



Consultancy Services for Social Awareness of Strengthening Access of Women and Vulnerable Groups in Selected LICs to Improve Water and Sanitation Services for Asian Development Fund (ADF) Grant associated with DESWSP, Dhaka WASA.

## Training Module

### Mainstreaming Gender Equality and Social Inclusion (GESI) in Dhaka WASA

For Dhaka WASA staff

Produced & Implemented by



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## Introduction

The training on 'Mainstreaming Gender Equality and Social Inclusion (GESI) in Dhaka WASA' will be a collaborative effort between Dhaka WASA, DSK, and consultants. The primary objective is to empower the Dhaka WASA staff to serve women employees and vulnerable groups better, ultimately leading to mainstream GESI in Dhaka WASA and towards improved WASH services and practices. It targets Dhaka WASA staff to enhance their knowledge and skills on gender equality and social Inclusion (GESI) and promote a GESI-responsive work culture and behavior in Dhaka WASA.

By combining the expertise of DSK, Dhaka WASA, and consultants, the training will offer a comprehensive and diverse perspective on mainstreaming Gender Equality and Social Inclusion (GESI) at Dhaka WASA services & practices. This collaborative approach will enrich the joint learning experience for the participants and the facilitators; and will increase the effectiveness of the training program. The training will appear to be a well-organized effort to equip Dhaka WASA staff with the necessary knowledge and skills to know & practice GESI in their regular activities and contribute effectively towards mainstreaming to improving overall WASH services and practices.

## Training Objectives and Participants

- To enhance understanding on gender equality and social Inclusion (GESI) for mainstreaming GESI in Dhaka WASA services
- To promote & strengthen GESI responsive work culture and behavior
- To increase knowledge on Gender Equality and Social Inclusion Strategy 2024-2030 of Dhaka WASA and Institutional commitments

**Participants:** Dhaka WASA employees.

## Training Contents & Schedule

Contents	Time	Method	Materials
<b>1. Introductory Session</b> <ul style="list-style-type: none"> <li>• Introductory speech &amp; discussion on the objective of training</li> <li>• Pre-test</li> <li>• Ice Breaking</li> <li>• Ground rules of training</li> </ul>	30 Minutes	Lecture Exercise, Discussion	Attendance format, name card, board marker & art line marker, pre-test format
<b>2. Understanding of Gender and Social Inclusion: Key Gender Terminologies</b> <ul style="list-style-type: none"> <li>• Basic Concepts on Sex, Gender, Social Inclusion, Gender Equity and Equality, diversity and inclusiveness,</li> <li>• Gender Relations, Stereotyping, Gender Division of Labor,</li> <li>• Gender Sensitivity and Gender Awareness, Gender-Blind, Gender Sensitive Language,</li> <li>• Gender Analysis, Gender disaggregated data, Gender mainstreaming, Intersectionality.</li> </ul>	1 hour and 30 minutes	Lecture, Discussion, Group exercise, Role-play, Video display	Poster, marker, Sticky, Photocopy, Flip chart
<b>3. Gender Construction Analysis</b> <ul style="list-style-type: none"> <li>• Gender Socialization (Institutes)</li> <li>• Analysis of Gender Discrimination (Problem Tree)</li> <li>• Gender Role (Time Audit) and Gender Need</li> <li>• Empowerment as a Development Goal</li> </ul>	1 hour and 15 minutes	Lecture, Group Exercise, Discussion in large groups, Video Display	Marker, masking tape, VIPP card
<b>4. GESI Responsive workplace</b> <ul style="list-style-type: none"> <li>• Promoting GESI sensitive work culture (Environment, Infrastructures, PSEA)</li> <li>• GESI Mainstreaming in Dhaka WASA</li> </ul>	45 minutes	Discussion, Experience sharing, Brainstorming	Marker, poster paper, VIPP card
<b>5. GESI strategy and Action plan 2024 of Dhaka WASA</b> <ul style="list-style-type: none"> <li>• GESI Strategy Overview</li> <li>• Key Priorities</li> <li>• Action Plan</li> <li>• GESI Forum of Dhaka WASA</li> </ul>	1 hour and 45 minutes	Presentation Group exercise Experience sharing	Marker, poster paper, VIPP card
<b>6. Post-test, Open discussion, Feedback, and Closing remarks</b>	30 minutes	Questionnaire, Discussion, Reflection	Test format

## Training Sessions' Details

### Session 1: Introductory Session

Time: 30 minutes

**Expected Session Output:** Participants feel informed & comfortable. A safe & friendly environment is created, and participants' pre-assessment completed.

**Methods:** Lecture, Exercise, Discussion

**Materials:** Attendance format, name card, board marker & art line marker, pre-test format

**Steps:**

- Introductory speech & participants' introduction
- Discussion on the objectives of training
- Pre-test with questionnaire
- Ice Breaking (Games and stimulating activities)
- Discuss ground rules of training

### Session 2: Understanding of Gender and Social Inclusion: Key Gender Terminologies

Time: 1 hour and 30 minutes

**Subjects:** Be familiar with the various definitions and terms of gender

**Expected Session Output:** Informed about different terms of gender and be able to explain the difference between different terms of gender

**Methods:** Lecture, Discussion, Group exercise, Role-play, Video display

**Materials:** Poster, marker, Sticky, Photocopy, Flip chart

**Steps:**

1. The facilitators will discuss sex, Gender, Social Inclusion, Gender Equity and Equality, Diversity and Inclusiveness,
2. Gender Relations, Stereotyping, Gender Division of Labour,
3. Gender Sensitivity and Gender Awareness, Gender-Blind, Gender Sensitive Language,
4. Gender Analysis, Gender disaggregated data, Gender mainstreaming, Intersectionality.

#### Relevant information of session 02:

Key Gender Terminologies are Sex, Gender, Social Inclusion, Gender Equity and Equality, diversity and inclusiveness, Gender Relations, Stereotyping, Gender Division of Labor, Gender Sensitivity and Awareness, Gender-Blindness, Gender-Sensitive Language, etc.

#### **A. Sex and Gender**

Sex and gender may appear to be synonymous, but there are many practical differences. Understanding the difference between these two words is necessary.

**Sex:**

Sex refers to the biological and physiological characteristics that distinguish individuals as male, female, or intersex. Sex is typically assigned at birth based on physical attributes, particularly external genitalia. Sex is an innate or naturally determined that can't be changed. For example, women are impregnated, babies are fed breast milk and men grow beards, etc. Sex is the biological identity of a human being.

Sex refers to biological differences.

- Predetermined by nature
- Characteristics are universal across all societies and cultures
- Unchangeable among individuals and societies

**Gender:**

The term gender is used to describe the existing social differences between men and women. Gender refers to the roles, behaviors, activities, and expectations that society considers and culture assigns to individuals based on their perceived sex at birth. In a word, gender refers to the relationship between men and women constructed by society and imposed changeable characteristics. Socially created ideas or norms that determine the roles, responsibilities, duties, opportunities, etc. of men and women. The work of the men and women is conducted according to the religious, economic, and social conditions, and how men and women behave to whom.

