



Government of Nepal  
Ministry of Water Supply  
National Water Supply and Sanitation Research,  
Innovation and Capacity Development Center

# Gender Equality and Social Inclusion in Sanitation

## Training Manual

2025



## Material and Learning Application

For government, under authority of NWSSRICDC, this material is prepared by Environment and Public Health Organization (ENPHO) with the support from “CWISAN Thematic group” for Training Material Development and is to be used for training purposes only. Materials used in the package are for the reference to understand the concept and or to show the practices around the globe and at national level. The package development team do not claim for the materials used in the package as of their own but is the sole property of the respective organization.

## Foreword

Access to safe, dignified, and inclusive sanitation is a basic human right—but it is not automatically guaranteed through infrastructure alone. In the WASH sector, Gender Equality and Social Inclusion (GESI) are critical to ensuring that sanitation systems serve the needs of all people, especially those who are most frequently excluded.

Women, girls, persons with disabilities, children, the elderly, and marginalized groups often encounter significant barriers to using and benefiting from sanitation services. These barriers range from physical inaccessibility and safety concerns to lack of voice in decision-making processes. Without intentional inclusion, sanitation systems risk reinforcing inequality rather than addressing it.



This training package on Mainstreaming GESI in Sanitation is a timely and vital response. Designed for WASH officers, engineers, planners, and municipal leaders, it offers practical tools and approaches for applying GESI across the entire sanitation service chain—from planning and budgeting to implementation, monitoring, and grievance redress.

This program goes beyond theory. Using participatory approaches—including open discussion, group work, and hands-on practice—it will actively engage you to:

- Understand foundational GESI concepts and their application in sanitation
- Apply inclusive design principles that respond to the specific needs of women, girls, persons with disabilities, and other marginalized groups
- Integrate GESI strategies into project planning, financing, communication, and governance
- Utilize tools such as inclusive facility standards, equitable tariff and subsidy mechanisms, and accessible communication channels

Mainstreaming GESI is not just a matter of fairness—it is essential for system performance, user satisfaction, and sustainability. When sanitation services are designed with the most excluded in mind, everyone benefits.

I encourage you to fully engage with this learning opportunity and apply these principles in your daily work. Together, we can build a WASH sector that leaves no one behind—and a Nepal where sanitation truly serves all.

**Ram Kumar Shrestha**  
**Executive Director**  
**NWSSRICDC**



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# 01 INTRODUCTION

Gender equality and social inclusion (GESI) have been cross-cutting issues in the development sector, with the universal goal of “leaving no one behind” in any sphere of life. This Trainer’s Manual is intended to support people who promote gender equality and social inclusion as a cross-cutting problem. The goal of this manual is to spread the concepts and practices in existing and new projects to mainstream gender. It is founded on the Environment and Public Health Organization’s (ENPHO) real-world experience. It has been developed specifically for the context of Nepal.

## 1.1

### Program Overview

This training is designed for sharing the basic knowledge on Gender equality and social inclusion and make realization of the importance of mainstreaming GESI in any developmental activities. This manual deals on encouraging the stakeholders and professionals who deals with GESI mainstreaming and pays attention on it.

## 1.2

### Training Overview

In this training, participatory approaches are applied to ensure good learning environment and emphasis adult learning style. Participatory style training includes open discussion, demonstrations, group discussion and hands-on practice in the training. Active engagement of the participants in learning activities is highly encouraged.

## 1.3

### Training Objective

The overall objective of this package is to integrate a GESI perspective into the practical implementation of sanitation plan, projects and programs, including key interventions.

#### Specific Objectives

1. To introduce the basic knowledge on Gender Equality and Social Inclusion and its interlink with sanitation.
2. To identify the necessity of mainstreaming GESI in the project.
3. To familiarize with the GESI perspective in sanitation.
4. To incorporate and implement GESI in existing and new projects

## 1.4

## Learning Outcomes

The following learning outcomes list what the participants will be able to do by the end of the training to show increased knowledge and improved skills. Each lesson plan refers to the specific learning expectations.

S. No.	Lesson Plan	Learning Outcomes
1.	Training Opening	<ol style="list-style-type: none"> <li>1. Get to know the participants, the host and the trainer.</li> <li>2. Discuss the participants' learning expectations from the training.</li> </ol>
2.	GESI: Concept and its terminologies	<ol style="list-style-type: none"> <li>1. Clarify the concept of GESI</li> <li>2. Describe GESI terminologies</li> <li>3. Elaborate the concept of Gender Equality and Social Inclusion (GESI)</li> </ol>
3.	GESI Mainstreaming	<ol style="list-style-type: none"> <li>1. Explain the concept of GESI mainstreaming</li> <li>2. Clarify the linkages between GESI and WASH</li> <li>3. Describe the concept of GESI analysis framework</li> </ol>
4.	National and International Efforts on GESI	<ol style="list-style-type: none"> <li>1. Discuss national and international commitments that strengthen GESI as a legal provision</li> </ol>
5.	GESI Perspective in Sanitation	<ol style="list-style-type: none"> <li>1. Clarify the meaning of GESI perspective in sanitation</li> <li>2. Discuss and list GESI issues and barriers related to sanitation</li> </ol>
6.	Mainstreaming GESI in the Project Cycle	<ol style="list-style-type: none"> <li>1. Incorporate GESI perspective in sanitation throughout the project cycle</li> </ol>
7.	Training Closing	<ol style="list-style-type: none"> <li>1. Evaluate whether learning expectations were met.</li> <li>2. Complete a final evaluation</li> </ol>

## 1.5

## Participants

The training is oriented towards participants who are:

- WASH officers and sanitation professionals especially involved in the project or program designing, planning, organizing and implementation.
- Municipal officers

This is a training where participants will be able to get information on gender and social inclusion. Participants will get information on how to incorporate gender in their project planning and implementation, focusing on their existing and newly developed projects or program. Participant will observe demonstrations, participate in group activities, discussions and practice different techniques to deliver messages.

Participatory approaches are used to engage the participants actively in the lessons throughout this training. Effective learning often comes from shared experiences and participants learning from each other. Much of the course content is delivered through interactive presentations, demonstrations, group activities and group discussions.

## 1.6

### Working with Low Literacy and Other Languages

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Keep in mind that in any training there may be participants who have different levels of ability in reading and writing. There may be participants who do not understand the language of instruction well, even if they said they do. You will need to modify the way you normally train to accommodate their learning needs. Use short sentences, pictures and illustrations, gestures, demonstrations, small group discussions and hands-on practice. These methods will help all the participants understand and remember the information better, and are especially important for participants with lower reading, writing or language skills.

## 1.7

### Addressing Barriers to Participation

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When setting up a training, it is important to consider barriers that may limit certain participants from attending. What can you do to make it easier for them to attend? Factors that you may want to consider are:

**Time of the training:** Is the training being held at a time of day and week that all people can attend? Is there a time that will interfere less with their responsibilities or other work obligations? Is it being held at a time of year when harvest, national holidays, celebrations or political events may prevent people from attending?

**Length:** Will participants need to be away from home to attend the training? If so, is the length of the training reasonable? Could it be divided into shorter sessions and delivered over a longer time to encourage more participation?

**Location:** Is the location easy and convenient for participants to access? Can the people with disabilities access space? Is the location safe for both men, women and others to access independently at any time of day?

**Child Care:** Are children welcomed at your training? If not, are you providing childcare options to encourage caregivers to attend?

**Language:** Will interpretation and/or translated documents be available for participants who are not fluent in the language in which the training will be delivered?

When planning the trainings, anticipate the barriers that may prevent your target audience from attending. Reduce these challenges as much as possible when organizing training logistics.

# 02 TRAINING PREPARATIONS

There are several things that you will need to do to get ready for the training.

## 2.1

### Logistics Management

The training planning team (the trainers and the host) will need to determine training logistics such as:

#### Pre-training

1. What is the training budget?
2. Who will invite the participants and communicate with them?
3. Who will organize and coordinate food for breaks?
4. Who will organize the training site and set up?
5. Who will purchase and organize the training equipment and materials?
6. Who is responsible for onsite registration?
7. Who is responsible for printing the participant materials?
8. Who is responsible for training each session in the agenda?

#### During the training

1. Who will check that snacks and food are ready at the appropriate times?
2. Who will prepare the room in the morning and reorganize in the evening?
3. Who will prepare the flipcharts for the day?
4. Who is in charge of checking participant list details?
5. Who is in charge of preparing evaluations?

#### Post-training

1. Who will type up the training evaluations?
2. Who will clean up the training materials and space?
3. Who is responsible for replacing materials if needed?
4. Who is responsible for reporting?
5. Who is responsible for maintaining communication with the participants?

## 2.2

### Trainer's Roles and Responsibilities

It is essential that the facilitation team work well together. You should meet with the other trainers before the training to discuss the training agenda and assign roles and responsibilities. It is also useful to clarify the role of other trainers when they are not actually conducting a training session: should they be assisting in the group work, be available to answer questions, or be setting up for the next session? Where possible, ensure that all trainers can be present for the entire training.

## 2.3

## Training Space

If possible, visit the training site before the participants are due to arrive, and set up your materials. Seating arrangements have a big influence on the training. It is recommended to arrange the tables and chairs so that participants can make eye contact with one another and can break into small groups easily.

## 2.4

## Equipment and Materials

You will need to gather and bring the following materials and equipment to the training. This is a master list of all the materials required for all lesson plans.

Complete Materials List

Stationary List	Cards	Accessories	Others
A4 sheet	Terminologies and definition card	Stopwatch	Prizes
Masking tape		Computer	Pre-test questionnaires
Meta cards		Projector	Post-test questionnaires
Sticky Notes		Speaker	Self-evaluation sheet
Brown sheet paper			Action plan template
Permanent Marker			Case stories/Scenarios
Clear bag			
Scissor			
Name tags			
Notebooks (1 per person)			
Pens (1 per person)			

# 03 TRAINING FRAMEWORK

The general framework of the training is as follows:

**Training opening and introductions:** To welcome people and allow participants and trainers to get to know each other.

**Individual sessions:** To focus on a selected topic; each individual session includes an introduction, a main lesson and a closing activity to review the content.

**Breaks and lunch:** To keep people motivated, focused and energetic; plan for a mid-morning and mid-afternoon break that allows people to use the washroom, have a drink or eat a snack. While planning the training, it is also important to clarify in advance as to whether food and snacks will be provided during the training.

**Review at the end of the day:** To gain feedback from the participants and to clarify any doubts.

**Training closing:** The end of the training can be official or unofficial depending on what is appropriate. Certificates are typically handed out.

**End of training evaluation:** To allow participants to assess the strengths and weaknesses of the training for further improvements.

**Local hosts' and trainers' debrief:** To discuss what went well, what aspects of the training can be improved and what needs to be done in the future. Debriefs are usually held at the end of each day and at the end of the training.

A generic version is provided to give a starting point for the creation of an agenda specific to the training.

# 04 PRESENTATIONS SLIDES

This training includes presentation slides that can be used as a learning aid. Most presentation slides have suggested wording or scripts to use as you deliver the information (the slide notes in each presentation – also known as speaker’s notes). As part of your preparation, you should look at each slide to make sure you understand how the whole presentation flows. The slide notes also give additional guidance on how to use a slide.

The timing allowances are based on the trainer following the speaker’s notes at a moderate pace. Adding extra wording will take more time so be aware of impacts on other parts of the presentation or training.

# 05 FACILITATING HIGH QUALITY AND EFFECTIVE TRAININGS

The significance of the trainer/facilitator cannot be overstated. Training success is usually a function of how well it is facilitated. This entire trainer's manual provides guidance on what to deliver and makes suggestions as to how this might best be done. However, participants attending the training will differ, and their interaction will also shape the training and ultimately the learning experience.

There are several qualities a trainer/facilitator should try to develop to achieve the most from a group of participants, many of whom will not know each other. The following is general advice which applies to this and other training you may facilitate.

**Introduction:** Introduce yourself to instil confidence that you are qualified to provide the training.

**Serve the participant:** Facilitating a training may be an achievement, but it is important to remain grounded and keep your focus on the participants. Your trainer/facilitator's role is to facilitate learning, not to only impart knowledge, get through the material or to tell participants what to do.

**Respect and be respected:** Attending a training will be costly for participants, or their organization, in both time and money. Respect their desire to learn and don't fabricate expertise. No question should be dismissed as irrelevant or stupid. If you don't know the answer, say so and seek out someone who can help respond or direct the participant to where they can find the answer.

**Take charge, when necessary, e.g., managing disruption:** There may be times when you need to take charge. For example, when a participant is being disruptive – during a break, you could have a quiet word with the person in question to request an adjustment to their behaviour. Break-time could be moved earlier if the problem needs urgent attention.

**Encourage questions:** Any form of discussion, especially those developed through questions, should be actively encouraged. Participants are more likely to ask questions if they feel physically and socially comfortable, relaxed with their fellow participants and the facilitator. Therefore, you should work to build a rapport with participants as soon as possible. In addition to clarification and further detail, asking questions will help you to gauge the level of understanding, which in turn should influence what and how material will be delivered.

**Be responsive:** Participants' opinions and questions should not be seen as an unwelcome interruption, but as an opportunity to explore perceptions and to offer any clarification as needed. Consider opening the question up to the training for an answer. But keep an eye on the clock and encourage people to be brief.

**Responding to wrong answers:** During the training questions are asked to the participants. If they answer incorrectly, it is important first to check whether you have understood the answer by rephrasing and asking if that is what was meant. At this point, their answer can be rephrased to be more accurate but without deviating too much from the participant's answer. If their answer is still incorrect, then it is important not to simply dismiss the answer but to identify the thinking behind it and then work towards a correct answer. It is essential that the participant's view is always respected.

**Honouring the answer:** You can use a flipchart to record discussions or feedback from exercises. When you do this, it is important not to paraphrase their comment but instead write it down as stated. This ensures that their meaning is not lost and acts as a method of affirmation for the participant – that their opinion is worthy.

**Deviate, but not too much:** The learning material supplied in this Trainer's Guide is only a starting point. Sharing first-hand experience and nationally relevant, practical examples to emphasize a point can solidify the subject material for some learners. Interjecting the theory sessions with 'real-life stories' should be encouraged. However, care should be taken to not deviate too much, or go over the time allocated or confuse the participants.

**Alternate delivery approaches:** This Trainer's Guide has made suggestions as to how to deliver the material. If a trainer prefers to 'lecture' this is unlikely to result in achieving the learning objectives and is not an effective way to run the training. Each participant has a different way of learning; some prefer images, some individual thinking, some prefer to listen, others like reading, some doing group work etc. The training needs to include a range of styles so that each participant has an opportunity to learn in their preferred style.

**Work with passion:** If the trainer/facilitator is enthusiastic about the material it is likely to engage the participants more.

**Be confident with the material:** Confidence will come as understanding of and familiarisation with the material is developed. Prior preparation is essential.

**Stick to time:** The timetables suggested are guidelines, but it is important that breaks, lunch and the end-of-day deadlines do not overrun unnecessarily. Appropriate arrangements for meals and refreshments are essential. Participants' learning is enhanced through regular breaks and in order to prevent participants from becoming overtired or demoralised it is important to start and end the day on time.

**Help participants appreciate time management:** Any overrun in time often comes from lengthy presentations by rapporteurs following group discussions. Make it clear at the start that presentations are time-bound, and people must learn how to present in allotted time. Trainer/facilitators should be very firm but friendly, and simply end presentations when the allotted time is up. Using a timer or buzzer will help.

**Handling digital and electronic tools and equipment:** Using the tools and equipment independently is one of the basic skills of the trainer. As a trainer, one should be aware of the digital and electronic tools and equipment that he/she uses during the training. Preparing before the training, knowing the equipment well - how it functions are few ideas to get started with handling the digital and electronic tools and equipment.

# 06 HOW TO USE THIS MANUAL

This section explains the training agenda and individual sessions that have been developed to meet the participant learning expectations.

## 6.1

### Lesson Plan

For each session of training, a lesson plan has been developed with the detailed guide for the trainer. Here is a list of the icons used in this Trainer Manual and their explanations.

