step backward. All the participants standing in the straight line will move according to whether the statement is true for them or not (it should be based strictly on personal experience). The facilitator should read out the following statements:

- If you think you were ever paid less because of your gender, please take one step back.
- If you learnt to ride a bicycle before you were 12 then take a step forward.
- If you owned a bicycle as a kid then take a step forward
- If you can drive a car or ride a scooter then take a step forward
- If you own a car or a scooter then take a step forward
- If you have ever been unable to purchase a birth control method because you felt you will be judged take one step back.
- If you ever felt uncomfortable about a joke directed at your gender, but felt unsafe speaking up, take one step back.
- If you are expected to be a virgin at the time of your marriage, take a step back.
- If you are responsible for organizing/cooking meals or other household chores on a daily basis then take a step back.
- If you are able to live without fear of being raped, take one step forward.
- If you are able to walk around the city, wherever you want, at any time of the day or night, without worrying about whether it is safe for you, take one step forward.
- If you have faced any kind of harassment (being whistled at, stared at, touched inappropriately, or any such behaviour) then take a step back. .
- If you have ever travelled to another town or city alone then take a step forward
- If you have ever travelled to another country, then take a step forward.

- If you have ever been denied access to educational, economic, or social resources because of your gender, take one step back.
- If you can walk down the street without being looked up and down or catcalled at, take one step forward.
- If you attended private school take one step forward.

After reading out each of the sentence, when participants have either moved forward or backward, you can ask the participants to share (only if they feel comfortable) why they moved forward or backward. At the end of the exercise, ask the participants to take a look around. Observe:

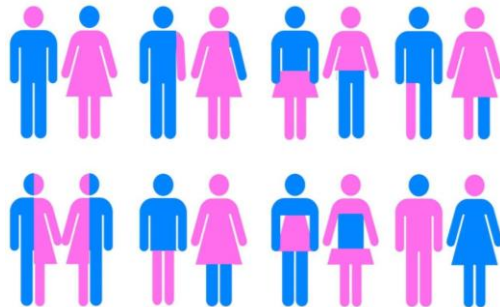
- Who is behind you, who is in front of you, who is beside you?
- Where are your friends?
- What does the placing of people in this room suggest?
- How did this exercise make you feel?

Socialisation: How is “gender” produced/reproduced?

11:30am – 12:00pm

Exercise 4: When were you first aware of being different from the other Sex?

Divide the participants in pairs of opposite sex. Ask each pair to think as back as possible into their childhood and think of the first time that they became aware of the fact that they were different from their brother or sister or their friends from opposite sex.



Usually this exercise is done in pairs of opposite sex. But if there is hesitation to discuss this in pairs then we can do it on 2 group of same sex. Give each group 5 – 10 mins to discuss this and then present their experience in plenary.

Most of the times, for women, this experience is related to an experience of denial. Being told not to do something because they are girls – not to go out and play at night, not to talk to boys, not to talk loudly in public places etc., and for men this experience is often related to an experience of added responsibility – to accompany their sisters when they are going out, to go out and purchase things from market, to do well in school etc.,

- Socialization - Gender socialization is the process whereby women and men learn the “proper” ways a woman or a man should think, feel and behave on their assumption of their gender roles. Socialization is the process of internalizing the norms and ideologies of society. Socialization encompasses both learning and teaching.
- The process of socialization normalizes inequalities/status quo
- It produces Implicit biases through stereotyping

- It produces social and individual identities (intersectionalities)

Gender Stereotypes: How is Gender Normalized?

12:00-12:30pm

Exercise 5: Defining an ideal man and an ideal woman.

Ask all men to be in one group and ask all women to form a second group. Now the men to describe the characteristics of an ideal man in their society/culture and ask the women to describe characteristics of an ideal woman in their society. Give them 10 mins to discuss and come up with the characteristics. Ask each group to present their definition of an ideal man or woman.

