

## **Peace Corps/Nepal:**

# **Integrating Gender and Caste into an Environmental Education and Awareness Workshop**

A project funded by the Office of Women in Development, Bureau for Global Programs, Field Support and Research, U.S. Agency for International Development under contract number FAO-0100-C-00-6005-00 with Development Alternatives, Inc.

December 2001



1717 Massachusetts Ave. NW, Suite 302, Washington, DC 20036 USA  
Tel.: 202-332-2853 FAX: 202-332-8257 Internet: [WIDinfo@widtech.org](mailto:WIDinfo@widtech.org)

---

A Women in Development Technical Assistance Project

Development Alternatives, Inc. ! International Center for Research on Women  
Academy for Educational Development ! Development Associates, Inc.

*This publication was made possible through support provided by the Office of Women in Development, Bureau for Global Programs Field Support and Research, U.S. Agency for International Development, under the terms of Contract No. FAO-0100-C-00-6005-00. The opinions expressed herein are those of the author(s) and do not necessarily reflect the views of the U.S. Agency for International Development.*

**Peace/Corps Nepal:**  
**Integrating Gender and Caste into an  
Environmental Education and Awareness  
Workshop**

by

Wendy King, Consultant

Development Alternatives, Inc.

December 2001



## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>iii</b>
<b>CHAPTER ONE</b>	
<b>GENDER AND CASTE PERSPECTIVES STRATEGY</b>	<b>1</b>
<b>CHAPTER TWO</b>	
<b>GENDER AND CASTE PERSPECTIVES SESSIONS</b>	<b>3</b>
SESSION 1: INTRODUCTION.....	3
Workshop Objective .....	3
Why Is a Gender Perspective Important? .....	4
Some Positive Trends .....	5
Activities .....	5
WID Compared with Gender and Development .....	6
Gender Circle .....	6
SESSION 2: GENDER IN THE PROJECT CYCLE AND TOOLS.....	6
Opening Activity .....	6
Models for Overview of Gender Analysis and Activity and Gendered Situation	
Analysis Tools.....	6
SESSION 3: GENDER ASSESSMENT OF ENVIRONMENTAL EDUCATION.....	9
Objective .....	9
SESSION 4: “ON BECOMING A MAN” OR “MASCULINITY IN DIFFERENT CULTURES” .....	10
Objective .....	10
Methodology .....	10
SESSION 5: CASTE ISSUES AND HUMAN TRAFFICKING ISSUES .....	11
Objective .....	11
Caste Issues .....	11
Human Trafficking Issues.....	13
Recommendatons .....	13
<b>CHAPTER THREE</b>	
<b>ACTIVITIES UNDERTAKEN TO PREPARE THE GENDER AND CASTE</b>	
<b>COMPONENT FOR THE ENVIRONMENTAL EDUCATION WORKSHOP</b>	<b>15</b>
<b>CHAPTER FOUR</b>	
<b>NEXT STEPS FOR PEACE CORPS/NEPAL</b>	<b>17</b>
EVALUATION .....	17
RECOMMENDATIONS .....	17

<b>CHAPTER FIVE</b>	
<b>OTHER RECOMMENDATIONS (FOR PEACE CORPS/WASHINGTON)</b>	<b>19</b>
Recommendations .....	19
<b>ANNEX:      PEACE CORPS/NEPAL: INTEGRATING GENDER INTO               AN ENVIRONMENTAL EDUCATION AND AWARENESS               WORKSHOP, KATHMANDU, NEPAL</b>	<b>A-1</b>

## EXECUTIVE SUMMARY

Peace Corps/Nepal has been supporting the women in development (WID) volunteer group for many years and wanted to bring gender perspectives directly into Peace Corps volunteer and staff training. USAID support, through WIDTECH, provided a consultant to design and facilitate gender and caste sessions in the in-service training on environmental education for five Peace Corps sectoral groups and the volunteers' counterparts, in Education, Natural Resource Management, Reproductive Health, Youth and Development, and Water and Sanitation. Forty participants and five Peace Corps staff participated in the workshop.

Participants	Female	Male	Total
Peace Corps Volunteers	15	6	21
Host Country Counterparts	7	12	19
Peace Corps Staff	2*	3^	5
TOTAL	24	21	45

\* only partial attendance

^ 2 male staff members participated full time, 1 male staff member partially attended

As a result of the broad range of participants' experiences and needs, the gender and caste component was designed to provide basic concepts and introduce practical tools and activities. The five workshop sessions allocated for gender and caste perspectives included an introduction and overview of gender, gender terminology, gender in the project cycle, gender analysis tools, the masculine aspect of gender, gender assessment of environmental education materials, caste perspectives, and human trafficking.

The participant responses in the daily and final evaluations ranged from finding the gender component very useful and applicable to their post and work to feeling that the material was too basic or too theoretical. However, in the final action plans developed by participants on the last day of the workshop, all of the groups reflected sharper gender perspectives and demonstrated an increased awareness of gender issues. Peace Corps staff commented that they gained a clearer understanding of gender and development and will be able to provide stronger guidance to volunteers.

This report recommends that Peace Corps/Nepal build on the foundation established by the WID volunteer group's work and on this workshop to mainstream gender and development into the pre-service training and other in-service training workshops and to harness the ideas, commitment, and experience of the WID group with those of local nongovernmental organizations working on gender and development. Peace Corps/Nepal also should explore the potential for placing volunteers with local NGOs working on gender and development.

