

# Exploring Gender Aspects of Community Water, Sanitation and Hygiene



**A Manual for Facilitating  
Dialogue between Women  
and Men in Communities**





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# A Manual for Facilitating Dialogue between Women and Men in Communities

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Introduction

This manual was developed by WaterAid Timor-Leste as a means to integrate gender inequality as a significant consideration in its water, sanitation and hygiene (WASH) programming at the community level. The Manual aims to foster and encourage change towards greater gender equality.

The approach is not to conduct formal ‘training’ but to facilitate opportunities for dialogue between women and men in communities in order to build a shared understanding of the way things are currently done in relation to WASH, and how this can be changed to be fairer. It encourages women and men to develop insight into the benefits the whole community can enjoy as a result of change that makes gender roles and relationships more equal.

The manual is to be used by trained and skilled facilitators; this requires considerable investment in training for the facilitators.

## Objectives of the Community Dialogue Manual

The overall objectives of the community gender dialogue program are:

1. To deepen/ strengthen community understanding on rights of women and men, boys and girls
2. To make visible and valued the activities of women and men in family and community
3. To support community to imagine and to realise positive change towards gender equality

## What’s in the Manual

The manual incorporates:

- Tools for facilitating dialogue between women and men in communities: The manual contains five modules and a total of eleven dialogue exercises
  - Modules 1,3 and 4 are to be facilitated in communities at different, specified stages of the WASH program.
  - Module 2 during triggering process, this module is facilitated during the time of the CLTS triggering process.
  - Module 5 is for follow up and contains exercises for monitoring the changes we hope to achieve through using the dialogue tools in the manual.
- Tips for Facilitation: Each module highlights essential skills for facilitating the exercises

## Forward

This manual, *Exploring gender aspects of community water, sanitation and hygiene (WASH): A Manual for Facilitating Dialogue between Women and Men in Communities*, is an essential contribution to the WASH sector in Timor-Leste.

Women play a central role in water, sanitation and hygiene in daily life, and so they must be centrally involved in decision-making on these issues. In recognition of this, we have long promoted the role of women on WASH management committees and have seen great change in the numbers of women taking up these roles. Women are well placed to play active roles in facilitating more sustainable operations and maintenance of WASH infrastructure.

However, it is important that women are not only given decision-making positions in name, but that conditions are created for women to confidently take up these roles. More fair and equal sharing of women's burden of work including relating to WASH management in the household is also needed to give women greater opportunity to participate as equal in the development of their households and communities. This manual supports and facilitates these necessary processes of change.

The manual provides a set of tools that start right from the beginning, by promoting and facilitating inclusive and just decision-making at community level. The tools raise awareness among men and women in communities that women have the right and the capacity to take on important new roles in WASH. The manual builds motivation and commitment towards positive change, and incorporates methods to monitor change.

Supported with appropriate training and resourcing, this manual can contribute to greater gender equality and sustainability in WASH. I commend this manual to all stakeholders in the WASH sector in Timor-Leste.



Mr João Pereira Jerónimo  
General Director for Water and Sanitation Services  
Ministry of Public Works, Transport and Communications  
Government of Timor-Leste  
June 2016



# The Modules

The Modules are:

Module and Timing	Activity	Time required
<b>Module 1: Project planning</b>	1.1 Women's and Men's Daily Activities	1.5 hours
	1.2 Who does, who decides	2 hours
	1.3 Water Game	1 hour
	<b>Module 1 Project planning total time</b>	<b>4.5 Hours</b>
<b>Module 2: Sanitation</b>	2.1 Toilet game	1 hour
	<b>Module 2 for sanitation total time</b>	<b>1 hour</b>
<b>Module 3: During implementation</b>	3.1 Women and men in the past and now	2 hours
	3.2 Women's rights, human rights	2 hours
	3.3 Visioning Positive Change	1 hour
	<b>Module 3 during implementation total time</b>	<b>5 hours</b>
<b>Module 4: Project handover</b>	4.1 Women's and men's contributions to family and household	4 hours
	<b>Module 4 project handover total time</b>	<b>4 hours</b>
<b>Module 5: Follow-up six to twelve months after handover</b>	5.1 Reflection on change since project began	1 hour
	5.2 Reminder of women's and human rights	2 hours
	5.3 How much change? Pocket-chart voting	2 hours
	<b>Module 5 for follow up total time</b>	<b>5 hours</b>

**Module 1: Project planning** introduces women and men in communities to thinking about who does the daily WASH-related work and who has decision-making power about WASH at household and community levels. The focus is mainly on water and hygiene. This module is to be facilitated as part of the PAK process.

**Module 2: Sanitation** introduces concepts of access and meeting needs in relation to toilets. This module is facilitated during the time of the CLTS triggering process.

**Module 3: Project implementation** helps women and men to think about the change process of moving towards greater gender equality, by looking at gender norms in the past and how they are changing over time; it touches on women's and human rights, and helps communities think about changes they want gender norms related with WASH in the future. This module is facilitated around mid-way during the implementation process.

**Module 4: Project handover** focuses in more detail on the workload of women and men and aims to build greater appreciation of and support for the contribution women make to the family and community. This module is facilitated at around the time of completion of construction and handover.

**Module 5: Follow-up six to twelve months after handover** is for the purpose of reminding women and men about the key messages, encouraging further behaviour change and monitoring changes that have happened. It is facilitated 6-12 months after handover.

## How the Manual was developed and acknowledgements

The materials in this module are the property of WaterAid. Some of the training material has been adapted from other sources; credits are given for each tool where the work of others has been drawn upon. Other material is original, developed collaboratively by Di Kilsby, consultant initially through International Women's Development Agency (IWDA) Gender Wise and later independently, with the following staff from WaterAid Timor-Leste: Delfina da Silva, Getrudis Noviana Mau, Longuino Sequeira Pereira, Maria Odete, Livia da Cruz and Mariquita Soares. Maun Afonso da Silva – translator of the manual and during the process of developing and trialling the tools.

## First, Do No Harm!

A key principle in addressing gender equality, is the principle of 'Do No Harm'. While the Modules in this Manual have been carefully designed, tested, and modified, and staff have been trained over a period of time, there is still always a risk of unintended, potentially harmful consequences.

The Manual aims to give voice to those who are not usually heard – women, and people with disabilities. This can potentially create friction or even conflict, as it is different from traditional power relations where men and people without disabilities may be accustomed to making decisions on behalf of others.

Because of this, anyone implementing the Modules in this Manual needs to be thoroughly trained in Gender Transformative Facilitation Skills. Training, mentoring, experience and ongoing support are crucial to developing these skills.

### **Understanding oneself: reflective practice and a learning approach**

It is very important to understand and acknowledge one's own values, attitudes, assumptions and biases. We all have them! The way we behave sends messages to women and men in communities. The evaluation forms at the end of Modules 1, 3 and 4 provide an opportunity for facilitators to reflect and record lessons learned.

Self and Peer Assessment forms have been developed to enable facilitators to reflect and learn. This includes a simple form to be used at the end of each Module and a lengthier form to be used annually. This provides an opportunity for facilitators to regularly reflect upon their own developing skills, and to work with their co-facilitators to learn how best to support each other.

## Ethics

It is essential that participants have the opportunity to understand how any information or photos will be used, and to choose freely whether or not to consent to participating.

In raising issues of gender inequality, we must respond supportively and appropriately to disclosure of violence against women. Appropriate responses include:

- Listening, offering comfort and being non-judgmental
- Provide practical support by offering referral to appropriate service providers without pressuring the survivor to act in any way unless by choice
- Respect privacy and maintain confidentiality

Referral information sheets have been developed; these must be kept up to date and available to all staff using the Manual.

## Turning Human Rights Principles into Practice: Rights of Women and People with Disabilities

This manual aims to turn human rights principles into practice. In 2010 the United Nations General Assembly recognised that access to safe water and sanitation are human rights.

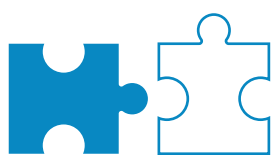
The Sustainable Development Goals 2015-2030 (SDG's) include a goal to ensure access to clean water and sanitation **for all**. Goal 6 focuses on **equitable water, sanitation and hygiene for all** and particularly the **needs of women and girls** and those in **vulnerable situations**. Goal 5 of the SDG's is to 'Achieve gender equality and empower all women and girls'. The targets include commitments to end gender-based violence, recognize women's rights to resources and to participation in leadership and decision-making at all levels, and to recognize and value, and reduce women's burden of, unpaid care and domestic work. The SDGs explicitly refer to people with disabilities in areas of education and employment, and accessibility of human settlements; and disability-disaggregated data collection and monitoring. To learn more visit: [www.un.org/sustainabledevelopment/](http://www.un.org/sustainabledevelopment/)

Other key human rights frameworks containing principles which the Modules in this Manual seek to put into practice include:

**Convention on the Elimination of Discrimination against Women (CEDAW) 1979:** CEDAW states that ‘women are fundamentally equal with men in all spheres of life’, and that ‘Countries must take measures to uphold women’s equality in the political, social, economic, and cultural fields.’ Particularly relevant to this manual are women’s rights to participate in political and public life; to economic and social life including the right to recreation; and that CEDAW specifically covers rural women. The Government of Timor-Leste ratified CEDAW in 2002, and its Optional Protocol in 2003. To learn more about CEDAW visit: <http://www.un.org/womenwatch/daw/cedaw/>

**Beijing Platform for Action (BPFA) 1995:** BPFA addresses women’s rights in relation to eleven strategic issues: Women and poverty; education and training; health; violence against women; women and armed conflict; the economy; power and decision-making; institutional mechanisms for advancement of women; human rights of women; women and the media; women and the environment; and the girl-child. The Government of Timor-Leste acknowledges the significance of the BPFA, and produced a report on progress against its commitments in 2014. Learn more at: [http://www.unescapsdd.org/files/documents/Beijing20\\_national\\_review\\_Timor\\_Leste.pdf](http://www.unescapsdd.org/files/documents/Beijing20_national_review_Timor_Leste.pdf)

**Convention on the Rights of Persons with Disabilities (CRPD), 2007:** The CRPD is an agreement by countries around the world to make sure that people with disabilities and people without disabilities are treated equally. The CRPD guides Government of Timor-Leste on what to do to make sure all people can enjoy their rights. Governments must ensure that persons with disabilities are included in the community with equal access to community services and facilities, including water and sanitation, and are included in any decision making that affects them. The Government of Timor-Leste has committed to signing and ratifying the CRPD and DPO’s are raising awareness of how to implement the CRPD. Learn more here: <http://www.un.org/disabilities/default.asp?id=150> An easy-read version is here: [http://www.unicef.org/publications/index\\_43893.html](http://www.unicef.org/publications/index_43893.html)



## Tips for Facilitators # 1: Be Ready

### VERY IMPORTANT:

The tools in this manual must be facilitated by two facilitators – one lead facilitator and one co-facilitator – one woman and one man. Work together when you prepare to facilitate.

### BEFORE

#### Planning

- Remember that separate women’s groups should be facilitated by women facilitators, and men’s groups by men facilitators.

- Check that the venue is suitable for people with disabilities. Find out if anyone needs assistance to come to or participate in the meeting, and make arrangements for that support to be in place.

### **Prepare yourself**

- Be prepared and organised - *extremely well* prepared and organised!!
- Be clear about the precise purpose and aim of each activity
- Reread the instruction sheets before facilitating the exercise – EVERY TIME!
- Become very familiar and comfortable with the process, concepts and language.
- Think about the kind of questions participants might ask. Try to think in advance about how to respond. Practice these responses with your colleagues before going out to do the exercise with ‘real’ participants

### **Prepare participants**

- Participants will feel more comfortable and ready to participate if they know in advance what will be discussed. Tell people the purpose and agenda before you come.

### **Prepare everything you need**

- Prepare all the materials you need well in advance: check the instructions and make sure you have everything.
- Assign roles within the team and know exactly what you’re responsible for

### **DURING**

- Remind participants of the content to be covered at the beginning of the session.
- Having two people to facilitate together is very important.

### **AFTER**

- At the end of the module, check that you have collected all the materials and put them away in their right place. Use a checklist to make sure everything is there. You don’t want to find things are missing next time you facilitate the activity
- Sit together to review and debrief at the end of the session. Make notes about what worked well and what could be improved. Be honest with yourself and your co-facilitator and give each other constructive feedback. You will never be perfect, but you can always keep learning and improving – take a learning approach, and you will become more skilled and more confident every time!

# **A Manual for Facilitating Dialogue between Women and Men in Communities**

Exploring Gender Aspects of Community  
Water, Sanitation and Hygiene



Module 1: Project Planning

This module introduces women and men in communities to thinking about who does the daily WASH-related work and who has decision-making power about WASH at household and community levels. The focus is mainly on water and hygiene. It includes three activities: 1.1, 1.2 and 1.3.

### SPECIAL NOTE TO FACILITATORS:

*Before you start, make sure you are **fully prepared**. Remind yourself of all you need to think about by reading **Tips for Facilitators #1**. Read the instructions for the Module and check that you have all the materials ready.*

Introduce yourselves and explain that you will spend some time with the group today talking about women's and men's roles in relation to WASH and other daily activities. You will talk with them about some important issues they will need to think about in planning for WASH improvements, about the different people in their households/ families and in the community.

*Remember the importance of **simple, clear and accessible communication** – read **Tips for Facilitators #2** to remind yourself of the important points.*

## Activity 1.1 Women's and Men's Daily Activities



### Time:

1.5 hours



### Materials:

- Special materials: See toolkit 1
- General materials: Flipchart, marker pens, meta-cards or sticky-notes

**Other preparation:** Photocopy Activity 1.1 Record Sheet



**Learning Objective:** To build appreciation for women’s daily work contribution and consider how the workload might be shared more fairly.

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### Step by Step Guide to Facilitators:

1. Explain to the group that we would like to talk about positive contribution of women and men in daily WASH activities and the expectation that women and men will contribute to the WASH programme
  2. Split into two separate groups - a women’s group and a men’s group
  3. Ask the women’s and men’s groups to think about and list the daily activities they do every day from the time they wake up until the time they go to bed at night.
  4. Bring the two groups back together. Ask the two groups to present for each other the lists of activities they do. Write the activities they do on sticky notes or cards and put on the banner
  5. Then ask the participants if they have any questions, comments or observations about the tasks that women do and the tasks that men do. You can prompt the discussion using questions such as:
    - o What is different between the daily life and work of women and the daily life and work of men?
    - o Is the work shared fairly and equally between the women and men?
  6. Ask the two groups to identify which of these tasks relate to WASH – they could circle or highlight the WASH-related activities
  7. Ask participants to discuss how women and men could share the household work more equally?
- 



### Important points for facilitator:

Make sure all of the issues below are mentioned before ending the discussion.

1. Men and women have an equal responsibility to contribute to the household work
2. Women and men recognise that women have an unfair burden of workload during the whole day. Because of this it is difficult for them to participate in programs in the community
3. The importance of men allowing time for women to take part in any community activities
4. Women able to understand that there should be sharing of household tasks between men and women.



5. Men also able to deeply recognize that there should be sharing of household tasks between men and women.
6. Women and men able to recognize that women have equal rights with men

If all of the points above are not mentioned by the participants, the facilitator needs to make these points very clearly.