The concept of gender also includes the expectations held about the characteristics, attitudes and behaviors of human.

- Culturally created - by us and our families and societies
- Changeable
- Vary widely within and across cultures, places, and time
- Not predetermined

Manifestations (Demonstration) of gender difference can be found in the construction of roles & expectations

- Identity
- Responsibilities
- Power Relations
- Valuation

The distinction between sex and gender is important in understanding how individuals navigate their identities and how society shapes expectations and behaviors. Recognizing this distinction so allows for a more inclusive approach to addressing issues related to identity, equality, and human rights.

**Identities of human beings are multiple or multi-faceted**

More popular and acknowledged identities are influenced by socio-cultural constructions. Such as -

- **Biological identity:** determined by sex, sexual organs, to know whether it's a girl, boy, or transgender.
- **Gender identity** is constructed by socio-cultural norms and perceptions. Visualize women, men, and others with stereotyped roles and responsibilities.

## **Gender Issues**

Issues, concerns, and challenges emerge from the distinct roles assigned to women and men, as well as from questioning the dynamics and power relations between them." This statement highlights both the roles and the relationships between genders as sources of concern.

### **B. Social Inclusion**

Social inclusion refers to the process of improving the conditions in which all individuals and groups, particularly those who are marginalized, can fully participate in society. It aims to create a society that values, respects, and provides equal opportunities for all, regardless of their gender, age, disability, ethnicity, race, socioeconomic status, or other identity markers. Social inclusion is about enabling individuals to feel that they belong, have access to the same opportunities as others, and can contribute to their communities in meaningful ways. It provides equitable access to resources and opportunities, respect and value for diversity, active participation in decision-making, elimination of social barriers and discrimination, and finally promoting empowerment and capacity building.

### **C. Gender Equity and Equality**

#### **Gender Equity**

Gender Equity is being fair to women, men & others. A gender equity approach provides equal opportunity to women, men & others so that they can have equal benefits. Recognizing that women usually have unequal opportunities and face many barriers, the promotion of gender equity often involves giving special measures to help women overcome these constraints. The goal is to create an equal playing field for women, men & others. Gender equity leads to gender equality.

Gender equity, conversely, refers to the fairness of treatment for all genders according to their respective needs. This may involve providing different resources or opportunities to achieve fair outcomes. This means, providing women, men & others with the tools they need to succeed equally, which may mean offering more resources to one group based on need. For example: Providing flexible work hours for women with caregiving responsibilities to ensure they can participate equally in the workforce. **In the 8th Five-Year Plan:** While gender equality is a key focus, the plan also recognizes the need for gender equity. It acknowledges that women and other marginalized genders may require additional support or affirmative action to overcome historical disadvantages and achieve true equality.

#### **Gender Equality**

Women, men & others have equal status and conditions for realizing their full human rights to contribute to national, political, economic, social, and cultural development, and to benefit equally from the results. Gender equality is the equal valuing by society of both the similarities of and differences between women, men & others.

Gender equality refers to the equal rights, responsibilities, and opportunities of all genders. It implies that all individuals, regardless of gender, should have the same opportunities to participate in all aspects of life, including economic, social, and political spheres. **In the 8th Five-Year Plan:** The plan emphasizes gender equality as a fundamental principle for sustainable development. It aims to ensure that men, women, and non-binary individuals have equal access to resources, services, and opportunities. The focus on equality aligns with international commitments like the Sustainable

Development Goals (SDGs), particularly SDG 5, which is dedicated to achieving gender equality and empowering all women and girls.

### **Why balance gender equity and Gender equality?**

The 8th Five-Year Plan emphasizes gender equality as a long-term goal, while also promoting gender equity as a means to achieve that goal. Equality is seen as the desired outcome, but equity is the process needed to address the different starting points and barriers that different genders face. For example, while the plan promotes equal participation in the workforce, it also includes specific measures to support women, such as maternity leave, childcare facilities, and training. In summary, the 8th Five-Year Plan emphasizes gender equality as a guiding principle, while also incorporating gender equity measures to ensure that equality can be realistically achieved given the existing disparities.

### **Positive action/discrimination and Affirmative action**

This term refers to a coherent set of measures aimed at setting up real equality between men and women in public life (in the labor market, and political life). These measures refer to recruiting, work conditions, salaries, wages and payment methods, vocational training, career development, access to decision-making positions, and others. Positive action works on increasing the feminine quota in public life areas to improve their role in society, diminishing the de facto inequality between men, women & others. As long as reality produces inequalities, positive action is necessary for decreasing the artificially created gap between women, men & others.

### **Gender is a concept of Development & Rights/Justice**

'If development is not engendered, it is endangered'- UN Human Development Report, 1997

### **Who does and who gets it?**

Women perform 67 % of the world's working hours

Women do 80 % of reproductive work in Bangladesh

On average a woman does 12.1 numbers of work daily, for Man it is 2.7

Women earn 10% of the world's income. Women own less than 1% of the world's Property

The unrecognized/ undervalued work women do was equal to 77% of the GDP in the year 2013-2014.

The total GDP amount of 2013-2014 was BDT 1,350,920

The share of women was BDT 1,037,506.

## **D. Diversity and Inclusiveness**

Diversity and inclusiveness are essential in building a fair and equitable society, especially in organizations and institutions. Diversity refers to the representation of a wide range of different individuals, including but not limited to gender, ethnicity, age, ability, socioeconomic status, and cultural background. Inclusiveness ensures that all these diverse individuals feel valued, and respected, and have equal access to opportunities and resources, regardless of their differences.

Promoting diversity and inclusion requires organizations to create environments that are welcoming and equitable, where everyone has the opportunity to contribute and succeed. This includes addressing unconscious biases, implementing fair recruitment and promotion practices, and ensuring accessibility for people of all abilities. It also involves creating policies and programs that support underrepresented groups and encouraging diverse perspectives in decision-making. This can be seen in the workplace through inclusive leadership, equitable access to professional development, and the creation of safe

spaces where employees can express their concerns. It ensures that all voices are heard, respected, and able to shape the organization's future.

### **E. Gender Relation**

Gender relations are the relations of women, men & others that are influenced by gender. This is how a culture or society prescribes the rights, roles, responsibilities, and identities of women and men about one another.

Gender relations refer to the social, cultural, and power dynamics between individuals of different genders within a given society, primarily men and women. These relations shape the roles, responsibilities, and expectations placed upon people based on their gender and influence access to resources, opportunities, and decision-making power. Gender relations are often rooted in historical, economic, and institutional structures that have traditionally privileged men over women, resulting in unequal power dynamics. Over time, these relations have been challenged, and efforts have been made to promote gender equality by addressing systemic barriers that prevent women and other marginalized groups from fully participating in social, economic, and political spheres.