Peace Corps/Washington should continue to support the mainstreaming of gender into Peace Corps field programs. Specifically, Peace Corps/Washington can continue to serve as liaison with WIDTECH and USAID for support to develop gender and development pre-service and in-service training packages for Peace Corps/Nepal and for Peace Corps programs in other countries. Peace Corps/Washington can support Peace Corps/Nepal in exploring the

placement of volunteers with local NGOs working on gender and development. Peace Corps/Washington also can expand its strategic support to the Peace Corps/Nepal WID group by enabling Nepali counterparts working in gender and development to gain exposure and strengthen networking by accompanying Peace Corps volunteers to appropriate national, regional, and international fora.

## **CHAPTER ONE**

### **GENDER AND CASTE PERSPECTIVES STRATEGY**

The objectives of the gender and caste perspectives component of the environmental education in-service training workshop for Peace Corps/Nepal volunteers and their counterparts were:

1. At the conclusion of training, 40 people, including Peace Corps/Nepal program and training staff, will be better able to address gender issues in environmental education; promote gender-sensitive environmental education; and conduct these activities in schools, families, and communities.
2. At the conclusion of training, Peace Corps/Nepal staff and other participants will have increased their ability to provide guidance to Peace Corps volunteers and their counterparts who did not attend this training in integrating gender and caste perspectives in their environmental education activities.

Although a participants' needs assessment for environmental education was conducted months prior to the workshop, gender issues were not specifically included. To prepare the workshop sessions, the consultant met with staff from Peace Corps and other organizations working on gender and development in Nepal. The regular meeting of the Peace Corps women in development (WID) group took place prior to this consultancy. Peace Corps WID representatives participating in the workshop shared their concerns and priorities with other participants.

Based on these discussions, the gender and caste component was designed to include these topics: differences between WID and gender and development; definitions of gender and development and gender in development; gender theory, reality, and gaps in Nepal; vocabulary; how to be sensitive to women and give support; how to integrate gender balance into sector programs on environmental education; obstacles for general participation/school attendance of females and low castes; tools for surveying community social structures, roles, institutions, relationships; and prostitution and HIV/AIDS.

Given the diversity of participant backgrounds and their varied experience with gender issues, the consultant's strategy was to introduce concepts and tools to address a broad range of experiences. The five sessions allocated to gender perspectives during the five-day workshop were used to introduce the following: basic gender paradigms, main gender considerations in Nepal, tools to collect gender disaggregated information at all stages in the project cycle, and tools to include gender perspectives in environmental education.

In support of the concept of mainstreaming gender perspectives, the gender and caste component sessions were integrated throughout the five-day workshop rather than isolated in one day at the end of the workshop. The environmental education sessions and gender perspectives sessions were planned independently. Nevertheless, the effort to integrate and



complement was more effective with the gender sessions scheduled throughout the workshop.

The strategy for the gender and caste component was to balance theory and practical tools and to use the project cycle as the framework for the gender sessions. However, the strategy was adjusted in response to the broad range of participant experience and needs, the comments in the daily evaluations, the issues arising from consultations with individual and groups of participants, and the limited time allocated for the component. The project cycle framework was discussed in the second session, as planned, but sessions on masculinity or becoming a man, caste, and human trafficking were substituted.

The final workshop activity was action planning focusing on environmental education within five sectoral groups (Education, Natural Resource Management, Reproductive Health, Youth and Development, and Water and Sanitation). Each of the five action plans for environmental education effectively incorporated key gender and caste perspectives and approaches:

- # The Education group plan addressed one obstacle for girl and low caste (*dalit*) students: the construction of toilet facilities with running water at schools was integrated with building gender awareness.
- # The Natural Resource Management group plan developed a *lokta* paper production enterprise with gender balance in planning, implementing, and benefiting from the enterprise.
- # The Reproductive Health group plan had three programs: family planning with a focus on newly married couples; sex education in higher secondary classes (8, 9, and 10) for 3 weeks; and village women's education (4-week program). In the first two programs, the inclusion of husbands and school boys in education programs provided gender balance.
- # The Youth and Development group plan to organize a joint youth camp addressed gender balance with specified quota participation of girls (one-half girls, one-half boys) and included *dalit* youth.
- # The priority of the Water and Sanitation group plan was education and awareness, focusing on enrollment and attendance of girls and *dalit* in schools, with specific sanitation messages—for example, wash hands regularly, explaining why hand washing is linked to good health.

## CHAPTER TWO

### GENDER AND CASTE PERSPECTIVES SESSIONS

The Peace Corps Activity Champion, Dinesh Karki, and the IUCN Environmental Education Specialist/Trainer, Dr. Badri Pande, were flexible and responsive to mainstreaming gender perspectives into the workshop, rather than isolating the gender issues by relegating the gender sessions to the last day.

Table 1 presents the gender and caste component workshop sessions. Plans for each session are included in this section as are descriptions of the tools and activities presented.

