Gender and Participation Cutting Edge Pack: Supporting Resources Collection

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Contents

1. Introduction 3

2. Key resources 4

2.1 The Myth of Community: Gender Issues in Participatory Development, Guijt, I., and Shah, M. K. (eds) 4

2.2 Making a Difference? Gender and participatory development, by Andrea Cornwall 5

3. Case studies 8

3.1 HIV/AIDS and young people in Estonia 8

3.2 Masculinity and Popular Education in Nicaragua 9

3.3 Gender, Conservation and Community Participation: Jaú National Park, Brazil 11

3.4 With a Participatory Approach, Gender is not a Sensitive Issue: A case study in Zambia 12

3.5 Participatory Policy Making – The Collaborative Centre for Gender and Development, Kenya 14

3.6 Upholding Human Rights in Bangladesh: The Case of Nagorik Uddyog 16

3.7 References for More Case Studies 18

4. Examples of how participatory tools and techniques have been used 21

5. Training manuals, toolkits and guides 29

6. Networking contact details 35
1. Introduction

The concept of ‘participation’ has been widely used in development, for example, involvement of the target beneficiaries of a project in the running of the project, greater involvement of marginalised groups in community life, and more recently the engagement of civil society in local decision-making and wider political processes (see the overview report for a more comprehensive discussion). There are many different kinds of participatory approaches. Participatory Rural Appraisal (PRA) has been given considerable attention. It uses a variety of tools and approaches that aim to enable people to express and analyse the realities of their lives and conditions, to plan themselves what action to take, and to monitor and evaluate the results (case study 3.3). It is important to emphasise that PRA is not the only participatory approach in development.

Participatory approaches have also been implemented that aim to improve gender relations by encouraging men and women to communicate and to explore different ways of behaving in their relationships, for example the AIDS Prevention Centre in Tallinn, Estonia (case study 3.2). Other approaches combine empowerment at the grassroots level with an emphasis on creating an enabling environment for marginalised groups to realise their human rights, for example REFLECT (see overview report, sections 4, 5 and 3.7), popular education (case study 3.2) and voter education and ‘folk theatre’ (case study 3.6). The overview report offers a discussion of different participatory approaches and the case studies and tools section of this collection outline some examples.

By directing practitioners to useful information sources and examples on gender and participatory approaches, the Supporting Resources Collection seeks to contribute to a better understanding of how gender sensitive, participatory development has been and can be achieved. The collection also aims to support the work of busy gender and non-gender specialists, especially those in operational positions with direct responsibility for programme design, implementation and management. We hope this collection will encourage collaboration, networking and pooling of resources.

The Supporting Resources Collection includes:

- Summaries of key resources with key findings and recommendations for policy makers and practitioners.
- Practical examples of approaches from around the world covering different issues and using a range of participatory approaches for awareness raising, research, empowerment, community planning, political participation and policy making.
- Examples of what tools used in participatory development can achieve, followed by short summaries of operationally relevant toolkits and guides that have been developed by development co-operation agencies.
- Networking and contact details for organisations specialising in gender and participation.

The Supporting Resources Collection forms part of the Cutting Edge Gender Knowledge Pack on Gender and Participation which also includes a report covering the main issues, a summary of this report, and a copy of the BRIDGE bulletin in brief on the same theme.

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1 Participatory Learning and Action (PLA) is another commonly used term used to cover the variety of tools and approaches that PRA refers to. Variations include Participatory Analysis and Learning Methods (PALM) and Participatory Rural Appraisal and Planning (PRAP) the latter referring to initiatives that turn research results into community action plans.

2. Key resources

2.1 The Myth of Community: Gender Issues in Participatory Development, Guijt, I., and Shah, M. K. (ed.s)

Does a partnership between gender and participation offer opportunities for more equitable development? What opportunities for learning might result? Generally participatory approaches have suffered from a lack of awareness about the implications of gender issues, a lack of appropriate gender methodologies and often organisational disinterest. Even when women’s participation has been actively sought, development practitioners have generally assumed that if women were present during community discussions they were able to express their opinions or, when discussions were held separately with women, that their concerns were integrated into dominant decision-making structures. Acknowledging that this is not necessarily the case has meant developing methods that allow for the more meaningful involvement of women, better gender analysis and learning to deal with the conflicts that can arise in such processes. However it is not only the field of participatory development that is at fault. Gender specialists have often failed to translate conceptual issues into practical implementation. This book explores such problems and offers case studies and guidance on how those engaged in participatory development and gender analysis can better understand social differences in communities and integrate this understanding into their work and organisations.

The chapters are organised into three sections to address three main areas of concern: Theory and conceptual clarity of terms such as gender, participation, community and empowerment; Methods and methodologies; Organisations and institutions. Each chapter explores problems with development theory, policy and practice and ways of addressing gender and other dimensions of social difference.

Factors that have hindered the inclusion of gender issues in participatory approaches:

- Development has been driven largely by a poverty-alleviation agenda that resulted in the analysis of social difference being limited to those below and above the ‘poverty line’ rather than addressing differences such as gender and age.
- Development professionals initially involved were mainly men, making communication with women culturally difficult in many areas. Moreover they were not generally exposed to gender analysis.
- Negotiating structural change with men and women takes time and courage, making it an unappealing task for donors and many NGOs. The association with a western imposed feminist agenda - an association heightened by pressure from donors - has exacerbated the unpopularity of tackling structural change in gender relations.
- Participatory approaches have focused on appraisal rather than community-based planning and implementation. During the appraisal stage an impression of community cohesiveness is easier to obtain and dissent easier to ignore. It is more often in the planning and implementation phase that tensions arise.

Problems incorporating gender into participatory development:

- Inadequate attention has been given to changing institutional contexts that underpin unequal power relations.
- Specialists in gender studies have tended to focus on conceptual issues rather than exploring how gender awareness could be raised in development practice.
- The domination of the field by western gender specialists with little experience of working with local gender specialists and organisations has led to the translation of complex ideas into simplistic notions of gender roles and oppression.
Recommendations:
Improving conceptual understanding

- Use clear and commonly agreed terminology as conceptual clarity lays the basis for practical application. Problematic terms such as Gender, Empowerment, Participation, and Community need careful attention.

Developing appropriate methodologies

- Appropriate forums and spaces for discussion should be identified as well as appropriate timing to ensure those involved can attend.
- Understand practical conditions that can affect women's involvement. For example, household work may hinder women's participation in community and group activities.
- Avoid processes that favour a select group of women. For example, women may be more vocal in group discussions due to a higher status and/or more experience with public speaking and not because they represent the concerns of other women.
- Ensure that women have access to appropriate forms of expression to articulate their needs, interests and concerns.
- Learn to recognise and handle conflict within communities.
- Use methods not only to depict difference in needs and interests but also to analyse their causes and reasons why they may change.
- More focus on developing inclusive methods that can analyse gender. Such methods need to complement each other and be sequenced effectively.

Bringing about institutional change to support gender awareness and methodological development

- There is a need to ensure that organisations have the capacity to incorporate gender aware participatory approaches, as the structure and procedures of organisations strongly influences the nature of the outcomes. This may involve creating incentives to motivate those involved.
- Negotiating equitable participation and structural change requires time and appropriate follow-up.
- Gender-sensitive participatory training must be constructed to suit the structure and objectives of specific organisations.
- Stimulate continual critical reflection and innovation within organisations.
- Gender-focused and disaggregated monitoring is essential to ensure that men and women's perspectives have been incorporated into plans and that these plans are translated into action.


2.2 Making a Difference? Gender and participatory development, by Andrea Cornwall

With the mainstreaming of participation in development, the question of who participates and who benefits is of immense concern. Numerous so-called 'transformative' projects pay little attention to gender, and support a highly inequitable status quo. Looking at women's representation on committees, tactics to engage women in mainstream project work, and efforts to build women's confidence to speak out and act, Cornwall draws attention to the limitations of current participatory development practice and suggests ways in which these might be addressed. An emphasis on women-in-general and on only particular aspects of the much broader category of 'gender relations' (in which men as well as women may be disempowered) is seen as part of the problem. The author concludes with suggestions on
how, by rethinking ‘gender’ and focusing on points of connection between participatory development and GAD, participatory strategies can be used to make a difference.

After exploring some of the dimensions of ‘gender’ and ‘participation’ in development, Cornwall draws on examples of efforts to engage participation in projects and policy processes in Africa and Asia. She pays particular attention to a widely used ‘participatory’ approach, Participatory Rural Appraisal (PRA). Her analysis focuses on questions of voice, representation and agency, and uses case study material from ‘participatory’ projects and Participatory Poverty Assessments (PPAs), which aim to feed research on poverty into policy at the national level.

Obstacles for women’s participation and for addressing gender issues include:

- Operational frameworks that tend to treat men and women as if they could simply be identified as groups by virtue of their sex and assume that women have different interests and competing claims with men.
- A focus on women as a category may mask other forms of exclusion and differences between them. It also obscures the investments some women have in relations of dominance and disprivilege, and embeds the myth that women are more open to sharing power and control than men.
- Taking ‘gender relations’ to refer only to particular kinds of male-female relations, generally those of actual or potential heterosexual relations. This leads to ignoring other kinds of male-female relations, such as those between sons and mothers, and the gender dimensions of relations among women, or men.
- The tendency of participatory approaches deriving from the PRA school of practice to emphasise the importance of local people analysing their own situations and doing things for themselves. This can end up shoring up an inequitable status quo, and leaving the facilitator with little scope to challenge or seek to change things that advocates of gender equity might find problematic.
- PRA methods in themselves are largely gender neutral. PRA facilitators who lack a concern with process, power and difference can easily reinforce forms of development practice that do little to address inequalities.
- PPAs have used PRA to gather data on poverty and use it to inform policy at the national level. Without critical analysis of gender, there is a very real danger that taken-for-granted assumptions about ‘women’ and ‘men’ will be mirrored in emergent policy prescriptions. Unless gender is put and kept on the agenda, it all too easily falls away during the complex processes of policy formulation and implementation.