In many societies, traditional gender roles dictate that men assume dominant, decision-making positions, while women are relegated to caregiving and domestic duties. This division of labor has perpetuated gender inequalities in various sectors, such as education, employment, and leadership. However, gender relations are not static; they evolve with changing cultural norms, legal frameworks, and global movements advocating for women's rights, gender diversity, and social inclusion. Addressing gender relations involves recognizing the need to dismantle stereotypes, provide equal opportunities, and ensure equitable participation of all genders in society's development processes.

Gender relations refer to how society defines and structures the interactions, roles, and power dynamics between individuals based on their gender. These relations shape expectations, behaviors, and opportunities for people depending on their identification as male, female, or other gender identities. Gender relations are socially constructed and vary across cultures, periods, and social contexts. Key aspects of gender relations include:

**Power Dynamics:** Gender relations often involve unequal power dynamics where men, as a group, tend to hold more authority and decision-making power in many societies compared to women. This can manifest in political, economic, social, and familial structures.

**Roles and Responsibilities:** Societies often assign specific roles and responsibilities to individuals based on gender. For example, women may be expected to take on caregiving and domestic roles, while men may be seen as breadwinners. These roles limit opportunities and create unequal expectations.

**Access to Resources:** Gender relations influence who has access to resources like education, employment, healthcare, and political participation. Often, men have better access to these resources, while women and other gender minorities may face barriers.

**Norms and Expectations:** Cultural norms around femininity and masculinity affect how individuals are expected to behave. These norms can enforce stereotypes, such as women being nurturing and men being assertive, which can limit personal and professional growth.

**Interpersonal Interactions:** Gender relations shape personal interactions, influencing how men and women relate to one another in families, workplaces, and social settings. It affects everything from communication styles to the division of labor in households.

Improving gender relations involves challenging stereotypes, promoting gender equality in both public and private spheres, and creating policies that ensure equal rights and opportunities for all genders.

## **F. Stereotyping**

Stereotyping refers to the process of assigning generalized, oversimplified, and often inaccurate beliefs or ideas to a group of people based on characteristics such as gender, race, ethnicity, age, or social class. These stereotypes can be both positive and negative, but they usually fail to acknowledge individual differences and complexities within groups. Stereotyping limits how people are perceived and treated, often leading to biased attitudes and discriminatory behaviors.

### **Gender stereotypes**

**Males:** controlling, dominant, independent, controlling and manipulating the environment; assertive, dominant competitive.

**Females:** relatively passive, loving, sensitive, and supportive in social relationships, especially in their family roles as wives and mothers.

Warmth in personal relationships, the display of anxiety under pressure, and the suppression of overt aggression and sexuality as more appropriate for women than men.

### **Impact of Stereotyping**

**Discrimination:** Stereotypes often serve as the foundation for discriminatory practices in areas such as employment, education, and social services.

**Barriers to Progress:** People subjected to negative stereotypes may face reduced opportunities or feel pressured to conform to limited roles.

**Conflict and Tension:** Stereotyping fosters misunderstanding and resentment between different social groups, creating divisions and social tension.

Challenging stereotypes involves fostering awareness, promoting education, and encouraging open-mindedness to create more inclusive and equitable environments.

## **G. Gender Division of labor**

It refers to the socio-cultural assignment of tasks based on gender. The concept of gender division of labor refers to the allocation of different tasks, roles, and responsibilities to individuals based on their gender. It often manifests in both formal work settings and domestic environments, where men and women are traditionally expected to perform certain kinds of labor due to societal norms, cultural expectations, and historical patterns of gender roles.

### **Key Aspects of Gender Division of Labor:**

**Domestic Sphere:** Traditionally, women have been assigned the majority of unpaid domestic labor, such as cooking, cleaning, and caregiving for children or elderly family members. This division is based on historical and cultural perceptions of women as natural caregivers and nurturers.

**Workplace Division:** In formal employment, certain sectors or roles are often dominated by one gender. For example, men have been historically overrepresented in industries like construction, engineering, and heavy manufacturing, while women are more likely to work in healthcare, education, and clerical roles. This separation can be attributed to perceptions about physical strength, caregiving capabilities, and technical skills.

**Pay and Career Advancement:** The gender division of labor often results in gender pay gaps, with jobs traditionally held by women undervalued and lower paid compared to those dominated by men. Additionally, women may face barriers to advancing into leadership or decision-making roles due to structural inequalities.

#### **H. Gender Sensitivity and Awareness**

Refers to having an understanding of the marginalized position of women and consciously challenging the attitudes and behavior that reinforce women's subordinate status. It encompasses the ability to acknowledge and highlight existing gender differences, issues, and inequalities and incorporate these into strategies and actions.

Gender Awareness is the recognition that development actors are women, men & others and that women, men & others are advantaged and constrained in different ways with implications for women, men & others having differing needs, interests, and priorities. It refers to an understanding that there are socially determined differences and power relations between men and women that affect their access to and control over resources and access to decision-making positions.

#### **I. Gender Blindness**

Gender Blindness is the failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic, and political contexts and backgrounds. Projects, programs, policies, and attitudes that are gender blind do not take into account these different roles and diverse needs, maintain the status quo, and will not help transform the unequal structure of gender relations.

#### **J. Gender-sensitive Language**

Gender-sensitive language refers to the use of words, phrases, and forms of expression that avoid bias toward a particular sex or gender. It promotes inclusivity by ensuring that both men and women are represented fairly and equitably in spoken and written communication. This approach avoids reinforcing stereotypes or perpetuating the exclusion or marginalization of any gender. It fosters equality and respect by avoiding linguistic expressions that might diminish one gender or elevate another and challenge traditional power structures. For example, use "police officer" instead of "policeman," and "chairperson" instead of "chairman" and when addressing groups, consider using "everyone," "colleagues," or "team" instead of gendered phrases like "ladies and gentlemen."

#### **K. Gender Analysis**

Gender analysis is the process of considering a development program or project's impact on women and men and their economic and social relationships. Key issues for analysis include the gender division of labor, access and control over resources, and decision-making capacity. Gender analysis is an essential element of socio-economic analysis.

#### **L. Gender Disaggregated Data**

It refers to the statistical information, which differentiates between men and women. This allows one to see where there are gaps.