**Documentation:** Use record sheet for activity 1.1 in the toolkit. Field staff to take blank copies and complete during the session. Write the time and the different activities of women and men at each time. Please also note any significant differences between activities of young men compared with older men, and young women compared with older women; and women or men with disability.

**Credit:** *This exercise has been adapted from the 24-hour clock activity in Halcrow G, Rowland C, Willetts J, Crawford J and Carrard N (2010), Resource Guide: Working effectively with women and men in water, sanitation and hygiene programs, IWDA and UTS, Australia*



## Tips for Facilitators #2: Simple, Accessible Communication

Take time to ensure everyone understands and participates. Gender equality and social inclusion means never leaving anyone out, and never leaving anyone behind because they don't understand.

### Avoid jargon

- Avoid using the word 'gender' – it can be confusing and some people may respond negatively. Especially in the early modules, talk about 'women and men' rather than 'gender'.
- The word 'disability' can also be confusing for some people, talking about people who have difficulty walking, seeing, hearing, remembering, communicating, can sometimes be easier for participants to understand. Be careful not to use offensive words for disability.
- Make sure facilitators and participants use language everyone understands
- Don't use acronyms

### Language is a gender issue!

- Remember that women are more likely than men to speak only a local language. This is a result of historical disadvantage, e.g. lower education levels and less exposure to the wider world. It is very important not to either leave anyone out, or make anyone feel ashamed due to their limited language skills.

- Do not ask the group about whether anyone needs translation from local language – this may create discomfort and shame, and people may be reluctant to admit they need translation. It is safest to assume that someone will need translation into the local language.

### **Be aware of literacy levels**

- Support participation of those who have limited literacy skills.
- Remember that more women than men have low literacy levels and most women and men with disability have low literacy and this can be a major barrier both in reality and in terms of that person's confidence to participate
- Assign a facilitator or group member to assist those people so that they don't get left out.

Wherever possible, use methods that do not rely on literacy skills. The manual is designed to include many visual methods, with illustrated cards to use for some exercises. Using a variety of teaching styles including visual methods will ensure that all community members including women and men with disability can fully participate.

### **Accessible information and communication**

- If there is a person with difficulty hearing, seeing, walking, remembering, or communicating (a disability) assign a facilitator or group member to support that person's accessibility if required
- Ensure all visual information given to the group is also provided verbally and where possible have tactile guides (e.g. raised markings on picture cards)
- Ensure that the people who are hard of hearing or deaf have a support person to sign for them and/or have a seat where they can see/hear the facilitator best

# Activity 1.2: Who Does, Who Decides – Card-Sorting Activity

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**Time:** 2 hours

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## **Materials:**

- **Special materials:** See toolkit 1
  - **General materials:** Flipchart, blue tack, markers
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**Participants:** 10 women and 10 men

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**Learning Objective:** For women and men to identify different ways that women and men are involved in and affected by WASH issues, workload and decision-making and think about how WASH responsibilities can be more fair and equal, and effective.

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## **Step by Step Guide to Facilitators:**

### **Step 1. Brainstorm on WASH-related responsibilities (5-10 minutes)**

Facilitate a discussion with the whole group to think about and list all the tasks related to WASH.

Note to facilitators, make sure this includes both:

- WASH related household tasks/work
- Family caring responsibilities related to WASH

It is not necessary to explain the two categories to the participants, but as the suggestions are made, write up the two kinds of labour onto two columns or two separate lists.

Encourage participants to think *in some detail* about tasks, not only in general. Make sure the list includes all of the following (the list below is only a checklist for facilitators to prompt participants in case they don't mention any of these tasks by themselves):

WASH related household tasks/work	Family caring responsibilities related to WASH
<ul style="list-style-type: none"> <li>• Cleaning the house</li> <li>• Washing dishes</li> <li>• Boiling water</li> <li>• Washing clothes</li> <li>• Collecting water</li> <li>• Cleaning the toilet</li> <li>• Washing dishes</li> <li>• Cleaning house</li> </ul>	<ul style="list-style-type: none"> <li>• Bathing children</li> <li>• Caring for sick family members (with diarrhoea or other WASH-related illness)</li> <li>• Taking others to the toilet including children, family members with disability or ageing family members</li> </ul>

Keep prompting and making subtle suggestions if any of the above do not come out from the group, but keep things moving quickly. There is no need to labour this part of the exercise – it's fine to prompt and suggest, just get all the tasks down as quickly as you can. The purpose of doing it as a participatory exercise is simply to ensure that people are engaged and feel ownership of the lists. This part of the exercise should only take five or ten minutes.

### Step 2: Card-sorting in groups

For this activity you will use the following materials:

- The men's and women's group banners
- The 'people in the family' cards (see list)
- The 'people in the community' cards (see list)

People in the family	People in the community
Young woman (#35)	Male sub-village Leader (#37)
Young man (#36)	Female sub-village Leader (#38)
Adult woman (#31)	
Adult man (#32)	
Older woman (#29)	Women's group leader (#39)
Older man (#30)	Male health volunteer (#40)
Girl child (#28)	Female health volunteer (#41)
Boy child (#27)	Woman with disability (#33)
Woman with disability (#33)	Man with disability (#34)
	Adult woman (#31)
Man with disability (#34)	Adult man (#32)
	Female Police Officer (#43)
	Male Police Officer (#42)
	Female youth leader (#35)
	Male youth leader (#36)

The Banner 1.21 for the **women’s group** looks like this:

<b>Women’s Group</b>				
	<b>Daily Household WASH Tasks</b>	<b>Family Caring Tasks</b>	<b>Family Decision-Making E.g. about toilets or taps</b>	<b>Community Decision-Making in Community Meetings</b>
<b>Who does the most</b>  (for <b>Step 2</b> card-sorting exercise)				
<b>Changes we want to see</b>  (for <b>Step 3</b> discussion exercise)				

The banner 1.22 for the **men’s group** looks like this:

<b>Men’s Group</b>				
	<b>Daily Household WASH Tasks</b>	<b>Family Caring Tasks</b>	<b>Family Decision-Making E.g. about toilets or taps</b>	<b>Community Decision-Making in Community Meetings</b>
<b>Who does the most</b>  (for <b>Step 2</b> card-sorting exercise)				
<b>Changes we want to see</b>  (for <b>Step 3</b> discussion exercise)				

Divide into men and women's groups for discussion.

Give to each group:

- The men's or women's group banner
- Three sets of 'people in the family' cards
- One set of 'people in the community' cards.

Ask the women's and men's groups to think about the following selected tasks and the different categories and people, and to decide on **who does the most** in relation to each task. The question is *not* who is *theoretically* responsible for the task, or who does it when the person who usually does it is not there. We are asking about ***the norm - from day to day, every day - not the exception.***

Using the prepared cards and the banner for their group, rank the different groups of people according to:

At **family** level, who is most **actively involved** in doing the tasks and making the decisions related to the following:

1. *Daily Household WASH Tasks*
2. *Family Caring (e.g. help family members to bathe or go to toilet)*
3. *Family Decision-Making: About building a toilet or having a tap*

Ask them to place the cards on the banner, in the row marked '**Who does the most** (for **Step 2** card-sorting exercise)', under the relevant task, with the person **most** involved at the top, and the person **least** involved at the bottom. They can leave out anyone who is not involved in that task at all.

With the community cards, ask them first to take out any cards that do not apply to their community – e.g. if the village chief is a woman, then take out the 'man village chief' card.

At **community** level, who is most **actively involved** in doing the tasks and making the decisions related to the following:

4. *Community Decision-Making in Community Meetings*

Ask them to place the cards on the banner in the last column, for community decision-making.

### Step 3: Sharing and discussion

When all the groups have finished their ranking, bring the women's and men's groups together. Ask each group to put up the cards in the order of their ranking. Go through each question one by one together, highlighting the ways in which each group sorted the cards and noting differences in opinions. Note that, if there are big differences of opinion, the aim of the exercise is not for the women and men to come to agreement, but to see and understand each other's perspectives.

**Documentation:** Take a good quality, clear photo of the card rankings by women and men. This will be important information for the facilitators of Module 5 for follow up.

Finally, facilitate a discussion about how to ensure that those people who have the most active involvement and responsibility – this is usually the women - can be more involved in decision-making.

Highlight the knowledge that women and men have about different aspects of WASH, noting particularly the knowledge that women have as family carers and doers of so many WASH tasks. If decisions are made mainly by men, the system may not meet the needs of women and any improvements made may not be sustained. If women are involved in decision-making on the WASH Committee, from experience we know that the WASH Committee will be more effective. For example, they will notice any maintenance issues very quickly and the repairs can be made. Women can also be trained so they can carry out repairs themselves.

Also remind them of the 24-hour clock exercise (Activity 1.1) they did earlier – ask them to remember the messages they gained from that exercise. If they don't remember then prompt them: remind them that they saw that the sharing of workload is not fair and equal when women do most of the daily WASH work. Remind them that it is difficult for women to participate in community decision-making when they are so burdened with daily tasks.

The aim of the exercise is to hear and respect each other's perspectives and to consider how the sharing of workload and decision-making can become more fair and effective.

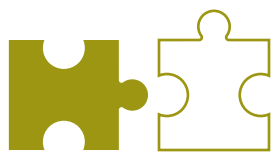
### **SPECIAL NOTE TO FACILITATORS:**

*Before Make sure you are using your best skills in **listening, showing respect and building trust** – check **Tips for Facilitators #3** to make sure you remember all the important things to be careful about!*

**Action for change:** To finish the exercise, ask the women and men what kind of change they want to make and to see in the way the WASH workload is shared and the way WASH decisions are made in households and communities.

**Remember:** your role is to encourage men to take a fair share in household work and to support women's participation in decision-making; and to ensure that women know they have the right to be actively involved in decision-making equally with men, and encourage them to be involved. Specifically ask the men what they will do to ensure that women are able to be active in decision-making and on the WASH Committee members.

Record women's and men's responses about the changes they want to see, in the Record Sheet for Activity 1.2 in the toolkit.



## Tips for Facilitators # 3: Listening, Respect and Trust

It is important to create an environment of respect and trust. To build respect and trust, you must *demonstrate* respect and trust.

To maintain a respectful environment, where everyone will feel **respected** and want to participate, it is your responsibility to:

- Arrive at the time you have arranged and do not keep the community waiting for you. This shows that you have respect for them and that you value their time and contribution. Remember that the time they spend in the workshop has an ‘opportunity cost’ for them – this is time they would otherwise spend doing important things for their families such as selling things or making some income, or looking after the house, garden or family.
- Acknowledge and show respect for all contributions from every participant –whether it’s relevant or not, thank the speaker, and try to find something useful or relevant in what they say; or ask further questions to help the participant to get on track.
- The facilitator should ‘role model’ respect for group members who have a disability by actively encouraging their participation
- Particularly for those who are not used to speaking up, it is discouraging if their contributions are not acknowledged and valued, and they may not feel confident enough to risk saying anything else
- Read the group’s emotions and reactions and try to see what is *not being said*, or *who is not speaking* – try to bring those out through good questions
- Watch out for **individual body language** and **group dynamics**, and know how to respond when:
  - Someone is dominating the group
  - Someone is uncomfortable
  - Someone is withdrawn or disengaged
  - Someone is angry
  - Someone looks bored



- o Someone falls asleep!

Use **active listening**. Active Listening means *more* than just listening. It means helping people to feel they are being heard and understood. It encourages people to openly share experiences, thoughts and feelings. In active listening, the person listening:

- Uses body language to show interest and understanding; this usually includes nodding the head and turning the body to face the person speaking
- Use words to encourage people to continue to talk – “yes”, “I see”, “and then?”
- Uses facial expression to show interest and reflect what is being said
- Listens to *how* things are said by paying attention to a speaker’s body language and tone of voice
- If the person has difficulty communicating because of a disability, allow extra time for that person to express themselves and ask them to repeat if you do not understand
- Asks questions to show a desire to understand
- Summarises and rephrases the discussions to check on understanding of what has been said and asks for feedback.

**‘Rephrasing’** is to summarise in your own words what you think were the main points of what the speaker has just said – and then check if you have it correct.

We use rephrasing to:

- Clarify what people are saying
- Help the whole group understand what was said
- Show the speaker s/he is being listened to
- Show interest in what is being said
- Encourage shy people to speak more
- Makes us (the facilitator) *really listen* to what the other person is saying
- Bring out the most important points
- Correct misunderstanding
- Save time because it avoids confusion

Sometimes it is difficult to rephrase because people talk for a long time. It might be useful to interrupt long speakers and rephrase to ensure your understanding before letting the person continue.

## Activity 1.3: Water Game: Inclusive and Accessible WASH

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**Time:** 1 hour

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**Materials:** See toolkit 1

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**Facilitation team:** You will need a woman and a man facilitator, as you will split into separate women's and men's groups. You will also need one female and one male note-taker. People with disabilities (and pregnant women) can be informal resource people for this session.

**Participants:** groups of approximately 7 households who will share a tap stand

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**Learning Objective:** Women and men in the community develop understanding about water accessibility difficulties that can be improved with careful design, and make agreements about the designs and locations for tap-stands that will be accessible for all members of the community.

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### Facilitator Instruction Step by step

- Explain that this exercise is about making sure WASH decisions will meet the needs of everyone in the community, including people who have physical difficulties of some kind.
- Explain that anyone during their lifetime may experience difficulties in accessing taps and other facilities – this can happen through accidents, illness or as we grow old. The aim of our exercise today is to make sure that everyone will be able to access the new taps.
- Explain that all communities are diverse and people with disabilities are part of every community. Acknowledge that people with disabilities are likely to be part of this training group. Explain to the group that these people are the experts in the issue we are discussing today. Suggest a number of ways people with disability can be involved in the activity including:

- Assisting the facilitator
- Representing themselves or another community member with or without a disability in the activity
- Providing guidance or suggestions to the community members who are participating in the activity
- Observing
- Observing and providing feedback at the end of the activity.
- The aim of the exercise is for participants to learn for themselves about issues of accessing taps, first from their own imagination, and then those people will have an opportunity to add to the discussion if they want to.
- Separate into men's and women's groups. Facilitate the same exercise with each group.
- Explain that this game is about how everyone in the community can easily access water for their different needs. As women are currently the main users of the water every day, encourage them to speak up and participate. Explain to the group that women's views are essential to the decision-making process.
- Start by placing a stick in the ground to represent the tap-stand .
- Then ask more people to come and use the tap, but ask each of them to imagine and act out being a community member who might have difficulty accessing or using the tap. Remind participants to behave respectfully towards people who have these difficulties. Ask someone to represent a community member who:
  - Is Pregnant
  - Is Blind
  - Uses a wheelchair or has a mobility impairment (difficulty walking and climbing steps)
  - Is Elderly
  - Has had an accident and who cannot use both legs until the injuries heal
  - Requires a carer to assist them to use the tap
  - Is a young child
- Ask each person to try using the tap. Help them to imagine the height of the concrete apron and how high they need to step to get onto it, the height of the tap, how easy or difficult it might be to turn the tap on and off
- Ask the participants to think about where the tap-stands will be located and how easily each of these people would be able to get to that location.
- Ask the group if there is anyone else in their community who has or will have difficulty accessing the tap. Invite a participant to represent that person and try and use the tap.