Explain to the group that the exercise we did was to come up with the stereotype of an ideal man or woman and none of us actually can ever fulfil all the characteristics that are described here. But each one of us is consciously or subconsciously trying to fit into this image and often judge the others based on this image of an ideal man or an ideal woman. In every society, there are some characteristics that are must for a man or a woman to have. Ask them to identify those characteristics from the list they developed, that they feel a man or a woman must have otherwise they may feel some kind of backlash.

- Men and women are presented in stereotypical ways that reflect & sustain socially-endorsed views of gender creating **Stereotypes**.

- Men as breadwinners / women as homemakers or caregivers
- Men as Independent / women as Dependent
- Men's Authority / women's incompetence
- Women as sex objects / men as aggressors

- **Gender Stereotypes** result in implicit biases against certain gender or social groups.
 - Implicit bias can affect people's decisions and their behavior towards people of other social groups. It can lead to *Exclusion* – differential access to resources and 'voice' as well as inhibited decision making / participation
- Most often stereotypes and implicit biases are found in the sayings and proverbs of societies. Some examples are given below:

Traditional Gender Stereotypes.

<u><i>Feminine.</i></u>	<u><i>Masculine.</i></u>
<i>Not aggressive.</i>	<i>Aggressive.</i>
<i>Dependent.</i>	<i>Independent.</i>
<i>Easily influenced.</i>	<i>Not easily influenced.</i>
<i>Submissive.</i>	<i>Dominant.</i>
<i>Passive.</i>	<i>Active.</i>
<i>Home-oriented.</i>	<i>Worldly.</i>
<i>Easily hurt emotionally.</i>	<i>Not easily hurt emotionally.</i>
<i>Indecisive.</i>	<i>Decisive.</i>
<i>Talkative.</i>	<i>Not at all talkative.</i>
<i>Gentle.</i>	<i>Tough.</i>
<i>Sensitive to other's feelings.</i>	<i>Less sensitive to other's feelings.</i>
<i>Very desirous of security.</i>	<i>Not very desirous of security.</i>
<i>Cries a lot.</i>	<i>Rarely cries.</i>
<i>Emotional.</i>	<i>Logical.</i>
<i>Verbal.</i>	<i>Analytical.</i>
<i>Kind.</i>	<i>Cruel.</i>
<i>Tactful.</i>	<i>Blunt.</i>
<i>Nurturing.</i>	<i>Not nurturing.</i>

Session 3: Why Address Gender

13:30 – 15:00pm



Gender inequality cuts across other forms of inequality so that it is a feature of rich as well as poor, racially dominant as well as racially subordinate groups, privileged as well as marginalized groups.

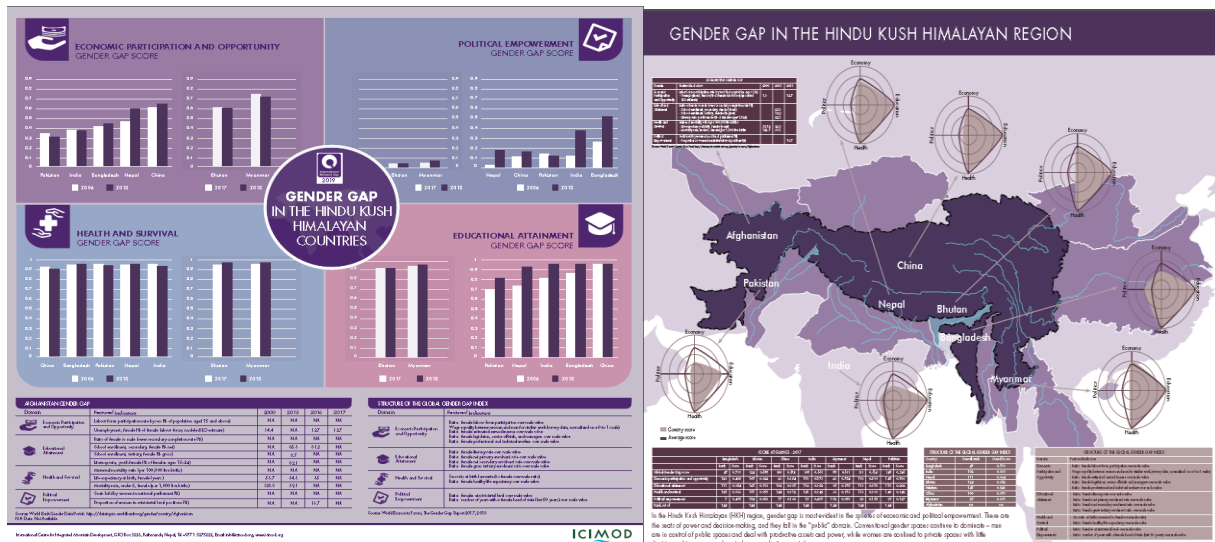
Gender inequality structures the relations of production and reproduction in different societies.

