Gender Equality and Social Inclusion (GESI) Training Module for AMRUT 2.0

Accessible at : AMRUT 2.0 Collaboration Platform

Ministry of Housing and Urban Affairs

June 2023

About the Module

▶ **Target Audience**

▶ **Format**

▶ **Certification**

▶ **Future Use**

About the Module

Target Audience: Government functionaries involved in planning and execution of AMRUT 2.0 projects in States and cities.

Format: Self Paced On-line Learning Module (through guided presentation) available at MoHUA's e-learning portal.

Certification: MoHUA may consider providing a certificate for all self paced learners upon successful completion. The module may generate a certificate of participation at the e-portal site.

Future Use: Module and its content can be adjusted and simplified for training members of local governance structures (including frontline workers) and citizens. Such trainings can be conducted online/offline with the help of a resource person/trainer. Not all sessions will be applicable to such participants.

Additional Self Paced Learning Aids

► Handouts for Session (Study Material)

► Exercises, Worksheets, Quiz

► Short Videos and Examples, Good Practices

► Further Reading- links to other useful external publications, articles etc

► Key Terms and Definitions

Note: All these aids will be hyperlinked for each session at appropriate places

Session Plan

Module Schedule
(4 hours 30 mins)

- ► **Over View of the Training**
- ► **Sessions and Sub Topics**
- ► **Duration**

GESI Module Sessions

GESI Module

Introductory Session

Key Concepts in GESI

GESI Dimensions in Urban WASH Interventions

Climate Change and GESI

GESI Participatory Planning Tools

Gender Based Violence and Urban Interventions

GESI and Safeguards

GESI Case Studies and Experiences from the Ground

Session outline (1/2)

Themes	Subthemes	Duration (Mins)
1. Introduction to GESI	• *Difference between Sex and Gender* • *Understanding Gender Inequality and Social Exclusion* • *Defining GESI* • *Inclusive City*	30
2. Key Concepts in GESI	• *Social Norms and Gender Norms* • *Triple Gender Roles and Responsibilities* • *Practical and Strategic Gender Needs and Interests*	30
3. GESI Dimensions in Urban WASH Interventions	• *GESI and WASH sector- challenges and opportunities* • *Assessing WASH Projects for GESI Considerations* • *AMRUT 2.0 and GESI Commitments*	40
4. Climate Change and GESI	• *Unpacking GHGs and Climate Change* • *Climate Change Projections for India* • *Climate Change Linkages to Urban Infrastructure Projects* • *GESI in Climate Resilience Projects* • *Examples*	30
5. GESI Participatory Planning and Tools	• *Importance of GESI Participatory Planning Tools* • *Stakeholder Consultations* • *GESI Analysis and Frameworks* • *GESI Disaggregated Data*	40

Session outline (2/2)

Themes	Subthemes	Duration (Mins)
6. Gender-Based Violence and Urban Intervention	• *Key Terms and Definitions and Triggers* • *Risk Assessment Tool and Parameters* • *Hotspots and Vulnerable 'At Risk' Groups* • *Proposed Interventions* • *Ethical Considerations-Community Consultations* • *Do's and Don'ts* • *GBV Monitoring* • *Using Technology to address GBV* • *GBV Interface with AMRUT* • *Acts and Provisions*	30
7. GESI and Safeguards	• *Acts and Provisions* • *Examining DPRs for Safeguards and GESI differential needs* • *Conducting due diligence* • *Knowing mitigation measures*	40
8. Experience from the Ground	• *The iJal Women's Empowerment Program* • *Urban Water Supply and Environmental Improvement Project* • *Experiences and Lessons from The Ground* • *Women's Participation and Intervention in AMRUT* • *Capacity Building programmes in Women Self Help Groups (SHGs)* • *AMRUT Success Stories*	30

Total Duration: **270 minutes (4 hours 30 mins)**

Session 1

Introduction to Gender Equality and Social Inclusion

(30 mins)

Themes

► **Difference Between Sex and Gender**

► **Understanding Gender Inequality and Social Exclusion**

► **Defining Gender Equality and Social Inclusion**

► **Inclusive City**

► **Handouts**

Difference between Sex and Gender

Sex

Biological Construct

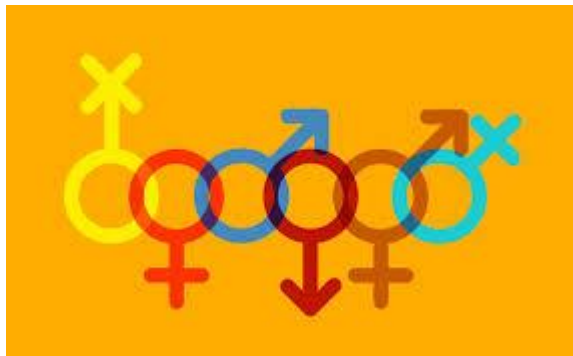Physical Abilities and Attributes Determined at Birth

Women can give birth

Men can grow beard, have deeper voice
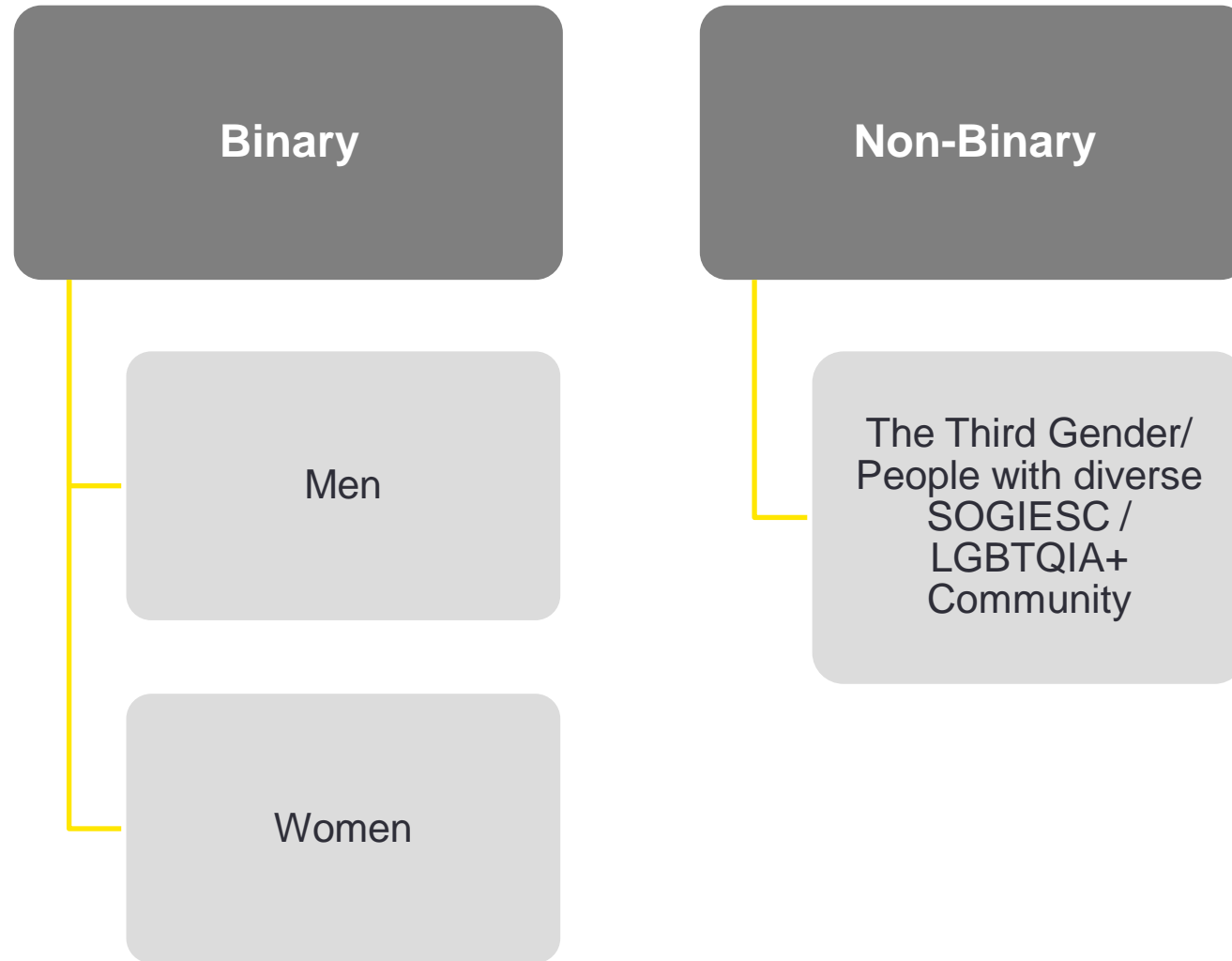
Gender

Socio-Cultural Construct

Roles, Behaviors, Responsibilities and Identities Ascribed to People in a Given society

Boys don't cry- Only men can drive

Girls are timid- Only women must do all home chores

Gender Includes Both Binary and Non-Binary People

Binary

Non-Binary

Men

Women

The Third Gender/ People with diverse SOGIESC / LGBTQIA+ Community
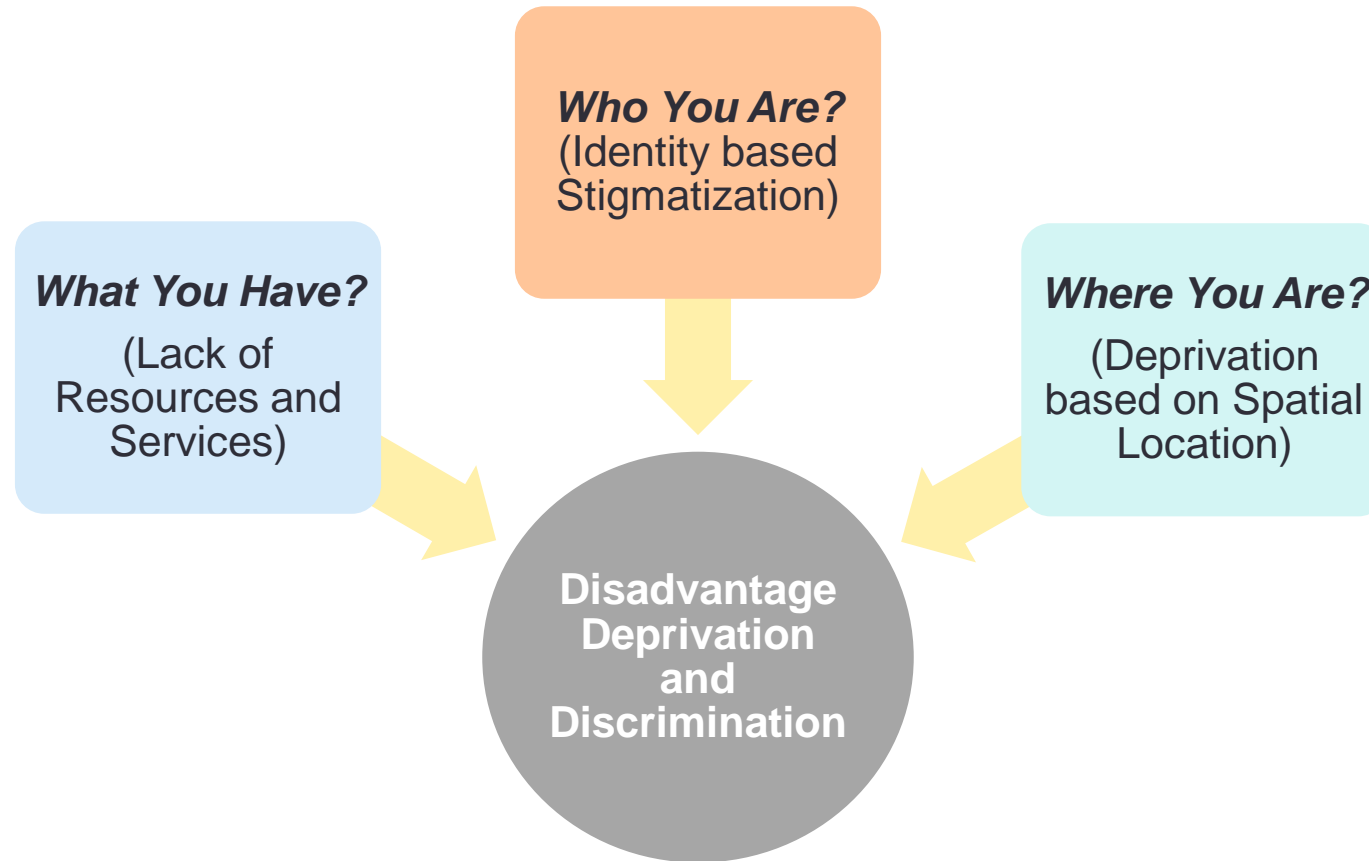
Gender Inequality and Gender Plus Discrimination

Gender Inequality

▶ Unequal treatment and disparity of people on basis of their gender in social, cultural, economic and political spheres when accessing resources, opportunities

▶ It is experienced differently across different cultures, societies

▶ Impacts their share in decision-making processes (home, community, society)

▶ Affects both binary and non-binary people

▶ **Example:** discriminatory work practices- some site operations viewed more suitable for men creating unsaid gender-biases for women in labour market

Gender Plus Discrimination

▶ Gender Plus- gender groups are not homogenous as their interests and needs differ. They can be impacted differently in different scenarios.

▶ Gender Plus Discrimination- Various underlying factors along with gender (income, age, religion, urban/rural location, occupation etc) impact individuals differently, bringing further discrimination amongst them.

▶ **Example:** Contractors discriminating in hiring care-giving working women with small children but without discriminating men with small children and other women in the projects

Defining Social Exclusion

Who You Are?
(Identity based Stigmatization)

What You Have?
(Lack of Resources and Services)

Where You Are?
(Deprivation based on Spatial Location)

Disadvantage Deprivation and Discrimination
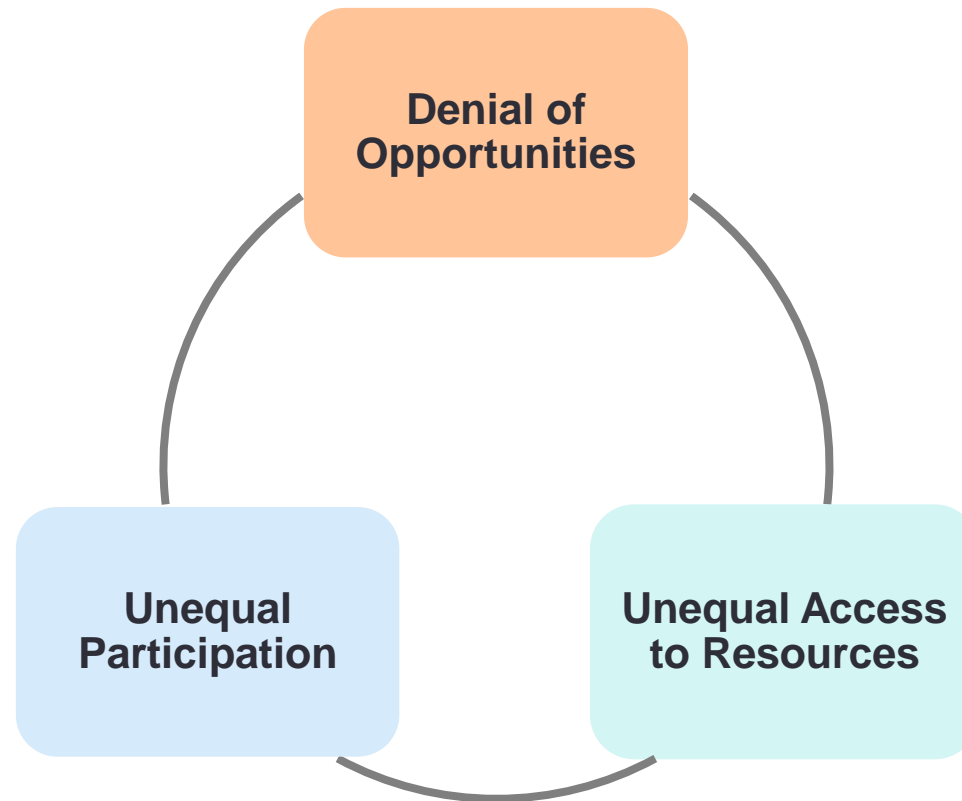
Deprivation in Social, Economic, Cultural and Political Contexts
(Through Markets, Services, Spaces and Policies)
Source: Adapted from India Social Exclusion Report 2014

Social Exclusion Symptoms

Denial of Opportunities

Unequal Participation

Unequal Access to Resources

Impacts People's Ability, Opportunity and Dignity.
Example- *Unequal Access to Water and Sanitation Resources/Services in Low Income Settlements Denies Residents the Opportunity to lead a Dignified Good Quality of Life*
Source: The United Nations, Identifying Social Inclusion and Exclusion, Leave No One Behind Agenda

Socially Excluded and Vulnerable Groups

Women and Girls

Notified and De-notified Tribes

Migrants

SC/ST/OBC

Disabled Persons

Groups at Risk

People in urban slums

Elderly Persons

Third Gender

Ethnic and Religious Minorities

Poor HHs
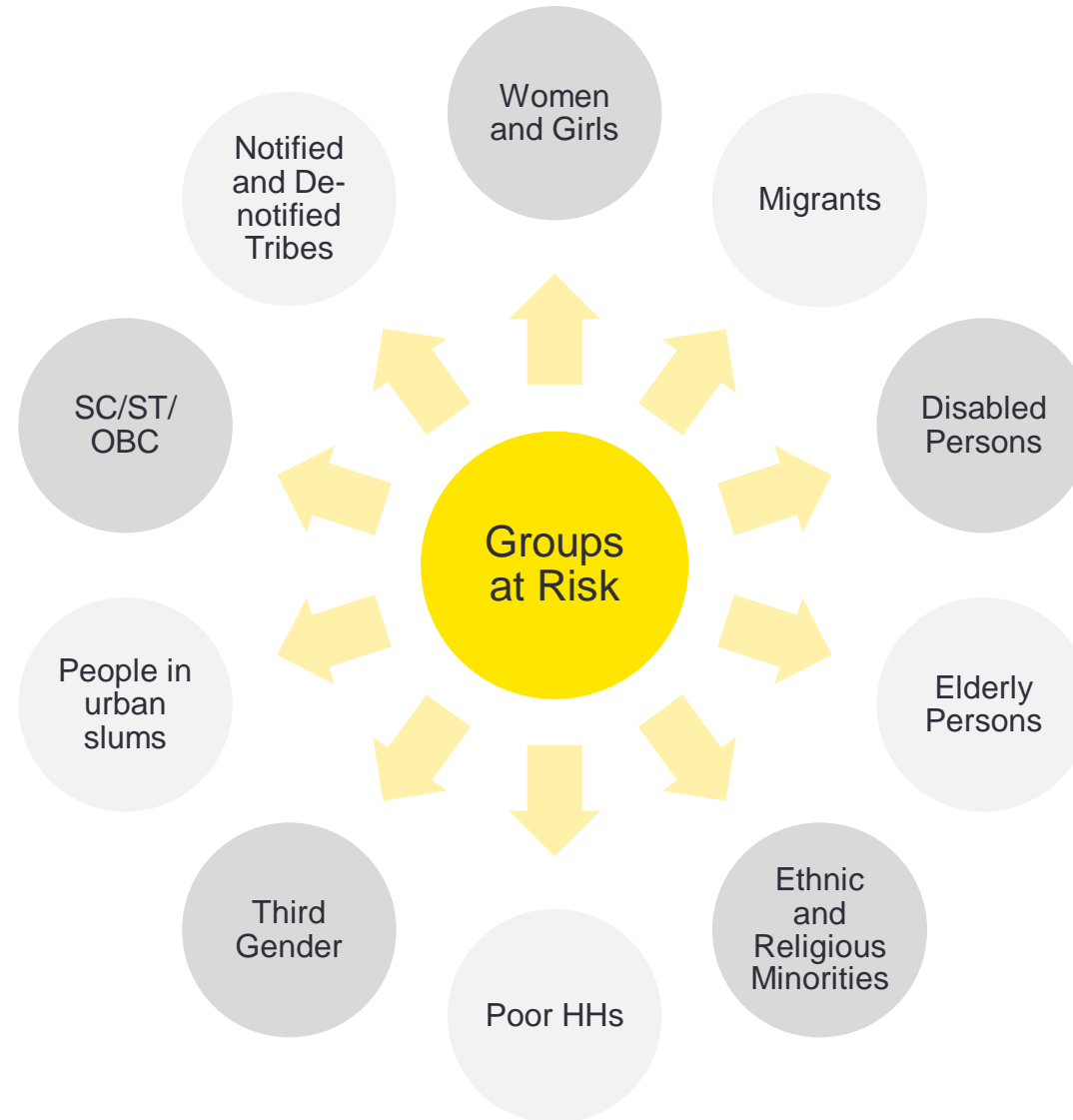
Multiple and Overlapping Disadvantages

Intersectionality Approach in GESI

Leave No One Behind Commitment (*2030 Agenda*)

DNH

SDGs

Intersectionality (*Interdependent System of Disadvantage*)

Discrimination

Marginalization

Inequality

Interconnected Factors

Gender

Ethnicity

Class

Identity

What is Gender Equality and Social Inclusion (GESI)?

Gender Equality

(Equal rights, responsibilities,

Opportunities for all genders)

Social Inclusion

(Equal participation in society's processes for all irrespective of identities, backgrounds, status, geographies etc)

GESI Society

1. Improves citizens' ability, accessibility, opportunity and dignity

2. Empowers Communities

3. Engages them in local decision-making

4. Makes Government accountable for their actions

What is an Inclusive City?

Policies (Laws, Guidelines, Action Plans)

Spaces (Political, Social, Cultural, Physical)

INCLUSIVE CITIES

Better Quality of Life for All

(Barrier Free Access and Mobility, Inclusive Designs, Safe Cities, Dignity of Work, Joint Decision Making, Pro-poor Services and Guidelines, Public Participation, Gender Balanced Work Spaces, Universal Laws and Rights, Climate and Disaster Resilient Built Environment etc)

Markets (Labour, Land, Housing etc)

Services (Social Protection, Health, Water etc)

Q: What does GESI stand for?

A:

A. Gender Equality and Social Integration

B. Gender Equality and Social Inclusion

C. Gender Empowerment and Social Institution

Q: Women living in slums and informal settlements face multiple levels of discrimination due to their:

A:

A. Hobbies, Interests and Interactions with Others

B. Gender Identities, Spatial Location, Migration Status

C. Appearance, Diet and Family Size

This will include radio buttons, vote for one option with link through quiz maker

Scenario

Q: Mr Mohan Puri is a 70 year old retired person with limited mobility. He wishes to visit the newly rejuvenated lake in his city. How can his user experience become inclusive and better?

A:

A. Through barrier free accessibility features (ramp, hand railing, wheel chair, benches etc)
B. Through a mandatory instruction of a family member assisting him as a helping aid
C. Through a complimentary snacks with his entry ticket

Summary and Key Messages

1 Term 'sex' is a biological difference between people with physiological attributes they are born with and **remains unchanged** (unless through surgical intervention). Term 'gender' is socially and culturally constructed and varies across cultures and time **which can be challenged for change.**

2 Communities can face **multiple and overlapping disadvantages**. Limited or inadequate access to basic services and resources like housing, water and sanitation etc leads to systemic discrimination amongst city dwellers **especially those in urban slums**.

3 Systematic **identification and inclusion of GESI groups** in project activities ensures far reaching positive and transformative outcomes in communities.

Further Learning

▶ Attempt this worksheet (1.3) for self paced learning. Score yourself with answers given here(1.4).

▶ Pen down your experiences and practical scenarios here (1.5) where you, any other citizen or community was excluded.

▶ For further reading:

Case Study on Do No Harm pilot – Fiji
Link: (192) Do No Harm Pilot | Fiji - YouTube

The United Nations, Identifying Social Inclusion and Exclusion, Leave No One Behind Agenda (Chapter -1)
https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf

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Session Completion Message

Thank You!

You have successfully completed Session 1.
You may now move to the next Session.

