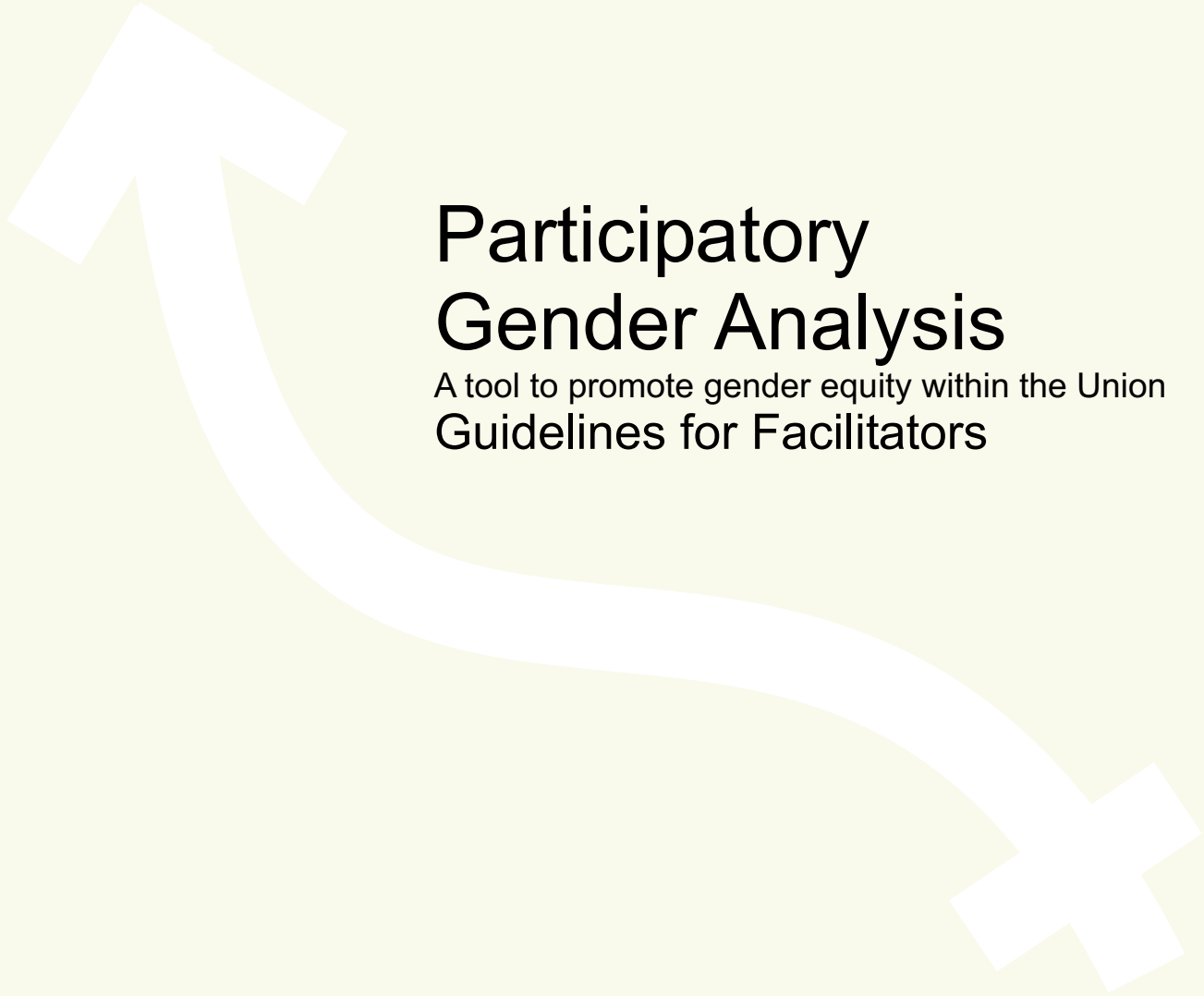


# PARTICIPATORY GENDER ANALYSIS

A tool to promote gender equity within the Union  
Guidelines for Facilitators

inter  
cooperation

Swiss Foundation for Development and  
International Cooperation



# Participatory Gender Analysis

A tool to promote gender equity within the Union  
Guidelines for Facilitators

The use and sharing of information contained in this document is encouraged, with due acknowledgement of the source.

