



Government of Nepal  
Ministry of Forests and Environment

## Adaptation for Smallholders in Hilly Areas (ASHA)

Project Coordination Unit, Hattisar Kathmandu



### **GESI Mainstreaming Training Workshop to Project Staffs**

#### **Training Workshop Report**

**21-23 March 2018**

**Nepalgunj, Banke, Nepal**

6 April, 2018



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## Executive Summary

ASHA Project works to strengthen the framework for local-level climate adaptation and improve resilience of vulnerable people to climate change. In order to improve resilience of vulnerable people requires inclusive participation in activity planning, implementation and monitoring systems. In this regards, the Project planned to hold the Gender Equality and Social Inclusion (GESI) training cum workshop for its all staff members including stakeholders to build the capacity and develop common understanding on GESI knowledge, attitude and skills to achieve the better result to mainstreaming GESI.

This 3 day (s) workshop on integrating gender and social inclusion in planning was conducted for ASHA project staffs between 21-23 March' 2018 at Nepalgunj, Banke.

Broad Objectives of the workshop was to strengthen GESI concepts, knowledge, attitude and skills with integrating climate change in order to achieve GESI mainstreaming in project planning cycle. The specific objectives were:

- To enhance GESI Knowledge and its importance in project planning, implementation, and monitoring and evaluation system
- To enhance the skills on the use of capacity and vulnerability assessment framework combined with relevant gender analysis methods and tools for conducting a situation analysis
- To enhance the skill on how to integrate gender findings into goal setting, developing activities and inputs, and identification of outcome indicators for Monitoring and Evaluation.

During the training period, Day one was more focused on conceptual clarity, the rational and introduction to key gender concepts for planning, Day two and Day three was concentrated on the use of these gender analysis methods and tools for situation analysis and integration into the goal/outcome setting, identification of activities and outcome indicators and M&E plan. At the end of training, a district-wise GESI action plan was developed based on the situation analysis.

### **Recommendations**

- Incorporate GESI action plan in Annual Work Plan and Budget (AWPB) which is prepared during the training.
- Organize annual review of implemented activities from GESI perspective including participatory organizational assessment.
- Organize similar types of training and coaching to remaining staff and service providers for developing common understanding amongst project staff including partners and to accelerate GESI mainstreaming in the project.

## 1. Introduction

The report contains brief description of a three days training on Gender Equality and Social Inclusion (GESI) mainstreaming that was organized by Adaptation for smallholders in Hilly Areas (ASHA) for staff from 21 to 23 March 2018 at the premises of Hotel Hyatt, Nepalgunj. ASHA aims to enable GESI knowledge and skills to transfer to partners and at community beneficiaries through regular training and coaching on regular basis. The training workshop is one of the capacities building component on GESI mainstreaming for its staff and stakeholders.

### 1.1 Objectives of the Training cum Workshop

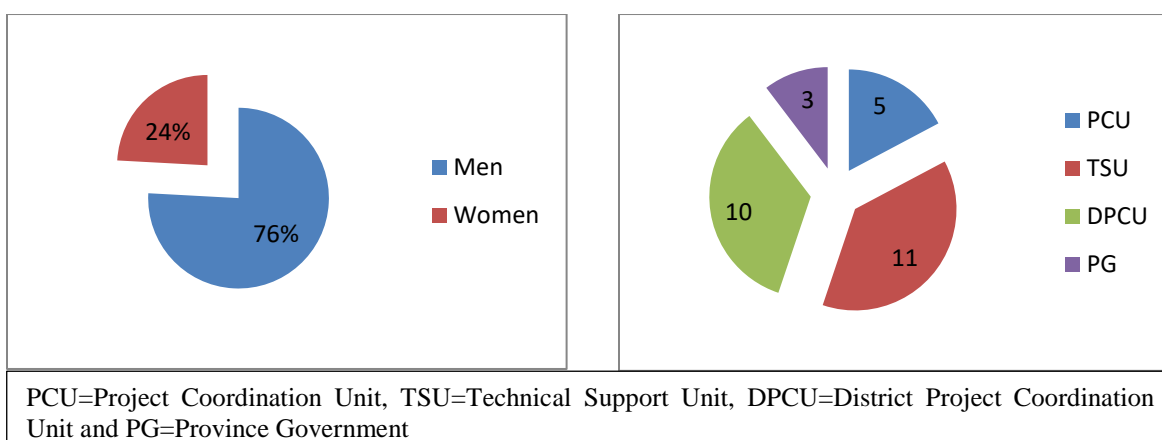
- To enhance GESI Knowledge and its importance in project planning, implementation, and monitoring and evaluation
- To enhance the following skills;
  - The use of capacity and vulnerability assessment framework, combined with relevant gender analysis methods and tools for conducting a situation analysis
  - How to integrate gender findings into goal setting, developing activities and inputs, and identification of outcome indicators for Monitoring and Evaluation.

### 1.2 Participants of the Training Workshop

Altogether 29 staffs participated in the training workshop, seven women and twenty-two men.

- ASHA Project: 7 women and 19 Men
- Partner Organizations: 3 men - Karnali Provincial Government (Ministry of Industry, Tourism, Forest and Environment and Ministry of Agriculture and Cooperative) and Ministry of Industry, Tourism, Forest and Environment of Province 5.

Disaggregated figure is as mentioned below:



### 1.3 Venue and Date

The training workshop was held at Hotel Hyatt, Nepalgunj Banke, from 21-23 March 2018.

## 1.4 Training Team

Ms. Dibya Gurung, an independent consultant lead the training workshop with the technical and report writing support from Ms Draupadi Subedi, GESI specialist, ASHA and overall managerial support from Mr. Amrit Gyawali, Ranger of ASHA.

## 1.5 Organization of the Training Workshop

The three-day(s) training workshop was organized as follows:

- Day 1: Introduction to key GESI concepts, linkages - GESI and climate change
- Day 2: GESI Analysis Planning (GESI Situation Analysis)
- Day 3: Development of GESI Objectives, Outcomes, Activities, Outcome Indicators, Risks and means of verification for Integration in the ASHA projects planning process and, Development of GESI Action Plan/M&E Plan for integration

## 2. Workshop Proceedings

### 2.1 Day One

#### 2.1.1 Welcome, Introduction, Expectations and Setting Objectives

The training workshop started by a welcome address from Ms Draupadi Subedi, GESI specialist, ASHA. In her welcome statement she highlighted the background and broad objectives of the training workshop. The welcome address was followed by the introduction of the participants. After the introduction the expectations of the participants were collected and the objectives of the training workshop were presented. The participants were then asked to propose basic rules for the workshop and agree to follow the three-day workshop.

The first exercise was to generate participants' expectations from the workshop. They were as follows:

***Table 1: Summary of Participants' Expectation from the Workshop***

- Practical tools for GESI integration in planning
- Clarity on GESI concepts, and terminologies
- What is GESI
- Examples- case studies- GESI integration in Nepal
- GESI inclusive planning+ Implementation
- GESI + Poverty + CC linkages-Why GESI
- Presentation of GESI national GESI Policies, Strategies
- Status of the GESI Strategy in the Forestry sector in Nepal

The workshop objectives were then presented, while comparing them to the listed expectations. The lead trainer indicated which expectations would be met and which would not by the course content of the workshop.

This was followed by a brief presentation of the participatory methodology that would be used for the workshop, which would rely less on lecture-type presentations and focus more learning through group work and participants' own life/work experiences.