**Table 1: Gender and Caste Perspective Workshop Sessions**

Day	Session	Gender and Caste Component Topics
1	2:00–3:00	Introduction and Overview
2	10:30–12:00	Gender Perspectives in the Project Cycle
3	8:00–9:00	“Masculinity in Different Cultures” or “On Becoming a Man”
3	1:15–2:00	Environmental Education Materials Assessment
4	10:30–12:00	Issues of Caste and Human Trafficking in Nepal

#### SESSION 1: INTRODUCTION

##### Workshop Objective

The workshop objective is to link environmental education to the five sectors of Peace Corps/Nepal: Education, Natural Resource Management, Reproductive Health, Youth and Development, and Water and Sanitation. The goal is to improve management of the physical environment for balanced ecosystems that can sustain productivity.

The addition of a gender and caste component to the environmental education workshop underscores the premise that environmental issues require social solutions. Social solutions require cultural, political, and economic transformation. The cultural aspects affect roles and responsibilities in society. The economic aspects affect equitable distribution of resources and benefits, and the political aspects affect the balance of power and relationships regarding access and control of resources. In addition, the human rights aspects affect gender and caste equity and equality.

Given the broad range of participants’ levels of knowledge and experience with gender issues, the gender and caste workshop sessions were designed to address informational needs and provide practical tools and approaches.

## Why Is a Gender Perspective Important?

The life expectancy of Nepali women is lower than that of Nepali men (1991 census figures; 2001 census figures for life expectancy are not yet released):

- # 53.5 years for women and
- # 55 years for men.

The *Human Development Report 2001* of the United Nations Development Programme states that in only four countries (out of 180) women had a lower life expectancy than men in 1999:

Pakistan	male: 59.8 years; female: 59.5 years.
Nepal	male: 58.3 years; female: 57.8 years.
Zambia	male: 41.4 years; female: 40.6 years.
Malawi	male: 40.4 years; female: 40.2 years.

Women's low life expectancy in Nepal is related to the following factors:

- The maternal mortality rate is 539 per 100,000 live births (in the United States, the maternal mortality is 8/100,000).
- The mean age at first marriage for rural females is 17; for rural males, it is 21 years.
- Women are responsible for 63 percent agricultural labor.
- Women average three hours more work per day than men.

In South Asia, Nepal's infant mortality is surpassed only by Afghanistan and Pakistan:

- Afghanistan 161 per 1,000 live births.
- Pakistan 87 per 1,000 live births.
- Nepal 71 per 1,000 live births.
- United States 7 per 1,000 live births.

The literacy rate is low in Nepal, and the gender gap in literacy in the country is among the highest in the world:

- Total literacy 53 percent.
- Female literacy 28 percent.
- Male literacy 68 percent.

Nepal also suffers from an education gender gap. The enrollment in primary levels is not too unequal. Additionally, the drop-out rates in the higher levels is significant for both sexes but more drastic for females.

The only area where female enrollment is higher than that of males is in university-level medical studies. However, even in medical studies, females are relegated to lower-level career options such as nurses, whereas males become doctors and higher-level medical practitioners and administrators.

### Some Positive Trends

- # **Health Sector:** The Female Community Health Volunteer network has been established with 46,000 volunteers across the country. Based on epidemiologic calculations, the vitamin A capsules given twice yearly save the lives of 30,000 children ages 6-60 months annually. The network also provides safe home delivery kits and other community health program support.
- # **Forestry Sector:** Female participation is high in community forest user groups. In the USAID-funded Rapti area, 33 percent the executive members of community forest user groups are women, and 200 women from these groups have been elected as representatives in local government positions at the village development committee and ward development committee levels.
- # **Education Sector:** Female enrollment and female literacy are increasing. In 1971, female literacy was 2 percent, whereas in 2001 it is 25 percent. New legislation passed during this session of Parliament proposes to improve teaching standards and to support girls' education in secondary levels.

### Activities

#### *The Gender Game—Gender or Sex?*

The objective is to introduce the term and concept of “gender” by differentiating between gender and sex, using the socio-cultural differences between the American Peace Corps volunteers and their Nepali counterparts to highlight the changeable nature of gender. A series of statements were made, and participants were asked to make distinctions—for example, “female Nepali agriculture workers are paid 40-46 percent of men’s wages.”

#### *Reincarnation*

The objective of this activity is to emphasize cultural and societal definitions for gender roles. In the plenary group, participants were asked to believe in reincarnation and to assume they could choose their sex for the next life. After a show of hands to choose their sex, the discussion elicited social and cultural differences and reasons for Nepali preference to come back male. The Nepalis’ responses included “men in Nepal are free to do what they like to do.” The Americans’ responses included “in which culture? If being reincarnated in Nepal, then male, if in the West, then female.”

## **WID Compared with Gender and Development**

- # WID seeks to integrate women into development by making more resources available to women to increase their efficiency. This approach can have the unintended result of increasing women's workloads, reinforcing inequalities, and widening the gender gap.
- # Gender and development seeks to analyze men's and women's roles and the unequal power relations between women and men as the basis for social, economic, and political transformation that benefits society as a whole. Gender and development is working for equity and respect for the human rights for all people.

## **Gender Circle**

The Gender Circle provides definitions for the basic gender terminology:

- # Gender roles;
- # Division of labor;
- # Labor valuation;
- # Access to decision making, services, and benefits; and
- # Power relations reinforcing or reforming gender roles.

## **SESSION 2: GENDER IN THE PROJECT CYCLE AND TOOLS**

### **Opening Activity**

In a telephone review of yesterday's gender session, one person in each group recalls a highlight, keyword, or phrase from yesterday's session and "plays telephone," passing the message down the line to the last person, who repeats the message out loud.

