

DISCAP Training Guide on Gender Aware Policy in Planning

District Capacity Building Project (DISCAP-CIDA)

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**Module 1
(Final Edition-July 2003)**

NOTE: This final edition has taken care of topographical errors and improved the definition of some key gender and development concepts with input from participants.

Tools that did not adequately enhance understanding in their application have also been modified or replaced. The approach to Activity 1, 5 and the evaluation questions have undergone some changes worth noting.

Activity 1 (relating 'gender' to participants work in the self introduction): The facilitator is now guided to assess participant's levels of understanding of 'gender' without leading them to reconcile their understanding of the concept and agreeing on definition even before introducing the purpose of the workshop

Activity 5: The Problem Chain, which was adapted from the Problem Tree but lacked adequate instruction, has now been replaced with the Problem Tree tool and steps clearly outlined to achieve learning objectives.

Evaluation: Questions that did not trigger useful contributions were deleted and others included as pointers to shortfalls in organisation, content and facilitation.

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1 Introduction

1.1 Purpose

The purpose of the adoption training is to increase awareness of gender policies in planning. The training will facilitate a better understanding of the context for gender programming interventions. The focal point will be on Ghana's gender-related policies and how they can translate into potential areas of interest for gender action planning.

Gender institutional development is a planned process to increase the capacity of local governments and civil society to integrate gender into development initiatives. As political actors, local institutions can improve the 'good governance' agenda by empowering communities and enhance the sustainability of District development planning.

For this purpose, the gender adoption training is supported by the DISCAP Gender Strategy to enable Gender Desk Officers and key stakeholders to guide the incorporation of gender policies in District Development Plans and also coordinate gender issues in District Development programs, particularly those focused on the water and sanitation sector.

1.2 Training Objectives

Gender training is a form of education responsive to cultural and social differences. It is a planned process in which all participants, including the trainers, participants and the institutions at large, can achieve certain objectives.

The objectives of the training of the trainers are part of the overall DISCAP Gender Strategy. Not only will the training benefit participants but those who have been provided the skills as trainers. To better reflect the dynamic concept of gender in training (influences of age, sex, class, tribe, race, economic circumstances within the same culture), it is our intention to engage trainers from various professional and personal backgrounds. Certain trainers were recruited from the DISCAP Capacity Building Resource Group and others from within key institutions through the DISCAP Young Professional Program.

Through the efforts of information and awareness-raising and the development of skills, the overall training objectives are to give participants the opportunity to exchange on methods and processes and to allow for adaptation of a specific strategy and policy to their own District needs. It is a forum to draw out and build upon the existing gender knowledge and experience of each participant and to reflect on their own sectors' constraints in institutionalizing gender. Activities developed during training will allow participants to formulate basic principles and methods to support the transition of adoption of policies and strategies to implementation.

Through this training, DISCAP hopes to achieve the following outputs:

- To collate input and approval by key stakeholders of the District Gender Strategy;
- Develop a set of gender policy proposals for approval and adoption by the DA;
- Begin the process of strengthening Gender Desk Support Network consisting of District stakeholders, with whom the GDO will coordinate planning activities. The political leadership of these stakeholders is to also be sensitized for effective participation of all members.

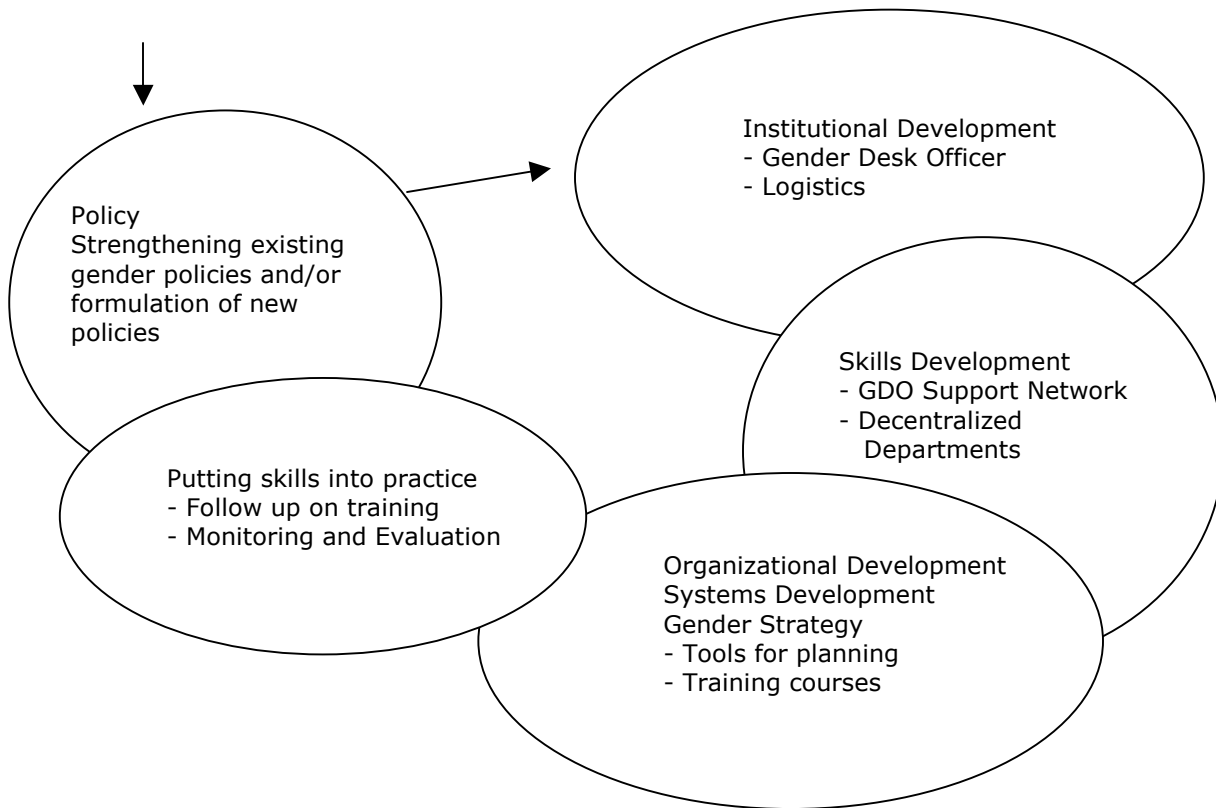
This initial training is meant to stimulate the adoption of District Gender Strategies and policies as part of the overall framework for development planning at the District level.

The training will allow DISCAP to identify and design ongoing institutional and governance capacity building courses and tools in collaboration with local institutions to further develop the expertise of key participants in the areas of gender development planning and gender equality.

It is important for participants to understand that the training they are involved in is only the beginning of a wider organizational and institutional change. These processes involve self and gender awareness, capacity strengthening and resource mobilization, which can help them to have more realistic expectations.