- If there are people with disabilities present, remind the group that these people are the experts on this topic. Ask if anyone with a disability (or who is pregnant) would like to share their real-life insights of living with a disability using taps with the group.

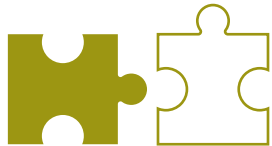
### SPECIAL NOTE TO FACILITATORS:

*Before Don't forget to use all your skills to **ensure everyone participates actively, feels valued and is given equal time and space.** Remind yourself of how to do this by reading **Tips for Facilitators #4: Encourage Participation**.*

### Summary including comments:

Ask the group to share what they experienced in this exercise. What difficulties did different people experience? How can taps be designed to enable access for all? Thinking about the needs of actual people in the village who might encounter such issues, what recommendations can be made about locations of taps?

**Documentation:** Note taker to complete Record Sheet for activity 1.3 in the tool kit.



## Tips for Facilitators #4: Encourage Participation

When planning the sessions, be aware of women's and men's duties and responsibilities and plan with these in mind. E.g. market day might not be a good day for women to attend the workshop; also remember that women will need to prepare family meals. Be aware that they may suffer negative repercussions if they cannot fulfil these responsibilities. For people with little power over their own lives, the consequences might be serious (possibly even violence). So plan the sessions so that they can participate without risk. Remember our principle of 'Do No Harm'!

Many factors may impact on people's willingness and ability to participate, particularly for women. For example:

- Not being used to participation – it is something new and uncomfortable
- Not being used to making own decisions - being used to being told what to do
- Language and literacy barriers
- Past experience of speaking up and not being listened to or taken seriously – or seeing this happen to other women or people with disabilities

- Fear of repercussions of speaking up (even the risk of violence):
  - e.g. husband or other family members may be embarrassed by a vocal woman when the culture does not encourage women to speak up
  - husband or other male family members may expect women to hold the same opinion they do and may not be happy if a woman expresses a different point of view
- Meetings and events are held at times when women are busy with other responsibilities or are held in venues that are a long distance from their home or inaccessible
- Sometimes the physical position of women in the room relative to men (e.g. at the back of the room while men are at the front; or sitting on the floor while men are on chairs) can be an invisible barrier to participation

Be aware of and sensitive to these factors. You cannot force anyone to participate, but you can create the conditions that will make it more possible and easy for everyone – women and men – to participate actively.

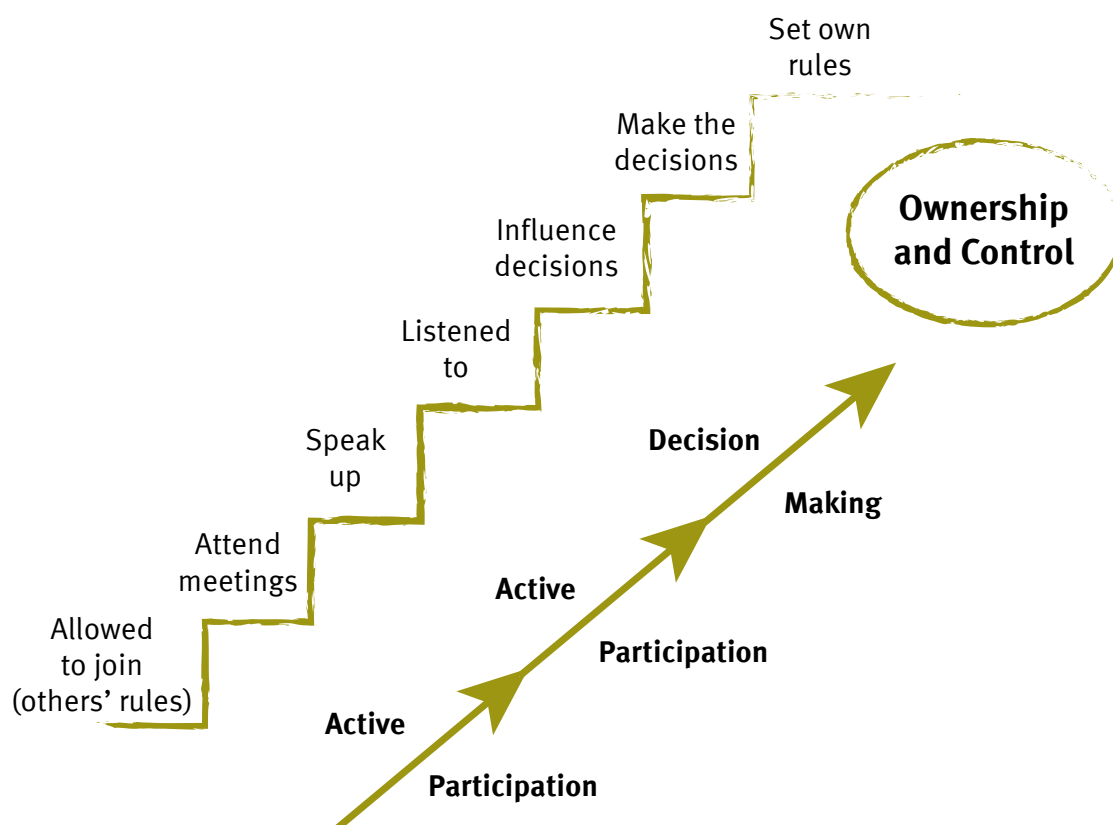
### Encourage everyone to participate

- Do not put pressure on anyone to speak!!! Do **not** name or label them as shy or quiet. This will only make them feel self-conscious and even more afraid to speak up!
- Provide individual encouragement to quiet participants – talk to them and help break down barriers. You might be able to discreetly find out why they are not speaking up much.
- Try to find a specific role that quieter individuals would feel comfortable with – e.g. they might like to take notes or be responsible to report back from a particular exercise. Once they have participated in some way, it will become easier for them to participate in other ways.
- When a quiet participant does speak, acknowledge and value their contribution so they feel encouraged to speak more
- Separate groups for women and men work better for some activities. The small group, particularly a women-only group, can be very powerful as a safe space for women to talk. Their views can then be shared with the wider group anonymously.
- Breaking for small group activities or discussions provides an easier way for all members to actively participate.

Remember that every time a man speaks and a woman is silent, women's disadvantage is reinforced. Your role is to make sure that women (including women with disabilities) have equal voice and equal opportunity to access their rights – every time!

## Monitoring Levels of Participation

The participation ladder can be used to monitor the degree to which women, men or groups meaningfully participate.



At the end of each session, you might use the ladder to help you think about how actively each person participated:

- Were there any differences between different members of the group in terms of where they are on the ladder? Think not only about women and men, but also different factors such as status, disability, education level, sex and age.
- How can you encourage each person to participate more actively next time?

*Participation Ladder illustration is from: Halcrow, G, Rowland C, Willetts, J, Crawford J and Carrard N (2010) Resource Guide: Working effectively with women and men in water, sanitation and hygiene programs, IWDA and UTS, Australia*



# A Manual for Facilitating Dialogue between Women and Men in Communities

Exploring Gender Aspects of Community  
Water, Sanitation and Hygiene



## Module 2: Sanitation



This Module introduces concepts of access and meeting needs in relation to toilets. This module is facilitated during the time of the CLTS triggering process or during follow-up. It includes one activity 2.1.

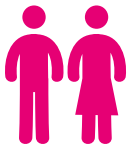
## Activity 2.1 Toilet Game: Inclusive and Accessible WASH



**Time:** 1 hour



**Material:** See toolkit 2



**Facilitation team:** You will need a woman and a man facilitator, as you will split into separate women's and men's groups. You will also need one female and one male note-taker. People with disabilities (and pregnant women) can be informal resource people for this session.



**Learning Objective:** Women and men in the community develop understanding about accessibility difficulties that can be improved with careful design, and make agreements about the designs and locations for toilets that will be accessible for all members of the community.

### SPECIAL NOTE TO FACILITATORS:

*Before Remember that you are guiding the participants on a 'Journey of Learning' - make it fun and enjoyable so that people are interested and engaged in learning. Remind yourself how to facilitate a good discussion by using good techniques for asking and responding to questions, by reading **Tips for Facilitators #5: Creative and Fun**.*



## Facilitator Instruction Step by step

- Explain that this exercise is about making sure WASH decisions will meet the needs of everyone in the community, including people who have physical difficulties of some kind.
- Explain that anyone during their lifetime may experience difficulties in accessing toilets and other facilities – this can happen through accidents, illness or as we grow old. The aim of our exercise today is to make sure that everyone will be able to access the new toilets.
- Explain that all communities are diverse and people with disabilities are part of every community. Acknowledge that people with disabilities are likely to be part of this training group. Explain to the group that these people are the experts in the issue we are discussing today. Suggest a number of ways people with disability can be involved in the activity including:
  - Assisting the facilitator
  - Representing themselves or another community member with or without a disability in the activity
  - Providing guidance or suggestions to the community members who are participating in the activity
  - Observing
  - Observing and providing feedback at the end of the activity.
- The aim of the exercise is for participants to learn for themselves about issues of accessing taps, first from their own imagination, and then those people will have an opportunity to add to the discussion if they want to.
- Separate into men’s and women’s groups. Facilitate the same exercise with each group.
- Explain that the participants in the CAP process played a game like this one during the CAP process, but that time they focused on water. This time the game will focus on toilet issues.
- Explain that this game is about very personal issues that people may not usually talk about much, and ask participants to contribute in a spirit of fun and learning
- Start by drawing a hole in the ground to represent the toilet. Ask someone to stand over it so you can mark the foot holds. With a stick to draw in the ground, or using long sticks laid on the ground, draw lines to represent walls around the toilet and a door. Include sticks leading from the toilet to the house to indicate travel to the toilet.
- Ask one or two people to come and demonstrate trying to use the toilet.
- Then ask more people to come and use the tap, but ask each of them to represent community members who might have difficulty accessing or using the toilet. Remind participants to behave respectfully towards people who have these difficulties.

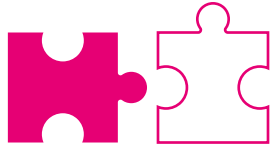
- Ask someone to imagine they are:
  - Pregnant
  - Blind
  - Using a wheelchair or having a mobility impairment (difficulty walking and climbing steps)
  - Elderly
  - Someone who has had an accident and cannot use both legs until the injuries heal
  - Requiring a carer to assist them to use the toilet
  - A young child
- Ask each person to try to travel to and use the toilet. Help them to imagine any steps from the house to the path, terrain from the house to the toilet, the width of the doorway, the height of any step into the toilet, the height of the latrine opening, whether the door opens into or outward of the toilet, etc.

**Just for the women’s group:** Ask the women’s group to conduct discussion regarding menstrual hygiene management and how they access a safe toilet (no need to do the practice). Ask the women who are representing a woman who is blind, the woman in the wheelchair or with other difficulties moving to think about how they would manage their menstrual hygiene. Think about the practical issues but also about privacy.

### Summary including comments:

- Ask the group to share what they experienced in this exercise. What difficulties did different people experience? How can all toilets be designed to enable access for all? Thinking about the needs of actual people in the village who might encounter such issues, what recommendations can be made about locations of toilets that support safety, dignity, privacy, comfort, and ease of access in mind for each person?
- Remember that all people at some time in their lives will benefit from toilets built with accessibility in mind.

**Documentation:** Note taker to complete Record Sheet for activity 2.1 in the tool kit.



## Tips for Facilitators #5: Creative and Fun

### Learning by exploration – the learning ‘journey’:

The approach in the manual is for participants to learn through a process of exploration – it is *dialogue*, not ‘training’.

- Imagine you are a tour guide taking participants on a journey to see a famous sight. In this case, they are going with you on journey of change towards gender equality.
- Before the journey, you need to ensure that the travellers (participants) remain safe, and comfortable, and that they go in the right direction without getting lost. This means you must never forget the purpose of each exercise, as each exercise is a step on the journey. Give clear instructions for each exercise and keep them on track.
- You need to give them enough information so that they *want* to make the journey. You need to keep them excited and motivated, so they don’t give up when the journey is difficult.
- Don’t tell them *everything* about the place you are going – they might lose interest in going on the journey. Let participants learn and discover for themselves.
- But tell them enough so they don’t miss the main points! Make sure you are familiar with the key points that need to be covered in each exercise and don’t let them miss out on those points.

### Create a fun and interesting learning environment

- Not everyone is comfortable with the same methods but everyone is comfortable with something, so by offering a mix of methods you have more chance of meeting everyone’s needs.
- Draw people into the process when they lose interest or look bored or sleepy
- Boost energy levels of workshop participants when they need it
- Be a bit flexible with time, but ensure that the energy and flow does not stall
- The facilitator’s role is to *facilitate* not to **do**. This means not being hands-on with tasks assigned to participants (such as not writing participants’ responses on flip-chart but letting them do it themselves).

## The art of asking good questions

- Ask good questions to help get clarification, to go deeper, or to get people to focus on the topic. Here are some examples:
  - Can you give me an example of that?
  - Can you say more about that?
  - How did you get to that conclusion?
  - How do you see that relating to [the topic you're covering]?
  - What do you think a solution to that could be?
  - Have you experienced something like that before? What was it?
- It is important to ask questions clearly, give examples and then *allow participants time to respond*.

## When participants ask questions:

- It is often better to ask other participants for their response and let them discuss it, rather than the facilitator give an answer. Participants will learn much more by coming to an understanding by themselves, not just hearing it from the facilitator.
- Add creativity to a discussion by opening the discussion rather than leading it, as that can take creativity and ownership away from the group
- You are there to listen and learn and help others to listen and learn – your role is not to teach
- You don't have to know everything! If you don't know an answer, say so honestly. Say that you will do your best to find out and you will come back to them with the answer. This creates an atmosphere of mutual learning and helps break down barriers. Then make sure that you do give them an answer later!

# A Manual for Facilitating Dialogue between Women and Men in Communities

Exploring Gender Aspects of Community Water, Sanitation and Hygiene



Module 3. During implementation

This module helps women and men to think about the change process of moving towards greater gender equality, by looking at gender norms in the past and how they are changing over time; it touches on women's and human rights, and helps communities think about changes they want gender norms related with WASH in the future. This module is facilitated around mid-way during the implementation process. It includes three activities: 3.1, 3.2 and 3.3.

## Activity 3.1: Women and Men in Past Time and Now

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**Time:** 2 hours

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**Material:** See toolkit 3

**General materials:** Flipchart, markers

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**Participants:** 10 women and 10 men

**Facilitators:** 1 woman and 1 man facilitator and 1 woman and 1 man note-taker

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**Learning Objective:** To understand that culture, including 'gender' roles and relations between women and men can and do change over time, and that further change is possible

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### Preparation:

- Each facilitator to read instructions and be clear about purpose and steps of exercise.
- Each facilitator to have suitable examples ready to share about changes in gender roles over time in their own family.
- Remember to prepare the way you will facilitate the exercise without using the term 'gender', which can provoke preconceived associations and may not be helpful.