Participatory approaches are generally used in development planning to produce consensus on a set of priorities for action - whether in terms of projects or policies. While claiming to give voice to different kinds of people, these approaches can be used as much to stifle dissent and enable some to secure their own interests as to promote a process of listening and engagement. To increase the gender-sensitivity of the use of approaches such as PRA, the following recommendations are made:

- Making sense of gender requires more than a willingness to listen to women - it calls for an explicit conceptual framework and a commitment to ensuring that marginalised voices (including those of marginalised men) are listened to and heard.
- Meaningful participation is about more than listening to the views of beneficiaries. It is about strengthening the capabilities of marginalised people - men as well as women - to realise their rights to have a say on the issues that affect their lives and to take part in creating solutions.
- Sensitivity to relations of power in which gender may be one of number of intersecting differences can help shift the focus from working with and for women-in-general to
strategies that can more effectively address gendered powerlessness and gender inequity.

- Addressing the gender dimensions of power and powerlessness requires that ‘gender’ is not confused with ‘being about women’ and that assumptions about women as victims and men as the problem are tackled and avoided. Avoid the assumption that all women identify with gender issues and ‘women’s needs’ and that these are counter to men’s needs and interests. Men and women can be allies in combating women’s exclusion and some men can also be excluded from initiatives that are supposed to benefit men in general.

3. Case studies

The following case studies offer best practice examples of gender aware participatory development and participatory gender focused programmes. Programmes have focused on many different aims and this collection tries to reflect this breadth. They include: raising the awareness of participants, research, improving participant’s well-being, improving participants status within the community and within local politics, influencing policy, and changing organisational culture. These aims are inter-linked and generally participatory development in practice will combine more than one. Some programmes focus entirely on women, while others have found that men need to be included if fundamental changes in women’s status are to be achieved. Still others are beginning to recognise that men can experience vulnerability and ill-being in gender specific ways and therefore gender should not just mean a focus on women’s needs and interests. Programmes aimed at working with men in particular have also begun to be developed.

3.1 HIV/ AIDS and young people in Estonia

Living for Tomorrow is a development and research HIV prevention project based in Estonia and targeting young people. Its approach is to build sexual health awareness while looking at how gender norms in society actually dictate and produce unsafe and damaging sexual relations. The aim is to build sexual health awareness among young people while exploring how society forms male and female behaviours in such a way that lead to imbalances of power, insufficient communication and irresponsible sexual behaviour. The project combines capacity building and research. Capacity building brings together young people and educators to understand and discuss the various gender issues influencing and permeating sexual behaviours among young people and to develop strategies and materials for sex education. Research activities explore cultural influences on young people's perceptions of gender and sexual behaviour through critically examining gender scripts and images of sexual behaviour in popular written, verbal or visual texts. The project uses participatory approaches and methodology to enable critical discussions and reflections on gender and sexuality in youth culture in order to enable youth-centred preventive sexual health education. It works with sexual health educators, people in women's studies and gender researchers, educators and groups of young people in Estonia and is run by the AIDS Prevention Centre in Tallinn, Estonia, in collaboration with the Nordic Institute for Women's Studies and Gender Research (NIKK). As a result of the process, the independent NGO Living for Tomorrow was founded in Tallinn.

Capacity building sessions actively engage women and men of various ages and background and use interactive, participatory methods in order to enable participants to identify and discuss gender issues, to experience them directly and reflect upon them. Some of the participatory activities and tools used include:

- Using a questionnaire to explore and identify participants' perceptions of sexual behaviour of girls and boys. The outcomes were compared with the findings of research on the sexual behaviour of Estonian youth. This was one method used to engage female and male participants in identifying and discussing their perceptions of women's and men's sexual behaviours.
- Engaging participants in role plays and dramas exploring gender and sexuality.
- Showing videos to participants and discussing the images of sexual behaviour as portrayed in schools and the media.
- Looking at images of women and men in newspapers and discussing their portrayal of gender roles and relations.
Facilitating interactive discussions between participants and lecturers/researchers on topics such as women's and men's image in politics, the portrayal of violence and abuse in pop music and the need for sexual health interventions to address gender sexuality issues.

Prompting participants to discuss and find solutions to issues highlighted in ‘problem letters’ written by young people to a youth publication.

The project yielded important results, including:

- A booklet called ‘How to Bridge the Gap Between us? Gender and Sexual Safety’ was made by young people aged 15-17 from Russian and Estonian schools in Tallin. This serves as a tool which aims to provoke discussion among other young people, and gives some practical information on sexual safety prioritised by the same young people. It is trilingual (Estonian, Russian and English) and offers a glossary on sex and gender in the three languages.
- Other information material on HIV, gender, sexual health and behaviour produced by the young people themselves involved in the project.
- A handbook documenting the project's gender-based strategy, interactive learning methods, planning and evaluation processes, and issues raised by working with young people from diverse ethnic backgrounds.
- The building up of international links with people and organisations working on gender, HIV prevention, sex education in order to produce joint articles, and to facilitate research exchanges and comparative analyses.

Living for Tomorrow, 2000, How to Bridge the Gap Between us? Gender and Sexual Safety, Tallinn: Living for Tomorrow via the AIDS Prevention Centre

3.2 Masculinity and Popular Education in Nicaragua

Machismo is a deep-rooted socio-cultural model of masculinity in Nicaragua and in most of Latin America. It is built on the assumption that men are superior to women and dictates men's attitudes, behaviour and values. In the last few years, Nicaraguan NGOs have identified the need to work with men in order to tackle the very roots of machismo and reverse the patterns of gender relations. The ‘Group of Men Against Violence’ (GMAV) was formed in 1993 in Nicaragua and now includes men from various backgrounds united by their will to ‘unlearn machismo’. One of the activities of the group is to participate in a course on Masculinity and Popular Education organised by the Centre for Popular Education and Communications, CANTERA (See section 6 for contact details). The course is composed of 4 workshops spaced over 2-3 months to allow time for participants to reflect and implement any proposed changes. The course covers issues such as: male identities, gender theory, violence (types, causes and effects), sex and sexuality, homosexuality and homophobia, relationships with women, self image and self esteem, fatherhood, interpersonal communication and mental health. The first three workshops are attended only by men, but the last workshop brings men together with the women who take part in CANTERA's 'Popular Education Between Women' course which runs parallel to the course on masculinity. This shared space allows the joint discussion of aspirations and expectations, fears and doubts, proposals and strategies.

The methodology used by CANTERA is based upon the principles of popular education. Popular education is education of, for and by the people. It is an approach that begins by
sharing and articulating with a group or community what is already known from lived experience and critically reflecting on this experience. Additional information and facilitation are included if appropriate. The techniques used are participatory, appropriate for the particular group and promote communal decision-making. Popular education involves group dynamics and participatory training techniques, but must be seen as part of a wider process of organising for social change. During the course on Masculinity emphasis is put on encouraging a critical analysis of the way the participants themselves have been socialised at different stages in their lives. By uncovering myths, prejudices and discriminatory concepts and practices, they can explore their male identity and identify new concepts, attitudes and values.

Some of the results arising from workshops include:

- During an impact assessment study carried out by CANTERA, men's perception of changes in their behaviour after attending the course were compared with changes perceived by women (mothers, partners, daughters and sisters). Both men and women found that the men showed greater solidarity with women, gays and lesbians, demonstrated greater responsibility as fathers and partners, participated more substantially in domestic chores, and were less violent.
- During the last workshop, where men and women work together, for many women it is the first time that they are able to express their gender needs in the presence of men and feel that they are being listened to. Men, on the other hand, have been attending the course for over 8 months, so they have new experiences, perceptions and conceptions to share with women and are better equipped to listen.
- Many men come to terms with their homophobic attitudes that are a result of Nicaraguan macho culture. As a result of their reflections and their work during the workshops, they realise that showing tenderness towards other men is not a sign of 'being less of a man'. For many, it is the first time in their lives they have been able to share thoughts, feelings and experiences on an intimate level.
- Some men may realise that violence can be psychological as well as physical. During the workshops, participants discover that the control they wield over their partner’s social mobility constitutes a violation of basic rights and as such is an act of violence.
- It is difficult however for men to sustain and implement the changes in their attitudes and behaviour in their everyday lives. Some of the barriers they identified include fear of being ridiculed or ostracised by other men or women in their communities or in the workplace, lack of support from people at work or in their families and gender insensitive policies in their workplace.

The methodology of the workshops has been constantly reviewed and modified on the basis of evaluation exercises carried out with the course participants. Recommendations include:

- Use men's own situation and reality as a starting point. However it can become very intense, so it is recommended that other methods are used, such as watching and analysing feature films, conducting panels and debates on specific issues. Ensuring that methods are sometimes active and enjoyable is also important.
- Try to involve everyone as much as possible in the activities. The methodology requires active participation, but some people might feel embarrassed and resist it. It is important to respect everybody's specific needs and space, but equally crucial to gently challenge their perceptions and beliefs in such a way that they are not scared off and that a process of change is initiated.
- Ensure reflection on the methodology used into the training process. In this way participants are able to see the logic between the objectives and the methods and techniques used. It is important for them to understand that they will get out of the workshops and what they will put into them.
Select facilitators who are committed to popular education and gender equality. Ideally they will have had the opportunity to challenge and change their own attitudes, values and behaviour. They must be sensitive, flexible and creative and not be judgmental.