	<b>Learning Outcomes.</b> Describes what the participants will be able to do by the end of the session to demonstrate increased knowledge, improved skills or changes in attitude.
	<b>Time.</b> The clock symbol appears next to the amount of time the session may take. This is an estimated time, and the session may be longer or shorter depending on how you facilitate it.
	<b>Materials.</b> Lists all the materials that will be required for the session.
	<b>Preparation.</b> The clipboard represents preparation that needs to be done prior to the session including materials required and things to prepare in advance.
	<b>Introduction.</b> The hook signals the introduction to a topic. The introduction connects participants' personal experience to the topic of the lessons and motivates their interest.
	<b>Main Activity.</b> The puzzle appears at the beginning of a main learning activity.
	<b>Trainer Notes (TN).</b> The exclamation point appears to remind you of things to do or consider while facilitating the session.
	<b>Handouts.</b> This appears when there are handouts for the participants.

## 6.2 Icons used in Power point

The following icons and images are used throughout the Power Points:

Icons/ Images	Explanation
	Group Activity
	Documentary show
	Case study
	Time

# 07 TRAINING SCHEDULE

Day 1		
Time	Topics	Responsibility
10:00 – 10:45	Training Opening	
10:45 – 11:00	Tea Break	
11:00 – 12:30	Gender: Concept and its Terminologies	
12:30 – 01:30	Lunch	
01:30 – 03:00	Gender Mainstreaming	
03:00 – 04:30	National and International Efforts on Gender	
04:30 – 04:45	Day Closing and Tea	
Day 2		
10:00 – 10:30	Review	
10:30 – 10:45	Tea/Coffee	
10:45 – 12:15	Gender Perspective in Urban Sanitation	
12:15 – 01:15	Mainstreaming gender in Project Cycle	
01:15 – 02:15	Lunch	
02:15 – 04:15	Contd..... Mainstreaming gender in Project Cycle	
04:15 – 05:00	Training Closing	
05:00 – 05:15	Tea/Coffee	

# LESSON **01**

## TRAINING OPENING

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45 Mins

## Lesson Description



The main goals of this session are to provide an overview of the training and establish a safe learning environment. In the icebreaker, attendees will get to know one another, talk about how they will collaborate during the training, create a list of expectations, and discover the training agenda.

## Learning Outcomes



At the end of this session, participants will be able to:

1. Know the participant, the host and the trainer.
2. Discuss the participants' learning expectations from the training.

## Materials



- Brown Sheet Paper
- Permanent Marker
- Masking tape
- Meta cards
- Pen and Notebooks
- Name tags



## Preparation

- Write the agenda for the day on the flip chart paper
- Write the heading "Group Learning Expectations" on flip chart paper
- Write the heading "Parking Lot" on flip chart paper
- Put a notebook, name tag and pen at each seat
- Print the pre-test questionnaire as per number of participants or prepare link
- Write and prepare a day agenda of the training

## Introduction

5 Mins



1. Introduce trainers, training hosts and other guests as appropriate.
2. Inform the approach of training and learning:
  - Experiential, hands-on and learning by doing
  - Individual and group activities
  - Case studies and learning from others' experience
  - Powerpoint presentations
  - Open discussion, questions and answers
  - Develop a sense of community and network within the group
3. Explain the building/training hall layout, toilet location, emergency exits, first aid
4. Present the agenda of the day.
5. Lead an icebreaker activity to help participants meet each other and introduce themselves in large groups. See options below for suggested icebreakers.

## Icebreaker

15 Mins



1. Ask participants to introduce themselves with their:
  - Name
  - Address
  - Enrolled organization
  - Roles and responsibilities in organization
  - Roles in household works
2. At the same time ask participants to imagine if they were born with opposite sex than they are now, ask participants what would be their name? Also, ask them to imagine if they were born opposite sex than they are now, what would be their roles in household and organization (sex changed from male to female or vice versa).  
For example: My name is Ram, and my core responsibility is to contribute to the Water, Sanitation and Hygiene (WASH) sector through implementation of different WASH projects. My role in the household is to contribute financially to the family. Similarly, if I was born as a female, my name might have been Sita and I would have been cooking for my family and nurturing kids.
3. Continue introduction activity with all the participants including the facilitators.
4. At last, ask participants how did they feel when they were thinking of if you were born with opposite sex. Collect a few responses from the participants.



**Trainers Note:** We live in the society where the roles of male and female are different. This activity concludes that men are usually responsible for jobs, outside the house, which includes mostly the financial contribution and female are responsible for household chores.

## Learning Expectations

5 Mins



1. Provide a meta-card to each participant and ask them to write a learning expectation from the training. Inform them they have 2 minutes for the activity.
2. Gather the learning expectations from participants and read them out in larger group. If the training sessions meet the expectations, paste the expectations on a brown sheet under the heading Learning Expectation. If the training sessions doesn't meet the expectations, paste them on the parking lot. Furthermore, inform the participant those expectations on the parking lot can be discussed during the free time (lunch break).
3. Inform participants that all expectations will be pasted on the wall and will be visited again at the end of the training

## Group Agreement

5 Mins



1. Explain to participants that for the best experience in the training, one should follow some norms and rules.

2. Inform participants to have a good learning in this training, there should be some rules to be followed during the training. Ask the participants about their opinions regarding the possible rules. Collect responses from the participants and write them in newsprint paper entitled with 'Group Agreement' and place it where all participants can have a look.
3. Make sure to point out some of the major points that the participants should not be doing like the use of mobile during the session, side talk, etc.

## Pre-test

**10 Mins**

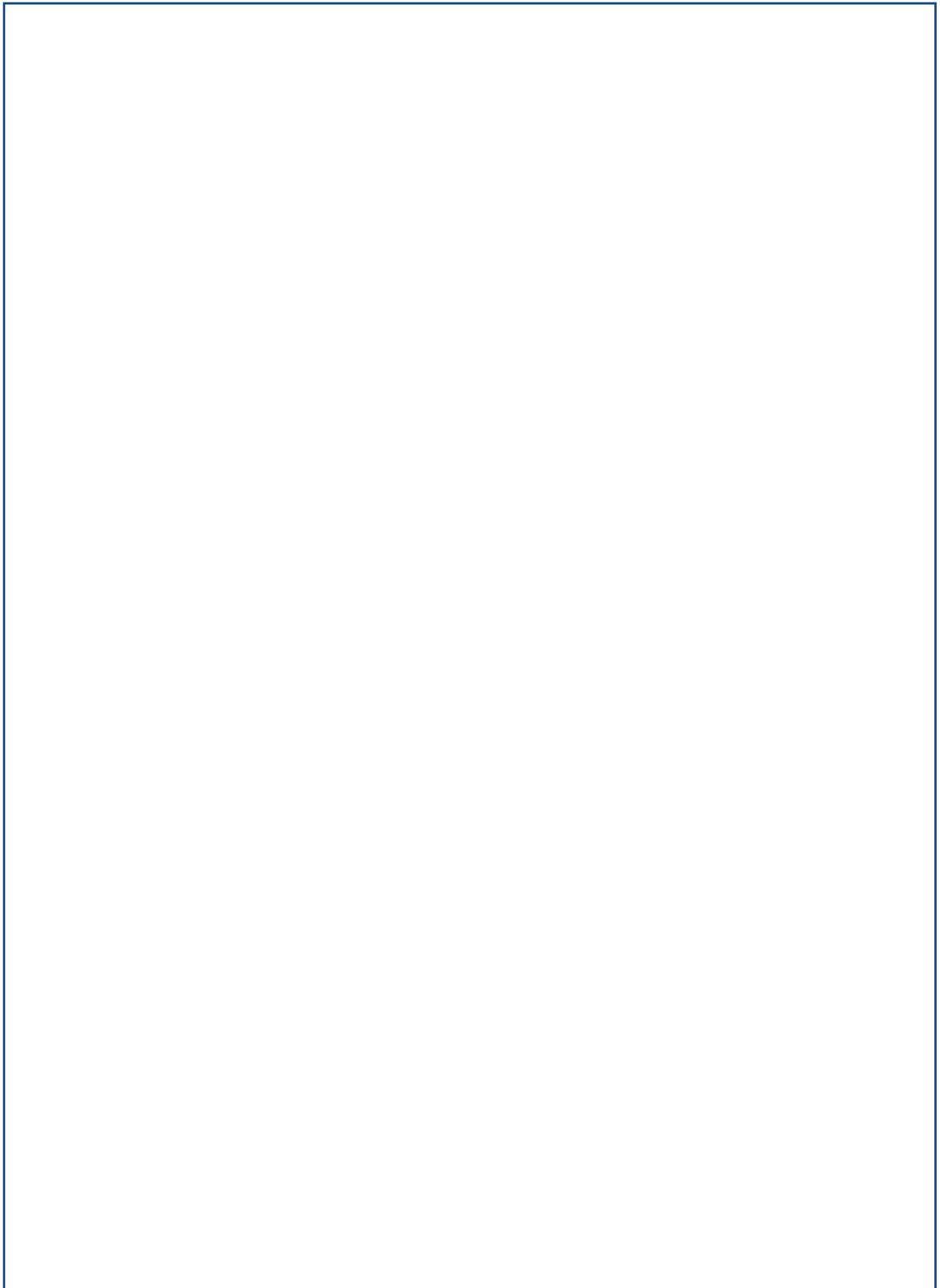
1. Inform participants that they are now going for a pre-test. For this, every participant will be given a pre-test form with some questions, and participants must answer the questions.
2. Also, inform participants that it is okay if they do not know the answer to all questions. Inform in the training these topics will be discussed more and learn more.
3. Hand over the pre-test questionnaire to each participant and provide 10 minutes for the activity.
4. As participants complete the activity, collect the questionnaire and inform participants that at the end of the day, they will have their result.

## Review

**5 Mins**

1. Ask if there are any thoughts or questions regarding the session.

## Reflections on Lesson



# LESSON **02**

## GESI- CONCEPT AND ITS TERMINOLOGIES

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**90 Mins**

## Lesson Description



This lesson introduces the basic concept of GESI which builds the knowledge on sex, gender, relevant terminologies to understand GESI, and concept of Gender Equality and Social Inclusion (GESI). It therefore makes the foundation of this training for participants to understand Gender equality and social inclusion concept and mainstreaming GESI in designing program and its implementation

## Learning Outcomes



At the end of this session, participants will be able to:

1. Clarify the concept of GESI.
2. Describe GESI related terminologies.
3. Elaborate the concept of Gender Equality and Social Inclusion (GESI).

## Materials



- Brown Sheet Paper
- Permanent Marker
- A4 sheets
- Projector
- Laptop
- Powerpoint slide



## Preparation

- Read the lesson plan
- Print statements for Sex (S) /Gender (G) activity
- Prepare two sets of terminologies and definition for the activity (Refer to end of lesson plan)
- Setup power point presentation slides.

## Introduction

10 Mins



1. Ask participants to think about and share their perception on the question that has been asked in slide 2.
  - What kind of work is expected from a male and female while travelling? (Possible answer: Carrying luggage, buy ticket, as a male and waiting for a male partner, looking after the luggage while male partner buys ticket as a female partner)
  - Who will pay your bills/ or the bill is presented to whom while buying household goods or items or having lunch in a hotel as a couple? (Possible answer: male partner)
2. Linking with their answer, inform participants that basically, any heavy work or the payment related issues are directly pointed to male partners rather than females. Although, there is no such rule where male partners are subjected for

such activities. However, the society has formed and passed on such ideas through generations, relating to activities that a specific gender is entitled to do some specific works.

3. Inform participants that in this session, participants will be clarifying such concepts related to gender and related terminologies.
4. Present the learning outcomes, presentation outline and training structure in slide 3, 4, and 5.

## Concept of GESI

20 Mins



1. Inform participants that while discussing on gender and the overall concept of gender, it is best described as: (slide 6 and 7).  
**Gender** refers to **socially constructed roles, behaviors, expression and identities of girls, women, boys, men and gender diverse people.**
2. Similarly, explain that **'sex' refers to the biological differences that vary little over time and across cultures** (slide 8).
3. Inform participants that they are now going for an activity called Sex (S) /Gender (G) activity.
4. Ask participants to sit in a pair and inform them that they will be discussing in a pair about the statements that will be showcasing in a presentation slide.
5. Inform that they have to categorize each statement in terms of sex or gender.
6. Inform that a random pair will be given an opportunity to answer their discussion on a particular statement.
7. Now, show one of the statements in a presentation slide and ask the participants to discuss for 30 seconds. Ask one of the pair to answer if the statement displayed is gender or sex related.
8. Validate the answer with other pairs and show the correct answer in presentation slide. (slide 9)
9. Continue the process for all the 10 statements. Following are the statements to be asked to the participants.

### Statements

- Women give birth to babies, men don't. (S)
  - Girls are gentle, boys are rough. (G)
  - Most long-distance truck drivers are men. (G)
  - Women are fragile whereas men are protectors. (G)
  - Women are only responsible for doing household chores. (G)
  - Women are weak, incompetent and emotional in comparison to men. (G)
  - Men are better leaders and administrators than women. (G)
  - Women can breastfeed babies, men can bottle-feed babies (S)
  - Men and women are born with different genitals. (S)
  - Women have uterus whereas men don't. (S)
10. After completing the activity, facilitate a discussion on what differences between women and men are socially constructed and termed under gender. Also continue discussion on what differences are biological and termed under sex.
  11. Inform participant that to have more understanding on the same they are going to discuss the terminologies relevant to the concept of sex and gender.

## Terminologies regarding GESI

30 Mins



1. Inform participants that they will be participating in a ‘match the appropriate terminologies’ group activity for the terminologies related to gender. (slide 10)
2. For this, participants will be divided into four groups and provided with terminologies and definition cards.
3. After informing, divide the participants into 4 groups. Provide each group with terminologies and definition cards and ask to match the terminologies. Additionally, each group also needs to create an example, related to the provided terminology.
4. Provide 10 minutes of time for the activity.
5. Inform participants to begin group activity following the facilitator’s instructions so that everyone has an equal chance to participate.
6. After the allocated time, confirm that each group has finished the activity.
7. Then after, request one of the groups to read their terminologies and its definition along with examples. Ask opinions from other three groups and make relevant changes as required.
8. Once the opinions are collected, present the terminologies with an example in the presentation slide. Correct the terminologies if they don’t match. (slide 11-22)
9. Conduct a similar process for the remaining 3 groups.
10. Inform participants about these terminologies being used and discussed throughout the training.

## Concept of Gender Equality and Social Inclusion (GESI)

25 Mins



1. Inform participants, with the recent activity on GESI and its terminologies, they have known about the term GESI. In this section they will be discussing more on GESI and its importance.
2. Ask to the larger group, “Do you know the concept of GESI?” Possible answer: Yes/ No
3. If yes, collect few responses regarding their perception on what is GESI (Possible answer: *It is about gender, inclusiveness, disability*).
4. After collecting the responses from the participants, explain the concept of GESI using presentation slide 23- 30. Also, inform the participants that GESI was initially termed as GEDSI but today GESI is commonly used concept.



- Trainers Note:** *GESI* aims to promote the fundamental principles of **equal access to resources, services, and decision-making processes for all individuals while valuing and addressing their diverse backgrounds and needs.**
5. After defining the term GESI, inform participants that we are now going to discuss on why we are talking about GESI?
  6. For this, the participants will be working in the same 4 groups from the previous activity. Hence, ask the participants to stay in the same group and discuss on why it is important to discuss GESI in sanitation services and facilities. (slide 31)
  7. Inform the participants to note down their discussion points in the newspaper. Allocate 10 minutes for this activity.

8. Provide newsprint paper and markers to each group and ask to start the activity/discussion.
9. After the allocated time, ask any one group to present their discussion. Ask the other groups to add on the missing points.
10. Summarize the discussion with a presentation slide on Importance of GESI. (slide 32-33)



**Trainers note:** To have access in sanitation services and facilities by all (marginalized group, disable people, LGBTIQ+ community members, male and female), has been mentioned in the constitution of Nepal as a basic human rights.