Session 2

Key Concepts in Gender Equality and Social Inclusion

(30 mins)

Themes

- ► **Social Norms and Gender Norms**
- ► **Triple Gender Roles and Responsibilities**
- ► **Practical and Strategic Gender Needs and Interests**
- ► **Handouts**

Social and Gender Norms

Social Norms

► Informal Rules, Beliefs, Actions and Opinions of a Community
► Collective Behaviour towards Practices and Innovation

Gender Norms

► Shaped by social norms; defines appropriateness of behavior based on gender
► Influences and dictates behavior and participation of women and girls
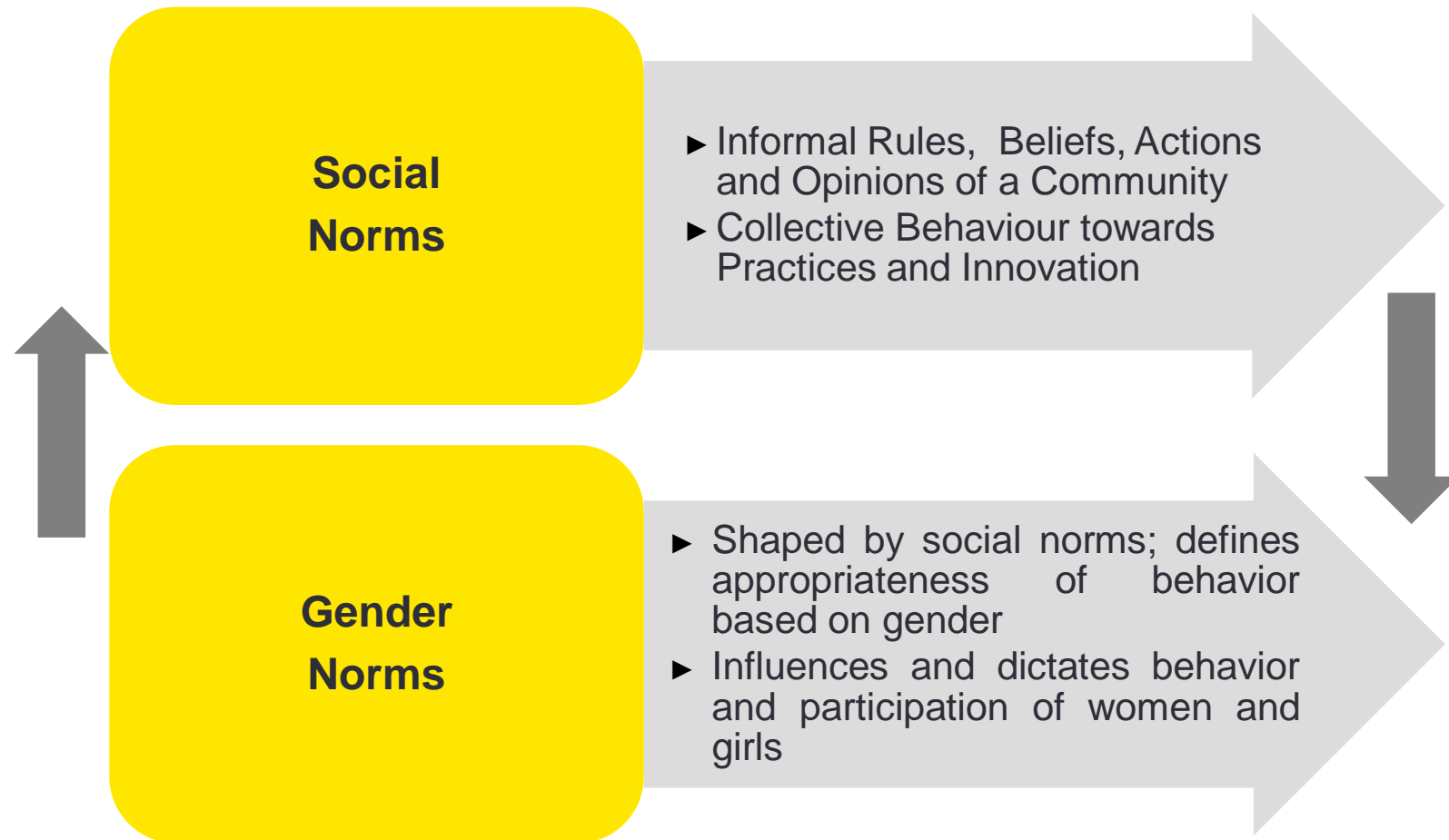
Negative Social and Gender Norms and Potential Project Risks

Social Norms
(Collective Behaviour)

Gender Norms
(Impacts Community Participation)

Potential Risks in Projects

Communities' Mistrust and Rejection for Recycled Water

Limits Women's Participation in WASH Related Decision Making Processes
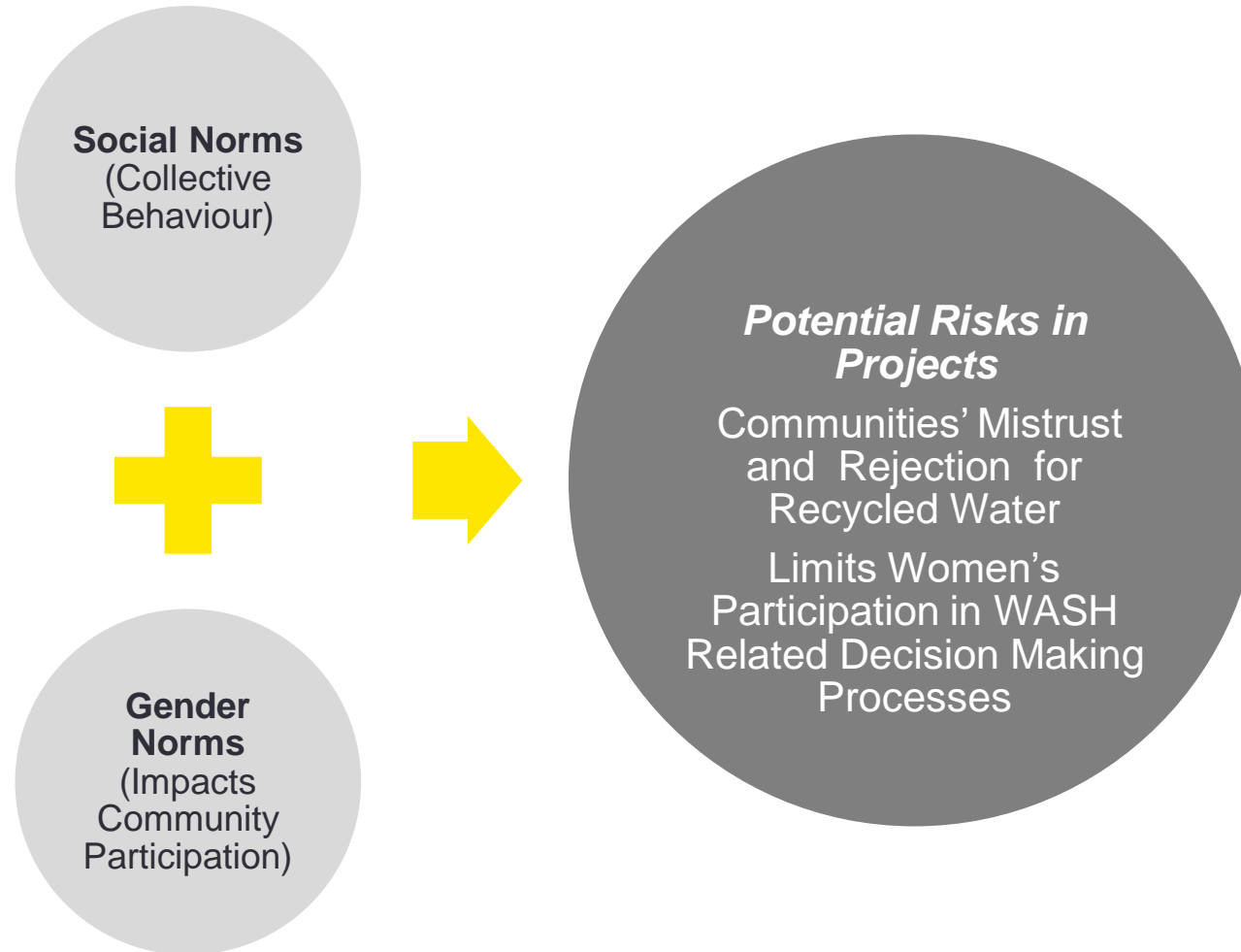
Addressing and Changing Social and Gender Norms

CHANGING SOCIAL NORMS
(People's beliefs, perceptions)

CHANGING GENDER NORMS
(institutions and power dynamics)

WELLBEING, EQUALITY IN PROJECT COMMUNITIES

(More Acceptance to the Projects, innovations, healthy engagements, transformative outcomes)
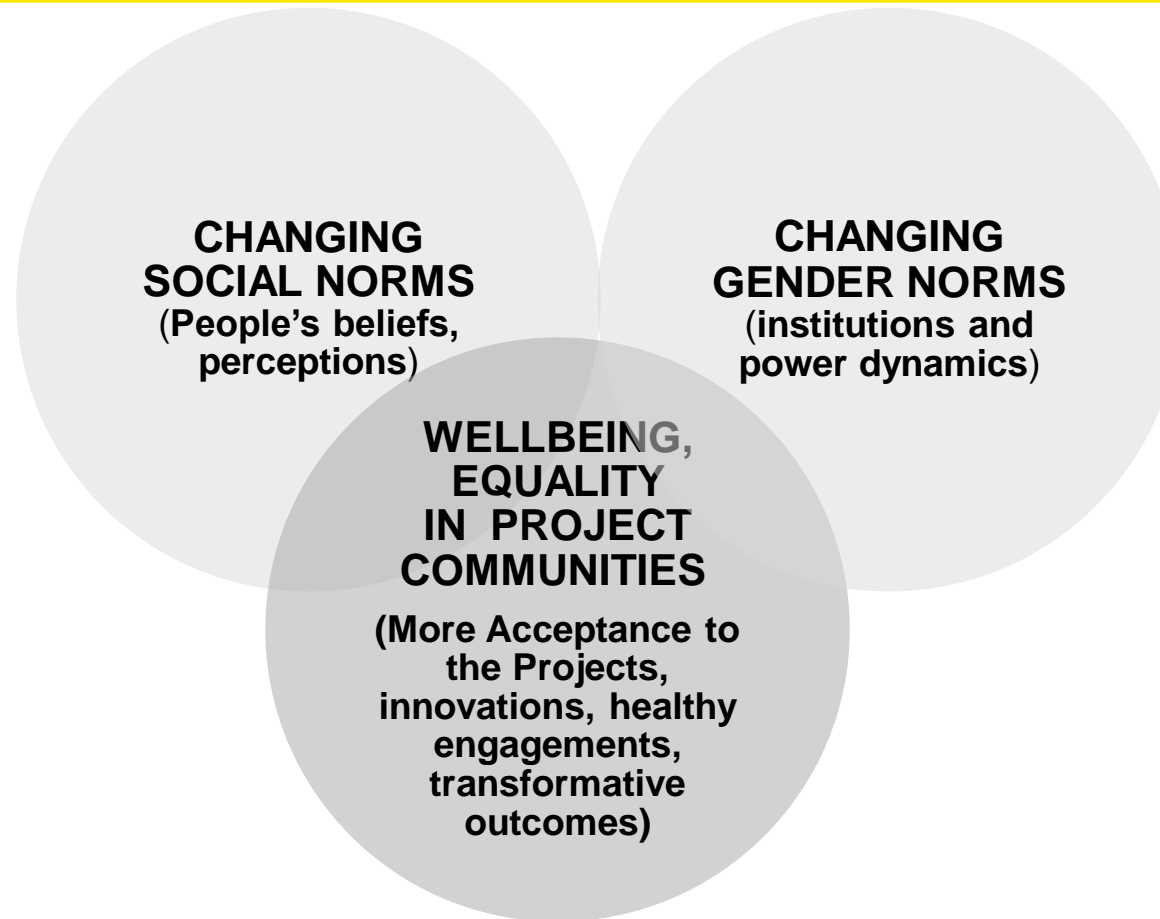
Tools to Address and Change Norms: Behaviour Change and Communication, IEC Awareness, Community Feedback Mechanism, GESI Sensitization, Transformative Leadership, Engaging with Men and Boys in GESI Discourses, Women and Women Agencies Led Interventions, Community Role Models etc.

Triple Gender Roles and Responsibilities

► Economic and Remunerative Work

► Childbearing, WASH duties, unpaid care work

1. Productive

2. Reproductive

4. Community Political

3. Community Management

► Community level formalized paid roles (decision making; mostly involves men)

► Volunteering collective social events, improvement work
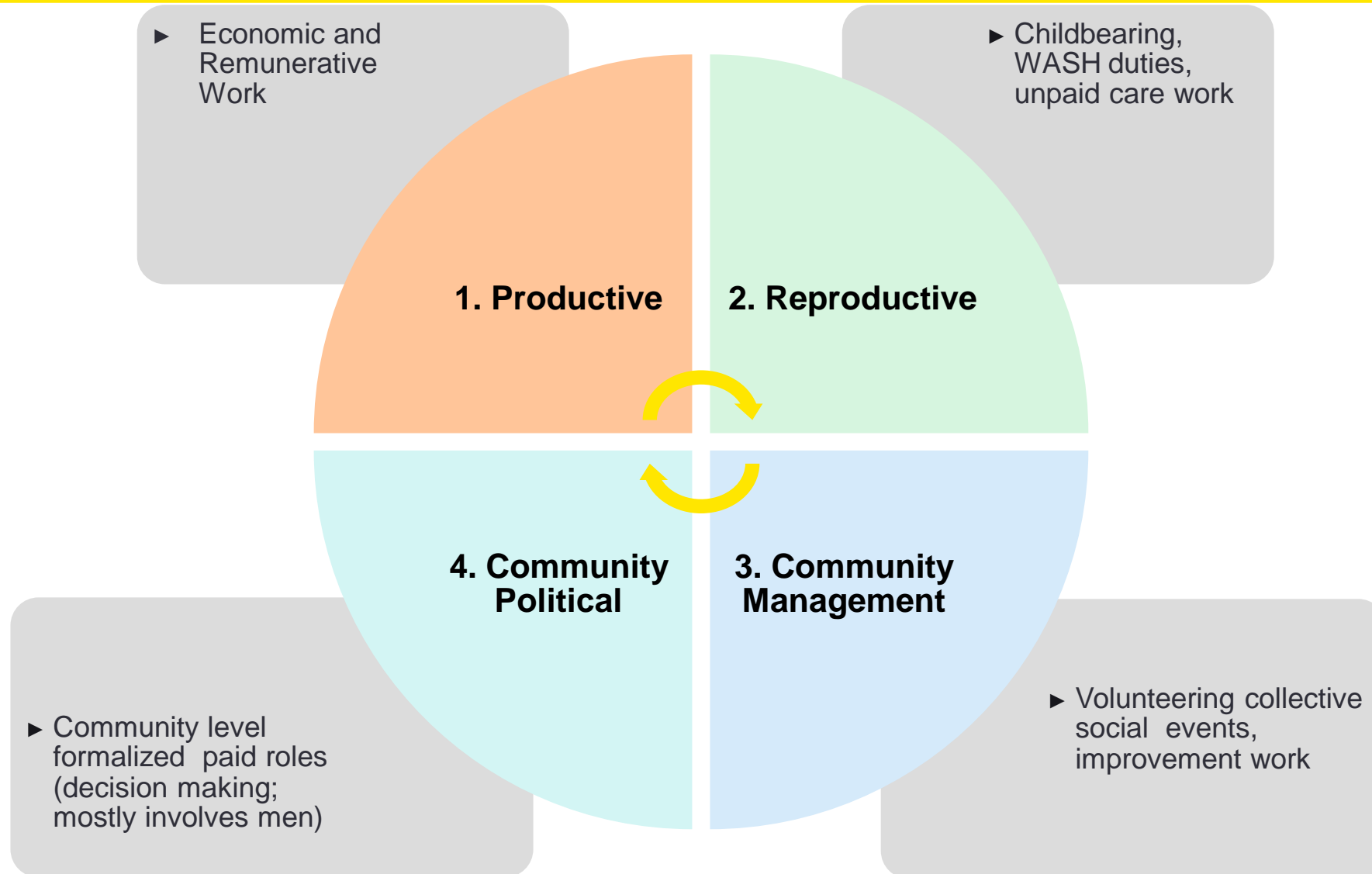
Practical and Strategic Gender Needs and Interests

PGNI

Immediate needs and practical benefits

Equitable Access to Resources

Economic Empowerment

SGNI

Transformative Change in GESI Roles & Relations

Control and Ownership over Resources

Increased Participation, Decision Making

Intervention Examples

GESI Interventions

Practical

- ▶ Access to water, climate resilient structures, open spaces
- ▶ Inclusive and barrier free EWCD design features
- ▶ Direct and Indirect jobs created in projects
- ▶ Health & Safety Measures for Migrant Workers
- ▶ Fair Compensation and Safeguards to PAPs

GESI Interventions

Strategic

- ▶ Capacity Building for Strategic Decision Making
- ▶ Policy Reforms
- ▶ Women SHGs in asset management, O&M
- ▶ Awareness Campaigns
- ▶ Advise Innovative GESI features- Gender Budgeting
- ▶ Knowledge Partnerships with GESI NGOs

Q: What comprises of Triple Gender Roles and Responsibilities?

A:

A. Religion, Culture, Politics,

B. Remuneration Parenting, Communication

C. Reproductive, Productive, Community Management

Q: Involving women in asset management and decision making fulfils:

A:

A. Practical Gender Needs and Interests

B. Productive Gender Needs and Interests

C. Strategic Gender Needs and Interests

This will include radio buttons, vote for one option with link through quiz maker

Scenario

Q: A ULB aims to run a technical training program on meter reading, spot billing, meter data maintenance, and water quality testing for 200 candidates from disadvantaged backgrounds. The ULB wishes to retain 60% of its newly trained candidates in their WASH interventions through gig economy model. The ULB officers understand that prevailing social norms can limit women's participation in a training program for non traditional trade and skills like such. What can the ULB do to ensure women's long term participation and success of the program?

A:

A. Consider a course fee waiver for some deserving women applicants after assessing the application outcome

B. Prepare and install city wide hoardings and banners for widespread publicity on the intervention, open a dedicated centralized information desk for all project related queries in the ULB

C. Rope in NGOs/CSOs, WSHGs, ward councilors, frontline workers etc for creating awareness about non traditional trade and its social acceptance within disadvantaged communities; mobilize and handhold aspiring women candidates to apply and participate

Summary and Key Messages

1 Social and Gender Norms need to be considered when designing and implementing development projects. **Projects addressing and changing negative norms bring transformative outcomes.**

2 Triple Gender Roles and Responsibilities suggest importance of setting priorities for women and disadvantage groups in planning projects and programmes to **enhance their chances of taking advantage of development opportunities.**

3 Projects/Programmes that address both Practical and Strategic Gender Needs and Interests of the communities **bring more inclusive and transformative outcomes.**

Further Learning

▶ Attempt this worksheet (2.4) for self paced learning. Score yourself with answers given here (2.5) (5 minutes exercise).

▶ For further reading:

- Defining Social Norms and Related Concepts https://www.unicef.org/media/111061/file/Social-norms-definitions-2021.pdf

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Session Completion Message

Thank You!

You have successfully completed Session 2.
You may now move to the next Session.

Session 3

GESI Dimensions in Urban WASH Interventions

(30 mins)

Themes

- ► GESI and Water and Sanitation Sector- Challenges and Opportunities
- ► Assessing WASH Projects for GESI Considerations
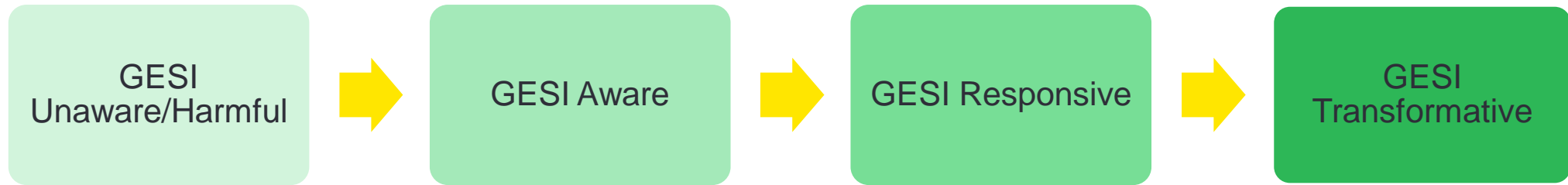- ► AMRUT 2.0 and GESI Commitments
- ► Handouts

WASH and GESI-Challenges

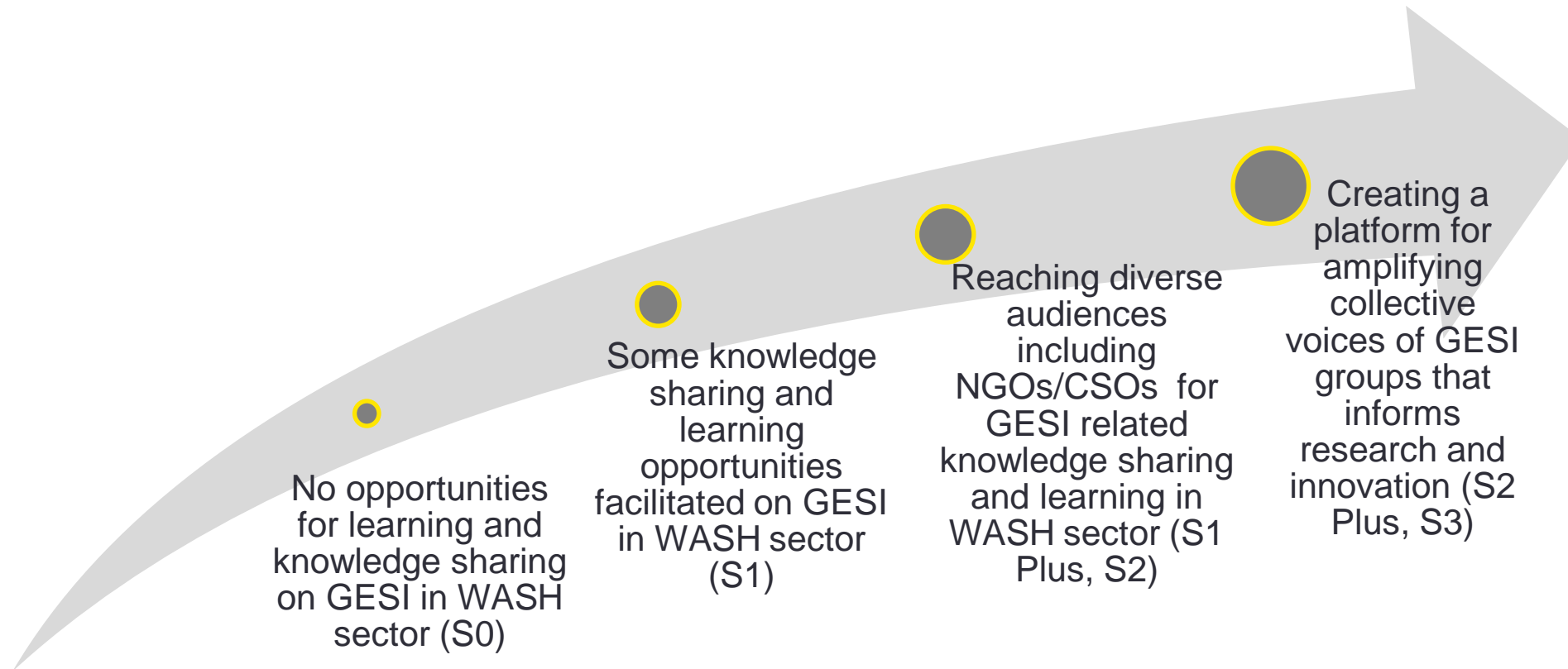| Challenges	Most Affected
► Time Poverty and Drudgery ► Income Poverty ► Loss of Labour Days and Productivity	*Women and Girls* *Urban slums, low income settlements* *Migrants*
► Health-Burden Costs ► Water Contamination and Infections ► Hygiene Risks ► School and Work Absenteeism, Drop-outs ► Unpaid Care Work	*Urban Slums, low income settlements* *Women and Girls* *Elderly, Children, **People with Disabilities (PWDs)*** *Migrants*
► Water Stress and Seasonality ► Water Crisis and Conflicts ► Gender Based Violence ► Water Procurement Costs	*Urban Slums, low income settlements* *Women and Girls* *Migrants* *Elderly, PWDs, Women Headed Households (WHHs)*
► Droughts & Floods (Climate-Change induced) ► Depleting aquifers and groundwater	*Urban Slums, low income settlements, Migrants, WHHs*
► Poor Documentation (Proof of Land Tenure) for New Connections ► Non Consultative Water User Fee /Tariff	*WHHs, Migrants, Very Poor Households (HHs)*
► Participation restrictive attitudes and behavior	*Women, and girls, Urban Slums, low income settlements, migrants, PWDs*

WASH and GESI-Opportunities

Economic	Environmental	Social	Institutional
▶ **Small Water Enterprises (Water Entrepreneurs)** ▶ **WSHGs led decentralized water management (water kiosks, ATMs etc)** ▶ **Capacity Building and Skill Trainings** ▶ **Formalized Jobs (Technical and Non-technical)** ▶ **Informal sector WASH livelihoods** ▶ **Community/public owned assets**	▶ **Communities' involvement in ground water recharge and aquifer management, community wells etc** ▶ **Collective Action (Rejuvenating Lakes, Restoring Urban Water Bodies, Maintaining green spaces)** ▶ **Climate resilient WASH infrastructure and adaptation measures** ▶ **Circular Economy and Water Security- Recycling and Reuse** ▶ **Rainwater Harvesting** ▶ **Reduction in Non Revenue Water**	▶ **Behavior Change and Education on Water Management** ▶ **Pillar of Public Health and Nutrition** ▶ **Uninterrupted education & work** ▶ **Menstrual Health and Hygiene** ▶ **Reduction in community conflicts and GBV** ▶ **Advocacy and partnership with NGOs and grassroots organizations** ▶ **Local Role Models and Champions**	▶ **Affordable and Consultative Tariffs** ▶ **Inclusive Governance and Accountability-Participatory consultations and feedback mechanism** ▶ **Leadership and Participatory Decision-making processes with communities and local governance structures** ▶ **GESI budgeting and investments** ▶ **Public monitoring, governance accountability** ▶ **Institutional capacity building of ULBs** ▶ **Convergence and leverage with other initiatives**

Assessing WASH Projects for GESI Considerations

GESI Unaware/Harmful → GESI Aware → GESI Responsive → GESI Transformative

| Targets only Easy to Reach Groups | Recognizes Differential Needs and Interests of GESI groups. Practical Needs Met | Addresses Barriers and Formulates GESI Accommodating Strategies. | Challenges harmful social norms and power imbalances with DNH approach, induces structural changes |

Assessing WASH Projects for GESI Considerations- An Example

No opportunities for learning and knowledge sharing on GESI in WASH sector (S0)

Some knowledge sharing and learning opportunities facilitated on GESI in WASH sector (S1)

Reaching diverse audiences including NGOs/CSOs for GESI related knowledge sharing and learning in WASH sector (S1 Plus, S2)

Creating a platform for amplifying collective voices of GESI groups that informs research and innovation (S2 Plus, S3)

City Managers have to invest in an initiative on Knowledge Sharing, Research and Learning in WASH Sector. Where should they invest?

AMRUT 2.0 and GESI Commitments

Local Governance Structures NGOs

- **IEC campaign and BCC** (RWAs, Ward Committees, Slum Welfare Associations, Mohalla Samitis, NGOs/CSOs)

Citizens

- **Reform agenda** -'ease of living' for citizens
- **Progress Monitoring** with citizen feedback
- **Pay Jal Survekshan-** water testing quality
- **Capacity Building Trainings**
- Involve citizens in **groundwater management, rainwater harvesting , community wells etc**
- **IEC campaign, BCC - Jan Andolan**
- **Community Engagements** through ToTs
- **Divyang Friendly Features** (Open Green Spaces)

Women and Urban Poor

- **NULM-WSHGs** for water infrastructure asset management, water quality testing
- **Capacity Building Trainings** (Water Demand Management)
- Consideration to **HHs of informal settlements and low-income groups** in projects and SWAPs

Q: A city started collecting all WASH data on gender disaggregated level for a GESI analysis. It will be viewed as a:

A:

A. GESI Unaware Intervention

B. GESI Aware Intervention

C. GESI Responsive Intervention

D. GESI Transformative Intervention

Q: AMRUT 2.0 envisages the initiative as a Jan-Andolan (People's Movement) and aims to engage with communities through:

A:

A. Circular Economy of Water (Reuse, Recycle, Rainwater Harvesting)

B. Co-opt with women SHGs and youth for water demand management, and water quality assessment

C. Information, Education and Communication Campaign and Activities

D. All the above

This will include radio buttons, vote for one option with link through quiz maker

Scenario

Q: Adil and his wife Shabana live in a low income settlement. Adil and his son Shahid never help Shabana and daughter Razia in WASH duties even when water gets scarce in peak summers. What can a civic body do to challenge such attitude and norm in its city?

A:

A. Not much can be done as it is their personal matter and Adil like other men in the city is the head of the family

B. Run a local campaign focusing on women and girls in conserving and reusing water so that they may save some time from WASH duties judiciously.

C. Run city wide BCC campaigns that promotes families and couples as role models adopting positive WASH behavior change in their own communities where both men and women practice WASH tasks equally.

Summary and Key Messages

1 Urban WASH Sector is a pathway of realizing a range of GESI needs and opportunities in **economic, environmental, social and institutional spheres especially for women, migrants and urban slum dwellers etc.**

2 WASH project interventions can be scored for their approach and criteria for GESI considerations. City managers, planners, practitioners etc **must aim for achieving gender responsive and gender transformative interventions with Do No Harm intention.**

3 AMRUT 2.0 is envisaged as a **Jan Andolan** (People's Movement) with emphasis on a range of community participation activities including women and their agencies, citizens, and local governance structures etc. **This commitment has to be translated on-ground by the ULBs through a GESI sensitive approach.**

Further Learning

- Watch short video on water-gender nexus
  https://www.youtube.com/watch?v=KCTVOqOgtvk

- Watch short video on women and the water crisis in India
  https://www.youtube.com/watch?v=sua1UU4LNtY

- For further reading:

  Why is Gender Important in Water Supply and Sanitation Projects, ADB Checklist available at
  https://www.adb.org/sites/default/files/publication/28735/gender-checklist-water.pdf
  N Mishra (2021), Strengthening an Inclusive WASH Ecosystem in India
  https://kpmg.com/in/en/blogs/home/posts/2021/08/water-sanitation-hygiene-wash-ecosystem-women-equality.html
  Jobbins et al (2018), Water and Sanitation, Migration and the 2030 Agenda for Sustainable Development, Briefing Note
  https://cdn.odi.org/media/documents/12299.pdf

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Session Completion Message

Thank You!

You have successfully completed Session 3.
You may now move to the next Session.