## Facilitator instructions step-by-step

### Step 1:

- Ask participants to form separate women's and men's groups of four or five in each group.
- Explain the exercise and give examples: e.g. in the past women could not drive, or be in the military, or travel alone outside of Timor; men could not sit together with women in meetings but had to sit separately. Each facilitator should give a specific example from his or her own family, about his grandfather if he is a man, or about her grandmother if she is a woman.
- Groups to discuss the following questions:
  - *What is one thing you can do now that your grandmother/grandfather (or mother/father, or great-grandmother/father couldn't do, **because s/he was a woman/ man that you can do now?**" Speak about the grandparent of the same sex as your own (i.e. women talk about their mother or grandmother, men talk about their father or grandfather)*
- Ask participants to share the things that have changed. List them on flipchart.
- Try to present them in a way that will enable all participants to understand them regardless of literacy levels. This could be to draw (yourself, or ask a participant) a quick sketch to show each change.

### Step 2:

Now bring the men's and women's group together. Ask the group to discuss:

- *Thinking about the changes we have identified, why have these changes occurred? List the factors named. Some examples of factors that should be covered are:*
  - Conflict – In times of resistance, women may also be activists and take up arms
  - Change from subsistence to cash economy – means that men might be away from home and women take on men's roles at home – and women take on different kinds of paid work roles.
  - Social, political, economic and other changes can interact with gender relations – e.g. in the shift to a 'market economy', has an impact on decision-making around land – changed rights access for women;
  - Sometimes gender roles open up for women and then change again – e.g. after war/ resistance women, who may have taken on new roles during the conflict, are often expected to go back to 'traditional' roles
  - Access to health care and/or support for disability



### Step 3:

- Explain that you would now like to discuss whether each of these changes has been *positive* or *negative*, and for whom:
  - o Who has gained from the change and how?
  - o Has anyone lost anything from the change? Who has lost and what have they lost?
- Ask the women to use the questions above to further discuss the changes they identified in Step 1; and ask the men to do the same for the changes they identified.

### Step 4:

- Bring the women and men together when they have finished.
- Ask first the women to share their responses about one of the changes they discussed. Write it up and ask the men if they agree.
- Then ask the men to share their responses about one of the changes they discussed, write it up and ask the women if they agree.
- Continuing asking the women and the men to give their responses to one change at a time until all of the changes have been discussed.
- Ask the group to consider whether the changes have been mostly positive or mostly negative

### Step 5:

Ask the women and men to go back into separate groups to think about the potential negative risks. Ask the two groups to think about what strategies they can have to make sure that all changes are positive for women and men, and to avoid negative outcomes.

### Final discussion and debrief

Make sure the following points are covered:

- o That gender roles change over time and across cultures.
- o That culture itself is constantly changing
- o Be clear that there is still inequality between women and men – things have changed, but are still far from equal. We are looking at some of the things that have changed to help us to see that change is possible in gender roles. This is because they are not ‘natural’, i.e. they’re based on learned behaviour.
- o That change is inevitable – we need to be aware of changes that are coming and do our best to shape the future to be the way we want it to be

- Ask participants to respond with their reflections about these ideas and what they learned from the exercise.
- Finally mention that we have some pictures of positive change – Pass the pictures from cards #46 to #55 showing positive images of men and women sharing roles and tasks. Ask people to respond to the pictures – do they see this kind of sharing of roles and tasks in their family and community?

**Documentation:** Record the positive and negative changes and the strategies for making sure the negative risks are avoided, using the **record sheet** for activity 3.1 in the tool kit.

### SPECIAL NOTE TO FACILITATORS:

*Remember your skills to help people to feel comfortable with change by supporting them to **respectively talk through differences of opinion.***

– read **Tips for Facilitators #6: Change is Good**.



## Tips for Facilitators #6: Change is Good

Facilitating participatory processes involves people, and people are unpredictable! Things do not always go to plan. Becoming confident in the gender-transformative facilitator role takes preparation and practice.

For example, a participant might say, *“If a woman gets raped, it is because she asked for it. The man who raped her is not to blame.”*

It is important for you, as the facilitator, to challenge such opinions and offer a viewpoint that reflects the philosophy of the program. This can be difficult. But it is essential in helping participants work toward positive change. The following process is one suggestion for dealing with such a situation:

### Step 1: Ask for clarification

‘I appreciate you sharing your opinion with us. Can you tell us why you feel that way?’

## Step 2: Seek an alternative opinion

‘Thank you. So at least one person in the group feels that way. But others may see it differently. What do the rest of you think? Who here has a different opinion?’

## Step 3: If an alternative opinion is not offered, provide one

‘I know that a lot of people completely disagree *with that statement*. *Most men and women I know feel that the only person to blame for a rape is the rapist. Every individual has the responsibility to respect another’s person to say ‘no’.*’

## Step 4: Offer facts that support a different point of view

*‘The facts are clear. The law states that every individual has a right to say no to sexual activity. Regardless of what a woman wears or does, she has a right not to be raped. The rapist is the only person to blame.’*

In our program, we are committed to respecting human rights, which includes women’s rights, and to gender equality, and it is important that we follow these values.

Please note that even after you take these four steps to address the difficult statement, the participant may not openly change his or her opinion. However, by challenging the statement, the facilitator has provided an alternative point of view that the participant will be more likely to consider and, we hope, adopt later, and this will provide support and encouragement to others in the room.

Below are some other typical challenges that facilitators of gender transformation processes may face, along with suggestions for how to manage each situation.

### ► When people respond with anger during the discussion

Possible strategy: Help to keep the situation calm. You can say ‘There is nothing wrong with anger, it’s an emotion. Anger expresses a need. However, it is important to handle our anger in ways that are constructive rather than destructive.’(See also the tips in Facilitation Tips #9 – ‘It’s ok to disagree’)

### ► When male participants express feeling threatened or under attack because of the topic

Possible strategy: Acknowledge that these feelings are normal, as change can be uncomfortable for everyone. Offer the participant the chance to leave the workshop for a short break if that would help them.

► **When participants use words that generalize, e.g. ‘all men...’, ‘all women...’**

Possible strategy: Use yourself as an example of being different to your gender stereotypes in a certain way (e.g. if you are a man, mention how you share household work with your wife); use public figures like women in powerful positions, or non-traditional males.

► **When people make jokes about violence against women**

Possible strategy: Make it clear to the group that this is not acceptable as everyone has human rights including the right to live free from violence. Remind them that GBV is a serious issue, with many women killed each year from GBV.

► **When people make derogatory remarks about women or men**

Possible strategy: make it clear to the group that this is also not acceptable in the workshop environment – remind participants that gender equality is not about women being better than men or the opposite, it is about equality.

► **When people make negative remarks about the abilities of women or men with disabilities**

Possible strategy: make it clear to the group that this is also not acceptable in the workshop environment - remind participants that people experience difficulties in activity at different times in their lives and that all people have capabilities and contributions to make to their communities irrespective of these differences/difficulties.

*Some of the material above is adapted from: <http://www.righttoplay.com/International/our-impact/resourcerequest/ResourceManual/Gender%20Equality%20Facilitator%20Manual.pdf>. Some of the content was adapted by Right to Play from The ACQUIRE Project/ Engender Health and Promundo (2008) Engaging Boys and Men in Gender Transformation: The Group Education Manual (used with permission)*

## Activity 3.2: Rights of Women and Men

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**Time:** 1 hour

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### Materials:

- **Special Materials:** See toolkit 3
  - **General Materials:** Markers, flipchart, sticky notes in two colours
- 



**Learning Objective:** To understand that culture, including ‘gender’ roles and relations between women and men can and do change over time, and that further change is possible

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**Preparation:** Invite guest from Government Gender Institution (In Timor-Leste this is SEM) to be a guest speaker and resource person for this module. They can help to ensure that questions about women’s rights, particularly legal rights, are correctly answered. They can also take the opportunity to distribute any materials they have about the domestic violence law or anything else they want to promote at the time. Facilitators should also be aware of women’s rights and the laws protecting them.

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### SPECIAL NOTE TO FACILITATORS:

*To facilitate this session well, make sure you **understand your role as a gender transformative facilitator** – read **Tips for Facilitators #7: Be Clear About ‘Gender’**.*

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**Purpose:** To refresh participants’ memory about issues of women’s rights



## Facilitator Instructions Step-by-Step:

First, ask participants to share what they understand by the words ‘rights’ and ‘responsibilities’. Make sure the meanings are clear to everyone.

Ask participants to separate into a women’s group and a men’s group.

Using sticky notes – one colour for the women’s group and one colour for the men’s group, ask them to list what they believe about the following questions:

1. What rights and responsibilities do you know about that women have?
2. What rights and responsibilities do you know that men have?
3. What rights and responsibilities do both women and men have?

Ask women and men who can read and write to help women and men who cannot read and write.

Make sure that only one idea is written on each note.

Bring the two groups together and ask them to read out each sticky note. For each statement, ask the whole participant group:

- Is it a right or a responsibility?
- Is it only a women’s or a men’s right or responsibility or does it belong to both women and men?

As they respond, support the participants to place the sticky notes onto banner 3.2 prepared as below:

Rights that women have	Rights that men have	Rights that both women and men have
Responsibilities that women have	Responsibilities that men have	Shared responsibilities of women and men

It is very likely that many of the responses put down as ‘rights’ will probably actually be ‘responsibilities’. Help to clarify why each one is a ‘right’ or a ‘responsibility’. Let the group members explain this to each other before you step in to explain, only if they are still very unclear about it.

Some things might be both a right and responsibility – if so, write another sticky note and put it in both places.

Keep moving quickly through the activity. If something has already been said, quickly note that it is already there and discard the note – do not waste time duplicating ideas that have already been covered.

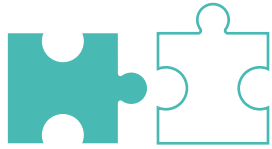
At the end, there should be nothing in the men's or women's rights or responsibilities columns, as all rights are held equally by women and men, and all responsibilities can and should be shared.

When the group is finished, ask the group if they can think of any right that has not been mentioned. **Make sure that the right to live in freedom from violence is mentioned** – if no-one mentions it, ask them yourself about who has this right and make sure it is acknowledged that women and men both have this right. Remind participants that this right is protected by law, including women's freedom to live free from domestic violence.

Key points:

- Remind participants that women and men have the same rights, but that women and men sometimes experience different issues, for example, women are sometimes denied their rights relative to men, or have their rights abused by some men.
- Also remind participants that women and men with disabilities have the same rights as women and men without disabilities and sometimes women with disabilities are denied these rights relative to other women and men without disabilities.
- Although women and men have equal rights and responsibilities are shared, this does not mean that everyone has to do the same things. Families and communities are free to divide responsibilities as best suits them, but it is important to ensure everyone can access their rights. There are many kinds of work that need to be done, and this be shared by agreement.
- It is important to realise that while women are burdened by too much household and caring work, and while men take more share of the decision-making and not enough share of the workload, women cannot enjoy their rights.

Ask whether participants know about anything from the government that protects their rights. Mention the Domestic Violence Law and also that the government of Timor-Leste has signed the UN Convention to Eliminate Discrimination against Women (CEDAW) and have committed to signing the Convention on the Rights of Persons with Disabilities.



## Tips for Facilitators # 7: Be Clear About 'Gender'

### A gender transformative facilitator should ...

#### Be:

- 100% committed to gender equality and social justice.
- Open-minded
- Balanced and fair
- Positive and affirming
- Comfortable with emotion
- Empathetic and understanding
- A role-model for gender transformation in your personal and professional conduct
- A 'tour guide' on the participants' journey of learning and change towards gender equality

#### Know about and understand well about:

- Gender and power
- The situation for women in Timor-Leste and the communities where you work
- Laws and conventions about women's rights and human rights including disability rights
- Enough about gender issues and the specific topic being discussed to comfortably manage the content and respond to what participants may do, say or ask. Your role is not to be the expert providing information but you must know enough to be confident to guide the discussion through probing questions.
- Yourself: look at your own life and be aware of your own culture, prejudices, and assumptions

#### Do:

- Keep your own opinions out of the process, **except** to constantly keep the discussion moving *towards* the aims of gender equality and empowerment
- Manage the exchange of views and opinions without making particular opinions "right" or "wrong"
- Create and promote 'safe space'
- Protect all participants from being attacked – but especially the less powerful/ more vulnerable



- Find out who will be the potential “supporters” and “opponents” to the gender transformative process.

Remember we are discussing issues and ideas that are very engrained in everyone’s thinking. We learn about gender norms from very early in our lives and these attitudes will not change easily. It is **very important** to:

- **Challenge** participants’ assumptions and ideas
- **Challenge** prejudice, discrimination and oppression

## Activity 3.3: Visioning Positive Change – Role-Play Exercise



**Time:** 1 Hour



**Material:** See toolkit 3

**General materials:** Flipchart, markers



**Learning Objective:** Visioning and embodying the experience of positive change for women, for men and for their relationships within the context of WASH.



### Facilitator Instructions Step-by-Step:

- Divide participants into small groups of up to 10 participants, men and women separately, paying attention to how they are grouped. For example, separating younger women and men from the older groups will provide space for their views also.
- Explain that the purpose of this exercise is to imagine a positive future for women and men’s roles and relationships. Ask them first to think about the changes that have already happened for women and men in the things they do and their relationships at home and in the community. Then ask them to imagine the positive changes for women and men they want to see in the future. Remind them of the changes they thought about when they participated in Module 1.2, Who Does, Who Decides.

- Each group needs to design two role plays. In the plays, group members play parts to show different situations:
- The first role-play is about the group’s vision for how things could be for women and/or for men in the future with reference to a **family** or household situation.
- The second role-play is about the group’s vision for how things could be for women and/or for men in the future with reference to a **community** situation.
- Give each group time to prepare the two role plays before performing each for the remaining group.
- When the group has finished performing their play, encourage the audience to applaud and acknowledge the role-play.
- Ask the audience to explain what they think is happening. The group can respond to what the audience says, explaining what the plays show. Ask the audience whether they agree or disagree with what is being shown, and what they think should be added or changed.
- Repeat this process for the second role-play, and then ask the other groups to perform their plays, repeating the process until all groups are finished.
- Finally, facilitate a closing discussion about the key messages the groups were communicating and ideas for how the community could work together towards achieving their visions, using the following questions:
  - What were the changes the plays showed?
  - Does everyone agree that these would be positive changes?
  - Who will benefit from these changes?
  - Are these changes possible? How long will it take to make these changes?
  - Who is responsible for making the changes? What would help them to make the changes?

Remember to emphasise that everyone benefits from change to more equal sharing of workload and decision-making.

Note: Alternatively, groups could choose to draw or story tell if role plays are not suitable. However, we know that the role-plays can be successfully done. Previous exercises in the modules such as Water Game and Toilet Game will help participants to feel comfortable with this exercise.

### SPECIAL NOTE TO FACILITATORS:

*Remember that the purpose of many exercises in the manual, like this one, is to help people not only learn and develop new ideas and understandings, but also to **change gender norms**. Read **Tips for Facilitators #8: Moving from Ideas to Action**.*

**Documentation:** Record the visioning exercise results using the **record sheet** for activity 3.3 in the tool kit.

**Credit:** *These instructions are adapted from the WASH Research Facilitators' Guide developed by IWDA and ISF/ UTS.*



## Facilitation Skills # 8: Moving from Ideas to Actions

The dialogue processes in this manual aim not only to raise awareness but to encourage women and men in communities to **make positive change**. Behaviour change will only happen, and will only be sustained, when people feel empowered to make their own decisions and plans.