The diagram below depicts this foreseen organizational and institutional change and process.

Assessment



2 Training Approach

2.1 Experiential and Participatory Learning Approaches

The concept of gender has been introduced since the 1970's in order to better understand socially determined characteristics of men and women in contrast to those that are biologically determined. Ghana's deeply rooted cultural and historical development as in most societies, reflect diverse interpretations of gender contained in particular local and traditional transitions. These patterns, some of them deeply sophisticated, have not been transformed into secular systems of governance, especially at the level of local governance. In order to begin the process of transforming gender, it is easier to facilitate the learning process through the life experience of men and women. The experiential learning approach allows concepts to become real, allowing participants to draw on their own experiences. The participatory learning approach makes participants engage in active learning. The processes of participatory learning opens discussion on change and seeks to motivate the participants' readiness to contemplate actions, borne out of their own understanding.

3 Training Program: Day 1

Handout- Theme Gender Roles and Needs

9:00	Introduction to day 1 training program
9:15	Expectations/Contributions
9:30	Activity: 24-hour day
10:45	Tea break
11:00	Activity: Understanding 'triple roles'
12:00	Lunch
13:00	Activity: practical and strategic gender needs
14:00	Activity: Visions of empowerment
15:00	Break
15:15	Case Study: Decentralised planning in the water and sanitation sector

3.1 Key Concepts

Gender

Gender refers to the social differences in roles and responsibility between men and women. Unlike sex, which is biologically predetermined, gender is a social construct, which identifies socially and culturally prescribed roles and behaviours that men and women are expected to follow. Gender is learnt through a process of socialisation and cultural perceptions e.g. men's work, women's work, dress, behaviour, qualities and expectations. It changes with time and varies within and between cultures. Because it deals with values and attitudes, it often resists change. "Gender analysis has increasingly revealed how women's subordination is socially constructed, and therefore able to change, as opposed to being biologically predetermined and therefore static".

(Source: CIDA 's Policy on Gender Equality, 1999)

Gender Equality (GE)

The concept of gender equality moves beyond the focus of equal treatment and builds upon the importance of results. It advocates for differential treatment of groups in order to end inequality. "Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potentials to contribute to national, political, economic, social and cultural development, and to benefit from the results".

(Source: Gender-Based Analysis: A Guide for Policy-Making, Status of Women, Canada, 1996)

Gender Equity

"Gender equity is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field". Equity leads to equality."

(Source: Gender-Based Analysis: A Guide for Policy-Making, Status of Women, Canada, 1996)

Women in Development (WID)

Women in Development is an approach that emerged in the 1970's which focuses on the effects of women's disadvantage and seeks to address women's needs in isolation from men i.e. targeting. It features women's productive role and strategies to minimize disadvantages in the productive sector. WID is one of the dominant perspectives in practice, which focuses on integrating women in economic systems through necessary legal and administrative changes.

Gender and Development (GAD)

Developed in the 1980's, the GAD approach is an alternative to the WID approach. It provides a holistic perspective emphasizing gender relations in all aspects of women's lives, from productive to reproductive. The approach focuses on the causes of women's disadvantage and invites the contributions of men rather than exclusively emphasizing on 'women' only contributions. GAD challenges the existing power relations in society between women and men.

Gender Effective Participatory Development

The term 'participation' can be interpreted in a variety of ways. Participation in development is a critical component of success in various sectors, including health, water and sanitation, agriculture, to name a few. Early women in development policy approaches assumed that women were merely passive beneficiaries of development. More recently, equitable policies in development practices value people's ideas and knowledge enabling active participation of both men and women. Gender effective participatory development is the full participation of men and women not only as passive participants but by taking initiatives and challenging existing inequitable distribution of power.

Empowerment

"Empowerment is about people, both women and men, taking control over their lives. Setting their own agenda, gaining skills, building self-confidence, solving problems, and developing self-reliance. It is not only a collective, social and political process, but an individual one as well and it is not only a process but an outcome too." Outsiders can facilitate the empowerment of women, but it is only women who can empower themselves to make choices or to speak out on their own behalf.

It involves sensitization and change in behaviours, structural changes that propagates women's subordinate position. Empowerment implies the demand to gain rights; it is the ability to think critically and fosters decision-making.

(Source: CIDA 's Policy on Gender Equality, 1999)

Decision Making

Decision making is the active participation of people taking responsibility for the outcomes that decisions may result in. An equitable decision-making process allows participants to make effective decisions, which can be shared by women and men, to reflect the reality of a local community. Thus, equitable participation in decision making not only allows people to share the risks of the consequences, but also participate in the decisions' implementation and evaluation on a basis of equality with the other people.

Gender Roles

The gender roles are the stereotypes of men and women in the spheres of productive, community management and the tasks associated to the reproduction of society. Productive roles (public life) tend to be held by men and are often associated with high status positions of decision-making power. Unlike men where their work is highly valued, women generally hold supportive roles that are often perceived as an extension to their reproductive role and are under valued. Women's role also involves tasks in all three spheres, and this is referred to as the 'triple role'.

Gender Division of Labour

"The gender division of labour refers to the different work that men and women do within the community or inside the home. Factors such as education, technology, economic change, and sudden crises like war and famine cause gender roles and the gender division of labour to change. By examining the gender division of labour it becomes evident that women's and men's tasks are interdependent, and that women usually carry the greater burden of unpaid work in the home and community". The process of analyzing these relations is essential to development planning.

(Source: CIDA 's Policy on Gender Equality, 1999)

Access and Control

The power relationships within society that are built on roles of men and women. Power is related to the control human have over resources. For example, women tend to have access to certain resources such as land but may be constrained in the bargaining power and control over the land and restricted to access its benefits.

Gender Needs

Needs women have to overcome their disadvantage relative to men in society through:

- gender division of labour and balancing triple role; men and women have different daily activities, responsibilities and time use, hence the gender division of labour.
- inequity of access to power and status; women have less access than men to resources, choice, decision-making positions and therefore power and status in society.

Practical Needs and Strategic Interests

“Practical needs can be defined as immediate necessities (water, shelter, food, income and health care) within a specific context. Projects that address practical needs generally include responses to inadequate living conditions. Strategic interests, on the other hand, refer to the relative status of women and men within society. These interests vary in each context and are related to roles and expectations, as well as to gender divisions of labour, resources and power. Strategic interests may include gaining legal rights, closing wage gaps, protection from domestic violence, increased decision making, and women’s control over their bodies”.

(Source: CIDA `s Policy on Gender Equality, 1999)

Gender Planning

Gender planning is the planning process of developmental programs and projects that take into account the impact of differing roles and gender needs of men and women. It addresses practical needs and identifies strategic entry points for challenging unequal relations. “To ensure sustainable benefits, both practical needs and strategic interests must be taken into account in the design of policies, programs and projects”.