Session 4

Climate Change, Disaster Resilience and GESI Nexus

(30 mins)

Themes

► **Unpacking GHGs and Climate Change**

► **Climate Change Projections for India**

► **Climate Change Linkages to Urban Infrastructure Projects**

► **GESI in Climate Change Resilience Projects**

► **Example**

► **Handouts**

The Greenhouse Gases

Source: NASA

Planets and atmospheres

Mars
Thin atmosphere
(Almost all CO_2 in ground)
Average temperature : - 50°C

Earth
0,03% of CO_2 in the atmosphere
Average temperature : + 15°C

Venus
Thick atmosphere
containing 96% of CO_2
Average temperature : + 420°C

GRID
Arendal UNEP
GRAPHIC DESIGN : PHILIPPE REKACEWICZ
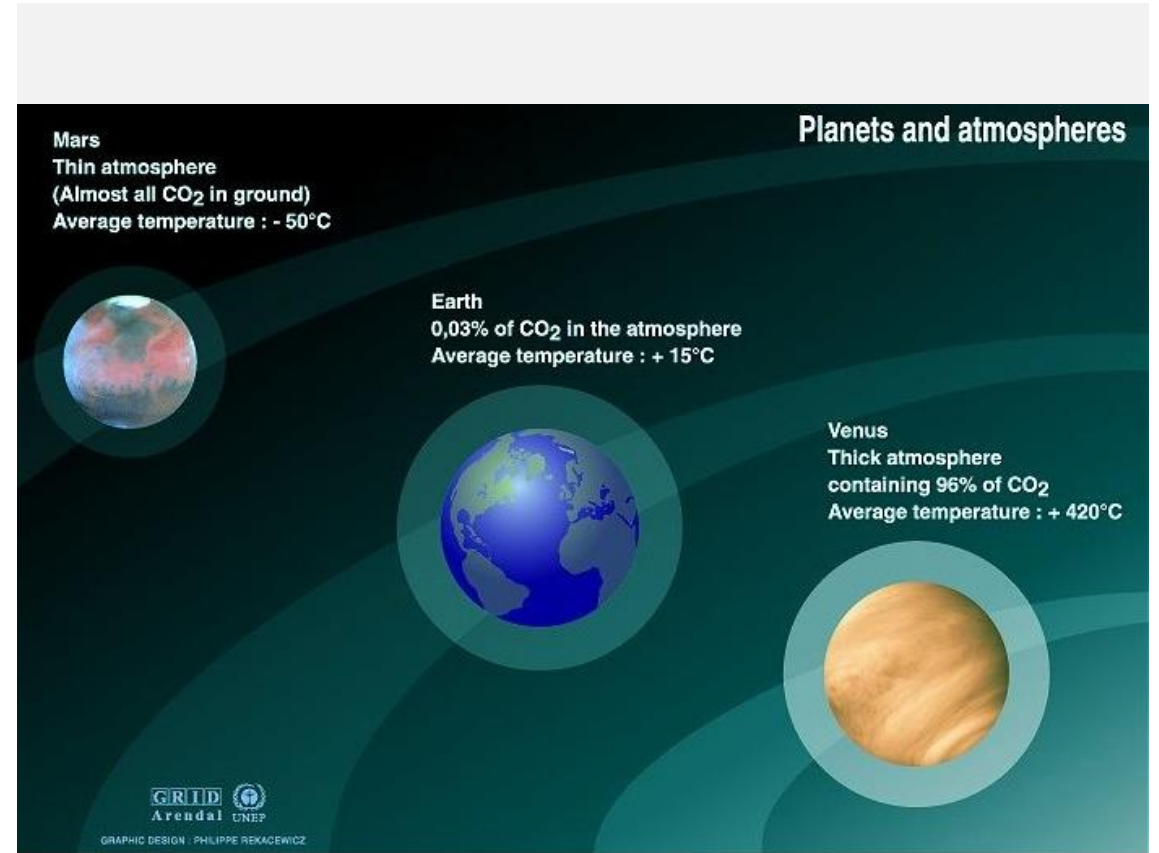
Sources: Calvin J. Hamilton, Views of the solar system, www.planetscapes.com; Bill Arnett , The nine planets, a multimedia tour of the solar system, www.seds.org/billa/tnp/nineplanets.html

Source: Climate Generation, Elizabeth Andre

The Greenhouse Effect
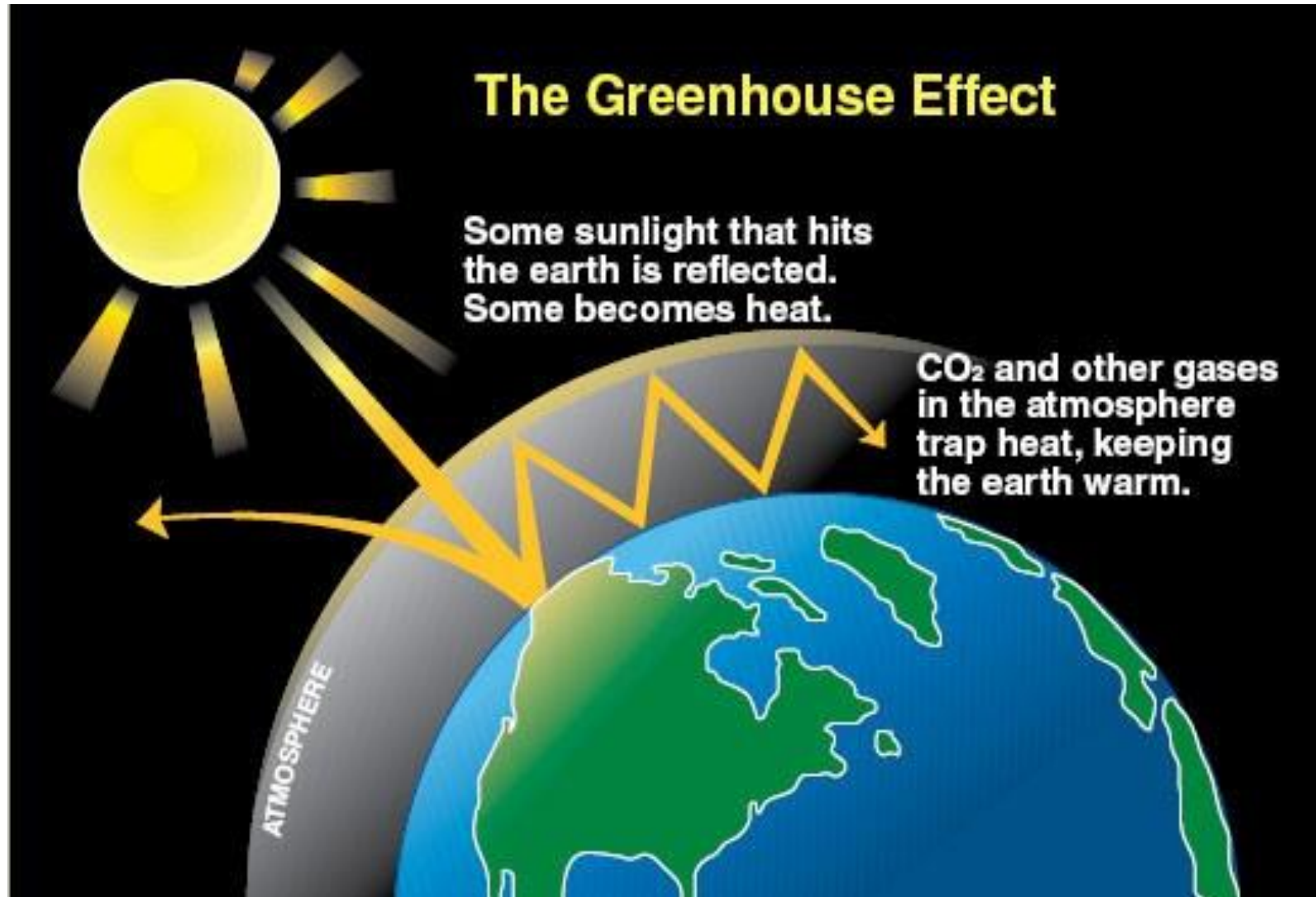
Climate Hazards in India

Flood (0–10)	Tropical Cyclone (0–10)	Drought (0–10)	Vulnerability (0–10)	Lack of Coping Capacity (0–10)	Overall Inform Risk Level (0–10)	Rank (1–191)
8.4 [4.5]	7.2 [1.7]	6.2 [3.2]	4.9 [3.6]	4.3 [4.5]	5.4 [3.8]	32

Source: Climate Risk Country Profile: India (2021)

Human Impacts From Increased GHG Emissions

Causes and effects

Increased emissions

Climate change effects
- Rising surface temperatures
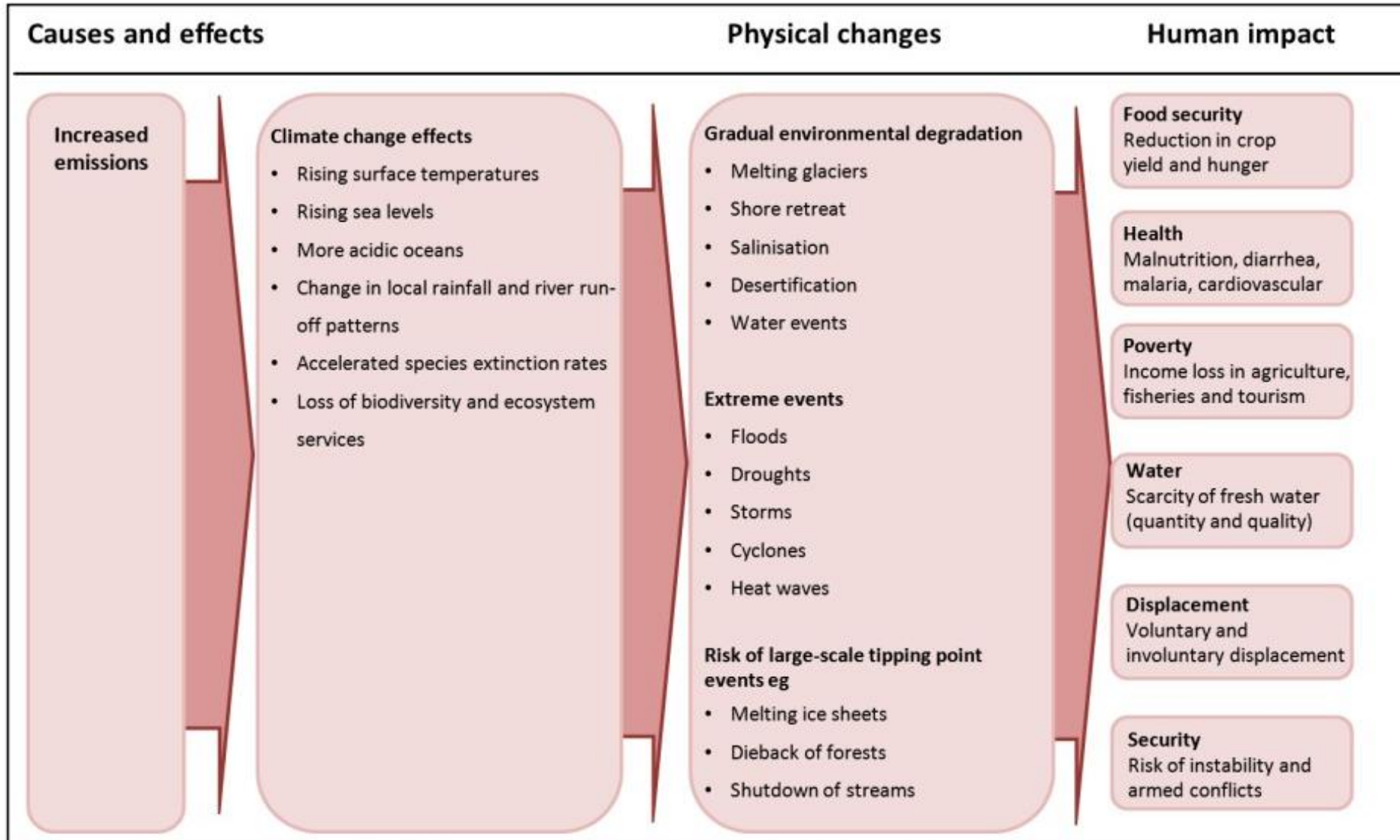- Rising sea levels
- More acidic oceans
- Change in local rainfall and river run-off patterns
- Accelerated species extinction rates
- Loss of biodiversity and ecosystem services

Physical changes

Gradual environmental degradation
- Melting glaciers
- Shore retreat
- Salinisation
- Desertification
- Water events

Extreme events
- Floods
- Droughts
- Storms
- Cyclones
- Heat waves

Risk of large-scale tipping point events eg
- Melting ice sheets
- Dieback of forests
- Shutdown of streams

Human impact

Food security
Reduction in crop yield and hunger

Health
Malnutrition, diarrhea, malaria, cardiovascular

Poverty
Income loss in agriculture, fisheries and tourism

Water
Scarcity of fresh water (quantity and quality)

Displacement
Voluntary and involuntary displacement

Security
Risk of instability and armed conflicts

Source: Dalberg analysis, in Global Humanitarian Forum (2009) p. 23.

Climate Change Impacts in Urban Areas

Flooding and Drought Impacts

Heat Islands

Ecological Degradation

Increased Demand for Water and Energy

Impact on Service Delivery Efficiency of Utilities

Increased Degradation of Road Infrastructure

Increased Incidences of Landslides in Mountain Towns

Increased Erosion in Coastal Cities/Towns

GESI and Climate Change

Vulnerability to Climate Change Impacts depends on

- **Exposure** – is strongly linked to location;
- **Sensitivity** – is the Degree to which the community is affected by the impacts;
- **Adaptive Capacity** - the ability of a system to adjust to climate change to moderate potential damages, to take advantage of opportunities, or to cope with the consequences.

Poverty is a major factor for Vulnerability; In urban poor households, share of women living in poverty is higher than men; And, pre-existing vulnerabilities are magnified by climate change;

During Climate Change related disaster events; **women, as a caregiver** to sick, children and elderly, experience health and psychological impacts, as well.

Women's role is tackling disaster events at the household level is not recognized either at the society level nor at the policy level - their role need to be more formalized by conducting appropriate training and capacity building for them.

Source: Guidebook – Gender and Urban Climate Policy 2015

Example - Understanding Utility Improvement From Climate Change Perspective

Catchment Area Management

Replacement of Pumps

Improving Water Treatment Plant Efficiency

Introducing 24x7 Water Supply

NRW Reduction

Water Conservation

Improving Wastewater Treatment Efficiency

Sludge Management

Methane Recovery

Reuse of Treated Wastewaters

Example- GESI Linkages to Utility Improvements

CATCHMENT AREA MANAGEMENT

- Source Water Quality Assessment
- Social Forestry and Nursery Management

INTRODUCING 24X7 WATER SUPPLY

- Awareness Building

NRW REDUCTION

- Awareness Building

WATER CONSERVATION

- Awareness Building

SLUDGE MANAGEMENT

- Community Participation in its use for Kitchen Gardening and Community Agriculture / Horticulture Activities.

Recommendations for GESI Involvement in Climate Change Actions

Strengthen the knowledge and skills of government staff on GESI, for analysis and integration both in the design and planning cycle of project and within their organizations.

Build **awareness** to address gender equality and inclusion among the national and local level institutions;

Understand different layers of power structures and take action to ensure that women, the poor and socially **marginalized groups** can organize themselves to take actions on climate change issues;

Invest in interventions that **reduce workloads for women** and provide for their engagement in Catchment Area Management, Treated Wastewater Reuse, Water Conservation etc.

Increase **skill levels of Women** by providing regular training and mentoring on inclusive and collaborative leadership, planning and monitoring, networking etc on climate change issues.

Q: Which of the following statements accurately reflects the current understanding of climate change?

A:

A. Recent changes in climate change are insignificant and within normal variability

B. Human activities have no impact on climate change and its solely a natural phenomenon

C. Immediate and significant reductions in green house gas emissions are crucial to limit global warming

D. Climate change will reverse on its own without any intervention

Q: Which of the following statements accurately describes the impact of green house gas (GHG) emissions on humans ?

A:

A. GHG emissions have no direct impact on human health and well-being.

B. GHG emissions contribute to depletion of ozone layer, with increased risk of skin cancer.

C. GHG emissions are responsible for global warming, leading to more frequent and severe heat waves, droughts, and extreme weather events that pose risks to human lives and livelihoods.

D. GHG emissions have a positive effect on human health by promoting better air quality and reducing respiratory diseases.

This will include radio buttons, vote for one option with link through quiz maker

Scenario

Q: A country's government is developing policies to address climate change and its impacts on vulnerable communities. They want to ensure that their strategies are inclusive. Which of the following actions would best align with GESI principles in addressing climate change?
A:

A. Implementing a climate adaptation project that focuses exclusively on men, assuming they are the primary decision-makers in the community.

B. Creating a task force that includes representatives from diverse social groups, including women, indigenous communities, and marginalized populations, to inform and shape climate policies.

C. Providing financial incentives to encourage industries to reduce greenhouse gas emissions without considering the potential socio-economic impacts on vulnerable communities.

D. Developing climate mitigation strategies that prioritize economic growth without considering the potential gender-based disparities in access to resources and opportunities.

Please select the option that best reflects the GESI principles in addressing climate change from A, B, C, or D.

Summary and Key Messages

1 There is a crucial link between climate change and GESI since **climate change affects women and disadvantaged groups disproportionately** thereby exacerbating existing social inequalities and economic disadvantages.

2 Involving women and disadvantaged groups in decision making processes in climate change concerns are vital for resilient and sustainable solutions. Having **diverse voices heard and valued will foster robust and equitable climate change policies and actions.**

3 Women can play a vital role in climate adaptation and mitigation given their local knowledge and skills. **Empowering women and integrating their perspectives in climate change will enhance effectiveness of climate solutions with equal access** to climate finance, technology, education, capacity building etc

4 GESI driven climate resilience solutions would require **collaborative partnerships** between the government, academia, NGOs and other key stakeholders for collective action

Further Learning

- IPCC Sixth Amendment Report 2023 - To access: https://www.ipcc.ch/report/ar6/syr/

- Assessment of Climate Change over the Indian Region – A Report by the Ministry of Earth Sciences, Government of India, 2020 – To access: https://reliefweb.int/report/india/assessment-climate-change-over-indian-region-report-ministry-earth-sciences-moes

- Climate Risk Country Profile: India (2021): The World Bank Group To access: https://climateknowledgeportal.worldbank.org/sites/default/files/country-profiles/15503-WB_India%20Country%20Profile-WEB.pdf

- Gazette Notification on constitution of Apex Committee for Implementation of Paris Agreement – 27 Nov. 2020;

- India's Nationally Determined Contributions (NDCs) – First Submission to UNFCCC – 02 Oct. 2015

- Updated Nationally Determined Contributions – Update Submission to UNFCCC – Aug. 2022

- Guidebook – Gender and Urban Climate Policy, GIZ GmbH, UN-Habitat and Gender CC – June 2015

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Session Completion Message

Thank You!

You have successfully completed Session 4.
You may now move to the next Session.

Session 5

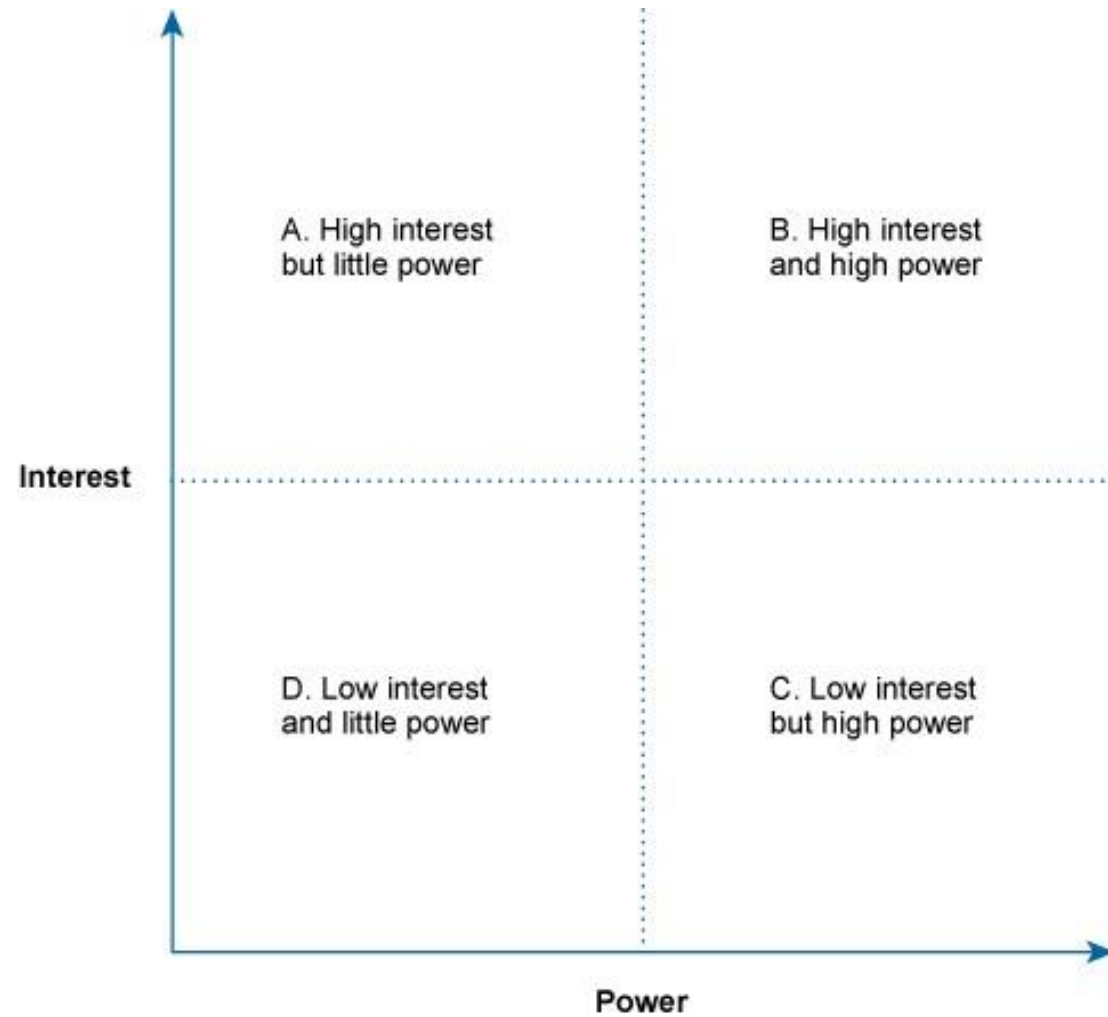## GESI Participatory Planning Tools
(40 mins)

Themes

► **Importance of GESI Participatory Tools**

► **Stakeholder Consultations**

► **GESI Analysis and Frameworks**

► **GESI Disaggregated Data**

► **Handouts**

GESI and Participatory Planning- Benefits

Central circle: **GESI Participatory Planning**

Surrounding circles:
- Prioritise Needs & Beneficiaries
- Participation in Planning Processes
- Identify Risks, conflicts, DNH
- Safeguards Compliance & Mitigation measures
- Beneficiary Feedback & Course Correction
- Opportunity to own, collaborate, empower
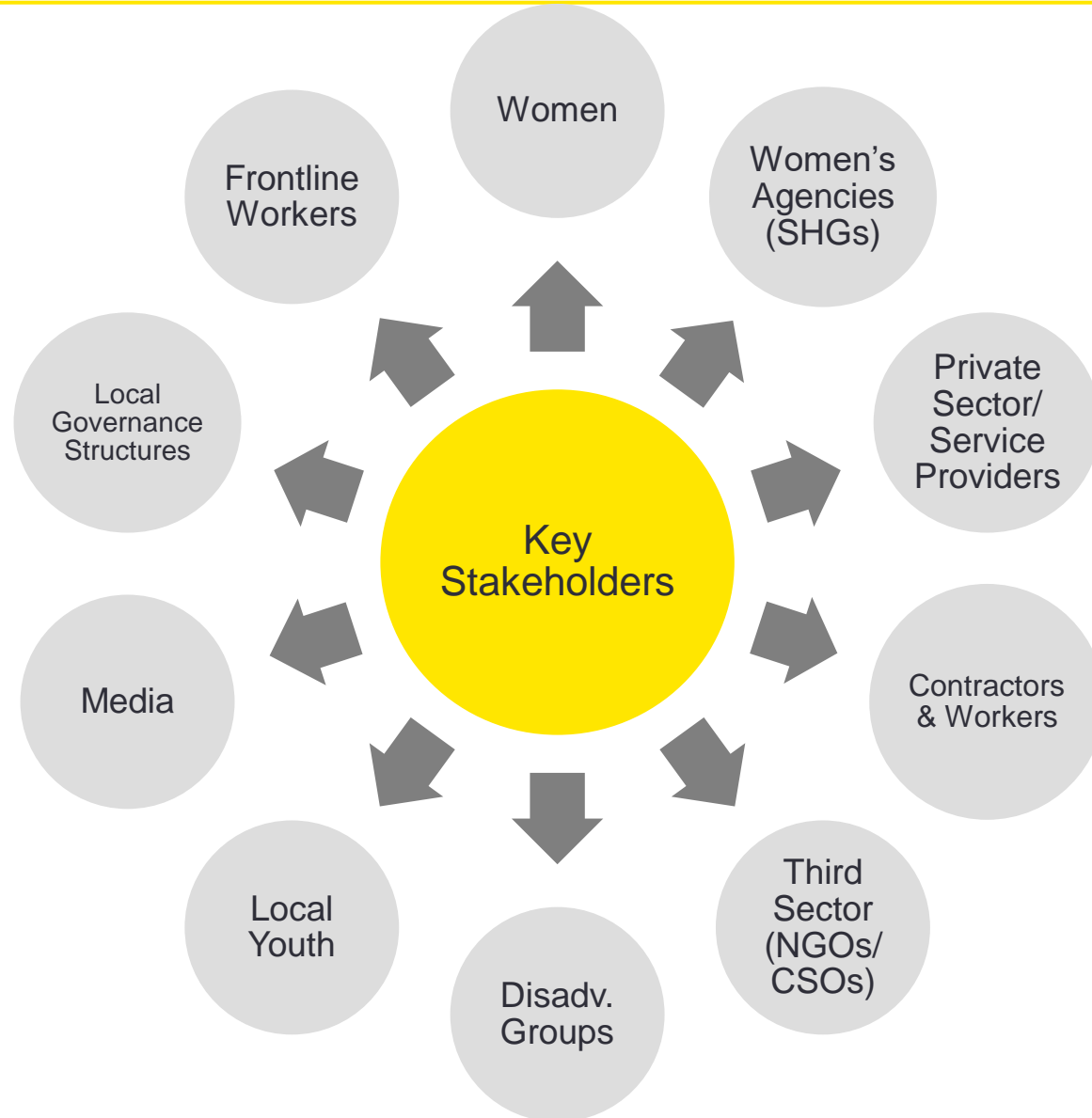- Local Contexts & Innovations

Stakeholder and Community Mapping

Stakeholder Mapping on a Power/Interest Grid

Stakeholder Consultations and Community Engagement

Key Stakeholders

- Women
- Women's Agencies (SHGs)
- Private Sector/ Service Providers
- Contractors & Workers
- Third Sector (NGOs/ CSOs)
- Disadv. Groups
- Local Youth
- Media
- Local Governance Structures
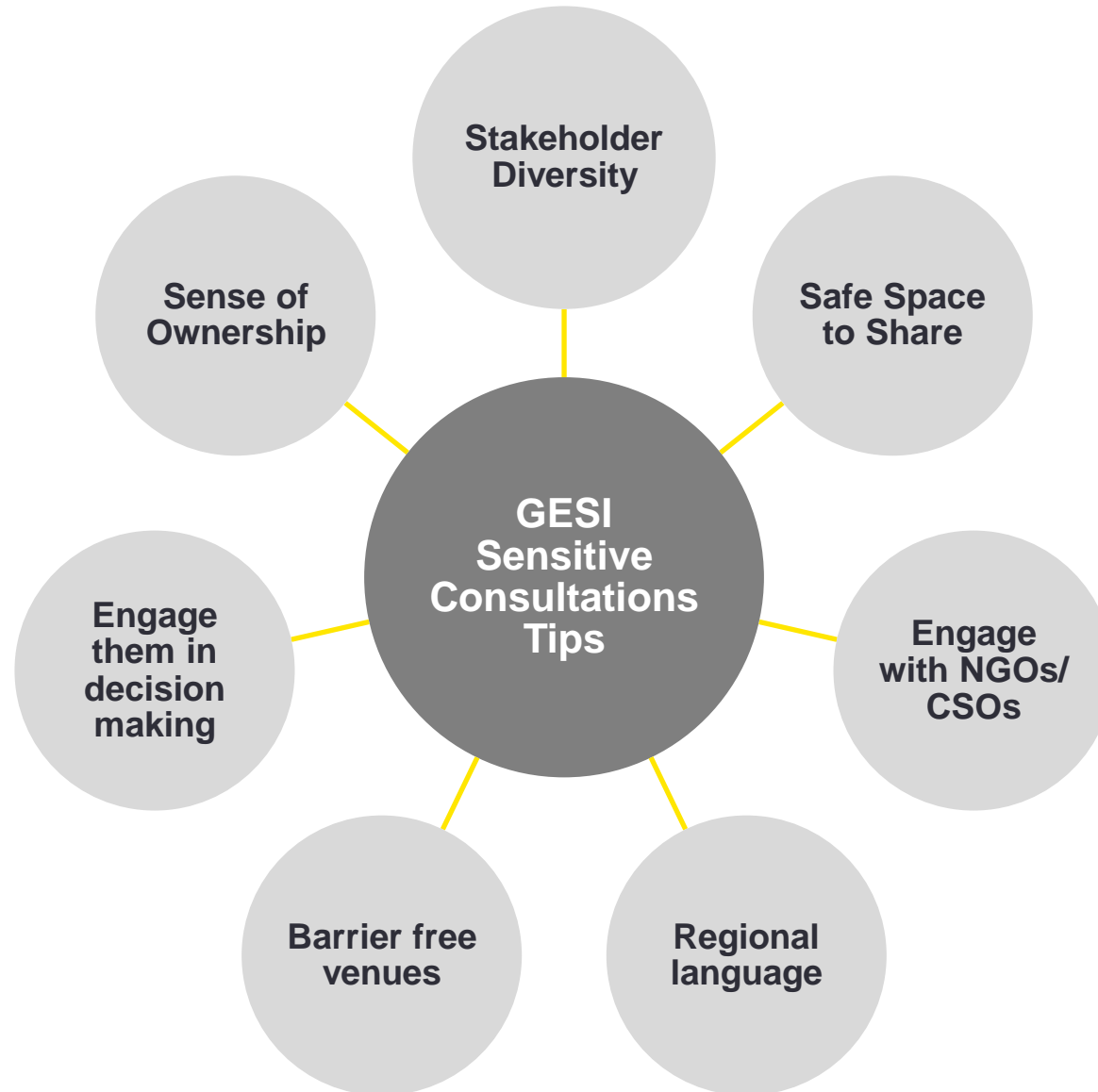- Frontline Workers

Stakeholder Identification

Stakeholder Engagement

Stakeholder planning and design

Stakeholder Feedback

Stakeholder Empowerment

# Tips When Conducting GESI Sensitive Consultations

Stakeholder Diversity

Safe Space to Share

Sense of Ownership

GESI Sensitive Consultations Tips

Engage with NGOs/ CSOs

Engage them in decision making

Barrier free venues

Regional language

What is Gender Analysis?