#### **M. Gender Mainstreaming**

The mainstream is the place where dominant ideas, directions people, and organizations are located, and where decisions are made about how things will be organized and what will happen. It is the ideas,

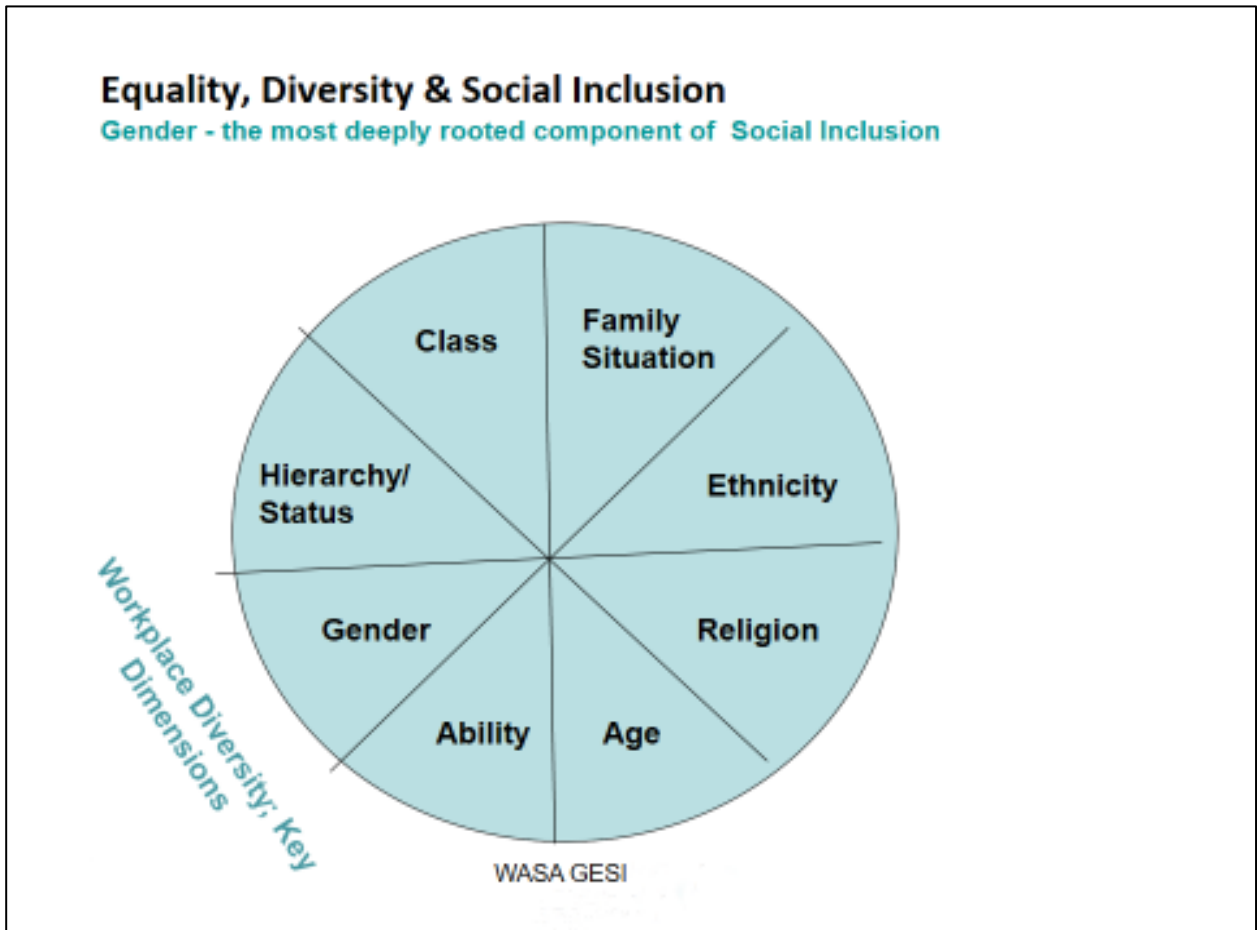
people, and practices in the mainstream of any institution, that determine how resources and opportunities get allocated and who gets what.

### N. Intersectionality

It means the acknowledgment that everyone has their own unique experiences of discrimination and oppression, and we must consider everything and anything that can marginalize people – gender, race, class, sexual orientation, physical ability, etc.

### Why Gender Equality & Inclusion

- **Goal 5: Achieve gender equality and empower all women and girls.** Gender equality is not only a fundamental human rights, but a necessary foundation for a peaceful, prosperous, and sustainable world. There has been progress over the last decades, but the world is not on track to achieve gender equality by 2030.
- **Gender equality & inclusion** is achieved when women, men, girls, and boys of diverse identities have **equal rights, positions, and opportunities, and the power to shape their own lives and contribute to the development of society.** It is a matter of equitable distribution of power, influence, and resources in a society
- Gender equality is the view that **everyone should receive equal treatment and that there should not be any discrimination based on gender.**



### Session 3: Gender Construction Analysis

Time: 1 hour and 15 minutes

**Subjects:** Gender construction analysis examines how societies and cultures shape and define gender roles, identities, and expectations, often reinforcing inequalities through social norms, institutions, and power structures.

**Expected Session Output:** Participants will understand the institutionalization and socialization of gender and the effects of gender roles and needs. They will also be able to analyze gender discrimination and recognize the necessity of considering empowerment as a key development goal.

**Methods:** Lecture, Group Exercise, Large Group discussion, Video Display

**Materials:** Marker, masking tape, VIPP card

**Steps:**

1. The facilitator will discuss the process of socialization in society and how individuals are socialized into gender roles through various institutions, such as family, religion, society, and education. The facilitator will explain how socialization affects gender discrimination along with the gender role and gender needs.
2. Finally, the facilitator will discuss empowerment, the ultimate goal of development.

#### Relevant information of session 03:

##### **A. Gender Socialization**

A child, whether a boy or a girl, is not born with any specific social role. After birth, it is imposed that his role will be as a boy or her role will be as a girl. She is taught step by step that she is either a girl or a boy. The family determines the food, toys, clothes, affection, care, education, walking, movement, manners, and how far the boy and girl should go. From a very early stage, individuals are socialized into gender roles through family, education, media, and peer interactions. This socialization process teaches what is expected of them based on their perceived gender, often reinforcing traditional gender norms. It is this socialization process that teaches women that as a woman, she has to adhere to their limitations in their behavior and speech.

##### **Different Institutions of Socialization**

- Family
- Education, Health, and the System
- Law/Legislation
- Economic/ Financial Institution
- Religion
- Politics and Institution Media – print and Electronics

##### **B. Gender Discrimination**

Socialization creates differences between men and women in terms of work, talent, scope of work, rights, status, responsibility, etc. Women are in a lower position compared to men, as a result, women are left behind in social status. On the other hand, when women are engaged in productive work in addition to family work, they do not receive any recognition or evaluation of this additional work.

Discrimination began in early childhood and was rooted in the socialization practices of the family and society. What begins at birth is the creation of human society, which varies from place to place and is subject to change. This difference or discrimination is called gender discrimination in one word.

#### Empowerment as a Development Goal



#### Effects of gender discrimination between men, women & others

Gender discrimination refers to the social situation in which people are treated differently simply because they are female or male, despite their abilities and skills. For example, women's limited participation in decision-making processes, and limited access and control over resources in government agencies and meetings, are common outcomes of discrimination.

#### C. Gender Role

These are the expectations and norms that societies impose on individuals based on their perceived gender. Gender roles dictate what is considered appropriate behavior, activities, professions, and attributes for men and women. For example, traditional gender roles often expect men to be strong and assertive and women to be nurturing and passive.