Setting of the contract for the workshop followed listing the workshop expectations. A contract was set, as an agreement between the participants and the facilitator to be followed during the entire course of the training workshop. The contract was as follows:

**Table 2: Contract Setting**

1. Keep Mobile in silent mode	4. No Tourism during the workshop
2. All participants should engage in discussions	5. Follow the Schedule
3. Listen + Respect others	6. Time 8: 30am- 4:00 pm

## 2.1.2 Session 1: Gender and Identity

*Objective of the Session:* To ensure that the participants understand key concepts of social identities this is then linked to aspects of Gender and Social Inclusion.

*Understanding Concepts for Gender and Identity:*

- What is Intersectionality?
- What is Implicit Bias?

The session on Gender and Identity was started with a quick exercise about the participants' individual understanding and their ability to define their personal self.

*Exercise 1:* The exercise questioned the participants about "Who Am I" and the participants were instructed to draw, write or enact how they individually see and define themselves on the provided meta-cards. The meta-cards were then put on display for everyone to see. The exercise was followed by a level of discussion about personal identities that participants related to in reference to the exercise that was then concluded with a conceptual presentation about Intersectionality and Implicit Bias for conceptual clarity.

The facilitator summarized the participants understanding of identities from the meta-cards and concluded that the participants' mostly identified themselves in terms of their gender, social roles, professional roles, their qualities and aspirations and as a human being.

After the exercise participants were given an overview of Gender, Identity and Intersectionality. The trainer and the participants shared experiences related to these matter and an open discussion was entertained. The discussion was concluded with the following:

- People have multiple and layered identities that are derived from social relations, personal history and the operation of power structures in the society.
- Most of the people are the members of more than one community at the same time, and they can simultaneously experience oppression and privilege.

- Sometimes, a combination of identities exposes individuals or groups to different types of disadvantages.

Along with Intersectionality another GESI concept ‘Implicit Bias’ was introduced to the participants. The trainer explained what an Implicit Bias was and how it worked. This concept was explained through relatable examples and the participants were encouraged to share their experiences as well as discuss the concept with examples with each other on an open floor discussion. Facilitator defined that implicit bias supports us to discriminate people unconsciously. Our year to year’s socialization process grasps individuals in their mind unconsciously. Thus, implicit bias occurs when someone consciously rejects stereotypes and supports anti-discrimination efforts.

***Table 3: Summary of the finding of “Who I’m I” exercise***

<ul style="list-style-type: none"> <li>• A beautiful creation of Nature, Women</li> <li>• An employee of Nepal government, only one elder son of household</li> <li>• A human being sensitive to the needs of a farmer; helper</li> <li>• Responsible employee, father, son, husband</li> <li>• A woman with multiple roles - wife, daughter-in-law; mother of a small child; office employee; friend etc.</li> <li>• Human being, responsible citizen, civil servant</li> <li>• A sensitive person who respects diversity, have positive attitude, respect rights of others</li> <li>• Responsible citizen of the nation</li> <li>• Young man from Dolpa (Dolpali Thito); engineer in ASHA project;, investor of share market</li> <li>• A male human beings who lives in this earth with lots of ups &amp; downs, a faunal species among billions species</li> <li>• Human being- Man graduated in Environment, Climate activist</li> <li>• Environmentalist, son, employee;</li> <li>• Eco-friendly development worker; Son of Farmer</li> <li>• A colleague of Farmer / Helpful individual for Farmer</li> <li>• Learning individual as well as leader of change agents</li> <li>• A responsible mother, generous citizen; wife</li> <li>• A professional woman/mother/wife/daughter/daughter in law</li> <li>• A husband, father of 2 children</li> <li>• A woman, blossoming like a flower</li> <li>• Male, Son, husband, national servant responsible citizen</li> <li>• Bridge to connect people (beneficiaries) with project activities</li> </ul>
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### **2.1.3 Session 2: GESI Concepts**

Objective of the Session: To ensure that the participants understand the concept of Gender and other gender and social inclusion related concepts

Understanding Gender and Social Inclusion and GESI concepts:



- What is gender?
- Gender and Socializations
- Framing Gender

This session on GESI concepts was started with a 30 minutes exercise that dealt with participants’ individual personal gender history, which was further, discussed in different groups.

Exercise 2: After discussing and sharing their thoughts about Gender and Social identities from the previous session, the participants were provided with a ‘Personal History’ form (refer Annex) and were asked to first conduct the exercise individually and then discuss them in their respective groups for deeper understanding and clarifications. The participants were also asked to focus on the differences in experiences with regards to gender, caste, ethnicity, religion and geographical region during group discussions.

In addition, the participants and facilitator shared several examples and real life experiences to better understand the different gender and social inclusion concepts. This session was concluded by group presentations about the understanding of gender and social inclusion in reference to the previous exercise of the personal gender history form.

The findings of the group presentation are as follow:

**Table: 4 Summary of the exercise on “Personal History” of participants**

<b>Women experienced</b>	<b>Men experienced</b>
<ul style="list-style-type: none"> <li>• High levels of restrictions on outdoor activities and were encouraged and in many cases forced to stay indoors</li> <li>• More control on - the way they expressed, selection of friends, dress, hair styles (long hair)</li> <li>• Time boundary – all women had to return home by 5 pm/ right after school – limiting them from participating in extra curricular activities</li> <li>• Limited opportunities for higher education in good universities in the city due to distance (leave home)</li> <li>• Encouraged to study and work as professionals but not supported in carrying out household responsibilities (household work is a women’s work).</li> <li>• Decision making roles limited to small household related tasks – puja, food management etc. Largely restricted to supportive roles and not lead)</li> <li>• Socialization and mentoring/coaching focused on developing skills in household work and not on outdoor/ professional work.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching focused on becoming courageous; become big person, lead decision maker, become boss, economically strong</li> <li>• Focus on education and developing skills on getting government job,</li> <li>• Focus on outdoor game, and responsibility of outdoor work</li> <li>• Freedom on time and participation</li> <li>• Freedom select friends, choice of dress, haircut etc.</li> <li>• Being a man do not cry</li> <li>• However, in some group men were also encouraged to household work; adult men were found to help their wives in household work such as cooking; washing clothes, child care etc.</li> </ul>



The session was concluded with a conceptual presentation and discussion regarding Gender, Social Inclusion and other GESI related concepts like Socialization, Gender Power Relationship and Identities, Naming, and Framing.

### 2.1.4 Session 3: Implication of GESI Concepts – Intersectionality, Implicit Bias and Gender Relations

*Objective of the Session:* To apply conceptual understanding of previous sessions to analyze the work environment from a GESI perspective.

*Understanding the impact of Intersectionality, Implicit Bias and Gender Relations on institutional behavior:*

- What are the impact and implications of Intersectionality at the institutional level?
- What are the impact and implications Implicit Bias at the institutional level?
- What are the impact and implications of Gender Relations at the institutional level?

Exercise 3: Group exercise to analyze and discuss existing issues at participants’ work environment or at the institutional level regarding concepts like Intersectionality and Implicit Bias and Gender Relations.

After two sessions of concepts and presentations a group exercise to summarize their learning by applying concepts from previous sessions to analyze their environment at work through lens of Intersectionality, Implicit Bias and Gender Relations. The participants were divided in groups discuss and present their findings in the plenary. The presentation was followed by intensive discussions in the context of their project.