Makes Decisions on Use of Resource and Assets

Included or Excluded in Decision Making Processes

Included or Excluded in Institutional Arrangements

Access to Resources & Assets

Capable of Collective Agency

Who?
Who is?
Who Has?

Kind of Work (Paid & Unpaid)

Adversely Impacted by Policies & Implementation

Identifies and Analyzes Barriers and Opportunities for Women. Girls and Disadvantaged Groups in Local Contexts for a Specific Sector.
Findings lead to GESI responsive design, policies, activities, programs and structures

Key Focus Areas for Conducting Gender Analysis During Project Design Phase
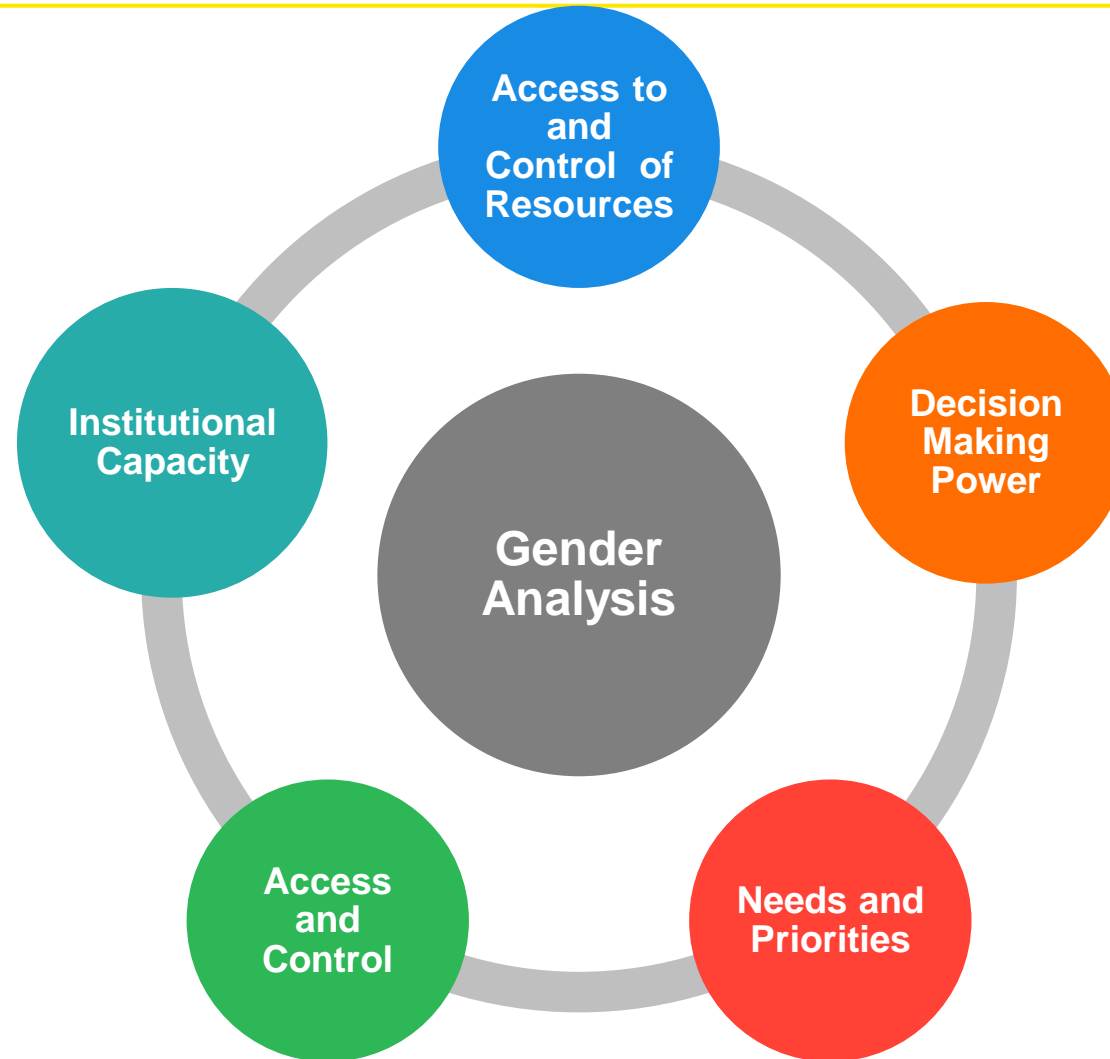
Source: Asian Development Bank, 2013

Analysis Frameworks

Moser Framework

▶ Gender Relations and Roles, Control of Resources and Decision Making in a Household

Harvard Framework

▶ Gender Roles, Activity, Access, Control and Allocation of Resources and Factors Influencing them

People Oriented Planning Framework

▶ Population Profile and Context Analysis, Activities Analysis and Use and Control of Resources Analysis

Longwe's Women Empowerment Framework

▶ Women's Empowerment is based on their welfare, access, participation and control of resources and assets

Social Relations Approach

▶ Relation between institutional realms (state, market, community and family) influencing gender relations and inequalities.

Harvard Framework Tools

Tool 1 ▶ *Activity Profile (Productive, Reproductive and Community Involvement - based on Moser's Triple Gender Roles Model)*

Tool 2 ▶ *Access and Control Profile*

Tool 3 ▶ *Influencing Factors Profile*

Tool 4 ▶ *Checklist for Project Cycle Analysis*

Tool 1: Activity Profile (Who Does What? When? Where?)

Activities	Women	Men	Girls	Boys
Productive				
Income generating ▶ Meter Reading ▶ Water Quality Testing ▶ Site Inspectors ▶ SCADA operators ▶ WTP Construction work ▶ Plumbing and Tap repairs				
Reproductive				
▶ Water Collecting and Storing ▶ Paying Water Bills ▶ Water and Hygiene ▶ Setting Complaints and Redressal				
Community Involvement				
▶ Community Mobilizing and Awareness Building ▶ Site and service/ volunteer on communal projects ▶ organizing and attending meetings ▶ Consultations and Decision Making ▶ Self Help Groups ▶ Water User Groups				

Tool 2: Access and Control Profile

	Access		Control	
	Women	**Men**	**Women**	**Men**
Resources				
► Land, Housing ► WASH Services/ Infrastructure ► Health, Hygiene ► Trainings, Skills ► Labour ► Equipment, Tools ► Extension Services ► Information Network ► Markets				
Benefits				
► Asset Ownership and Management, New Connections ► Income and Credit ► Education, Capacity Building ► Membership with collectives ► Local Leadership Power/ Prestige ► Incentives and Waivers etc. ► New Skills				

Tool 3: Influencing Factors Profile

Factors	Women	Men	Women	Men
	Constraints		Opportunities	
► Community and Social Norms ► Institutional Structures ► Demographic Factors ► Economic ► Political ► Attitude of Communities to Development Interventions				

Tool 4: Checklist for Project Cycle Analysis (1/3)

Project Cycle	Checklist (Questions- Indicative)
Project Identification	▶ **Assessing Needs** *What needs and opportunities exist for increasing women and disadvantaged groups' access to and control of resources and benefits?* *Have they been directly consulted in identifying needs and opportunities?* ▶ **Defining Project Objectives** *Are project objectives explicitly related to their needs?* *Do these objectives adequately reflect their needs?* *Did they participate in setting those objectives?* *How has the present proposal built on earlier efforts?* ▶ **Identifying Possible Negative Impacts** *Will the project adversely affect their situation (short or long term)?*
Project Design	▶ **Project Impact on Activities** *Which activities (production, reproduction, community involvement) does the project affect?* *Are there any missed opportunities for them and their roles in the development intervention?* *How can the project design be adjusted to eliminate negative impacts and harness positive ones?* ▶ **Project Impact on Access and Control** *How different project components affect their access to and control of resources and benefits at all level of activities and functions (production, reproduction, community involvement)?* *What remedial actions and innovative approach has been taken to surmount barriers and provide possible improvements?* *How can the project design be adjusted to increase their access to and control of resources and benefits?*

Tool 4: Checklist for Project Cycle Analysis (2/3)

Project Cycle	Checklist (Questions- Indicative)
Project Implementation	**► Project Staff** *Is the project staff aware and sensitized towards women and disadvantaged groups' needs ? Do personnel have the necessary skills?* *Are there appropriated opportunities for women and disadvantaged groups to participate in project management and implementation positions?* *Any special appointees for delivering project services and support to them?* **► Organizational Structures** *Does the organization have adequate power to obtain resources needed by women and disadvantaged groups from other departments/organizations?* *Does the organization has institutional capacity to support and protect project communities during the change process expected in the projects?* **► Operations and Logistics** *Are the organization's delivery channels accessible to women and disadvantaged groups?* *Are there any procedures to ensure dependable service delivery?* **► Finances** *Is there any funding for priority support to women and disadvantaged groups?* *Is the funding adequate for proposed project activities?* *Is there a mechanism to trace funds allocated and spent on them?* **► Flexibility** *Does the project has any management information system/ redressal to detect any negative effects in implementation to women and disadvantaged groups?* *Does the organization has enough flexibility to adapt its structures and operations to meet the changing and new found situations of women and disadvantaged groups?*

Tool 4: Checklist for Project Cycle Analysis (3/3)

Project Cycle	Checklist (Questions- Indicative)
Project Evaluation	▸ **Data Requirements** *Does the project's M&E system explicitly measure project's effects on women and disadvantaged groups?* *Does it collect data on such groups in a disaggregated manner?* *Are they involved in providing such data* ▸ **Data Collection and Analysis** *Is the data collected in regular intervals and frequency to make project adjustments?* *Is the data fed back to the relevant project staff and beneficiaries to allow project adjustments?* *Are women and disadvantaged groups involved in the process of collection and interpretation of data?* *Is the data from one project analyzed to provide guidance to the design of other projects (lessons learnt incorporated)?*

Good Gender Analysis Practices

Keep Frameworks Flexible

▶ Apply a hybrid approach and make adjustments to the framework as per project context and audience

Early Intervention

▶ Employ Findings from GESI Analysis early-on (Project Design and Planning)
▶ Involve local people in project planning and preparedness
▶ Include GESI Analysis in Policy Dialogues for Policy Based Interventions

GESI Disaggregated Data

▶ Develop and build on existing evidence based GESI disaggregated data
▶ Establish GESI centric indicators for project evaluation and validate data sources

Document Key Findings, Lessons Learnt, Good Stories

▶ Document progress and include findings on GESI in all major project reports
▶ Undertake reviews and discuss GESI related progress in projects

GESI Disaggregated Data

Profiles and Prioritizes Beneficiaries

Strengthens Monitoring System

Lessons Learnt and Course Correction

Identifies Root Cause of Vulnerability and Risks in social groups

Pre-requisite of a GESI Analysis

Shapes Policies and Programs

Unpacks and Assesses Differential Intervention Impacts

Identifies and Eliminates GESI Biases

GESI Disaggregated Data & AMRUT 2.0

Present Practice

- *Data captured on urban slums (CWAPs, SWAPs)*
- *Indicator on Total no. of slum population benefitted in admissible projects*
- *Pay Jal Sarvekshan monitoring assessment tool across 5 parameters (without GDD focus)*

Recommendations

- *Capture GESI Disaggregated Data on indicators like:*
- *No. of women, disadvantaged groups benefitted*
- *No. of WSHGs benefitted*
- *No. of women/community owned enterprises benefitted under PPP*
- *No. of GESI centric NGOs/CBOs partnered*
- *No. of water champions and community leaders established etc.*

Entry Points

- *Robust MIS, templates and dashboards*
- *IEC campaign data*
- *CBT trainee/ participants data*
- *Pay Jal Sarvekshan (on field validation activities and Citizens Feedback Surveys capturing feedback from women and disadvantaged groups)*

QUIZ

Q: GESI Analysis helps to identify and analyze barriers and opportunities for women, girls and disadvantaged groups in local contexts for a specific sector. When do we conduct GESI Analysis for a Project/Program/Policy?

A:

A. GESI Analysis is undertaken before the development of a project, program or a policy

B. GESI Analysis is undertaken during implementation of a project, program or a policy

C. GESI Analysis is undertaken after the implementation of the project, program or a policy

D. GESI Analysis can be undertaken before, during and after the development and implementation of the project, program or a policy

Q: A staff member can conduct Stakeholder Consultations through a range of methods including

A:

A. GESI Disaggregated Data

B. Key informant interviews, focus group discussions, consultative workshops etc.

C. GESI Analysis

D. Baseline Data

This will include radio buttons, vote for one option with link through quiz maker

Scenario (1/2)

Q: Richa is a disabled person living with her family in an area of poor WASH facilities. Getting water services in her area is now her high priority. She wants to contact a ward councilor living outside her settlement to resolve her concerns. Where would you place Richa's family and the councilor in the Stakeholder Power/Interest Mapping Grid?

A:

A. B and D
B. A and C
C. B and C

Scenario (2/2)

Q: Gurmeet, a ULB engineer is entrusted to rejuvenate a city pond located near a railway track and nestled between bastis with poor WASH facilities. The project is expected to bring many positive environmental outcomes to the city including improved water supply. It is also the life line of basti residents for domestic tasks and seasonal fishing activities. Communities use the ponds for religious activities and rituals like Chatt puja. Gurmeet fears that developing the pond may invite resistance and conflicts from the communities, potentially impacting project's progress. Gurmeet does not know this area well and comes to know about one local NGO and school working there. What should Gurmeet do now?
A:

A. Gurmeet involves city politicians to create power and pressure and goes ahead with the project
B. Gurmeet involves local NGO and school as mediators with communities to convince a buy-in on the project
C. Gurmeet conducts a stakeholder consultation with local NGO, school, local councilors, and the communities to communicate on project benefits, address their concerns, and come up with an inclusive project design features well accepted by all.

Summary and Key Messages

1 — GESI Participatory Planning helps project planners and decision makers to identify and prioritize beneficiaries and allocate resources efficiently in urban interventions through Do No Harm commitment. **GESI Participatory Planning help governments to seek social license and community acceptance in city wide WASH projects.**

2 — Stakeholder Mapping and Engagements are effective tools while designing and implementing WASH interventions for inclusive and sustainable outcomes making local governments more accountable and communities empowered through a sense of belonging and collective decision making. **Stakeholder Consultations can suggest localized innovative approaches and solutions.**

3 — Collecting and reporting progress based on GESI disaggregated data is a good practice for evaluating differential impacts and undertake course correction. **GESI disaggregated data based analysis can inform policies and programmes for transformative outcomes.**

Further Learning

► For further reading:

C March et al (1999), A Guide to Gender Analysis

Frameworks available at
https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf

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Session Completion Message

Thank You!

You have successfully completed Session 5.
You may now move to the next Session.

Session 6

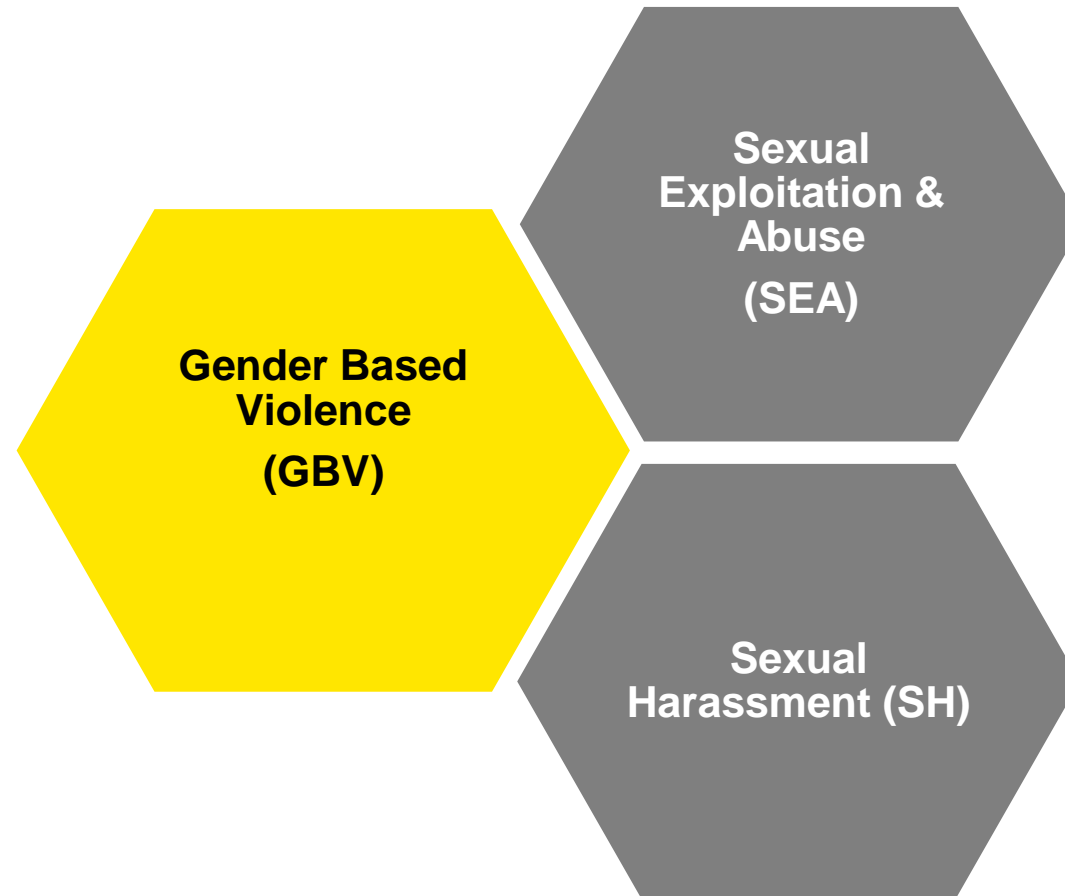## Gender Based Violence and Urban Interventions

(30 mins)

Themes

- ► Terms, Triggers, Risk Assessment Tools
- ► Hot Spots and Vulnerable "At Risk Groups"
- ► Proposed Interventions
- ► Ethical Considerations
- ► Community Awareness and "Do's and Don'ts"
- ► Interface with AMRUT 2.0
- ► Acts and Provisions
- ► Handouts- 1&2

Gender Based Violence

Gender Based Violence (GBV)

Sexual Exploitation & Abuse (SEA)

Sexual Harassment (SH)

Women and Girls are Disproportionately Affected

Objectives of GBV Assessment

Identifying Risks of GBV

(SEA/SH)

Mitigation Measures

Assessment of the Risk and Address
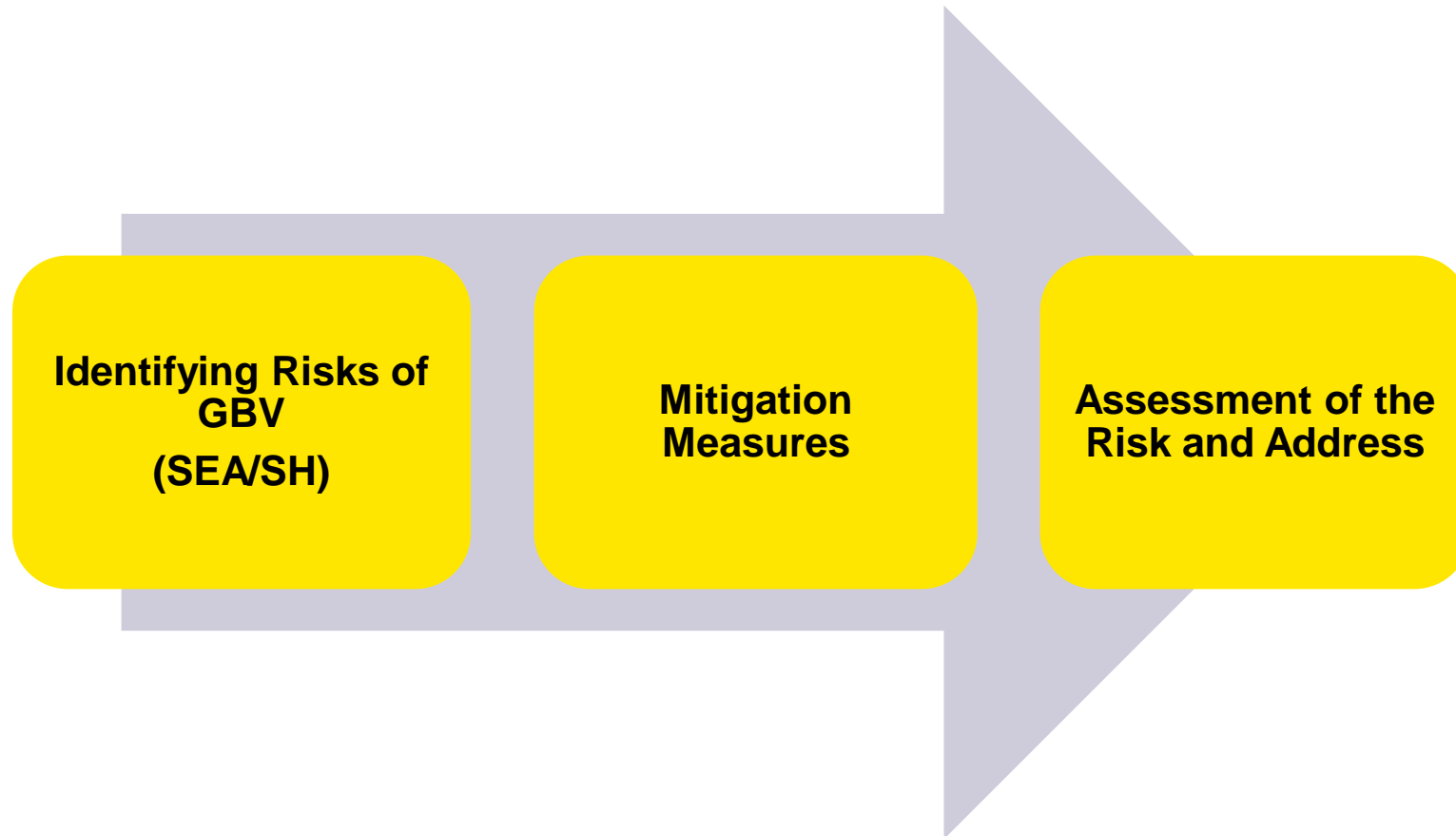
Forms of GBV

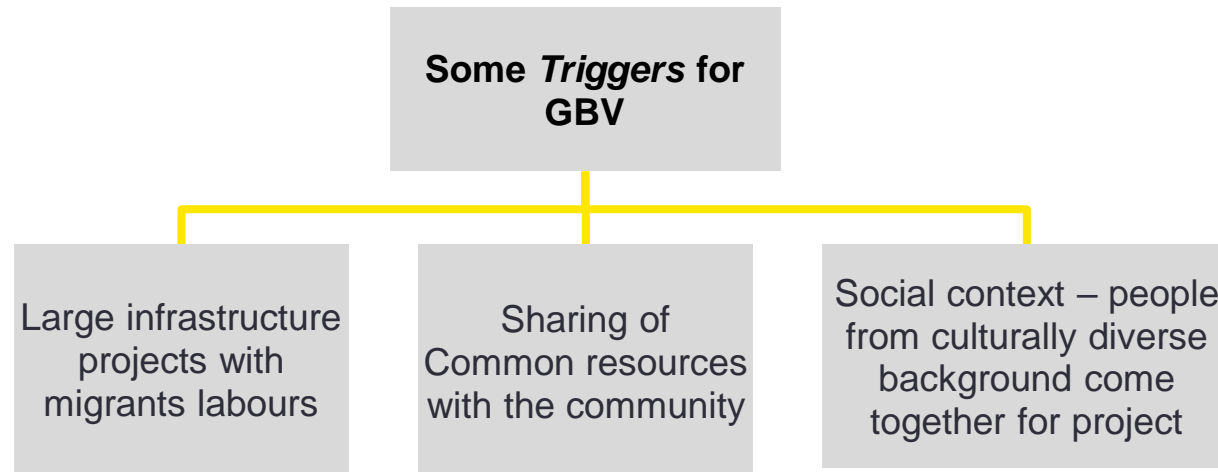a. **Sexual Harassment (SH)**

b. **Sexual Exploitation and Abuse (SEA)**

Sexual Exploitation and Abuse (SEA)	Workplace Sexual Harassment
• Exploitation of a vulnerable position, differential power or trust for sexual purpose • Actual or threatened sexual physical intrusion	• Unwanted sexual advances • Requests for sexual favors • Sexual physical contact

Triggers and Risk Management

Some *Triggers* for GBV

Large infrastructure projects with migrants labours

Sharing of Common resources with the community

Social context – people from culturally diverse background come together for project

GBV Risk Management Project Cycle

Assess GBV Risks

GBV Risk Mitigation Options

Monitor Results

Addressing GBV Risks

Implement Mitigation Techniques
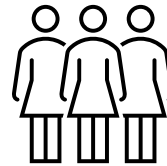
Select Mitigation Techniques

GBV Risk Group & Area of Risks

Groups which are "At Risk"
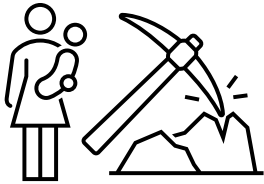
Migrant Laborers

Local Women Folk

Women Staff

Some Areas of High GBV Risk

- *Labour Camps*
- *Any school / Vocational training centres*
- *Bus stops*
- *Labourers residing in the community and intermingling*

Addressing GVB Risk (1/2)

GBV Action Plan	Worker signing Code of Conduct	Training for Contractors, Consultants and Clients
An effective **'GBV Action Plan'**	Workers sign a **CoC** as a first line mitigation measure and include prohibitions against sexual activity with anyone **under the age of 18**.	Training modules that **incorporate GBV into the regular Occupational Health and Safety (OHS) 'toolbox'** meetings with workers, official training and/or standalone training efforts.