#### 1) Productive, 2) Reproductive, 3) Social Role

#### Productive Role

The productive role of gender refers to the contributions made by individuals, regardless of their gender, to the economic and productive activities within society. This encompasses all forms of work—whether paid or unpaid—that contribute to the economy, including agriculture, manufacturing, services, and informal work. The concept recognizes that both men and women play crucial roles in production, but these roles are often influenced by societal norms, gender roles, and access to resources. For example, in many societies, men might be more involved in formal employment sectors, while women may contribute significantly through unpaid labor, such as household management,

caregiving, and small-scale farming. Despite these contributions, women's roles in productive activities are often undervalued or overlooked in economic analyses and policy-making.

### **Reproductive Role**

The reproductive role in gender refers to the responsibilities and activities related to the biological and social aspects of reproduction, which include childbearing, child-rearing, and other tasks that maintain the household and family. These roles are traditionally associated with women due to societal norms and expectations, though they encompass more than just biological reproduction.

Reproductive roles include:

- **Childbearing and Nursing:** This involves pregnancy, childbirth, and breastfeeding, which are biological functions primarily associated with women.
- **Child-rearing:** Beyond biological functions, reproductive roles involve raising and nurturing children, including providing emotional support, education, and guidance.
- **Household Management:** This includes tasks like cooking, cleaning, and caring for the sick or elderly, which are essential for maintaining the household and supporting the family unit.
- **Health and Well-being:** Ensuring the physical and emotional well-being of family members is also considered part of the reproductive role.

While these roles are vital to the functioning of society, they are often unpaid and undervalued, leading to gender disparities in economic participation and recognition. In many cultures, women are expected to take on the majority of reproductive responsibilities, which can limit their opportunities for paid work and participation in public life.

### **Social Role**

All work done selflessly for the welfare of society without any expectation of exchange, money, or remuneration is called social service.

This role is of two types:

#### **1. Social management role 2. Social politician role**

**Social Management Role:** What is done selflessly for the welfare of the people or the benefit of all without money or remuneration is a social management role. For example: helping with social activities such as repairing roads, building dams, weddings, death anniversaries, etc. This work is done by both men and women.

**Socio-political Role:** The socio-political role is the decision-making role in the implementation of the management. For example: participation in the Union Parishad elections, the decision where to set the water pump etc.

### **D. Gender Need**

Gender needs are the specific requirements and priorities of individuals that arise from their social roles, responsibilities, and position in society based on gender. These needs are classified into **practical gender needs** and **strategic gender needs**, and addressing them is crucial for promoting gender equality and social inclusion. Understanding gender needs is essential for designing policies, programs, and interventions that can effectively respond to the different realities of men, women, and gender-diverse people.

### **Practical Gender Needs (PGN)**

These are gender needs that women, men & others can easily identify, as they relate to living conditions. PGNs do not challenge, although they arise out of, gender divisions of labor and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context. They are practical and often concern inadequacies in living conditions such as water provision, health care, and employment.

### **Strategic Gender Interests/Needs**

Strategic gender needs are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labor, power, and control, and may include issues such as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting SGNs assists women in achieving greater equality and changing existing roles, thereby challenging women's subordinate positions. They are more long-term and less visible than practical gender needs.

### **E. Empowerment as a development goal**

Refers to increasing the spiritual, political, social, or economic strength of individuals and communities. Empowerment of women and girls concerns women and girls gaining power and control over their own lives. It involves awareness raising, building self-confidence, expansion of choices, increased access to and control over resources, and actions to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality. The core of empowerment lies in the ability of a person to control his/her destiny. This implies that to be empowered women must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources, and opportunities to make strategic choices and decisions.

Empowerment is often defined as a process through which individuals or groups gain the ability, authority, and agency to make decisions and implement change in their own lives and in the lives of others. It is about enhancing the capacity of marginalized groups to exercise their rights, challenge oppression, and have greater influence over policies, practices, and decisions that impact them. In development, empowerment is viewed as both a **means** and an **end**:

**Empowerment as a Means:** When individuals are empowered, they become more active in their communities, better able to access resources, and more capable of contributing to economic, social, and political development. For example, when women are empowered through education and economic opportunities, communities benefit from improved family health, better education for children, and stronger economic growth.

**Empowerment as an End:** Achieving empowerment is also a fundamental human right. It recognizes that all individuals deserve dignity, autonomy, and the opportunity to lead fulfilling lives. Therefore, promoting empowerment is a goal in itself, essential to the broader aim of human development.

### **Change is Possible - Way Forward**

- Political Will – set a Gender Equality Goal
- Resource allocation, Dignified & Responsive attitudes & behaviors.
- Competency (f = Knowledge + Skill + Attitude), Appraisal mechanism is live & kicking
- Participation/Representation in Decision Making – Voice, number

- Sexual Harassment and Undermining Redressed - HC Direction of 2009 to address Sexual Harassment, taken as a law until an Act is formulated. Redressed committee – role, and nature, visibility of the commitment against SH
- Breaking stereotypes and unconscious bias– with training, high-level retreat, awards, salary, access to equipment – laptop, pagers, mobile, etc.
- Safety Security – at the office, during mobility, Maternity rights, Child care
- Transparency and Accountability
- Networking & Alliance Building

#### Session 4: GESI Responsive Workplace

Time: 45 minutes

**Subjects:** A GESI (Gender Equality and Social Inclusion) responsive workplace examines several key areas to ensure it is inclusive, equitable, and supportive for all employees, regardless of gender, social background, or other forms of diversity.

**Expected Session Output:** Participants will be equipped to contribute to and promote a GESI-sensitive work culture, as well as to mainstream GESI within Dhaka WASA.

**Methods:** Discussion, Experience sharing, Brainstorming

**Materials:** Marker, poster paper, VIPP card

#### Steps:

- Promoting GESI-sensitive work culture (Policy Framework, Institutional Vision and implementation arrangement, Environment, Infrastructures, PSEA)
- GESI Mainstreaming in Dhaka WASA

#### Relevant Information of session 04:

##### **Promoting GESI sensitive work culture (Environment, Infrastructures, PSEA)**

Promoting a GESI (Gender Equality and Social Inclusion) sensitive work culture is crucial for fostering an inclusive and equitable workplace, particularly in sectors as water, sanitation, and infrastructure. Creating such a culture requires a multifaceted approach that addresses the physical environment, organizational infrastructure, and policies to prevent and respond to sexual exploitation, abuse, and harassment (PSEA).

**Environment:** A GESI-sensitive work culture begins with a workplace environment actively encouraging diversity and inclusion. This involves ensuring equal opportunities for men, women, and other marginalized groups in the organization. Policies must support work-life balance, and flexibility for caregivers, and create safe, supportive spaces for all employees, regardless of gender or background. This includes accessible, hygienic facilities like separate washrooms for women and men, nursing rooms, childcare centers, and prayer rooms that are properly maintained and respectful of employees' needs. In environments where women are underrepresented, such as MODS Zones or technical roles, support mechanisms must be in place to encourage their participation.

**Infrastructure:** Inclusive infrastructure is crucial for creating an equitable environment at DWASA. Designing facilities that meet the needs of women, persons with disabilities, and ethnic minorities ensures better accessibility and safety. In LICs, gender-responsive water and sanitation facilities, secure

spaces for women, well-lit paths, and user-friendly designs for the elderly and disabled are essential. For employees, especially women, DWASA’s training centers and residential facilities should provide accommodations for those with young children and attendants. This approach highlights DWASA’s commitment to GESI, benefiting all employees and customers.