### 3.3 Gender, Conservation and Community Participation: Jaú National Park, Brazil

How do gender relations affect people's knowledge, use and control of and impact on natural resources? The Fundação Vitória Amazônica (FVA) is a local NGO which has carried out pioneering work on gender, community participation and partnership building in their conservation activities in the Jaú National Park (PNJ). They are part of the MERGE (Managing Resources and Ecosystems with Gender Emphasis) programme, funded by USAID and coordinated by the University of Florida. PNJ is the largest National Park in Brazil and the largest protected area of tropical forest in the world. FVA is responsible for the management plan for the park and wants to involve the population in all management activities. Their strategy includes diverse activities like training, research, mapping or resource use, institutional strengthening, participatory elaboration of management plans and monitoring and evaluation. During the consultation process, participatory and gender sensitive approaches such as informal interviews, gender analysis and gender mapping of natural resource use were used to measure men's and women's use of subsistence natural resources in fishing, hunting and agriculture and of commercial natural resources such as vines and Brazil nuts. The findings helped FVA to re-evaluate and adjust their work to involve the community in resource management.

Activities and tools include:

- **Initial interview with the household resulted in the domination of the interview by men. Therefore, separate informal interviews of men and women and gender-specific questionnaires were used as an initial step to value women's knowledge and to draw them into the consultation process about the park.**
- **During informal meetings with individual families, members were invited to draw a map of their area of use and to identify the use of resources by men and by women. In a second stage, residents groups were asked to place on the maps little flags representing resources (e.g. the house, river port, agricultural fields, hunting, fishing) and activities (already divided by gender) like fertility, mortality, migration, consumption, marketing and leisure activities and where each family of the area lived.**
- **Participatory methods were used to stimulate resident participation, as well as discussion of complex topics such as the management plan for the park, and the role of community organisations.**

Findings include:

- **In general, women had more complete knowledge on issues of fertility and mortality, leisure activities, migration and consumption than men. Women who were 'heads of family' also answered questions about marketing, which is generally considered a male activity.**
- **The gender division of labour within the family led to gender differentiated consumption and production.**
Women preferred to answer questions formulated by the women in the team.

Women are responsible for family health and generally maintain a small medicinal plant garden. They also know who are the prayer healers (men and women), curers (only men) and midwives (only women).

The female questionnaire disclosed that 74% of the people living in the Park were illiterate and that men were 61% of the literate population. Women suggested that communication with residents should be through the radio programme that broadcasts announcements because this is widely heard.

Lessons learnt include:

- The presence of the team in the area and their participation in residents' activities was vital for building trust. Daily contact with the park's residents also enabled the facilitators to better evaluate the levels of participation by women and men, and understand the gender differentiation between consumption (subsistence activities) and production (commercial activities) of the residents of the park. It also enabled the researchers to gather a picture of resource use over time.

- Female interviewers interviewing female interviewees was crucial in eliciting information from women residents.

- The use of gender-specific questionnaires or open questions directed to men and women enabled FVA to gather important information about the population of the Park that helped to define future project activities. For example, during the mapping carried out in the Park, FVA was able to identify the artisans along the Jaú River by gender, the principal fibres they use, and what they produce. A project was then developed to train these artisans in organisation, marketing and management of their products is the goal of this project.

- Gender analysis was instrumental in understanding how natural resources are used by men and women in protected areas and how then to develop projects. However, the team needed to make better and more consistent use of gender analysis throughout the process. This would require more training on participatory methods and gender analysis tools, for example methods of participatory mapping.


3.4 With a Participatory Approach, Gender is not a Sensitive Issue: A case study in Zambia

Many development workers are hesitant to address gender issues in their programmes, because they fear receiving a hostile reaction in the communities where they work. Christiane Frischmuth's case study of an extension project in Siavonga, Zambia demonstrates that gender need not be an intractable 'hot' topic. She traces the institutionalisation of a gender focus into an extension programme, and draws lessons for similar projects. Beginning in 1992, GTZ provided assistance to the Ministry of Agriculture, Food and Fisheries in integrating a participatory approach into their extension services in Siavonga. Extension officers used participatory methods to assess farmers' priorities, which led them towards a multi-sectoral approach to development. They used seasonal calendars to plan extension activities at times convenient to farmers. They began to involve farmers in monitoring and evaluating the outcome of extension efforts.
However, an evaluation revealed that women in the communities were not seeing the benefits from the improved, participatory approach to extension. The staff began to make concerted efforts to address the problems of women. At all stages listed in the above paragraph, staff drew attention to the different priorities of men and women. Issues such as women’s workloads, women's demand for leadership training, and women belittling men who sought to change gender roles in the household were raised in meetings. As awareness grew, communities took part in two or three-day workshops in which couples would analyse gender relations in their households, and begin to negotiate changes.

The case study draws attention to several key points:

- Gender is not necessarily the sensitive topic some claim it to be. With the right methods, attitudes, and approaches, it was welcomed by local people and staff members.
- Gender does not have to be a foreign, theoretical concept, and can be addressed by women and men.
- Gender should be inherent in a participatory approach to development, but is not automatically addressed without specific efforts.
- Women recognised that change in their work overload, men’s sole decision-making power and the lack of communication within the family would only be possible if men were included in the group discussions.
- It is not always men that resist change in the gender division of labour. This case study showed that women sometimes ridiculed men who tried to take more responsibility for childcare.

Frischmuth’s case study has several policy implications for those who wish to address gender issues in similar programmes:

- Teamwork amongst extension agents is key as new approaches are developed.
- Methods should be developed with the participation of all staff in cycles of experimentation and critical reflection. Methods must be used flexibly and adjusted constantly.
- Training for field staff must begin with their personal experiences and include time for reflection as well as technical skills.
- Terms of reference for extension staff must be changed to reflect a focus on gender.
- Extension staff must challenge themselves to change their own attitudes and behaviours to become good facilitators.
- Visual PRA methods are valuable in addressing gender issues, as are role playing exercises.
- Institutionalisation must be a participatory process in itself, addressing the concerns and priorities of all actors involved and following the pace of change that actors and participants set for themselves.
- Gender is not the only difference that cuts across communities. Recognising this is not enough. Strategies have to be developed that can deal with difference.


Summary adapted from ID21 summary3, 1998-Apr-14 (http://www.id21.org)

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3.5 Participatory Policy Making– The Collaborative Centre for Gender and Development, Kenya

The Collaborative Centre for Gender and Development, a non-profit voluntary organisation in Kenya works on mainstreaming gender equity in national economic policies and budgets, through for example, the Poverty Reduction Strategy Paper (PRSP). The PRSP provided the policy framework for the Medium Term Expenditure Framework (MTEF) budgetary process for three consecutive financial years beginning the financial year 2000/2001. The broad objectives for the programme were: to mainstream gender equity in the government policies that have budgetary implications; translate the policies into women’s specific programs, activities and budget items and lobby for their funding from the exchequer; build skills for gender responsive planning programming and budgeting in all sector programs; demystify and democratise the government economic, planning and budgeting processes to allow the involvement of women; create awareness for individual women and women’s organisations to engage with the national policy formulation and budgeting process at all levels. The Centre adopted participatory approaches to work towards attainment of the objectives outlined above.

The Centre has over the years adopted various strategies to promote gender sensitivity in the National Budget and Economic Policies:

- Gender awareness training and capacity building for government officials, individuals and organisations.
- A one day working session with these same actors, during which a common agenda aimed at influencing the PRSP and MTEF processed was mapped out.
- A nation-wide consultative process with women’s leaders NGOs and CBOs. Based on the views collected, the centre co-ordinated the development of a paper on ‘Gender and Poverty Reduction in Kenya’, which gave an overview of gender analysis for each of the sectors identified in the PRSP and made recommendations on the way forward.
- The final paper was used as a lobbying instrument for mainstreaming gender equity in the PRSP particularly at the national stakeholders’ workshop on the Interim PRSP and MTEF held in March 2000.
- The Centre successfully negotiated for twelve women participants to attend the workshop instead of only the one who had originally been invited. Furthermore, appropriate strategies were developed to ensure a maximum impact by women and gender experts during the discussion at the workshops.

As a result of intense lobbying and strategic planning, much has been achieved in terms of mainstreaming gender equity and women’s advancement:

- Increased Budgetary allocation to women’s specific activities and programmes.
- Women’s Organisations and leaders are now able to articulate gender and economic planning issues as a result of participating in the PRSP and MTEF exercise.
- The National Gender Policy has now been finally approved (The first draft was developed in 1985). The policy lays down the framework for mainstreaming gender equity in national development.
- Unity of purpose by women’s organisations leading to collective ownership of the draft concept paper on gender and poverty reduction that was developed by the centre and enriched in various fora organised by other women’s organisations.
- The sharing and the dissemination of the concept paper on Gender and Poverty Reduction have helped to increase support within governmental and non-governmental
organisations and institutions, for gender responsive planning and programming. The critical mass of gender responsive individual trainers, planners and implementers in organisations and government institutions also played a crucial role in eliciting the support for gender-aware planning and budgeting.

- As a result of the PRSP activities, The Council on Economic Empowerment for Women in Africa (CEEWA) worked closely with the Centre and Kenya Institute of Public Policy and Research Analysis (KIPPR) to organise a regional workshop to develop a regional programme on Engendering National Economic Policies including National Budgets. The programme will be piloted in five countries in the African region for two years before being implemented in the other 15 CEEWA member countries in Africa.