Addressing GVB Risk (2/2)

| GBV Incident Reporting Mechanism	GBV Training for the Community	
GBV incident **reporting mechanism, accountability structures, and referral procedures**	**Training on GBV**	Training of both **project-affected communities and project implementers** allows all stakeholders to understand the risks of GBV

Grievance Redressal Mechanism

GBV Service Providers

Multiple Compliant Channels

Confidentiality

3 Pillars of GRM
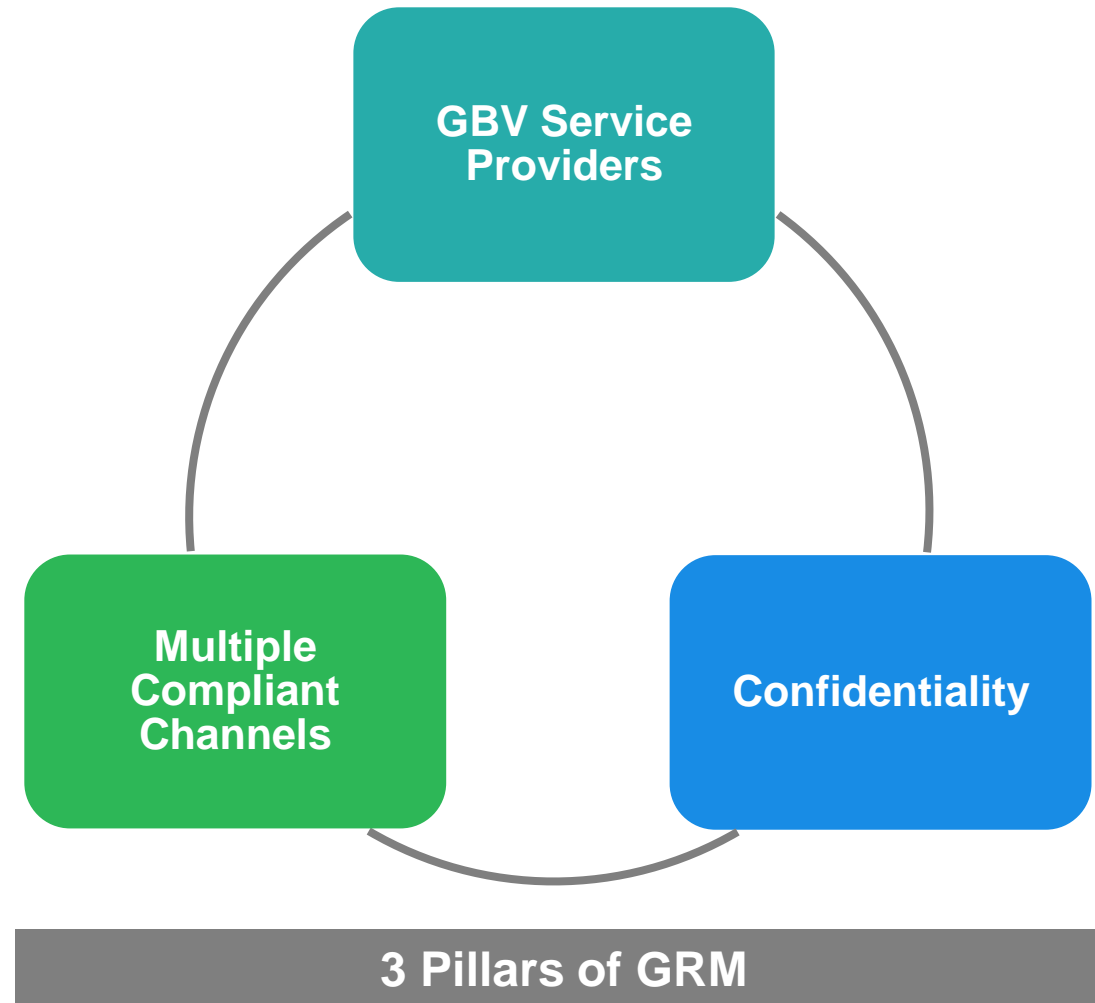
Monitoring and Reporting

GBV Indicator
- ► Successful implementation of agreed GBV Action Plan
- ► Number of training courses related to GBV delivered
- ► Percentage of workers that have signed a CoC; and/or
- ► Percentage of workers that have attended the CoC training.

GRM Indicator
- ► Number of GBV grievances that have been referred to GBV Services Providers.
- ► Time it took to resolve the GBV-related complaint.

Increase in the number of reported cases does not necessarily mean that GBV incidents have increased but likely reflects improved mechanisms for safe and confidential reporting and increased interest in accessing GBV support services.

Dos and Don'ts of GBV Handling

Lower distress

Integrated with women welfare

Privacy and confidentiality

Dos & Don'ts

Judgemental Questions

Same HH not to discuss Violence

Supportive Qs
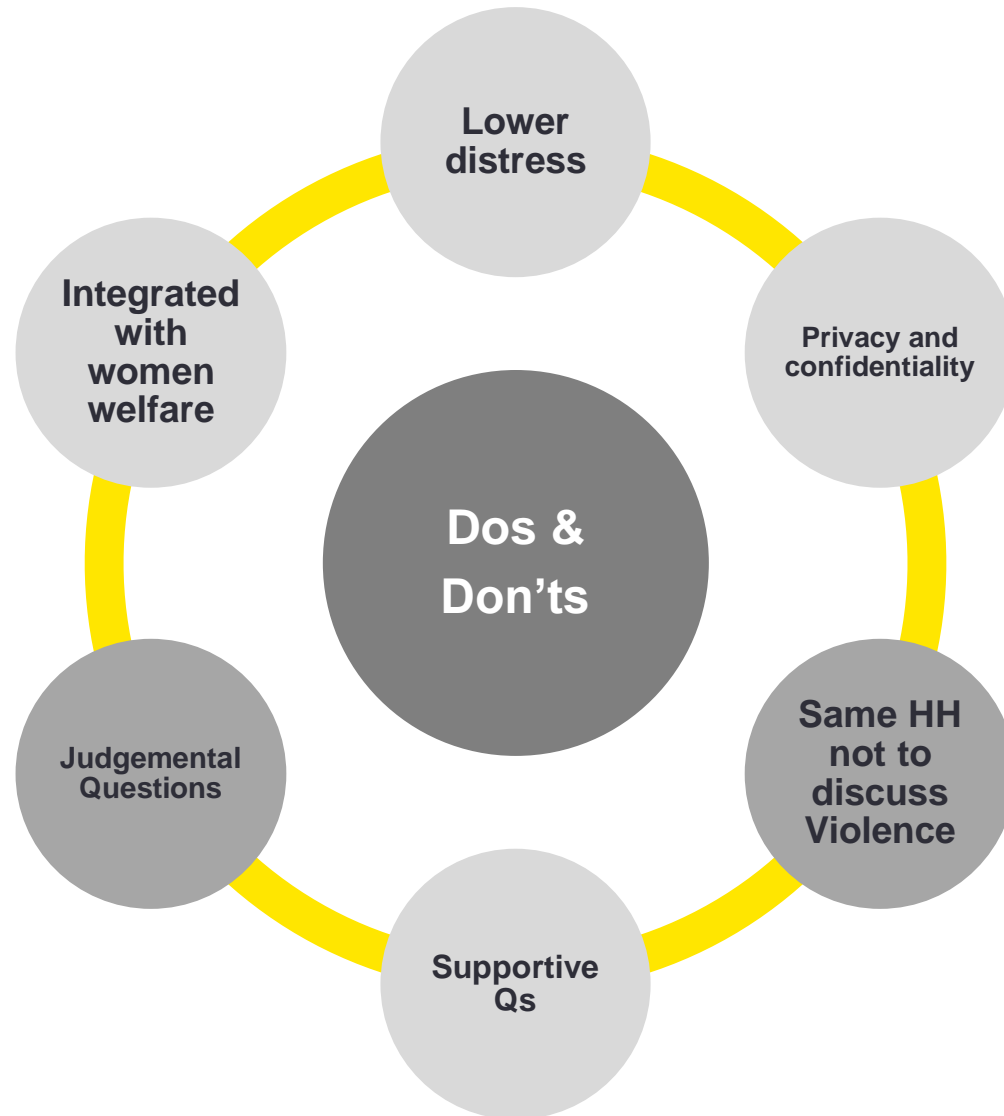
► Occurrences do not happen

► Sensitizing about GBV

► Victim comfortable

► Privacy maintained

► Grievance Redress

GBV and AMRUT 2.0 Interface

Conflicting scenarios :
Some examples can be:

Water Collection from PSP and water thefts

Host and Migrant Community in access to ponds

Common Toilets

Safety in parks and open spaces
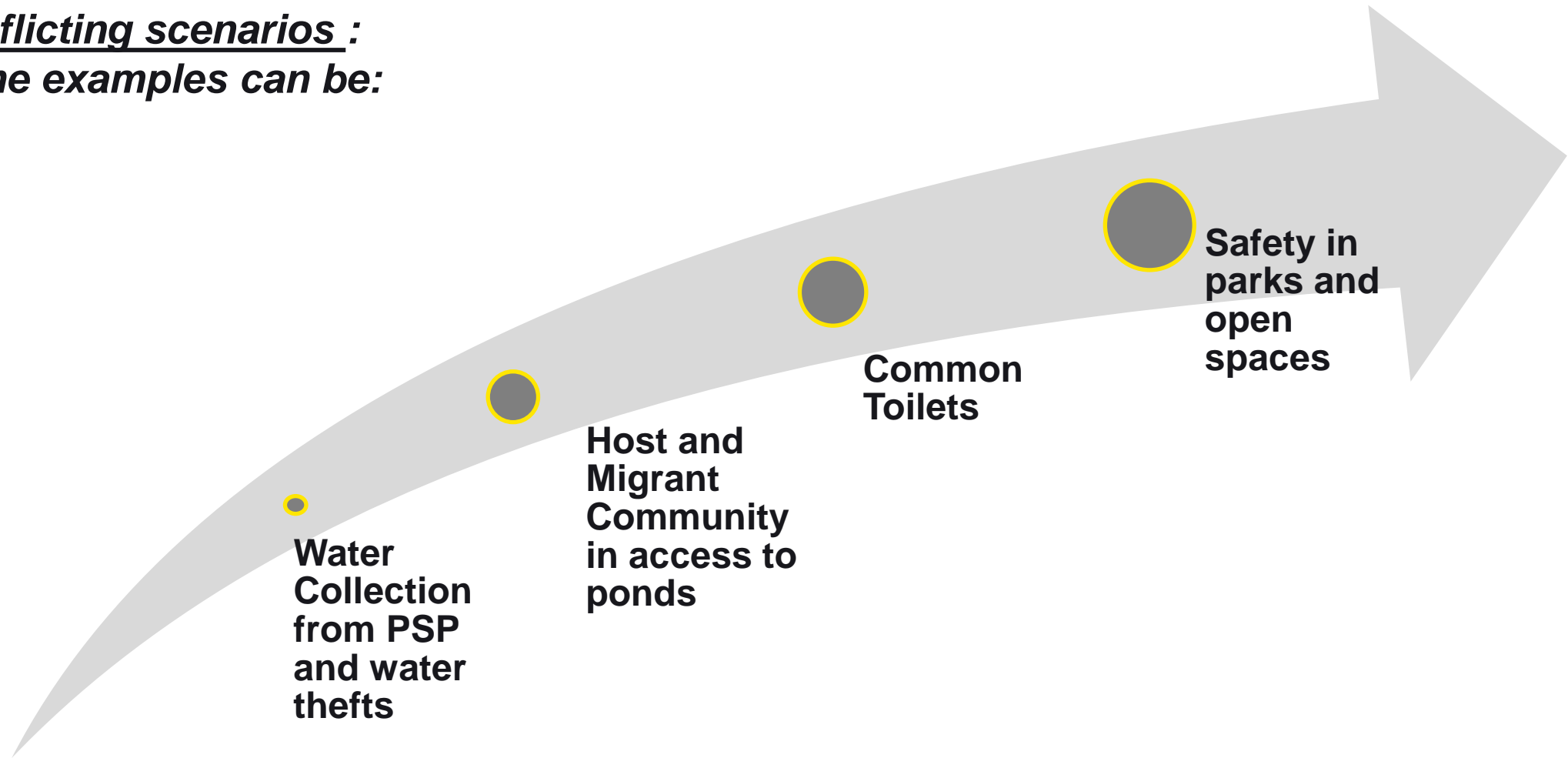
Summary and Key Messages

1   All projects need to **guard** against GBV. During the sessions, participants to **open up** about their personal and professional journeys toward a better understanding of the significance of GBV.

2   **IA/EA to realize that the job was not only about building infrastructure**, it was also about understanding the **impact** a project had on the communities around the project site, and about managing **social risks**, especially for women and children.

3   Post training, it is expected that several agencies will **proactively** incorporate activities to **mitigate** the risk of GBV their projects may exacerbate. For example, the Ministry may ask workers to sign a **Code of Conduct (CoC)** and reinforce the messaging of the CoC in daily **toolbox** meetings.

4   Moreover, the ministries are not just to see their operations as a potential for increasing risks of GBV, they are approaching GBV as an area where they can contribute to **positive change** and are committed to playing a part in the elimination of violence against women and girls in particular.

3 Exercises on GBV

Exercise 1: **Recognition of common GBV forms**	Topics	Rating			Remarks
Ask participants to rate (high, medium, low) against each topic and justify the same in words, phrases etc. in remarks.	**GESI friendly workplaces**				
	GBV within /outside workplace. Which is more common?				
	Are GBV related concerns addressed?				
	Verbal or Physical Abuse – Which is common?				
	Comfortable working hours /Flexi timing preference				
Privacy to be Maintained	**GBV Reporting**				

Exercise 2 : **Recognition of common GBV forms** Show the participants some placards and ask them to decide which statements come under GBV. *Privacy to be Maintained*	• **Good Touch vs Bad touch**	• **Women/men cannot report any GBV within family/extended family**
	• **Night work-shifts are reserved only for men as safety issues might arise with women**	• Domestic Violence is part of marriage
	• **Men must take all home related financial decisions since they are head of the family and women will abide by those decisions otherwise confrontations might lead to violence**	• Men harassing men in work place
	• **Pink toilets need to be safe with proper locking system in place and hygiene should be maintained**	• Women and girls can refuse undue favours at work.
	• **Verbal abuse may be ignored and can be avoided for reporting.**	• Women who break stereotypes (pilots, public transport drivers etc) should feel comfortable during their work hours.

Exercise 3: Practical Scenarios of GBV	Scenarios	Who?	How?
	Bad touch within family /extended family		
	Discriminated due to gender		
	Ignored due to their age – offender		
	Unsafe Public facilities		
	Threatened due to their social and economic status		
	Threatened due to their caste, religion and ethnicity		
Privacy to be Maintained	Threatened due to their lack of domicile status and/or inter-state movements		

Further Learning

► **Visakha Guidelines**: The Vishaka Guidelines were a set of procedural guidelines for use in India in cases of sexual harassment. They were promulgated by the Indian Supreme Court in 1997 and were superseded in 2013 by the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

► Resource Materials in the form of handout 1and 2 is provided with the Module.

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Session Completion Message

Thank You!

You have successfully completed Session 6.
You may now move to the next Session.

Session 7

Key Concepts in Social and Environmental Safeguards and GESI

(40 mins)

Themes

- ▶ **Context – Relevance of Social and Environmental Safeguards**
- ▶ **Impact Assessment and Risks**
- ▶ **Environmental and Social Management Plan (ESMP)**
- ▶ **Consultations – Throughout project cycle**
- ▶ **Identifying, Mapping and Analysis of Stakeholders**
- ▶ **Grievance Redressal Mechanism**
- ▶ **GESI & Safeguards Interface with examples**
- ▶ **Handouts 1, 2 & 3**

Layout of the Session- Warm Up

- ▶ The concepts of physical/ economic displacement, temporary /permanent impacts.
- ▶ The **concepts and definitions** of IR, IP, Vulnerable, Cut-off date, NTH vs TH etc
- ▶ The **applicable national law** (RFCTLAAR, 2013, **State Laws**)
- ▶ Safeguards and GESI Interface

- ▶ Through its environmental and social safeguard assessment and monitoring processes, it will seek to ensure that the sub- projects it finances are designed and implemented in such a way as to:
  - ▪ **Optimize social and environmental benefits.**
  - ▪ **Minimize adverse environmental and social impacts.**
  - ▪ **Comply with appropriate social and environmental standards**
  - ▪ **GESI Responsive**

Why Safeguards?

Sensitization on social and environmental safeguard concerns

+

Orientation of Executing agency towards these softer components

(GESI & Safeguards)

→

Cross cutting issues are major focus areas of AMRUT 2.0.

Safeguards- Objective

Avoid
Minimize
Explore Alternatives

Manage Environmental & Social Risks

Meaningful Consultations
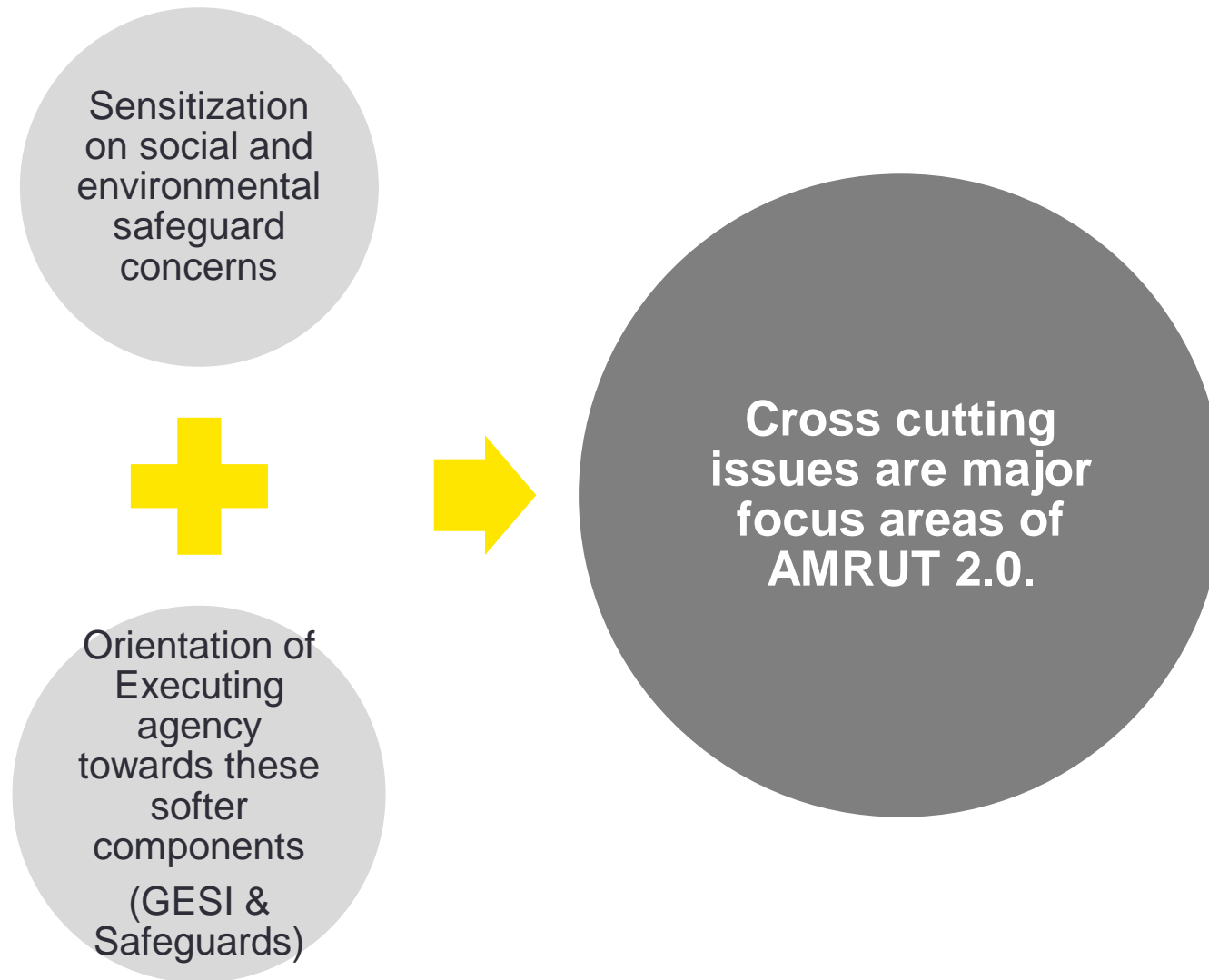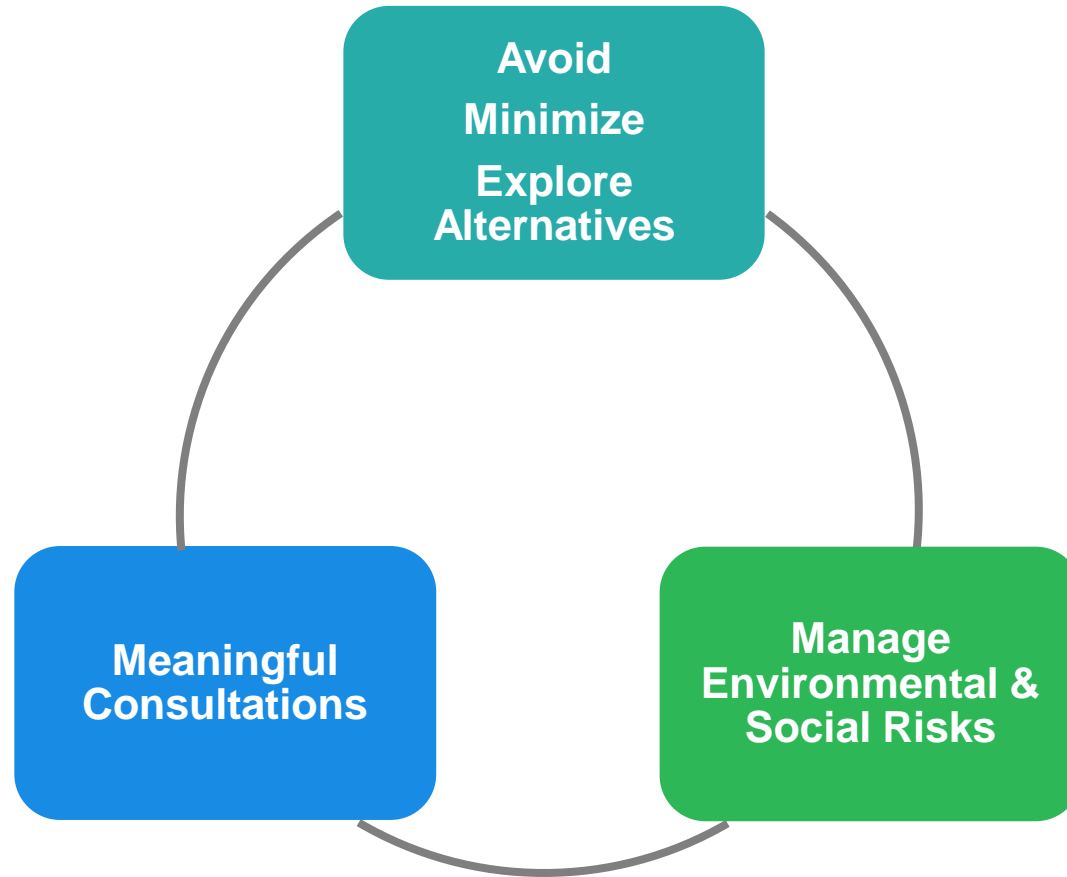
Key Environment & Social Related Processes

1 • **Screening and Scoping**

2 • **Baseline Environmental & Social Assessments**

3 • **Environmental & Social Impact Assessment and Risks**

4 • **Environmental and Social Management Plan (ESMP)**

5 • **Stakeholder Consultations**

6 • **Grievance Redressal Mechanism**

Screening and Scoping

When	Carried out at the earliest stage of project preparation when sufficient information is available

How	Project type, location, and scale needs are determined

Why	■ To reflect the significance of potential impacts or risks that a project might present ■ To identify the level of assessment and institutional resources required for the safeguard measures ■ To determine disclosure requirements

Safeguards- Assessment Tools

Safety & Supervision, Site Housekeeping, PPE, Transportation,

Working Platforms,

Ladders,

Scaffolding and

Communication

Screening Checklists

Definitions: Vulnerability, Standard of living, Migration, employment, physical/economic displacement