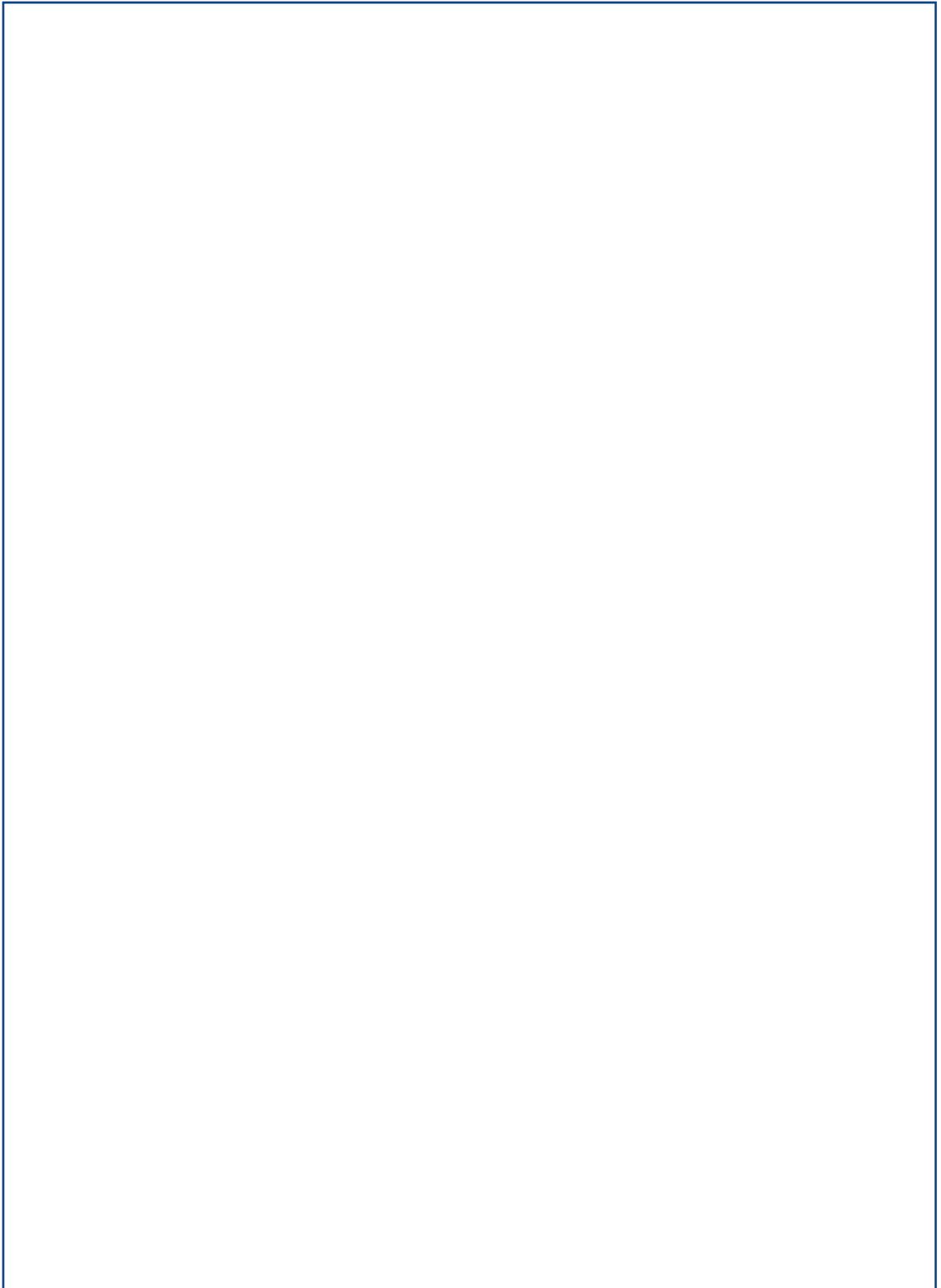
## Review

5 Mins



1. Ask participants to discuss in a pair about the importance of the concept “GESI” in sanitation.
2. Randomly, ask 2-3 pairs to share their discussion. (slide 34)

## Reflections on Lesson

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## Trainer's Reference

Cut the terminologies and definition for 4 group

Terminologies Card	Definition Card
<b>Group 1</b>	
<b>Gender identity</b>	It is how someone feels about their own gender. It's about how you see yourself inside, not what others think you should be. In short, it is about how you feel inside regardless of external factors.
<b>Gender norms</b>	They are the rules society sets about how men and women should behave, dress, and act. They're like unspoken guidelines about what's "normal" for boys and girls. These rules can be different in different places and change over time
<b>Gender roles</b>	They are behaviour, attitudes, and actions that society feels are appropriate or inappropriate for a man or woman, boy or girl, according to cultural and traditions.
<b>Group 2</b>	
<b>Gender equality</b>	It means that everyone, no matter if they are a girl, boy, woman, man, or gender diverse, has the same rights, chances, and responsibilities. It's about being fair to everyone, no matter what their gender is.
<b>Gender equity</b>	Provision of fairness and justice in the distribution of benefits and responsibilities between women, men and others.
<b>Gender role stereotyping</b>	A portrayal, in media or books or conversations, of socially assigned gender roles as "normal" and "natural."
<b>Group 3</b>	
<b>GESI mainstreaming</b>	It is a process aimed at integrating a gender perspective into all aspects of projects, activities, and organizational processes. This process ensures that women and men have equal access to and control over resources, development benefits, and decision-making at all stages of the development process.
<b>Social Inclusion</b>	Improving the lives of disadvantaged people by giving them more opportunities, resources, and a voice.
<b>Social Exclusion</b>	A state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state.

Terminologies Card	Definition Card
<b>Group 4</b>	
<b>Data: Sex- or Gender Disaggregated</b>	Information differentiated on the basis of what pertains to women and their roles and to men and their roles. More correctly termed sex-disaggregated when collected and analyzed for men and women
<b>GESI Analysis</b>	Critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect women, men, girls and boys in a given policy area, situation or context.
<b>Gender Equality, and Social Inclusion (GESI)</b>	It's about making sure everyone, regardless of their background, has equal access to opportunities, while also understanding that some people face extra challenges that need to be addressed.

## Gender Equality, and Social Inclusion (GESI)

### WHAT is GESI?

Gender Equality, and Social Inclusion (GESI) aims to promote the fundamental principles of equal access to resources, services, and decision-making processes for all individuals while valuing and addressing their diverse backgrounds and needs.

GESI recognizes that certain segments of the population, including women, individuals with disabilities, and marginalized communities, encounter various obstacles and forms

of discrimination that hinder their full participation in and integration into society and development.

Moreover, GESI highlights the complex interactions between social, cultural, economic, and environmental elements that influence equity and inclusion. In doing so, it aims to identify the underlying structures, institutions and norms that support exclusion and inequality.

		
<b>GENDER EQUALITY</b>	<b>SOCIAL INCLUSION</b>	<b>DISABILITY INCLUSION</b>
<p>Gender equality is the state or condition that affords women and girls, men and boys, equal enjoyment of human rights, socially valued goods, opportunities, and resources. It includes expanding freedoms and voice, improving power dynamics and relations, transforming gender roles and enhancing overall quality of life so that women and men could achieve their full potential.</p>	<p>Social inclusion seeks to address inequality and/or exclusion of vulnerable populations by improving terms of participation in society and enhancing opportunities, access to resources, voice and respect for human rights. It seeks to promote empowerment and advance peaceful and inclusive societies and institutions.</p>	<p>Disability Inclusion is part of our overall gender equality and social inclusion approach, as a vital part of social inclusion programming. Our work on disability inclusion also considers how intersectionality, gender and other social norms impact the situation for persons, children with disabilities.</p>

*(WorldVision, 2023)*

### Importance of GESI?

- GESI is about human rights and the health & well-being of individual.
- Constitution of Nepal, 2015 provides a strong and comprehensive foundation for GESI in Nepal, with a clear vision of an inclusive state that guarantees the right to equality for all citizens.
- Contribution to achieve Sustainable Development Goals (SDGs).
- Promotes inclusive policies on increasing the power of excluded, women, marginalized and poor.
- Eliminate existing barriers to increase access, enable decisions-making and participation of marginalized populations.
- GESI supports in development and implementation of gender transformative developmental programs, policies, and services.
- Sustainable and inclusive development – realizing full potential to contribute to economic, political, social and cultural development.
- Ensure respectful, safe and fair working environment at all levels.

# LESSON **03**

## GESI MAINSTREAMING

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**90 Mins**

## Lesson Description



The focus of this lesson is to discuss the concept and rationale of GESI mainstreaming, linkages between gender in sanitation services and facilities and concept of GESI analysis framework.

## Learning Outcomes



At the end of this session, participants will be able to:

1. Explain the concept of GESI mainstreaming.
2. Clarify the linkages between GESI and sanitation.
3. Describe the concept of GESI analysis framework.

## Materials



- Permanent marker
- Newsprint paper
- Masking tape
- Projector
- Laptop
- PowerPoint presentation



## Preparation

- Read the lesson plan and prepare the training materials as mentioned in lesson plan.
- Write learning outcomes in newsprint paper.
- Setup projector, laptop and power point presentation.
- Prepare drawing of 2 squat pans (refer to the end of lesson plan)
- Print or draw male and female symbols to indicate different toilets. And prepare drawing of a ladder.
- Print the name cards written (school going child, pregnant woman, person with disability, individual from LGBTQIQA+ community).

## Introduction

10 Mins



1. Inform to participants that they are going for character play game (slide 2).
2. For this, ask 4 participants to volunteer and participate in character play game.
3. Place the drawings of 2 squat pans, representing toilets, inside the training hall at a place where all the participants can see. Now place a card icon of male and female over each squat pan, that would represent toilet for male and female. Also, place the card icon of ladder, next to each squat pan, that would represent the location of toilet at a certain height from the ground level. Moreover, inform the participants to imagine the door lock at the top of the door.

4. Narrate the volunteering participants to act as if they are using public toilet in one of the crowded places of Kathmandu (Buspark).
5. Then, provide each volunteer with a different name card– school student, pregnant woman, person with disability (uses wheelchair), individual from LGBTQIA+ community.
6. Before the game begins, instruct about the character to volunteering participants and ask them to assume their roles, such as school going child, pregnant woman, person with disability, individual from LGBTQIA+ community.
7. Instruct them to act as per their character and ask to use a public toilet one by one .
8. Ask participants to respond to the following questions after character play game:
  - a. How did you feel after using public toilet? (slide 2)
 

**(Possible answer:** it is difficult to use the toilet or could not use it)

    - **The school going child** could not use it as the lock was at the top of the door and the child couldn't reach it.
    - It was difficult for a **pregnant lady** to use the toilet comfortably as it was a squat pan.
    - The **person with disability** couldn't use it as the person has to climb the stairs. There was no ramp for taking the wheelchair.
    - The **LGBTQIA+ representative** was confused, which one to use. The toilet was specified for male and female only.
9. Connect this character play game with the sanitation services and facilities, where some of the group and community are excluded. Examples of excluded communities are poor, pregnant, people with disability, LGBTQIA+ and marginalized people.
10. Inform the participants that mainstreaming is the only way to solve these problems. Thus, for the same matter; we will be talking more about GESI mainstreaming in this session.
11. Present the learning outcomes, presentation outline and training structure in slide 3, 4, and 5.

## Mainstreaming GESI and its importance

30 Mins



1. Inform the participants that they are going to watch a video. After watching the video, the participants are to discuss about the video (slide 6).  
Video link: <https://www.youtube.com/watch?v=izUSCxbLeg>
2. After playing the video, ask following questions to the participants:  
What are the issues presented in the video?  
**Possible answer:** not including LGBTQIA+, health issues of individuals (slide 7)
3. Inform participants that the video is a representative voice. Even though the sanitation facilities are available, there are various groups that cannot use the facilities or the sanitation services are not accessible.
4. Explain the participants that, as a sanitation service provider, one should always think about the ways to address the sanitation needs of all. Connecting to the explanation, ask the participants about the possible ways out for addressing the sanitation needs of all. Expected answer: *mainstreaming GESI in sanitation*
5. Inform participants that the answer to the earlier question is to incorporate GESI



- into sanitation, which can be termed as GESI mainstreaming.
6. Explain the concept of gender mainstreaming and essential elements of GESI mainstreaming with the presentation slides and further discuss on it. (slide 8, 9 and 10)



**Trainers Note:** The five principles of gender mainstreaming

- GESI-sensitive language
  - GESI-specific data collection and analysis
  - Equal access to and utilization of services
  - Women and men are equally involved in decision making
  - Equal treatment is integrated into steering processes
7. As a facilitator, explain that GESI mainstreaming is a globally accepted strategy for promoting gender equality and social inclusion. After explaining the concept of gender mainstreaming, inform participant they are going for a group activity to discuss about the importances of GESI mainstreaming in sanitation in three levels: Organization, Policy, Project and Program. Also inform that for the activity, they will be divided into 4 groups and 10 minutes of time will be provided.
  8. Divide participants in 4 groups and provide each group with newsprint paper and marker. Then, ask each group to discuss about the importances of GESI mainstreaming in sanitation at three levels (local, provincial and national).
  9. Provide each group with a topic: Organization, Policy, Project, and Program. Allow the participants to discuss in their group and ask them to note down their discussion in newsprint paper.
  10. After the allocated time, ask one member from each group to present their discussion. Summarize the group discussion with a slide on importance of GESI mainstreaming in sanitation (slide 12).
  11. Summarize the topic with the key message that GESI mainstreaming in all facilities and services is important for more **effective policy and legislation, effective governance, accountability of diverse groups of community.**

## GESI and WASH

15 Mins



1. Give an overview on how gender is linked with urban sanitation services and facilities. Discuss in brief about the linkage of gender and urban sanitation services and facilities, presenting some data and statistics. Stress on the fact that even in a global context, it is difficult to find any statistics that include LGBTQIA+ (slide 17 and 18).
2. Inform the participants that when we talk about gender, female, LGBTQIA+, person with disability and marginalized people, are center of focus. Having said that, when we search for any WASH related data, both at national and international level, mostly data are available for female only, while the data for others (LGBTQIA+, person with disability, marginalized people) are missing.
3. Inform participants that they are now going to watch a video on the urgency of user-friendly toilet in Kathmandu Valley – a video by Awaaj News (slide 19) <https://www.youtube.com/watch?v=E71-yAS82kc>

4. After playing the video, ask following questions to the participants;
  - a. What are the key issues displayed in this video?  
Collect 2-3 responses from participants. (**Possible answer:** not enough public toilets, lack of public toilet management, no user-friendly toilets)
5. Conclude the topic with a message that identification of gaps and issues of urban sanitation services and facilities is important for gender mainstreaming. For this, gender analysis is important, and we will be discussing about it in detail in next topic.

## Tools for GESI Mainstreaming

25 Mins



1. Inform participants that they have now understood gender mainstreaming and its importance along with gaps in Gender and WASH.
2. Further, in this topic, they will be discussing the tools for gender mainstreaming. Presenting slide 20, explain the participants about different tools for gender mainstreaming.



- Trainer's Note:** Tools for gender mainstreaming- Gender Stakeholder Consultation, Gender Equality Action Plan, Gender Audit, Gender Awareness Raising, Sex-disaggregated data collection, Gender Responsive Budgeting, Gender Training, Gender mainstreaming at project cycle, Gender analysis, etc.)
3. Explain to the participants that different tools are being used by the professionals working in the municipalities and development agencies. Now ask the participants about which of the tools they are using while working. Collect 2-3 responses from the participants.
  4. With slide 21, present some of the commonly used gender mainstreaming tools. (those highlighted in green)
  5. Explain about the Gender Analysis using slide 23 and 24.
  6. Also present common gender analysis framework using slide 25.

## Review

5 Mins



1. Ask participants to think of any one of the gender mainstreaming tools, that is being used in their working sector.
2. Ask 2 to 3 participants to voluntarily share in the larger group.

## Reflections on Lesson

A large, empty rectangular box with a thin blue border, intended for participants to write their reflections on the lesson. The box occupies most of the page below the title.













## Trainer's Reference

### Concept of gender mainstreaming

Gender mainstreaming is a process aimed at integrating a gender perspective into all aspects of projects, policies, and organizational processes. This process ensures that women and men have equal access and control over resources, development benefits, and decision-making, at all stages of the development process.