### **Models for Overview of Gender Analysis and Activity, and Gendered Situation Analysis Tools**

#### *Socio-Economic Gender Analysis Model*

The Socio-Economic Gender Analysis (SEGA) model was introduced because it emphasizes decentralization, democracy, and diversity and is based on a commitment to social and economic justice as well as the empowerment of marginalized people.

The SEGA approach facilitates community involvement in problem analysis and planning, implementation, monitoring, and evaluation, as well as mobilization and community organization, for sustainable development.

The model is designed to help development professionals understand social and community change, identify tools for facilitating change, adapt relevant scenarios to the local situation, and define indicators of success.

### *Practical Versus Strategic*

A discussion was held about practical interventions versus strategic impact to show Peace Corps volunteers the potential for their individual, practical activities to contribute to longer-term strategic impact.

### *Project Cycle with Gender Perspectives*

Why do we need stakeholder analysis with a gender perspective? Generally, the smallest analytic units classifying stakeholders include the family, the household, and poor farmers. Analysis with a gender perspective is required to detect the roles, responsibilities, benefits, and constraints of the different actors within these units. Gender-differentiated analysis enables project planners to answer the following questions: Who does what and when? Who gets what?

The session included a brief review of the project cycle, with discussion about how to maintain a gender perspective at each stage of the cycle—situation analysis, design of project and development of monitoring and evaluation plans, implementation, and monitoring and evaluation feedback.

### *Gender Assessment Tools*

#### **24 Hour Day—Division of Labor (Oxfam pg. 179, 181) “Who Does What?”**

This tool helps determine what is the *actual* (as opposed to the *idealized*) division of labor among women, men, and children.

Since many participants had already used some version of this tool, the group discussion elicited insights gained from its use and lessons learned.

# Differentiation of men’s and women’s types of work:

- Women do more varied tasks and multi-tasking.
- Work for the family (reproductive) is usually done by women.
- Work outside the home (productive and community/public) is more often done by men.
- Men have more leisure time.
- Women get less sleep.
- Women usually work longer hours.
- Men are more involved in decision making.

- Women tend to do more of the “traditional” activities whereas men do fewer of these activities in the changing society.
- Lessons learned:
  - C The 24-hour day needs to include categories that differentiate age, class, caste, and the like. For example, an assessment of children’s roles in household and family work can give insights on low school attendance or on drop-outs.
  - C The direct adaptation to natural resource management is to use a gender-sensitive seasonal calendar to show the division of labor and workloads of men, women, and children throughout the year to provide a basis for understanding gendered issues of labor and for planning appropriate and effective interventions.

### **Gender-disaggregated Seasonal Activity Calendar (Kerstan—GTZ: 1995)**

The gender-disaggregated seasonal analysis helps identify problems and potential solutions by depicting seasonal changes. The analysis can focus on a single variable, such as an economic activity, or can compare variables, including gender-specific labor availability, workload, cash-flow needs, irrigation demand, and price fluctuations.

- Lesson learned:
  - C Include “youth” (disaggregated for female and male) as a separate category in the seasonal activity calendar and other tools.

### **Benefit Analysis**

The benefit analysis systematically reviews the benefits accrued to individuals within a household from products and by-products of livelihood activities.

In the session, examples of common products, a chicken egg and cardamom, were used with different participants describing the access and control of the produce and the cash benefits. According to our informants in their communities, chicken eggs are produced in the household domain that is more controlled by women and so the cash benefits accrue directly to women. Cardamom is a cash crop under the domain of men, and the cash benefits are controlled by men.

### **VENN Diagrams for Institutional Analysis**

The VENN diagramming tool depicts institutional relationships and comparative ranking of institutions. Comparisons of VENN diagrams from diverse sectors within a community—male/female, wealthier/poorer, lower/upper caste—show the varying levels of importance of an institution for different target groups. VENN diagrams also can clarify available internal and external resources in different sectors of the community.

Participants suggested that the VENN diagrams can be used to depict individual relationships as well. (We ran out of time to do a small group activity with the VENN diagrams.)

### SESSION 3: GENDER ASSESSMENT OF ENVIRONMENTAL EDUCATION

#### Objective

Based on the environmental education discussion and materials presented by Dr. Badri Pande, this objective of this session is to apply a gender perspective to environmental education approaches and materials used in Nepal. Overall, four aspects of gender assessment of environmental education were brainstormed and discussed in a plenary group:

- # **Target Audience**—Gender analysis: who is targeted? How? Where? (that is, in schools, out of school, for youth or adults, male or female or mixed, communication or education purposes, didactic or participatory approaches).

Examples of support for girls' education include scholarships available for girl students and *dalit* students through the Active Women in Nepal. The Department of Education Office also provides scholarships and clothes for low-income families. The World Food Programme is trying a pilot activity in Baitadi and in another district in Far Western Development Region to encourage girls' attendance in school by providing the positive incentive of cooking oil and the negative incentive of confiscating cooking utensils. However, the lack of toilets with running water for girls is an impediment for older girls to regularly attend classes.