- Men play a critical role in earning household livelihoods (*productive*) in much of the world but generally play a negligible role in the unpaid work of *reproduction* in the domestic arena.
- Women, on the other hand, play a critical role in the unpaid work of caring for the family (*re productive*).
- However, there is a marked inequality in the resources that men and women are able to mobilise to carry out their responsibilities, in the value and recognition given to their contributions and in their capacity to exercise agency on their own behalf.



Exercise 6: Gender GAP in HKH Region

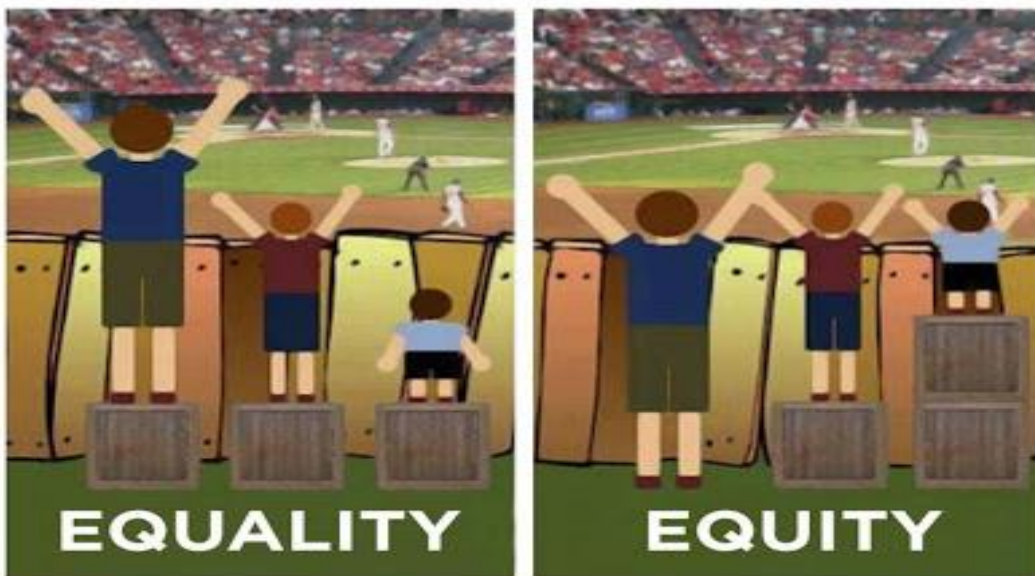
Break the participants in 4 groups. Share the 2 posters on HKH Gender gap with each group and ask them to review the posters and discuss. Give 30 mins for the exercise. Ask each group to present the key discussion points from their group work in a plenary. (the posters are given as separate attachments with this document)



Understanding key concepts

- **Equity and Equality**

In a plenary discussion, ask the participants to explain the difference between Equality and Equity. Once the participants have discussed, show the following image.