The manual aims to help participants **create a better future for everyone!** Your role is to make sure participants take home messages about positive change that they can make and why this change will be beneficial to everyone in the community. At the end of each module it is important for participants to think about and be ready to put what they have learned into action.

- Telling people what to do will not achieve participation or behaviour change.
- At the end of each module, thank participants for their contributions and help them feel a sense of achievement. This will be encouraging to them and will help them remember what they have learned and make positive changes in their lives.
- Use the participatory activities in each module to enable participants to review and consolidate what they have done and learnt, particularly about changes they can make in their lives
- Use the record sheets to document what was discussed and write down any agreements participants have made about changes they want to make or see. This can be used in future sessions to remind them and help them think about what change has actually happened.
- Allow time to summarise and close the process at the end. Reflect and summarise what participants have discussed to help arrive at a good conclusion and feeling of closure.

End each module by supporting participants to move from **talking about change** to **making change happen!**

# A Manual for Facilitating Dialogue between Women and Men in Communities

Exploring Gender Aspects of Community Water, Sanitation and Hygiene



Module 4: Project Handover

This module focuses in more detail on the workload of women and men and aims to build greater appreciation of and support for the contribution women make to the family and community. This module is facilitated at around the time of completion of project implementation and handover. It includes one activity: 4.1.

## Activity 4.1: Women’s and Men’s Contribution to the Household and Community

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**Time:** The total time needed for this activity is **3 hours 20 minutes**.

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### Materials:

- **Special materials:** See toolkit 4
- **General materials:** flipchart, markers, sticky notes, for participants to write and draw on, sticky tape, camera

Prepare chart on flip-chart paper – include illustrations for productive, reproductive, community service and community decision-making; and for women and men; and for paid and unpaid so that everyone can understand the chart regardless of literacy

Prepare checklist of activities as prompt for groups about different kinds of activities

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### Learning Objectives:

- To make visible and valued the activities of women and men in the family and community
  - To build respect for women’s contribution (knowledge and work) to the family and the community
- 



### Facilitator Instructions Step-by-Step:

This training activity has seven parts:

- |  |              |
|--|--------------|
| <b>Step 1.</b> What do men and women do in the family and community? | (1 hour)     |
| <b>Step 2.</b> Show three kinds of work – paid and unpaid            | (30 minutes) |
| <b>Step 3.</b> Reflection on gender and the three kinds of labour    | (30 minutes) |
| <b>Step 4.</b> Imagine if...   | (50 minutes) |

**Step 5.** Sharing how we feel (20 minutes)

**Step 6.** What does this mean for WASH? (30 minutes)

**Step 7.** Debrief (20 minutes)

**Step 1. What do men and women do in the family and community? (1 hour)**

Divide women and men into separate groups – women together, men together. If groups are too large, make two smaller groups of women and two smaller groups of men.

Ask women in a separate group from the men to write and draw on metacards all the activities done by women in the household and community. Ask men in a separate group from the men to write and draw on metacards all the activities done by men in the household and community. Encourage participants to draw pictures for themselves but be ready to help them if they are really too shy to do it themselves.

**Facilitator role:** Facilitators sit with the groups (men with men’s group, women with women’s group) to help them think about the activities. Use your checklist to remind them of activities that they do not think of by themselves. Encourage the participants to draw pictures on the cards to enable full participation by all regardless of literacy level.

**Step 2. Show three kinds of work – paid and unpaid (1 hour)**

Put the banner 4.1 on the wall. The banner looks like this:

<b>Women’s and Men’s Contribution to Family and Community</b>				
<b>Labour</b>	<b>Women</b>		<b>Men</b>	
	<b>Paid</b>	<b>Unpaid</b>	<b>Paid</b>	<b>Unpaid</b>
1. Grow Food for family to eat				
2. Good food to sell, other activities to earn money				
2.1 Care for house and home - Biological				
2.2 Care for house and home – Non-Biological				
3.1 Community - Make decisions				
3.2 Community - Work				
4 Free Time				

Explain the three different kinds of work that are done by people in the family and community. Explain that some of this work earns money, some of it is done for no money.

Facilitators assist men and women to place their cards of activities on the chart depending on whether the task is done by women or men, paid or unpaid.

Some examples of activities and how to place them are shown on the sample table below.

If the women's and men's group have both identified the same activity for women and men, ask who does most of the work, then place the card in the men's or women's column accordingly. If it is done almost equally by women and men, place it in both the women's and men's columns.

If it is paid work, ask if it is mostly women who earn income from that activity or mostly men who earn income from that activity. If both women and men can earn almost the same amount of income from the activity, place it in both women's and men's paid columns.

Try to keep the pace of this activity quick and make sure that everyone is actively engaged. Assign one facilitator to monitor who is participating and together encourage active participation in ways that are most appropriate to the group.

### **Step 3. Reflection on gender and the three kinds of labour (30 minutes)**

When the chart is completed, ask the women and men to discuss, everyone together:

- What can you see from this chart?
- Who does most of the unpaid work?
- Who depends more on the other – men depend more on women or women depend more on men?
- Who has more opportunity to earn income – women or men?
- Is it easy for women to find time to participate in groups and meetings e.g. WASH Committee and other?
- Who has more free time?
- Is this fair?

You might need to take a short break and play an energiser game at this point before moving into the next step.

### **Step 4. Imagine if... (40 minutes)**

Explain that we are now going to think about how men depend on women and women depend on men. Cover up the women's column of unpaid work: imagine if there were no women to do these things – what would happen. Give the group only a couple of minutes to think about that. Cover up both women's columns – paid and unpaid work. Again, just give the group a few minutes to react. Then cover up the men's columns of paid and unpaid work. Ask the group to think for a few minutes about that. Then explain that we will discuss this more with the women and men in separate groups.

Ask women to leave the room. Woman facilitator goes with the women. Male facilitator/s stay in the room with the men participants.

Discussion Questions for **men's group** – to be facilitated by male facilitator/s:

- What would happen if all the women left for one week?
- What would happen if all the women left for one month?
- What would happen if all the women left for one year?

For each time-period, ask the men to consider:

- What would happen to the children?
- What would happen to men's health?
- What would happen to the family's ability to have food each day?
- What would happen in your house?
- What would happen in the community?

Write the men's responses for each time-period (week, month, year) on flipchart.

Ask the men to think about all the things that men depend on women for - because women have the knowledge and the skills. Could the men do these things? Could the men learn those skills?

Discussion Questions for **women's group** – to be facilitated by female facilitator/s:

What would happen if all the men left permanently and sent no money back to the household?

- What would happen if all the men left for one week?
- What would happen if all the men left for one month?
- What would happen if all the men left for one year?

For each time-period, ask the women to consider:

- What would happen to the children?
- What would happen to the family's health?
- What would happen to the family's income?
- What would happen in your house?
- What would happen in the community?

Write the women's responses for each time-period (week, month, year) on flipchart.

Ask the women to think about all the things that women depend on men for. Could the women do these things? Could the women learn those skills?



### Step 5. Sharing how we feel (15 minutes)

Bring women and men back together. Ask each group to share how they felt in the separate groups. What do men feel without the women's presence and what do the women feel without the men's presence?

Give the women time to ask questions and comment on the men's presentation, and for the men to do the same for the women's presentation. The discussion that happens at this point is an important part of the process – just as important as the presentation.

### Step 6. What does this mean for WASH? (5 minutes)

Facilitators reorganize the cards on the chart so that all the activities that are *not* related to WASH are out of sight. Ask the group to comment on how much men depend on women for WASH-related activities. Who has the most knowledge about daily activities in WASH? Who depends more on the other for WASH activities – men depend on women more or women depend on men?

### Step 7. Debrief and Women and Men's Commitments for Change (20 minutes)

Ask women and men what they learned by doing this exercise. Let them tell you what they learned, before saying anything yourself about the purpose of the activity.

Finish the exercise by asking women and men to make commitments about what changes they would like to see in their families and communities, and what changes they would like to *make themselves*, so that women and men support each other

What can men do to support their wives more, with the daily work of the household, and so that they can participate in decision-making? What support do the women want?

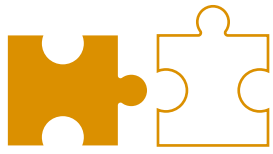
Record women's and men's responses on the record sheet below, and mention that you will come back and talk with them in future to see whether they have been able to make some changes as they hope to.

### SPECIAL NOTE TO FACILITATORS:

Remember that **disagreement can be positive and lead to learning and change** - as long as the discussion remains respectful. To help you feel confident in managing the discussion when participants have disagreements.

Read **Tips for Facilitators #9: It's Ok to Disagree**.

**Documentation:** Record the results using the **record sheet** for activity 4.1 in the tool kit.



## Tips for Facilitators #9: It's ok to disagree

As a gender-transformative facilitator, you will learn to be:

- Comfortable with some level of disagreement
- Comfortable with uncertainty and unpredictability

### Be aware that:

- Disagreement can be creative. Don't be afraid of it – new ideas are bound to be challenging, and discussing different perspectives is essential for learning. Your role is to ensure different ideas are shared *constructively*.
- Acknowledge the disagreement. It will not be helpful to deny or ignore it
- Be very aware of power dynamics. Do not allow those with power to dominate the discussion.
- A rights-based approach means being on the side of those without power! It means giving space for those who usually do not have a voice. This means you must support and promote gender equality! Give women every opportunity to feel safe and express themselves.
- Your role as a gender-transformative facilitator is to overcome existing power imbalances. Make sure you give women every chance to respond to anything said by male participants. Especially give women the chance to challenge and respond to disempowering comments. Sometimes you might need to challenge such statements yourself.

### Encourage people to focus on common goals and interests to work through disagreements

- Encourage an attitude of mutual respect by demonstrating this yourself
- Make sure the discussion is always about the issue, not about the people discussing the issue (not personal)
- Disagreements between people in the group may already exist. If the discussion is not related to the topic being discussed, politely and sensitively ask participants to put it aside for now so the group can continue with the program, and encourage them to resolve the disagreement later
- On issues where there are disagreements, give 'the last word' to women, or men who support gender equality (not participants who resist gender equality)



# **A Manual for Facilitating Dialogue between Women and Men in Communities**

Exploring Gender Aspects of Community  
Water, Sanitation and Hygiene



Module 5: Follow-up

This module is for the purpose of reminding women and men about the key messages, encouraging further behaviour change and monitoring changes that have happened. It is facilitated 6-12 months after handover. It includes 3 activities: 5.1, 5.2 and 5.3.

## Activity 5.1: Refresher Quiz on Women's and Men's Rights

Tell participants you will start today with a quiz. Mark an invisible line down the middle of the room and tell people on one side of the room that they are Team A and the other side is Team B. Ask participants to call out the answers and count how many correct answers are given by Team A and how many by Team B. The game is just for fun, so encourage participants to compete actively but not to take the scoring too seriously.

Ask the following questions:

- **Who has the right to own land, women, men, or both?**  
(CORRECT ANSWER: both women and men)
- **It is mainly men who are responsible for collecting water for the household to use – true or false?**  
(CORRECT ANSWER: false – women and men should share responsibility for collecting water)
- **Do men have the right to have more than one wife?**  
(CORRECT ANSWER: false)
- **Who is responsible for ensuring the family follows good hygiene practices – women, men or both?**  
(CORRECT ANSWER: both women and men – men can play a very positive role in teaching children about hygiene and ensuring conditions in the house are suitable for good hygiene practices)
- **Who has the right to live free from violence, women or men or both?**  
(CORRECT ANSWER: both women and men)
- **Women have the right to join in meetings but only if they have enough time?**  
(CORRECT ANSWER: women have a right to join in meetings and men have a responsibility to support women to make it easy for women to participate)
- **Is there a law in Timor-Leste against men committing violence towards women including their wives?**  
(CORRECT ANSWER: yes, the Domestic Violence Law of 2010)

Finish by asking where people learned about their rights, and note this on the Record Sheet.

**Documentation:** Record what is written on the flipchart (as above) and take notes from the discussion. Take care to note the sources where participants learned about their rights, as this will help to understand how much of the change in attitudes came through the contribution made by the project. You can use the record sheet for activity 5.1 from the toolkit.

## Activity 5.2: Reflection on change for women and men since project began



**Time:** 2 hours



**Material:** See toolkit 5

**General materials:** Markers, flipchart



**Learning Objective:** To reflect on the changes in men's and women's roles and relations that have happened since the project began.



### Facilitator Instructions Step-by-Step:

Start by asking participants to recall whatever they can about the project – what were the activities that happened, who was involved in the activities etc. Make sure that the group understands the focus of this exercise is the WASH program. Remind them, if they don't mention it themselves, of the date when the project began and when it ended. Remind them about the previous Modules and ask if they participated in them.

Divide participants into separate men's and women's groups. Ask them to respond to the following questions, using sticky notes:

- **What things do women do now that they did not do before?** (Additional prompting question: Are there things that women now do *less* now than they did before the project, or things that they now do *more*?)
- **What things do men do now that they did not do before?** (Additional prompting question: Are there things that men now do *less* now than they did before the project, or things that they now do *more*?)

- **Have there been changes in relationships between women and men in families?** (Additional prompting question: For example, the way they share responsibilities, the way they see each other, the level of trust they have in each other, how much they argue about things?)
- **Have there been changes in relationships between women and men in the community?** (Additional prompting question: For example, the way they share responsibilities, the way they see each other, the way decisions are made in the community?)
- **Have there been changes in relationship between women and men with disabilities and without disabilities in families or in the community?**

Ask each group to report their responses on flipchart (using the table below).

Facilitators should prompt participants to ensure that the discussion covers a broad and complete range of tasks for both women and men, including domestic tasks, help in construction, decision-making, other tasks not directly related to WASH but that might be indirectly because of WASH improvements or project activities. If participants mention changes that do not seem to be related to the project, ask them to explain whether the change is because of the project or not. If it is not, thank them for their contribution, but do not put their answer on the flipchart.

Make sure that the changes they put on the flipchart relate to their roles and relations that have happened **specifically** for women **as women** and for men **as men**. If they talk about changes that have been experienced by both women and men, thank them for the contribution but don't write it on the flipchart. Remind that that we want to know what has changed specifically for women and specifically for men.

'Reality-check' answers given, to try to encourage honesty about how much change has happened. Challenge men who say that men have taken on more domestic work, and be very careful to allow enough time for several women to express their views about what has really changed and the extent of change.

Facilitate discussion about why these changes have occurred.

Bring the two groups together and ask them each to present their responses. After each response from the women's group, ask the men if they agree or not (and if not, why not), and after each response from the men's group, ask the women if they agree or not (and if not, why not). This is a very important part of the learning process and is just as important as (or more than) the presentations.

**Important:** Ask women and men both to report their responses to the first question, and discuss; then ask women and men both to report their responses to the second question, and discuss, etc. – for each of the four questions.

Ask each group if they have questions for the other group. Encourage them to ask questions and clarify with the other group.

**Documentation:** Record what is written on the flipchart and take notes from the discussion. Use the record sheet for activity 5.2 in the toolkit.