#### **Main contributors**

AFM Amir Uddin, Regional Coordinator - SHARIQUE, Intercooperation  
Asma Khanom, Project Officer-SHARIQUE, Intercooperation  
Matthias Boss, Advisor-SHARIQUE, Intercooperation  
Melanie Martin, Intern, Intercooperation  
Prashanta K. Tripura, Former National Coordinator-SHARIQUE, CARE  
Tirtha Sarathi Sikder, Regional Coordinator-SHARIQUE, Intercooperation

#### **Design, layout and printing**

INTENT, [www.intentdesign.net](http://www.intentdesign.net)

#### **Photos**

Christian Poffet, [www.poffet.net](http://www.poffet.net)

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#### **Copies available from**

Intercooperation  
House No. 2F NE (D)  
Road No. 73 (G)  
Gulshan 2, Dhaka 1212  
Bangladesh  
[info@intercooperation-bd.org](mailto:info@intercooperation-bd.org)

## Contents

Preface	i
1. Introduction and Background	05
2. Objectives of the Gender Analysis	06
3. Main Components of the Gender Analysis Exercise	06
4. Participants and Facilitators	07
5. Process of Using the Gender Analysis Framework	07
6. Session Plan	08
Annex 1: Possible Selection of PGA Participants	13
Annex 2: General Tips for Facilitators	13
Annex 3: Notes for Facilitators	14
Annex 4: Guidelines for Group Facilitators	16
Annex 5: Gender Analysis Questionnaire	16
Annex 6: Group Facilitators' Guideline for PGA Questions	18
Annex 7 : Sample of Flash Cards	19
Annex 8: Guideline for the Development of the PGA Action Plan	20
Annex 9: Possible Activities for the PGA Action Plan	21

## Preface

This guideline has been prepared as a tool for conducting participatory discussion and analysis at the Union Parishad level on the social position and condition of men and women.<sup>1</sup> The first edition of this guideline was published by Intercooperation's local governance programme, SHARIQUE<sup>2</sup> in September 2007. Subsequently, based on the experiences of exercises conducted in the field, some modifications have been made to it. These include, in particular, substantial reduction in the number of questions to be used during the participatory exercises, so that there is sufficient time for discussion on given topics. The revised edition incorporating the changes is published both in Bangla and in English.

Bilingual readers will notice that the word 'gender' has been avoided in the title as well as in the contents of the Bangla version of the guideline. It is quite a common practice among development practitioners in Bangladesh to use the English term 'gender' in Bangla conversations as well as in written Bangla documents. However, experience shows that if the word is used in the same way during discussions at the field level, a lot of time may have to be spent in explaining it, or the discussion may take unnecessary turns. On the other hand, even though the word 'gender' itself may be relatively unfamiliar to programme participants, they do have their own experiences, perspectives and notions about the matter to which it refers.<sup>3</sup> This guideline has been prepared to help bring these experiences, perspectives and notions in the forefront through discussion and debate, to encourage participants to reflect on them and to take initiatives to decide on their courses of action. To achieve this purpose, there is no need to use relatively unfamiliar terms like 'gender', which may rather cause confusion or waste of time.

Many individuals have contributed directly or indirectly towards development of this guideline. Apart from those whose names are mentioned in the list of contributors, many frontline staff of Sharique as well as several colleagues from Intercooperation's LEAF project also helped by assisting in the field test of the tool or by providing feedback. Moreover, the responses and feedback from participants at the Union Parishad level that participated in the test exercises particularly helped refine this guideline. We thank them all.

### National Coordination Unit

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1 At the community level, Intercooperation's Livelihood project LEAF works with a participatory gender analysis tool designed for community based organisations.

2 During the first phase of the programme, CARE-Bangladesh was also involved in the programme

3 The term 'gender' has no commonly accepted Bangla equivalent. Some people use the term *lingga* (which also means 'sex'), while others prefer *samajik lingga* ('social *lingga*'). There are also many, particularly in the development sector, who simply favor writing the word 'gender' using Bangla characters. Anyway, the intended meaning of the term 'gender' (or its different Bangla equivalents) is, of course, the *social* condition of being male or female. Upon reflection, one would realize that the differences that we observe in society between men and women in terms of their conditions or positions are determined not by nature, but by society itself. For example, there is no natural bar against women riding rickshaws or men wearing saris, but there may be social barriers in this regard. In this way, different societies draw different boundaries as to what should or should not be the behavior, dresses, social roles, positions etc. of humans as men and women. Such social differences that exist between men and women are what we call gender differences, which are also associated with differences of power and prestige. The nature of such differences can and do change in the course of history. In particular, it is internationally accepted today that women all over the world have long endured much discrimination, and that this situation must end. The constitution of Bangladesh too has clear declaration in this regard. Naturally, discriminations faced by women come up as a dominant theme in discussions on gender. However, this does not mean that gender is only about women. In discussions and activities concerning gender, we must keep this in mind.

## 1. Introduction and Background

The goal of Intercooperation's local governance programme, SHARIQUE is to “contribute to effective pro-poor local governance”. In order to achieve this goal the project aims “to empower the poor men & women and marginalised groups to claim their rights and entitlements, and to benefit from more effective service provision by the local governments”. The project is funded by the Swiss Agency for Development and Cooperation (SDC) and implemented together with local NGOs as partners.