- # **Facilitator/Teacher**—Awareness of gender perspective and biases; sex ratio; support all teachers to be more gender sensitive—specifically, support female teachers.
- # **Teaching Methods**—Be inclusive with special attention to girls and *dalit*, be more participatory, and use Peace Pieces games and activities for learning.
- # **Curriculum**—Overall gender situation and environmental analysis; review for gender biases (for example, agroforestry bias toward men and kitchen gardening bias toward women).
- # **Materials**—Apply a gender perspective in analyzing materials produced by different organizations, and consider gender balance when producing materials. Discussion about the three areas to critique—visuals, text, and overall gender message (see attachment).

Environmental education materials from government curriculum and private organizations, and literature from different projects (including PACT “Women in Business” books) was distributed to five small groups for critique and discussion.



Generally, the groups found all the materials to be balanced with regard to gender with visuals and text presenting positive gender messages. Discussions in the small groups highlighted the need to present balanced gender messages in educational materials.

**SESSION 4:  
"ON BECOMING A MAN" OR "MASCULINITY IN DIFFERENT CULTURES"**

**Objective**

This session's objective is to explore the social and cultural roles, attitudes, and behaviors men adopt, consciously or sub-consciously. The activity enhances cross-cultural exchange between Peace Corps volunteers and their counterparts by encouraging them to understand their cultural and social similarities and differences. Through discussion, gender differences in behaviors and attitudes are determined to be changeable rather than permanent.

**Methodology**

Incomplete sentences were prepared and translated into Nepali, based on the activity designed by Oxfam and adapted to the Nepali context. The incomplete sentences were read aloud to the participants in Nepali and English. The participants worked independently, finishing the sentences and writing them in their notebooks.

Sentences for activity:

1. Parents hope their son will become \_\_\_\_\_.
2. Teachers expect boys to treat girls like \_\_\_\_\_.
3. Boys are embarrassed when \_\_\_\_\_.
4. A man is a "good" husband when he \_\_\_\_\_.
5. The best thing about being a man is \_\_\_\_\_.
6. If a man wants to show-off to another man, he will \_\_\_\_\_.
7. At work, a man feels successful when \_\_\_\_\_.

Participants formed pairs, Peace Corps volunteers with counterparts, to discuss their responses, insights, and findings; to understand how "masculinity" differs between the cultures; and to learn how these gendered behaviors and attitudes might affect their work relationships.

In the plenary, some examples were shared:

American parents hoped their sons would be successful financially and happy in their careers. Nepali parents wished their sons to be happy in their lives with success in having a good home for their families.

American boys are embarrassed when other children tease them about looking like sissies/girls. Nepali boys are embarrassed when they are teased about looking funny—with a long nose or a big stomach.

The best thing about being a man in America is that you are free to do whatever you like. The best thing about being a man in Nepal is that you are free to do whatever you like.

## SESSION 5: CASTE ISSUES AND HUMAN TRAFFICKING ISSUES

### Objective

The objective of this session is to discuss caste and human trafficking issues that affect the work of participants as well as them personally.

### Caste Issues

*Dalit* make up 20 percent of Nepal's total population. Traditionally, the so-called occupational castes had patron relationships with the high caste in the villages and surrounding areas. Now, the patron relations are breaking down with the ready-made products the occupational castes produced available in even remote areas—particularly, shoes and clothing. Although the caste system was legally banned, it is still practiced, particularly in rural areas.

The plenary group listed the caste names, occupations, and family names. Castes have specific family names so volunteers will know someone's caste when they hear the family name.

**Table 2: Caste Names, Occupations, and Family Names**

Caste	Occupation	Family Names
Badi	Musicians, make mandals, traditional 'ritual' prostitutes	Nepali
Damai	Tailors, musicians	Nepali, Pariyar, Balkoti, Panchkoti, Bordeva, Sonam
Dhobi	Laundry workers	Konojiya
Pode	Sanitation workers	Pode
Sarki	Leather workers, shoemakers	Bastatoki
Dom	Sweepers	Dom
Kami	Iron workers (hills)	Biswakarma, Rasaili, Boraili

Luwar	Iron workers ( <i>tarai</i> , or plains)	Bishwakarma
Dusar	Alcohol makers ( <i>tarai</i> )	Paswan
Chamar	Leather workers ( <i>tarai</i> ), Traditional midwives	Ram, Mahara, Mochi
Musahar	Soil preparers ( <i>tarai</i> )	Rishidev

Nepali counterparts shared their views on the changes in the caste system and caste relationships during the last 10-20 years. All the Nepali participants, who are working in different sectors of community development, have broken traditional caste barriers by sharing water and food with low-caste people, inviting these people into their homes, and eating in low-caste family homes. The Nepali counterparts unanimously agreed that tremendous changes have taken place and that, despite the significant changes in relationships between high and low castes, society still draws the line at marriages between high- and low-caste people.

Volunteers shared their observations that schools are key in changing the next generation's perspectives toward equality between castes. Additionally, the Christian churches are attractive to *dalit* because they seek to escape from caste discrimination.

Volunteers shared their experiences with low-caste discrimination. One volunteer invited a low-caste friend to her room and served water. The volunteer's neighbors chastised her for bringing a low-caste person into the building and to her room and serving water, thereby polluting the entire jug. Another volunteer commented on the higher drop-out rates from school by the lower caste students.

NGO programs for *dalit* tend to be more separate programming, which reinforces separation and untouchability but is also requested by the *dalit* themselves. Programming initiatives include savings and credit organizations, vocational training, community forestry user groups, and literacy training.