## Activity 5.3: Women’s and Men’s Roles Relating to WASH: Secret Pocket Chart Voting

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**Time:** 2 Hours plus preparation time

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**Material:** See toolkit 5

**General materials:** Markers, flipchart

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**Learning Objective:** The aim of this activity is to check and quantify the changes we hope to see, from the perspectives of women and men.

Participants will individually and privately answer questions set up at different locations around the workshop area, which we will call “voting stations”. It may be extended beyond the participants, to involve a wider group from the community, but this may take a bit more time.

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**Preparation:** Prepare the voting questions, voting materials and “voting stations” in advance. Find two places where the women and the men can do their voting at the same time without seeing each other.

Use smaller and larger circles to indicate a visual scale from ‘no change’, to ‘small change’, to ‘quite big change’ to ‘very big change’.

Set up the voting stations for women and for men. It is important that participants can vote individually and with privacy so that they do not influence each other’s vote and that women’s and men’s voting stations are clearly separated. Ensure that the voting stations are easy to access and the ‘path’ is not obstructed. Ensure that anyone who has difficulty seeing or moving has a facilitator assigned to assist them to make a private vote.

You can use banners 5.31 and 5.32 for the pocket voting chart layouts.



The pocket voting charts for men and for women should look like this:

Question	Women's responses or Men's responses			
	No change	Little change	Some change	Big change
<b>Men help with collecting water</b>				
<b>Men help with cooking for the family</b>				
<b>Men help with washing clothes</b>				
<b>Men help with bathing children</b>				
<b>Women participate in decision-making in the family</b>				
<b>Women speak up at meetings and participate in decision-making in the community?</b>				



### Facilitator Instructions Step-by-Step:

Explain to the women and men together that there will now be a voting process, with women and men giving their opinions separately about each question.

Explain there are five questions, each with a choice of four possible answers to indicate how much change they have seen since the project began. There are no right or wrong answers. It is important to ask them to answer the question honestly with regard to their own personal experience or opinion. Explain that no one else will know or see what they vote so they can feel free to be honest.

Hold up the voting sheets and go over the questions one by one, making sure that most people seem to understand.

Read through the questions, clarifying any confusion. Allow time for people to ask questions to clarify the meaning. Participants will learn more and understand better by hearing the questions that others ask – they may have the same question in their own mind but feel too shy to ask. It is very important that people understand the questions and the voting process. Reassure them that there will be someone at each voting station to help each person and make sure they understand the process and the questions and make sure everyone feels confident to make their votes.

Explain that the participants will vote using pieces of paper or stones. Each person will be given one stone for each question (five stones each). They will use ONE stone for each question, putting it in the pocket that shows either ‘no change’, ‘little change’, ‘medium change’ or ‘very big change.’

For example, for the question about how much men now help with collecting water, if you feel they have changed a lot and now help a lot with collecting water, put your stone in the pocket with the biggest circle. If you feel there has not been much change and the men don’t help very much, put your stone in the pocket with the small stone. If you feel the men have not changed at all in helping with collecting water, put your stone in the pocket with no circle.

Distribute the voting cards or stones.

The voting will be about change in who does different tasks. The question for each task is:

- At the present time compared to before the project, how much do men help with collecting water
- At the present time compared to before the project, how much do men help with caring for the family e.g. when someone is sick, day-to-day care of young children, elderly or members of the family with disability
- At the present time compared to before the project, how much do men help with bathing children
- At the present time compared to before the project, how much do women participate in decision-making in the family
- At the present time compared with before the project, how much do women speak up at meetings and participate in decision-making in the community?

For each question, the choice is between the following options:

- ‘No change’
- ‘Small change’
- ‘Some change’
- ‘Very big change’.

### **Voting** (45 minutes)

Separate the women’s and men’s groups. Make sure that only one woman at a time and one man at a time is at the voting station, accompanied only by the facilitator assigned to help with the individual voting.

Facilitate the process by inviting the participants to individually vote at each location starting at the first and then rotating until they have voted at all five locations.

Ensure the group of participants waiting to vote remain seated away from the locations and allow the participant's time to consider the questions and to vote. One woman should stay with the women's voting charts and one man with the men's voting charts, so they can read the questions out to each person who cannot read. Make sure you then stand away from the charts so they will know that you cannot see how they vote.

### **Tallying the Results** (15 minutes)

Once all of the participants have voted tally the results for each question. Write the results next to the voting charts and record them in your record sheet. If the number of women and men who voted is not the same, you may need to quickly and carefully calculate percentages.

### **Sharing the results** (15 minutes)

Invite the women's and men's groups to join together.

Invite the group to look at the results from the women's and men's voting, encouraging the women's and men's groups to view each other's results.

### **Group Discussion** (30 minutes)

Once everyone has had time to look at the results facilitate a discussion with the group using these questions:

- Which questions do the men and women agree about and which questions do they disagree about?
- Find out why the women and men voted as they did for each question. For example, if the voting shows little change in men supporting women to participate in decision-making, find out why – is it because women continue to participate little, or is it because men already supported them a lot?
- What do these results mean to you?
- Was there anything surprising in the results? Why? Why not?

In closing take time to address any questions or concerns. Thank all the participants for their time.

**Documentation:** record the outcomes of the voting and also main points of discussion, using the record sheet for activity 5.3 in the toolkit.

**Credit:** *These instructions are adapted from the WASH Research Facilitators' Guide developed by IWDA and ISF/ UTS.*

# Toolkit Materials

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**Project Planning**



**Sanitation**



**During Implementation**



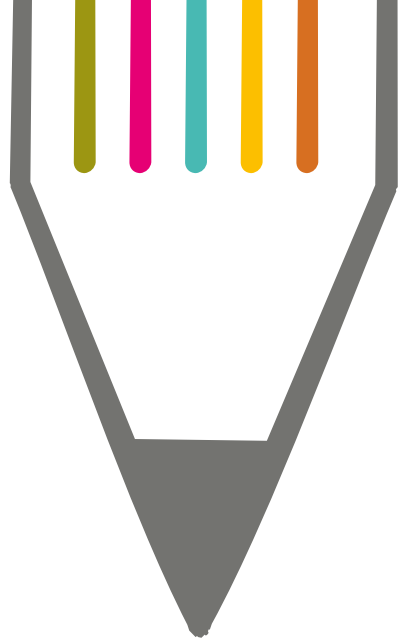
**Project Handover**



**Follow-up**



**Picture Cards**



# Toolkit 1: Project Planning

## Activities materials list:

### 1.1. Women's and men's daily activities

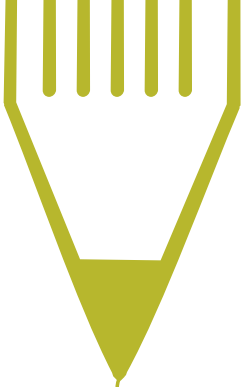
- Banner 1.1: two banners, one for women's group and one for men's group.
- Picture cards #1 to #26: two sets of cards, one for women's and one for men's group.
- Activity 1.1 record sheet.

### 1.2. Who does, who decides

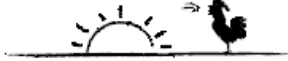


- Banner 1.21: one banner for Women's group.
- Banner 1.22: one banner for men's group.
- Picture cards #27 to #36: six sets of family member cards, three for women's group and three for men's group
- Picture cards #31 to #43: four sets of people in the community cards, two for women's group and two for men's group.
- Activity 1.2 record sheet.

### 1.3. Water Game: Inclusive and Accessible WASH.

- Sticks of different lengths to represent tap stands.
- Activity 1.3 record sheet
  
- **Module 1 Evaluation Sheet.**

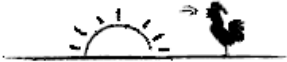
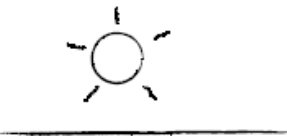



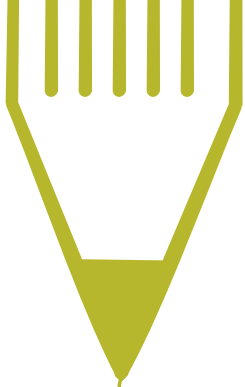
### Banner 1.1

Time	Men	Women
 <p data-bbox="517 730 630 763"><b>Morning</b></p>		
 <p data-bbox="443 1294 703 1328"><b>Midday to afternoon</b></p>		
 <p data-bbox="539 1816 611 1850"><b>Night</b></p>		

## Activity 1.1 Record Sheet: Women's and Men's Daily Activities

Instruction: Field staff to take blank copies and complete during the session. Write the time and the different activities of women and men at each time. Please also note any significant differences between activities of young men compared with older men, and young women compared with older women; and women or men with disability.

Time	Men	Women
 <p data-bbox="365 898 477 931"><b>Morning</b></p>		
 <p data-bbox="292 1395 552 1429"><b>Midday to afternoon</b></p>		
 <p data-bbox="384 1850 459 1883"><b>Night</b></p>		



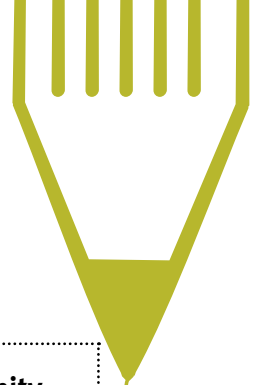
## Banner 1.21 & 1.22

<b>Womens' Group</b>				
	<b>Daily Household WASH Tasks</b>	<b>Family Caring Tasks</b>	<b>Family Decision-Making Eg about toilets or taps</b>	<b>Community Decision-Making in Community Meetings</b>
<b>Who does the most</b> <b>(for Step 2 card-sorting exercise)</b>				
<b>Changes we want to see</b> <b>(for Step 3 discussion exercise)</b>				

<b>Mens' Group</b>				
	<b>Daily Household WASH Tasks</b>	<b>Family Caring Tasks</b>	<b>Family Decision-Making Eg about toilets or taps</b>	<b>Community Decision-Making in Community Meetings</b>
<b>Who does the most</b> <b>(for Step 2 card-sorting exercise)</b>				
<b>Changes we want to see</b> <b>(for Step 3 discussion exercise)</b>				



## Activity 1.2 Record Sheet – Who Does, Who Decides



	<b>Family Workload:</b> <b>Daily WASH Tasks</b> <b>(How can men take more of a share in this work?)</b>	<b>Family Caring</b> <b>(How can men take more of a share in this work?)</b>	<b>Family Decision-Making</b> <b>about having a toilet or tap</b> <b>(How can women be more involved in these decisions?)</b>	<b>Community Decision-Making in Community Meetings</b> <b>(How can women be more involved in decisions, meetings and GMF?)</b>
<b>Changes women want to see</b>				
<b>Changes men want to see</b>				



## Activity 1.3 Record Sheet: Identification of Accessibility Issues in the Community

Note-taker to record:

**Which accessibility issues exist in this village? What particular needs should be taken into account so that everyone in the community can access taps easily?**

**What suggestions were made to improve accessibility of taps?**

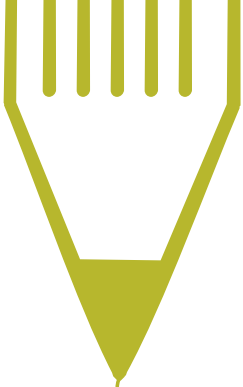
**What recommendations were made about locations for taps?**

**Who will be responsible for this?**

## Evaluation of Module 1

At the end the module undertake an evaluation with participants and complete the evaluation report:

Date		Location			
		Young women	Young men	Girls	Boys
<b>Total participant numbers</b>					
<b>Difficulty walking or climbing steps?</b>					
<b>Difficulty seeing?</b>					
<b>Difficulty remembering/concentrating?</b>					
<b>Difficulty communicating?</b>					
<b>Did everyone participate actively?</b>					
Group	Number of most active participants				
	In separate group				
Adult women (with and without disability)					
Adult men (with and without disability)					
Young women (with and without disability)					
Young men (with and without disability)					
Girls (with and without disability)					
Boys (with and without disability)					



<b>Did we achieve the objectives of the session?</b>	
<b>Activity 1.1: To build appreciation for women’s daily work contribution and consider how the workload might be shared more fairly</b>	
<b>Activity 1.2: For women and men to identify different ways that women and men are involved in and affected by WASH issues, workload and decision-making and think about how WASH responsibilities can be more fair and equal, and effective.</b>	
<b>Activity 1.3: Women and men in the community develop understanding about water accessibility difficulties that can be improved with careful design, and make agreements about the designs and locations for tap-stands that will be accessible for all members of the community.</b>	
<b>Feedback from women participants</b>	
<b>Feedback from men participants</b>	
<b>Feedback from the facilitator:</b>	
<b>What went well</b>	
<b>What did not work so well</b>	
<b>Lesson learned – what to do differently next time</b>	

Please attach or upload 1-2 photos as a record. Please make sure photos of the women’s and men’s rankings are attached.

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

## Toolkit 2: Sanitation

### Activities materials list:

#### 2.1. Toilet Game: Inclusive and Accessible WASH

- Sticks of different lengths to represent people with disabilities.
- Activity 2.1 record sheet.



## Activity 2.1 Record Sheet: Identification of Accessibility Issues in the Community

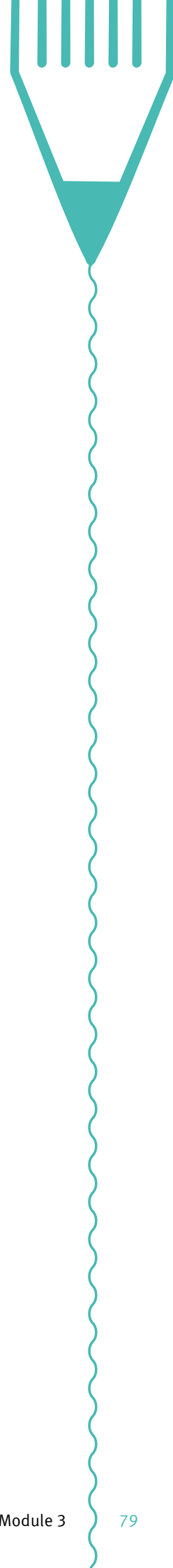
Note-taker to record:

Which accessibility issues exist in this village? What particular needs should be taken into account so that everyone in the community can access toilet facilities easily?

What suggestions were made to improve accessibility to toilets?

What recommendations were made about locations for toilets?

Who will be responsible for this?



## Toolkit 3: During implementation

### Activities materials list:

#### 3.1. Women and men in the past and future.

- Picture cards #46 to #54: One set of cards for women and men together.
- Activity 3.1 Record Sheet.

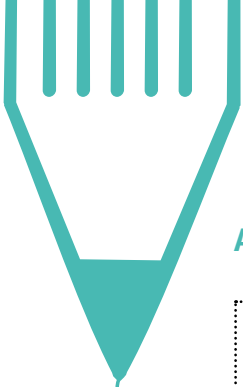
#### 3.2. Rights of Women and Men.

- Banner 3.2: One banner for men and women together.
- Activity 3.2 Record Sheet.

#### 3.3. Visioning Positive Change - Role Play

- Activity 3.3 Record Sheet.