***Table: 5 Summary of group work – Application of GESI concepts in work environment***

<u>Group -1</u>
<p>Implication of good understanding on intersectionality, implicit bias and gender relations:  <u>Positive effect</u></p> <ul style="list-style-type: none"> <li>• Meets objectives through reaching program to target groups/households</li> <li>• Distributes proper responsibility- right person in right place</li> <li>• Achieved proper outcome from program activities</li> <li>• Increased equal opportunity and inclusive participation in decision making process</li> <li>• Changed socialization process in a positive way</li> <li>• Enhanced GESI knowledge, skill and attitude of individual.</li> <li>• Helps to develop vision            Reduce social conflict and reduce discrimination between men and women, and amongst caste/ethnicity, religious and geographical discrimination.</li> </ul>

<u>Group -2</u>	<u>Group -3</u>
<p>1. <u>Intersectionality</u></p> <ul style="list-style-type: none"> <li>• Understand diversity in terms of social identity geographical distribution, educational background, generational etc</li> <li>• Due to these diversities individuals have developed their own frame.</li> </ul> <p><u>Implication:</u> Conflict of interest.</p> <p>2. <u>Implicit Bias</u> Organizational structures:</p> <ul style="list-style-type: none"> <li>• Government staff, Technical staff, Services provider</li> </ul> <p><u>Implication:</u> Every institution has their own norms, values, beliefs, attitudes, and biases which effect to build a dynamic team.</p> <p>3. <u>Gender relations</u> Gender value realized, yet to be internalized.</p> <p><u>Implication</u></p> <ul style="list-style-type: none"> <li>• Poor participation of women on decision making position, Poor gender budgeting</li> </ul>	<p>1. <u>Intersectionality:</u></p> <ul style="list-style-type: none"> <li>• Challenging to identify target groups/households</li> <li>• Difficult to identify issue and capacity</li> <li>• Absence of appropriate Plan</li> <li>• Lack of common understanding on issue and plan</li> <li>• Chance to increase conflicts</li> <li>• Absence of need based activities implementation Increase work-load of women</li> </ul> <p>2. <u>Implicit Bias:</u></p> <ul style="list-style-type: none"> <li>• Excluded from opportunities Problem in empowerment process Increase social conflict</li> </ul> <p>3. <u>Gender Relation:</u></p> <ul style="list-style-type: none"> <li>• Increase work-load (Time poverty)</li> <li>• Increase inferiority and hesitation</li> <li>• Threat in Health and social security</li> </ul>

<u>Group -4</u>	<u>Group -5</u>
<p>Implication of intersectionality, implicit bias and gender relations:</p> <p><u>Negative effect</u></p> <ul style="list-style-type: none"> <li>• Difficult to meets goal/objectives of the program</li> <li>• Challenge to identify target groups/households properly</li> <li>• Increased social conflict</li> <li>• Cannot manage resources in right time</li> <li>• Decreases capacity of employees in institutions/organisations</li> <li>• Achieve proper outcome from program</li> <li>• Increased equal opportunity and inclusive participation in decision making process</li> <li>• Change socialization process in a positive way</li> <li>• Build GESI knowledge, skill and attitude of individual.</li> </ul>	<p>1. <u>Intersectionality</u></p> <ul style="list-style-type: none"> <li>• Identity (Gender, Religion, Caste, Poverty, Vulnerability) determine to varies on: <ul style="list-style-type: none"> <li>- Decision- Right/wrong decision</li> <li>- Target benefit- good benefit /No benefit</li> </ul> </li> </ul> <p>2. <u>Implicit Bias</u></p> <ul style="list-style-type: none"> <li>• Socialization <ul style="list-style-type: none"> <li>- Attitude</li> <li>- Behavior</li> <li>- Opportunity <ul style="list-style-type: none"> <li>↓</li> <li>- Discourage</li> <li>- Lost opportunities</li> <li>- Not Inclusive</li> <li>- Team sprit</li> </ul> </li> </ul> </li> </ul> <p>3. <u>Gender Relations</u> Socialization → Climate change impacts to community/gender separately (M/F) → increase workload</p>

## 2.2 Day Two

Day two started with the review of activities from Day One. Participants were give their views on the training (approach/methods, content) and ask questions if they had confusions. One participant summarized the learning from Day One. Substantial time and space was provided to the participants to ask questions, share their views and clear their confusions. The facilitator ensured that participants who were less vocal and fairly new to the organization also felt comfortable to voice their opinions.

### 2.2.1 Session 1: Linkages between GESI and Climate Change

The session started with a brainstorming on the linkages between GESI and Climate change and why it was important to understand the linkages between the two. After the brainstorming discussion the facilitator gave a power-point presentation (PPT) on the linkages between GESI and Climate change. The PPT was based on the several studies done by the facilitator and the experiences from the past. The box below presents the summary of the PowerPoint presentation:

#### **Summary – Linkages between GESI in Climate Change**

1. Climate Change is a Development issue – Women and excluded groups are affected more by CC mainly because they are ASSET POOR to cope.
2. Women and excluded groups are the day to day managers (users/mis-users) of natural resources both at home and outside hence they have high knowledge and adaptive capacities which are usually not recognized.
3. This high level of engagement of women and excluded groups in the management of natural resources has led to the increase of workload of women which is exacerbated by climate hanged leading to Time Poverty of women
4. The implication have been the backsliding of women’s empowerment process by hindering them from participating in different community events; learning (skills, knowledge) opportunities; mobilizing resources, decision making and leadership etc.
5. Capacities, Vulnerabilities, Needs, Priorities, and Interests of women and men of different social groups, geographic location are different

### 2.2.2 Session 2: Key components of Gender Analysis in Planning-

*Objectives of this Session:* To understand the key components of Gender Analysis, the use of Gender Analysis methods to integrate key Gender Concepts in different steps of Project cycle.

*Introduction to components of Gender Analysis for planning and Gender Analysis Methods:*

Key Gender Analysis Questions

- Who does what?
- Who has Access? & Who has Control?
- Who is vulnerable?

### 3 Gender Analysis Methods

- Activity Profile
- Access and Control Profile
- Capacities and Vulnerabilities Assessment

The first session of the second day started with the introduction to the four components of planning:

1. Diagnosis
2. Setting Goals
3. Activities
4. Outcome Indicators
5. M&E

With the introduction of planning and facilitators' emphasis on the importance of diagnosis, presentation on key questions for Gender Analysis was done. Through rounds of concepts with relatable examples were provided for participants' better understanding. Key questions for Gender Analysis consisted of

- Who does what? - Emphasizing in terms of workload and responsibilities at household, community and institutional level
- Who has access? & Who has control? – In regards to availability of resources at different levels (household, community and institutional) who has access to those resources and who doesn't. Who has control over those resources and who doesn't?
- Who is vulnerable?

After the key questions for Gender Analysis more concept presentation on the different methods or tools to ensure Gender Analysis was presented. The facilitator presented 3 methods for Gender Analysis based on the principles of 'who does what', 'who has access and control' and 'who is vulnerable'. The 3 methods are Activity Profile, Access and Control Profile and Capacities and Vulnerability Assessment (refer to Annex).