- **Equality:** Equality means that the different behaviours, aspirations, and needs of women and men/different social groups are considered, valued and favoured equally. **Equality** is about *sameness*. Equality promotes fairness and justice by giving everyone the same thing. It can only work if everyone starts from the same place.
- **Equity** is about *fairness*: Implies fair treatment for women and men (and different social groups), according to their respective needs. This may include treatment that is different but considered equivalent concerning rights, benefits, obligations, and opportunities. Equity gives people access to the same opportunities. Our differences and/or history can create barriers to participation so we must first ensure equity before we can enjoy equality..
- **Gender equality** requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards." (UNFPA)

At the end of this presentation, ask the participants to give examples from their experiences on Equality and EQUITY.

Similarly ask the participants to discuss the following concepts

- **Condition and Position**

- **Practical Needs and Strategic needs**

Practical Needs	
<ul style="list-style-type: none"> • <i>Practical gender needs</i> relate to physical conditions and immediate needs and often stem from inadequacies in living conditions such as: food, shelter, water provision, healthcare, employment and so forth. These needs relate to <i>access</i>. • <i>These are</i> needs men and women identify in their socially accepted roles in society. • These needs do not challenge, although they arise out of, gender divisions of labour. • These needs are a response to immediate perceived necessity, identified within a specific context. • Responding to practical needs can improve quality of life but does not <i>challenge gender divisions or men's and women's position in society</i>. Practical needs generally involve issues of <i>condition or access</i>. 	<ul style="list-style-type: none"> • Strategic gender interests concern the position of women and men in relation to each other in a given society- for instance in terms of access to employment, inheritance, mobility, political or social participation - based on gender. • <i>Strategic interests may involve decision-making power or control over resources. Addressing strategic gender interests assists women and men to achieve greater equality and to change existing gender roles and stereotypes</i>. Gender interests generally involve issues of <i>position, control, and power</i>.

- **Gender Division of Labour: Reproductive, Productive and community Roles**

Gendered division of labour can be grouped into three:

- *Reproductive Roles*: roles involve childbearing and care services, e.g. cooking, cleaning, fetching water, washing, and attending to the sick and elderly. Mostly performed by women and children, and are given low value.
- *Productive Roles*: roles are related to activities that produce goods and services for consumption or trade (growing crops for sale or household consumption, paid work). Both men and women can be involved in these activities. Women's contributions less visible and less valued than men's productive work.
- *Community Roles*: community work, such as holding social events, activities to improve or care for community resources, and/or participating in groups or organizations. These activities are often voluntary. Men tend to participate more often in political affairs of the community (e.g., serving as a chair of the farmers' association), whereas women contribute their time for free for a social good (eg. Cooking, cleaning)