Intercooperation works directly with community groups through other projects and has developed different tools to address issues in regard to equal rights and opportunities of women and men. One of them is Intercooperation's Participatory Gender Analysis Tool that is designed for use at community level. This tool is based on Intercooperation's Participatory Gender Analysis Tool (PGA) and adapted for use at Union Parishad level.



## 2. Objectives of the Gender Analysis

- To create awareness among Union Parishad and Standing Committee members regarding prevailing gender inequalities at family, community and Union Parishad level through inclusive participatory discussion and debate.<sup>4</sup>
- To encourage the Union Parishad to commit itself to creating an enabling environment<sup>5</sup> within the Union Parishad to promote equal rights and opportunities for women and men.
- To help the participants build a coordinated action plan for the UP for reducing gender discrimination within the Union.

## 3. Main Components of the Gender Analysis Exercise

This gender analyses tool has been designed as a means for the Union Parishad, the Union Parishad Standing Committees and civil society representatives to analyse and discuss gender inequalities at the family, community and Union Parishad level. The reason for including the family and the community context is that the members of these bodies also have a role to play in their individual families and as members of the community. Moreover, the Union Parishad and the Standing Committees are institutions that are designed to serve the individual citizens and the community as a whole. Therefore, it is important that these levels are also included when analysing gender issues.

At the family level, the tool attempts to examine different roles and responsibilities of women and men in the domestic setting. It explores power relations in terms of decision-making processes, control over assets and self-determination. At the community level it focuses on the mobility of women and men and their status in the community. Finally, at the Union Parishad level, it looks at the roles and responsibilities of women and men in the Union Parishad and Standing Committees, at the issue of participation of women and men in Union Parishad decision-making processes, access to Union Parishad services and who benefits from projects in which the Union Parishad is involved. The overall analysis serves to identify issues that the Union Parishad and the Standing Committees can address to improve gender equity in the Union.

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4 "Participatory" refers to the concept that all individuals, in this case the participants of the workshop, can share their thoughts and ideas in an equal and free manner.

5 "Enabling environment" needs to be understood insofar as that the UP encourages the sharing of ideas and thoughts among all members and supports initiatives strengthening the process towards gender equity on all levels. The UP also ensures that the national policies, laws, physical infrastructure and other infrastructure is in place to support the process towards gender equity.

## 4. Participants and Facilitators

The exercise is first of all intended for the Union Parishad. Apart from the Union Parishad chairman, members and secretary, the co-opted members of the Standing Committees are also meant to participate. A number of spouses of the intended participants should be invited to increase the sustainability of the learning effect at the family level. In order to further ensure the link between the Union Parishad and the community, some community organisation leaders (e.g. Cluster Platform leader) as well as other key people of the community, such as teachers, imams etc., may also be encouraged to take part. The total number of participants should not exceed 35.

Facilitation of the exercise has to be the responsibility of a person who is well versed with the tool and is able to moderate discussion with elected UP representatives and others. Hence a trained NGO Team Leader or Field Facilitator would be well placed for this task. If possible, a second Field Facilitator should be present to support the main facilitator. Furthermore, there needs to be one additional facilitator for each group to accompany the group works that are part of the exercise. These additional group facilitators<sup>6</sup> need to be accepted by the participants and able to moderate discussions during the group work.

## 5. Process of Using the Gender Analysis Framework

There are three broad steps in applying the gender analysis framework at the Union Parishad level.

### Step 1: Identification of Inequalities and Differences

In the first step men and women, in separate groups, analyse the different gender issues using the questionnaire provided.

### Step 2: Presentation, Prioritisation and Analysis of Gender Inequalities

In the second step, the groups share and discuss the results of their analysis and prioritize issues they would like to address.

### Step 3: Development of Action Plan Involving Different Stakeholders of the Union

The main objective of this step is to develop an action plan to address gender inequalities. This process will result in an action plan for improving the gender situation in the Union.

<sup>6</sup> In the project area of LEAF, their community facilitators and female mentors can be selected as group facilitators for the workshop; in non-LEAF areas, advice from IC demand side staff or other NGOs working on the community level can be sought to find suitable persons for the task of group facilitator.

## 6. Session Plan

### Session 1

#### Welcome and Introduction to the Gender Analysis Exercise (40 minutes)

It is important that the participants understand the purpose of the Gender Analysis exercise. They should know that it aims to analyse and discuss gender inequalities and will serve as a basis on which the Union Parishad can develop a strategy to reduce gender discrimination in the Union. At this point it should also be made clear what the participants can expect from the exercise. This may be voicing their opinion regarding the current gender patterns in their Union and being able to influence possible actions to reduce gender discrimination in their community. Besides explaining the purpose of the exercise and clarifying the expectations of the participants, the programme of the meeting should be presented, highlighting briefly the different steps and the time-frame.