#### 1. Who does what? (Activity Profile)

Activities	Location (where)			Women	Men
	At Home	Outside Home	At Market		

#### 2. Who has access to and who has control over in what resources? (Resource Profile)

Resources	Access		Control	
	Women	Men	Women	Men

Note: also need to disaggregate men and women as social, economic and vulnerability i.e. Dalit women/ Janjati Women/ Brahmin, Chhetri women / Muslim women, Poor Women, Vulnerable Women etc. for analysis.

### 3. Capacity + Vulnerability- Matrix

Physical/ Material	Capacity	Vulnerability
Social/ Organizational		
Motivational/Attitudinal		

### 2.2.3 Session 3: Using GESI Analysis Tools and Methods for Analysis

*Objectives of this Session:* To use the learnt key components of Gender Analysis and identify key GESI gaps and problems based on Activity Profile and Access and Control Profile.

*Understanding and applying Gender Analysis methods – Activity Profile and Resource Profile:*

**Exercise 1:** Participants were divided into 6 groups according to the different project districts they represent – Salyan, Rukum, Kalikot, Dailekh, Jajarkot and Rolpa and were asked to analyze the situation of their district from GESI and Capacity and Vulnerability perspectives utilizing the concepts and understanding from the previous session. The participants were asked to use 2 different Gender Analysis methods of Activity Profile and Access and Control Profile to analyze their districts. After the analysis the groups were asked to share their finding in a plenary.

#### Gender situation analysis- Kalikot Team

##### Major GESI issues:

- Less participation of women
- High work-load on household work- Time poverty of women
- Elite captured decision and access and control over the resources
- Less access and control over the resources and decision of women
- Target groups like women, Janjati, Dalits are in shadow
- Less trust to women and behave different lens to women
- Lack of enabling environment to civil servant or other outer individuals
- High familism and favoritism

##### Cause and effect analysis: High work-load (Time poverty) to Women

##### Causes:

- Low involvement of men members in household work including agriculture and livestock raising → Women are always busy on cooking food, take care of children and elders, water collection, fodder and firewood collection, livestock nurturing in long distance.
- Less opportunity → Lack of participation in training, workshop, meeting and assemblies
- Geographical hardship → Less infrastructure development, damage of infrastructures due to Climate induced hazards
- Effects of climate induced hazards like forest fire, drought, land slide → Scarcity of



water, firewood/forage, forest degradation → increase workload

- Lack of education and high poverty → Difficult to get information, adopted subsistence focused agriculture and involve only in wage labor
- Seasonal male migration → Decreased productivity due to climate induced hazards.

**Effects:**

- Less participation in productive work
- Distance from access to and control over resources
- Food insecurity and malnutrition
- Occur health problem in women and children
- Lack of information and human rights
- Decrease adaptive capacity
- More time investment for collecting water and forest products
- Increase social insecurity

**Gender situation analysis- Rukum Team**

**Major GESI issues:**

1. Who does what? → Women: unpaid work, low status, volunteer work, intensive physical work, reproductive roles. Men: decision making, resource allocation, less workload, outdoor work, productive role
2. Access and Control on resources → Access to household resources is in both men and women but control is in high with men. At community level: Exclusive leadership, Men captured both in access and in control, only exist token participation of Women. At government resources: Elite dominancy, access and control with men, geographical hardship.
3. Vulnerability + Capacity Matrix → Although Social position and condition has been improving but women, Dalit and Janjati have weaker involvement from physical perspective and do not getting benefit.

**Cause and effect analysis Rukum: Token participation of Women**

**Causes:**

- High workload (Time poverty) → increase in household related activities → water problem- dying of spring /drought, forest fire, scarcity of fuel wood, fodder, bedding material, open grazing, unsustainable harvesting of forest product illegal /felling
- Education → less awareness,
- Less participation → Social norms/values

**Effects:**

- Lower participation in decision making
- Inefficient implementation
- gap in gender sensitization
- less ownership
- women's need, priorities & interest not properly identified

### Gender situation analysis- Dailekh Team

#### Major GESI issues:

- Less participation of women, Dalit and janjati (only achieving allocated quota) in local groups like Community Forest User Groups, Agriculture groups and Livestock groups.
- High involvement of women in various income generation activities like agriculture groups/ livestock groups but the participation in leadership position seems very less and inactive participation in decision making process, and control over the income/benefit.
- Women's participation is active in natural resource management activities like community forestry user groups but less involvement in decision making and benefit sharing.
- Existed *Chaupadi pratha*, *Chuwachut pratha* (*un-touch-ability*), Early marriage (Child marriage), Discrimination in education to girls
- Declining water sources (dying and disappearing) and highly increasing women's workload.

#### Cause and effect analysis: Declining Water Sources

##### Causes:

- Drought (effect of Climate change)
- Deforestation (Forest fire, open grazing)
- Soil erosion ( , , , )
- Unmanaged road construction
- Lack of water source protection activities
- Lack of maintenance of drinking water structures and multiple use of water
- High population growth

##### Effects:

- Scarcity of Water for household use
- Increases women's workload
- Time poverty to women for participating socio-economic activities, and various meeting, training, workshop and decision making processes
- Appears health problems
- Food insecurity
- Increase child malnutrition

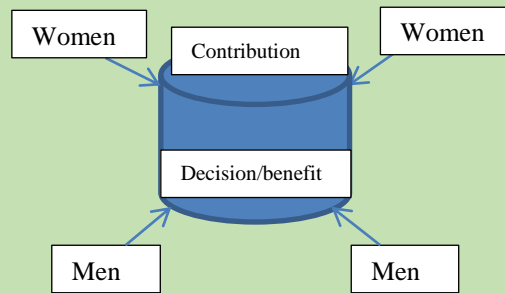
### Gender situation analysis- Jajarkot Team

#### Major GESI issues:

- Social/political situation: household workload to women; destructive practices like untouchable situation with some caste, women's access to groups/cooperatives are existed but control over resources is only with men, Women's participation in political parties/institutions only limited into allocated quota, and elite captured decision and resources of government and non-governmental program.
- Economic condition/situation: High involvement of women in agricultural and livestock



rising business but men control over the decision and profits,



- Physical condition/situation: Women's access to household land, house, utensils, jewelry but control over power is with only in men, high workload to women due to lack of small physical infrastructure as well as lack of maintenance/management i.e. drinking water scheme, improved water mill etc.

### **Cause and effect analysis: Men's control on decision making process**

#### **Causes:**

- Discrimination on social norms, values, culture
- Unequal treat with male and female on capacity enhancement, education and various other opportunities,
- Lack of information and exposure → lack of self-confidence
- High workload (Time poverty) to women

#### **Effects:**

- Unequal development
- Lack of economic freedom to women
- Increase gaps between men and women, poor and rich, and other social groups
- Hard to reach decision making position for women and decrease level of women's position and condition.
- Increase social conflict
- Men's control on decision making process

### **Gender situation analysis- Rolpa Team**

#### **Major GESI issues:**

- High workload to women- less participation in decision making process- women's participation limited into allocated quota
- Climate induced hazards effecting women more to food insecurity and nutrition
- Equal participation in agriculture (maize cultivation), livestock rising and other activities. However men's control is exist over the resources and benefit of household income
- Climate induced hazards effecting more to women - shortage of drinking water, firewood, grass and fodder – increased workload of women

Who does what?