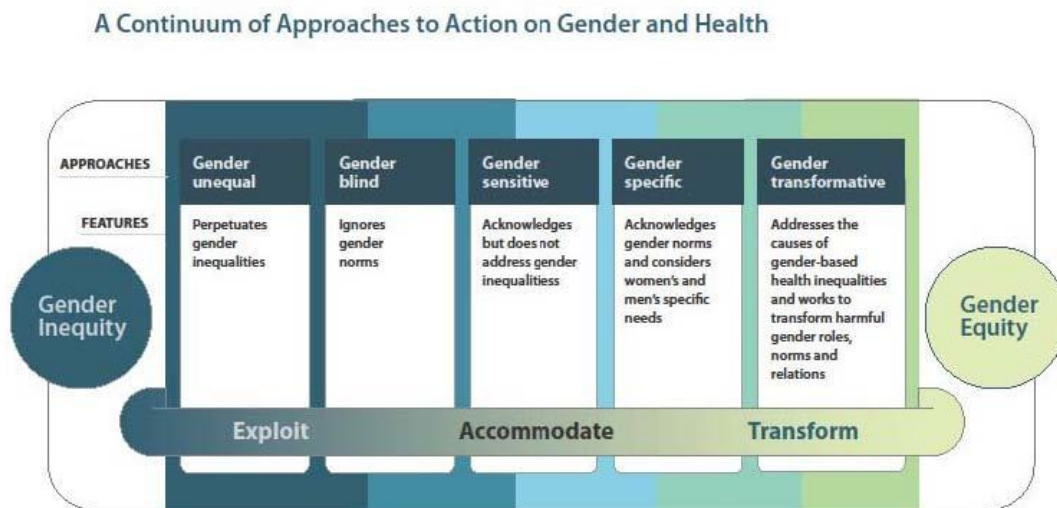
- **Access and Control**

- ACCESS - Being able to avail oneself of an opportunity, or to utilize a particular resource, facility, etc.
- CONTROL - Being able to exert power or authority to decide about the acquisition, use, allocation or disposal of a resource, facility or opportunity

Gender Integration Continuum

16:00 – 17:00pm

Break the participants into groups based on their respective departments. Explain the Gender integration Continuum to the participants by sharing the following diagram with the group:



Inspired by remarks by Geeta Rao Gupta, Ph.D, Director, International Center for Research on Women (ICRW) during her plenary address at the XIIIth International Aids Conference, Durban, South Africa, July 12, 2000:
 "To effectively address the intersection between HIV/AIDS and gender and sexuality requires that interactions should, at the very least, not reinforce damaging gender and sexual stereotypes."

Phi Women: promotinghealthinwomen.ca
 © 2013 British Columbia Centre of Excellence for Women's Health

The gender integration continuum is a tool for designers and implementers to use to integrate gender into their programs/policies.

Under no circumstances should programs take advantage of existing gender inequalities the Gender Integration Continuum. The continuum categorizes are based on how an organization treats gender norms and inequities in the design, implementation, and evaluation of program/policy.

Gender Unequal/Gender exploitative: Gender exploitative refers to policies and programs that intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run. For example: if a social marketing campaign focussing on increase in condom sales capitalizes on social and cultural values that focus on male virility, sexual conquest, and control and depicts macho men having multiple female partners who are submissive. This kind of campaign reinforces gender stereotypes and promotes gender inequality.

Gender blind: Refers to policies and programs which are designed without prior analysis of the culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. Gender blind programs/policies ignore gender considerations altogether. In contrast, “gender aware” programs/policies deliberately examine and address the anticipated gender-related outcomes during both design and implementation. An important prerequisite for all gender-integrated interventions is to be gender aware.

Gender Aware policies and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. This training module was adapted from materials created by the Interagency Gender Working Group (IGWG) and funded by USAID. These materials may have been edited; to see the original training materials you may download this training module in its pdf format). Exploitative Gender Programs/Policies are programs/policies which intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run. Accommodating Gender Programs/Policies acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities. Transformative Gender Programming includes policies and programs that seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics, 2) recognizing and strengthening positive norms that support equality and an enabling environment, 3) promoting the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities. Most importantly, program/policy planners and managers should follow two gender integration principles: First, under no circumstances should programs/policies adopt an exploitative approach since one of the fundamental principles of development is to “do no harm.” Second, the overall objective of gender integration is to move toward gender transformative programs/policies, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

Ask each group to discuss and decide at which stage of the continuum their organization or programs are and what are the reasons for that. They should be able to give concrete examples to support why they think their department or organization is at a particular stage

Session 4: The Planning Process: Integration of Gender perspective

15:45-17:00pm

Defining the problem	<ul style="list-style-type: none">• How this issue affects women and men
Identifying the solutions	<ul style="list-style-type: none">• How the proposed solutions will affect women and men
Selecting methodology	<ul style="list-style-type: none">• Empowering approach; Think about growing trend of feminisation of mountain livelihoods; Methodology adapted to socio-cultural context
Choosing partners	<ul style="list-style-type: none">• Gender sensitive and committed to promoting gender equity; or partnering with women's organisations
Defining objectives and outcomes	<ul style="list-style-type: none">• To contribute to equitable access to meaningful resources, reduction of women's drudgery, and women's empowerment
Defining outputs and activities	<ul style="list-style-type: none">• To benefit both women and men by addressing their differential needs and capacities
Building implementation team	<ul style="list-style-type: none">• Gender balanced composition; aware of gender issues in their sector and committed to addressing such issues with expertise in gender analysis and mainstreaming
Budgeting	<ul style="list-style-type: none">• Allocate sufficient funds for special measures to increase women's benefits and their participation• Consider women's needs as priorities – not secondary or optional
Establishing monitoring/evaluation process	<ul style="list-style-type: none">• Define indicators to measure the impacts of the programme on women and men
Reporting the results and findings	<ul style="list-style-type: none">• Make visible the differential impact of the program on women and men and the benefits of mainstreaming gender for the success and sustainability of the outcomes