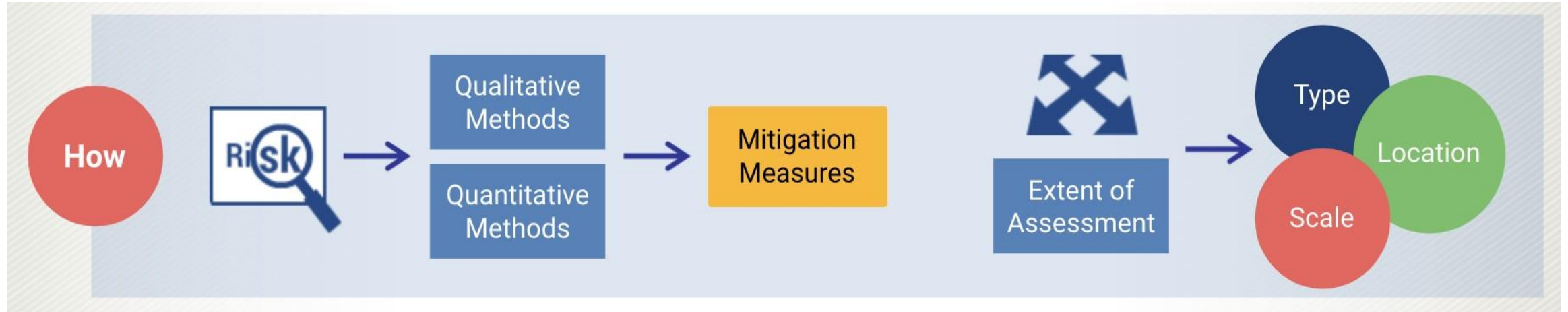*Impact Assessment* **(baseline data, survey, consultations, etc.)**
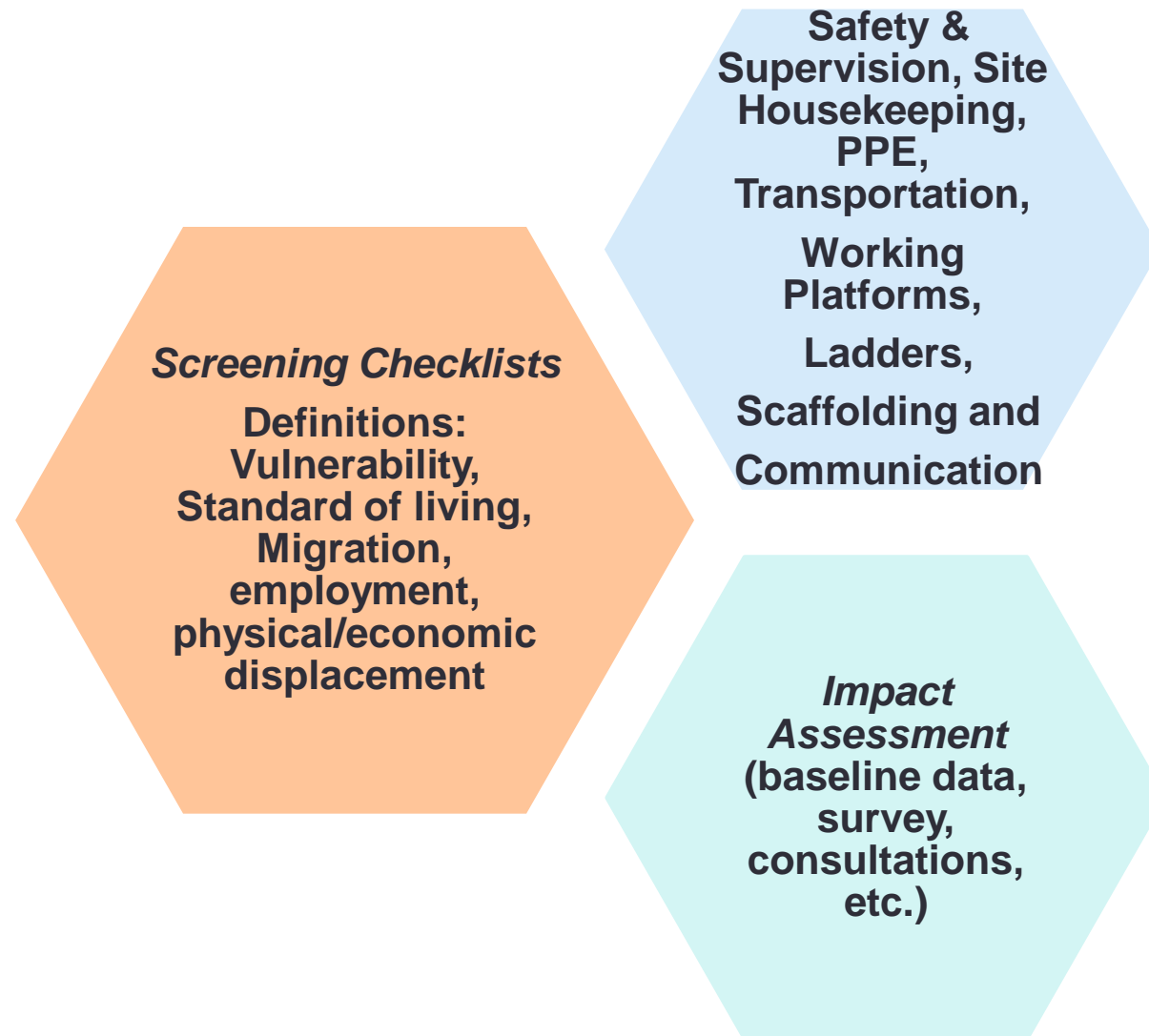
Environmental Categorization of Projects

Categorization of projects will determine whether EIA is required or not and if required, the type of EIA that should be carried out
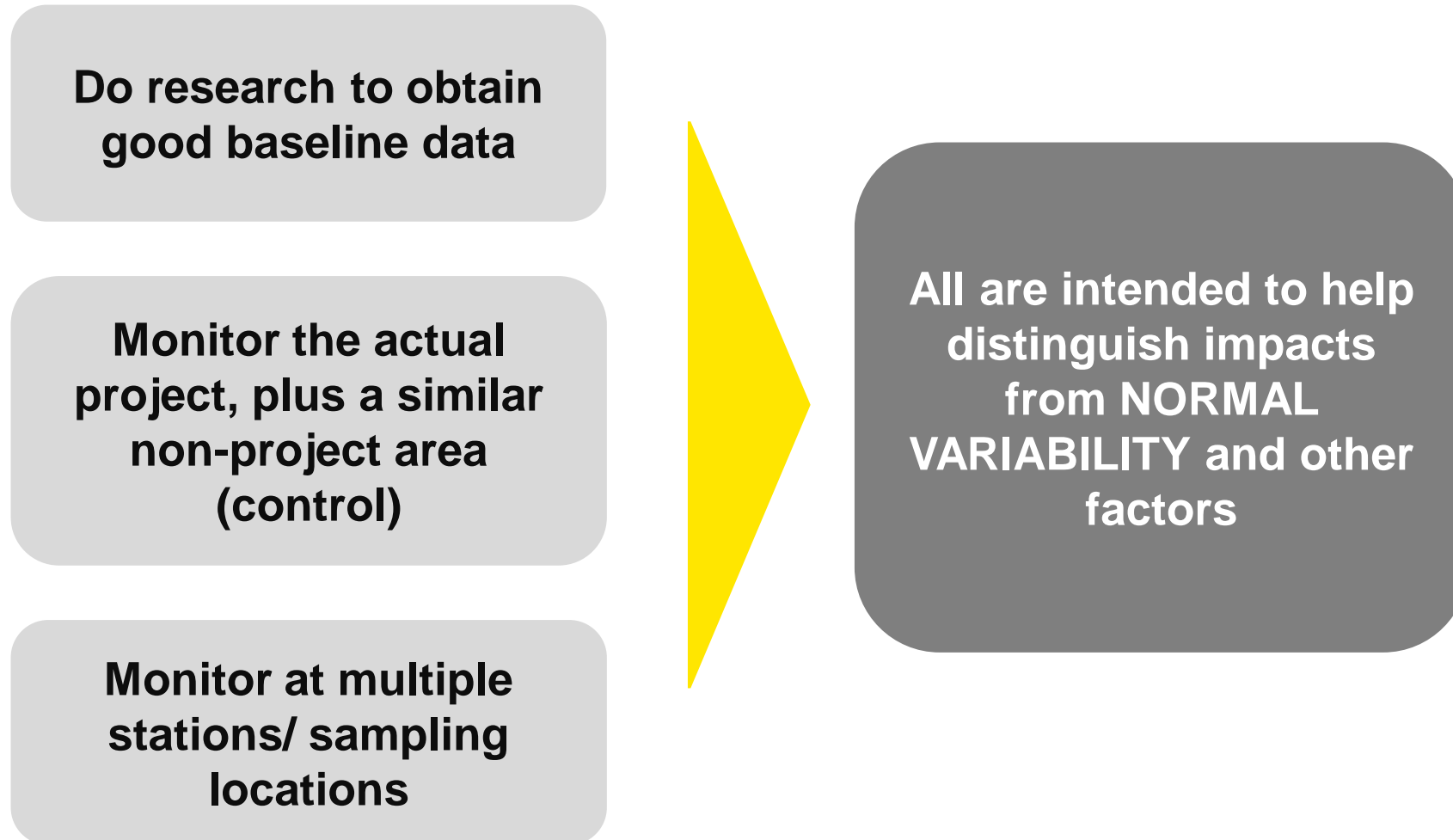
Category	As Per Indian Environmental Regulations
A	All projects or activities included as Category 'A' in the Schedule of the Notification (Sep. 2006), shall require *Prior Environmental Clearance* from the *Ministry of Environment, Forests and Climate Change* (MoEFCC), Government of India.
B	All projects or activities included as Category 'B' in the Schedule, but excluding those which fulfil the General Conditions (GC) stipulated in the Schedule, *will* require *Prior Environmental Clearance* from the *State Environment Impact Assessment Authority* (SEIAA), constituted at the respective State Governments.

Environmental Assessment

Environmental Monitoring

Common Strategies for Environmental Monitoring:

Do research to obtain good baseline data

Monitor the actual project, plus a similar non-project area (control)

Monitor at multiple stations/ sampling locations

All are intended to help distinguish impacts from NORMAL VARIABILITY and other factors

Impacts and Risks
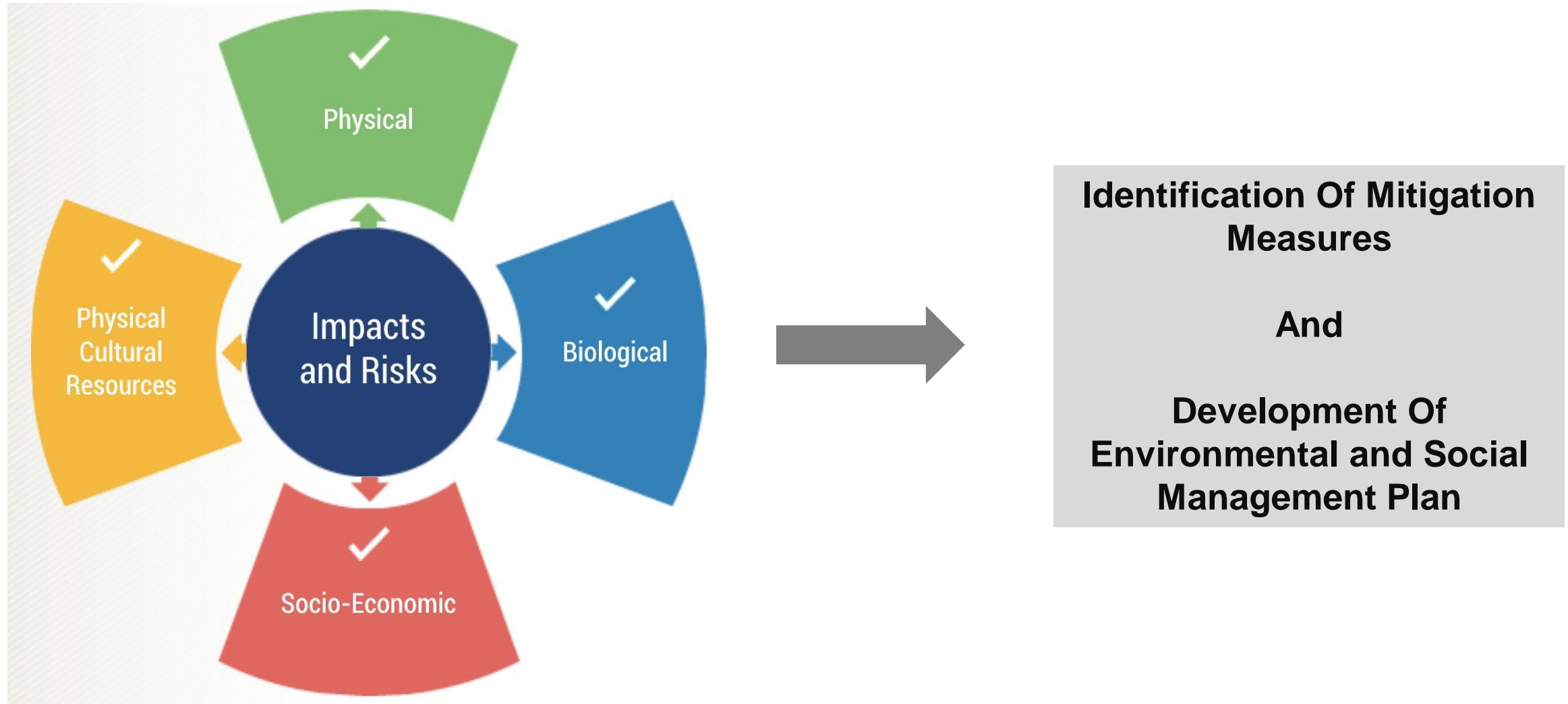
Procedure to Translate Conditions to Mitigation Measures
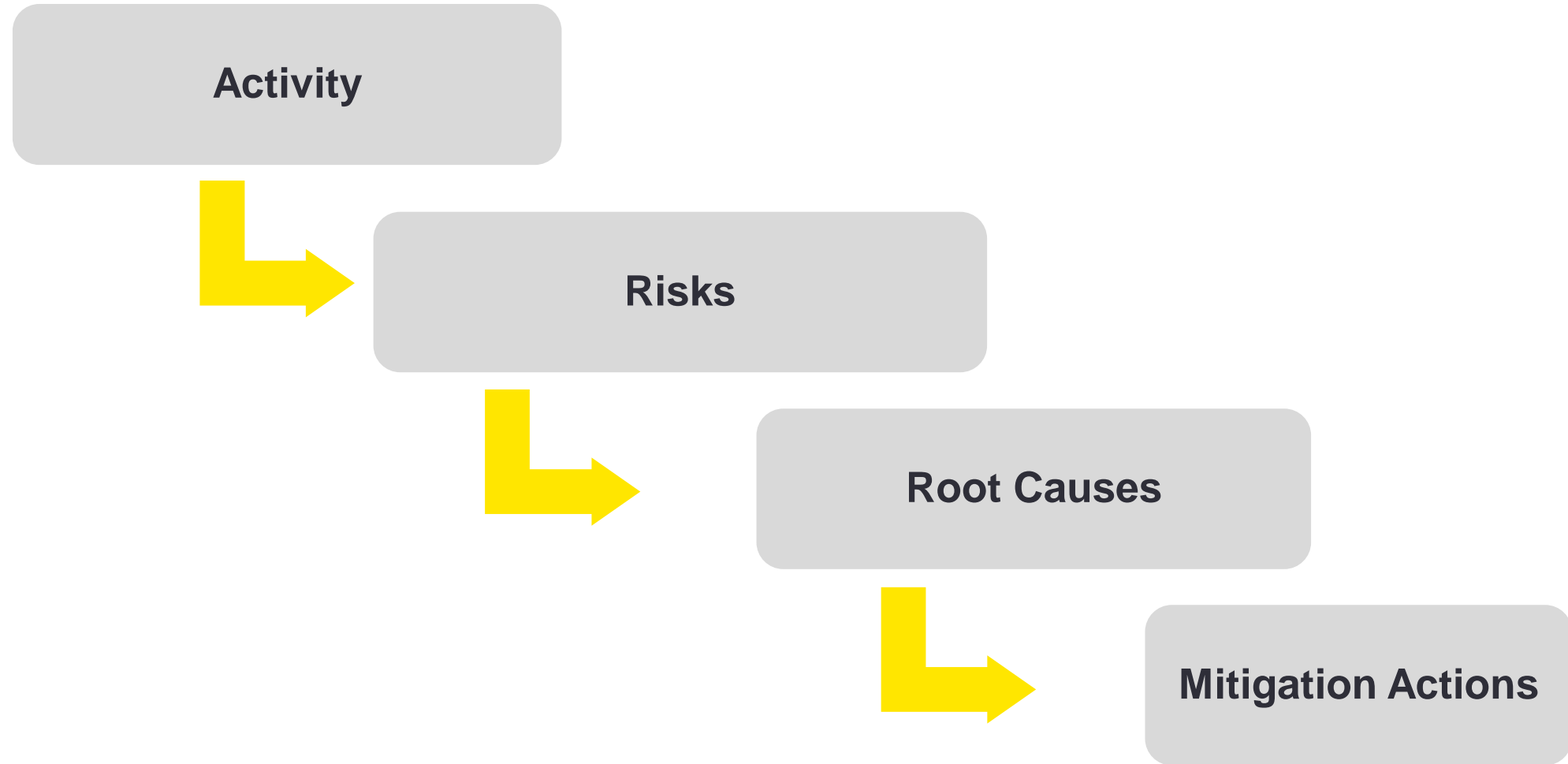
Effective Environmental and Social Management Plan (ESMP)

BE SYSTEMATIC

REALISTIC
ESMP must be achievable within time, resources & capabilities.

TARGETED
Mitigation measures & Monitoring indicators must correspond to impacts.

FUNDED
Funding for ESMP must be adequate over the life of the activity

CONSIDERED EARLY

Preventive mitigation is usually cheapest and most effective. Prevention must be built in at the Planning & Design stage.

If ESMP budgetary provisions are not made at the Project Planning & Design stage, they are almost always inadequate!

Social Safeguards - Crucial National and State Laws and Policies

National

- **The RFCTLARR ACT, 2013**

State

- **UP Direct Land Purchase Policy 2015**
- **RFCTLARR Rules 2015- Jharkhand**
- **RFCTLARR (Jharkhand Amendment) Act 2017**
- **Street Vending Act 2014- Jharkhand**
- **RFCTLARR Rules 2015- Assam**

Consultation and Participation

Consultation Should Be:

► **Meaningful**
► **Participatory**
► **Timely**
► **Suggestions should be addressed effectively to the extent possible**

Nodes of Consultation in Project Lifecycle

Nodes of Consultations

Project PLANNING

- Responsibility lies with **Institutional stakeholders** like the donor agency, the borrower, project implementation unit, project monitoring unit, state/district governance bodies

Project DESIGN

- Identification and consultation with potentially affected families regarding **options and entitlements**
- **Dissemination of information** regarding finalized designs, ESMPs for managing impacts, entitlements, and other concerns raised.

Project IMPLEMENTATION

- Especially important for linear projects as the **design (alignment/route) may be subject to last minute alterations.**
- For linear projects (roads, water supply, sewerage and transmission lines, etc.), the people affected often are too dispersed to gather and communicate among themselves and often are culturally or linguistically heterogeneous too. The remedy, of course, is to fit **participatory processes** to smaller levels of aggregation, ensuring a greater degree of geographical, cultural and linguistic opportunity to participate

Project OPERATION

- Identification and consultation with potentially affected families regarding options and entitlements to be continued.
- **Dissemination of information regarding finalized designs, ESMPs for managing impacts, entitlements, and other concerns raised.**
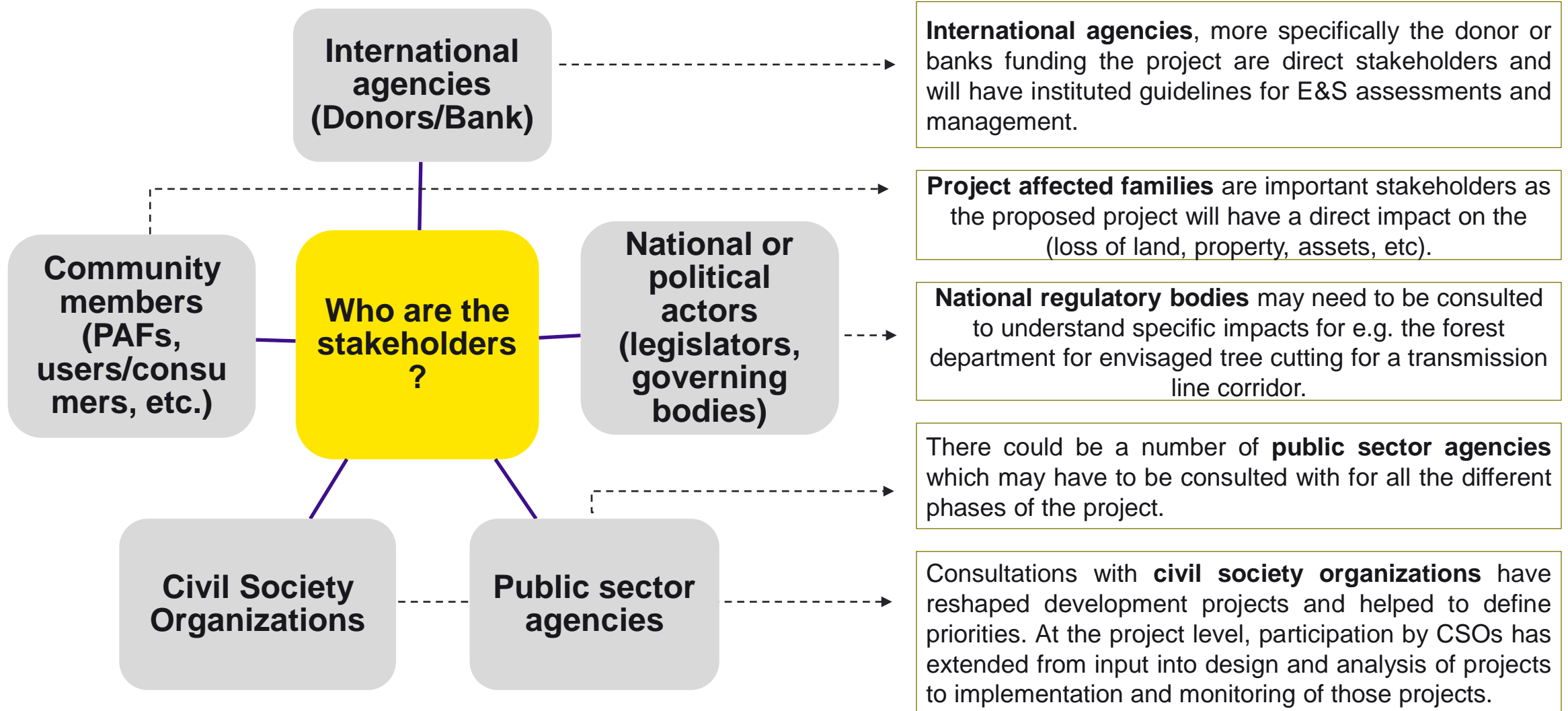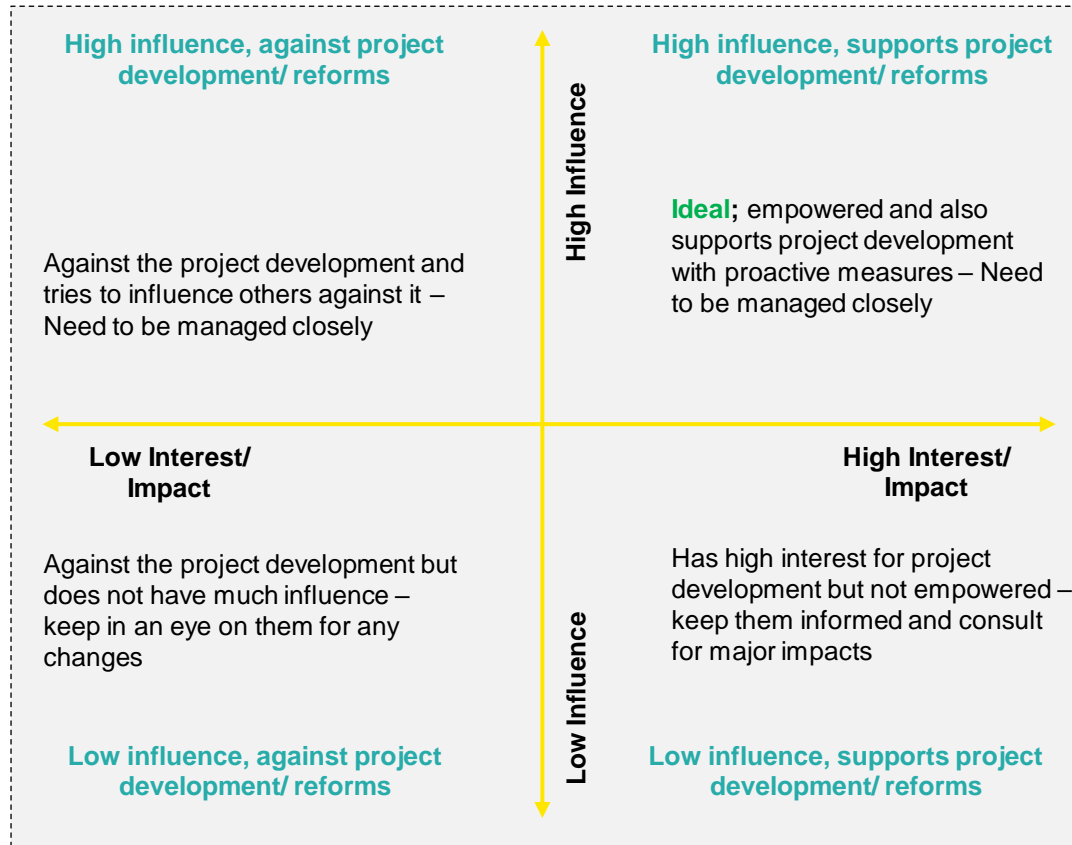
Identifying and Mapping Stakeholders

International agencies (Donors/Bank)

Community members (PAFs, users/consumers, etc.)

Who are the stakeholders?

National or political actors (legislators, governing bodies)

Civil Society Organizations

Public sector agencies

International agencies, more specifically the donor or banks funding the project are direct stakeholders and will have instituted guidelines for E&S assessments and management.

Project affected families are important stakeholders as the proposed project will have a direct impact on the (loss of land, property, assets, etc).

National regulatory bodies may need to be consulted to understand specific impacts for e.g. the forest department for envisaged tree cutting for a transmission line corridor.

There could be a number of **public sector agencies** which may have to be consulted with for all the different phases of the project.

Consultations with **civil society organizations** have reshaped development projects and helped to define priorities. At the project level, participation by CSOs has extended from input into design and analysis of projects to implementation and monitoring of those projects.

Stakeholder Analysis

Influence-Interest Analysis Matrix
Stakeholder identification and segmentation analysis based on level of interest and sphere of influence

High influence, against project development/ reforms

Against the project development and tries to influence others against it – Need to be managed closely

High influence, supports project development/ reforms

Ideal; empowered and also supports project development with proactive measures – Need to be managed closely

High Influence

Low Interest/ Impact

High Interest/ Impact

Against the project development but does not have much influence – keep in an eye on them for any changes

Has high interest for project development but not empowered – keep them informed and consult for major impacts

Low Influence

Low influence, against project development/ reforms

Low influence, supports project development/ reforms

Important points to consider

► Stakeholders need to be **identified and mapped for different points of the project phase** – planning, design, implementation and operation.

► Depending upon the **stage** at which the project is, stakeholders may vary.

► Stakeholders will also take on **varying degree of importance** as you move through the project phases.

► Stakeholder analysis mean to map all of this – **stakeholders in different phases, their level of influence through the project,** how best to engage with them at the different phases.

► Special importance should be paid to **identifying and consulting with vulnerable or disadvantaged groups** (minority groups, tribal/indigenous communities, lower income groups, single women headed households, disabled, etc.)

Grievance Redressal Mechanism (GRM)
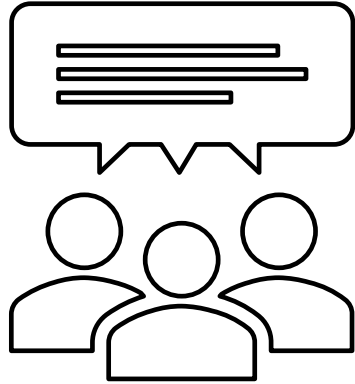
Grievance

Complaint

The GRM Should:

► Be scaled to the risks and adverse impacts of the Project;

► Address all stakeholders concerns & in particular to affected people's concerns promptly;

► Use an understandable and transparent process that is gender responsive;

► Be culturally appropriate;

► Be readily accessible to affected people at no cost and without retention.

► Virtual/online complaints to be addressed.