#### Tips and recommended steps:

- It is very important to make sure the date and time of the workshop is convenient for the chairman, the secretary as well as the UP members. Check if there are any other events happening around the same time that might interfere with the workshop.
- Clarify the objectives and the process of the exercise with the Union Parishad chairman and the chairperson of the Union Parishad Standing Committee on Women and Child Welfare before the meeting. Make a specific effort to explain the importance of starting punctually.
- Instruct group facilitators with the according guideline<sup>7</sup> on their roles and responsibilities before the day the event takes place. Make sure you give more support to those group facilitators who show some insecurity in the instruction meeting.
- Prepare required material like sets of flash cards, question and answer posters, markers, rope, etc.
- Make participants sit in an oval shape for plenary discussions.
- The chairperson or a woman Union Parishad member could welcome the participants and explain the purpose (objectives)<sup>8</sup> of the meeting. Ask participants what they have understood and make necessary clarifications.
- Let participants introduce themselves by mentioning their name, where they are from, designation and what work they were doing in the morning prior to attending the meeting and whom they asked for permission to attend the same.
- Present the programme of the day<sup>9</sup> and get consent from participants for the meeting norms<sup>10</sup>. Ask for two volunteers (female/male) from among the participants to take responsibility for enforcing the meeting norms.
- In order to make participants aware of the importance of analysing the gender situation in the Union give some appropriate examples<sup>11</sup> to stimulate thinking.

7 See Annex 3: *Guideline for Group Facilitators and Annex 5: Group Facilitators' Guideline for PGA Questions*

8 See Annex 2, note 2.1: *Objective of the Meeting*.

9 See Annex 2, note 2.2: *Programme of the Day*.

10 See Annex 2, note 2.3: *Meeting Norms*.

11 See Annex 2, note 2.4: *Examples Illustrating the Need for Equity Between Men and Women*.

### Analysing Gender Inequalities (120 minutes)

The participants need to form groups of maximum eight persons. A group will consist either of women or of men. The groups will then separately discuss the different questions and try to reach a common opinion on the prevailing situation. Each group will have a group facilitator who reads out the questions supporting them with the flashcards and gives clarifications as well as practical examples if needed. It is also the group facilitators' task to probe the participants into lively discussions; yet, without proposing a common answer to the question. If there is strong disagreement, the group facilitator should be prepared to present practical examples of situations prompting discussion that could lead to a common understanding. In case a common opinion cannot be reached, this can be indicated accordingly.

Once all questions have been answered the group is asked to come up with a maximum of three priority issues they would like the UP to address to improve the gender situation in the Union.



#### Tips and recommended steps:

- Have the groups sit well apart, so that persons in one group do not feel intimidated by those in the other group. If possible leave one central room free for those participants who have finished their task.
- After answering all the questions let the group review their answers and suggest maximum three priority issues they would like the UP to address to improve the current gender situation in the Union.
- Rotate among the different groups and check on the quality of the group facilitator's discussion leading and help them in encouraging everyone to participate.
- Make sure that a minority is not able to dominate the group.
- Coordinate the groups so that they all finish more or less at the same time.



Session 3

### Plenary Discussion on Group Analysis and Prioritisation of Issues (60 minutes)

For this session all the participants come together and reflect jointly on the answers of the different groups and engage in a discussion on issues where opinions divert between the groups. The idea is not to necessarily reach a consensus between the different views but to give space so that people understand the rational behind the expressed opinions.

After the discussion on the answers to the questions the groups are asked to present their identified issues that should be addressed by the Union Parishad and reach a common understanding among the participants on a list of up to three issues.



#### Tips and recommended steps:

- Prior to this session, prepare a compiled answer sheet, on which you will distinguish the answers from women's and men's group by using different colours for each group.
- Ensure that women can sit together in the plenary, separately from men, so that men cannot dominate over or influence them.
- Hang all group posters on one rope for everyone to see. One representative of each group should then stand next to her/his poster to present the answers. To make comparisons between the groups easier and initiate discussions, the answers of one question and the reason behind the answer from all groups should be presented before going to the next question.
- Ensure equal opportunity to women and men to present and take part in discussions.
- No consensus has to be reached on the questions between the different groups, but participants should understand why other groups are of different opinion.
- Let each group present their priority issues and mark them on the compiled answer sheet which you hang next to the group posters.
- Ideally, a consensus should be reached regarding the priority issues that should be addressed by the Union Parishad to improve the current situation. If this is, however, not possible the participants should agree that men could propose two issues and women could suggest an equal number of issues.<sup>12</sup>
- Mark the final priority issues with a special colour on the compiled answer sheet.

<sup>12</sup> If there is one agreed-upon issue, the women group and the men group can each propose one additional issue.

### Development of Action Plan (60 minutes)

In this last session the Union Parishad is meant to develop an action plan which strives to reduce gender inequity mainly at the Union Parishad level, but possibly also at community and household level.