Day 2: Key Tools and Methods for Gender Analysis

Overview of Day 1

9:00-9:30am

"Gender analysis is a method of identifying, analysing and understanding:

- different activities of women, men, boys and girls (gender roles);
- relations between men and women (gender relations);
- patterns of women's and men's access to and control of resources.

Session : **Introduction to the 4 modules on Gender-integrated planning**

9:30 – 12:30

	Planning Questions	Planning Steps	Gender Concepts
Module 1	What is the present gender situation?	Step 1: Conduct a gender analysis	Identify Condition and Position of women and men
Module 2	What change do you want to achieve?	Step 2: Develop Objectives	Identify the difference between Practical needs and Strategic interests of women and men. Ensure that both Practical needs and Strategic interests of women and men have been incorporated in steps 2-6
Module 3	How will you achieve these?	Step 3: Develop Activities and Inputs	
Module 4	How will you know you have achieved these?	Step 4: Identify Risk	
		Step 5: Develop Indicators	
		Step 6: Develop M&E Plan	

Introduction to Key concepts:

- Gender Analysis

Gender Analysis Methods

- Activity Profile
- Access /Control Profile
- Time Use method
- Institutional benefits and constraints

Daily activity profile:

Time of the day		Female/Girls	Male/Boys
Wake up time			
Morning	6:00-7:00am		
Afternoon	12:00 – 13:00pm		
Evening			
Bedtime			

Activity Profile

	Female/Girls	Male/Boys
Production		
Reproduction		
Community		

Access and Control Profile:

Resources	Access		Control		Other
	Female	Male	Female	Male	
Resources 1					

Resources 2					
Resources 3					

Lunch Break: 12:30 – 13:30

Gender Analysis Methods Continues: Institutional Constraints and Benefits

13:30 – 14:15pm

INSTITUTIONS	ACCESS	BENEFITS/INCENTIVES	CONSTRAINTS	REMARKS
FORMAL				
e.g. : governmental, Political, financial, religious, developmental, educational, etc				
NON-FORMAL				
Non-registered farmers groups, Non-registered self help groups, kith & kin, etc.				

Session 5: Identifying Gender needs for 4 key Sectors - Preparing the Activity, Incentive and Benefit Profile

Group Work:

14:15 – 15:30

Divide the participants in 4 groups – Agriculture, Livestock, Forest, Marketing and Cooperative. Based on their group, ask the participants to revise the activity profile given in the table below for Bhutan

ACTIVITIES	Women/Girls	Men/Boys	Both	REMARKS
PRODUCTIVE ACTIVITIES				

<p>Examples:</p> <p>1. Agriculture</p> <ul style="list-style-type: none"> • Land preparation • Sowing/planting • Weeding • Irrigation • Harvesting • Storing • Seed selection • Marketing/selling produce • Buying seeds <p>2. Livestock</p> <ul style="list-style-type: none"> • Fodder collection • Feed/fodder buying • Feeding • Cleaning livestock • Cleaning shed • Milking (if cattle) • Selling produce • Buying big livestock (cattle, buffalo etc) • Selling these • Buying small ruminants (goats, poultry, etc) • Selling these • Others <p>3. Forestry</p> <ul style="list-style-type: none"> • Going out to collect firewood and fodder • Collecting timber for house construction • Collecting NTFP • Medicinal plants • Selling • Community forestry <p>4. Marketing and Cooperative</p> <ul style="list-style-type: none"> • Collecting milk • Processing milk • Making milk based products • Marketing or selling the products 				