**Gender mainstreaming:** 1997 agreed conclusions of ECOSOC defined gender mainstreaming as: “The process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

### Importance of gender mainstreaming

- Effective policy and legislation
- Effective governance
- Representation of gender equality
- Accountability of diversification of all gender
- Involves all gender and make full use of human resources

### Background – Linkage between WASH and GESI (Global context)

- The right to water and sanitation is recognized as fundamental to attaining all other human rights. However, globally, 2.1 billion people do not have access to safe drinking water at home, 2.3 billion do not have basic sanitation and 1 billion practice open defecation (WHO, 2019)
- The sustainable development goals (SDGs) make a significant first step in connecting water, sanitation and hygiene (SDG 6) and gender equality and empowerment (SDG 5) through target 6.2, which emphasizes access to equitable sanitation and hygiene, and the needs of women and girls. However, indicators to measure the specific needs of women and girls are still emerging.
- According to UN Women, in 2015 safely managed water and sanitation services were used by 71% and 39%, respectively, of the global population.
- Women and girls are primarily responsible for water collection in 80% of households without access to water on premises.
- In low and middle-income countries, 38% of health facilities lack access even to rudimentary levels of WASH comprising women’s health and survival during childbirth.
- In two thirds of countries with available data, more than 50 percent of urban women live in conditions where they lack at least one of the following:
  - o Access to improve water source
  - o Improve sanitation facilities
  - o Durable housing or sufficient living area

## Tools /methods for GESI mainstreaming

Tools for GESI mainstreaming are structured methods, frameworks, and resources used to integrate gender perspectives into policies, programs, institutions, and service delivery. These tools help ensure that the needs, priorities, and experiences of women, men, and gender-diverse individuals are equally considered at every stage of decision-making. Some of the tools are as follows:

- o Gender stakeholder Consultation
- o Gender Equality Action Plan
- o Institutional Transformation
- o Gender Audit
- o Gender Awareness Raising
- o Sex –disaggregated Data Collection
- o Gender Responsive Budgeting
- o Gender Training
- o Gender mainstreaming at project cycle
- o Gender Analysis

### Gender stakeholder consultation

It is a systematic, inclusive, and participatory process of engaging diverse stakeholders including women, men, youth, persons with disabilities, LGBTIQ+ individuals, Dalits, ethnic minorities, and others—to gather insights, validate findings, and co-create decisions with a GESI lens. The purpose of the tool are:

- o Understand gendered roles, needs, and power dynamics in the context of the project.
- o Ensure marginalized voices influence decision-making.
- o Identify barriers, risks, and opportunities to inclusion.
- o Promote ownership and accountability in GESI-sensitive planning

This tool is generally used during policy or program design, while conducting a GESI analysis, before launching a development intervention and as part of monitoring, review or evaluation.

The table below illustrates key steps/checklist for trainers and practitioners

S No	Step	Action	GESI considerations
1	Identify stakeholder	Map individuals and groups affected by or influencing the program	Ensure inclusion of women, youth, ethnic minorities, PwDs, LGBTIQ+, and other underrepresented voices
2	Segment groups	Organize separate consultations for marginalized groups if needed	Safe spaces may be required for open expression
3	Design inclusive methods	Use tools like FGDs, interviews, storytelling, participatory mapping	Ensure language, timing, and facilitation are culturally appropriate

4	Use skilled facilitators	Employ trained facilitators with GESI expertise	Preferably from or trusted by the community
5	Ask inclusive, open-ended questions	Focus on access to services, participation, control over resources, barriers, and risks	Avoid leading or gender-biased question
6	Document findings with disaggregation	Record inputs disaggregated by sex, age, caste/ethnicity, disability	Highlight gaps, differences in priorities
7	Validate results	Share summary back with communities for confirmation	Increases credibility and transparency
8	Feed into planning	Integrate findings into program design, ToC, logframe, and budgets	Influence resource allocation and activities

The following are the example questions for a gender stakeholder consultation.

- o What are the roles and responsibilities of women, men, and other groups in this community?
- o Who has access to and control over resources (e.g., land, water, sanitation)?
- o Are there any cultural norms that affect participation of certain groups?
- o What safety or mobility issues do women or marginalized groups face?
- o What would make it easier for all to participate in this project?

## Gender Equality Action Plan

The checklist for gender equality action plan:

- o Does the proposal include a gender analysis?
- o Are gender-specific objectives or outcomes included?
- o Are women and marginalized genders actively involved in planning?
- o Are activities designed to promote gender equity?
- o Are gender-responsive indicators included?
- o Is the budget gender-responsive?
- o Are risks related to gender-based exclusion or violence addressed?

## Gender Responsive Budgeting

The checklist:

- o Are budget allocations aligned with gender equality goals?
- o Are gender needs assessed before resource allocation?
- o Are budget impacts analyzed by gender group?
- o Are there indicators to track how funds benefit men and women differently?
- o Is there public reporting on gender allocations and outcomes?

## Sex –disaggregated Data Collection

The checklist:

- o Is data collected and reported by sex and age?
- o Are additional dimensions (caste, ethnicity, disability) disaggregated where relevant?
- o Is data used to identify gender gaps or disparities?
- o Are tools for gender-sensitive data collection (e.g., separate FGDs) used?
- o Are data collectors trained in gender sensitivity

## Gender Analysis

The checklist:

- o Have gender roles and responsibilities been identified?
- o Is access to and control over resources analyzed by gender?
- o Are decision-making power dynamics between men and women assessed?
- o Are time-use patterns (e.g., unpaid care work) considered?
- o Are intersecting factors (age, caste, disability, ethnicity) included?
- o Have barriers to participation and access been identified?
- o Are the needs and priorities of different gender groups documented?

## Gender Audit

The checklist:

- o Is the audit led by a trained, independent team?
- o Are staff at all levels engaged in the process?
- o Are institutional documents and systems reviewed?
- o Is data gathered through interviews, surveys, and focus groups?
- o Are audit findings used to improve gender strategies or programming?
- o Are follow-up mechanisms in place for implementing recommendations?

## Gender gaps/issues

- Physical Burden (household chores are considered to be prime roles of women)
- Decision-making roles
- Safety concerns
- Facilities and infrastructure design
- Maintenance and Management
- Unequal participation in skill-based activities
- Social and cultural norms
- Accessibility
- Adequate facilities
- Occupational health and safety
- Employment opportunities
- Representation

## Unequal Participation in Sanitation Services and Facilities: A Gendered Impact

The unequal participation of genders in sanitation services and facilities can have profound impacts on individuals, communities, and societies. These impacts are often disproportionately felt by women and girls, but they also affect men and boys.

### Impacts on Women and Girls:

- **Health Risks:** Women and girls are more likely to suffer from urinary tract infections, reproductive tract infections, and other health problems due to inadequate sanitation facilities.
- **Safety Risks:** Lack of safe and private sanitation facilities can expose women and girls to sexual violence and harassment.
- **Educational Disruption:** Periods can be a barrier to girls' education, especially when schools lack adequate sanitation facilities or when cultural norms restrict girls' access to them.
- **Economic Disadvantage:** Women and girls may be unable to participate fully in the workforce or community activities due to lack of access to sanitation facilities.

### Impacts on Men and Boys:

- **Health Risks:** Men and boys can also suffer from health problems due to inadequate sanitation, especially if they are forced to use unsanitary public toilets or open defecation.
- **Safety Risks:** Men and boys may be exposed to violence and harassment in unsafe sanitation environments.
- **Economic Disadvantage:** Lack of access to sanitation facilities can negatively impact men and boys' education and employment opportunities.

### Impacts on Communities and Societies:

- **Economic Development:** Inadequate sanitation can hinder economic development by reducing productivity and deterring investment.
- **Social Inequality:** Unequal access to sanitation facilities can exacerbate social inequalities and discrimination.
- **Environmental Degradation:** Poor sanitation practices can contribute to environmental pollution and public health hazards.

### Addressing the Gendered Impact:

To address the gendered impact of unequal participation in sanitation services and facilities, it is essential to:

- **Promote gender equality:** Ensure that women and girls have equal access to education, employment, and decision-making processes.
- **Invest in sanitation infrastructure:** Build and maintain adequate and accessible sanitation facilities, especially in schools, healthcare facilities, and public spaces.
- **Change cultural norms:** Challenge harmful cultural practices and beliefs that discriminate against women and girls.
- **Raise awareness:** Educate communities about the importance of sanitation and the negative consequences of unequal access.

# LESSON **04**

## NATIONAL & INTERNATIONAL EFFORTS ON GESI

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90 Mins

## Lesson Description



The focus of this lesson is to discuss about national and international efforts on GESI

## Learning Outcomes



At the end of this session, participants will be able to:

1. Discuss national and international commitments that strengthen gender as a legal provision

## Materials



- Permanent Marker
- Newsprint
- Masking tape
- Projector
- Laptop
- PowerPoint



## Preparation

- Read and prepare lesson plan
- Write learning outcomes in newsprint paper
- Setup projector, laptop and PowerPoint slides

## Introduction

10 Mins



1. Instruct all the participants to quickly form a sanitation committee for ABC municipality in 5 minutes? (slide 2)

### Trainers Note:



- a. Ensure if they consider the female participation of 33%, as per the government rule, in the executive members?
  - b. Do they consider the participation from different professions/ organizations?
2. Once they have formed a committee, ask participants if they have considered the above criteria or not? And why?
  3. Referencing to the responses, inform participants that GoN have various provision for gender inclusivity, starting from the provisions for a committee formation, to the quotas in different services. For example, in Lok Sewa, there are provisions for different categories which are an example of gender inclusivity.
  4. Inform participants that there are many other legal provisions for the gender inclusivity formulated by GoN and will be discussing further on the same in the session.
  5. Present learning outcomes, presentation outline and training structure (slide 3 to 5).

## National Laws and Policies on GESI

50 Mins



1. Before going through the presentation, ask participants if they are aware of any legal documents/ policies available for gender (slide 6).
2. Collect 2-3 responses from participants  
**(Expected answer: Constitution of Nepal, National Gender Equality Policy, Gender Equality and Social Inclusion guideline 2023, Gender Equality and Social Inclusion Operational Guideline 2017, Gender Responsive Budget Guideline, LISA)**
3. Inform participants that there are many legal provisions and documents related to gender and gender mainstreaming.
4. Inform participants that they are now going for a group work, for which they will be divided into 5 groups and 15 minutes of time will be provided (slide 7 and 8).
5. Also inform that each group will be provided with the reference document regarding the legal provision for gender. The group will have to discuss the provided reference document and note down key points from the document in the newsprint paper. Reference legal documents are - “Constitution of Nepal 2072”, “National Gender Equality Policy 2077”, Gender Equality and Social Inclusion Operational Guidelines, 2013, “Gender Responsive Budget Guideline 2069”, “LISA 2077”.
6. Now, divide participants into 5 groups. Provide each group with a newsprint paper and marker. Also, hand over the reference document and ask to start the activity.
7. After the allocated time, ask the group, provided with reference document on activity, ‘Constitution of Nepal’ to present their discussion.
8. After the presentation from the group, summarize the points and correct/ add on if needed (slide 9 to 15).
9. Repeat the process for group with reference document, “National Gender Equality Policy 2077”, Gender Equality and Social Inclusion Operational Guidelines, 2013, “Gender Responsive Budget Guideline 2069”, “LISA 2077” sequentially (slide 16 to 43).
10. After completing the activity, present an example of internalization of GESI policy by local government (GESI Policy, 2076, Kritipur Municipality) which will provide the participant with more clarity on implication of policy at government level (slide 45-47)

## International goals and commitment

25 Mins



1. Ask participants if they have heard of any international goals and commitment that support gender equity and equality. Collect some of the responses.
2. Linking to their response, tell the participants about Sustainable Development Goals (SDGs) and explain briefly on SDG, particularly focusing on goal 5 (Gender Equality) and goal 6 (Water and Sanitation).
3. Present the information on Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) from slide 52 and 16 days of Activism against Gender-Based Violence in slide 53.

## Review

5 Mins



1. Ask participants to find a pair.
2. In their pair, ask to share one new point that they were surprised to know about the legal provision regarding gender nationally and internationally. (slide 54).
3. Ask 2 to 3 random participants to share their discussions.

## Reflections on Lesson

## Trainer’s Reference

### Constitution of Nepal, 2072

35 sections, 308 articles and 9 Annexes

Some of the articles that address the gender in every aspect

**Constitutional Provisions That Ensure Gender Equality and Women and Girls Empowerment**

Article	Title	Major Provisions	Category
12	Citizenship	<ul style="list-style-type: none"> <li>Citizenship with identity of descent and gender</li> </ul>	Fundamental Rights
18	Right to Equality	<ul style="list-style-type: none"> <li>Non discriminatory</li> <li>Equal right to the ancestral property</li> <li>Opens rooms for making special provisions for socially backward women; gender and sexual minorities and others</li> </ul>	Fundamental Rights
38	Right of Women	<ul style="list-style-type: none"> <li>Equal right without gender-based discrimination</li> <li>Right to safe motherhood and reproductive health</li> <li>Right to obtain compensation in case of suffering from violence</li> <li>Right of participation in principle of proportional inclusion</li> <li>Right to positive discrimination</li> <li>Equal right to property and family affairs</li> </ul>	Fundamental Rights

**Constitutional Provisions That Ensure Gender Equality and Women and Girls Empowerment**

Article	Title	Major Provisions	Category
42	Right to Social Justice	<ul style="list-style-type: none"> <li>Right to participate in the State bodies on the basis of inclusive principle (includes gender and sexual minorities as well)</li> </ul>	Fundamental Rights
43	Right to Social Security	<ul style="list-style-type: none"> <li>Social Security Right to those who cannot take care of themselves (including helpless single women)</li> </ul>	Fundamental Rights
50	Directive principles	<ul style="list-style-type: none"> <li>Gender Equality included in the Directive Principle</li> </ul>	Directive Principle
50	Policies of the State	<ul style="list-style-type: none"> <li>Policies related to social justice and inclusion;</li> <li>Priority in employment;</li> <li>Making vulnerable women and girls self dependent;</li> <li>Rehabilitation, protection and making self reliant to violence victim women and girls;</li> <li>Measure and value the unpaid household and care work</li> </ul>	Directive Principles, Policies and Obligations of the State
84	Composition of Parliament	<ul style="list-style-type: none"> <li>At least one third of members of federal parliament should be women</li> </ul>	Representation
176	Composition of State Assembly	<ul style="list-style-type: none"> <li>At least one third of members of the State Assembly should be women</li> </ul>	Representation
252	National Women Commission	<ul style="list-style-type: none"> <li>A constitutional body that works for:</li> <li>Establishing rights and interests of women</li> <li>Monitor the implementation of laws and international treaties related to empowerment of girls and women</li> </ul>	Constitutional Body

## National Gender Equality Policy, 2077

The policy, approved by the Council of Ministers is consistent with the constitution.

- According to Article 38 of the constitution, every woman shall have equal lineage right without gender-based discrimination.
- Similarly, the constitution guarantees women's right to participate in all bodies of the state on the basis of the principle of proportional inclusion, and get opportunity in education, health, employment and social security.
- The policy says that the government will remove discriminatory barriers to the socio-economic development of women, children and adolescent girls; end gender-based violence; adopt gender-responsive governance system; and achieve economic empowerment of women.

### Objective of National Gender Equality Policy, 2077

- Making policy and structural arrangements for the social and economic development of women, adolescents and girls
- To establish a society based on equality and gender values by ending gender discrimination, violence and discrimination
- Adopting gender responsive policies
- Economic empowerment of women

### Strategies of National Gender Equality Policy, 2077

- Making existing and new laws gender-friendly and continuing to formulate and implement policies on positive discrimination
- End gender-based violence by changing social values and norms through preventive, curative and regulatory measures
- Developing a gender-responsive governance system at the grassroots level through legal arrangements, institutional reforms and community development
- Reversing the tradition of gender-based division of labor and increasing women's participation in the labor market assessing women's contribution to the economy
- Economic empowerment of women through integrated programs of self-employment, employment and entrepreneurship
- Making women self-reliant through economic empowerment so that women can have equal access to resources, control and meaningful participation in the decision-making process.
- For more detail- <https://nwc.gov.np/wp-content/uploads/2021/07/Laingik-Samanata-Niti.pdf>

## Gender Equality and Social Inclusion Operational Guidelines, 2013

- The Constitution of Nepal guarantees the right to equality for all its citizens
- Nepal, being signatory to various international conventions, is also legally committed to gender equality and social inclusion (GESI)
- Seven (agriculture, education, forest, health, local development, urban development, water supply and sanitation) major sectoral ministries have issued and are implementing GESI policies and guidelines

### Objectives

- To provide guidance on implementation of gender equality and social inclusion in all aspects of Ministry of Physical Infrastructure and Transport (MoPIT) policies, institutions and in its program/ project implementation processes in an integrated manner

### Specific objectives:

- Ensure that a gender and social inclusion responsive approach is adopted and monitored in MoPIT to improve the access of women, poor and the excluded to resources, opportunities and benefits from the programs/ projects and services of the Ministry
- Ensure GESI issues are addressed both in programs and in institutions

### Core Requirements for Mainstreaming Gender Equality and Social Inclusion

- Concepts of gender, gender equality, empowerment and social exclusion/inclusion will have to be clearly defined in simple language so as to make these understandable to the staff at all levels;
- A group of staff will have to be trained to develop their analytical skills on gender equality and social inclusion issues in the course of providing technical support to others;
- Adequate time must be allocated at all management levels to identify issues, design processes and implement activities;
- Resources need to be identified and made available timely
- An empowerment/inclusion perspective needs to be integrated into all policies, and enforced in all activities and regular functions in the operations of the MoPIT and its departments, with appropriate management structures in place, followed by monitoring and evaluation methods that are responsive to empowering women, poor and the excluded; and
- Institutional arrangements, work culture and staff performance need to recognize gender/ caste/ethnicity differentiated needs and promote GESI sensitivities.