(Source: CIDA `s Policy on Gender Equality, 1999)

Lobbying and Advocacy

Lobbying involves activities to influence those with decision-making powers and policies. It is generally a long term process of persuasion and negotiations between governments and civil society. Advocacy is the giving of support to a course and involves lobbying as a strategy. Past trends have shown that through concerted advocacy and lobbying on certain issues, changes towards achieving gender justice were achieved.

4 Getting Started: Introduction

4.1 Activity 1: Introduction to the Training

Objectives

To welcome everybody.

To introduce and prepare participants by presenting a synopsis of the 3-day training program.

Time 20 minutes

Approach

Ask participants to introduce themselves to the group, stating who they are, where they come from and how their work is related to gender. Note down statements on gender and facilitate a common understanding of the concept in a plenary discussion following introductions.

Handout the Day 1 Training Programme to participants and read through activities.

Go through workshop overview linking them with status of the DGS. Allow them to state their expectations of the workshop and contributions to the DGS. Go through training objectives, which have been previously prepared on a flipchart to determine whether they meet participants' expectations.

Materials

Flipchart, marker, Handout: Day 1 Program.

Facilitator's Notes

A variation of this activity is to ask each participant to pair up with someone they do not know and spend five minutes talking on the subject. Ask each participant to introduce their partner to the group.

Facilitator's Observations

(This space is reserved for the facilitator's comments on the activity.)

4.2 Activity 2: *Expectations and Contributions*

Objectives

To allow participants to share, express hopes and fears.

To provide clear explanations on the training program.

To encourage participation and solidarity for exchanging and discussing some preconceptions.

To encourage participants to identify their experience, skills and aptitudes as a contribution to the process of learning.

Time 20 minutes

Approach

Divide the participants into small groups. Ask participants to use their notebooks to record answers.

Ask each group to select someone to record the information. Ask them to respond quickly to the question "What expectations, concerns or preconceived notions did you have before arriving at the training?" And "What contributions can I make to this training?"

Ask the reporters to present their responses to the entire group. Record responses onto flipchart.

Materials

Flipchart, marker.

Facilitator's Notes

After trainers have recorded every group's responses onto the flipchart, consider ways the trainers can reduce these concerns. Expectations and objectives should match closely. Explain which expectation will or will not be met and why.

*Although it may not be encouraged to hand out the training program prior to the activity, the emphasis should be placed on **the ways participants will be able to contribute to the program.** The training program is handed out during introductions to allow reflection.*

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

5 Training Activities: Day 1

5.1 Activity 3: 24-Hour Day

Objectives

To allow participants to identify the daily tasks of professional men and women.

To raise awareness of men and women's workload and power relations.

To encourage active listening and allow persons to air their views.

Time 1 hour 30 minutes

Approach

Divide group into 3 sub-groups of 4-5 participants.

Ask the groups to imagine a day in the lives of male/female top-level or middle-level workers from different sectors (e.g. Health, Agric., Planning).

Using the 24-hour day chart as a model, ask groups to list the tasks performed by women and men in a regular working day over 24-hours on a flipchart paper.

Put the flipcharts up on the wall and ask participants to walk around and look at each of them.

Help participants to draw out common points from the charts on the wall in a plenary discussion.

Materials

Flipchart paper, markers.

Facilitator's Notes

The top-level or middle-level professionals chosen for this activity should be distinct by sectors from each other and provide contrast.

Encourage groups to include all daily activities, even those that might not be thought of as 'work' that women do.

Despite the considerable differences in the daily lives of different groups, common points should emerge. For instance:

- women and men do different things during the day;
- women work longer hours;
- women have more varied tasks, sometimes doing more than one thing at a time;
- work for the family is combined with productive work;
- men's work is usually outside the home;
- men have more leisure time;
- women have less sleep;
- men are more involved in decision making;
- women's work tends to be more manual-labour-intensive.

This activity can start discussion on how to reduce women's workload and increase men's participation, or how to address any other imbalances.

This activity begins the analysis of gender roles. Questions that can be asked during the discussion are as follows:

- *What do these added tasks mean for women? What are the women's professional constraints? (e.g. attendance in meetings, availability for capacity building courses, effective participation, and so on).*
- *How do we reduce women's workload and address imbalances?*

In asking these questions and further probing the following points may emerge:

- *lack of support mechanisms within the institution;*
- *men tend to have more access to institutional resources.*

(Sources: This exercise was adapted from Suzanne Williams with Janet Seed and Adelina Mwau, The Oxfam Gender Training Manual, 1994, designed by C O N Moser).

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

5.2 Activity 4: Understanding Gender Roles

Objectives

To identify the three different roles of women.

To begin the process of understanding the gender division of labour and women's strategic needs.

Time 60 minutes

Approach

Continuing from the 24-hour activity, participants should identify and categorize male/female activities according to the triple role (productive, reproductive and community management).

Give Handout: 'Triple roles' and go through it with the participants to guide them.

Materials

Flipchart paper, markers, Handout: 'Triple roles'

Facilitator's Notes

It should be made clear that in this activity this is the first step in learning gender *planning*.

All facilitators should have read and understood the handouts in order to be able to explain the gender roles.

Note that community managing is an extension of women's reproductive role, including community politics. It encompasses the role of organizing collective provisioning of food, or education and healthcare. This type of work is voluntary. Community politics is the public role of organizing at the community level for relations with other groups and organizations.

If the issue of practical and strategic needs arises, tell the group that needs will be followed in the next activity.

(Source: This exercise was adapted from Suzanne Williams with Janet Seed and Adelina Mwau, The Oxfam Gender Training Manual, 1994).

Facilitator's Observations

(This space is reserved for facilitators comments on the activity)

Activity Handout: 'Triple roles'

The contribution of women's paid and unpaid work to all aspect and sectors of development balanced in three roles of productive, reproductive and community management. This is referred to as women's 'triple roles', which can prevent women's effective participation in development programming. Participating in training and meetings means less time spent on the three roles.

Reproductive

"Reproductive work involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered as 'real work' ". For the most part, reproductive work is time-consuming and places severe limitations upon women's participation in other activities. It is also often manual-labour-intensive. Women and girls perform the bulk of reproductive tasks.

(Source: Two Halves Make a Whole: Balancing Gender Relations in Development, CCIC/MATCH/AQOCI)

Productive

Productive work involves commodity production for consumption or trade in the formal and informal sectors, employment and self-employment. Activities vary from fishing to farming and usually generate income in cash or kind. While productive work may include paid labour, women's productive work is often undervalued and less visible. Largely, women's productive responsibilities will differ according to the gender division of labour.