REPRODUCTIVE (CARE ACTIVITY) Examples: 1. <i>Cooking</i> 2. <i>Cleaning</i> 3. <i>Washing</i> 4. <i>Taking care of children</i> 5. <i>Taking care of elderly</i> 6. <i>Taking care of sick</i> 7. <i>Fetching water</i> 8. <i>Fetching fuel</i> 9. <i>Fetching fodder</i> 10. <i>Maintenance of house and homestead (fixing things – light/electricity; taps, water connections, fences, etc)</i>				
COMMUNITY ACTIVITIES 1. Religious festivals: <ul style="list-style-type: none"> <i>Cooking</i> <i>Preparing space and logistics</i> <i>Doing rituals</i> <i>Others</i> 2. Social/cultural festivals: <ul style="list-style-type: none"> <i>Organizing</i> <i>Preparing space and logistics</i> <i>Cooking</i> <i>Others</i> 3. Community labour exchange (parma) 4. Others				

Similarly the participants will also develop the access and control profile for their respective sector

RESOURCES	Who has ACCESS		Who has CONTROL		REMARKS
	Women	Men	Women	Men	
Natural Forest					
Rice fields					
tractor					
Credit					
Bank account					

Phases in Project Cycle Management

There are four fundamental phases in the project cycle management:

- Identification. This phase includes 4 stages:

- Participation analysis
- Problem analysis
- Objective analysis
- Alternative analysis

- Design/ Formulation

- Activities
- Resources
- Documentation

- Implementation and monitoring

- Monitoring indicators
- Monitoring Reports
- Information System

- Evaluation

- Relevance
- Efficiency
- Effectiveness
- Impact
- Sustainability

The phases are progressive, each phase leads to the next.

Day 3: integrating Gender in the Plans and programs

Overview of Day 2

9:00-9:30am

Session 7: Developing Gender Action plan for 4 Key sectors – Agriculture, Livestock, Forestry and Cooperatives

Introducing the Gender Action plan

9:30-10:00am

Gender Action Plan		ICIMOD
Goals/objectives	clear statement of the gender objectives to be achieved	
Actions	detailed description of the actions required to achieve the stated objectives.	
Inputs	details regarding the time and resources required to support the stated actions.	
Responsibility	Name of person(s)	
Time line	Time period to achieve this	
Indicators	details about what gender indicators will be measured to monitor and track the progress toward fulfillment of the objectives.	

Step 1: identifying Goals. Actions and indicators

Group work

10:00-12:30am

1. Divide the participants into 4 groups based on 4 key sectors.
2. Ask each group to discuss the following and complete the table given below.
 - What are the key issues in terms of gender
 - What are the gender objectives to be achieved?
 - What are the actions needed?
 - What are the indicators to track the objectives/goals?

Issues	Goals/ objectives	Actions	Indicators

3. Once the tables are filled out, each group will present to the Plenary

(Working tea will be served during the group work)

Lunch break – 12:30 – 13:30pm

Step 2: Identify Resources, time and responsibility for achieving the goals identified in Step 1

Group work

13:30- 15:00am

1. Divide the participants into 4 groups based on 4 key sectors.
2. Ask each group to discuss the following questions and complete the table given below.
 - a. What are the resources/Inputs required to support the stated actions?
 - b. What is the time line required to be achieved - by when?
 - c. Who is responsible?

<u>Gender Action Plan</u>							
<u>Goals/ objectives</u>	<u>Actions</u>	<u>Indicators</u>	<u>Resources/Inputs required</u>			<u>Timeline</u>	<u>Responsibility</u>
			<u>Financial</u>	<u>Human</u>	<u>Others</u>		

Presentation of the Group work for each sector

15:00 – 16:30pm

Session 8: Closing of the Workshop

Feedback

Vote of Thanks