**Preventing Sexual Exploitation, Abuse, and Harassment (PSEA):** Preventing Sexual Exploitation, Abuse, and Harassment (PSEA) requires creating a safe and respectful work environment with a zero-tolerance approach. This involves setting up a clear policy that strictly forbids any form of sexual exploitation, abuse, or harassment, including gender-based violence. All employees, especially those in leadership positions, should undergo mandatory training on PSEA to understand their responsibilities.

### GESI Mainstreaming

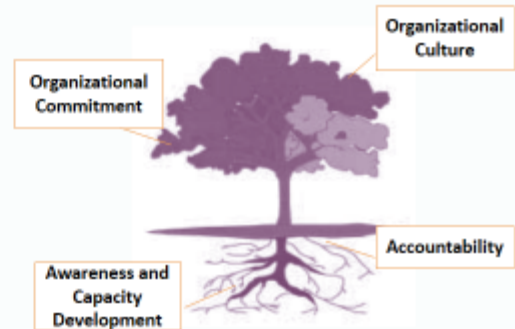
Mainstreaming GESI is a strategy for developing policies, legislation, programs, projects, society, and community development plans from GESI's perspective to benefit women, men, and all other gender and marginalized/ disadvantaged groups.

### Why mainstreaming is important



## AREAS OF GESI MAINSTREAMING

- At legislation, policies, strategies level
- At organization, all entities
- At household, family level



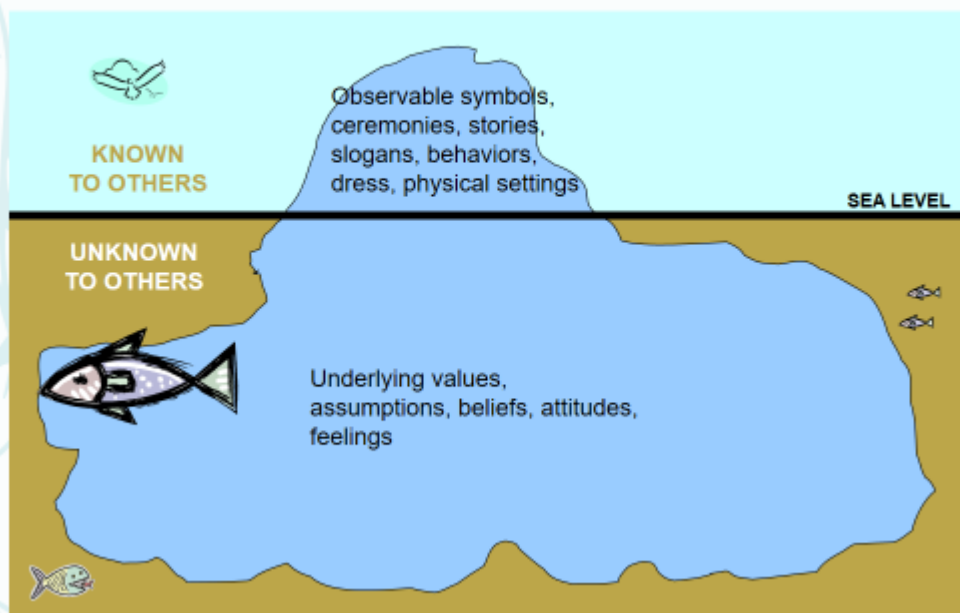
### Organizational Culture

“Shared set of beliefs, expectations, values, norms, and work routines that influence how members of an organization relate to one another and work together to achieve organizational goals”

- Jones & Jennifer; Contemporary Management

“Culture is the soul of the organization- the beliefs and values, and how they are manifested. I think of the structure as the skeleton and like the flesh and blood and culture is the soul that holds the thing together and gives it life force.” ... Henry Mintzberg

### Organizational culture exists...



## GESI SENSITIVE WORKPLACE



### Why is gender diversity or a gender sensitive workplace so important?



Diverse teams bring a wider talent pool and lead to better productivity



Diverse teams are better at problem solving



When men and women work together, they can overcome gender stereotyping and exhibit empathy and respectful behavior



Different perspectives add various viewpoints which can spark creativity and innovation

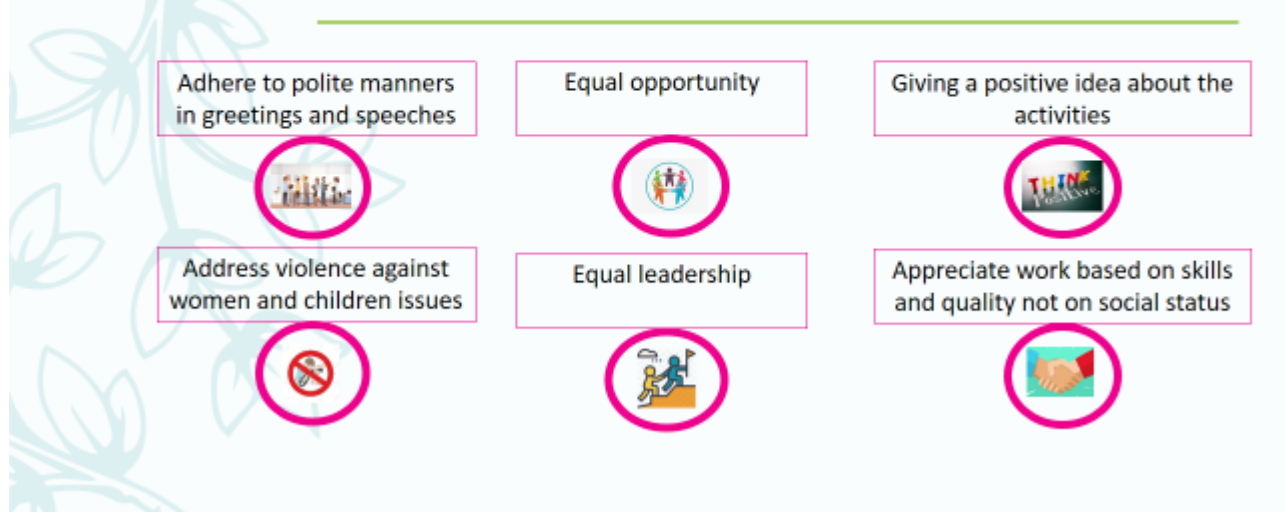


Help employees understand their programme participants or customers better

## MARKERS FOR GENDER SENSITIVE WORKPLACE



## ROLE OF THE OFFICERS AND STAFF FOR ENSURING A SENSITIVE WORKPLACE



### Importance of Infrastructure for Gender Equality and empowerment

- Increase economic opportunities for men and women;
- Create opportunities for women and men to access business, information, and technology;
- Enhance access to essential services for everyone;
- Accelerate women's participation and empowerment in development;
- Create opportunities for women to take leadership roles and participate in decision-making;
- Reduce discrimination against women and their work burden;
- Mitigate climate change-induced disasters and increase disaster resilience.