During the implementation period, The Centre as the implementing agency learnt various lessons:

- If there is not a distinct focus on gender issues then they risk getting lost among other issues or marginalised into the periphery in the development process.
- Capacity building to enable women’s organisation to participate effectively in budgets and macro economic policies is critical, since the area has in the past remained a male domain.
- The diversity in areas of specialisation for women’s organisations is very effective in influencing policy. This diversity should be viewed positively and ensuing divergent views of women leaders and organisations respected and taken into account appropriately.
- There is a need to be specific, focused but also flexible, and adopt a multiple approach in order to impact on government policies.
- When working on public policy matters, capacity building exercises in Government Ministries are very useful as an investment for the future. The linkages built during such training are effective during individual and collective lobbying from lower to higher levels of the government systems. These linkages are particularly important as it is the government that has the final authority on matters of budgets and macro-economic policies.
- It is important to monitor and follow-up implementation of recommendations once presented to relevant authorities for consideration.
- Participatory and consultative policy influencing and formulation process is a costly but viable venture, which calls upon various actors to clearly define the points of intervention and distinct responsibility for each stakeholder.

3.6 Upholding Human Rights in Bangladesh: The Case of Nagorik Uddyog

Bangladesh is pursuing political decentralisation along with stipulating reserved seats for women. Such action should ensure that political institutions are more responsive to women’s needs, however barriers to justice and political power remain. Nagorik Uddyog (NU), a Bangladeshi based NGO, recognises that a lot of work needs to be done if women are to effectively participate in local governance. This organisation helps the rural poor to understand and exercise their rights and specifically aims to give women a political voice and improve their access to justice. This is achieved by developing institutions at grassroots level and constructing a public space where conflicts can be resolved and concerns raised. This has particular implications at the village level in Bangladesh where elected representatives are responsible for mediation (Shalish committees⁴) in local disputes, including over family land. Resolution of such disputes are frequently settled on the basis of prevailing attitudes that work against women’s interests. NU aims to a) develop legal and political awareness, b) develop women’s leadership at the grassroots level, c) develop local institutions that settle disputes based on the principles of equality and justice, d) provide legal assistance, e) build a watchdog capacity at different levels of the political structure.

NU works at various levels and operates a number of main programmes:
- Sensitising local elected representatives, community leaders and NGO representatives to the use of existing laws as a basis for alternative dispute resolution. (This includes the Shalish committees and the Union Parishad⁵)
- Catalysing the formation of grassroots women’s solidarity groups with the aim of broadening women’s scope to pursue their rights.
- Developing the capacity of local government women representatives to actively participate at all political levels.
- Establishing a network between elected representatives and women’s groups in order to promote a more equitable and just alternative dispute resolution.
- Educating and training women voters (for elections in politics and trade unions), through for example folk theatre. NU has used ‘folk theatre’ to popularise human rights concepts, to improve information about voting procedures and also to highlight laws, and barriers to their recognition, that particularly concern women (see tools section for more information).
- Door to door canvassing by female field-workers. This has enabled field-workers to reach women who were unable to attend the public space of the theatre.
- Conducting attitudinal surveys concerning people’s knowledge of laws and perceptions of the Shalish. Surveys have also been carried out to monitor the level of understanding within local communities of project strategies and implementation procedures.

Impact and outcomes include:
- Survey results have been used to design training curricula with a particular focus on knowledge gaps. The education materials, adapted to the needs of the field, aim to raise awareness of rights and strengthen the capacity of women’s groups, volunteers and staff. There are three types of manuals: voter education module; civic education and women’s human rights module; and Shalish module.
- Surveys have shown that the training and theatre provoked greater awareness of rights and political processes and the theatre performances were followed by insightful discussions between men and women.

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⁴ Shalish – traditional village level dispute resolution system
⁵ Union Parishad – local government units. There may be as many as 100 Shalish committees in one Union.
The ‘folk theatre’ has enabled the development of a community-orientated public sphere. Women were interested and excited about the performances and felt that it was useful to focus on the social problems confronting them.

Door-to-door canvassing helped build trust between female-field workers and women in the community, who sought fieldworkers’ advice about how they should vote.

Elected women’s representatives gain a much better understanding of their potentially powerful roles in local government units.

Shalish committees have been formed comprising male and female members of the community. The traditional system has evolved into a democratic process where women play a role, and have the knowledge and skills to make their voice heard.

Important lessons have been learnt and challenges still remain:

- Attention should be paid to women who face barriers to public spaces and voicing their concerns, for example: forming "sister solidarity units" so women can go to the polling booths in groups, and ensuring availability of proper purdah facilities at the polling booths.
- Training of women and men about political systems is not enough. Men need to work with women to challenge gender inequality at all levels of society.
- Women surveyed pointed out the importance of organising in –group discussions with the male member’s of the community regarding women’s issues. Although they now realise their right to vote, men put pressure on women to vote according to their wishes.
- It is important to encourage networks of women’s organisations and their connection with elected representatives. This enables the establishment of grassroots institutions that can remain sustainable over and beyond rights-based training offered by NU.


3.7 References for More Case Studies

Engenderhealth, MEXFAM Case Study: Developing Educational Materials to Promote Discussion about Male Involvement
http://www.engenderhealth.org/ia/wwm/emcase1.html
Fundación Mexicana para la Planificación Familiar (MEXFAM) is a Mexican NGO working in reproductive health and one of the strongest advocates for male involvement in their work. They offer training in reproductive health, sexuality education and gender and health issues and produce educational material. In particular, MEXFAM have developed a video for adult men where they discuss issues such as domestic violence, generational differences between men, negotiation in couples, alcohol use, violence and competition between men. The video and a training manual with participatory educational activities can be used in training events.

Food and Agriculture Organisation (FAO), 1997, Gender and participation in Agricultural Development Planning. Lessons from Costa Rica
http://www.fao.org/Gender/Static/CaseSt/Cos/costoc-e.htm
This report describes a project funded by FAO and initiated by the Government of Costa Rica between 1996 and 1997. Its aim was to incorporate a gender dimension into mixed farming sector guidelines. Actions were focused on gender sensitisation and training, strengthening grassroots groups and the institutional system, and developing the sector’s guidelines. The study includes a section with lessons learnt on methodology and working tools, capacity building and gender institutionalisation.

INEFAN/FAO/Netherlands Government, 1996, Proyecto de Desarrollo Forestal Campesino (DFC) en los Andes del Ecuador
http://www.ecuanex.net.ec/fao-dfc/main.html
The DFC project is part of the Ecuadorian Forestry Action Plan and is funded by FAO. Its aim is to contribute to the improvement of the quality of life of rural people, especially women, by supporting them in managing their own development and making sustainable use of renewable natural resources. They use a gender sensitive participatory planning methodology with tools like the Andean Community Planning (Planeamiento Andino Comunitario), the Forestry Calendar (Calendario Forestal), the Planning Meeting (Minga de Planificación). The text is only available in Spanish.

http://www.ids.ac.uk/ids/bookshop/wp/wp137.pdf
This paper analyses the approach to participatory development of SPEECH, an NGO working in Tamil Nadu, India. For SPEECH the central objectives of PRA are empowerment, conscientisation, capacity building and enhancement of livelihoods sustainabilities. The way gender relations are transformed in the communities where it was implemented is explored.

Koopman, J., 1998, Gender and Participation in Agricultural Development Planning: Key Issues from 10 Case Studies, Sustainable Development Department (SD), Food and Agricultural Organisation (FAO)
Planners throughout Africa, Asia and Latin America are increasingly called upon to engage in ‘bottom-up’, participatory planning that will benefit women as well as men. This paper tackles the question of how current agricultural planning procedures can be changed to make them more responsive to the priorities of different groups of female and male farmers.
link to word version - http://www.unrisd.org/engindex/research/gender.htm
This paper analyses four World Bank Poverty Assessments from Tanzania, Ghana, Zambia and Uganda from a gender perspective. It focuses on the way gender is often invisibilised, and highlights inconsistencies, fragmentation and gaps. One section in particular focuses on participatory methodologies used to carry out poverty assessments, and on how they may or may not improve gender analysis.

REFLECT from a gender perspective:

Grupo Venancia, Nicaragua
http://reflect.actionaid.net/action/organisations/venancia.htm
Grupo Venancia (see Networking Contact Details) has established a women’s literacy programme using the REFLECT methodology. However, REFLECT’s lack of gender sensitivity led the organisation to modify the approach in order to take into account the differences existing between men and women. Their work with REFLECT has involved an exploration of women’s knowledge and experience and the identification of common needs. Alliances have been established which support them to change unequal power relations in their lives.

Pebbles in the Sand: ESL Literacy for Women in Canada
Email: pebbciwa@cadvision.com, Website: http://www.ciwa-online.com
CIWA identified the need to find and implement a non-traditional program to meet the unique needs of new Canadian immigrant women with only up to six years of education in their home countries. As a result in July 1999, Pebbles in the Sand, an English as a Second Language (ESL) Literacy program, was initiated by CIWA, using the REFLECT methodology. Participants are in charge of developing their own materials and deciding on the direction of the class. With the help of the wider community participants also led community-based changes that would aid their integration into life in Canada.
4. Examples of how participatory tools and techniques have been used

The case studies above illustrate different ways that participatory approaches have been combined with gender sensitivity to achieve personal, social, economic and political change. This section gives examples of specific tools and methods used in participatory approaches and how they have been used to highlight and explore gender issues. In practice a range of different methodologies and tools may be used depending on the situation. Facilitators of participatory approaches have used tools to: elicit information from project stakeholders; encourage participants to explore power relations and discrimination; raise awareness on issues such as health and citizen’s rights; monitor and evaluate development initiatives and institutional practices; and encourage participants to devise action plans on matters that concern them.