### Additional core requirements for mainstreaming GESI are:

- All data should be disaggregated by sex, age, caste, ethnicity, religion, education, class, economic status, place of residence, and any other relevant variables (e.g. disability, minority community outside of caste and ethnic groups, urban poor, people displaced due to development activities, where required);
- Characteristics of division of labor, access to productive resources and decision-making power (who does what, where and why; who has access to what productive resources, who has the ultimate authority to make decisions) will have to be assessed before planning the programs and projects that may have differential impact on women and men of different social strata and economic groups; and
- Assessment of policies, programming and budgeting, institutional arrangements, human-resources issues and M&E system should be done from a GESI perspective of MoPIT and its departments for programs/projects, partner organizations and community groups.
  - Institutional Arrangements for GESI Implementation
    - Ministry level
    - Department level
    - Regional/ Zonal level
    - Divisional/ Project level/ Service Office
- Guidelines for mainstreaming Gender Equality and Social Inclusion (GESI) in
  - Ministry of Physical Infrastructure and Transport
  - Strategic Roads Sector
  - Railway Sector
  - Transport Management Sector

## Gender Responsive Budget Guideline, 2069

- Gender Responsive Budget (GRB) is a tool for focusing on gender issues by adopting goal-oriented analysis and gender mainstreaming strategy at the various stages of the budget formulation process.
- GRB is an important strategy for monitoring the government's budgetary contributions towards achieving gender equality and development. It includes analysis of varied impacts of budget, tax, and investment, expenditure and income on both men and women.
- GRB uses various tools, approaches, and strategies to monitor outcomes, outputs, activities, and inputs of budgets from a gender perspective.

### Key objectives of GRB

- GRB analysis brings many processes together.
- It fulfills international commitments to the full extent possible in relation to available resources.
- It can build institutional capacity and a congenial environment
- It helps government to acquire policy coherence
- It enables government to achieve effective execution

### Benefits of GRB

- It leads to good governance by enhancing transparency and accountability of the gender impacts of budgets.
- It addresses the gaps between international commitments to gender equality and resources allocated.
- It accelerated alleviation of poverty effectively through equitable distribution of resources between women and men.
- It improves budgetary performance and optimizes the use of limited resources.
- It enhances economic efficiency and contributes to broader goals of social justice.
- It contributes to a more open relationship between government and civil society.
- It monitors the success of policy goals.
- It gives voice to those previously marginalized from fiscal policy decision-making.
- It speeds up the realization and liberal practice of internalizing women's rights.
- It contributes to achieve gender equality.

### How to formulate GRB?

GRB can be formulated inside government by departments and ministries, in elected bodies by elected representatives; or outside government by researchers, and civil society organizations. A gender responsive budget brings gender awareness into the policies and budgets of all institutions.

- GRB looks at planned and actual inputs, activities, outputs and impacts as given below:
  - o **Inputs** consist of the funds allocated and spent.
  - o **Activities** consists of services planned and delivered e.g. health services, industrial support and tax collection services
  - o **Outputs** consists of the planned and delivered effects of the activities e.g. patient treated, business supported, taxes paid.
  - o **Impacts** consists of planned and actual achievements in relation to broader objectives e.g. healthy people, competitive business and sustainable growth of national income.

## Criteria to Adopt GRB

The following classification must be adopted to determine gender implications/benefits of all budgetary activities:

1	Activities with more than 50% benefitting women	Directly Gender Responsive
2	Activities with 20% to 50% benefitting women	Indirectly Gender Responsive
3	Activities with less than 20% benefitting women	Gender Neutral

Classification must be carried out according to the given indicators and quantitative weightage awarded to each as follows:

S.N.	Qualitative Indicators	Quantitative weightage
1	Increase in women's efficiency/capacity	20%
2	Women's participation in plan/programme formulation and implementation	20%
3	Women's share of the benefit	20%
4	Support for women's employment and income generation	20%
5	Qualitative improvement in women's time use and reduction of workload	20%

## Local Institutional Self-Assessment (LISA) - Existing Actions to speed up for equity in cities

1. Percentage of the Low-Income Community (LIC) population with access to 'safe' individual toilets / Percentage of the total population with access to 'safe' individual toilet
  - Based on poverty mapping the social thematic area services were delivered to women, Dalits, endangered indigenous peoples, persons with disabilities, children, and senior citizens
  - User-friendly public infrastructure
2. Percentage safe management LIC / Percentage safe management citywide (only for Individual Household Latrines/IHHLs)
3. Subsidy amount paid to Non-Sewered Sanitation (NSS) / Sewered Sanitation (SS)
  - The Job Description of all units, Training to the staff, Data management
  - GESI Responsive Budget Audit
4. Percentage of women in sanitation-related decision-making bodies (government institutions)
  - Women's participation in the decision-making process
5. Gender pay gap in the sanitation workforce
6. Sanitation worker equity (formalization, legal recourse, right to unionize, social security, and health insurance)
  - Facilitation for Social Security Fund/Health Insurance affiliation /Group Term Insurance (Private sector/municipality sanitation workers )
  - Policies/Guidelines development
  - Thematic area 7: Physical Infrastructure
  - Child friendly and disable friendly
  - Child friendly and local policy
  - Proposal of child friendly ward declaration
  - Proposal of child friendly local level declaration
  - If the declaration is as per child friendly local governance implementation guideline, 2078
  - Thematic area 8: Social Inclusion
  - General situation
  - Minimization of social discrimination
  - Proportionate participation
  - Process-wise situation
  - Social security and protection
  - Discussion, advocacy and awareness campaigns to end domestic violence
  - Child labor, child marriage, polygamy, dowry, practices related to witch and menstruation (Chhaupadi)
  - GESI Audit

## Sustainable Development Goal (SDGs)

- Also known as the Global Goals
- Adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
- 17 goals and 169 targets
- Sustainable Development Goal 5 concerns gender equality and is fifth of the 17 Sustainable Development Goals established by United Nations in 2015.
- The 17 SDGs recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

### Targets

- End all forms of discrimination against all women and girls everywhere.
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

## Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

- The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) is an international treaty adopted in 1979 by the United Nations General Assembly. Described as an international bill of rights for women, it was instituted on 3 September 1981 and has been ratified by 189 states. Over fifty countries that have ratified the convention have done so subject to certain declarations, reservations, and objections, including 38 countries who rejected the enforcement article 29, which addresses means of settlement for disputes concerning the interpretation or application of the convention.
- The convention has a similar format to the Convention on the Elimination of All Forms of Racial Discrimination, “both with regard to the scope of its substantive obligations and its international monitoring mechanisms”. The convention is structured in six parts with 30 articles total.
- Part I (Articles 1–6) focuses on non-discrimination, sex stereotypes, and sex trafficking.
- Part II (Articles 7–9) outlines women’s rights in the public sphere with an emphasis on political life, representation, and rights to nationality.
- Part III (Articles 10–14) describes the economic and social rights of women, particularly focusing on education, employment, and health. Part III also includes special protections for rural women and the problems they face.
- Part IV (Article 15 and 16) outlines women’s right to equality in marriage and family life along with the right to equality before the law.
- Part V (Articles 17–22) establishes the Committee on the Elimination of Discrimination against Women as well as the states parties’ reporting procedure.
- Part VI (Articles 23–30) describes the effects of the convention on other treaties, the commitment of the state parties and the administration of the convention.

## The 16 Days of Activism against Gender-Based Violence

The 16 Days of Activism against Gender-Based Violence is an annual international campaign that kicks off on 25 November, the International Day for the Elimination of Violence against Women, and runs until 10 December, Human Rights Day.

The campaign was started by activists at the inauguration of the Women’s Global Leadership Institute in 1991. It is used as an organizing strategy by individuals and organizations around the world to call for the prevention and elimination of violence against women and girls.

# LESSON **05**

## GESI PERSPECTIVE IN SANITATION SERVICES AND FACILITIES

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**90 Mins**

## Lesson Description



The focus of this lesson is to create an understanding of gender perspective on WASH related services and facilities.

## Learning Outcomes



At the end of this session, participants will be able to:

1. Clarify the meaning of gender perspective in sanitation
2. Discuss and list gender issues and barriers related to sanitation

## Materials



- Permanent Marker
- Brown sheet paper
- Masking tape
- Sticky notes
- Flip chart
- Projector
- Laptop
- PowerPoint presentation



## Preparation

- Read and prepare lesson plan
- Write learning outcomes in brown sheet paper
- Setup projector, laptop and PowerPoint presentation
- Prepare prize for the winner group of gender perspective in WASH
- Write the title women, men, LGBTQIA+ in a flipchart paper
- Provide format for WASH intervention activities

## Introduction

10 Mins



1. Ask the participants to imagine themselves as a responsible sanitation staff (say Sanitation Section Chief or Sanitation focal person) in ABC municipality. Now, ask them to think about the toilet facilities available at public space of their municipality (slide 2)?

- What kind of WASH facilities and services are there?

**Possible answer:** In most of the cases public places have separate toilet for men and women but not for disable people and LGBTQIA+ community. Toilets are dirty and wet. Either they are not in operation or are without maintenance

- Can you make certain changes in the public toilet in terms of its services and facilities within your municipality?

**Possible answer:** User-friendly toilet, handwashing station, O&M services, equal participation of all genders in constructing the sanitation services and facilities (slide 3)

2. Linking with their responses, tell the participants that while providing the sanitation facilities and services in public areas, it is important for **an equal participation of gender diverse group, and socially excluded people for implementation of any of the sanitation services and facilities. This brings GESI perspective in sanitation.**
3. Present the learning outcomes, presentation outline and training structure (slide 4, 5, and 6).

## GESI perspective in Sanitation

30 Mins



1. Brief the participant about different sanitation activities conducted in a household in a day (home cleaning, toilet clean, handwashing infrastructure cleaning, toilet construction or maintenance, waste segregation, waste collection, solid waste management, surrounding cleaning, road cleaning, transportation of faecal sludge, etc.)
2. Like that, ask participants to think about possible sanitation activities that are conducted within a public space in a day on a daily basis. Now inform the participants that they will be going for a group activity.
3. Inform participants that they will be divided in 4 groups and each group must list the sanitation activities in sticky note. They will be allocated 5 minutes of time for this activity. This will be a competition between 4 groups. A group having more unique sanitation activities will be the winner and they will get the prize. Inform that the repeated sanitation activity will not be counted (slide 7).
4. Divide the participants into four groups and provide sticky notes to each group.
5. Ask participant to start the activity.
6. After the allocated time, yell “stop” and count the number of different activities listed. Provide a prize to the winning group.
7. Paste three pieces of flip chart next to each other at front of training hall. Give title to each flipchart as- “Women”, “Men”, “LQBTIQA+” (slide 8)

Women	Men	LGBTIQA+
All		

8. Ask all the groups to place each of their sticky notes on the flipchart for the gender that they believe performs that task more frequently. If both men and women perform the same task, add sticky note on the line between the two flip charts, if all three performs the task add the sticky note at the bottom of the flipchart as shown in the table above.
9. Ask participant to look at the lists and discuss if the placement of any sticky notes should be changed or rearranged. If needed ask them to rearrange them.
10. Discuss the results in a large group and ask, which gender appears to do more sanitation related activities at public space? And why?



**Possible answer:** Men are more driven to technical roles such as driving of FS vehicle, emptying practices, while women are more working on cleaning and collection of waste.

11. Ask participants if there are any activities that could be done by any specific group only? **Possible answer:** No
12. Explain participants that anyone can do any sanitation activity and making them aware about this brings an opportunity for equal participation of any gender in sanitation services and facilities which can empower an individual financially, economically and sustainably.
13. Inform participants that the concept of providing opportunities to all, specifically to the disadvantaged groups or a marginalized groups in sanitation service provision along with making such facilities and services accessible to all, is the main objective of gender perspective in sanitation.
14. Further inform participants that although there have been some initiatives for such opportunities in sanitation, there are still issues and gaps and will be discussing more on the topic.

## Issues/barriers and possible interventions in sanitation

45 Mins



1. Ask the participants if they remember the linkage between GESI and WASH (slide 9)? (relate from previous day session). Collect 2 to 3 responses from the participants.
2. Again ask, why is it necessary to have gender perspective in sanitation? Collect 2 to 3 response from the participants. Summarize the responses from the participants with slide 10.
3. After participants recall the GESI-WASH link, introduce them how GESI is also linked with CWIS.
4. Provide a concise explanation of the CWIS approach.
5. Using slides 14-18, systematically explain how GESI aligns with each foundational block of the CWIS framework.
6. Inform participants that they are now going to discuss on gender issues and gaps in sanitation services and facilities.
7. Inform participants that they are now going for a group activity for the same. For this, participants will be divided into 4 groups and each group are to discuss on gender issues and gaps in sanitation services and facilities and note their discussion on newsprint paper.
8. Further inform that they will get 5-7 minutes time for the activity.



9. Now, divide participants into 4 groups and provide newsprint paper and marker to each group. (slide 12)



10. In their groups, ask to discuss current issues/gaps and barriers in sanitation in terms of gender equality and social inclusion. Provide 5-7 minutes to discuss within a group and note their ideas.

**Trainer's note:** Make sure to inform participants that they are not only discussing the gaps and issues relating to the sanitation facilities/ infrastructure but are also thinking about the services related to sanitation.

**Trainers note:** Possible gaps and barriers - Physical Burden (household chores are considered to be prime roles of women), Decision-making roles, Unequal participation in skill-based activities Social and cultural norms, Employment opportunities

11. After the time, ask a group to present their discussion to the larger group. And ask other groups to add on any missing points.

12. After completion of presentation summarize the common current issues/gaps and barriers using the presentation slides. (slide 13,14 and 15)

13. After that, inform participants that they are going for another discussion on possible interventions for the discussed issues and gaps along with barriers. The discussion would be carried out in the same group. (slide 16)

**Trainers note:** Possible solution – Capacity building, Gender analysis, Resource allocation, Inclusive facilities, etc.

14. Again, provide a newsprint paper and marker to each group and ask to note down their discussion points. Provide 5-7 minutes time for the activity.