► Toll free numbers at strategic locations

Points worth considering while setting up a Grievance Redress Mechanism

1
- **Grievance mechanisms should be designed to fit the context and needs of a particular project.**

2
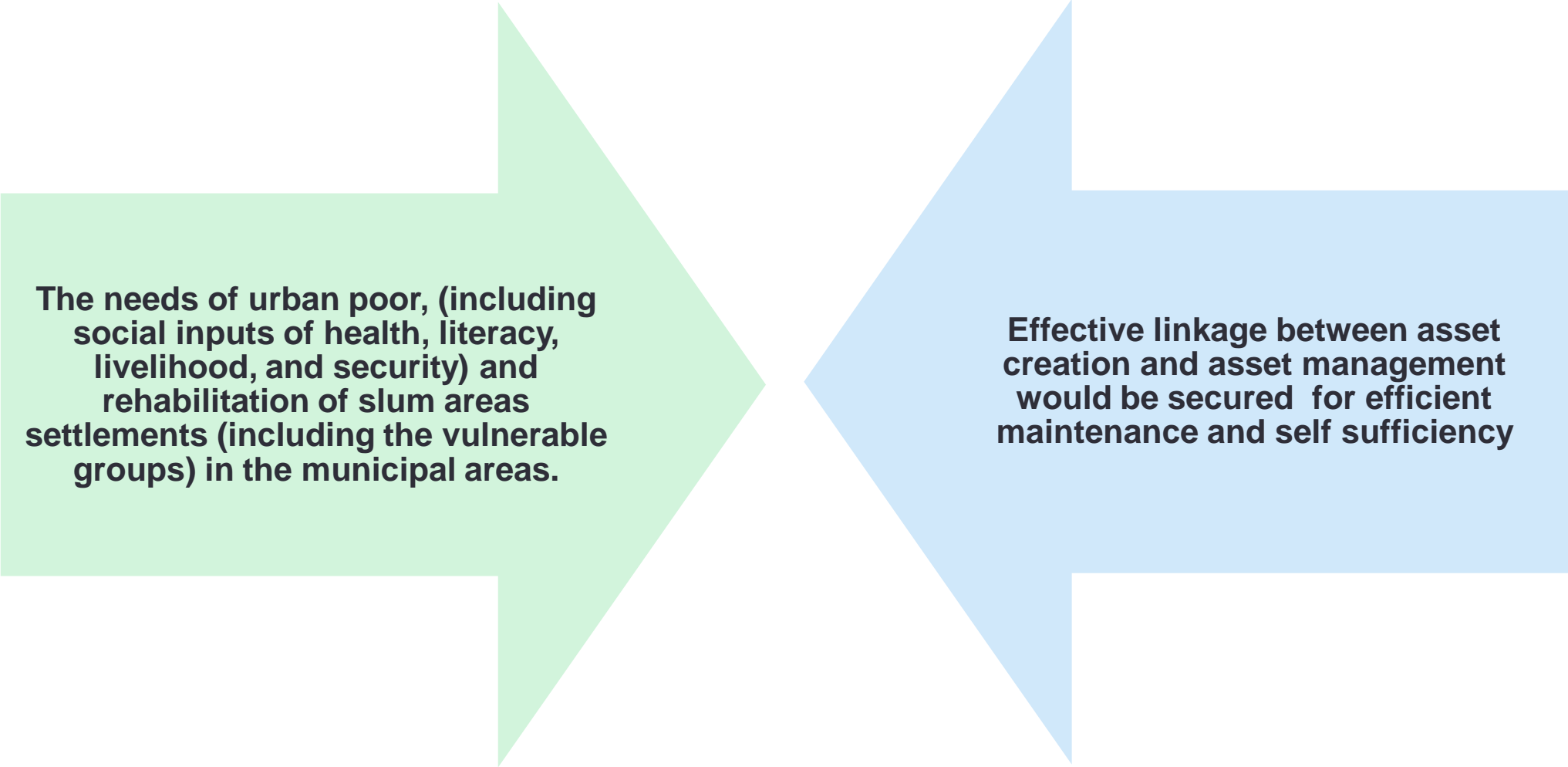- **Baseline Environmental & Social Assessments**

3
- **Bring in third parties where needed**

4
- **Make it easily accessible**

5
- **Response time and transparency matter**

6
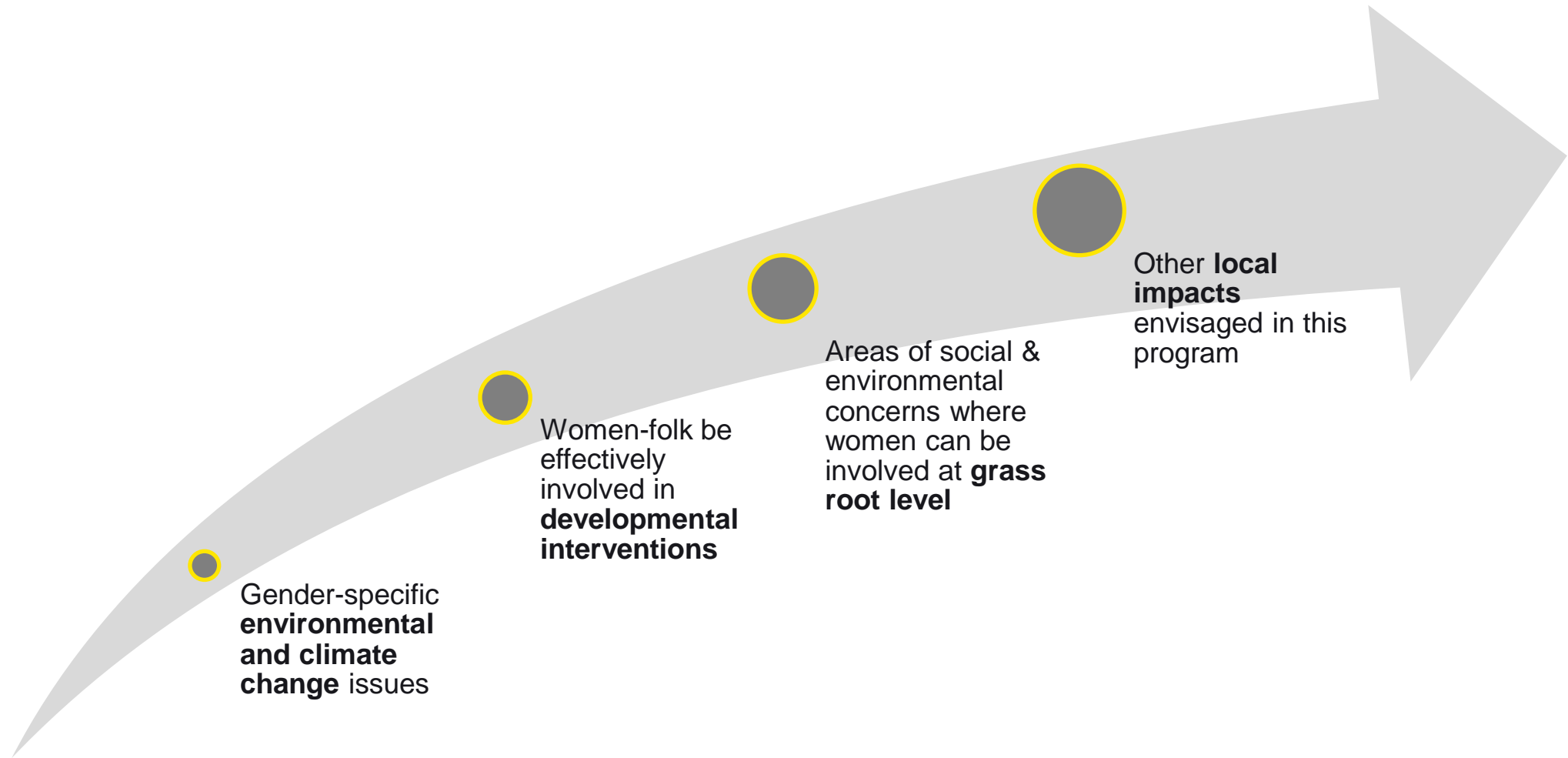- **Keep good records and report back**
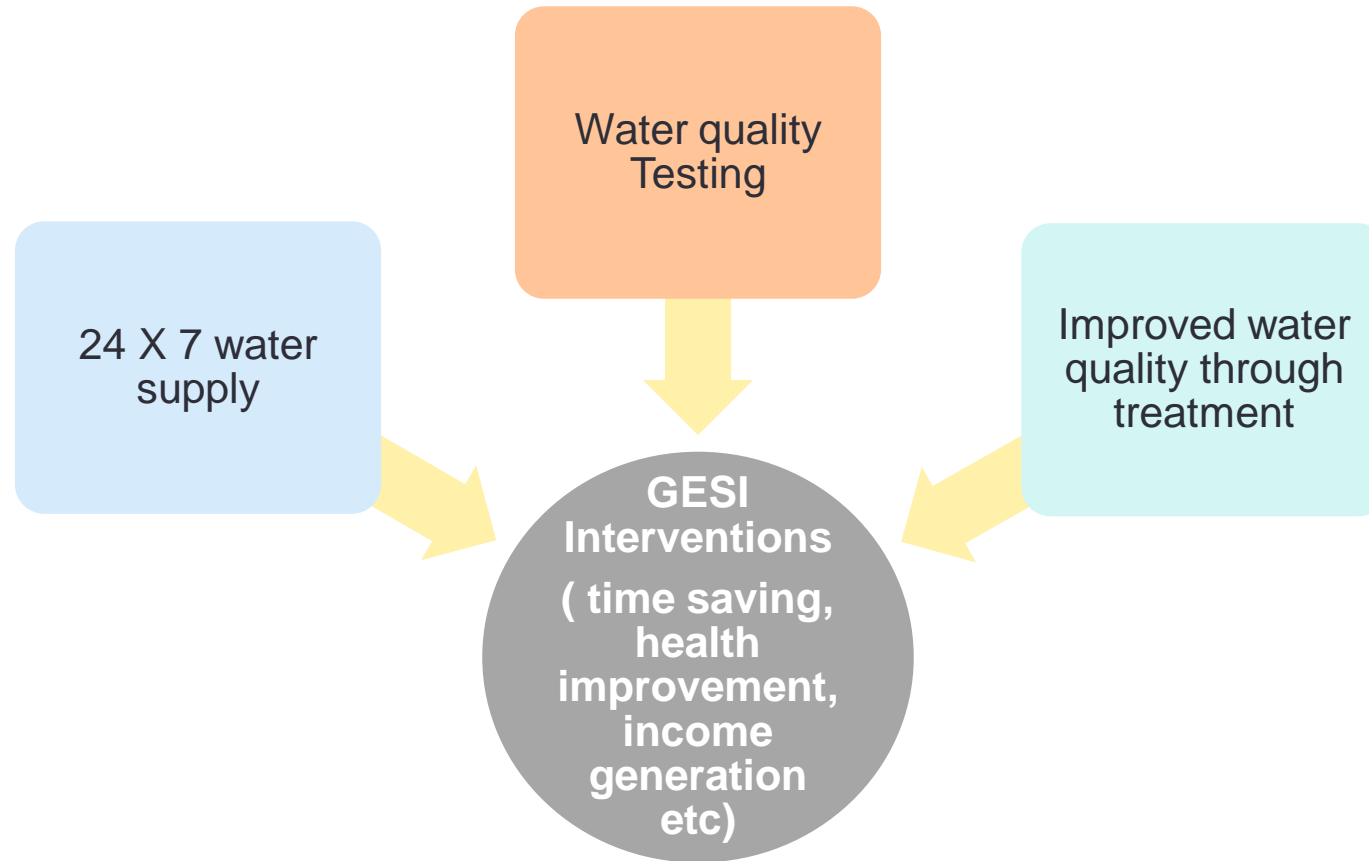
GESI & Safeguards Interface

The needs of urban poor, (including social inputs of health, literacy, livelihood, and security) and rehabilitation of slum areas settlements (including the vulnerable groups) in the municipal areas.

Effective linkage between asset creation and asset management would be secured for efficient maintenance and self sufficiency

GESI –Safeguards Interface

Gender-specific **environmental and climate change** issues

Women-folk be effectively involved in **developmental interventions**

Areas of social & environmental concerns where women can be involved at **grass root level**

Other **local impacts** envisaged in this program

GESI and Safeguards-Examples

Water quality Testing

24 X 7 water supply

Improved water quality through treatment

GESI Interventions

(time saving, health improvement, income generation etc)

Summary and Key Messages

1 Systematic Identification and Inclusion of Safeguards- both environment and social in project activities **ensures far reaching positive outcomes.**

2 Orientation of AMRUT 2.0 staff towards **social and environmental safeguards as cross-cutting issues** is crucial besides a core engineering approach

3 **GESI is equally intertwined** with climate and disaster resilience, social and environmental safeguards within urban infrastructure management projects. Hence it is strategic to integrate GESI in safeguard frameworks and key approaches by project managers.

4 **Adequate budgetary provisions** are essential to address environmental and social impacts during all phases of the project to ensure successful project outcomes.

Q: What entails Safeguards?

A:

A. Environment
B. Social
C. Both Environment and Social

Q: Why is Safeguards crucial for admissible projects in AMRUT 2.0 ?

A:

A. So as to identify all risks and suggest mitigation measures for sustainable outcomes
B. So as to adopt an appropriate ESMP to handle any challenge
C. Both
D. None of the above

This will include radio buttons, vote for one option with link through quiz maker

Q: How can EA adopt precautionary measures easily?

A:

A. Survey and Alternative Design

B. Screening Checklist

C. All of the above

Q: In case of any negative impact detected due to project intervention what must be done?

A:

A. Go ahead as it is

B. Adopt appropriate mitigation measures

C. Drop the project

This will include radio buttons, vote for one option with link through quiz maker

Scenario (1/3)

Q: Pond rejuvenation has been proposed within the jurisdiction of a school premise under Amrut 2.0. But the pond currently is encroached from all sides by informal shops/settlers, mostly socially excluded, who have sought permission from the school to temporarily settle and operate.
How can the pond rejuvenation take place?
A:

A. Not much can be done as it is already encroached and removing the encroachment can pose a challenge for district administration. Alternative resettlement site has to identified.

B. Discuss with the District administration and local councillors, encroachers, school administration to come to a common solution acceptable to all interested parties

C. Avoid and look for alternative pond sites that can be taken up under AMRUT 2.0 and drop the current project.

Scenario (2/3)

Q: A complaint reaches the IA/EA that there is a lot of dust and noise generated from a project site near a slum area under AMRUT 2.0. What should the IA/EA do?

A:

A.   Ignore as this is temporary and slum people must bear it as developmental cost
B.   Reality check and adopt mitigation measures
C.   Attend to complainant and redress grievance amicably
D.   Ask the contractor to resolve and report and make it obligatory as per contract

Option a, b, c, d. It can be more than 1 option.
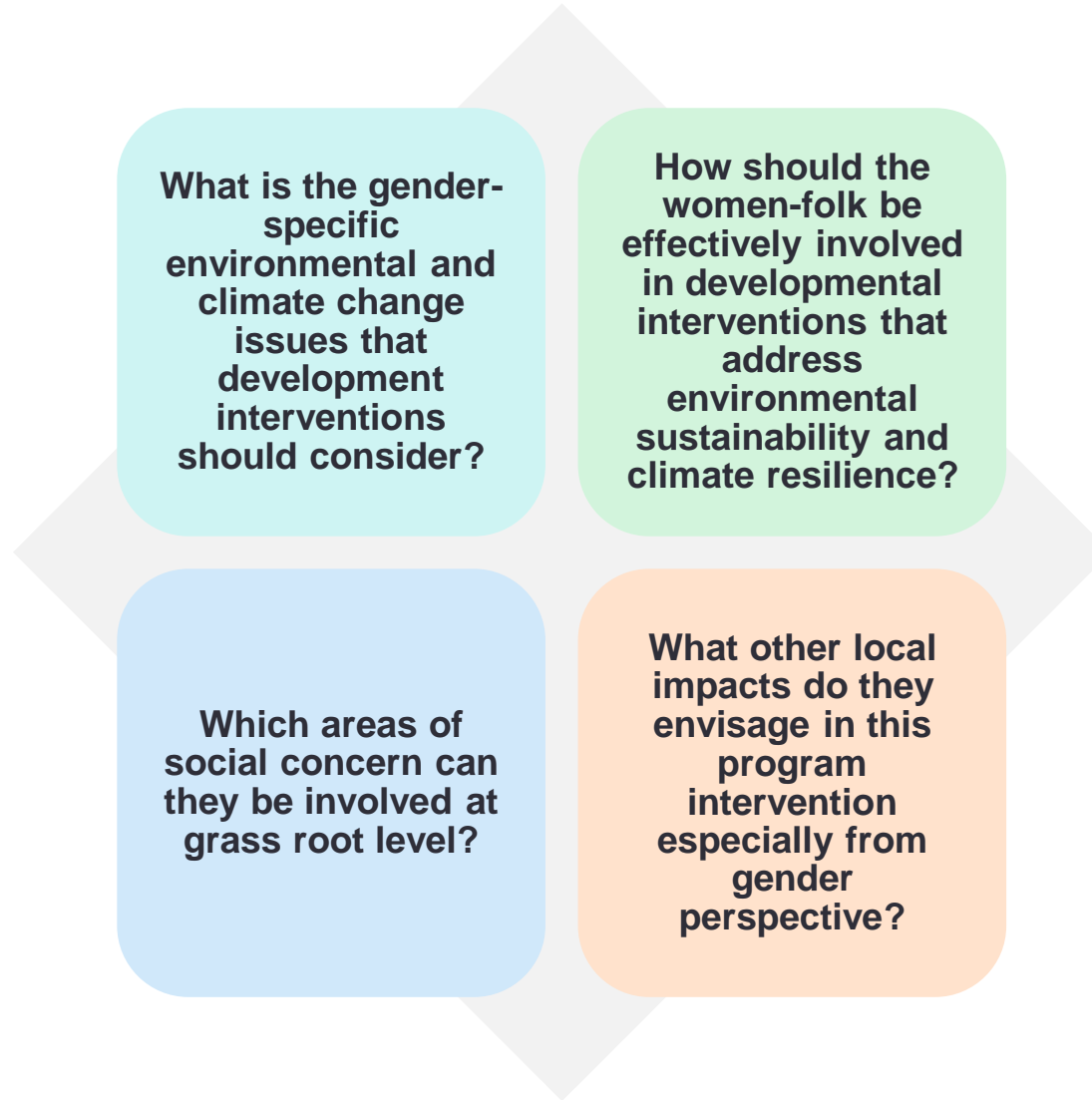
Scenario (3/3)

Q: Sludge as a by product from STP plant is not properly disposed and getting mixed in some nearby drains/nallahs and also open dumping in water bodies within/near low income residential areas. Adding to this, locals keep dumping waste on this mound as is common in slum like settlements. What should be done by IA/EA to stop this?

A:

A. Reality check and adopt awareness campaigns through IEC mode.

B. Ask the contractor to clean up and protect the pond from waste disposal including sludge.

C. Explore alternative positive use of sludge and ask contractor to facilitate and make it obligatory as per contract. Once clear, protect the area from waste disposal. Involve local NGOs in this exercise.

D. Ignore as this is happening all around and ask municipality to clear it and not get involved as it a waste of time and is not obligatory.

Option a, b, c, d. It can be more than 1 option.

Discussion questions to the participants – Points to ponder

What is the gender-specific environmental and climate change issues that development interventions should consider?

How should the women-folk be effectively involved in developmental interventions that address environmental sustainability and climate resilience?

Which areas of social concern can they be involved at grass root level?

What other local impacts do they envisage in this program intervention especially from gender perspective?

Further Learning

► RFCTLAAR ACT
https://legislative.gov.in/sites/default/files/A2013-30.pdf

► ADB SPS 2009
https://www.adb.org/documents/safeguard-policy-statement

► Basic Services to Urban Poor (BSUP) and Measure of Social Change, D V Rao, Consultant, UMRG
PPT – handout 7.1 and 7.3 (As Attachment)

► EQUAL REMUNERATION ACT, 1976
https://labour.gov.in/sites/default/files/equal_remuneration_act_1976_0.pdf

► Protection of Children from Sexual Offenses Act, 2012
https://www.indiacode.nic.in/handle/123456789/2079?sam_handle=123456789/1362
http://www.environmentwb.gov.in/pdf/EIA%20Notification,%202006.pdf

► EIA Notification September 2006
https://www.iisd.org/learning/eia/wp-content/uploads/2016/05/Public-participation.pdf

► Public Consultation and Participation
https://www.unep.org/resources/report/environmental-impact-assessment-and-strategic-environmental-assessment-towards

► Environmental Impact Assessment and Strategic Environmental Assessment: Towards an Integrated Approach – UNEP
https://mohua.gov.in/upload/uploadfiles/files/GRIEVANCE.pdf

► Structure of GRM
https://cgwa-noc.gov.in/landingpage/LatestUpdate/Greivance%20mechanism.pdf

► GRM - CGWA

"

Session Completion Message

Thank You!

You have successfully completed Session 7.
You may now move to the next Session.

Session 8

GESI Case Studies, Experiences and Lessons from the Ground

(30 mins)

Themes

- ► **The iJal Women's Empowerment Program**
- ► **Urban Water Supply and Environmental Improvement Project**
- ► **Experiences and Lessons from the Ground**
- ► **Women's Participation and Intervention in AMRUT**
- ► **Capacity Building programmes in Women SHGs**
- ► **AMRUT Success Stories**
- ► **Handouts**

GESI Best Practices and Case Studies

Project

The iJal Women's Empowerment Program (Safe Water Network Initiative)

Location

11 States across 25 cities (Maharashtra, UP Telengana etc)
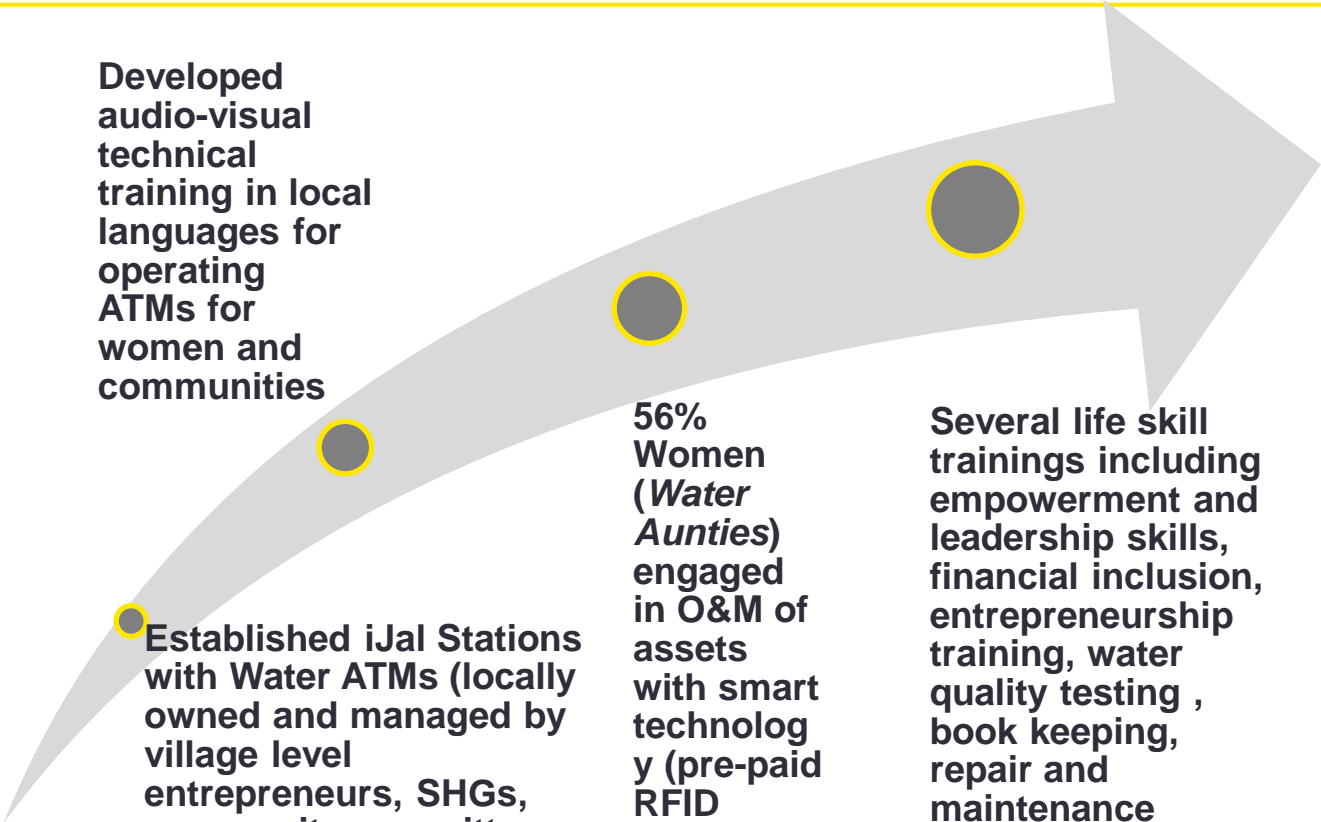
Partnership

Private sector, donor agencies, public sector

Expertise

Women and community run decentralized 24x7 safe drinking water kiosks based on SWE model

GESI Outcomes

Trained 550 women operators, 150 women entrepreneurs and 110 WSHGs. Program partnered with some ULBs to work with *Jal Shakti Kendras* and other water projects including roof top rain water harvesting and NRW reduction. Initiative directly benefits 3 lakh people who buy water from ATMs every day. Profit of Rs 8-10 K per ATM

Developed audio-visual technical training in local languages for operating ATMs for women and communities

Established iJal Stations with Water ATMs (locally owned and managed by village level entrepreneurs, SHGs, community committees or social entrepreneurs)

56% Women (*Water Aunties*) engaged in O&M of assets with smart technology (pre-paid RFID cards)

Several life skill trainings including empowerment and leadership skills, financial inclusion, entrepreneurship training, water quality testing , book keeping, repair and maintenance

Takeaway for AMRUT

Locally based women centric grass root organizations can advance women's leadership and entrepreneurship opportunities in water sector. Collective action especially through WSHGs can achieve water security in the cities when trained with requisite technical and soft skills.