Visual methods associated with Participatory Rural Appraisal (PRA) have been increasingly used to move beyond information gathering to awareness raising and empowerment⁶. Furthermore, many other methods and tools have been developed to challenge and explore power relations at the personal, institutional and political level.

Participatory tools and methods are only as effective as the people who use them, and as the institutional culture that supports them. The tools used will not in themselves address social exclusion and illuminate power imbalances in gender relations, but when they are used well, gender-sensitive participatory processes can challenge inequalities in many ways.

<table>
<thead>
<tr>
<th>Gender-sensitive participatory practices require:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills</strong>: Organisations need to develop the skills to do this type of work. Facilitating gender-sensitive participatory processes requires experience, skills and the ability to deal with conflict, if it arises.</td>
</tr>
<tr>
<td><strong>Time</strong>: Participatory processes can take a long time and may require support over years.</td>
</tr>
<tr>
<td><strong>Flexibility and adaptability</strong>: The selection and sequencing of methods should be based on the specific circumstances. Responding adequately to specific contexts requires flexibility.</td>
</tr>
<tr>
<td><strong>Support</strong>: Participants (women and men) require support as they explore new issues. It is irresponsible for an outside organisation to encourage people to raise issues of gender inequalities and then not support the consequences.</td>
</tr>
<tr>
<td><strong>Follow-up</strong>: Can the organisation respond to the issues raised? If development cooperation organisations are serious about participatory processes, they must be prepared to act on the priorities identified and issues that emerge.</td>
</tr>
</tbody>
</table>


Tools and methods have been used in a variety of contexts to explore gender relations, raise awareness, and to achieve amazing results, for example:

- In South India women used maps to identify houses where women were being beaten by their husbands so that they could take action.\(^7\)
- The Kamanga, a woman’s support group in Lusaka, influenced court decisions in favour of women, by ensuring that judges had to face the Kamanga women ‘sitting in their court’ bearing witness to the proceedings.\(^8\)
- Redd Barna, Uganda, developed the ‘issues matrix’ to explore the priorities of different groups within a community - older men, older women, young women, young men and children.\(^9\)
- As part of the Living for Tomorrow project, drama workshops on gender and sexuality were run by two actors from a feminist theatre company. Theatre is a popular method of awareness raising around issues such as sexuality and domestic violence.\(^10\)

The sections that follow give further illustrations of the potential of tools and methods.

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Mapping community diversity

During a REFLECT workshop for literacy teachers organised by Grupo Venancia\textsuperscript{11} in Nicaragua, social maps were used to identify by age and gender the members of each household in their community. Drawn by participants, a social map offers a visual presentation of the residential area, including the boundary of the settlement the social infrastructure and the housing pattern. Getting groups of participants to devise a social map is an easy method to get people talking about diversity within the area (including between men and women) and the differences between different parts of the settlement\textsuperscript{12}.

Social maps can also be used to put together easily quantifiable information about the settlement, or to identify matters of concern and evaluate the progress made in a participatory project. Maps can show gender differences in mobility, wealth, and well-being including incidences of domestic violence which can lead to a discussion on gender relations. In the workshop mentioned above women recorded the number of boys and girls who go to school, who was and who was not using the health centre; incidences of violence against women, the different kinds of jobs and activities women and men did, whether there were gay or lesbian couples in the community; the number of women ‘heads of households”; if women were part of any community based organisation; and the level of prostitution. During the exercise the need to have a separate leisure area for women and girls was identified.

\textsuperscript{11} Grupo Vanancia aims to build women’s ability to take control of their lives and participate fully in the decisions that affect them. They are involved in a pilot programme in women’s literacy using a participatory methodology based on REFLECT.

\textsuperscript{12} Grupo Venancia, \textit{Reflect-Acción. Memoria del Curso sobre Reflect-Acción para Alfabetizadoras.} Grupo Venancia, Nicaragua
Exploring discrimination

The following exercise is used by the Group of Men against Violence\textsuperscript{13} in Nicaragua during their workshop on male identities and masculinity.

There is room for six people in an atomic shelter. Within a few moments a powerful bomb will explode and before that happens six people must be safely inside. There are however ten candidates: a police officer with a gun, a 16-year-old mentally retarded girl, a 19-year-old homosexual Olympic athlete, a 21-year old female jazz singer, a 50-year-old female jazz singer, a 50-year-old black female protestant pastor, a peasant woman pregnant for the first time, a 70-year-old philosopher grandfather, a 35-year-old male biochemist in a wheelchair, a Chinese communist man specialised in medical sciences, a 40-year-old retired prostitute. The group of participants must choose whom they are going to save and explain why. This exercise is designed to force participants to act on and explain their prejudices and stereotypes in deciding who is more dispensable to them and society. Women are often chosen for their reproductive role while men are chosen for their intelligence and scientific knowledge. The Olympic athlete is always selected, because he is young and strong, \textit{‘despite the fact’} that he is homosexual. There is obviously no correct solution, but the discussion around these 10 stereotypical characters enables men to recognise and question their own discriminatory practices\textsuperscript{14}.

\textsuperscript{13} See case study 3.2
\textsuperscript{14} Welsh, P., 2001, Men aren’t from Mars. Unlearning machismo in Nicaragua, Catholic Institute for International Relations, London: UK
The causes and impact of school drop-out

In Kyakatebe, Uganda, young women used a flow diagram to demonstrate the effects on girls of dropping out of school. Flow diagrams are very useful for understanding the causes and impact of an event. They also help in identifying links between different causes and impact. It can help to initiate a discussion with the participants on how problems can be approached and the types of inputs required to improve the situation (Shah, M.K., Kambou, S.D., Monahan, B., 1999).


After the young women had illustrated the effects on the flow diagrams, facilitators asked them if they thought there was anything they could do for themselves in order to alleviate the effects of dropping out of school. The young women expressed a strong desire for education, access to family planning services, and for encouragement of their parents to become more open with them.
Decision-making

A World Neighbours-Makueni Programme used matrices to encourage participants to examine decision making about household assets\(^{16}\). The exercise enabled participants to examine the power dynamics within the family and the degree of conflict or co-operation. During an exercise facilitated by World Neighbours staff, 34 participants from Kikandu and Itooni villages produced a decision-making matrix.


Three years later the exercise was repeated again with community members participating in the World Neighbours programme (from the villages of Mungeli, Itooni, Kithekani and Uongo), and then with members of a non-participating village (Ngiluni). In 1998 the participants used a different method of scoring. Rather than rating men and women’s level of decision making responsibility on a scale of one to ten, participants distributed a total of ten points between men and women. A comparison of the responses in 1995 with those in 1998 showed a shift in attitude, although men and women’s perceptions were significantly

different. Results also showed that where there were differences in scoring, programme participants assigned a higher score to women than non-participants had.

A matrix was also used to explore responsibility for meeting family needs and decision-making on childbearing. Participants discussed who participates in the decision-making process and who ultimately takes the decision.

**Mapping gender relations: the tree**

This tool is used by Grupo Venancia during their REFLECT workshops. The aim of this exercise is to build awareness of the links between the personal, the institutional and the public realms and of how these links can be used to improve gender relations. The picture of a tree is used: its roots represent the personal realm, the trunk represents institutions and its branches/leaves the political realm.

![Tree Diagram](image)

*Source: adapted from Grupo Venancia, 1998, Género y Reflect, Memoria del 21 al 26 de junio 1998, Matagalpa: Nicaragua*

Participants are asked to write on cards what they do in their lives to build equal gender relations at those 3 different levels. Cards are then stuck onto the tree and participants discuss the issues raised. In one workshop, for example, participants discussed why there was a strong imbalance in the number of cards between the trunk and the branches, meaning that participants emphasised their efforts to change gender relations at the institutional/political level rather than in the personal realm. It was also noted that the details of the participants’ relations with partners, children and within the household were not mentioned or explained.
Political rights and participation

In Uganda the Active Learning Centre and the Forum for Women in Democracy (FOWODE), used a variety of participatory methods to train women councillors to better participate in democratic decision-making and to ensure accountable services. The skills for participation in public life were identified as: being more assertive, taking part in meetings, developing campaigns, lobbying and negotiating. These were developed through a series of practical exercises such as the following:

<table>
<thead>
<tr>
<th>Lobbying exercise</th>
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<tbody>
<tr>
<td><strong>Aim:</strong> to help practise lobbying skills.</td>
</tr>
<tr>
<td><strong>Task:</strong> Work in a group. You will be asked to take part in a role play in which you will be given one of the following roles:</td>
</tr>
<tr>
<td>- Lobbyists</td>
</tr>
<tr>
<td>- Person to be lobbied</td>
</tr>
<tr>
<td>- Observer(^\d{17})</td>
</tr>
</tbody>
</table>

Read your brief carefully and prepare for the lobby meeting.

**Lobbyists’ Brief**
You are local councillors. Sexual harassment is a hazard for school girls and teenage pregnancy contributes to the drop out rate among young girls at school. The school boy or teacher who impregnates a girl is usually allowed to continue his schooling. You will lobby the headmaster. You want to see pregnant girls allowed to continue in school and new codes of behaviour for teachers to prevent sexual harassment in school.

**Headmaster’s Brief [person to be lobbied]**
Women from the local council are coming to talk to you about girls and school. You are concerned that parents send girls to school when they are already grown and consequently they often get pregnant and drop out before completing their secondary education.