15. After the time, ask any group to present their discussion and add on from other groups.

16. Summarize the possible interventions with presentation slides (slide 17 and 18)

## Review

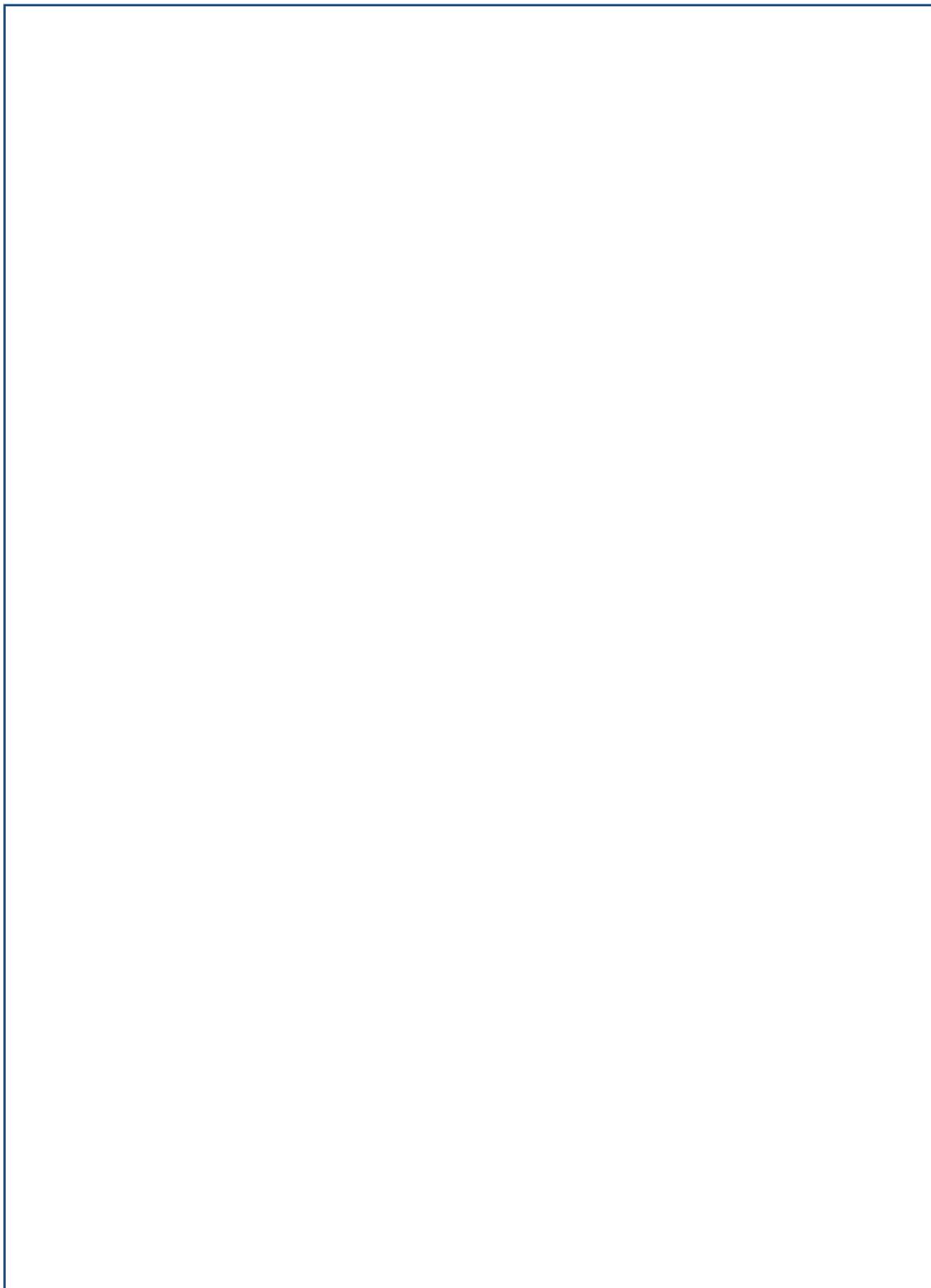
5 Mins



1. Ask the participants to write in a note book about two particular gender and social inclusion gaps that they feel are most relevant in their working area along with its possible interventions.

2. Ask 2 to 3 participants to voluntarily share their ideas to the larger group.

## Reflections on Lesson

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## Trainers Reference

### Gender Perspective in WASH services and facilities

- Create inclusive, safe and sustainable environment
- Not only physically accessible but socially inclusive
- Belongings and social security
- Empowerment for financially and economically sustainable irrespective of any gender

### Example on current practices, gender gaps/issues, possible solutions/interventions

#### Gender gaps/issues

- Physical Burden (household chores are considered to be prime roles of women)
- Decision-making roles
- Safety Concerns
- Facilities and infrastructure design
- Maintenance and Management
- Unequal participation in skill-based activities Social and cultural norms
- Accessibility
- Adequate facilities
- Occupational health and safety
- Employment opportunities
- Representation

#### Impact on all gender by unequal participation

- Productivity
  - Improved water and sanitation facilities lead to increase economy and psychological productivity for women and girls. For examples; by doing so it reduces the time of collecting water by women and girls by up to 50-90%.
  - Access to water services and private sanitation facilities improves women and young confidence by reducing embarrassment leading to cleanliness, confidence and empowerment.
- Health
  - Laborious travel can lead to injury (back, neck, uterine prolapse)
  - Improved WASH services improve menstrual health hygiene
  - Improved design in WASH infrastructure with inclusion of GESI reduces the risk of disease in women and girls in regard to menstrual hygiene management
- Violence
  - Improved WASH access shortens walk time and improve privacy.
- Education
  - Women and girls have the prime responsibility in collecting water. Improved WASH facilities at household and community level decrease the time in fetching water thereby increasing the school enrollment
  - Proper WASH facilities at school improve girls' menstrual health and hygiene thereby improving confidence and attendance
  - Improved WASH facilities decrease improve female teacher retention

# LESSON **06**

## MAINSTREAMING GESI IN PROJECT CYCLE

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**3 Hrs**

## Lesson Description



This lesson plan focuses on participants to understand the importance of mainstreaming gender in the project cycle and how to mainstream gender on their project.

## Learning Outcomes



At the end of this session, participants will be able to:

1. Incorporate GESI perspective in sanitation throughout the project cycle.

## Materials



- Brown sheet paper
- Permanent Marker
- Proposal template on A3 size paper
- PowerPoint slide
- Laptop
- Projector



## Preparation

- Read and prepare lesson plan
- Write the learning outcomes in white sheet paper
- Print scenarios for 4 groups (refer to the end of lesson plan)
- Print 8 copies of format of project cycle – 2 copies for each group (refer to the end of lesson plan)
- Print 8 copies of checklist of gender mainstreaming on project cycle – 2 copies for each group (refer to end of lesson plan)
- Print action plan template as per the number of participants, in A3 paper.

## Introduction

10 Mins



1. Inform participants that, after having known about the concept of GEDSI, urban sanitation issues related to GEDSI along with their possible solutions, the next step would be implementation of discussed topics into the project cycle.
2. Ask the participants to brainstorm regarding the initial point for the incorporation of GEDSI ideas. (slide 2)
3. Collect 2-3 ideas from the participants.
4. Inform the participants that the knowledge on GEDSI could be immediately implied. However, if one is planning a project then, he/she needs to consider right from the

initiation of the project, i.e assessment.

5. Inform participants that in this session, participants will be exploring ideas related to incorporating GESDI throughout the project cycle.
6. Present the learning outcomes, presentation outline and training structure (slide 3,4 and 5)

## Project Cycle

35 Mins



1. Inform participants that they are now going to discuss a project cycle for the review and common understanding of a project cycle. (slide 6)
2. Present the slides on project cycle and discuss in detail on the components of project cycle:

- a. **Assessment:** Gender-based analysis is conducted
- b. **Planning:** Gender outcomes and indicators are defined
- c. **Implementation:** Gender activities are implemented
- d. **Monitoring and Evaluation:** Gender activities and indicators are monitored. Gender outcomes are evaluated and reported.



## GESI Mainstreaming in Project Cycle

90 Mins



1. Inform participants that as they have known about the GESDI mainstreaming and components of project cycle, now they will be practicing incorporating GESDI in each component of project cycle.
2. Explain to the participants about the importance of mainstreaming GESDI in the project cycle. Emphasize the need for mainstreaming as early as possible, as it can fundamentally affect the entire project implementation.
3. Inform participants that they will be divided into 4 groups and each group will be provided with a different scenario and format of project cycle, based on which they will be practicing GESDI mainstreaming in the project cycle.
4. Now divide participants into 4 groups and provide each group with a scenario, format of a project cycle, newsprint paper and marker.
5. Ask the participants to discuss in their groups, regarding points to be considered while mainstreaming GESDI in the project cycle, based on the scenario provided, and instruct to note down their points in the newsprint paper.
6. Allocate 20 minutes of time for the activity.

**Trainer's note:** As per necessity, provide reference documents on project cycle.



7. After the allocated time, ask a group to present how they incorporate GEDSI in the project cycle, based on the scenario provided. Summarize the group presentations and discuss as per requirement.
8. Continue the process for scenario 2, 3, and 4, respectively.

## Action Plan

40 Mins



1. Inform participants that the points generated from the group activity, from the previous topic, are some of the key considerations that one can imply while incorporating GEDSI in the project cycle.
2. Explain to the participants that one does not need to wait for any specific project to mainstream GEDSI perspective. One can start immediately, irrespective of whatever role they are in or whatever activities they have been doing.
3. After the explanation, ask participants to think about their current roles and responsibilities. Also, ask them to think about how they can incorporate GEDSI perspective once they are back to their designated roles.



**Trainer's note:** Provide an example with the statement “I am a Training Officer in a NGO. I will incorporate GEDSI perspective while selecting training participants, ensuring inclusiveness.”

4. Now instruct the participants to note down 2-3 of their thoughts as their action plan. For this, provide printed copy of format of action plan.

**Trainer's note:** Refer to the end of lesson plan for the format.

5. Ask 2-3 participants to share their action plan to the larger group.
6. Inform participants that the points noted are some of the key ideas to keep in mind after returning to their workstation.



**Trainers' note:** Ask participants to click a photo of their action plan and send it in the WhatsApp group or email to the trainer right away. Inform that, this is for the future reference to follow up regarding their commitment. Let the participants know that they will get follow-up calls regarding their action plan from the organization.

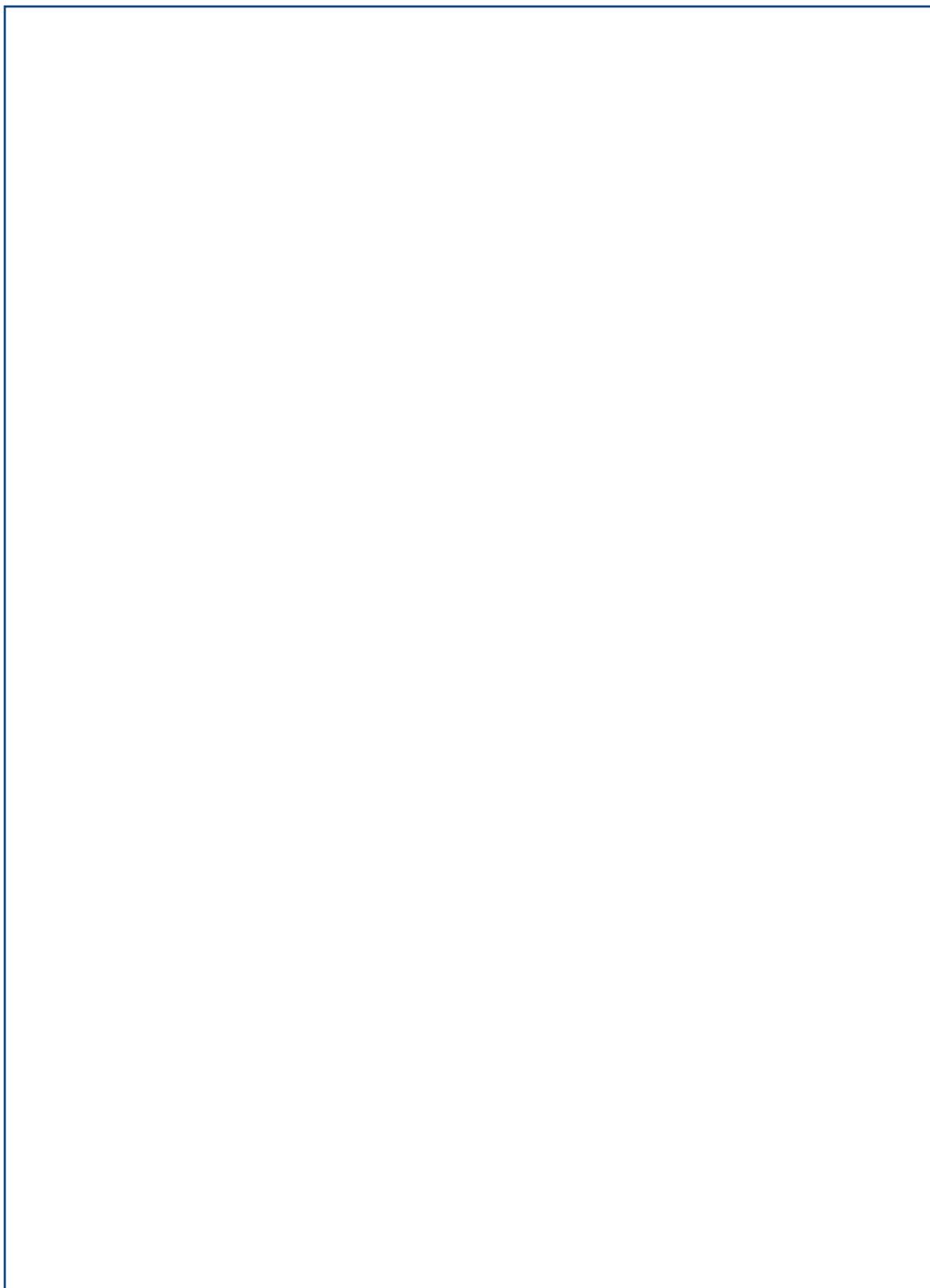
## Review

5 Mins



1. Ask participants to discuss in their groups about one gender perspective activity that is currently present in their project cycle.
2. Encourage one member from each group to share their discussion.

## Reflections on Lesson

A large, empty rectangular box with a thin blue border, intended for the user to write their reflections on the lesson. The box occupies most of the page's vertical space.

## Trainers References

### GESI Mainstreaming in Project Cycle

If a demand for sanitation facilities from marginalized and non-marginalized communities arise, it is essential that planning efforts prioritize marginalized populations. This approach acknowledges and addresses the historical inequalities. Achieving universal access to sanitation is only possible when the most underserved groups are placed at the forefront of infrastructure planning and investment. Designing sanitation infrastructure that meets the specific needs of marginalized communities enhances the inclusiveness of the entire system. Such interventions tend to yield higher marginal benefits—transforming lives by ensuring access to basic services, improving health and hygiene, ensuring safety and dignity, and opening doors to economic opportunities

However, in some cases, the projects may require co-investment or contribution from the communities (such as building household toilets, on-site sanitation system) and marginalized communities may lack the financial means. Here, microloan can be integrated as an enabler of equal participation.

A microloan is a small loan, typically offered to individuals or small businesses that do not have access to traditional banking services. It bridges the financial gaps as microloans can provide small-scale financing options tailored for low-income or marginalized households, enabling them to afford household-level sanitation improvements such as toilet construction, handwashing stations, or piped water connections. Access to microloans can empower women-headed households or low-income families to invest in sanitation, thereby improving household health and social status. The microloan mechanism can support small entrepreneurs from marginalized groups to participate in the sanitation value chain which includes businesses such as faecal sludge treatment plant (FSTP) operations, toilet cleaning services, waste collection, and decentralized composting. This approach ensures the sanitation system are not only technically sound but also socially equitable and economically sustainable.

**Microloans**, when combined with **inclusive planning**, can enhance **GESI outcomes** by addressing **financial constraints and promoting empowerment, ownership, and sustainability**.

## Scenarios for Group Work – GESI mainstreaming in project cycle

### Scenario 1: Public Toilet Construction

XYZ municipality is planning to construct a new public toilet in a bus park. The activities and dynamics are more intense due to higher volumes of passengers and buses. The project aims to improve sanitation facilities for residents and visitors alike. As part of the project management team, you are responsible for ensuring that Gender Equality, Disability, and Social Inclusion (GESI) principles are incorporated throughout the project cycle. The total budget for the construction of toilet is NRs. 2,00,00,000.

### Scenario 2: Operation of newly constructed public toilet

XYZ Municipality has recently completed the construction of a public toilet as part of its efforts to improve sanitation and public health. The facility is centrally located in a bus park, designed to serve a diverse population, including local residents, vendors, and visitors. The municipality is trying to operate the public toilet. They are focused on newly constructed public toilet that is well-maintained, financially sustainable, and accessible to all community members, ultimately contributing to better public health and sanitation outcomes in the area. The facility (public toilet) includes 5 toilets for male, 5 for females and 2 are GESI neutral. The toilet also has an automatic handwashing facilities, hand dryer, 2 bathing stations, and locker facilities. The toilet also has a ramp at the entrance, for the disable people using wheel chair. In addition to these facilities, there is a shutter nearby the public toilet that could be used as a shop. Being a responsible person in the municipality, you have to ensure Gender Equality, Disability, and Social Inclusion (GESI) is incorporated during the operation of public toilet.

### Scenario 3: Organize 3 days training on Sanitation

ABC municipality is located in the southern part of Kathmandu. The total population of the municipality is 500,000, of which 52% are male and 48% are female. As per the ethnicity, there are 60% Brahmin-Chhetri, 23% Janajati, 7% Madhesi, 5% Tamang, and 5% Dalit. You have to organize a 3-day training on Sanitation in this municipality. You also need to ensure incorporation of Gender Equality, Disability, and Social Inclusion (GESI) during the process of training preparation and during the training. NRs. 400,000 budget has been allocated for the training.