GESI Best Practices and Case Studies

Project
Urban Water Supply and Environmental Improvement Project (The Asian Development Bank)

Location
MP (Bhopal, Gwalior, Indore, Jabalpur)

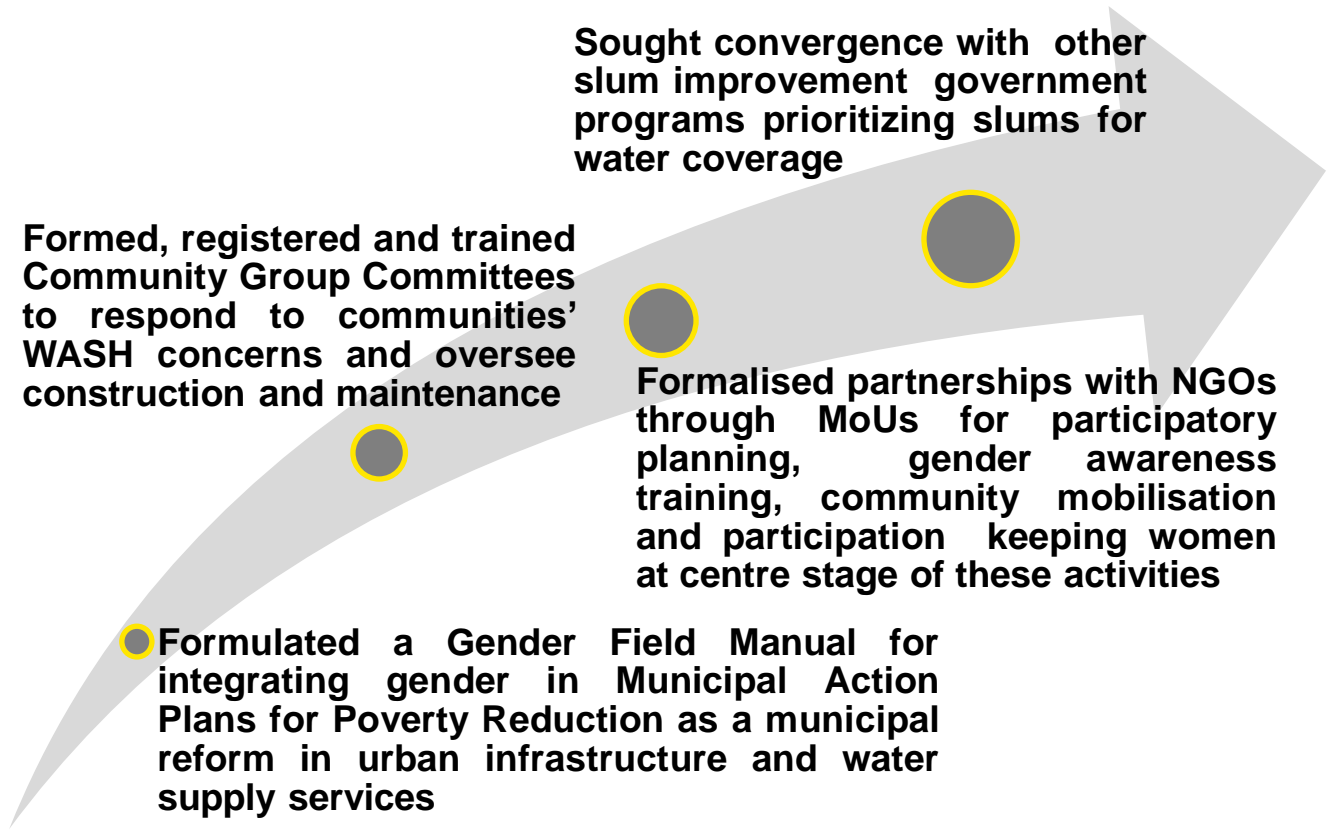## Partnership
Urban Local Bodies, NGOs

Expertise
Sustainable urban WASH infrastructure and services with improved capacities of the project cities to manage their water supply and sanitation systems effectively

GESI Outcomes
Formed 64 resident CGCs with 760 members of which 73% were women leading to their increased decision making and leadership in local WASH concerns.
Dedicated GESI staff positions inducted in PMUs.
Community infrastructure fund provided vocation training to 4490 people benefitting 80% women.
Community level events benefitted 739 participants with 66% women

Sought convergence with other slum improvement government programs prioritizing slums for water coverage

Formed, registered and trained Community Group Committees to respond to communities' WASH concerns and oversee construction and maintenance

Formalised partnerships with NGOs through MoUs for participatory planning, gender awareness training, community mobilisation and participation keeping women at centre stage of these activities

Formulated a Gender Field Manual for integrating gender in Municipal Action Plans for Poverty Reduction as a municipal reform in urban infrastructure and water supply services

Takeaway for AMRUT

Formalising links with resident communities and NGOs are shown to provide more sustainable results in resolving and overseeing local WASH concerns. Community driven initiative like such with women and poor households at the centre of social mobilisation, awareness activities, leadership and decision making processes bring long term positive impacts.

Case study: Social Mobilizers

Briefing of social mobilisers before they venture out for field

Noting down details of consumers where the new connection is to be installed

In interaction with one of the user/ community member

GESI related information as part of "tool box" message.

Case study: Jal Sakhis in Guwahati

Experiences and Lessons from the Ground

**Communities' Inhibition on Using Recycled Water**

- ▶ **Numayadahi Water Reuse Project, Prayagraj, Uttar Pradesh** (30 MLD STP; distribution network of 54 kms stretching into agricultural fields, Farmers fear use of recycled water which might harm their fields)

- ▶ **Recommendation :** Appropriate IECs for farmers to change their limiting mindset on recycled water usage without inhibition and fear. Involve local leaders, PRIs, VWSCs, WUAs etc

Experiences and Lessons from the Ground

Evaluate DPRs with GESI Criteria for All Potential GESI Driven Benefits

▶ Rejuvenation of **Paltan Pukhri Pond, Tezpur, Assam** (Much larger cultural, historical and heritage significance). Surrounded by GI tagged 100 plus years old litchi trees which can generate local livelihoods for NULM WSHGs. The DPR of the project doesn't include barrier free features.

▶ **Recommendation:** Adopt a standardized practice of screening admissible projects with a GESI lens, mapping all possible benefits and linkages. Declare GESI commitments at the very onset in the DPR for greater buy-in from communities.

▶ Set a commitment and allocate budget for EWCD friendly features in admissible projects within the DPRs to make them inclusive.
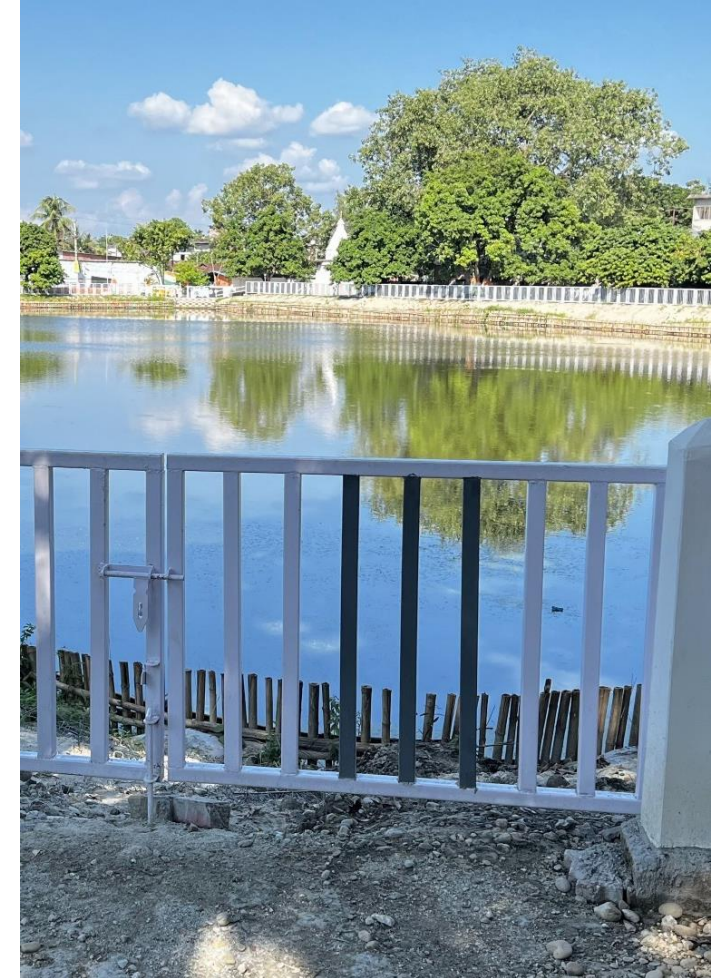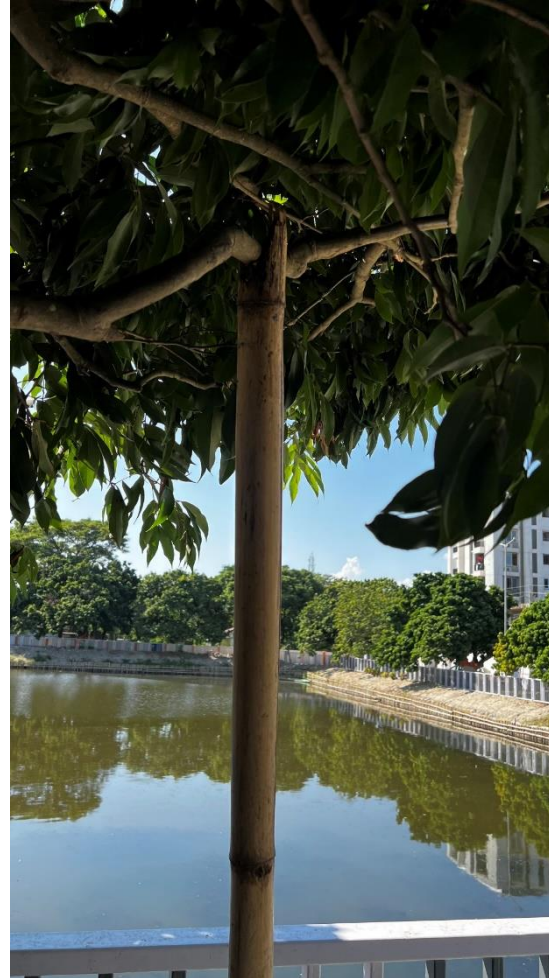
Experiences and Lessons from the Ground

Role of Public Private Communities Partnership in Restoring Urban Water Bodies

▶ **RajaTalab in Jharia Dhanbad, Jharkhand** became highly alkaline due to negligence and waste dumping but was revived through PPCP action. Pond cleaning and vigilance entrusted to the families of NULM WSHG members and beneficiaries of Jharkhand Mukhya Mantri Shramik Yojana

▶ **Recommendation:** Widen scope of PPP mode to PPCP for collective action. Seek convergence with NGOs/CSO; workers welfare schemes and women centric programs (NULM, SBM-U)for restoring, upkeep and vigilance of water bodies

Experiences and Lessons from the Ground

Leverage Women's Collectives for Pond Rejuvenation Related Livelihoods

▶ Problem of heavy eutrophication in urban water bodies. Some local organizations in Assam are actively providing trainings, awareness building and livelihood opportunities to women collectives and artisans by turning water hyacinths (Jal-Kumbhee) to valuable handicrafts, handlooms and utility items as a way of rejuvenating water bodies. This activity has triple benefits of clearing/cleaning of ponds naturally, livelihood and income generating avenues for trained women, and recycling of waste for productive usage.

▶ **Recommendation:** Leverage experience of local grassroot organizations and formalize their empanelment procedures in AMRUT 2.0

▶ Water hyacinth is being converted successfully into organic compost in African countries by farmer groups

▶ Indian Institute of Chemical Technology and Khar Energy Optimisers converted water hyacinth to 100 tonne organic manure by clearing Kapra lake in Greater Hyderabad with support from the ULB and generated employment to 30 staffers for making the manure.

Surge-I Foundation in Nagaon
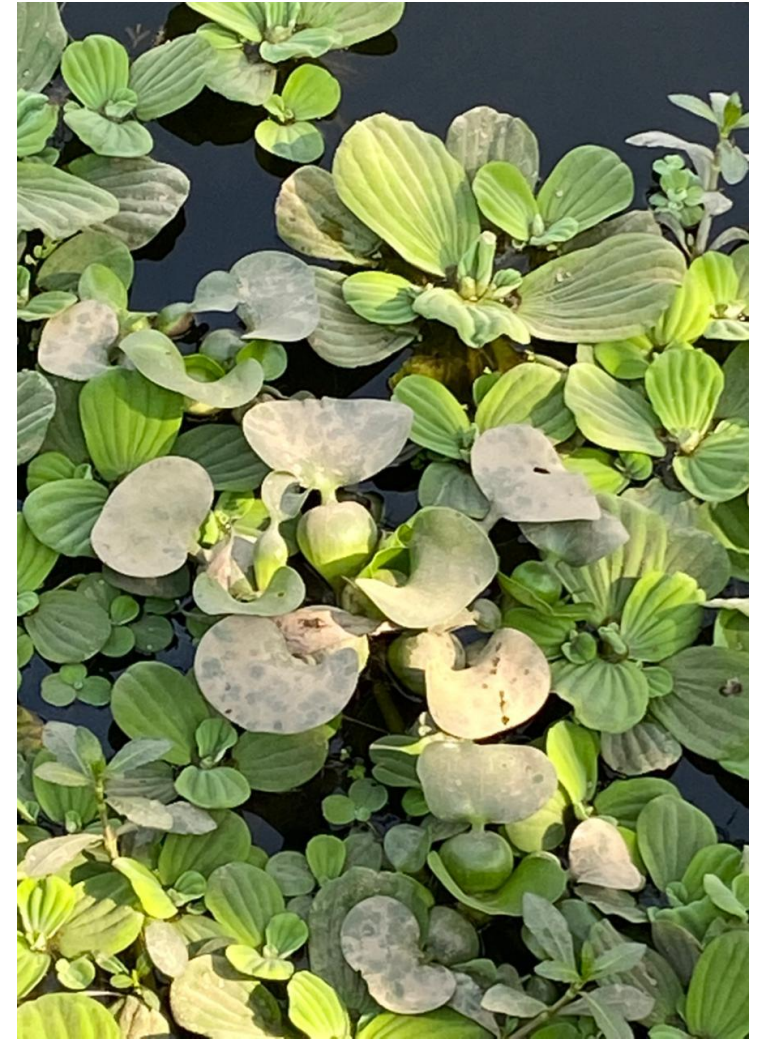
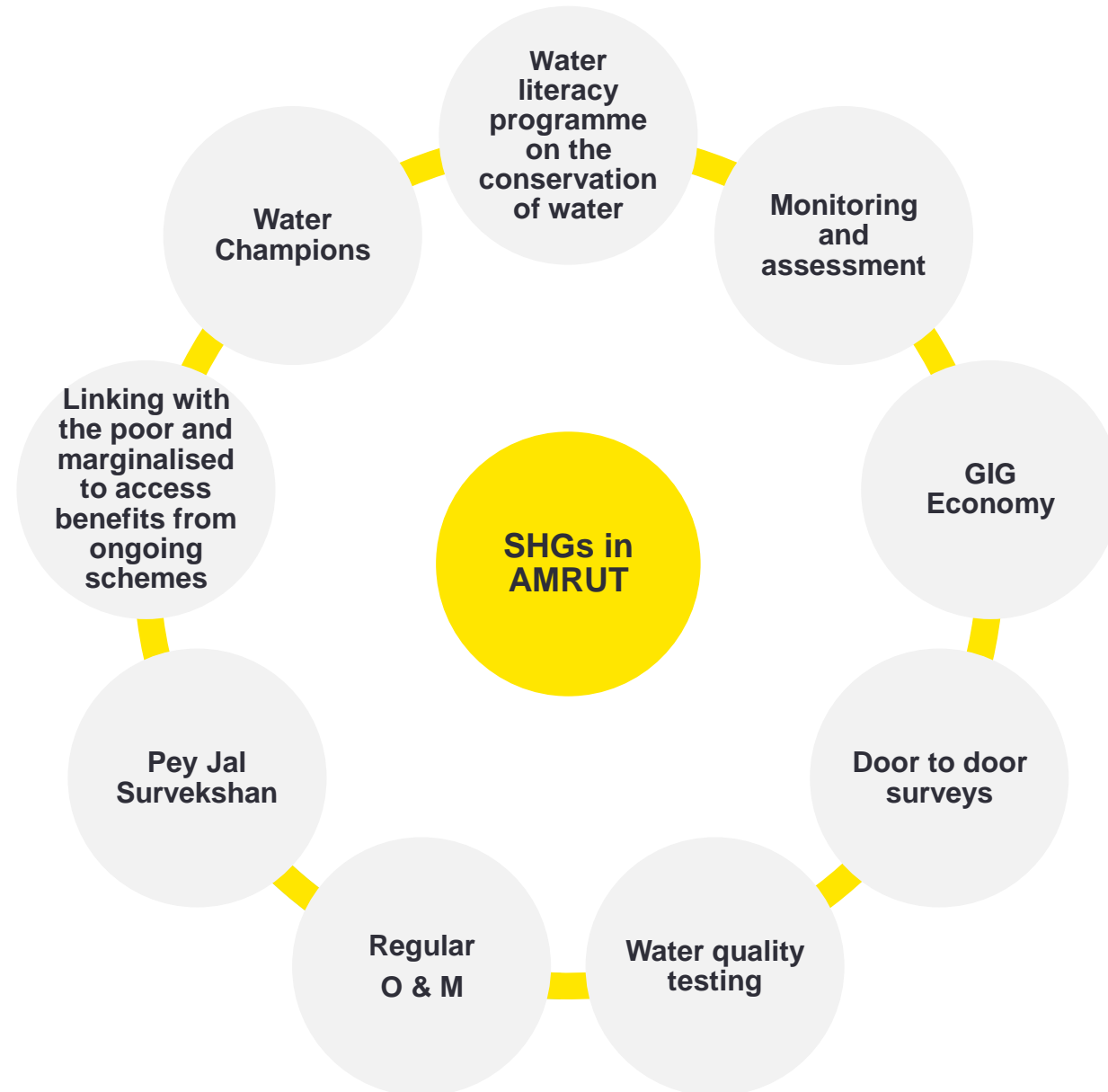# Women's Participation in AMRUT 2.0 Mission as per CWAP

Women SHGs will be involved in water demand management, water quality testing and water infrastructure operations.

The mission encourages community participation with focus on woman self-help groups

Total Number of Women SHGs Associated: 1598

Total States with Women SHGs: 24

Women Interventions in AMRUT Implementation

SHGs in AMRUT

- Water literacy programme on the conservation of water
- Monitoring and assessment
- GIG Economy
- Door to door surveys
- Water quality testing
- Regular O & M
- Pey Jal Survekshan
- Linking with the poor and marginalised to access benefits from ongoing schemes
- Water Champions

Capacity building programmes to improve Women SHGs skills

SHG Skills in AMRUT 2.0

1. Water quality testing using Field Testing Kits

2. Reporting and surveillance

3. Water budgeting

4. Water security and Conservation

5. Community awareness and mobilization

6. Advocacy at the Panchayat level

7. Training of trainers (TOTs) on water, sanitation and hygiene and various water treatments etc.
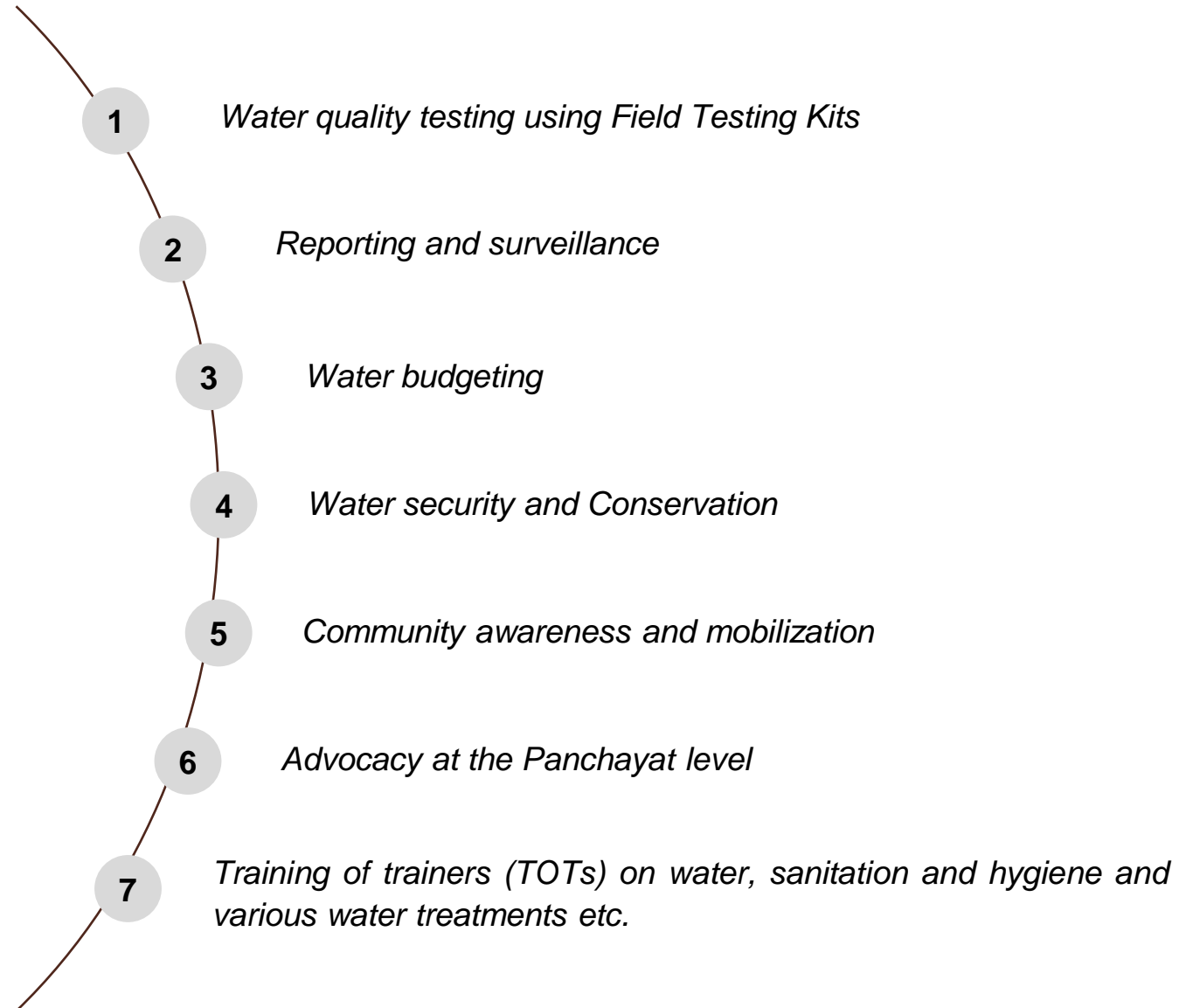
AMRUT Success Stories-Few Indian Examples

Sreerampur, WB

Kolkata, West Bengal

Aizwal, Mizoram

Betul, MP

Rourkela, Odisha

Bundi, Rajasthan

Sehore, MP

Success Stories

Ujjain, MP

Koyambedu, Chennai

Mangalahat, Puri, Odisha

Lucknow, UP

Dhanbad, Jharkhand

Vijaywada, AP

Daman

Shahdara, East Delhi.

Ahmedabad, Gujarat

Scenario

Q: Rachit and Riya work in the City's Project Development and Management Consultant Unit of AMRUT cell. As a team, they are scrutinizing a DPR on redevelopment of an open green space in their city . The DPR suggests that redevelopment of this space as a park will provide leisure to its citizens as the main objective. DPR has sound technical approach. Rachit and Riya undertake a site survey and find out an old theatre with historic and cultural importance in vicinity of the proposed site. Riya discovers that there is a women's cooperative selling healthy snacks and handicraft items within 2 km radius of the site. Rachit meets a local Environmental Society who expresses interest in maintaining the park through its community led nursery. What should Rachit and Riya do now in best interest of the proposed project?

A:

A. They don't have much to do really since the DPR is already quite strong in its technical aspects

B. As staff they have little say in changing the decisions of a submitted DPR at this stage and the project is anyway about revamping the green space.

C. Seek DPR revision, map and reflect all possible benefits arising from the project as a project commitment, bring necessary budgetary adjustments for EWCD features etc, and draw linkages for richer visitor experiences for better-buy in from the communities

Thinking Cap

- ▶ Trainees may suggest:
  - ▶ Any other live example from Gender mainstreaming and GESI success stories in real life application under any allied programs like SBM-U, PMAY-U, under MoHUA.
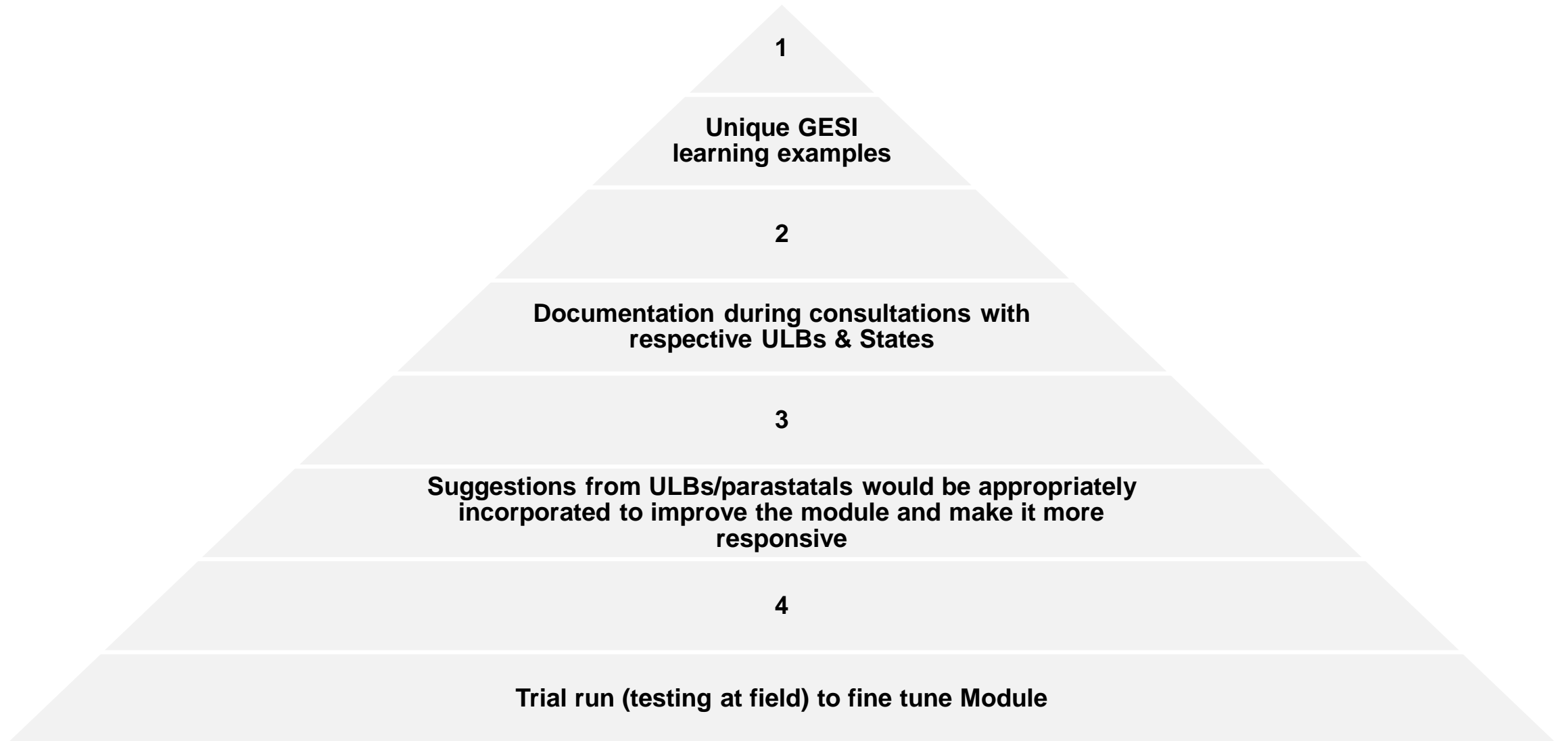
Further Learning

- ► For further reading:
- ► Safe Water Network (2019) Small Water Enterprises: Transforming
- ► Women From Water Carriers to Water Entrepreneurs
  https://safewaternetwork.docsend.com/view/j54um2z7ybbbpeba
- ► J Aranha (2018), Water Hyacinth Destroying Lakes? IICT Makes 100 Tonne Organic Manure From It!
  https://www.thebetterindia.com/141776/water-hyacinth-organic-manure/

Way Forward of this Module

1

**Unique GESI
learning examples**

2

**Documentation during consultations with
respective ULBs & States**

3

**Suggestions from ULBs/parastatals would be appropriately
incorporated to improve the module and make it more
responsive**

4

Trial run (testing at field) to fine tune Module

"

Session Completion Message

Thank You!

You have successfully completed Session 8.
Well Done!
You have completed your Entire Training.
You may now collect your participation certificate
from the e-portal.

Thank You