S/N	Agriculture Sector	Involvement		Access		Control	
		F	M	F	M	F	M
1	Plowing		✓				
2	Manure management						
a)	Compost manure	✓		✓			
b)	Chemical manure		✓		✓		✓
3	Seed management						
a)	Home managed seed	✓		✓			
b)	Purchasing from market		✓		✓		✓
4	Plowing		✓				
5	Cultivation of seed	✓					
6	Weeding and manure topping	✓					
7	Irrigation	✓	✓	✓	✓	✓	
8	Harvesting	✓	✓				
9	Storage	✓	✓				
10	Uses for cooking purpose	✓		✓	✓	✓	✓
11	Uses for buying purpose		✓		✓		✓

**Cause and effect analysis: Women's workload (Time Poverty)**

**Causes:**

- Impact of climate change in water resource- drought, changed in rainy season
- Increased insects and diseases in farm/agriculture
- Increased unwanted new species

**Effects:**

- Increased illness
- Fewer time to care children
- Less time to participate meeting, workshop and decision making process
- No time for family and increase conflict

**Gender situation analysis- Salyan Team**

**Major GESI issues:**

- Women- less opportunity, less participation - moral down
- Women's active role and high involvement in household work- less time (time poverty) for other productive activities
- Majority of male members are migrated for abroad employment- increased women's workload - executing triple role (productive, reproductive and community/political)
- Shortage of drinking water - majority time of women invested in water collection
- Due to alcohol drinking habit of men - increase family conflict and women and children are facing social, economic and mental effects
- Women involved in various local groups, cooperatives, institutions and started to saving
- Men from elite groups captured all resource based groups/institutions

- Less access of women in social, economic and health facility- very sensitive
- Women's access is very less in resources, information, decision making and opportunity

### **Cause and effect analysis: High workload of women (Time Poverty)**

#### **Causes:**

- Diminution of women's social position
- Patriarchal society- do not do reproductive role by male
- Biological structure
- Discriminatory social culture
- Women's feelings, motherhood behavior, nurturing attitude
- Impact of climate change in water resource, scarcity of fuel wood, food and forest products
- Male migration for national and foreign employment
- Lack of information and educational opportunity
- Lack of opportunity holding capacity and
- Declines on working capacity

#### **Effects:**

- Weaker health of women and children
- Weak social relation
- Decrease overall national HDI
- Exist vicious circle of poverty
- Morale down-loose self confidence
- Diminishing decision making capacity

## **2.3 Day Three**

**Reflection of Day 2:** Day three started with the review of day 2 activities. Mr Tolak Raj Chapagain gave the summary of the learning from day 2. Participants were expressed that the tools of gender analysis were very useful, enhanced skill for GESI sensitive actions, it is also need to analyze how social change is difficult than political change, be aware about bias analysis and need to incorporate positive changes. After the review, facilitator summarized quickly of the day and suggested to emphasis on why, why and why culture and situation analysis concepts to be considered on material condition, social position, access, control, vulnerability, capacity/capability.

After the presentation of District-wise situation analysis by the entire six districts next tool on developing GESI objectives and outcomes were introduced to the participants.

### 2.3.1 Session 1: Developing objectives/outcomes through GESI lens

*Objectives of this Session:* To develop concrete Objectives/Outcomes that will address changes the sectors wants to achieve in regards to the identified problems.

The session was started with the facilitator explaining the concept of Results Based Framework and made sure that all the participants understood each of steps and components of the framework.

A brief presentation that outlined the following was made:

- What are objectives and outcomes? These are the long-term and intermediate end result of change that a Project would like to achieve in response to a problem or opportunities that have been identified in the situation analysis.
- How to develop objectives? Objectives are developed with results or Impacts and Outcomes that needs to be achieved for the identified problems.
- There are two types of results: Impact or long-term results, and Outcomes or intermediate results.
- Different type of outcomes – Intended Outcomes and Unintended Outcome
- Needs that should be addressed during planning – Material Condition (Practical Needs) and Social Position (Strategic Needs)

*Group-work:* Each group was asked to develop the Objective and Outcomes for their respective district based on the key problems identified in the previous session.

### 2.3.2 Session 2: Developing GESI Activities and Risks

*Objectives of the session:* To identify the Activities and risks from a GESI perspective.

The session focused on identifying activities and risks from a GESI perspective. Before given group exercise the facilitator explained the different type of Activities and Risk.

Activities could be;

- Material Condition Related
- Social Position Related

Risk could be of two types:

- Internal Risk
- External Risk

*Group-work:* After the discussion on Activities and Risks, based on their understanding the participants were asked to list the probable activities and risk that might occur in their districts.

### 2.3.3 Session 3: Developing GESI Outcome Indicators

*Objectives of the session:* To develop GESI Indicators based on the groups divided into 6 districts

The session focused on developing outcome level indicators started with discussion on the definition and types of indicators.

There are two types of indicators:

- a) Quantitative
- b) Qualitative

*Group-work:* After the discussion on indicators participants were asked to develop qualitative and quantitative indicators based on the outcomes developed in the previous session.

### 2.3.4 Session 4: Sharing district wise GESI action plan (M&E Plan)

*Objective of this Session:* To Develop a GESI Action Plans or logical frameworks for the six districts by putting together the results achieved during all stages of the planning exercises as shown below:

Problem Statement	Outcomes	Indicators	Activities	Risks	Means of Verification
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The 6 district-wise Plans were then shared through a gallery walk plenary, where all participants provided comments and feedback for each group. The district-wise GESI Plans are contained in Annex 2.

## 3. Concluding Session

Mr Amrit Gyawali anchored the closing session in informal way. 1) Ms. Suzata Dahal from ASHA project gave her closing remarks on behalf of all women participants. 2) Mr Sheshdatta Chaudhary form Ministry of Industry, Tourism, Forestry and Environment of 5 Number Province Government gave his closing remarks on behalf of all men participants; 3) Facilitator Ms Dibyadevi Gurung expressed her thanks to the Project team for the initiation of conducting this training. 4) Project Coordinator, Mr. Pashupati Nath Koirala closed the session by expressing his feeling that this training is reached upper than expectation, came good feedback which is very encouraging. He gave many thanks to facilitator. He mentioned that GESI Mainstreaming derives from central level with coding GESI budget, Climate Change budget, Livelihood budget in the AWPB planning process but the first-step of GESI mainstreaming starts from self/individual, needs to change of own behavior/languages, and working modality. There remains a different activity to do form central level and the community level so we need to differentiate the work and do as appropriately from own level. He requested to consider that if

there may perhaps some weak in management. Special thanks gave to those participants who were from Province Government for their acceptance of the invitation such our small project and we understand as a focal person of our project. Then he gave thanks to all participants including hotel management and expressed the formal closing of the training.

## **4. Recommendation**

All participants expressed that the training was very fruitful in terms of enhancing conceptual clarity on subject matter and gender analysis tools/skills for mainstreaming in planning process. It needs to develop common understanding within the whole project team and service providers. Therefore it is recommended the following actions for achieving good results from GESI perspective in the project:

- Incorporate GESI action plan in Annual Work Plan and Budget (AWPB) which is prepared during the training.
- Organize annual review of implemented activities from GESI perspective including participatory organizational assessment.
- Organize similar types of training to remaining staff and service providers for developing common understanding amongst project staff including partners and to accelerate GESI mainstreaming in the project.