Community Management

Communtiy management involves activities performed for the well-being of the community without remuneration. Women tend to be involved in organizing community events and services due to its relation to women's reproductive tasks of ensuring the provision and maintainance of community resources of health care, water and sanitation and education. Community management also involves the organizing of ceremonies, local political activities and community improvement activities such as communal construction of facilities. It involves decision making and status which are limited to women.

5.3 Activity 5: Practical Gender Needs and Strategic Interests

Objectives

To find out the gender needs of women.

To create a common understanding about key concepts.

To begin the process of identifying strategic areas of intervention.

Time 60 minutes

Approach

Distribute Handout: Practical and strategic gender needs.

In the plenary read through the hand out with participants.

Ask participants to form groups and use the 'Problem Tree' tool (following steps below) to come out with appropriate strategic actions that would make a tangible impact on a problem facing women at the workplace and present in a plenary.

1. Identify the problem and compile an inventory of causes:
 - Identify one major problem affecting women in their area of work in a selected institution (represents the trunk of a tree).
 - Analyse the problem and define its causes and effects using the following questions: What are the possible causes of the problem (this will generate a long list of causes).
2. Classify problems and construct roots:
 - Identify the most direct causes from among those on the list (these will be the primary or root causes which will be placed under the problem).
 - Repeat the process to identify secondary causes for each root.
3. Construct tree branches:
 - What is the consequence or what are the effects of the problem? This will generate a list of effects.
 - Using the same procedure as for the causes, form the branches, choosing the most direct or primary effects followed by secondary effects from the list.
 - Analyse the relationship between secondary and primary causes and what they lead to and agree on the most important causes that you want to address as well as the action to be taken.
 - Participants should note that there are causes they cannot influence and those that they can work on. Their choice should be one that they can easily address.
4. Discuss with the participants (after presentations):
 - What have you learned from this exercise?
 - What problems are being addressed by the interventions, do they represent practical needs or strategic interests?
 - What interventions could be made to address more women's strategic interests?
 - What difference does the way in which practical needs are met, make to meeting strategic interests?

(Adapted from tool kit of Village Participation in Rural Development, 2002 Royal Tropical Institute/World Bank).

Materials

Flipchart paper, markers, Handout: Practical and strategic gender needs.

Facilitator's Notes

This is a good activity for participants to help conceptualize practical and strategic gender needs using their own experience. It gives a clear idea of the organization's interventions and demonstrates whether or not they are addressing any strategic interests or only practical needs.

This activity could start a discussion on looking at interventions starting with practical needs (Welfare programs) compared to looking at interventions addressing strategic interests.

(Source: This exercise was adapted from Suzanne Williams with

Janet Seed and Adelina Mwau,

The Oxfam Gender Training Manual, 1994, based on Lyra Srinivasan by

Colleen Crawford Cousins, and Michelle Friedman NLC, South Africa).

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Practical and Strategic Gender Needs

Practical Gender Needs

- They are a response to an immediate perceived necessity.
- They formulate from concrete conditions.
- They are derived from women's position within the gender division of labour (i.e. the women's role).
- They do not challenge the subordinate position of women although they arise out of it.
- They are needs mainly arising from and reinforcing women's reproductive and productive role.

Practical Gender Needs may include:

- Water and sanitation provision.
- Health care.
- Income earning for household/community provisioning.
- Housing and basic services.
- Family food provisions.

Strategic Gender Interests

These are formulated from an analysis of women's subordination in society.

- When addressed, they should lead to a transformation of the gender division of labour.
- They challenge the nature of the relationship between men and women.
- They aim to overcome women's subordination.

Strategic Gender Interests may include:

- Lessen the gender division of labour.
- Alleviation of the burden of domestic labour and child care.
- The removal of institutionalised forms of discrimination such as land ownership.
- Access to credit, land and other resources.
- Freedom of choice over child bearing.
- Measures against male violence and control over women.
- May lead to a change in status, power and prestige in a positive direction.

(Source: This outline was adapted from Suzanne Williams with Janet Seed and Adelina Mwau, The Oxfam Gender Training Manual, 1994).

5.4 Activity 6: Institutional Images of Empowerment

Objectives

To introduce gender training in the institutional context.

To highlight participant's views and differences on empowerment.

To create an understanding of the levels of equality.

Time 60 minutes

Approach

Divide group into female/male sub-groups of 5-6 participants. Tell participants to draw a picture which shows what activities they would see and what people would be doing in the institutions (e.g. District Assemblies) where they work, as a result of their work in ten years time.

Check that each group is drawing indicators of empowerment. If not, ask them to include in the drawing, or a new one, indicators of what people would be doing if they were empowered.

Ask each group to present and explain their responses to the group.

After all groups have presented, draw out what is different in women and men's responses. Using the Women's Empowerment Framework*, indicate women's responses to the levels of equality. Give Handout: Levels of Equality.

Materials

Flipchart paper, markers. Handout: Levels of Equality

Facilitator's Notes

This activity gives the facilitator information about the group. It also highlights the gender differences between the participant's views of empowerment, based on their own experiences and perspectives from within the institution.

This activity also helps participants to identify indicators of empowerment and allows these indicators to be measured according to institutional change and women's development.

Men tend to see empowerment as a way to aspire to greater heights, material and individualistic gains. Women on the other hand are empowered with a collective network and aspire to modest heights, gains that can be given back to the community.

• (Sources: This framework was adapted from Naila Kabeer Analysing Intervention Design, 1994 and Suzanne Williams with Janet Seed and Adelina Mwau, The Oxfam Gender Training Manual, 1994).

The Women's Empowerment Framework:

Levels of Equality:

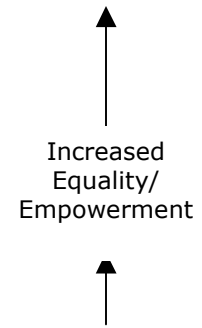
Control (self-identified needs, priorities and strategic interests)

Participation (Building new/collective relationships, influencing policies)

Conscientisation (transformed awareness)

Access (equality of opportunity, new economic resources)

Welfare (practical gender needs)



(Source: This exercise was adapted from Suzanne Williams with Janet Seed and Adelina Mwau, The Oxfam Gender Training Manual, 1994).

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Levels of Equality

The following are five different levels of equality as a tool to measure women's development in any area of social or economic life. The levels represent a hierarchical relationship where the equality of control is more important for women's development than equality of welfare.

1. Welfare

The level of material welfare to women, relative to men, in such matters as food supply, income and medical care. This level of equality is concerned purely with relative level of welfare, and is not concerned with whether women are themselves the active creators and producers of their material needs: such involvement would suggest a higher degree of empowerment and development, which is considered in the higher levels of the criteria.

2. Access

Women's access to the factors of production on an equal basis with men: equal access to land, labour, credit, training, marketing facilities and all public services and benefits on an equal basis with men. Here equality of access is obtained by ensuring the principle of equality of opportunity, which typically entails the reform of law and administrative practice to remove all forms of discrimination against women.