(Source: Active Learning Centre (ACL), 2000, ‘Rights based education for accountable services in Uganda’, Glasgow: ACL)

\(^{17}\) Source does not include a brief for observer.
Folk theatre\textsuperscript{18}

Nagorik Uddyog\textsuperscript{19} contacted 110 theatre groups all over Bangladesh. The objective was to launch a nation wide programme on voter education using folk theatre as a medium. Both young and old, men and women and children, came in large numbers to witness plays, and afterwards they stayed behind for group discussions. In Kelishohor (Chittagong district) where women have not traditionally voted, Nagorik Uddyog was told that there has been an increase of 200 female voters. Although the theatre performances may not have been directly responsible for this increase Nagorik Uddyog has found that the performances created considerable interest and excitement among the female population. Some of the key points made by women included:

- Greater demand for more folk performances as the rural poor do not have access to many forms of cultural entertainment
- In order to ensure that both men and women can watch the play, it was recommended the play should be staged at night after the women had finished the day’s chores.
- Although women did attend the performances, some said they felt more comfortable watching the videotaped version of the play in the privacy of the home. Social constraints imposed on women make them less able or willing to attend a male-dominated public sphere.
- Women asked for performances to include more information about how to cast a vote, for example, how to put the seal on the ballot paper and how to fold it.
- Almost all the women interviewed said they identified with the mother-in-law and the daughter-in-law scenario, and they requested more focus on the social problems confronting them.

\textsuperscript{19} An NGO that helps the rural poor in Bangladesh understand and exercise their rights. Contact details in section 7.
5. Training manuals, toolkits and guides

Below are short outlines of toolkits and guides that have been developed by development co-operation agencies to ensure that development initiatives are both participatory and gender aware.

**Diversity**


Email: puntos@puntos.org.ni, http://www.puntos.org.ni

Women and men have different ages; belong to different social classes and ethnic groups, have different sexual preferences and different physical conditions. On the basis of these differences, beliefs and prejudices have been constructed which both divide and place people in opposition, and have created the conditions for confrontation, discrimination and the domination of some over others. Such relations of domination need to be deconstructed and transformed into relations of solidarity and cooperation. This 10 module training manual developed by Puntos de Encuentro, a national level Nicaraguan NGO, is designed to enable young people to unlearn oppression, learn to appreciate diversity and build alliances both amongst themselves and between young people and adults. The ten modules deal with adulthood, sexism, sexuality, homosexuality, disabilities, racism and classism. The manual is available in Spanish and uses participatory and gender sensitive methodology. It is the product of five years of working together with young people and adults from more than 200 organisations in training events and in particular a yearly youth camp. Contact Puntos de Encuentro to order the manual or for further information.

**Gender Mainstreaming and Institutionalising Gender**

Gender Training Tool Kit
Publisher: German Agency for Technical Cooperation (GTZ)
http://www.genie.ids.ac.uk/docs/gtz/Gen.trng.fin.doc

Gender analysis gives us information about women and men, about who is included and who is left out, who makes the decisions and who sets the agenda, how resources are allocated and who benefits. A critical revision of development approaches by GTZ has revealed that a gender perspective is not automatically included in programme / project planning. As part of GTZ's efforts to mainstream gender in implementation, this toolkit provides guidelines with regard to Participatory Gender Sensitisation Training, outlining key concepts in raising gender awareness. The premise upon which the guidelines are based is experiential learning. The toolkit incorporates different techniques, exercises, and games, often utilising handouts, thus prompting people to learn by analysing and reflecting on their experience. Theories are integrated wherever needed, and frameworks of analysis are provided to assist people in this process, and to lead them towards planning for action. The toolkit stresses that gender cannot simply be ‘added on’ to existing development practices; it is not an isolated issue but a perspective, which informs our understanding of society and people.


This manual, developed by Dutch NGO SNV (Netherlands Development Organisation), contains tools to carry out participatory gender audits of the organisation's programmes. It is a self-assessment methodology aiming at improving the organisation's performance with respect to gender equality and women's empowerment. The audit is carried out through interviews and workshops attended by people in SNV and its partner organisations and facilitated by a team. Participants in the process assess themselves how well the programme under consideration has scored in the area of gender mainstreaming and women's empowerment and formulate proposals for improvements. All the methods used in the participatory gender audit promote self-assessment and allow workshop participants to learn how to evaluate gender equality and how to apply such objectives in their work. The manual specifies and explains the workshop activities to be carried out, proposes checklists and suggests methods, which include Venn diagrams, perception of achievement, historical timeline, interviews, gender quality tests, etc. It provides useful tools like handouts, criteria checklists, scoring sheets, which aim to support the workshop facilitation team during the interview, the workshops and the analysis of the findings.

HIV/AIDS

Welbourne, A., Stepping Stones Training Package, London: ActionAid
http://www.actionaid.org/stratshope/tp.html
Welbourne has developed a training package, appropriate for development professionals with good participatory development skills, who have ongoing projects around AIDS in the communities where they work. The training programme consists of 18 carefully sequenced sessions over three to four months. Training alternates between working with peer groups (separated by age and sex) and workshops when the peer groups are brought together to share their views. The first sessions concentrate on group co-operation and on helping participants to recognise their own perspective on life. After two sessions on AIDS and safer sex, the training helps people to analyse why people behave as they do, concentrating on factors such as alcohol, local traditions, the need for money, social expectations, and people's personalities. The final sessions help participants to think about how they can change their behaviour to be more assertive, and to take greater responsibility for their actions (adapted from ID21 summary).

Law

Agimba, Christine, Butegwa, Florence, Osakue, Grace and Nduna, Sydia, date (?), Legal Rights Awareness among Women in Africa, Women in Law and Development in Africa (WiLDAF)
This guide to legal rights education aims to assist legal educators, especially non-lawyer legal educators, working with women in Africa. It contains information on the process of designing legal rights education, popular legal education methods and advice on the law for non-lawyer legal educators. To order contact WiLDAF at wildaf@wildaf.org.zw, website - http://www.wildaf.org.zw/publications.html

Literacy and empowerment

The Reflect Mother Manual, Actionaid
http://www.reflect-action.org/
In October 1993 Actionaid, (a British based international NGO working in 20 countries) began a two year action research project to explore possible uses of Participatory Rural Appraisal (PRA) techniques within adult literacy programmes. This led to the development of the REFLECT approach (Regenerated Freirean Literacy through Empowering Community Techniques) which has proved to be more effective than traditional approaches to literacy at teaching people to read and write and significantly more effective at linking literacy to wider
development. In a REFLECT programme there is neither textbook nor literacy primer, and no pre-printed materials other than a guide for the literacy facilitators. Each literacy circle develops its own learning materials through the construction of maps, matrices, calendars and diagrams that represent local reality, systematise the existing knowledge of learners and promote the detailed analysis of local issues. Some groups have developed gender sensitive versions of REFLECT.

**Men and masculinities**


A proposed methodology developed by CANTERA and Group of Men against Violence for gender training and awareness-raising with men. The manual consists of 10 modules, each one with its specific theme, objectives and step-by-step guide for implementation (for more information see case study 3.2). The text is only available in Spanish from CANTERA (see Networking Contact Details).

**Natural Resource Management**


http://www.iied.org/bookshop/pubs/6100.html

Two hours of thought-provoking images including an overview and case studies which can be used to stimulate discussion and lead into class-based exercises. The Overview presents a summary of the key elements for using PRA to understand gender and environment. Structured as a series of short thematic segments ranging from 2-14 minutes, trainers can select sections to stimulate discussion for specific training objectives. The sections deal with People’s Roles, Images and Realities, Key Questions, An Introduction to PRA, Thinking about Communication, PRA Methods for Analysis, Revealing Difference. The Case Studies show workshop participants using PRA methods to explore gender and environment issues in the field. Each case study takes place in a unique socio-cultural and environmental setting, allowing the trainer to choose the most appropriate context for specific training needs. The case studies (28 minutes each) can be used as fieldwork examples or for more extended class-based analysis, together with the handouts in the Trainer’s Guide. The case studies consist of (1) Exploring Mangrove Use in Pakistan; (2) Exploring Drylands Use in Burkina Faso; (3) Exploring Biodiversity in Brazil.

Aguilar, L., Castañeda, I., 2000, ‘Sobre marinos, marinas, mares y mareas: perspectiva de género en zonas marino-costeras’, (Seas, tides, marinas and the marine environment: a gender perspective on coastal areas) San José: World Conservation Union (UICN)


This is a tool to integrate gender into marine and coastal ecosystems. The manual analyses why and how a gender perspective needs to be integrated in marine and coastal projects. Each core section is on how to integrate gender in the formulation of projects and programmes, in participatory assessments, in project and programme planning, in monitoring and evaluation systems and in project management in general. Each section provides basic considerations on gender mainstreaming, examines the various issues to address and suggests some activities to be carried out with a participatory approach. The manual offers a wide range of participatory tools to integrate gender in each one of the various project/programme stages, including checklists, tables, group activities, calendars, diagrams. This very practical tool is addressed to facilitators and aims to support them throughout the project cycle. It is available only in Spanish.

and


The MERGE programme (Managing Ecosystems and Resources with Gender Emphasis) is a collaborative network of Latin American organisations involved in applying a gender, participatory focus to work with communities in the management of natural resources. It is mainly focused on developing training and technical assistance programmes. These two documents are complementary. The first gives an overview of the conceptual framework behind the MERGE programme and discusses some of the challenges of collaborative research. The second document provides a training guide for the personnel of protected areas and their community partners and for whoever works with community conservation in the field, within institutions and at policy level. Participatory methods are suggested for each step, including large and small group discussions, mapping, groups analysis and evaluation, brainstorming. This training can develop skills such as the ability to analyse women's and men's roles and their relationship to the management of natural resources, to articulate the importance of women's participation in conservation efforts and remove barriers to such participation.