On the basis of the agreed upon priorities of the previous session, the participants will develop an action plan which defines the following points:

- 1) Prioritised issue
- 2) Activities to be undertaken
- 3) Identifying responsible persons
- 4) Examine the need for external support
- 5) Timeframe
- 6) Comments

It is important that all the participants agree on the action plan and commit themselves to contributing to the improvement of the situation. The final action plan should be displayed in the Union Parishad building as a reminder, but also as a way of communicating to the public, what the Union Parishad is planning to do in regard to reducing gender inequity in the Union. The implementation progress of the action plan needs to be monitored in the monthly Union Parishad meetings.<sup>13</sup>



#### Tips and recommended steps:

- Guide the participants in the plenary in developing an action plan for the assigned priority issues, giving space for discussion and to agree on the final action plan.<sup>14</sup>
- Ensure that both women and men participate in the discussion.
- Give the responsibility to the Union Parishad secretary for writing the final agreed upon plan on a poster paper.
- Make sure that the proposed activities are realistic and can be implemented easily.
- Ensure that the timeframe is kept up to maximum 6 months.

<sup>13</sup> The persons responsible for an activity of the PGA action plan can report on progress and challenges or request further help during the monthly UP meetings.

<sup>14</sup> See Annex 8: *Guideline for the Development of the PGA Action Plan*.

### Session 5: Review of Meeting and Closing (15 minutes)

This session is meant to review the meeting and to ensure that participants are clear about what will happen as a result of it. At the end the chairman or a woman UP member will be given the opportunity to close the meeting.



#### Tips and recommended steps:

- Review the objectives of the meeting and ask participants to what degree in their opinion those have been achieved.
- Review the action plan and ensure that participants are clear in regard to how it will be implemented and monitored.
- Communicate that after six months they will all meet again to discuss the progress of the action plan.
- If time permits: prepare a mood meter<sup>15</sup> on a poster paper in regard to how satisfied the participants are with outcome of the meeting and let participants individually and anonymously indicate their opinion. Discuss the feedback in the plenary and ask for further feedback and suggestions.
- Encourage participants to promote gender equity not only in their official capacity, but also in their daily life in their families and the community.
- It is important to give the participants a feeling of achievement at the end of the meeting and clarity in regard to realistic expectations.
- The participants should be thanked for all the efforts they put into making the meeting a success.
- Ask the UP chairman or a UP women member to close the meeting.<sup>16</sup>

<sup>15</sup> See Annex 2, note 2.5: *Mood Meter for Participants' Feedback*.

<sup>16</sup> Make sure that the UP chairman and the UP female member give either the welcome or the closing speech, but not both, so that each has been given the possibility to speak.

## Annex 1: Possible Selection of PGA Participants

1	Chairman	1	Spouses
1	Secretary	4	Spouses
9	UP Member	1	Spouses
3	Female UP Members (Reserved Seats)	2	Spouses
3	Co-Opted Standing Committee Members	2	Spouses
3	CBO- Leaders / CP-Leaders	2	Spouses
2	Local Elite (Imams, teachers, etc.)	1	Spouses
21	UP Body Participants	12	Spouses
			Total = 35 participants

## Annex 2: General Tips for Facilitators<sup>17</sup>

1. **Prepare well**
  - *Materials and logistics are ready.*
  - *All group facilitators have studied the process and the content for discussion.*
2. **Set the 'climate'**
  - *Ensure two-way communication.*
  - *Give equal attention and respect to all the participants.*
3. **Clarify objectives and procedures**
  - *Explain the task to be accomplished at each step.*
  - *Ensure that everyone understands.*
4. **Encourage everyone to participate**
  - *Do not let individuals monopolise the discussion.*
5. **Maintaining neutrality**
  - *Keep group conversations focused on reaching the objectives without influencing the outcome.*
6. **Keep the discussion relevant**
  - *Re-establish meaningful discussion when conversation diverges from the key issue and becomes irrelevant.*
7. **Efficient time management**
  - *Endeavour to work within the framework.*
8. **Encourage ideas**
  - *Be supportive of idea sharing.*
9. **Always be mindful of your own role as facilitator**
  - *Do not speak too much yourself.*
  - *Encourage participants to speak, and listen to what they say.*

<sup>17</sup> Modified from Intercooperation: Guidelines for Gender Analysis, 2005.

## **Annex 3: Notes for Facilitators**

### **Note 3.1: Objective of the Meeting**

- To create awareness among Union Parishad and Standing Committee members regarding prevailing gender discrepancies at family, community and Union Parishad level through inclusive participatory discussion and debate.
- To encourage the Union Parishad to commit itself to creating an enabling environment within the Union Parishad to promote gender equity.
- To help build a coordinated plan for reducing gender discrimination within the Union.