### Scenario 4: Committee formation for construction of sewer network

You are planning to construct a 300m sewer network in ABC community. For the smooth construction of sewer network, you need to form a committee. The total population of the municipality is 500,000, of which 52% are male and 48% are female. As per the ethnicity there are 60% Brahmin-Chhetri, 23% Janajati, 7% Madhesi, 5% Tamang, and 5% Dalit. You have to ensure Gender Equality, Disability, and Social Inclusion (GESI) during the committee formation for the construction of sewer network.

## Format of project cycle

### Scenario 1: Public Toilet Construction

#### Assessment Phase

- Needs Assessment to determine demand of public toilet in chosen location which might include community consultation, survey, and data analysis to identify highest need
- Feasibility study to evaluate technical, financial, environmental and social feasibility of project. It should consider factors such as availability of land, water supply, sewage systems, and funding.
- Stakeholder engagement
- Print Assessment Checklist
- Assessment team formation
- Public willingness to pay for the services
- Public expectation about the public toilet in the bus park

#### Planning Phase

- Site selection
- Design development
- Budgeting and funding
- Permits and approvals
- Issue Tender
- Select contractors and suppliers and make contract
- Collaboration

#### Implementation Phase

- Site preparation
- Construction of toilet according to approved design and specifications
- Site supervision
- Check the safety standards
- Quality check and control
- Final inspection
- Handover
- Feedback mechanism

#### Monitoring and Evaluation Phase

- Regular monitoring
- Impact evaluation
- Sustainability planning

## Scenario 2: Operation of newly constructed public toilet

### Assessment Phase

- Needs Assessment to understand community's needs regarding public toilet's operation, including expected user volume, specific groups (e.g., male, female, children, elderly, disabled) and peak usage times.
- Stakeholder engagement
- Define Objective
- Resource identification including staffs, cleaning supplies, water, electricity, security measures

### Planning Phase

- Operational Plan development specifying how public toilet will be operated
- Budget and financial planning
- Staff recruitment and training
- Infrastructure checks to ensure all facilities are fully functioning

### Implementation Phase

- Launching operation to officially open the public toilet for public
- Daily operation and management
- Monitoring and problem-solving
- Public awareness campaign

### Monitoring and Evaluation Phase

- Performance monitoring
- User feedback collection
- Routine inspection
- Financial review

## Scenario 3: Organize 3-day training on Sanitation

### Assessment Phase

- Needs Assessment to identify specific topic on sanitation to address community's needs and knowledge gaps
- Stakeholder Engagement
- Define Objectives
- Resource Identification including trainers, materials, venue, and financial or logistic support

### Planning Phase

- Training Curriculum to ensure sanitation topics to be covered in 3 days (theory and practical)
- Schedule and logistics – date, venue, accommodation (if needed), transportation, and food for trainer and participants
- Participant Selection
- Material preparation
- Plan for formal and informal opening and closing

### Implementation Phase

- Conduct training including theory and practice
- Opening and Closing (as per plan)
- Certification

### Monitoring and Evaluation Phase

- Post-training follow-up
- Evaluation report
- Monitoring and support
- Future training needs

**Scenario 4: Committee formation for construction of sewer network****Assessment Phase**

- Community Needs Assessment
- Stakeholder Identification
- Initial meeting
- Recruitment of members

**Planning Phase**

- Committee formation with defined roles such as chairperson, secretary, treasurer, etc.
- Capacity Building of committee members
- Define project scope, objectives and outcomes
- Develop a work plan including activity outline, timelines, and resources needed

**Implementation Phase**

- Monitor the progress and coordination with contractor
- Communication management
- Problem Solving Meeting to address any issues and challenges during construction of sewer network and provide possible solutions to it.

**Monitoring and Evaluation Phase**

- Final Inspection to ensure the community's needs and project specification
- Handover Ceremony
- Post-Implementation Review to evaluate success and lesson learned
- Maintenance plan
- Ongoing engagement to function as a liaison between community and municipality for future

## Trainers' note:

### Scenario 1: How to consider GEDSI in project cycle for construction of public toilet

Incorporating a Gender Equality, Disability, and Social Inclusion (GESI) lens into the project cycle for public toilet construction ensures that the facility is designed, built, and managed in a way that is accessible, safe, and inclusive for all members of the community. Below are the project cycle activities with a GEDSI focus:

#### Assessment

- **Inclusive Needs Assessment:** Conduct gender-sensitive and inclusive needs assessments that actively involves women, people with disabilities, elderly, and marginalized groups. Use surveys, focus groups discussions, and interviews to gather input on specific needs related to privacy, safety, accessibility, and cultural practices. Analyze how different groups use public spaces and what barriers they face in accessing sanitation facilities.
- **Stakeholder Engagement:** Engage a diverse group of stakeholders, including women's groups, disability rights organizations, and representatives from marginalized communities. Ensure that stakeholder meetings are held at times and locations that are accessible to all, with provisions for sign language interpreters, transportation, and childcare if needed.
- **GEDSI-Focused Feasibility Study:** Assess the potential impact of the public toilet on different groups, ensuring that the chosen location is safe and accessible for all, particularly for women and people with disabilities. Evaluate the social, environmental, and financial feasibility from a GEDSI perspective, ensuring that no group is disproportionately affected by the project.

#### Planning

- **Site Selection with GEDSI Considerations:** Choose a location that is safe, well-lit, and accessible to all community members, especially women, children, elderly, and people with disabilities. Ensure proximity to areas frequently visited by women and vulnerable groups, such as markets, schools, and healthcare facilities.
- **Inclusive Design Development:** Apply universal design principles to create facilities that are accessible to everyone, including features like ramps, wide doors, and braille signage. Include gender-specific facilities, such as separate toilets for men and women, as well as gender-neutral options. Design features that enhance privacy and safety, such as enclosed cubicles, proper lighting, and secure locks on doors. Incorporate menstrual hygiene management (MHM) facilities, including disposal units and washing areas. Ensure the design is culturally sensitive and meets the needs of diverse religious and ethnic groups.
- **GEDSI-Responsive Budgeting:** Allocate resources for the inclusion of accessibility features and safety measures. Budget for ongoing costs related to maintenance, security, and awareness campaigns focused on GEDSI.
- **Permits and Approvals:** Work with local authorities to ensure that all permits and approvals consider GEDSI standards.

## Implementation

- **Inclusive Tendering Process:** Ensure that the tendering process is open to contractors and suppliers who have experience with GESI-compliant projects. Include criteria in the selection process that prioritize contractors who demonstrate a commitment to gender equality and inclusion. Encourage the participation of women-owned and disability-inclusive businesses in the procurement process.
- **Workforce Diversity and Safety:** Promote the hiring of a diverse workforce, including women, people with disabilities, and individuals from marginalized groups, in construction roles. Implement safety measures that protect workers, especially women and vulnerable individuals, from harassment and discrimination on site. Ensure that construction activities are accessible to all, including clear signage, safe pathways, and appropriate facilities for workers with disabilities.
- **GEDSI-Compliant Construction:** Monitor construction to ensure that all GEDSI-related features, such as accessibility ramps, handrails, and appropriate signage, are correctly implemented. Regularly consult with the community, including women and people with disabilities, to ensure that the construction meets their needs.
- **Final Inspections with a GEDSI Focus:** Involve representatives from women's groups, disability organizations, and other marginalized communities in the final inspection process. Ensure that all GEDSI features are fully operational, such as accessible toilets, MHM facilities, and safety features.
- **Handover with Training:** Provide training to the management team on GEDSI principles, including how to ensure the facility remains inclusive and safe for all users. Ensure that the handover process includes a plan for ongoing GEDSI-focused management and maintenance.
- **Feedback Mechanisms:** Establish and promote accessible feedback channels where users can report issues or suggest improvements. Regularly review feedback to make adjustments that enhance the inclusivity and safety of the facility.

## Monitoring and Evaluation

- **GEDSI-Sensitive Monitoring:** Develop indicators that measure the facility's impact on different groups, including usage rates, user satisfaction, and incidence of issues like harassment or accessibility challenges. Collect disaggregated data by gender, age, disability status, and other relevant factors to evaluate the inclusiveness of the facility.
- **Community-Led Evaluations:** Involve community members, particularly women and people with disabilities, in evaluating the effectiveness and inclusivity of the toilet facility. Use evaluation results to make continuous improvements, ensuring the facility remains accessible, safe, and inclusive for all.
- **Sustainability Planning with GEDSI Considerations:** Develop a sustainability plan that includes ongoing funding for maintenance and upgrades, particularly for accessibility features and safety measures. Explore options for community-led management models that empower women and marginalized groups.

## Scenario 2: How to consider GEDSI in project cycle for operation of newly constructed public toilet

Incorporating Gender Equality, Disability, and Social Inclusion (GEDSI) aspects into the project cycle of operating a newly constructed public toilet ensures that the facility is accessible, safe, and usable by all members of the community, particularly marginalized groups. Here's how GEDSI can be integrated into each stage of the project cycle:

### Assessment

- **Gender Analysis:** Conduct a gender-sensitive needs assessment to understand how different groups (men, women, non-binary individuals) might use or be affected by the toilet. This includes considering safety, privacy, and cultural norms.
- **Disability Inclusion:** Identify the needs of people with disabilities, ensuring that the toilet design includes features like ramps, handrails, and adequate space for wheelchair users.
- **Social Inclusion:** Engage marginalized and vulnerable groups (e.g., elderly, low-income individuals, ethnic minorities) to understand their specific needs and challenges.

### Planning

- **Universal Design Principles:** Apply universal design principles to ensure the facility is accessible to all, including people with disabilities. This might involve installing accessible toilets, braille signs, and appropriate lighting.
- **Gender-Specific Facilities:** Ensure that the design includes separate facilities for men, women, and potentially gender-neutral options. Consider features like menstrual hygiene management (MHM) facilities.
- **Cultural Sensitivity:** The design should respect cultural practices, which may include providing space for washing or privacy.

### Implementation

- **Inclusive Workforce:** Promote gender and disability inclusion within the construction workforce. This might involve hiring women, people with disabilities, and individuals from marginalized communities.
- **Regular monitoring:** Continuously monitor construction to ensure that the GEDSI aspects are being implemented according to plan.
- **Gender and Disability-Friendly Management:** Train the staff managing the facility on gender sensitivity, disability awareness, and cultural inclusivity. This ensures that users feel safe and respected.
- **Safety Measures:** Implement safety measures like adequate lighting, regular cleaning, and security, especially for women and children who might be more vulnerable in public spaces.
- **Feedback Mechanisms:** Establish a feedback mechanism that allows all users, including those with disabilities and from marginalized groups, to report issues or suggest improvements.

## Monitoring and Evaluation

- **Inclusive M&E:** Develop indicators that specifically measure the impact of the toilet on different genders, people with disabilities, and marginalized groups. This could include usage rates, satisfaction levels, and the frequency of maintenance issues.
- **Continuous Improvement:** Use the data collected to make improvements to the facility, ensuring it remains accessible, safe, and inclusive for all users.
- **Community Engagement:** Engage the community in the operation and maintenance of the toilet to ensure sustainability. This can include forming user committees that are gender-balanced and inclusive of people with disabilities

### Scenario 3: How to consider GEDSI in project cycle for organizing 3-day training on Sanitation

Integrating Gender Equality, Disability, and Social Inclusion (GEDSI) into a 3-day sanitation training requires thoughtful planning and implementation to ensure the training is accessible, inclusive, and beneficial to all community members. Here's how GEDSI can be incorporated at each stage of the project cycle:

#### Assessment

- **Inclusive Needs Assessment:** When assessing the community's sanitation needs, ensure that the voices of women, people with disabilities, and marginalized groups are heard. Conduct separate focus groups if necessary to gather their specific concerns and needs.
- **Stakeholder Engagement:** Engage with representatives from women's groups, disability advocacy organizations, and other marginalized communities to understand their perspectives and gain their support.
- **Objective Setting with GEDSI in mind:** Define training objectives that explicitly include addressing the sanitation needs of women, people with disabilities, and marginalized groups. For example, objectives could include teaching accessible sanitation practices or gender-sensitive hygiene practices.

#### Planning

- **Curriculum Development with GEDSI focus:** Ensure the curriculum covers topics relevant to all groups. Include sessions on how sanitation issues differently affect women, people with disabilities, and marginalized groups. Incorporate practical strategies to address these disparities.
- **Accessible Scheduling and Logistics:** Choose a venue that is physically accessible to people with disabilities. Schedule the training at times that are convenient for women, especially those with caregiving responsibilities. Provide transportation if needed, to ensure all can attend.
- **Diverse Participant Selection:** Actively select a diverse group of participants, ensuring the inclusion of women, people with disabilities, and representatives from marginalized groups. Consider setting quotas to ensure balanced representation.
- **Preparation of Accessible Materials:** Prepare training materials in multiple formats (e.g., large print, braille, audio) to ensure they are accessible to people with different disabilities. Use simple language and culturally appropriate visuals to ensure comprehension across diverse groups.

## Implementation

- **Conduct training with theory and practical:** Ensure the training sessions are inclusive, with accommodation for those with disabilities (e.g., sign language interpretation, accessible seating).
- **Gender and Disability-Sensitive Content:** During the introduction to sanitation, emphasize how these issues impact different genders and abilities. Include practical examples that resonate with diverse participants.
- **Practical sessions with GEDSI considerations:** Ensure that the training includes options that are accessible to people with disabilities (e.g., wheelchair-accessible latrines).
- **Hands-on training for all:** During practical sessions, make sure all participants can engage, providing additional support where needed. For example, assistive devices might be required for people with disabilities to participate fully.
- **Inclusive closing and evaluation:** Conduct an evaluation that includes feedback from all groups, ensuring that women, people with disabilities, and marginalized groups can voice their experiences and suggestions.
- **Inclusive Certification:** Provide certificates that recognize all participants, ensuring that women and marginalized groups receive equal acknowledgment for their participation.

## Monitoring and Evaluation

- **Post-Training Follow-Up with a GEDSI Focus:** Plan follow-up activities that continue to engage all groups, offering additional support where needed. Ensure that women, people with disabilities, and marginalized groups have ongoing access to resources and support.
- **GEDSI Evaluation Report:** Include GEDSI-specific outcomes in the evaluation report, such as how the training improved sanitation practices for women and people with disabilities or how inclusive the training was perceived to be.
- **Monitoring with GEDSI Lens:** Regularly check in with participants to see how the training has impacted their sanitation practices, with a focus on how it has benefited women, people with disabilities, and marginalized groups.
- **Addressing future training needs:** Use feedback from the training to identify any ongoing or future training needs specifically related to GEDSI and plan additional sessions as necessary.

## Scenario 4: How to consider GEDSI in project cycle for formation of committee for sewer network

Integrating Gender Equality, Disability, and Social Inclusion (GEDSI) into the project cycle for forming a committee for sewer network construction is crucial to ensuring that the project benefits all community members equitably. Here's how you can consider GEDSI at each stage of the project cycle:

### Assessment

- **Inclusive Community Needs Assessment:** Ensure the assessment considers the specific needs of women, people with disabilities, and marginalized groups. Use gender-sensitive and disability-inclusive approaches to gather input.
- **Stakeholder Identification:** Identify stakeholders representing diverse groups, including women's groups, disability advocacy organizations, and other marginalized communities.
- **Promotion of Inclusivity:** Clearly communicate that the project seeks to be inclusive, encouraging participation from all community members, regardless of gender, ability, or social status.

### Planning

- **Diverse Committee Representation:** When forming the committee, actively recruit members from underrepresented groups, ensuring that women, people with disabilities, and marginalized groups are well-represented.
- **Training on GEDSI awareness:** Provide training to committee members on GEDSI principles, emphasizing the importance of considering diverse perspectives in decision-making processes.
- **Accessible planning processes:** Ensure that all meetings and planning sessions are accessible to people with disabilities (e.g., providing sign language interpreters, accessible venues) and that meeting times are convenient for women and other marginalized groups who may have additional responsibilities.

### Implementation

- **Monitor GEDSI Integration:** The committee should monitor the project to ensure that GEDSI considerations are being met. This might include ensuring that construction sites are accessible or that the project does not inadvertently marginalize any group.
- **Inclusive Communication:** Use diverse communication channels that are accessible to all community members. This could include visual aids for those with literacy challenges and translated materials for non-dominant language speakers.
- **Addressing Barriers:** Be proactive in identifying and addressing any barriers that women, people with disabilities, or other marginalized groups may face in participating in or benefiting from the project.