Participatory assessments


Experience has shown that water and sanitation investments, which take local demand into account are more likely to be sustained. This calls for new methods and tools to enable project planners and service providers to engage with all consumers and to ensure that frequently excluded groups are not overlooked. The MPA was used to investigate the links between demand-responsive, gender-sensitive approaches and sustainability in 18 large projects in 15 countries. An overview of results is given along with information about the tools and methods used. The methodology mainstreams gender and poverty indicators into a participatory methodology that can be used to monitor key aspects of sustainability. It also provides a means for stakeholders to visualise how their actions can contribute to the goal of sustainability and also it also uses quantitative statistical methods to analyse qualitative data obtained from communities through participatory techniques.

Participatory gender analysis frameworks


Navigating Gender is an on-line manual aimed at helping development professionals to apply gender theory. Tools included in the manual are: definitions of key concepts and terminology; suggestions on how to carry out gender analysis and descriptions of alternative gender analysis frameworks; and examples of policies that have been developed by various organisations to ensure gender equality of their development interventions. A case study is included to illustrate the use of gender analysis frameworks and to provide the practitioner
with pointers for analysing programmes with which they are involved, be they at the planning, implementation or evaluation stage. Appendices include: Beijing Platform for Action, ideas for gender sensitive terms of reference, and examples of completed gender analyses (Rapid Gender Analysis; FAO Frameworks; Gender Analysis Matrix). The manual is aimed at project planners and implementers, participants in development interventions, policy developers and researchers.

**Political participation**


This booklet describes the genesis, progress and evaluation of five women's participation projects located in Kenya, Tanzania, Ghana, Zambia and Uganda, ranging from mobilising around violence against women to cross-party cooperation to education for local democracy. These projects were developed by the Active Learning Centre in partnership with local non-governmental organisations. The Active Learning Centre has a particular interest in women's rights and believes that building democratic societies and strengthening civil society organisations are vital to fight poverty and social exclusion. They use participatory approaches to training and education. After some conceptual considerations on the definition of poverty and social exclusion and the gender and rights approaches, this booklet examines the legal rights of women in the countries where the project has taken place. It then focuses on how women's participation projects were developed and executed and gives practical examples and suggestions. The ALC has also produced a toolkit for groups taking action on women's issues. Containing 10 fact sheets, 12 skill sheets and suggested topics for group discussions, ‘Making Democracy Work’.

**Poverty reduction strategies**


Although poverty is experienced differently by men and women, women's needs are often not fully recognised by conventional methods of poverty analysis and participatory planning. The integration of gender analysis into poverty diagnosis and the formulation of gender-sensitive development strategies contribute not only to economic growth and efficiency, but also to equity objectives by ensuring that all sectors of the poor share in programme benefits. This Gender chapter of the World Bank's Poverty Reduction Strategy Planning (PRSP) Sourcebook is designed to guide those involved in poverty reduction strategy (PRS) at the country level in identifying and implementing policies and programmes that will benefit both men and women, and maximise potential benefits for poor families. It is divided into four sections, described below, and eight technical notes. 1) Integrating Gender into the PRS Processes. 2) Integrating Gender into Poverty Diagnosis. 3) Defining the Policy Implications of Gender Analysis for the PRS Section. 4) Gender Analysis for Monitoring and Evaluation.

**Rural Development**


This training module is a result of the work undertaken by the 'Toward Equity' project-World Conservation Union/Arias Foundation. It is intended to be used by specialists involved in training facilitation activities and focuses on the analysis of power as an inequality factor and on its implications in rural development initiatives. Its goal is to ensure that projects achieve
greater equity with regard to participation of women and men in the decision-making process as well as in accessing services, goods and resources. Modules cover every stage of the project cycle, including proposal design, participatory appraisals, planning, monitoring and evaluation, participation and empowerment, systematisation, indicators and equitable project administration and management. Participatory approaches are used throughout the manual.

**Sexual and Reproductive Health**


The manual, developed with support from the U.S. Agency for International Development, promotes an approach to sexual and reproductive health care that recognises different needs and perspectives within a context of respect for the rights and dignity of men and women. It is designed to provide health professionals with a framework for examining the quality of care, including the quality of human relations, technical quality, and quality of administration and management of health services. The training steps outlined in the manual aim to: create opportunities for reflection and action in the field of gender-sensitive quality care; provide basic tools that providers can use in their everyday practice: key concepts, techniques and practices, and criteria for implementing quality care; develop capacity for critical analysis that permits participants to use key concepts and criteria to recognise, analyse and respond to users' realities and institutional practices. The manual is available from FHI in English and Spanish. Email: publications@FHI.org


What is participation? How can it be embraced and applied in development programmes? In CARE (Cooperative for Assistance and Relief Everywhere) the need to use more participatory approaches was identified, but it was equally felt that more guidance was needed to apply participatory methods to the design, implementation, monitoring and evaluation of projects and programmes. This manual is mainly addressed to people working in reproductive health programmes, but its principles and approaches can be applied to all sectors. Case studies are presented where CARE has successfully applied participatory methodologies, including their lessons learnt. Countries include Bangladesh, Madagascar, Togo, Uganda, Somalia, Peru and Zambia. In the second part of the manual, some conceptual reflections are made on the history of participatory approaches, the application of participatory methodologies to the project cycle, including concepts and examples, and the possibility of using such methods for the implementation as well as for the assessment of projects and programmes. The last part is a useful guide to tools and techniques used in participatory development. They include an explanation of the tool itself, examples of where and how to use it and general suggestions to bear in mind when conducting and facilitating participatory processes in the field, including gender issues.
6. Networking contact details

International

Participatory Research and Gender Analysis (PRGA) Program
http://www.prgaprogram.org/prga/
The Participatory Research and Gender Analysis Program (PRGA) develops and promotes methods and organisational approaches for gender-sensitive participatory research on plant breeding and on the management of crops and natural resources. The research program outlined above is being carried out through a decentralized partnership among practitioners of participatory research.

One World Action
Bradley's Close, White Lion Street, London N1 9PF
United Kingdom
Tel: + 44 (0)20 7833 4075, fax: + 44 (0)20 7833 4102, email: owa@oneworldaction.org
http://www.oneworldaction.org/
One World Action works with many partners including other voluntary organisations, community and co-operative movements, women's organisations and trade unions. Though diverse in kind, they all seek to strengthen local institutions and give people a say in the decisions that shape their lives.

SNV Netherlands development organisation
Bezuidenhoutseweg 161, 2594 AG, The Hague
Tel.: +31 (0)70 344 01 39, Fax: +31 (0)70 385 55 31, E-mail: informatie@snv.nl
Web site: http://www.snv.nl/frameset.asp
SNV is a Netherlands development organisation working in marginal areas of Africa, Asia, Latin America and Eastern Europe. They developed a manual on Participatory Gender Audits to be carried out on SNV projects and programmes.

The Active Learning Centre
Glasgow Caledonian University, Park Campus, 1 Park Drive, Glasgow G3 6LP, UK
Tel: (44) 141 337 2777, Fax: (44) 141 337 2666, email: info@activelearningcentre.org
Web site: http://www.activelearningcentre.org/home.htm
The Active Learning Centre is a development organisation based in Scotland that works for people's rights through education and training. They are gender sensitive. Their methodology is highly participatory.

Actionaid
http://www.actionaid.org/
Actionaid works is a UK-based development organisation working in more than 30 countries across Africa, Asia and Latin America and the Caribbean. This organisation is responsible for the development of two participatory programmes:

- The REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) approach to literacy -http://www.reflect-action.org/

Institute of Development Studies (IDS)
University of Sussex, Brighton BN1 9RE, UK
Tel: +44 (0) 1273 606261, fax: +44 (0) 1273 621202/691647
Email: participation@ids.ac.uk
http://www.ids.ac.uk/ids/particip/index.html
The Participation group at the Institute of Development Studies includes gender as one of its focus areas for research. Recently the participation team has joined forces with the Governance team to explore the rights of citizens and democratic governance.

International Foundation for Election Systems (IFES)
1101 15th Street, N.W., Third Floor, Washington, D.C. 20005
Tel. +1 (202) 828.8507, fax +1 (202) 452.0804
http://www.ifes.org/women/program.htm
IFES Women's Access and Leadership Initiative focuses on gender-specific issues, particularly women's participation in civic life and their access to social, economic, and political leadership positions. IFES programming includes women's leadership training and training in legislative development, management skills, facilitation and campaigning.

United Nations Food and Agriculture Organisation (FAO)
Viale delle Terme di Caracalla, 00100 Rome, Italy
Tel.: +39.0657051, fax: +39.0657053152
http://www.fao.org/Gender/gender.htm
FAO have a website on gender and food security with a bibliography on participatory methods. Documents are available in English, Spanish and French. http://www.fao.org/sd/seaga/index_en.htm
The Socio-economic and Gender Analysis (SEAGA) Programme was established to incorporate socio-economic and gender considerations into development projects programmes. Their approach to planning and implementation is participatory.

Latin America

Centre for Popular Education and Communications (CANTERA)
Apartado Postal A-52, Managua, Nicaragua
e-mail: cantera@nicarao.org.ni, Website: http://www.oneworld.org/cantera/
CANTERA is a Nicaraguan NGO that specialises in the methodology of popular education from a gender perspective. For many years, it has developed participatory training methodologies for the conscientization and empowerment of women. Since 1994, they also organise workshops with men on masculinity issues and violence against women together with the Group of Men against Violence.