### **Note 3.2: Programme of the Day**

- Welcome and introduction to the meeting (40 minutes)
- Analysing gender inequalities (120 minutes)
- Plenary discussion on group analysis and prioritisation of issues (60 minutes)
- Development of action plan (60 minutes)
- Review of meeting and closing (15 minutes)

*Mention the time for each session (e.g. 10:00 10:40) and include tea breaks and lunch breaks as appropriate.*

### **Note 3.3: Example of Meeting Norms**

- Keep mobile phones switched off
- Listen when others speak
- Show respect for other participants
- Only one person to speak at a time

### **Note 3.4: Examples Illustrating the Need for Equity Between Men and Women**

#### **Example 1**

Ask participants whether they can remember what type of work women and men had been doing in the morning prior to attending this meeting and whom they had to ask for permission to attend the same.

As participants reply, the facilitator will assist them to understand the differences. He/she may point out that men did not need permission from anybody for attending the meeting, while women needed permission. He/she may then ask whether this was an equal or unequal situation.

#### **Example 2**

Ask participants whether they have seen kids (young goats) and whether kids of one goat looked all the same/equal. It is expected that participants will reply that kids usually are not equal, but that some are strong and some weak. Ask participants why some kids were weak. It is expected that participants will reply that this was because some kids do not get enough milk. Upon the participants reply ask them whether in their opinion all kids have the right to get equal amount of milk and what initiative they would take to ensure this. The expected answer would be something like giving the same opportunity to all kids to drink equal amount of milk / hindering the strong kids from drinking milk first and giving the opportunity to weak kids to drink first.

Ask participants to think about the situation of women and men in their family, community and the Union Parishad and whether they are getting equal opportunities. If this was not the case, ask participants, what that means for their wellbeing.

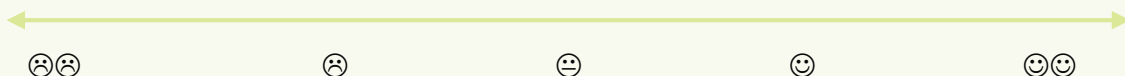
#### **Example 3**

Ask participants what is needed for producing good crops from a field. After listening to the participants answers, ask participants whether they have ever seen unequal distribution of water and fertiliser in a field and why such a problem could occur and what it meant for the crops. It is expected that the answers would include that if the land is not levelled, water and fertiliser cannot spread equally which adversely affects the crops.

Ask the participants to think in the same way of people in their family, community and the Union Parishad. Do all citizens (women and men) get equal opportunities? If not, ask participants, whether they feel the need to improve the current situation and explain that today's meeting is about analysing the situation and to make a plan for improving it.

### **Note 3.5: Mood Meter for Participants' Feedback**

*How satisfied are you with the outcome of the meeting?*








## Annex 4: Guidelines for Group Facilitators






- While reading out each question show the corresponding flash card. The flash card is not meant to be self-explanatory, but meant to support the question visually.
- Allow enough time to discuss the issue and encourage different views to be expressed.
- If there is not much discussion or confusion about the question, use the examples given in Annex 5: *Group Facilitators Guideline for PGA Questions* to encourage further opinion sharing.
- Only once the issue has been discussed sufficiently, ask the participants to come to an agreement on the question and indicate that by putting one common tick in the relevant box on the poster before moving on to the next question.
- Don't give the answers yourself.
- Make sure that a minority is not able to dominate the group.

## Annex 5: Gender Analysis Questionnaire






### I) Family context

SN	Question	All women 	More women, less men 	Equal women, men 	More men, less women 	All men 
01	Who is taking care of domestic work (such as looking after children, cooking, cleaning etc.)?					
02	Who is involved with agricultural/ fishing activities?					
03	Who earns more cash income?					
04	Who controls the family members' mobility (such as: where to go, whom to meet, etc.)?					

### II) Community Context

SN	Question	All women 	More women, less men 	Equal women, men 	More men, less women 	All men 
05	Who has mobility to visit meetings, government offices, banks etc. alone?					
06	Who takes the decisions in arranging different social events in the community?					
07	Who holds the major positions in the community (e.g. head of the village, etc.)?					

### III) Union Parishad Context

SN	Question	All women 	More women, less men 	Equal women, men 	More men, less women 	All men 
08	Who visits the Union Parishad to request services, support etc. (e.g. in case of birth certificates, domestic violence, etc.)?					
09	Who participates in Union Parishad arranged public meetings?					
10	Who contests for the chairman <sup>18</sup> position and general seats?					
11	Who is vocal and has a voice in Union Parishad meetings?					
12	Who among the UP members gives public speeches?					
13	Who among the UP members takes decisions in developing Union Parishad plans and budgets?					
14	Who is able to influence the selection of beneficiaries for safety net measures (VGD, VGF, Old Age Pension, etc.)?					
15	Who oversees the Union Parishad undertaken projects?					
16	Whose interests are considered more in selecting UP projects?					

<sup>18</sup> This gender-biased formulation is used as it is the common wording in all official Government documents in Bangladesh, even if the appointed person is a woman.

## **Annex 6: Group Facilitators' Guideline for PGA Questions**

This guideline provides some further examples or clarifications for the questions used in the group discussion and should be shared with the group facilitators during the instruction of their roles and responsibilities the day before the workshop takes place.