3. Conscientisation

The understanding of the difference between sex roles and gender roles, and that the latter are cultural and can be changed; conscientisation also involves a belief that the sexual division of labour should be fair and agreeable by both sides, and not involve the economic or political domination of one sex by the other. Belief in sexual equality lies at the basis of gender awareness, and provides the basis for collective participation in the process of women's development.

4. Participation

This level of equality is concerned with women's equal participation in the decision-making process; this means participation in the processes of policymaking and administration. It is a particularly important aspect of development planning of programs and projects, where participation means involvement in needs assessment, project formulation, implementation and evaluation. Equality of participation means involving the women of the community affected by the decisions taken, and involving them in the same proportion in decision making as their proportion in the community at large.

5. Control

This level entails not only the participation of women in decision-making process, but also the utilisation of this participation, through conscientisation and mobilization, to achieve equality of control over the factors of production, and equality of control over the distribution of benefits. Equality of control means a balance of control between men and women, so that neither side is put into a position of dominance or subordination.

(Source: This outline is from Suzanne Williams with Janet Seed and Adelina Mwau, *The Oxfam Gender Training Manual*, 1994).

5.5 Activity 7: Case Study: Decentralised planning in the water and sanitation sector.

Objectives

To begin the process of identifying relationship between gender roles and needs in planning.

To allow participants to analyze gender interventions in planning.

To encourage active listening and allow persons to air their views.

Time 45 minutes

Approach

Divide group into 2 sub-groups, give each group the two different Handouts: Case Studies 1 and 2: Decentralised planning in the water and sanitation sector.

Ask each group to read their case studies and analyze gender interventions. Have each group answer these questions: Do the analysis reveal a gender sensitive planning process? What is the outcome of the local situation in each case study? What could have been different in order to resolve the local situation?

Ask each group to present their case study and analytical responses.

Materials

Flipchart paper, markers, Handout: Case Study 1 and 2: Decentralised planning in the water and sanitation sector.

Facilitator's Notes

This activity will allow participants to turn their attention to their own sectors and the effects of gender sensitive development planning processes.

Case Study 1 demonstrates evidence of a gender sensitive planning process and implementation. Case Study 2 lacks sensitivity to gender issues.

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Case Study 1 Decentralised planning in the water and sanitation sector.

GALAYIRI COMMUNITY WATER PROJECT

Galayiri is a village located two kilometers west of Jirapa town in the Jirapa-Lambusie District of the Upper West Region. Potable water supply has been a matter of concern to the community. They walk a distance of two kilometers daily to fetch water from a neighbouring village water pipe. The situation worsens at the peak of the dry season when women must walk longer distances to water sources, which may have higher incidences of water borne diseases. At a community meeting involving both males and females it was agreed that a hand pump be constructed in their own village.

Funding would be generated locally from community contributions and the District Assembly (DA) Common Fund. In the course of planning the DA had recognized a gender approach as imperative to the water and sanitation sector. Planners and lead agencies ensured gender sensitive practices. The Community Water and Sanitation Agency (CWSA), acting as the main actors in providing these services, gender trained the local District Water and Sanitation Team (DWST). The team consists of two females and one male. One of the female acts as the Community Mobilizer. In identifying the Galayiri water supply and sanitation needs the Mobilizer carried out a participatory appraisal for more effective results. The appraisal indicated that the women of the community have less control than the men in public distribution but full control over domestic use. As a result the DWST found strategies to involve the participation of women in the Water Board. The second female team member acting as the Health Educator complimented the efforts of her team members and developed a participatory hygiene education program targeting women as a special group. The program also produced a core group of local health educators comprising two males and two females to act as village health advisors.

On completion of the project, the CWSA asked for three members of the community to be trained in hand pump operation and maintenance. Through a consultative process facilitated by the Technical person on the DWST, two females and one male were selected for the training. In an operation and maintenance assessment conducted by the CWSA three years later, it was found that the hand pump had the shortest break down period. In addition, regional surveys revealed lower incidences of diseases related to water supply in the village of Galayiri.

Activity Handout: Case Study 2: Decentralised planning in the water and sanitation sector.

GALAYIRI COMMUNITY WATER PROJECT

Galayiri is a village located two kilometers west of Jirapa town in the Jirapa-Lambusie District of the Upper West Region. Potable water supply has been a matter of concern to the community. They walk a distance of two kilometers daily to fetch water from a neighboring village water pipe. The situation worsens at the peak of the dry season when women must walk longer distances to water sources, which may have higher incidences of water borne diseases. At a community meeting involving both males and females, the community elders vetoed the decision that a hand pump be constructed in their own village.

Funding would be generated locally from community contributions and the District Assembly (DA) Common Fund. In the course of planning the DA had recognized a gender approach as imperative to the water and sanitation sector but had fallen short in further developing gender sensitive practices. The Community Water and Sanitation Agency (CWSA), acting as the main actors in providing these services, tasked the local District Water and Sanitation Team (DWST) to carry out a feasibility study on the hand pump. The team consists of three males. The Community Mobilizer, also the chief linguist, relied on his knowledge of the area and assured the CWSA that the project would be viable in accordance with the village elders. The Health Educator and the Technical person endorsed their leader's opinion.

In identifying the Galayiri water supply and sanitation needs the team designed a training based on the assumption that all community members would participate and equally benefit. The hygiene training program focused on sanitation practices and pump maintenance. The team however, failed to take into account that women in the community have less control than the men in public distribution but full control over domestic use. On completion of the project, access to potable water improved but sadly, a cholera epidemic was quietly sweeping through the village.

6 Training Program: Day 2

Activity Handout: Theme: Gender Policy Context

9:00	Refreshing thoughts from day 1
9:15	Introduction to the day 2 training program
9:30	Activity: "My institution is male/female"
10:15	Tea break
10:30	Equal Opportunities
12:00	Lunch
1:00	Gender Policy Statements
2:30	Break
2:45	Gender Policy Review
4:15	Case Study: The Legal Age of Majority Act, Zimbabwe

7 Training Activities: Day 2

7.1 Activity 8: "My institution is a male/female institution"

Objectives

To expose participants to the complexities and contradictions in the structure of their institution.

To allow participants to practice putting forward their point of view and hearing the opposite point of view.

To animate the atmosphere and establish an informal tone for the training.

Time 45 minutes

Approach

Divide the group into two debate teams sitting facing each other. One team has to hold the view that "My institution is a male institution". The other team has to hold the view that "My institution is a female institution".

Give each team ten minutes to prepare their arguments. Tell the teams to consider staff, volunteers, issues of position, power and status in the hierarchy and programming.

Each team chooses one representative and a record keeper from each team to start the debate. Allow only one representative to talk at a time. Record keeper should be noting key argument points on flipchart.