### GESI Mainstreaming in DWASA

It means embedding gender equality and social inclusion principles into every aspect of DWASA's policies, programs, and operations to ensure that both women and marginalized groups have equal access to opportunities, resources, and services.

- Policy Development:** Implementing gender-sensitive policies and GESI strategies, such as the Gender Equality Strategy 2024, to institutionalize gender and inclusion throughout the organization.
- Capacity Building and Training:** Introducing gender and inclusion training modules for employees at all levels to sensitize them to GESI issues. Regular GESI-specific training, as part of DWASA's annual training calendar, would strengthen understanding and action.
- Equal Representation and Decision-Making:** Ensuring women and marginalized groups are represented in leadership and decision-making roles. This includes appointing women to key positions, as DWASA recently began doing.

4. **Gender-Responsive Infrastructure and Services:** Developing water, sanitation, and infrastructure projects that consider the needs of women, people with disabilities, and low-income communities. This could include designing public facilities that are accessible, safe, and user-friendly for all.
5. **Gender-Sensitive Recruitment and Career Advancement:** Removing barriers to women's participation in often male-dominated technical and field roles, and encouraging women to pursue leadership positions. Offering special training or accommodations, such as childcare facilities, can facilitate this.
6. **Monitoring and Accountability:** Setting up gender-disaggregated data collection and performance monitoring to track GESI outcomes. Regular audits can assess progress in achieving GESI goals.
7. **Creating GESI Forums and Committees:** Establishing dedicated forums and committees with clear Terms of Reference (TOR) to oversee the implementation of GESI policies, address grievances, and ensure accountability.

Mainstreaming GESI in Dhaka WASA means creating a more inclusive and equitable organization that reflects and serves the needs of all its employees and the public, breaking down barriers for disadvantaged groups, and embedding these values into the core of its operations.

**Subjects:** The GESI (Gender Equality and Social Inclusion) Strategy and Action Plan examines several key areas to promote gender equality and social inclusion within the DWASA.

**Expected Session Output:** Participants will get an insight into the key priorities and action plan of the GESI strategy of Dhaka WASA, 2024, and will be able to implement & monitor the progress of the action plan.

**Methods:** Presentation, Group exercise, Experience sharing

**Materials:** Marker, poster paper, VIPP card

**Steps:**

- The facilitators will share the overview of the GESI strategy and key priorities of the GESI
- The participants will be divided into groups and provided with key areas of the strategy. They will be asked to identify the main action areas under each of the strategy.
- The facilitator will finally share the action areas of the strategies and action plan.

### Relevant information of session 05:

#### **GESI short overview**

The revised GESI Strategy builds on GES 2015, incorporating national policies like the National Women's Development Policy 2011, Water and Sanitation Policies, Sector Development Plans, Bangladesh Delta Plan, and 8th Five-Year Plan Vision Bangladesh 2021, the 8th Five Year Plan (2020-2025), and the SDGs 2030. Conducted individual consultations (13 women, 16 men) and 6 group consultations with 70 participants (80% women) from various DWASA divisions and facilities. A validation workshop was held with senior DWASA officials and ADB representatives. Both primary and secondary data were used for preparing the key priorities for the 2024 GESI strategy. Key aspects include:

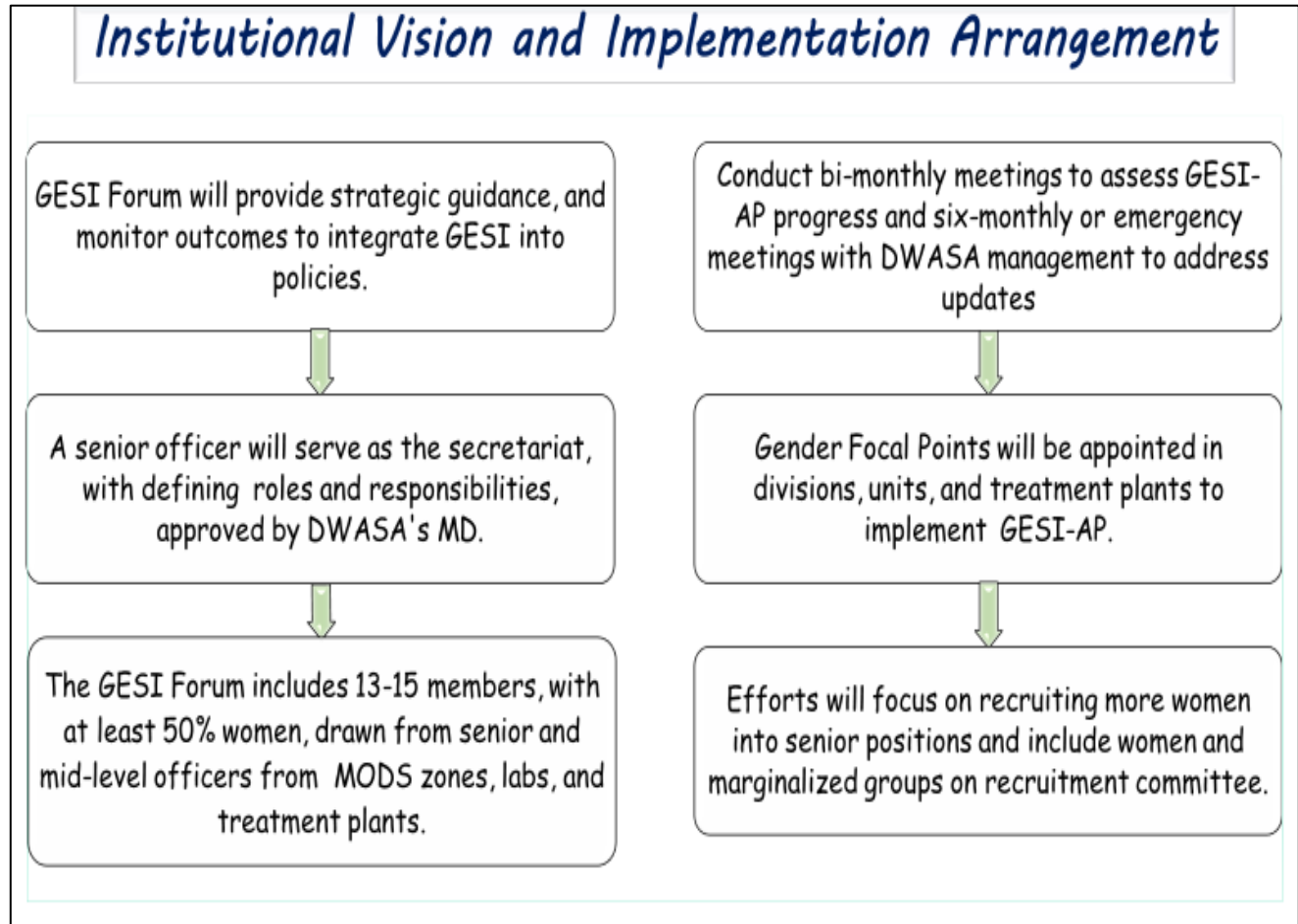
1. **Workplace Inclusivity:** Ensuring equal opportunities for women in decision-making roles, creating gender-sensitive facilities like childcare centers and adequate washrooms, and enhancing training programs on gender and social inclusion.
2. **Gender-Responsive Services:** Developing infrastructure projects, particularly in low-income communities, with a focus on accessibility and the specific needs of women and marginalized groups.
3. **Capacity Building:** Strengthening DWASA's internal capacity through gender and inclusion training, establishing a GESI forum with focal points, and increasing awareness and commitment to gender issues at all organizational levels.
4. **Compliance and Monitoring:** Implementing policies aligned with legal directives, such as workplace harassment policies, and regularly monitoring progress through gender assessments and budgeting.