Institutionally, local and international NGOs encourage *dalit* staffing. CARE Nepal's experience with hiring *dalit* for housekeeper positions and an engineer for rural infrastructure works including drinking water systems is enlightening. CARE Nepal found many negative community reactions to the *dalit* staff. Therefore, CARE staff provided support to their *dalit* colleagues by openly eating together and by sharing water and lodgings. CARE staff reported that after six months of these visible actions the community accepted the *dalit* staff.

The recommendation to the Peace Corps volunteers is to persevere in supporting caste social transformation because the millennium-old customs of caste hierarchy still require time to change and all acts of demonstrating equality between castes will reinforce the social transformation toward improved human rights and equity for all castes.

## Human Trafficking Issues

The Human Trafficking (Control) Act of Nepal (1986) defines trafficking as:

- # Selling or buying a human being;
- # Taking persons to foreign countries for purpose of trafficking;
- # Involving a women in prostitution by enticing or alluring, by undue influence, or by fraud, threat, force, or any other means; and
- # Pandering or encouraging others to do any or all of the above mentioned.

In 1987, a study by Child Workers in Nepal estimated that 153,000 to 200,000 females (adults and children as young as 10 years old) are sold into prostitution in India.

Maiti Nepal estimates that 5,000-7,000 women are trafficked from Nepal every year.

- # **Rural Village Story**—A comic book by The Asia Foundation called “Our Protection, Our Future” tells the story of village girls being lured away from their homes into prostitution and describes how the villagers work together to fight human trafficking.
- # **Urban Story—Positive Life** recounts the stories of urban youths who use drugs and frequent prostitutes and therefore contract HIV/AIDS. Despite being educated and sometimes from well-to-do families, these youths are vulnerable as Nepali society adjusts to the 21<sup>st</sup> century. With the disintegration of extended family structures and other social transformations, urban youths are experimenting with drugs and are vulnerable to HIV/AIDS through intravenous drug use and unprotected sex.
- # **Personal Story**—Everyone thinks that HIV/AIDS will never strike me or my family because we aren’t like those people, because we will have better luck, because we are educated. I recounted the story of my brother visiting a brothel in Thailand one time, one night; he contracted HIV that eventually became AIDS and killed him.

## Recommendations

- # Youths should always discuss plans to travel or work outside the village or community with their families and others, and especially before making decisions about marriage or jobs.
- # Girls should inquire about family, address, and work of the boy before marriage.
- # Parents should ask youths for names of contacts and employers, location, and contact phone numbers and addresses when youths are traveling.

- # Guardians should accompany girls to their jobs.
- # Development programming should increase awareness about HIV/AIDS and convey accurate information about how it is transmitted; development programming also should strengthen women's groups to fight against human trafficking.
- # Development programming should support sex education in the schools, including information on HIV/AIDS.
- # Development programming should include sex education for newlywed couples.

*A Recommendation for Peace Corps/Nepal and Peace Corps/Washington*

There is a great potential for the Peace Corps to collaborate with organizations focusing on gender and development. It would be a positive step for Peace Corps/Nepal programming in directly addressing gender issues in Nepal. Peace Corps/Nepal should explore the possibilities of placing its volunteers with organizations working on gender and development.

### **CHAPTER THREE**

## **ACTIVITIES UNDERTAKEN TO PREPARE THE GENDER AND CASTE COMPONENT FOR THE ENVIRONMENTAL EDUCATION WORKSHOP**

- Sept. 28, 2001    Meet at ICIMOD, Ms. Phuntsok Tshering  
 Meet at CARE, Ms. Meeta Pradhan  
 Meet at Helvetas, Mr. Adhir Sharma
- Oct. 1,  
 Monday            Meet at GTZ, Ms. Milu Maskey  
 Meet with Training Team: Peace Corps, Dinesh Karki; and IUCN, Dr. Badri Pande  
 Meet with Peace Corps Health Program Officer, Dawa Thapa  
 Contact Travel Agents for Airfare Quotations
- October 2            Meet with Peace Corps Education Program Officer, Sherry Russell  
 Meet with FAO Program Officer, Sara Mader  
 Read and Prepare for Gender Sessions
- October 3            Meet with Dr. Badri Pande, IUCN  
 Meet with UNDP Mainstreaming Gender Equity  
 Read and Prepare for Gender Sessions
- October 4            Meet with Ms. Gael Robertson, DFID Social Organization Program Officer  
 Pick Up Reports from USAID, Ms. Aza Williams  
 Read and Prepare for Gender Sessions
- October 5            Meet with Training Team at Peace Corps  
 Meet with Shtrii Shakti  
 Finalize Materials, Photocopy, etc.
- October 7,  
 Sunday            Depart for Nagarkot Workshop Site (2:30 p.m.)  
 Prepare Workshop Room
- October 8-12,  
 2001                Peace Corps/Nepal  
 Environmental Education and Gender Perspectives Workshop
- October 15,  
 Monday            Wrap-up Meeting at Peace Corps with Dinesh Karki and Suresh Nepali  
 Consultation Meeting at Shtrii Shakti, Ms. Indhira Shrestha  
 Collect Contact Information for NGOs Working on Gender Issues  
 Draft Report

- October 16      Collect Contact Information for NGOs Working on Gender Issues  
Contact with USAID, Ms. Rajani Tuladhar  
Draft Report
- October 17      Wrap Up with Suresh Nepali at Peace Corps/Nepal  
Draft report
- October 18      Wrap Up at Peace Corps/Nepal  
Pick Up and Fill in Timesheet, Expense Reports, etc.  
Draft Report, Photocopy, Prepare for Mailing

## CHAPTER FOUR

### NEXT STEPS FOR PEACE CORPS/NEPAL

The daily and final evaluations administered during the workshop provided useful feedback for the facilitators and for Peace Corps/Nepal. The comments on the gender and caste component ranged widely.