When the debate ends, discuss with the participants how they found the exercise and whether any new information came out. Ask how easy or difficult it was to think up arguments to support their position. At the end of the discussion, highlight key points from the record keepers of each team.

Materials

Flipchart, marker.

Facilitator's Notes

The debate can bring out facts about the institution which is true of the society in which we live. Ghanaian sectors suggested are Ghana Education Services, Agriculture or Health.

The terms "male" and "female" are used deliberately to enable people to look at all aspects of the institution.

(Source: Exercise adapted from Jules N Pretty, Irene Guijt, John Scoones, IIED Trainer's Guide, 1995)

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

7.2 Activity 9: Equal Opportunities

Objectives

To introduce an international instrument, which the Ghanaian government has committed the country to, in the effort towards gender equality.

To generate discussion on women's unequal status and the changes that are occurring.

To reflect on institutional practices and realities.

Time 1 hour 30 minutes

Approach

Give Handout: Ghana's commitment to Women, Gender Equality and Equity at work.

Continuing from the activity "My institution is a male/female institution", ask participants to reflect on the action areas articulated in the Handout. Generate a discussion using the institutional area of work situation to exemplify the gender gaps.

Ask participants:

- What do we know about Ghana's commitment to the existing Gender Policy?
- How has their institution been influenced by such declaration and resolutions?
- What areas of action (staffing, career development, access to resources/ decision-making structures, program planning etc.) have been met more closely than others?
- Do these changes require or reflect women's strategic needs and interests?

Materials

Flipchart paper, markers, Handout: Ghana's commitment to Women, Gender Equality and Equity at work.

Facilitator's Notes

"This activity is to open the discussion. Certain key points should be raised: In many institutions, women are working voluntarily or in lower-paid /status positions than men. Local government institutions claim to target poverty reduction strategies and much research shows that on average women are poorer than men, so could be classified as the 'poorest of the poor'. Yet in many institutions the higher level positions are held by men and many of the development programs involve men more than women. Even when there are women in the institutions, it does not necessarily follow that programs are gender-aware".

(Sources: This exercise was adapted from Suzanne Williams with Janet Seed and Adelina Mwau, The Oxfam Gender Training Manual, 1994).

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Ghana's Commitment to Women, Gender Equality and Equity at Work

Areas of Action

- Equal access to employment;
- Equal remuneration for work of equal value and equal social security coverage;
- Improving conditions in women-dominated sectors of employment;
- Harmonizing family and job responsibilities;
- Ensuring women's participation in decision-making processes;
- Improving data collection to reflect women's contribution more fully;
- The elimination of occupational segregation;
- Attention to women's rural work after absences;
- Supporting disadvantaged women including the disabled, minority groups and immigrants.

(Source: The International Labour Organization's Declarations and Resolutions pertaining to Women, Gender Equality and Equity at Work, 1975, 1985, 1987, 1991)

7.3 Activity 10: Gender Policy Statements

Objectives

To introduce Ghana Gender Policy statements.

Identify policy statements that could guide sectoral district planning and their priorities.

To begin the process of formulating or transforming existing policies.

Time 1 hour 30 minutes

Approach

Divide the group into pairs. Distribute set of cards for each pair from Handout: Policy Statements and introduce the activity; try to define **policy statement** with participants.

Ensure participants that statements are examples of real statements, they have been chosen to reflect particular gender issues and they are over-generalisations.

Make clear that the statements should be sorted on a scale, which prioritizes policies according to district needs. Draw on the flipchart a scale of 'high priority' to 'low priority'.

Ask one pair to meet another pair to form a group. Each group should engage in a discussion and reach agreement on their policy statement priorities. Reconvene the whole group for discussion and write answers on flipchart. Raise these questions:

- How did you feel about the exercise? Were there wide variations between statements? Are the responses highlighting priorities in the district?

Materials

Flipchart, marker, Handout: Policy Statements.

Facilitator's Notes

The statements have been taken from Ghana's policy commitments.

Groups may have difficulty reaching agreement due to sectors represented but this is part of the learning experience and strengthening of the support network.

This activity shows that having a gender perspective can mean many different things. It teaches participants on existing policies and how these policies can be transformed into local priorities. It also provides ways of taking decisions on policies.

Policy Statement can be defined as a statement in support of a planned intervention.

(Source: Exercise adapted from from Suzanne Williams with Janet Seed and Adelina Mwau, The Oxfam Gender Training Manual, 1994).

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Policy Statements

<p>A</p> <p>Within local governance, decision-making positions are largely held by men. The aim should be to bridge the gender gap and increase the number of women in power positions.</p>	<p>B</p> <p>A community development project will benefit the whole population, which will automatically include women.</p>	<p>C</p> <p>Women lack the confidence to speak in the company of men. It is therefore a priority to devise ways of giving women a voice and influence.</p>
<p>D</p> <p>In National women's Machineries men are absent. The objective is to produce the benefits that come from a more balanced representation by increased participation of men.</p>	<p>E</p> <p>In a poverty reduction scheme employment in the formal sector is low. The aim is to develop productive economic capacities.</p>	<p>F</p> <p>The provision of water demands a cost-sharing initiative. The aim is to ensure that both men and women contribute towards the cost of the facilities.</p>
<p>G</p> <p>The focus of development should be to help the people most in need, not just women.</p>	<p>H</p> <p>Women are among the poorest of the poor. Programming should focus on targeting women as the most disadvantaged.</p>	<p>I</p> <p>Rural populations have less access to healthcare. Health delivery services will provide rural clinics for the general population which will relieve the village of the healthcare burden.</p>
<p>J</p> <p>High cost farming increase food insecurity. To increase agricultural productivity, subsidies should be granted to farmers.</p>	<p>K</p> <p>Policies can hinder the development of women. The objective is to identify women's legal status and reform laws.</p>	<p>L</p> <p>Both boy and girl child are taken from schools to satisfy cultural demands. Measures should protect their rights to an education.</p>

7.4 Activity 11: Gender Policy Review

Objectives

To create an understanding of basic gender policy concepts and begin the process of 'conscientizing' stakeholders on policies.

To initiate a process of rethinking practices to gender sensitive policies and building the capacity to participate in advocacy and political change.

To promote strategic and critical thinking on issues of policies.

To better identify policies that are sensitive to women's practical and strategic needs.

Time 1 hour 30 minutes

Approach

Continuing from the previous activity 'Policy Statements', ask participants to pair up again with the same or a different partner. Make sure the pairs have the same policy statements to be used for this activity.

Give Handout: Gender Policy Concepts. Read through the concepts with participants. Ask each pair to identify statements with a particular policy (gender blind, neutral or specific).

Ask pairs to present and explain their answers. Reach a common understanding among participants.

Ask each pair to form a sub-group of four with another pair. Assign each sub-group a letter associated with a gender-blind statement (B, E, I, J). Have each sub-group go through the process of rethinking practices to gender sensitive policies.