The GESI Strategy aims to mainstream gender equality and social inclusion into all aspects of DWASA's operations and service delivery.

## Priority Action Areas of the GESI Strategy

### Policy Framework for Setting GESI Strategy

- DWASA's acts and policies will incorporate the GESI perspective to enhance the participation of women employees and marginalized groups.
- GESI principles will guide all planning and implementation to create equitable and inclusive services.
- Establish a dedicated GESI Forum at the central level and Gender Focal Points (GFPs) across all tiers of DWASA circles, divisions, departments, and units.
- Prioritize measures to prevent workplace sexual harassment and enforce the code of conduct.
- Capacity-building efforts will aim to remove barriers to career advancement for marginalized communities.





## Human Resources

Implement special provisions and affirmative actions to increase the representation of women, ethnic, PWDs, and marginalized identities by 10%, at head office (HO) , zones, treatment plants, and other offices.

Set a target to increase women and other diversity groups from current ratio of 1.4% at zone, treatment plants, and other offices.

Officers and employees reward and retention mechanisms to promote workplace gender equality and social inclusion.

Align with established rules while contributing to a more inclusive and equitable workplace that reflects diverse stakeholders.

## Women's Participation and Decision Making

Enhance women's employees skills and confidence via mentoring, coaching, and on-the-job training and facilitate learning through online resources, offline workshops, and digital apps

Encourage participation of women and marginalized groups events like International Women's Day and the 16 Days of Activism to foster mutual respect and sensitivity.



Train women and marginalized groups to access information through mobile phones, the internet, and social media abs ensures participation in all decision-making levels

Use celebrations as platforms to raise awareness, promote gender equality, and reinforce commitment to a supportive work environment



## *Training and Capacity Building*

Enhanced training institute with residential accommodations for diverse trainees and special provisions for PWDs and women trainees with small children

Leadership training with GESI perspectives for women employees in the WASH sector and orientation on GESI awareness, labor and clients contractors, and stakeholders rights.

Development of a comprehensive GESI training manual.

GESI training is integrated into the annual training calendar and comprehensive training needs assessments is needed.

Training of Trainers (ToT) program for conceptual and technical knowledge on GESI and establishing a gender-balanced pool of trainers

## *GESI Responsive Work Environment, Infrastructure, and Support Services*

Inclusive design and construction guideline of DWASA must address the needs of women employees and PWDs.

Incorporate amenities like separate toilets, accessible facilities for PWDs, multipurpose spaces, childcare, waiting zones, to reflect GESI.

DWASA will enforce a zero-tolerance policy on workplace sexual harassment and abuse to ensure a safe work place.

A detailed guideline addressing sexual harassment, exploitation, and abuse (SHEA) and responsibilities of the SHEA committee will be developed.

Officials from the design and construction departments will be training on the new GESI-responsive infrastructure guideline.

All construction contracts will require compliance with labor laws to promote the employment of women and marginalized groups.

The GESI Forum will develop guidelines that will be rigorously supervised to ensure implementation and safeguard worker rights.

## GESI Information and Management System

DWASA will introduce the monitoring and review processes to ensure GESI perspectives to integrate into ongoing projects

The GESI forum will develop a format for collecting gender -disaggregated data on employment, participation, empowerment, decision-making, work environment, available resources, training, day observation and data on GESI-AP, and assessment of employees' attitudes.

## GESI Responsive Budgeting

The GESI forum will prepare the GESI budget for implementation of the GESI-AP

Initiate allocation of Budget and effective utilization of the budget

## *GESI-Focused Client Support*

- Opportunities for the participation of women, youths, PWDs, and hijra etc., in community-based services of DWASA
- Support for skills development, job creation, and income-generating activities (IGAs) specifically tailored for women, excluded, and vulnerable groups at LICs.
- Donor-funded DWASA projects already collaborate with LIC-based CBOs, targeting 30%-50% of women's participation in general and leadership roles.
- To maintain consistency, DWASA will develop a common guideline for CBO formation and operations across all projects, ensuring uniformity in approach and performance.
- DWASA infrastructure, including toilets and bathing facilities, will focus on community needs, with a strong emphasis on the safety and security of women and girls.

**Subjects:** The **Post-test, Open discussion, Feedback, and Closing remarks** serve as concluding activities to evaluate the session's effectiveness, encourage interaction, gather insights, and formally close the event.

**Expected Session Output:** Participants will be tasked with recalling the summary of the training. The focus will be on evaluating the knowledge gained, ensuring engagement with key concepts, and identifying areas for improvement. This approach will help assess participants' understanding of the material while encouraging active participation and reflection on how the training can be enhanced.

**Methods:** Questionnaire, Discussion, Reflection, Closing speech

**Materials:** Test format

**Steps:**

- The facilitators will request some of the participants to review the training and their knowledge of the training subjects.
- The facilitator will provide the questionnaire to the participants and ask them to fill it up.



Pre & Post test\_GESI  
Training\_DWASA.pdf

## Conclusion

The training on 'Mainstreaming Gender Equality and Social Inclusion (GESI) in Dhaka WASA' is comprehensive and highly beneficial for staff. Participants gain valuable insights into the importance of gender equity, equality, social inclusion, and gender-sensitive behavior, practice, and environments while learning how to mainstream GESI into their work. The training covers various key aspects such as the concept of gender and its social construction, forms of discrimination, GESI in WASH (Water, Sanitation, and Hygiene), creating a GESI-responsive workplace, and the GESI Strategy and Action Plan of Dhaka WASA 2024.

Through practical sessions, participants acquire hands-on experience and essential skills to address GESI-related challenges in both personal and professional contexts. The training enriches participants with up-to-date information and relevant examples, helping them explore and apply GESI principles in broader contexts. Expert facilitators are expected to ensure the high-quality delivery of each session, making the training effective and engaging.

Recommendations are included herewith to continue learning through further reading and practical exercises on the job, towards ongoing improvement and application of the knowledge gained from the training. Overall, the training will be dedicated to providing valuable insights, skills, and knowledge to the participants, which they can apply in their respective roles to contribute effectively to mainstream GESI in Dhaka WASA, as well as in WASH initiatives and practices.