## 5. Annex

### Annex 1: Individual Exercises

#### 1.1 Personal History Form

CHILDHOOD	ADOLESCENCE	EARLY ADULthood	STAGE OF BUILDING A FAMILY
When I was a child, my parents taught me that:	When I was a teenager, my family, teachers, religion taught me that:	When I was choosing my career/work, I learned that:	In building and nurturing a family, I learned that:
<u>Little girls should behave this way:</u>	<u>As a young woman, I should behave this way:</u>	<u>Careers/work associated with women are:</u>	<u>Women should take the following roles:</u>
<u>Toys/games for girls are:</u>	<u>Hobbies/interests for young girls should be:</u>	<u>At work, the capacities and attitudes expected of women are:</u>	<u>In making decisions women should be:</u>
<u>Little boys should behave this way:</u>	<u>As a young man, I should behave this way:</u>	<u>Careers/work associated with men are:</u>	<u>Men should take the following roles:</u>
<u>Toys/games for boys are:</u>	<u>Hobbies/interests of a young man should be:</u>	<u>At work, the capacities and attitudes expected of men are:</u>	<u>In making decisions men should be:</u>



## 1.2 CVA Matrix: Key Questions and Gender Analysis Methods/Tools

PHYSICAL / MATERIAL	VULNERABILITIES	CAPACITIES
<p>DEFINITION: The productive resources, skills and hazards that exist</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• What were/are the ways in which men and women in the community were/are physically or materially vulnerable?</li> <li>• What productive resources, skills, and hazards existed / exist? Who (men and/or women) had/have access and control over these resources?</li> </ul> <p><u>Method:</u></p> <ul style="list-style-type: none"> <li>• Activity Profile</li> <li>• Access/Control Profile</li> </ul>		
<p><b>SOCIAL / ORGANIZATIONAL</b></p> <p>DEFINITION</p> <ul style="list-style-type: none"> <li>• Social Relationships between people</li> <li>• Their organizational structures</li> </ul> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• What was the social structure of the community before the disaster, and how did it serve them in the face of this disaster?</li> <li>• What has been the impact of the disaster on social organization?</li> <li>• What is the level and quality of participation in these structures?</li> </ul> <p><u>Method:</u></p> <ul style="list-style-type: none"> <li>• Institutional Mapping</li> <li>• Time Line</li> <li>• Daily Activity Charts</li> </ul>		
<p><b>MOTIVATIONAL / ATTITUDINAL</b></p> <p>DEFINITION: How the communities view its ability to create change.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> <li>• How do men and women in the community view themselves, and their ability to deal effectively with their social / political environment?</li> <li>• What were people's beliefs and motivations before the disaster and how has the disaster affected them? This includes beliefs about gender roles and relations.</li> <li>• Do people feel they have the ability to shape their lives? Do men and women feel they have the same ability?</li> </ul> <p><u>Methods:</u></p> <p>SARAR techniques:</p> <ul style="list-style-type: none"> <li>• Story with a gap;</li> <li>• Force field analysis;</li> <li>• Gender analysis – access to resources</li> </ul>		

## Annex 2: GESI Action Plans

GESI Action Plan/M&E Plan District: Salyan				
<b>Problem Statement:</b> Time poverty of women across all caste and ethnic groups due to increased workload				
Outcomes	Outcome Indicators	Activities/Inputs	Risks	Means of Verification
1. Male members are engaged in reproductive/household work	<p>1. At least 50% male members in the project district are engaged in reproductive/household work such as – cooking; child care; livestock management etc.</p> <p>2. Increase of women in sector executive committees (forestry, agriculture, CC etc.) by %</p>	<p>1. GESI training tied up with coaching, mentoring and follow-up support (every 3 months) for both men and women;</p> <p>2. Leadership Training with mentoring support for women leaders to practice relational/collaborative leadership;</p>	Low allocation of resources to hire experts with participatory skills	Training Report Regular field visit report
2. Local women are self-employed	<p>1. At least 40 % of the commercial farming promoted by the project are owned by disadvantaged women;</p> <p>2. % of male outmigration reduced by %</p>	<p>1. Promotion of commercial farming value-chains (production, processing and marketing) for both women and men;</p> <p>2. Special training and coaching for disadvantaged women on Value-chain;</p> <p>3. Skill based training on value-chain</p> <p>4. Business literacy classes</p>	Knowledge and investments on value-chains	Training Report Monitoring Report Event Report
3. Women's education level increased and are actively participating in decision making processes	1. % of women in vital posts in the local user committees increased by % ;	<p>1. Exchange visits and dialogue with other progressive user committees within and outside district</p> <p>2. Group training and coaching of women and men leaders to enhance their technical and social skills/methods;</p> <p>3. Management training – including farmer management, accounts; participatory M&amp;E etc.</p>	Budget & Skill driven facilitation	M&E Report Event report Case studies

**GESI Action Plan/M&E Plan  
District: Dailekh**

**Problem Statement: Acute water scarcity due to drying of springs**

<b>Outcomes</b>	<b>Outcome Indicators</b>	<b>Activities/Inputs</b>	<b>Risks</b>	<b>Means of Verification</b>
1. Beneficiary households have adequate drinking water	<p>1. At least 3 drinking water projects completed with support from ASHA and local government;</p> <p>2. At least 100 households have benefitted from the drinking water project of which 50% are from Dalit hhs; 30% from Janajati and 20% others)</p>	1. Implementation of 3 drinking water projects in the district by mobilizing local government resources at the rate 1:2	Political influence of the local government budget	MIS report Sub-project completion report
2. Beneficiary women's income increased from farming and non-farming enterprises	<p>1. At least 30% income of targeted women increased from off-farm vegetable farming and other enterprises;</p> <p>2. At least 20% income of Dalit and poor Janajatis women increased from off-farm vegetable farming and other enterprises</p>	<p>1. Off-farm skill training;</p> <p>2. Business literacy training for women particularly Dalit and poor Janajati women;</p> <p>2. Small irrigation</p> <p>4. Subsidized farming equipment and seeds</p>	<p>Lack of motivation of participating women to establish business;</p> <p>Inadequate technical and social support</p>	Training report MIS report M&E Report Case studies Sub-project completion report

**GESI Action Plan/M&E Plan  
District: Rukum**

**Problem Statement:** Women's token participation in user committees and in key decision making positions

<b>Outcomes</b>	<b>Outcome Indicators</b>	<b>Activities/Inputs</b>	<b>Risks</b>	<b>Means of Verification</b>
1. Women are influencing key decision making processes	<p>1. At least 50% women are members in key user committees in the project district;</p> <p>2. At least 50 % women are in the vital posts in user committees</p> <p>3. At least 100 women groups are managing the revolving fund to support Dalit and poor Janajati women</p> <p>4. At least 25% of the rural municipality budget spent on women related activities;</p> <p>5. At least 6 rural municipalities have developed and implemented GESI/ Women empowerment strategies</p>	<p>1. Women lead spring water conservation;</p> <p>2. Need assessment of different women (dalit, Janajati, Minirotty groups etc. )conducted and their needs, interests and priorities identified</p> <p>3. Support rain water harvesting and water tank construction with focus on Dalit and poor Janajati households</p> <p>3. Support women particularly Dalit and poor Janajati women to establish fodder nursery; distribute fodder saplings; Provide seed money for women</p> <p>4. Support plantation together with farm-yard manure training</p> <p>5. Leadership training for women and men of collaborative/relational leadership</p> <p>6. GESI training and coaching and mentoring and strategy development for rural municipality</p>	<p>Low budget allocation</p> <p>Political influence</p>	<p>Reports;</p> <p>Minutes of the meeting;</p> <p>Women's bank account and statement;</p> <p>GESI Strategy for rural municipality</p>