## Monitoring and Evaluation

- **GEDSI-Sensitive Final Inspection:** Ensure that the final inspection of the sewer network includes an assessment of whether the infrastructure is accessible and meets the needs of all community members.
- **Inclusive Handover Ceremony:** Organize an event that is accessible to all, celebrating the contribution of diverse community members and ensuring their participation in the ceremony.
- **Evaluation of GEDSI Impact:** Conduct a post-project evaluation that specifically assesses how well the project met GEDSI objectives and what lessons can be learned for future initiatives.
- **Inclusive Maintenance Plan:** Develop a maintenance plan that includes input from all community groups, ensuring that the needs of women, people with disabilities, and marginalized groups are considered.
- **Ongoing GEDSI Engagement:** The committee should continue to monitor and advocate for GEDSI in the long-term maintenance and potential expansion of the sewer network. This includes ensuring ongoing accessibility and equity in project benefits.

## Trainer's Reference: Checklist for gender mainstreaming in project cycle

### Checklist on gender mainstreaming in assessment stage

- How was the problem identified?
- Who identified the problem? Who are the most affected, women, men or LGBTIQ+A+?
- Which method is used in the assessment of the project concept?
- What are the major roles/activities of women, men, LGBTIQ+A+ in the community?
- What are the strategic implications of the problems on different roles of the members of the community?
- What is the composition of the community?
- What are the characteristics of the community in terms of socio-economic and political aspects?
- What is the degree of social cohesion in the community?
- Do the project implementers have the capability to carry out interventions that will respond to the different needs of all genders?
- What are the resources available in the community?

### Strategies for gender mainstreaming in assessment stage

- Identify key sources of information and ensure balance between all gender key informants.
- Identify major characteristics of the target area and determine its population groups, both directly and indirectly targeted by the project, including:
  - Characteristics of population groups by sex, age, socio-economic characteristics and other special concerns (cultural, needs of differently abled etc.).
  - Characteristics of community such as size, location, socio-economic status, participation of members of the community by age, sex, and resources availability.
  - Patterns of major and significant activities and role structures (age, sex, roles) and how this influence decision-making among individuals in the community.
  - Level of social cohesion as indicated by evidence of cooperation, coordination and conflict.
- Determine the possible requirements (both physical and financial) of the project based on identified components
- Determine or validate specific needs, problems and issues that contribute to the marginalization of particular groups or clusters within the project.
- Prioritize problems and concerns of men and women in the community based on
  - Magnitude of the problem
  - Availability of resources (both existing and potential)
  - Participants' existing and potential levels of readiness to contribute in order to become involved in the project.
- Determine the appropriate set of interventions based on the following:
  - Criteria for problem prioritization.
  - Data generated from the preceding steps and guidelines for project development.
  - Potential impact of interventions on individuals, communities and specific groups.
  - Identified program areas and development plans. Interventions must be comprehensive, coherent and logically sequenced.

## Checklist on gender mainstreaming in planning stage

- Which situation is the proposed project intended to improve?
- Who will benefit from the project? Men? Women? LGBTQIA+ ? or all?
- Who is affected by the situation? Only women/men/ LGBTQIA+ /all?
- Are the objectives and major results and activities planned in line with the interest and needs of women and men?
- Do women, men, and LGBTQIA+ benefit to the same extent from project measures?
- Does the project make an explicit contribution to improving the economic and social situation of all genders?
- Are the results, activities and indicators formulated along gender-specific lines where relevant?
- Are the activities planned to overcome any existing constraints to all gender participants?

## Strategies for gender mainstreaming in planning stage

- Assess and categorize the project's potential to integrate gender dimensions and contribute to the advancement of gender equality.
- Collect and analyze sex-disaggregated data and qualitative information to understand roles and needs of women and men.
- Design project activities to meet the specific needs of all genders.
 

**Example:** For activity on capacity building, ensure training curricula and tools are developed to accommodate the different education/skill levels that may exist between all genders.
- Incorporate mechanisms to ensure gender balanced representation and participation in project activities and decision-making processes (target at least 40% of whichever sex is underrepresented).
 

**Example:** Targeted awareness outreach activity to increase women's participation in project activities.
- Develop gender-specific targets or performance indicators that track gender results and impact.
 

**Example:** Number of national or regional related legislation, policies, strategies or plans that incorporate a gender perspective
- Take into account any adverse impacts or risks that may affect the equal access to, equal participation in and/or equal benefit from project activities among all genders.
 

**Example:** For any activity- Identify if there are any cultural/ religious/legal restrictions that would not allow women or men to access or participate in project activities.
- Ensure equal opportunity for all genders in the management and implementation arrangements of project.
 

**Example:** Create terms of reference for project staff that include gender sensitivity/respect for diversity as a competency.
- Allocate sufficient financial resources for gender equality and women's empowerment activities.
 

**Example:** Recruit gender expert to ensure gender issues are addressed during implementation; conduct gender equality training; undertake a comprehensive gender analysis and baseline exercise in the field at project inception.
- Identify and consult with women/gender groups, associations or stakeholders on project formulation.

## Checklist on gender mainstreaming in implementation stage

- Are there equal opportunities for women, men, and LGBTIQ+ to participate in the project management positions?
- Are all genders involved in the delivery of goods and services to the beneficiaries?
- Has project management been provided with human resources, financial resources, awareness and expertise or skills necessary to manage and monitor gender dimension of the project?
- What training and extension techniques are being used to develop project delivery systems that are responsive to gender concerns?
- Are resources allocated to train project personnel in specific skills necessary to ensure the inclusion of all genders?
- Do the project implementation strategies:
  - Respond to the different needs and potentials of all genders?
  - Provide mechanism for increased or more significant participation of women and men?
- Does the project:
  - Ensure equal/similar employment opportunities for all genders?
  - Encourage women’s participation, especially in non-traditional occupations?
  - Promote equal participation of all gender in the use and conservation of indigenous resources relative to the project?

## Strategies on gender mainstreaming in implementation stage

- Ensure all gender groups can equally access project resources and services.
 

**Example:** Include targeted trainings for women or men including LGBTIQ+ group who need to upgrade their skills in order to access new technologies provided by the project.
- Ensure all genders can equally participate in project activities such as training or capacity building activities.
 

**Example:** Include special transportation or have mobile training units to address any security or distance challenges; to enhance women’s participation, provide childcare services and/or, specifically target women networks in awareness building.
- Recruit a gender expert or ensure at least one member of the project management team is knowledgeable about gender issues and gender mainstreaming.
- Engage with gender focal points in-country (women’s groups, associations, NGOs) as project counterparts and/or as gender advisors.
- Build capacity within the project team and among stakeholders to ensure gender-responsive implementation.
 

**Example:** Involve gender focal point or gender/women-focused groups in “train the trainer” programs and/or project monitoring activities to ensure sustainability.

## Checklist on gender mainstreaming in monitoring and evaluation phase

- Does the project’s monitoring and evaluation system:
  - Explicitly measure the project’s effect on all genders?
  - Collect data which will indicate the access and control of resources for all genders?
  - Collect data which will indicate opportunities for all genders that will improve their lives?
- Are the data:
  - Sex- and age-disaggregated?
  - Collected with sufficient frequency so that necessary project adjustments can be made

- o during the project duration?
- o Feedback to project personnel and beneficiaries in an understandable format to allow project adjustment?
- o Analyzed to provide guidance to the redesign of the project?
- Are beneficiaries involved in:
  - o Designing data requirements?
  - o The collection and validation of data collected for monitoring purposes?

### Strategies on gender mainstreaming in monitoring and evaluation stage

- Collect sex disaggregated data to track gender equality results and assess gender impacts.
- Monitor access, participation, and benefits among all genders and incorporate remedial action that redresses any gender inequalities in project implementation.
- Regularly report on how gender is mainstreamed and ensure that mid-term reviews, assessments, audits, etc. include gender as a specific criteria/component.
- Ensure gender balance in evaluation team and recruit gender evaluation expert to be part of evaluation team.
- Ensure all genders are able to participate in monitoring and/or evaluation processes.  
**Example:** If evaluation calls for interviews, ensure that all genders can participate, taking into account transportation, language, and time requirements.
- Integrate gender-specific evaluation questions and components in the Evaluation ToRs so that the evaluation report includes an assessment of gender equality results and impacts.
- Identify good practices and lessons learned on project outcomes/outputs or activities that promote gender equality and/or women's empowerment.

# Action Plan

Name :

Organization :

Designation :

S.N.	What do you do to incorporate GESDI in your work?	How will you incorporate GESDI in your area of work?	Where do you implement?	When do you implement?	Budget required	Support	Remarks
1							
2							
3							

# LESSON **07**

## TRAINING CLOSING

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45 Mins

## Lesson Description



In this session, participants will review what they have learned and evaluate the training. The final closing is an opportunity to consolidate participants' learning, gather feedback and celebrate success.

## Learning Outcomes



At the end of this session, participants will be able to:

1. Evaluate whether learning expectations were met.
2. Complete a final evaluation.

## Materials



- Brown sheet paper
- Masking tape
- Permanent markers
- Post-test form



## Preparation

- Prepare the flip chart paper with learning expectations from the first session.
- Print the post-test questionnaire as per number of participants or prepare link
- Prepare the training evaluation sheet

## Revisiting Learning Expectations

5 Mins



1. Review the participants' learning expectations pasted on the flip chart at the beginning of training and discuss if all of them were met.
2. For the expectations that were not met, the facilitator might give an explanation or recommend authentic sites to find the information they were looking for.
3. Identify further steps to follow-up with the participants.

## Post-test

15 Mins



1. Inform participants that they are now going for a post-test. For this, every participant will be given a post-test form with some questions, and participants must answer the questions.
2. Hand over the post-test questionnaire to each participant and provide 10 minutes for the activity.
3. After the allocated time, collect the answer sheet from each participant.
4. Analyze the answer sheet and inform about the obtained marks. (Optional)

## Evaluation sheet

10 Mins



1. Inform participants that they are going to evaluate the training, for which a final evaluation form has been prepared.
2. Explain that their feedback will be helpful in updating the lesson plans. Hence, the more specific and precise the feedback are, better it would be.
3. Provide the final evaluation forms to participants and instruct them to fill the form.
4. If you plan to follow up through email, tell participants that a summary of the evaluations will be included in the final training report that will be mailed to everyone.
5. Collect evaluations from participants before they leave the room.

## Closing Remarks

15 Mins



1. Before closing the training, ask a male and female participant to put forth their remarks regarding the training on behalf of the whole group.

## Reflections on Lesson

# ANNEX

## MORNING REVIEW

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30 Mins

## Lesson Description



In the morning review, participants are allowed to recall information from the previous day.

## Learning Outcomes



At the end of this session, participants will be able to:

1. Recall the key message from the previous day.

### Materials



- Brown sheet paper
- Masking tape
- Permanent Markers (Black and Blue)
- Pip-pip ball



### Preparation

- Prepare four brown sheet paper
- Write the topics covered on the previous day in meta cards
- Prepare four sets of blue and black markers

## Station walk

30 Mins



1. Inform participants that they are going for the review activity of the previous day through station walk.
2. Inform them they will be divided into 4 groups (location of each group will be a station) and each group will get a topic for discussion.
3. Inform them to note down the key points from the discussion on the brown sheet of paper with the black marker. Let them know that they will be getting 5 minutes for the activity.
4. Again, notify participants that after the allocated time, the trainer will buzz the pip-pip ball. With that, all the groups should rotate in clockwise direction and move towards next station (i.e. group 1 will move to group 2, group 2 to group 3, group 3 in group 4 and group 4 in group 1).
5. As they move to next station, each group will now get 2 minutes to read the key points, written in the brown sheet placed at the station, and add missing information. While adding the missing information instruct them to use blue markers.
6. Inform the participants to continue the process until each group reaches their original station.
7. Then after, the respective group should tell any 3 key messages from their brown sheet (including the additional points from other group members).
8. Now, divide the participants into 4 groups (station) and provide each group with

- a topic for discussion. Also, provide brown sheets and markers (blue and black) to note the point.
9. Instruct participants to start the activity.
  10. After 5 minutes, buzz the pip-pip ball and instruct participants to move towards next station. Ask the participants to read the information written in the sheet and instruct to add on missing information.
  11. Again, after 2 minutes buzz the pip-pip ball to make participant to move to next station. Repeat the process unless the respective group members reach their actual station.
  12. Once all the groups reach their original station, ask group 1 to share any 3 key messages from their sheet to the larger group.
  13. Validate the key message and make corrections or clarify as required.
  14. Repeat the sharing from group 2, 3 and 4 respectively.

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## Reflections on Lesson

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## Pre-test/post-test questionnaire

Tick the correct answers from the options given at each question.

1. Sex refers to ....
  - i. Cultural difference varies little over time
  - ii. Biological difference varies little over time and across culture
  - iii. Societal difference varies little over time and across culture
2. Select the statement related to gender (select all that are applicable)
  - i. Girls are gentle, boys are rough
  - ii. Women give birth to babies, men do not
  - iii. Women are only responsible for doing household chores
  - iv. Most truck drivers are men
3. Who are included in gender (select all that are applicable)
  - i. Men and Women
  - ii. LGBTIQ+
  - iii. Person with disability
  - iv. Socially excluded group
4. Give the full form of GEDSI.
  - i. Gender Equality, Disability and Social Inclusion
  - ii. Gender Equality, Diversity and Social Inclusion
  - iii. Gender Equality, Disease and Social Inclusion
  - iv. Gender Equality and Social Inclusion
5. What are the gender gaps and issues in sanitation? (select all that are applicable)
  - i. Capacity building
  - ii. Household burden
  - iii. Decision making
  - iv. Employment opportunities
6. GEDSI mainstreaming is a process aimed at integrating gender perspective in all aspect of project, policies and organizational process.
  - i. True
  - ii. False
7. GEDSI mainstreaming is important for ... (select all that are applicable)
  - i. Effective policy and legislation
  - ii. Gender responsibilities
  - iii. Effective governance
  - iv. Accountability of diversification of gender
8. Gender based analysis helps us to see big picture and make better decisions (in terms of policy development and service delivery)
  - i. True
  - ii. False

9. What does the term GRB stands for?
  - i. Gender and Recreational Budget
  - ii. Gender Reactive Budget
  - iii. Gender Responsive Budget
  - iv. None of the above
  
10. Select the national legal provision in gender inclusion... (select all that are applicable)
  - i. Constitution of Nepal, 2072
  - ii. Sustainable Development Goals
  - iii. Local Institutional Self-Assessment (LISA)
  - iv. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

## Pre-test/post-test questionnaire with answers

Tick the correct answers from the options given at each question.

1. Sex refers to ....
  - i. Cultural difference varies little over time
  - ii. Biological difference varies little over time and across culture**
  - iii. Societal difference varies little over time and across culture
2. Select the statement related to gender (select all that are applicable)
  - i. Girls are gentle, boys are rough**
  - ii. Women give birth to babies, men donot
  - iii. Women are only responsible for doing household chores**
  - iv. Most truck drivers are men**
3. Who are included in gender (select all that are applicable)
  - i. Men and Women**
  - ii. LGBTIQ+**
  - iii. Person with disability**
  - iv. Socially excluded group**
4. Give the full form of GEDSI.
  - i. Gender Equality, Disability and Social Inclusion**
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  - iii. Decision making**
  - iv. Employment opportunities**
6. GEDSI mainstreaming is a process aimed at integrating gender perspective in all aspect of project, policies and organizational process.
  - i. True**
  - ii. False
7. GEDSI mainstreaming is important for ... (select all that are applicable)
  - i. Effective policy and legislation**
  - ii. Gender responsibilities
  - iii. Effective governance**
  - iv. Accountability of diversification of gender**
8. Gender based analysis helps us to see big picture and make better decisions (in terms of policy development and service delivery)
  - i. True**
  - ii. False

9. What does the term GRB stands for?
  - i. Gender and Recreational Budget
  - ii. Gender Reactive Budget
  - iii. Gender Responsive Budget**
  - iv. None of the above
  
10. Select the national legal provision in gender inclusion... (select all that are applicable)
  - i. Constitution of Nepal, 2072**
  - ii. Sustainable Development Goals
  - iii. Local Institutional Self-Assessment (LISA)**
  - iv. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

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