### **Family Context**

1. -
2. For agricultural work, seed preservation, sapling plantation, cultivation, fertiliser application, crop harvesting, threshing, winnowing, maintenance of ponds, fingerling release, food collection and provision, fishing and product selling.
3. Whose income supports the family most?
4. Who needs permission from who in the family if s/he needs to visit a relative's house, participate in a ceremony or wants to visit a fair etc.?

### **Community Context**

5. Who will go alone to the UP if any complaint needs to be raised? Who takes the cattle/goat to the livestock department?
6. Community events, such as a fair, a sports competition or cultural events.
7. When there is a quarrel or an argument among citizens in the community, who mediates it?

### **Union Parishad Level**

8. Services like, citizenship certificate, character certificate for job applications, testimonials, death certificate.
9. Who participates in ward meetings, open budget meetings, day observations etc?
10. Information: the UP has one chairman (open for women and men), nine general seats (open for women and men) and three reserved seats for women.

11. Who speaks to inform others or to make a complaint/request in UP monthly meetings, GO-NGO coordination meetings, open budget meetings, ward meetings etc.
12. Who gives formal speeches in ward meetings, open budget meetings, day observations etc?
13. The UP is planning road renovations, tube well installations, trainings etc. Who is more influential in this planning process? Who decides how much money is allocated to the projects?
14. -
15. UP projects, such as road maintenance, culvert construction, tube well installations, etc.
16. Which projects are finally taken up by the UP? UP Projects that benefit women more (for example: sewing machine training) or men more (for example: rickshaw van distribution)?

### Annex 7 : Sample of Flash Cards



Who among the UP members gives public speeches?



Who visits the union parishad to request services, support etc. (e.g. In case of domestic violence, early marriage etc.)?

### Annex 8: Guideline for the Development of the PGA Action Plan

Issues	Activities to be undertaken	Responsible persons, groups	Need for external support	Timeframe	Comments
<ul style="list-style-type: none"> <li>■ The issues are selected according to the priorities of the participants</li> <li>■ Only include a maximum of 3 issues</li> </ul>	<ul style="list-style-type: none"> <li>■ Activities can be on the UP, community or household level</li> <li>■ Activities on the community or household level, however, are only allowed if they are within the reach of the UPs</li> <li>■ competences and monitoring capacities</li> <li>■ Only include a maximum of 3 activities per issue</li> <li>■ Be specific and set targets: numbers, amounts, strategies</li> <li>■ Ensure that also gender related activities are being included, not only women empowerment initiatives</li> <li>■ Ensure the activities are realistic and within reach</li> </ul>	<ul style="list-style-type: none"> <li>■ Insert a name of an individual person (not only 'member' or 'citizen')</li> <li>■ The person has to be present in the workshop and consent to take over the responsibility for the initiative</li> <li>■ Try to assign initiatives to women and men equally</li> <li>■ Assign only a maximum of 3 activities to the same person</li> </ul>	<ul style="list-style-type: none"> <li>■ Be realistic (don't fill in 'Government').</li> <li>■ Make participants aware that people from UP bodies can also be considered as external help</li> <li>■ Be specific (put the name of an individual person if possible)</li> <li>■ Make participants aware that this can be changed according to needs at any later stage</li> </ul>	<ul style="list-style-type: none"> <li>■ Do not exceed the time span of six months</li> </ul>	<ul style="list-style-type: none"> <li>■ Encourage any further comment on the activities such as, expected challenges, organisational details, important things to consider etc.</li> </ul>

## Annex 9: Possible Activities for the PGA Action Plan<sup>19</sup>

This list only serves as a guideline for additional activity suggestions. It is, however, highly important that facilitators neither dominate the developing process of the PGA action plan, nor prescribe to the UP the activities it will include. Yet, if the problem arises to find activities for certain issues, FFs can take suggestions from this list to encourage some further brainstorming.