### Model 3 Evaluation Sheet



### Activity 3.1 Record Sheet – Women and Men in the Past and Now

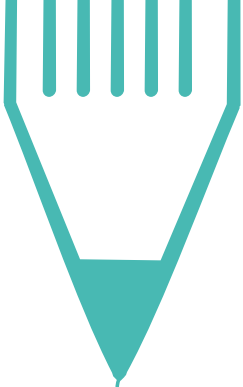
	Past	Now	Positive Change (who gains) or Negative Risk (who might lose something)	For who?	Strategies to avoid negative outcomes
Men's group					
Women's group					



### Banner 3.2

<b>Rights that women have</b>	<b>Rights that men have</b>	<b>Rights that both women and men have</b>
<b>Responsibilities that women have</b>	<b>Responsibilities that men have</b>	<b>Shared responsibilities of women and men</b>





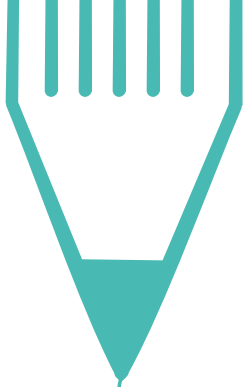
### Activity 3.2 Record Sheet – Rights of Women and Men

<b>Rights that women have</b>	<b>Rights that men have</b>	<b>Rights that both women and men have</b>
<b>Responsibilities that women have</b>	<b>Responsibilities that men have</b>	<b>Shared responsibilities of women and men</b>

### Activity 3.3 Record Sheet – Visioning Positive Change Role-Plays

<b>Women's Group</b>	
<b>Family Role-Play – what happened in the role-play?</b>	<b>Community Role-Play – what happened in the role-play?</b>
<b>Men's Group</b>	
<b>Family Role-Play – what happened in the role-play?</b>	<b>Community Role-Play – what happened in the role-play?</b>





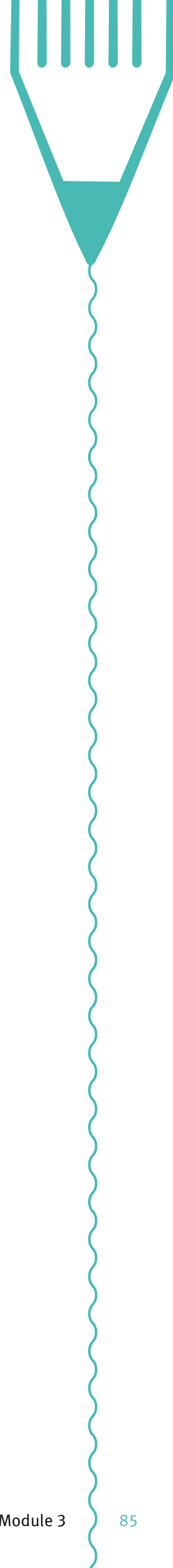
### Evaluation of Module 3

At the end the module undertake an evaluation with participants and complete the evaluation report:

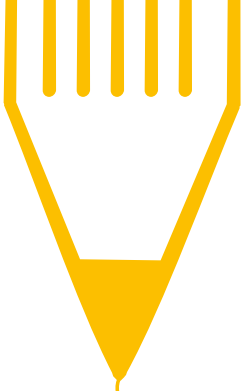
Date	Location

	Adult Women	Adult Men	Young women	Young men	Girls	Boys
Total participant numbers						
Difficulty walking or climbing steps?						
Difficulty seeing?						
Difficulty remembering/ concentrating?						
Difficulty communicating?						

Did everyone participate actively?			
Group	Number of most active participants		Comments
	In separate group	In mixed group	
Adult women (with and without disability)			
Adult men (with and without disability)			
Young women (with and without disability)			
Young men (with and without disability)			
Girls (with and without disability)			
Boys (with and without disability)			



<b>Did we achieve the objectives of the session?</b>	
<b>Activity 3.1: To understand that culture, including 'gender' roles and relations between women and men can and do change over time, and that further change is possible</b>	
<b>Activity 3.2: To understand that culture, including 'gender' roles and relations between women and men can and do change over time, and that further change is possible</b>	
<b>Activity 3.3: Visioning and embodying the experience of positive change for women, for men and for their relationships within the context of WASH</b>	
<b>Feedback from women participants</b>	
<b>Feedback from men participants</b>	
<b>Feedback from the facilitator:</b>	
<b>What went well</b>	
<b>What did not work so well</b>	
<b>Lesson learned – what to do differently next time</b>	



## Toolkit 4: Project Handover

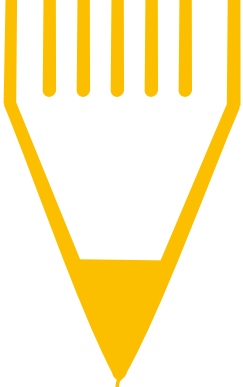
### Activities materials list:

#### 4.1. Women's and Men's Contribution to the household and community.

- Banner 4.1: One banner for women and men's group together.
- Picture cards #1 to #26 & #44 to #54 (exclude cards #27 to #43): two sets of cards one for women's group and one for men's group.
- Activity 4.1 Record Sheet.
- **Module 4 Evaluation Sheet.**

**Banner 4.1**

Women's and Men's Contribution to Family and Community					
		Women		Men	
Labour		Paid	Unpaid	Paid	Unpaid
	 				
	<p><b>1. Grow food for the family to eat</b></p> 				
	<p><b>2. Grow food to sell, other activities to earn money</b></p> 				
	<p><b>2.1 Care for house and home -Biological</b></p> 				
	<p><b>2.2 Care for house and home – Non-biological</b></p> 				
	<p><b>3.1 Community - Make Decisions</b></p> 				
	<p><b>3.2 Community - Work</b></p> 				
	<p><b>4 Free Time</b></p> 				



**Activity 4.1: Record Sheet – Women’s and Men’s Contribution  
– changes women and men want to make**

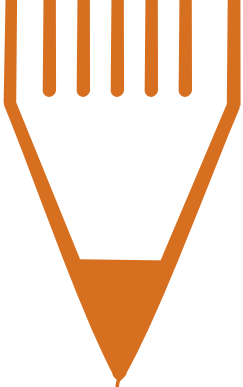
<b>What can men do to support their wives more, with the daily work of the household, and so that they can participate in decision-making?</b>	
<b>What support do the women want to enable them to participate more in decision-making?</b>	
<b>What other changes can men make?</b>	
<b>What changes do women want to make?</b>	
<b>Anything else raised by the group (note whether raised by women or men).</b>	



## Evaluation of Module 4

At the end the module undertake an evaluation with participants and complete the evaluation report:

Date		Location			
		Young women	Young men	Girls	Boys
<b>Total participant numbers</b>					
<b>Difficulty walking or climbing steps?</b>					
<b>Difficulty seeing?</b>					
<b>Difficulty remembering/concentrating?</b>					
<b>Difficulty communicating?</b>					
<b>Did everyone participate actively?</b>					
Group	Number of most active participants				
	In separate group	In mixed group			
Adult women (with and without disability)					
Adult men (with and without disability)					
Young women (with and without disability)					
Young men (with and without disability)					
Girls (with and without disability)					
Boys (with and without disability)					



<b>Did we achieve the objectives of the session?</b>	
<b>Module 4:</b>	
<ul style="list-style-type: none"><li>• To make visible and valued the activities of women and men in the family and community</li></ul>	
<ul style="list-style-type: none"><li>• To build respect for women's contribution (knowledge and work) to the family and the community</li></ul>	
Feedback from women participants	
Feedback from men participants	
<b>Feedback from the facilitator:</b>	
What went well	
What did not work so well	
Lesson learned – what to do differently next time	

Please attach or upload 1-2 photos as a record

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

## Toolkit 5: Follow-up

### Activities materials list:

#### Activity 5.1. Refresher Quiz on women's and men's rights

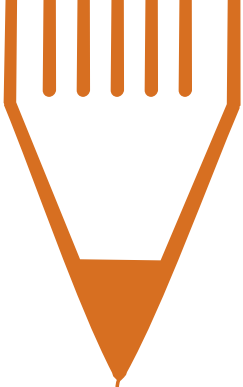
- Activity 5.1 Record Sheet.

#### Activity 5.2. Reflection on change for women and men since project began

- Activity 5.2 Record Sheet.

#### Activity 5.3. Women and man roles relating to WASH

- Banner 5.31: Pocket voting chart layout for women's group.
- Banner 5.32: pocket voting chart layout for men's group.
- Activity 5.3 Record Sheet.
  
- **Module 5 Evaluation Sheet.**

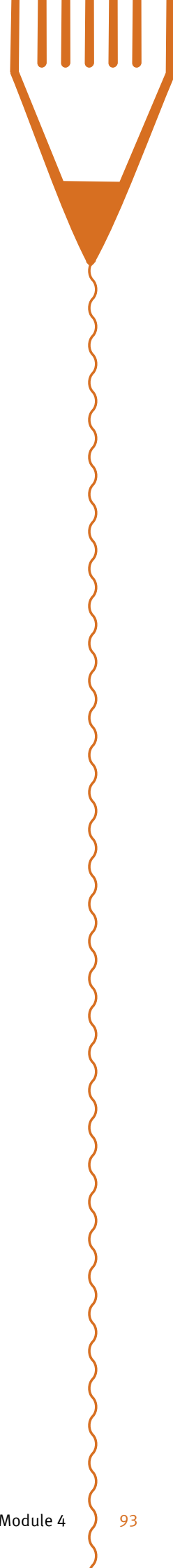


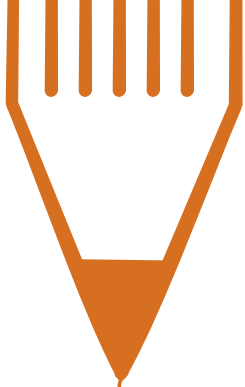
### Activity 5.1 Record Sheet: Women's and Men's Rights

Where did women and men learn about/ hear about their rights?	
Women	Men

**Activity 5.2 Record Sheet: Changes since the Project Began**

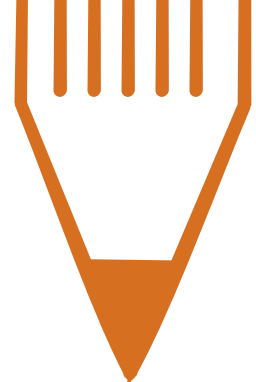
	<b>Changes in women's activities since the project began</b>	<b>Changes in men's activities since the project began</b>	<b>Changes in relationships between women and men in households since the project began</b>	<b>Changes in relationships between women and men in the community since the project began</b>	<b>Changes in relationships between people with and without disabilities in the family or community</b>
<b>Women's responses</b>					
<b>Men's responses</b>					








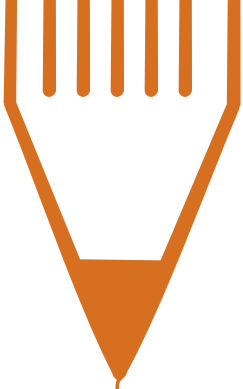
**Banner 5.31: Pocket Voting Chart Layout for Women’s Group**

Question	Women’s responses			
	No change	Little change	Some change	Big change
<b>Men help with collecting water</b> 				
<b>Men help with cooking for the family</b> 				
<b>Men help with washing clothes</b> 				
<b>Men help with bathing children</b> 				
<b>Women participate in decision-making in the family</b> 				
<b>Women speak up at meetings and participate in decision-making in the community?</b> 				



**Banner 5.32: Pocket Voting Chart Layout for Men's Group**

Question	Men's responses			
	No change	Little change	Some change	Big change
<b>Men help with collecting water</b> 				
<b>Men help with cooking for the family</b> 				
<b>Men help with washing clothes</b> 				
<b>Men help with bathing children</b> 				
<b>Women participate in decision-making in the family</b> 				
<b>Women speak up at meetings and participate in decision-making in the community?</b> 				



### Activity 5.3 Record Sheet: Changes since the project began

Question	Women's responses				Men's responses			
	No change	Little change	Some change	Big change	No change	Little change	Some change	Big change
Men help with collecting water								
Men help with cooking for the family								
Men help with washing clothes								
Men help with bathing children								
Women participate in decision-making in the family								
Women speak up at meetings and participate in decision-making in the community?								
<b>Main points raised in discussion (questions from one group to another; points of disagreement)</b>								





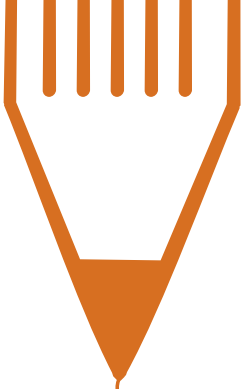
### Evaluation of Module 5: follow up

At the end the module undertake an evaluation with participants and complete the evaluation report:

Date	Location

	Adult Women	Adult Men	Young women	Young men	Girls	Boys
Total participant numbers						
Difficulty walking or climbing steps?						
Difficulty seeing?						
Difficulty remembering/ concentrating?						
Difficulty communicating?						

Did everyone participate actively?			
Group	Number of most active participants		Comments
	In separate group	In mixed group	
Adult women (with and without disability)			
Adult men (with and without disability)			
Young women (with and without disability)			
Young men (with and without disability)			
Girls (with and without disability)			



<b>Boys (with and without disability)</b>				
---	--	--	--	--

<b>Did we achieve the objectives of the session?</b>	
<b>Activity 5.1: To understand that culture, including 'gender' roles and relations between women and men can and do change over time, and that further change is possible</b>	
<b>Activity 5.2: To understand that culture, including 'gender' roles and relations between women and men can and do change over time, and that further change is possible</b>	
<b>Activity 5.3: Visioning and embodying the experience of positive change for women, for men and for their relationships within the context of WASH</b>	
<b>Feedback from women participants</b>	
<b>Feedback from men participants</b>	
<b>Feedback from the facilitator:</b>	
<b>What went well</b>	
<b>What did not work so well</b>	
<b>Lesson learned – what to do differently next time</b>	

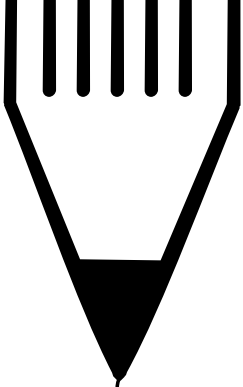
Please attach or upload 1-2 photos as a record

Prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

## Toolkit 6: Picture Cards

1. Women and men doing WASH-related activities
2. Sweeping floor or cleaning house
3. Cooking
4. Washing dishes
5. Cleaning toilet
6. Washing clothes
7. Collecting or carrying water
8. Bathing children
9. Helping child at toilet
10. Caring for sick family member
11. Breakfast
12. Cleaning yard
13. Going to market
14. Collecting firewood
15. Feeding the animals
16. Bring children to school
17. Growing vegetables
18. Selling vegetables
19. Make coffee
20. Serving food
21. Serving guests
22. Growing crops
23. Washing self
24. Waking up when baby cries
25. Handy crafts
26. Setting table to eat
27. Boy child
28. Girl child
29. Older woman
30. Older man
31. Adult woman
32. Adult man
33. Woman with disability
34. Man with disability
35. Female youth leader
36. Male youth leader
37. Male Sub-village leader
38. Female Sub-village leader
39. Women's group leader
40. Male health volunteer
41. Female health volunteer
42. Male Police Officer
43. Female Police Officer
44. Paid
45. Unpaid
46. Domestic work
47. Look After Children
48. Family decision making about building a toilet
49. Community decision making in meetings
50. Man making coffee while woman helps children with homework
51. Growing and selling vegetables, teacher, cleaner, selling dry wood
52. Pregnant woman
53. Cooking for meeting, putting chairs for meeting
54. Woman and man with children relaxing, watching TV, drinking coffee, visiting friends