Asociacion de Hombres Contra la Violencia (AHCV)
Reparto El Dorado, Casa #51 - Farmacia Salazar 2 c. al sur. MD. Apartado Postal 5242,
Managua, Nicaragua
Fax +505 249 4697, email: ahcv@ibw.com.ni
The Group of Men against Violence are working with men on issues of masculinity and gender-based violence and have organised gender training of men jointly with CANTERA. They have recently created the Association of Men Against Violence which is a nationwide organisation and works to support the education activities of the group. Contact the Group of Men against Violence through AHCV

Equipo de Comunicación Alternativa con Mujeres (ECAM)
Av. Avaroa 549, Tarija - Bolivia
Tel.: +591 66 38386, fax: +591 66 33454
e-mail: ecam@cosett.com.bo
ECAM is an organisation based in Tarija, Bolivia, which encourages and strengthens the access of grass-root women to local political participation and decision making. Using popular education, they support women in their process of self-determination and personal empowerment starting from their own personal reality, knowledge and experience.
Group Venancia
Educación y Comunicación Popular desde las mujeres
de la Ermita Guadalupe 1 1/2 c. sur., Apartado Postal 229, Matagalpa, Nicaragua
Tel: +505 - 612 35 62, fax: +505 - 612 49 71, email: venancia@ibw.com.ni
http://reflect.actionaid.net/action/organisations/venancia.htm
The group’s work has a strong emphasis on building the ability of women, as individuals and through their organisations, to take control of their lives and participate fully in the decisions that affect them. Among other projects, they are involved in a pilot programme in women’s literacy using a participatory methodology based on REFLECT.

Meso-America Office-IUCN (World Conservation Unit)
Apartado 0146-2150, 100m Sur de la Iglesia, Moravia, San José
Telephone: + 506 2 362 733, fax: + 506 2 409 934, email: info@poam.org
Website: http://www.poam.org/
This programme aims to ensure that projects achieve greater equity in regard to participation by women and men in the decision-making process as well as in accessing services, goods and resources. A series of guides called "Towards Equity" have been developed that offer suggestions and recommendations for incorporating a gender equity perspective and participatory methodologies into every stage of the project cycle.

Puntos de Encuentro (para transformar la vida cotidiana)
Rotonda del Güegüense 4c abajo 1c al lago - Apdo. RP-39, Managua, Nicaragua
Tel: (0) 268-1227, Fax: (0) 266-6305, E-mail: puntos@puntos.org.ni
http://www.puntos.org.ni
"Puntos de Encuentro para transformar la vida cotidiana" (Common Ground for transforming daily life) is a feminist non-profit development organization that works in the areas of communication, research and education. The organisation works towards people-centered sustainable development based on the principle of diversity with equity.

Managing Ecosystems and Resources with Gender Emphasis (MERGE)
Tropical Conservation and Development Program
Center for Latin American Studies, University of Florida, 304 Grinter Hall
PO Box 115531, Gainesville, FL 32611
Tel: +352 392-6548, fax: +352 392-0085, email: tcd@tcd.ufl.edu
Website: http://www.latam.ufl.edu/merge/
This programme was developed to strengthen the understanding of gender issues in natural resource management for both academic researchers and local technicians responsible for the implementation of natural resource management projects. Its strategy focuses on gender, participatory approaches with local communities, and resource management to address both conservation and development goals.

Europe
Be active, Be emancipated (B.a.B.e.) Women’s Human Rights Group
Vlaska 79/III, 10 000 Zagreb, Croatia
Tel/Fax: +385 1 461 1686, E-mail: babe@zamir.net
http://www.babe.hr
Along with several other projects and campaigns promoting women’s rights B.a.B.e. we carries out campaigns for women’s political rights. The organisation encourages women to recognise and to fight against discrimination and aims to make political procedures more democratic.
Living for Tomorrow project implemented by:
AIDS Prevention Centre/ AIDS Ennetuskeskus
Narva Mnt. 48, EE-0010 Tallinn, Estonia
Tel: +372 6410808 / +372 6273500, e-mail: aids@anet.ee
Web site: http://www.aids.ee
The aim of the Living for Tomorrow project is to seek more effective ways to make sexual information and education accessible, interesting, comprehensible, and acceptable to young people by way of participatory learning.

Oxfam UK Poverty Programme
274 Banbury Road, Oxford
Tel: 01865 313127, Email: ssmith@Oxfam.org.uk
http://www.oxfam.org.uk/atwork/ukpoverty/aboutuk.htm
The UK Poverty Programme has been working on how to bring gender and participation together. Their work includes a gendered needs assessment carried out in a participatory way on a housing estate in Wales, and a survey of community needs in Salford, Manchester as part of the UK New Deal for Communities programme.

Africa

Redd Barna
P.O. Box 12018, Kampala, Uganda
Community planning and development in Uganda
Redd Barna Uganda is one of the country programmes of Redd Barna, the Norwegian Save the Children NGO. Since 1994, Redd Barna Uganda has adapted participatory approaches to provide innovative ways of incorporating a gendered perspective into community-based planning.

Self Employed Women's Union (SEWU)
http://www.wiego.org/movement/SEWU.html
SEWU follows SEWA closely in its general scope, which it defines as organising informal women workers. SEWU has found that for the poorest women workers, collective organisation is needed in order to give them strength to negotiate for better conditions in order to improve their living and working conditions.

Women in Law and Development in Africa, (WiLDAF).
P O Box 4622 Harare, 2nd Floor Zambia House, Union Avenue
Tel: +263-4-752105/751189, Email: wildaf@wildaf.org.zw
http://www.wildaf.org.zw/
WiLDAF is a pan-African women's human rights organisation. One of its major foci is training and building capacity of human rights activists in carrying out legal literacy programmes. Over the years it has trained lawyers and other groups in participatory/popular education methodologies.

Kenyan Agricultural Research Institute
P.O. box 57811, Nairobi, Kenya
Tel: +254 (2) 583301/2-20, 583720, fax: +254 (2) 583344, email: kari@kari.org
Website: http://www.kari.org/
KARI is an agricultural institute seeking to acquire and contribute knowledge and creative solutions that are participatory and client oriented, gender sensitive, holistic and system oriented.
The Arepp Educational Trust is a community based educational trust, with the aim of using theatre and puppetry to provide alternative social education. They focus on issues of HIV/AIDS, sexuality, life skills, gender and all forms of abuse.

Asia

Self Employed Women's Association (SEWA)
Reception Centre, Opp. Victoria Garden, Bhadra, Ahmedabad - 380 001, India
Tel: 91-79-5506444, 5506477, Fax: 91-79-5506446, Email: mail@sewa.org
http://www.sewa.org/
SEWA organises women workers to achieve their goals of full employment and self-reliance through the strategy of struggle against the many constraints and limitations imposed on them by society and the economy. SEWA also supports development activities that strengthen women's bargaining power and offer them new alternatives.

Society for Participatory Research in Asia (PRIA)
42, Tughlakabad, Institutional Area, New Delhi – 110062, Tel: 91-11-608 1908, 608 9559, Fax: 91-11-608 0183, E-mail: info@pria.org
http://pria.org/cgi-bin/index.htm
This non-profit development organisation based in New Delhi has developed innovative approaches to enhance the participation of women in local governance.

Society for Peoples Education and Economic Change (SPEECH)
2/802 Jeyaraja Illam, Manorenjitham Street, Ezhil Nagar, Madurai – 14, India
Tel. 452 680965, Fax. 452 680965, E-mail: speech@md3.vsnl.net.in
SPEECH is an NGO working in Tamil Nadu, India. For SPEECH the central objectives of PRA are empowerment, conscientisation, capacity building and enhancement of sustainable livelihoods.

MYRADA
No. 2 Service Road, Domlur Layout, Bangalore 560 071, Karnataka, India
Tel: +11 (91) 80 535 3166, 535 4457, 535 2028, fax: +11 (90) 80 535 0982
E-mail: myrada@vsnl.com, website: http://www.myrada.org/
MYRADA is a Non Governmental Organisation managing rural development programmes in 3 States of South India. MYRADA aims support the rural poor by helping them to build and manage appropriate and innovative local level institutions. Their PRA publications include: Analysis of Societal Roles and Problems From a Gender Perspective & Development Of Gender Sensitive Tools in P.R.A; PALM and Entering Women's World Through Men's Eyes: Using P.R.A. to sensitise men towards women's issues.

Nagorik Uddyog (Citizen’s Initiative)
House #19/1, Road #15 (New) 28 (Old), Dhanmondi, Dhaka, Bangladesh
Information about this organisation can also be found on the One World Action Web site at http://www.oneworldaction.org/
Nagorik Uddyog is an NGO that helps the rural poor in Bangladesh understand their rights, and works on creating an enabling environment for the rural poor to influence political processes.
The Middle East

Palestinian Women's Affairs Technical Committee (WATC)
Email: watcorg@palnet.com, website: http://www.pal-watc.org/3.html
WATC has implemented projects including lobbying for more rights for Palestinian women, training women in various skills, networking with a large number of women's institutions and informing the public about the challenges facing us and our achievements.

Rene Moawwad Foundation
Email: fyarak@rmf.org.lb, Website: http://www.rmf.org.lb/
The foundation supports a project that aims to increase the participation of women in Lebanese politics.

North America

Calgary Immigrant Women’s Association
#300, 750 – 11th Street SW, Calgary, Alberta – T2P 3N7 CANADA
Tel: +1 403-263-4414 ext.13; E-mail: pebbciwa@cadvision.com
Website: www.ciwa-online.com
Pebbles in the Sand is an English as a Second Language (ESL) Literacy program that was initiated by the Calgary Immigrant Women’s Association (CIWA) in July 1999. The REFLECT methodology is used to address the needs of multi-barrired learners.