UP Level	Community Level	Household Level
<ul style="list-style-type: none"> <li>Give women members opportunities to give their opinion at least # in every meeting</li> </ul>	<ul style="list-style-type: none"> <li>Include # women in day observations</li> </ul>	<ul style="list-style-type: none"> <li>Organise # training(s) for women on income generating activities</li> </ul>
<ul style="list-style-type: none"> <li>Ensure # public meetings are moderated by women</li> </ul>	<ul style="list-style-type: none"> <li>Ensure % women participation in ward meetings</li> </ul>	<ul style="list-style-type: none"> <li>Create income generating activities for # women</li> </ul>
<ul style="list-style-type: none"> <li>Ensure # public speeches are given by women</li> </ul>	<ul style="list-style-type: none"> <li>Conduct # Woman Leadership Training(s)</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure GO-NGO meetings are at least # times moderated by women</li> </ul>	<ul style="list-style-type: none"> <li>Support # ward-based women committees to bring forth women's problems in the communities</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure that female members are well informed on UP activities/meetings</li> </ul>	<ul style="list-style-type: none"> <li>Organise # awareness training(s) for women (health, sanitation, rights, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>Increase women participation to at least % in different UP meetings</li> </ul>	<ul style="list-style-type: none"> <li>Organise # video shows and discussion on gender related issues</li> </ul>	
<ul style="list-style-type: none"> <li>Include # women in UP budget and planning processes</li> </ul>	<ul style="list-style-type: none"> <li>Organise # gender awareness trainings</li> </ul>	
<ul style="list-style-type: none"> <li>Include # women in PIC and PSC</li> </ul>	<ul style="list-style-type: none"> <li>Include # women in social committees (such as hart, school, college)</li> </ul>	
<ul style="list-style-type: none"> <li>Give # women in PIC the opportunity to give reports</li> </ul>	<ul style="list-style-type: none"> <li>Include # women in Shalish</li> </ul>	
<ul style="list-style-type: none"> <li>Give women the responsibility to make the list for beneficiaries of services (VGD, VGF, widow allowance)</li> </ul>	<ul style="list-style-type: none"> <li>Organise # public cultural events on gender issues (Gomvira, dance, etc.)</li> </ul>	

<sup>19</sup> # refers to number, % to percentage respectively and need to be replaced by actual figures in each PGA Action Plan.

UP Level	Community Level	Household Level
<ul style="list-style-type: none"> <li>■ Ensure # women-friendly projects (supported by women members)</li> </ul>	<ul style="list-style-type: none"> <li>■ Ensure # women teachers in schools</li> </ul>	
<ul style="list-style-type: none"> <li>■ # projects are given to women members</li> </ul>	<ul style="list-style-type: none"> <li>■ Ensure clean toilets for girls at # schools</li> </ul>	
<ul style="list-style-type: none"> <li>■ Conduct # woman leadership training(s)</li> </ul>	<ul style="list-style-type: none"> <li>■ Organise # gender awareness training(s) for adolescents</li> </ul>	
<ul style="list-style-type: none"> <li>■ Give # training(s) to women members about their rights</li> </ul>	<ul style="list-style-type: none"> <li>■ Organise # training(s) for elite people on gender issues</li> </ul>	
<ul style="list-style-type: none"> <li>■ Ensure separate and clean toilet facilities for women (maybe in UP building or close)</li> </ul>	<ul style="list-style-type: none"> <li>■ Organise # training(s) for civil society on early marriage/ dowry /violence against women and men</li> </ul>	
<ul style="list-style-type: none"> <li>■ Ensure a separate sitting area/room for women in UP building</li> </ul>	<ul style="list-style-type: none"> <li>■ Include # women in day observations</li> </ul>	
<ul style="list-style-type: none"> <li>■ Note female names first on UP lists</li> </ul>	<ul style="list-style-type: none"> <li>■ Ensure % women participation in ward meetings</li> </ul>	
<ul style="list-style-type: none"> <li>■ Include # women in village court</li> </ul>		

## About Intercooperation

Intercooperation (IC) is a leading Swiss not-for-profit organisation engaged in international development and cooperation. Intercooperation is both an implementing and an advisory organisation, providing professional resources and knowledge combined with social commitment. Intercooperation's expertise is grouped around three broad working domains:

- Environment and climate change
- Governance and Natural Resources
- Income and food security

In all its work, IC seeks to empower the poor and marginalised by supporting gender-balanced, equitable, rights-based development.

Intercooperation supports partner organisations in more than twenty developing and transition countries on mandates from the Swiss government and other donors. In South Asia, Intercooperation is present in Bangladesh, India, Pakistan, Nepal and Afghanistan.

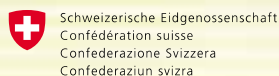
## About SHARIQUE

Intercooperation has been mandated by the Swiss Agency for Development and Cooperation (SDC) to manage a local governance programme in Bangladesh called SHARIQUE. Through its local governance programme, Intercooperation works in a total of 130 Unions and 20 Upazilas in the districts of Rajshahi, Chapai Nawabganj and Sunamganj. The purpose of the programme is to empower the poor men & women and marginalised groups to claim their rights and entitlements, and to benefit from more effective service provision by the local governments.

The programme strengthens, on the one hand, the capacity of the Union Parishads and the Upazila Parishads to manage public affairs and resources in a more participatory and inclusive, transparent and accountable way. On the other hand, it strives to empower the poor men & women and marginalized groups to know their rights and responsibilities and negotiate their interests in local planning and decision making. The programme furthermore aims at utilizing its experiences and lessons to influence public debate, local governments and related national institutions, policy & regulations.

Intercooperation implements the programme with the following local partner NGOs: CNRS, MSP, RWDO, Sacheton, SNKS, SUS.

Funded by:



Swiss Agency for Development  
and Cooperation SDC