#01



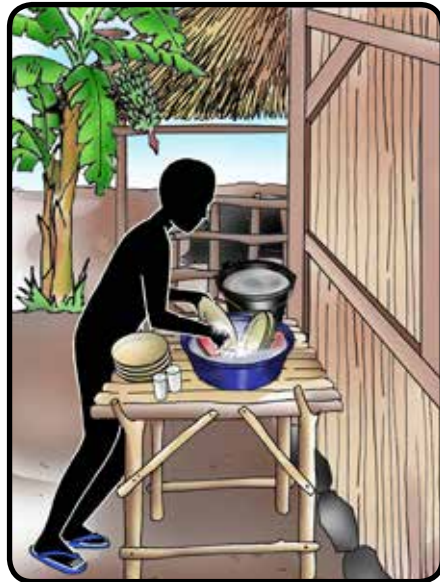
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#04



#05



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#08



#09



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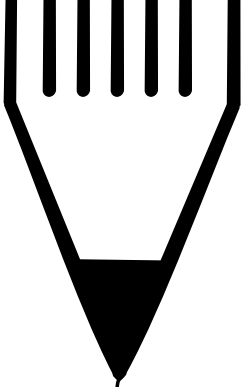


#11



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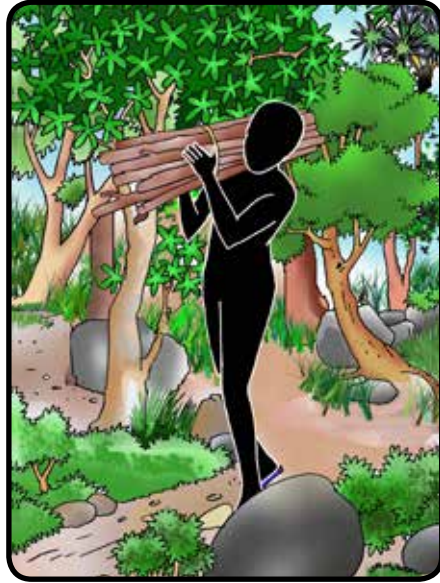




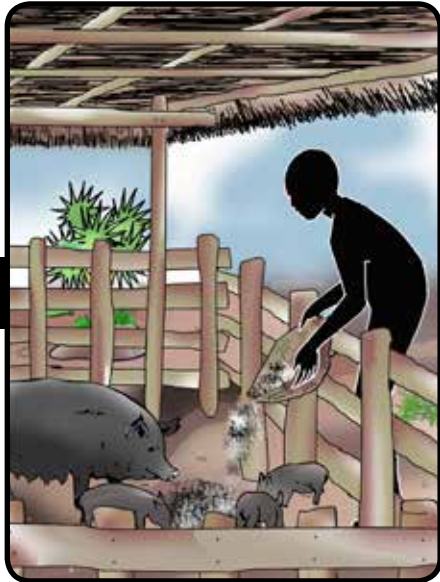
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#14



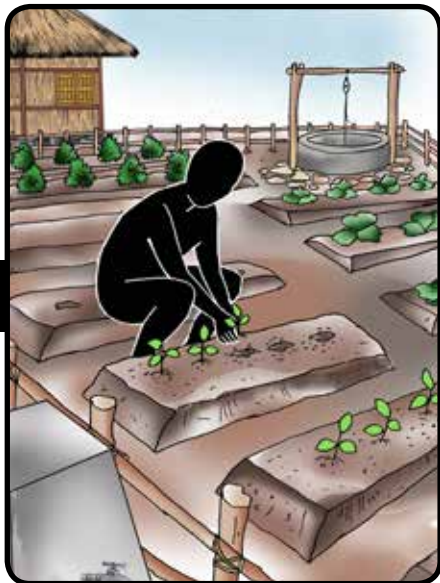
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#16

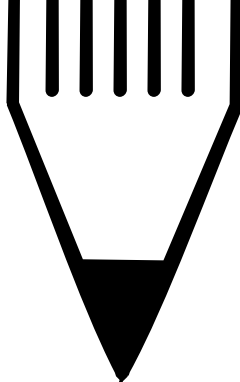


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#18





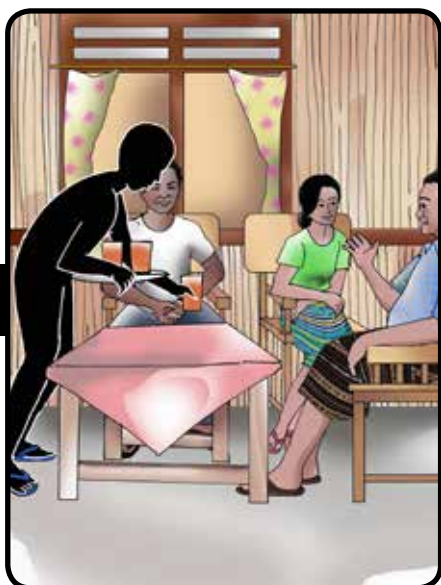
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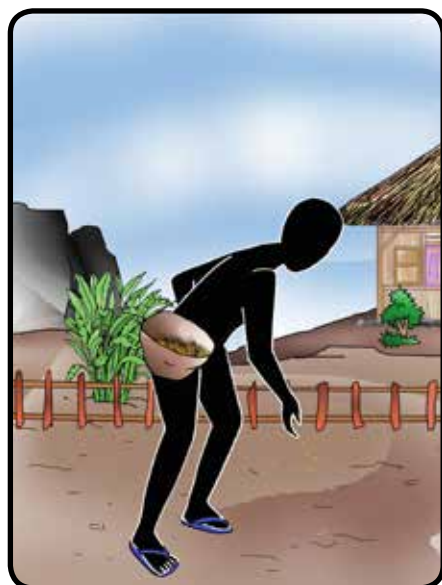
#20



#21



#22

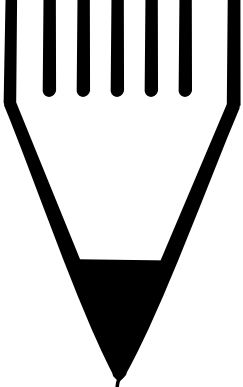


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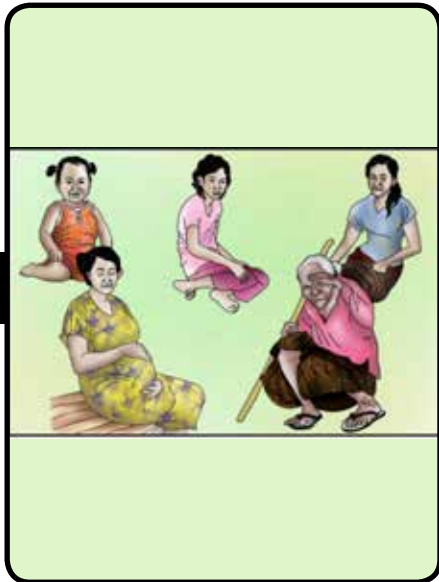
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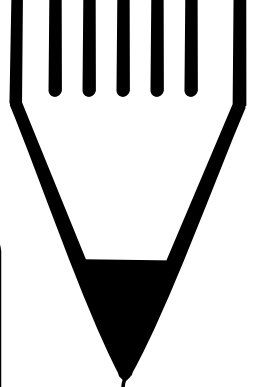
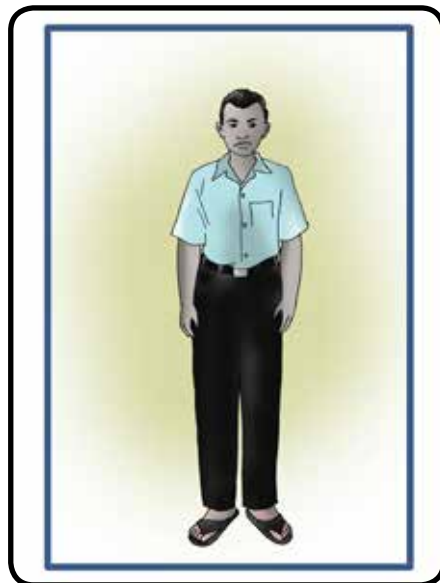
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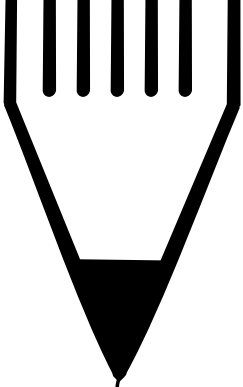


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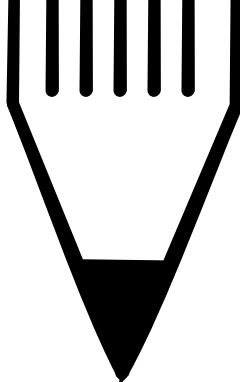


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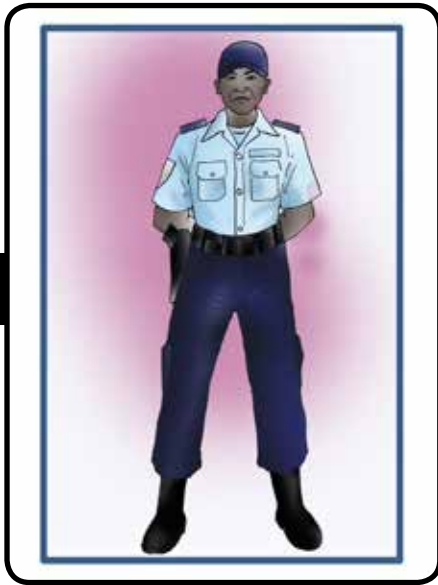


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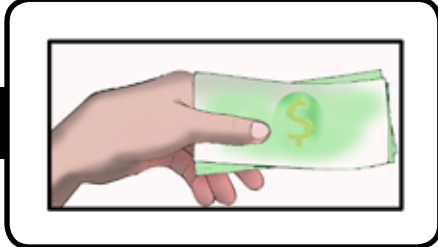
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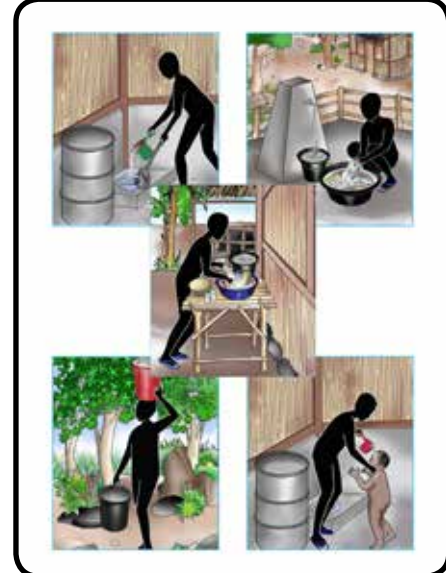
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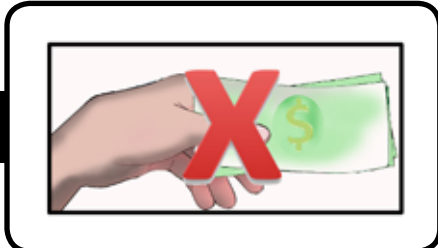
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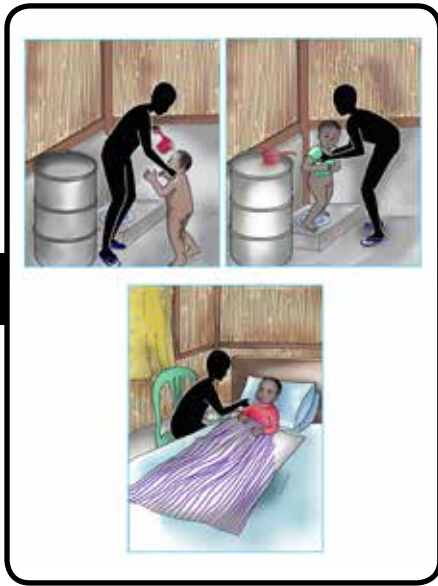
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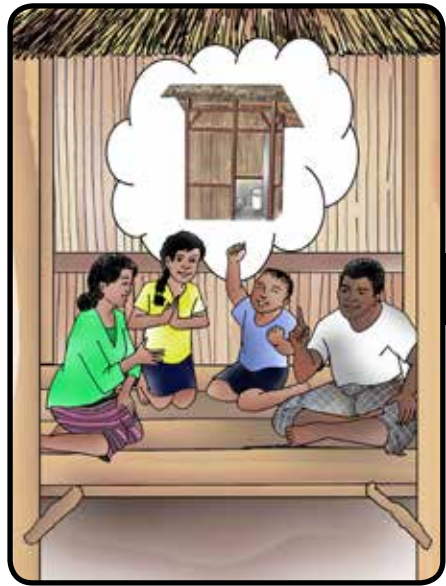
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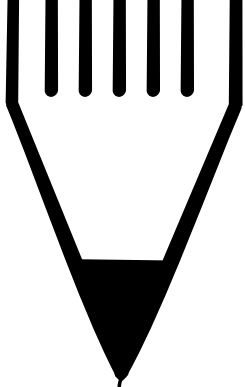


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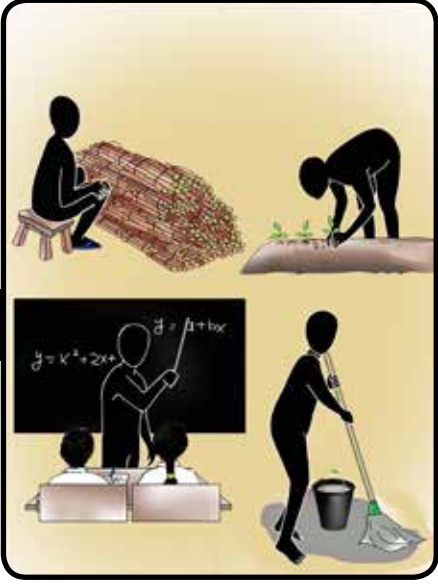
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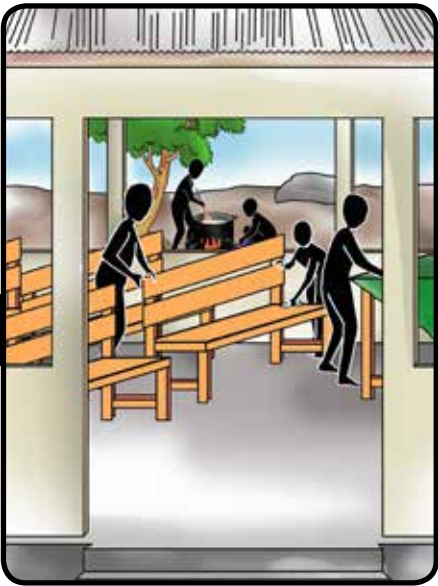
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