#### **Evaluation Results**

Strengths of the workshop included:

- # Gender and caste information and activities useful and will apply back at post or work;
- # Gender paradigm useful;
- # Gender Situational Analysis approach and tools usable and useful;
- # Gender and caste discussion addresses the heart of the issue; and
- # Caste information useful and to the point.

Weaknesses were that the workshop:

- # Did not address origin of caste system;
- # Needed more practical, concrete skills—too theoretical;
- # Should not have included a discussion of participatory rural appraisal—it was already known;
- # Needed to delve into gender and caste issues more deeply—not enough time;
- # Needed to make the gender and environmental education link more specific;
- # Needed more discussion on gender and caste;
- # Was not challenging or interactive enough;
- # Needed more case studies; and
- # Need more Nepali language handouts

In this in-service training workshop, Peace Corps/Nepal combined two topics (environmental education and gender) and different audiences: five different sectoral groups (Education, Natural Resource Management, Reproductive Health, Youth and Development, and Water and Sanitation), two different groups of Peace Corps volunteers (4 or 12 months at post), and Nepali counterparts. Therefore, the wide range of evaluation comments are to be expected. Overall, the evaluation comments reflect a need for the more thorough integration of gender and development into Peace Corps volunteer training.

#### **Recommendations**

- # Establish a goal to mainstream gender equity and development into all Peace Corps/Nepal programming: develop a pre-service training package on gender and caste in development for all incoming groups and an in-service training package for mixed groups



of volunteers and counterparts. Harness the ideas, experience, and energy of the Peace Corps WID group. Allocate sufficient time to meeting with, and learning from, local NGOs working on gender and development.

- # Explore the potential for directly supporting gender equity and development in Nepal by placing Peace Corps volunteers with NGOs working on gender and development.

## **CHAPTER FIVE OTHER RECOMMENDATIONS (FOR PEACE CORPS/WASHINGTON)**

The Peace Corps/Nepal staff appreciated the support from WIDTECH and Peace Corps/Washington to include gender perspectives in the environmental education in-service training workshop. This initial effort and foundation should be strengthened and built upon to fully integrate gender and development into Peace Corps/Nepal programming.

### **Recommendations**

- # Support Peace Corps/Nepal to fully integrate gender and development into country programming by developing sector-based gender training packages (for example, the impact of gender on HIV/AIDS, and water and gender) and by exploring volunteer placement with NGOs working directly on gender and development within a particular sector.
- # Continue strategic support to the Peace Corps WID group to participate in appropriate national, regional, and global meetings on gender and issues of concern to women. Extend support to enable Nepali counterparts working in gender and development to accompany the volunteers to national, regional, and global fora to strengthen network linkages and expand exposure.
- # Explore the potential for placing Peace Corps volunteers with local organizations focusing on gender and development programming. This new program collaboration would enable Peace Corps/Nepal to directly address gender and development issues in Nepal.

**ANNEX A**

**PEACE CORPS NEPAL:  
INTEGRATING GENDER INTO AN ENVIRONMENTAL  
EDUCATION AND AWARENESS WORKSHOP,  
KATHMANDU, NEPAL**



**Peace Corps Nepal  
Integrating Gender into an Environmental Education and Awareness  
Workshop  
Kathmandu, Nepal**

**October 8-12, 2001**

**Statement of Work for WIDTECH Assistance**

**Background**

Under the terms of this statement of work, WIDTECH will provide a consultant, a gender and environment specialist, to Peace Corps/Nepal. The consultant will ensure that technical information on gender analysis and a gender perspective are integrated into a workshop on environmental education and awareness activities for Peace Corps Volunteers (PCVs), host country nationals (HCNs), and Peace Corps staff to be held October 8-12, 2001 in Kathmandu.

Peace Corps/Nepal has discussed increasing the emphasis on gender issues and incorporating a gender perspective in its current programming. In examining effective community development strategies, it has been noted that women in Nepal are not always accorded an active role in local development projects. In addition, the role of education and active participation by women and youth in community decision-making tends to be minimized in both urban and rural settings, which can have a negative impact on grass-roots development efforts.

Therefore, a workshop that was designed to introduce volunteers and counterparts to new environmental education materials and techniques will also afford an excellent opportunity to improve participants' understanding of gender analysis and strategies for incorporating a gender perspective in development activities.

The WIDTECH consultant will develop creative joint programming with those responsible for the workshop sessions, e.g., examples and interactive exercises, so gender may be integrated into all the sessions. The consultant also will give an independent session as well on gender and environmental education and awareness. Therefore, the consultant will be involved early in the training design process via e-mail and through the exchange of draft agendas and session designs. Also the consultant will arrive three days before the workshop in Kathmandu in order to have the opportunity to work with the training group in person.