**GESI Action Plan/M&E Plan  
District: Jajarkot**

**Problem Statement:** Male dominance in all decision making processes

<b>Outcomes</b>	<b>Outcome Indicators</b>	<b>Activities/Inputs</b>	<b>Risks</b>	<b>Means of Verification</b>
1. Women lead key User Committees in the district	<p>1. 45% women in the vital posts of the local cooperative groups</p> <p>2. 50% women participation in all activities conducted by the ASHA project</p>	<p>1. Development and Implementation of GESI strategy for rural municipality and project</p> <p>2. Leadership training tied with caching and mentoring for both women and men</p> <p>3. GESI mainstreaming training and participatory monitoring</p>	<p>Lack of budget</p> <p>Political influence</p>	<p>Training report</p> <p>GESI Strategy</p> <p>Annual report</p> <p>M&amp;E report</p>
2. Equal engagement of men and women in household work	<p>1. Reduction on women's household workload;</p> <p>2. Increase in participation of women in community meeting; trainings etc.</p>	<p>1. Workshop with coaching and mentoring on sharing household workloads of women</p> <p>2. Drinking water project – including spring conservation; rain water harvesting ; water tank construction with a focus on Dalit and poor Janajati households;</p> <p>3. Promotion of fodder grass and trees</p> <p>4. Exchange visits within and outside districts' Literacy classes</p>		<p>Training report</p> <p>MIS report</p> <p>M&amp;E Report</p> <p>Case studies</p> <p>Sub-project completion report</p> <p>Meeting minute</p> <p>AWPB</p>

**GESI Action Plan/M&E Plan  
District: Kalikot**

**Problem Statement:** Time Poverty of women due to increased household workload of women

<b>Outcomes</b>	<b>Outcome Indicators</b>	<b>Activities/Inputs</b>	<b>Risks</b>	<b>Means of Verification</b>
1. Women time saved due to decrease in their household workload	1. At least % of women's groups lead the conservation of spring water; 2. At least # of women engaged in # hectares of tree plantation 3. Women saves # hours in water collection tasks 4. % Dalit and Poor Janajati women using alternative energy technologies	1. GESI responsive CC awareness programmes 2. Women lead plantation activities 3. Promotion of fodder tree and grass 4. Promotion of GESI responsive alternative energy technologies with extra subsidies for Dalit and Poor Janajati women	Limited budget	Annual report, Beneficiary's name-list of renewable energy, fodder and forage energy for cooking
2. Women lead key local user committees	1. At least % women leading cooperatives 2. At least % women have mobilized rural municipality; project and other resources for the empowerment of women 3. % of budget directly benefitting Dalit and poor Janajati women;	1. Relational/Collaborative leadership training for women and men tied up with coaching and mentoring support (at least every 4 months) from rural municipality; user committee and project; 2. skills training for women particularly Dalits and poor Janajati women e.g. on organic farming etc. 3. saving an credit for women's groups implemented	Political influence Disaster Donor interference	Training report Annual report Monitoring Report Rerecord of groups/ cooperatives Name list of group leaders

**GESI Action Plan/M&E Plan**

**District: Rolpa**

**Problem Statement:** Women Time Poverty due to climate change

<b>Outcomes</b>	<b>Outcome Indicators</b>	<b>Activities/Inputs</b>	<b>Risks</b>	<b>Means of Verification</b>
1. Women's time saved due to decrease in household and farm workload	1. Women across all caste and ethnic groups practicing climate smart agriculture practices (e.g. knowledge of climate responsive seeds; rain water harvesting etc.) 2. # of Dalit and poor Janajati women have accessed project and rural municipality resources to practice climate smart agriculture 3. 90 % women have good knowledge in climate smart maize 4. GESI responsive - Climate Smart Agriculture tested and implemented farming	1. Climate smart agriculture training and support for women particularly Dalit and poor Janajati women 2. Exposure visit particularly for Dalit and poor Janajati women to successful farms and NARC 3. Awareness and extension and participatory M&E on climate smart Agriculture 4. Formation and support of women agriculture groups (maize groups) 5. Women led Climate smart agriculture piloted in 2 areas and scaled up in 90 areas 6. Support – climate responsive seeds and equipment	Restructuring of govt structures  Budget constraints	Annual report, Case study Training Report Annual report, Pilot study report Monitoring report HH survey report



## Annex 3: Key Gender definitions and Concepts for Planning

### *What is gender?*

It is the experience of being female or male and it differs from culture to culture. Gender is socially determined through the roles, activities, and responsibilities to being male or female in a society. Gender also determines one's identity in the way one is perceived, how one is expected to think and act as a woman and man.

### *What is gender mainstreaming?*

It means making women's as well as men's concerns, needs and experiences an integral part of policies, programs and Projects so that women and men can benefit equally. In practice, it means systematically identifying gaps in gender equality and, consequently, addressing them. Gaps may include differences in rights, control, ownership, power and opportunities. Gender mainstreaming can occur at two levels:

- a) Project cycle;
- b) Organizational structure and culture

*Condition:* This term describes the immediate, material circumstances in which women and men live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads.

*Position:* This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources.

*Practical needs:* If these were met, the lives of women (of men) would be improved without changing existing gender division of labor or challenging women's subordinate position in society. Meeting practical needs is a response to an immediate perceived necessity; interventions, which do this, are typically concerned with inadequacies in living conditions such as provision of water, healthcare, and employment.

*Strategic needs:* If these were met, the existing relations of unequal power between women and men would be transformed. These interests/needs relate to gender divisions of labor, power, and control. Those identified by women may include issues such as legal rights, domestic violence, equal wages and women's control over their bodies. However, many of these issues are perceived as part of a natural order, which cannot be challenged. Women may only be able to articulate their strategic interests/needs once they have exchanged knowledge with someone who that it is possible to change the 'natural order'.

*Reproductive role:* Childbearing/rearing responsibilities, and domestic tasks done by women, required guaranteeing the maintenance and reproduction of the labor force. It includes not only biological reproduction but also the care and maintenance of the work force (male partner and working children) and the future work force (infants and school-going children).

*Productive role:* Work done by both men and women for pay in cash or kind. It includes both market production with an exchange-value, and subsistence/home production with actual use-value, and also potential exchange-value. For women in agricultural production, this includes work as independent farmers, peasant wives and waged workers.

*Community Roles:* Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in 'free' time.

*Community politics role:* Activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status or power.

## Key Social Inclusion Definition and Concepts for Planning

*Marginalization:* The process whereby certain groups suffering deprivation, eg the impoverished, unemployed, single parents and those with limited formal education are pushed to the edge of society where they have little say in decision making and are denied the means to improve their position.

*Discrimination:* Any distinction, exclusion, restriction or preference, based on “race”, colour, descent, or national or ethnic origin which has the purpose of or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life. (International convention on the elimination of all forms of racial discrimination ICERD 1965)

*Double discrimination:* The term refers to discrimination on double grounds, for example gender discrimination and discrimination due to ethnic origin and is a form of multiple discrimination, and preferably called so. (Makkonen 2002)

*Integration:* Process of removal of prejudices related to racial/ethnic differences, of stereotype attitudes to it, of expectations of its impact, which lead to racially/ethnically formed models of interaction in the everyday life. Overcoming of racially/ethnically based inequality in the spheres of education, employment and career, residence, healthcare, participation in local government. A prerequisite for the initiation of the integration process is the presence of legal mechanisms for protection against discrimination. The process of integration differs in its very essence from the process of assimilation. The integration presupposes respect and recognition of cultural differences, while assimilation is based on obliteration/annihilation of the different, which is considered inferior. (Grekova M. 2001).