Ask the following questions:

- What are some of the practices that are not mentioned in this policy that can transform this policy into a gender neutral or gender specific policy? For example, what specific practices would be considered equal to both men and women or targeted at only men or women in this policy?
- Does the policy present an opportunity for change? For example, will the transformation in this policy lead to new programs and projects? New resources? And what are the risks involved?

Materials

Flipchart, marker, Handout: Policy Concepts.

Facilitator's Notes

This activity begins the process of engaging participants in a policy formulation review. It allows space for critical discussions and influencing policy choices.

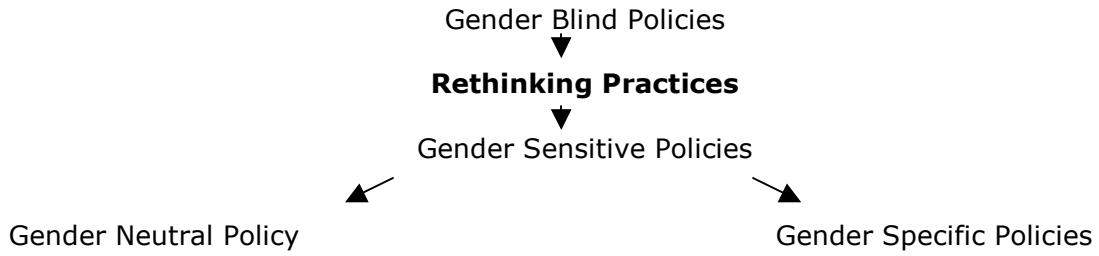
The idea is to engage participants in demonstrating their abilities to defend policy transformation.

Statements identified should be as follows:

B, E, I, J are gender blind statements,

F, G, L are gender neutral statements and

A, C, D, H, K are gender specific statements.



(Source: N. Kabeer, Reversed Realities, 1999)

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Gender Policy Concepts

Gender blind policies

It assumes that benefit can be shared by all. "Policies that are more often implicitly male-biased. Essentially these approaches exclude women from the benefits of development".

Gender neutral

"Recognizing and protecting the interests of both men and women. Interventions intended to leave distribution of resources and responsibilities intact". A gender neutral approach in Ghana are programming in the non-formal education and programs for the disabled.

Gender specific

"Interventions intended to meet targeted needs of women or men within existing distribution of resources and responsibilities. Such initiatives tend to address particularly urgent gender inequity needs". Institutional strengthening that work for women's strategic interests can also be referred to as women-specific initiative. A gender specific approach in Ghana has been the Girl Child Education Project.

(Source: N. Kabeer, Reversed Realities, 1999)

7.5 Activity 12: Case Study: The Legal Age of Majority Act, Zimbabwe

Objectives

To consolidate ideas developed in the previous activities related to policy changes and impact.

To introduce advocacy and the importance of the different ways of participation in policy and social change.

Time 30 minutes

Approach

Give Handout: Case Study: The Legal Age of Majority Act, Zimbabwe to each participant. In a plenary, engage participants to express their views on the case study as it relates to policy and social change for men and women.

Ask the following questions:

- What does this study tell us about the impact of legal change on the public on custom and cultural beliefs?
- How can we define advocacy? What alternative advocacy approaches and legal reform strategy might lessen the possibility of resistance?
- Can we think of local traditional practices that have been reformed (i.e. FGM) and how are these traditional customs challenged by the law? What can we do at the local level?

Take note on flipchart of participant's views on advocacy and ensure everyone's common understanding of advocacy and how it relates to policy and social change.

Materials

Flipchart, marker, Handout: Case Study: The Legal Age of Majority Act, Zimbabwe.

Facilitator's Notes

This activity points out the implication of changing a policy on society. It demonstrates the various dimensions of advocacy strategies.

The case study is a good example of how significant the enactment of new rules can affect basic rights, social justice and participation. But concerns should be placed on how these changes affect people's behaviours and values.

The idea is to engage participants in demonstrating their abilities in political decisions and defend policy transformation.

(Sources: Notes and case study adapted from Lisa Veneklasen, Valerie Miller, A New Wave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation, World Neighbors, Oklahoma City, OK: Ch 10)

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Case Study: The Legal Age of Majority Act, Zimbabwe

In the early 1980's, soon after the Rhodesian apartheid state was dismantled, the new government of Zimbabwe embarked on a number of important legal and policy changes. Influenced by leading human rights lawyers, the country passed the Legal Age of Majority Act which made all women legal adults at the age of 18. Prior to that time, women were perpetual legal minors, unable to have a bank account, get a licence, have custody of their children, or make any other legal decision without approval from their husbands or fathers.

The passing of the Act was marred in controversy. When the news of the new law reached villages, especially in rural areas, many men and women rejected it outright. Many mothers (and fathers) were angry because the law meant their daughters could get married at 18, with or without their permission, and whether or not *lobola* (brideprice) was paid to the girl's family. There was very little public consultation about the Act, outside of the main urban areas, before it was passed. Rural people felt this was yet another imposition from city folk who did not respect custom and family. Few people—women particularly—understood the law's benefits.

Part of the reason the Act was passed quickly was that the party in power wanted to expand the number of voters, including women and men between the ages of 18-21, as the law also previously made men legal majors only at 21. Unfortunately, the opposition to the new law deepened resistance by women and men to all subsequent women's legal rights-related reforms. This became a serious obstacle to further progress on women's rights for the following two decades. Some people said that the law aggravated the generation gap among women, and contributed to conflicts within families. Others argued that these tensions were inevitable, and that legal change was needed sooner rather than later for such an urgent human rights matter".

(Sources: Notes and case study adapted from Lisa Veneklasen, Valerie Miller,

A New Wave of Power, *People & Politics: The Action Guide for Advocacy and Citizen Participation*, World Neighbors, Oklahoma City, OK: Ch 10)

8 Training Program Day 3

Handout Theme: Policy Proposal Concensus

9:00	Refreshing thoughts from day 2
9:15	Introduction to the day 3 program
9:30	Group presentation of validated equity measures
10:30	Tea Break
10:45	Gender Policy Proposal Exercise
12:00	Lunch
1:00	Gender Audit
2:30	Break
2:45	Proposal Feedback
3:30	Next Step
4:00	Evaluation

9 Training Activities: Day 3

9.1 Activity 13: *Validated Equity Measures*

Objectives

To allow district participants to give feedback on the validation consultative process.

To present a set of equity measures and generate discussion to reach consensus.

Time 20 minutes

Approach

Ask group to select a representative to present findings.

Allow participants to engage in a consensus decision-making process in order to formalize certain issues.

Have set of measures written on a flipchart.

Materials

Flipchart, marker.