**Tasks: The Workshop**

Preparation: Working with the workshop organizers:

- Gather materials appropriate to gender and environmental education

- Design an interactive workshop session on integrating gender into environmental education
- Design components using examples and exercises for the integration of gender into other workshop sessions as appropriate

**Implementation:**

- Conduct a workshop session on gender, environmental education and awareness
- Assist as appropriate with other sessions to integrate gender throughout the workshop agenda
- Consult with the workshop participants, Peace Corps volunteers and their counterparts, to provide recommendations for addressing gender issues in their action plans

**Follow-Up:**

- Meet with Associate Peace Corps directors to advise on how to develop gender sensitive project plans and programming
- Meet with Peace Corps volunteers as a group who are interested in gender and women in development issues for brainstorming and assistance with integrating gender into their work strategies
- Provide a report of the focus on gender in the workshop, what the work accomplished, and the impact of that work as reflected by workshop evaluations and other mechanisms

**Training Dates:**

October 8-12, 2001.

**Training Objectives:**

1. At the conclusion of training, 40 people, including Peace Corps/Nepal program and training staff, will be better able to address gender issues in environmental education; promote gender sensitive environmental education; and conduct such activities in schools, families, and communities.
2. At the conclusion of training, Peace Corps/Nepal staff and other participants will have increased their ability to provide guidance to Peace Corps volunteers and counterparts who did not attend this training in integrating gender perspectives in their environmental education activities.

**Expected Outcomes:**

1. Volunteers and counterparts will actively participate in 5 days of training, which will include new materials in environmental education and techniques for incorporating a gender perspective in all activities (session or discussions to be conducted by the consultant).
2. Participants will demonstrate an increased understanding of gender issues in Nepal.

3. Participants will be able to conduct dynamic, gender sensitive, environmental education activities in formal and non-formal educational settings.
4. Participants will be able to incorporate simple techniques for integrating gender perspectives into their regular work activities (e.g., participation of women in demonstrations of water, soil, and other resource conservation techniques even if they are not traditional decision-makers; ensuring that environmental youth groups have participation by both boys and girls).
5. Each volunteer and host country national counterpart team will draft an action plan on how they will address gender sensitive environmental awareness and education activities at their sites.

**Level of Effort:**

2 days	preparation in U.S. to plan workshops/session development
2 days	initial travel (from U.S. to Nepal)
3 days	team planning days in country
5 days	training sessions
2 days	pre-departure days for consultations, wrap-up and reporting
2 days	return travel (from Nepal to U.S.)
3 days	final writing of report
<b>19 days</b>	<b>Total Level of Effort</b>

**Reporting Activities**

As the consultant will be conducting sessions and advising volunteers, counterparts and programming staff; the report should document any training events and outcomes related to the inclusion of a gender perspective and should include participant evaluations. The training components used with any examples and exercises should be included in an annex. The report should include commentary on selected sessions pertinent to the gender focus, as well as general comments about the workshop and recommendations for integrating gender into the environmental education and awareness activities of the Peace Corps in Nepal. It is not expected that the consultant will evaluate the environmental education content in the workshop.

The report format:

1. Cover page
2. Table of Contents
3. Executive Summary
4. Consultant's strategy and actual workshop sessions conducted
5. Description of other activities undertaken (meetings, discussions, site visits)
6. Next Steps for Peace Corps/Nepal
7. Other Recommendations (for Peace Corps/Washington)
8. Appendices
9. Extra details as you see fit

10. Participant Lists - disaggregated by male, female, youth, Peace Corps volunteers, staff, and
11. Host Country Nationals

The report should be in Microsoft Word and sent by e-mail to WIDTECH, Peace Corps/Washington, Peace Corps/Nepal, and USAID contacts that follow. Please deliver one hard copy and one disk if receipt of e-mail attachment can not be confirmed.

At USAID:

**Ed Lijewski**  
[elijewski@usaid.gov](mailto:elijewski@usaid.gov)  
202-712-1088

**Mary Knox**  
[mknox@usaid.gov](mailto:mknox@usaid.gov)  
202-712-0978

Peace Corps/Washington:  
**Heidi McAllister**  
[Hmcallister@peacecorps.gov](mailto:Hmcallister@peacecorps.gov)  
202-692-2671

Peace Corps/Nepal:  
**David O'Connor**  
[doconnor@np.peacecorps.gov](mailto:doconnor@np.peacecorps.gov)  
977-1-410-707

At WIDTECH

**Mary Hill Rojas**  
[mary\\_rojas@dai.com](mailto:mary_rojas@dai.com)  
202-332-3852

**Nepal Contacts:**

Activity Champion - **Dinesh Karki**: APCD, Environment Country Director, PC/Nepal  
[dkarkil@np.peacecorps.gov](mailto:dkarkil@np.peacecorps.gov)

**Washington Contacts:**

Primary - **Heidi McAllister**, Environment Specialist, EMA Regional Assistance Unit  
202-692-2671 [hmcallister@peacecorps.gov](mailto:hmcallister@peacecorps.gov),

**Debra Pinkney**: Admin Assistant, EMA Regional Assistance Unit 202-692-1883  
and **Teri Wingate**: WID/GAD Specialist (acting)  
202-692-2646 [twingate@peacecorps.gov](mailto:twingate@peacecorps.gov)