*Social Exclusion:* Social exclusion is a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live. People are ‘excluded’ if they are not adequately integrated into society. The definition of the concept varies among countries and different schools of thought. The primary forms of exclusion cover Circumstances in which people are left out of society, through non-inclusion in systems of social protection; Circumstances, like poverty and disability, when they are unable to participate in ordinary activities; Circumstances in which people are shut out, through stigma or discrimination. Exclusion stands then for a whole series of social problems and processes and ‘combating social exclusion’ has come to stand for a wide range of actions in social policy.” (Silver 1994, Gordon D, Spicker P, Leguizmon S 2007).

*Intersectionality:* the theory that the overlap of various social identities, as race, gender, sexuality, and class, contributes to the specific type of systemic oppression and discrimination experienced by an individual (often used attributively):

*Implicit bias:* Also known as **implicit** social cognition, **implicit bias** refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

## Key Climate Change related Definitions and Concepts

*Adaptation:* Adjustment in natural or human systems in response to actual or expected climatic stimuli or their effect, which moderates harm or exploits beneficial opportunities.

*Mitigation:* An anthropogenic intervention to reduce the anthropogenic forcing of the climate system; it includes strategies to reduce greenhouse gas sources and emissions and enhancing greenhouse gas sinks.

<p><i>Vulnerability:</i> The degree to which a system is susceptible to and unable to cope with adverse effects of climate change including climate variability and extremes. Vulnerability is a function of the character, magnitude and rate of climate change and variation to which a system is exposed its sensitivity and its adaptive capacity.</p>
<p><i>Coping Strategy:</i> Coping strategies refer to methods for using existing resources to achieve beneficial ends during abnormal or adverse conditions. Examples include asset liquidation, food storage, and rural-urban migration.</p>
<p><i>Adaptive Capacity:</i> Adaptive capacity is the ability of a system to adjust to climate change (including climate variability and extremes) to moderate potential damages, to take advantage of opportunities or to cope with the consequences.</p>
<p><i>Sensitivity:</i> The degree to which a system is affected, either adversely or beneficially, by climate variability or change. The effect may be direct (e.g. a change in crop yield in response to a change in the mean, range or variability of temperature) or indirect (e.g. damages caused by an increase in the frequency of coastal flooding due to sea-level rise).</p>
<p><i>Exposure:</i> The nature and degree to which a system is exposed to significant climatic variations (Houghton et al. 2001) For example, a system can be exposed to hazards such as drought or conflict and also underlying socio-economic, institutional and environmental conditions (Burton et al. 2006).</p>
<p><i>Vulnerable groups</i>  Vulnerable Groups refer to groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, person with disabilities, the homeless, those struggling with substance abuse, isolated elderly people and children all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or underemployment.</p>

## Annex 4: Evaluation

### What did you like about the training workshop?

- Training delivery approach and methods – simple, participatory, all participants were treated equally, focus on enhancing GESI Analysis skills, ample time to recap and ask questions, clear doubts and share experiences, interaction and emphasis on having direct contact with participants; minimal use of PPT/lecture
- excellent facilitation skills of the trainer – very experienced with very high standard knowledge and skills
- use of examples from the field and real life experiences to understand concepts
- conceptual clarity on GESI and gender mainstreaming in planning cycle
- managed well and completed on time
- enjoyed and learnt a lot
- helped to understand my work better

### 2. What would you like to be improved in the training?

- more discussions on the planning tools
- more discussions on the linkages between GESI and CC
- more than one trainer – add resource person
- use of data to explain the issues
- more handouts and reference materials
- level of participants should be the same
- include field visit for testing the tools

### What are your concrete feedbacks on the training?

- Increase women participants
- Review of project's log-frame for GESI integration
- GESI Budgeting
- GESI and climate vulnerability – more deeper discussion
- More tools needed for GESI integration
- Very impressive learnt a lot
- Longer duration – 5 days
- Use more case studies
- Very successful training – enjoyed and learnt a lot
- In future trainings, similar level of trainer should be contracted
- Improve snacks and food in the training
- Use of English in writing the comments (prefer to have Nepali)
- Excellent - No comments very satisfied – achieved a lot in 3 days
- Be very strict with late comers
- Inclusion of new staffs in the training was very good – it's a good opportunity to learn and be with senior staffs

## Annex 5: List of Participants

S/N	Name of Participants	Organisation	District	Mobile Number
1	Pashupati Nath Koirala	ASHA, PCU	Kathmandu	9851207504
2	Nav Raj Baral	ASHA, TSU	Surkhet	9851115022
3	Sher Bdr Pariyar	ASHA, DPCU	Rukum	9858025841
4	Dinesh Prasad Bhattarai	Ministry of Agriculture, Land management and Cooperative Development	Karnali Pradesh, Surkhet	9858320095
5	Sheshdatta Chaudhary	Ministry of Industry, Tourism, Forests and Environment	Province-5, Butwal	9844947419
6	Tolak Raj Chapagain	Ministry of Industry, Tourism, Forests and Environment	Karnali Pradesh, Surkhet	9858058907
7	Shrikanta Adhikari	ASHA, TSU	Surkhet	9841482217
8	Akash Upadhaya	ASHA, TSU	Surkhet	9851066912
9	Prakash Basnet	ASHA, TSU	Surkhet	9848069033
10	Prakash C. Tara	ASHA, TSU	Surkhet	9841817005
11	Subhadra Giri	ASHA, DPCU	Rolpa	9860735137
12	Suman Rijal	ASHA, DPCU	Dailekh	9848142218
13	Kamal Acharya	ASHA, DPCU	Dailekh	9851190169
14	Deepak Chand	ASHA, TSU	Surkhet	9858752345
15	Draupadi Subedi	ASHA, TSU	Surkhet	9851125312
16	Anju Gharti Magar	ASHA, PCU	Kathmandu	9822488270
17	Sujata Dahal	ASHA, PCU	Kathmandu	9849652936
18	Birendra Bdr Chand	ASHA, TSU	Surkhet	9869578608
19	Anita Pandey	ASHA, TSU	Surkhet	9848113101
20	Sudeep Acharya	ASHA, DPCU	Salyan	9851150703
21	Engila Misra	ASHA, PCU	Kathmandu	9841184089
22	Dipak Kumar Chand	ASHA, DPCU	Jajarkot	9858051976
23	Kamal Thapa	ASHA, DPCU	Jajarkot	9846203263
24	Mijan Raj Regmi	ASHA, DPCU	Salyan	9875133804
25	Sovit Koirala	ASHA, DPCU	Kalikot	9856063692
26	Munir Ansari	ASHA, DPCU	Kalikot	9855069074
27	Amrit Gyawali	ASHA, PCU	Kathmandu	9851217812
28	Bishnu Prd Aryal	ASHA, TSU	Surkhet	9847062991
29	Khadka Bdr Sinjali Magar	ASHA, TSU	Surkhet	9868169666
30	Dibya Devi Gurung	Facilitator	Kathmandu	9841261339



## Some photographs of training event