Facilitator's Notes

This activity is part of the DISCAP Gender Strategy to engage all key stakeholders in the process of developing district gender strategies. District should have gone through a consultative process with their respective District Assemblies and Executive Committees to validate previously developed gender equity measures.

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

9.2 Activity 14: Gender Policy Proposal Exercise

Objectives

To allow participants to establish legitimacy of their own policy concerns.

To rethink existing policy concerns and modify and transform them in the interest of the District Gender strategies.

Time 1 hour 30 minutes

Approach

Divide participants into four sub-groups. Give Handout: Linking District Equity Measures with Ghana's Priorities.

Ask groups to fill in the equity measures proposed and validated according to the DISCAP areas of intervention: *Staffing, Organizational, Programs and Projects, and Water and Sanitation* in the space allocated on the Handout. Each group should be assigned an area of intervention.

Ask groups to try to link measures with Ghana's programming priorities; looking at ways to relate the measure to existing priorities. Each measure should be linked to a priority in order to develop District policy proposals. If a measure does not link with an existing priority, a policy proposal should be developed accordingly to address the issue. Two measures could address one priority, however it is important that policy proposals clearly address all measures.

Materials

Flipchart, marker, Handout: Linking Gender Equity Measures with Ghana's Priorities

Facilitator's Notes

This activity is only an exercise to give participants the initiative to develop gender policy proposals. Skills acquired in the exercise can be used in the process of developing or refining District Gender Policy proposals.

Seeing that the water and sanitation area of intervention was initially a cross-cutting theme in the previous activity on equity measures, the group who will be assigned this area must choose relevant equity measures (at least three) from each areas of intervention.

The Ghana Policy and programming priorities are taken from Ghana's Gender Policy objectives.

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Linking District Gender Equity Measures with Ghana's Programming Priorities

Equity Measures	Ghana's Policy and programming priorities	District Policy Proposals
	<p>a. Mainstream gender by integrating equality and equity concerns into all policies and programs in the country.</p> <p>b. Encourage positive / affirmative action where women are perceived to be especially disadvantaged.</p> <p>c. Increase the quality of participation and contribution to economic productivity of all, particularly women in both the private/public sectors.</p> <p>d. Encourage gender sensitivity in the management and use of natural and physical resources towards environmental sustainability.</p> <p>e. Raise the quality and rate of human capital development through equity in all aspects of training and education.</p> <p>f. Promote science and technology as tools for gender sensitive and sustainable development.</p> <p>g. Ensure the representation of all interests, male and female in National Policy decision making and governance.</p> <p>h. Create an environment where men and women enjoy similar benefits and respect, accept and value their different characteristics and abilities.</p>	

9.3 Activity 15: Gender Audit

Objectives

To allow district participants to examine the District Gender Strategy proposals in relation to the institutional rules, resources, practices and power structures.

To examine proposed District policy proposals from a non-challenging functional change to a more challenging structural change.

Time 60 minutes

Approach

Ask participants to remain in the previous sub-groups assigned. Give Handout: Gender Audit and ask each group to review proposals by answering the questions on the Handout.

Have each group run through all the questions for each proposal and then ask groups to present their findings.

Materials

Flipchart, marker, Handout: Gender Audit.

Facilitator's Notes

The need to commit to gender equity requires a more critical examination of institutions in relation to the proposed policy proposals. This entails opportunities or limitations they may offer in the process of developing policy proposals.

This activity will allow participants to better prepare proposals and take into account the environment in which these proposals may operate. (i.e. planning institutions and District Assemblies).

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Gender Audit

The purpose of the gender audit is to further examine the District Gender Policy proposals in relation to the institutional rules, resources, practice and power structures as they exist in the Districts.

1. Are the objectives behind this listed proposal shared by men and women?
2. Who is being targeted in the proposal? (gender specific or inclusive) And does it address women's strategic interests?
3. What assumptions are being made by the proposal and what evidence is there that these assumptions are documented?
4. What kind of resistance will the proposal likely be met with within the institution (DA) and how can they be dealt with?
5. What needs are being addressed in the proposal and who will be involved to design implementation strategies (of identifying and prioritizing needs)?
6. Who in the institution will benefit from the proposal and how can the benefits reach decentralized departments?
7. What possible resources can be made available to address issues outlined in the proposal and who has access and control in mobilising resources within the institution?
8. Does this proposal challenge institutional practices and rules?
9. Who will be held responsible for executing these proposals (individual or collective responsibility)?
10. What external support can this proposal receive (civil society groups, unions)?

9.4 Activity 16: Next Step: Strengthening Policy Proposals

Objectives

To clarify the 'next step' as part of the DISCAP Gender Strategy of further developing District policy proposals.

Time 30 minutes

Approach

Give a brief presentation on the 'Next Step' in the DISCAP Gender Strategy.

Give Handout: Basic Policy Guideline and explain the policy proposal guidelines:

1. *Policy Preparation*: to examine the feasibility of the various policy options, of resources that are available or could be mobilized;
2. *Policy Design*: to select and prioritise policy option, refine and ratify these options so that it can be put into practice;
3. *Affirmation*: to present policy options to District Assembly and Executive Committees for formal approval;
4. *Policy Execution*: implementation of the policy.

Materials

Flipchart, marker, Handout: Basic Policy Guidelines.

Facilitator's Notes

This activity is the explanation of the next step as part of the DISCAP Gender Strategy. It give participants and Support Network guidance to the following activity in the adoption of District Gender Strategies.

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Basic Policy Guideline

1. *Policy Preparation*: to examine the feasibility of the various policy options, of resources that are available or could be mobilized;
2. *Policy Design*: to select and prioritize policy options, refine and ratify these options so that they can be put into practice;
3. *Affirmation*: to present policy options to District Assembly and Executive Committees for formal approval;
4. *Policy Execution*: implementation of the policy.

9.5 Activity 17: *Evaluations*

Objectives

To bring training to an end.

To draw participants out of the training room and back to reality.

Time 15 minutes

Approach

Ask Participants to take ten minutes to fill out the evaluation Handout. Read evaluation questions with participants to make sure they are elaborated upon when answered.

Begin a brief brainstorm session to help deal with the unspoken concerns that some participants had about the training and how it fits into their everyday work. **Go back to the Expectations outlined on Day 1 and review with participants.**

Materials

Markers, Flipchart, Handout: Evaluation.

Facilitator's Notes

This activity is especially relevant to the pilot training to have feedback on training and the reaction it may bring to participants.

Facilitator's Observations

(This space is reserved for facilitators comments on the activity.)

Activity Handout: Evaluation

1. What were the positive aspects of this training?
2. What were the negative aspects of this training?
3. What are specific areas of the training that can be improved? (suggest ways that could help in relation to the area)
4. Did the training meet your expectation? How?
5. What are the ways that this training will enhance your work? (specify department/sector it will benefit)
6. How can you support the District Gender Strategy?

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