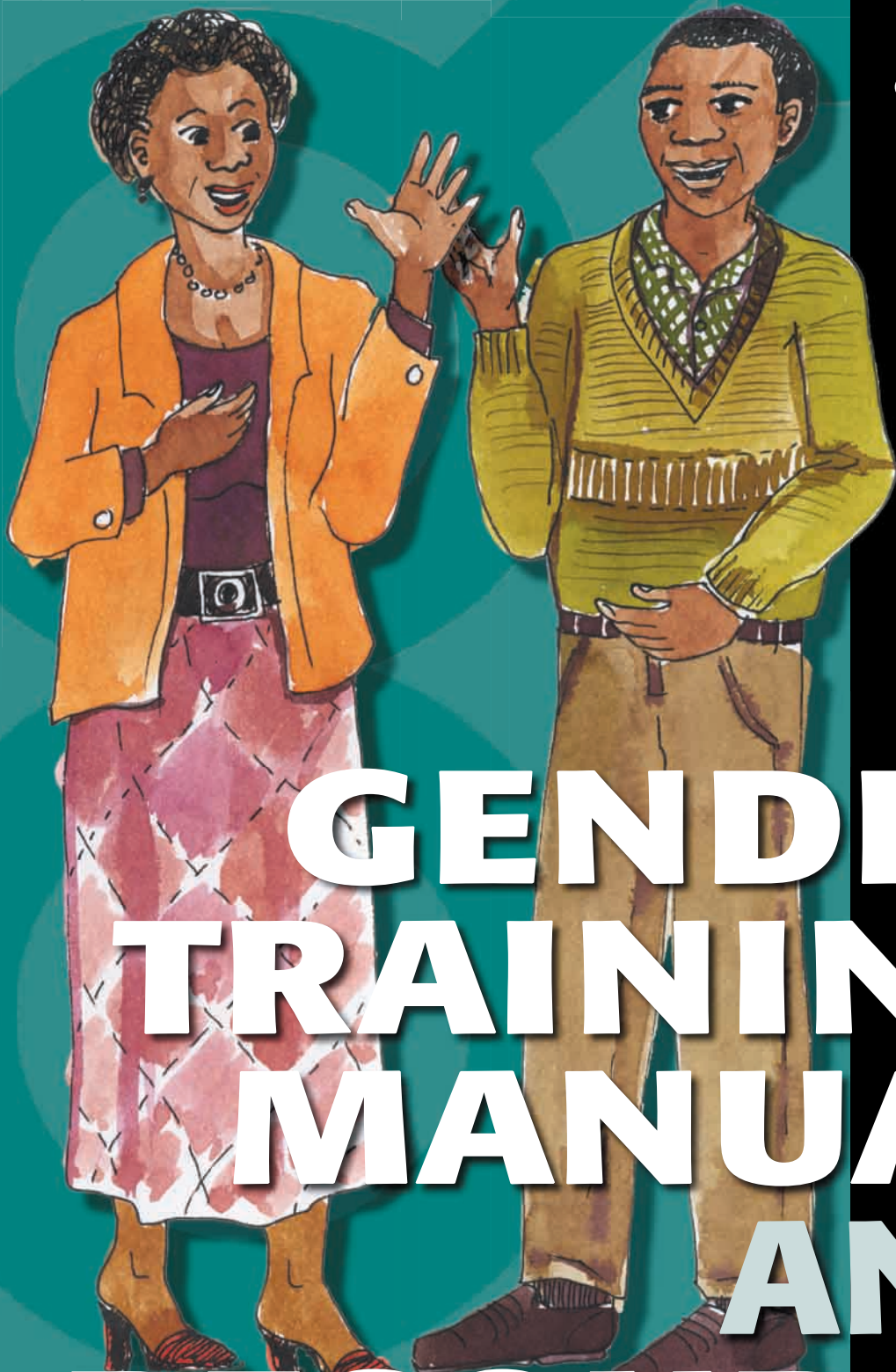**Ministry of Gender Equality & Child Welfare**

GOVERNMENT OF THE REPUBLIC OF NAMIBIA

GENDER TRAINING MANUAL AND RESOURCE GUIDE

ACKNOWLEDGEMENTS

CONTENTS

PREFACE

Namibians will never be truly liberated in our beautiful land while gender inequality limits the capacity for development of over half of our population.

The Namibian Constitution enshrines gender equality, and many laws have been passed which give substantive meaning to this laudable concept.

The National Gender Policy 1997 and the National Gender Mainstreaming Plan have provided a clear and visionary framework for the transformation of gender relations. Some ministries have risen to the challenge and created gender mainstreaming policies and plans.

However women are still struggling for true liberation. Women are still the face of poverty in Namibia. Women are still struggling against discrimination in schools, workplaces and in the home. Women and girls are still exposed to and intimidated by the threat of sexual abuse and violence.

Gender equality is a pre-requisite for sustainable development. If men and women do not have equality in the social, economic and cultural spheres of life, development will be limited.

More practical strategies and resources are required to inform, educate, and train our communities and those working with them on how to empower girls and women.

This Gender Training and Resource Guide is a tool for empowerment. It combines facts, resources and action-orientated exercises designed to understand, challenge and address inequality in all aspects of life.

It is a truly Namibian Guide – speaking to us about our experience – and how we can transform our lives.

Marlene Mungunda
MINISTER OF GENDER EQUALITY AND CHILD WELFARE

TIPS FOR SUCCESSFUL GENDER TRAINING

1. TRAINING METHODOLOGIES

This section discusses guidelines for training techniques. Each of the modules in Part Two of the manual includes training exercises, but as a facilitator you should feel free to adapt these or to create new ones based on your experience.

The materials in the modules are designed to avoid a lecturing presentation style. The training approach in this manual encourages interactive and participatory learning by participants. This is because adults remember:

- 30% of what they hear
- 40% of what they see
- 70% of what they find out for themselves.

Adults learn best:

- if they want and need to
- by linking learning to past, present or future experience
- by practicing what they have been taught
- with help and guidance
- in an informal and non-threatening environment.

If the facilitator appears open and succeeds in creating a friendly atmosphere, the participants will be more willing to actively engage with the issues, disclose their feelings, ask questions, and participate in the discussions.

The following are some of the different training methods that you can use:

Role plays

Role plays present participants with a situation to act out in front of the group. They are spontaneous and stem from the individual's personal experience or perceptions of the topic or character. This is a technique that gives people an opportunity to assume the role of another person – to feel like, behave like, and sound like someone else. Role-playing has no set outcome, but is built on a set scenario. It allows participants to 'try out' a kind of behavior, express a feeling, or experience a point of view. Following the role play, the trainer should lead a guided discussion on relevant aspects of the role play. Discussions can consist of participants' emotional responses, opinions, misconceptions, and comments on the 'characters' and the situation in the role play. You might want to do the same role play more than once and ask participants to take different parts, to sensitise them to the different points of view in a single situation.
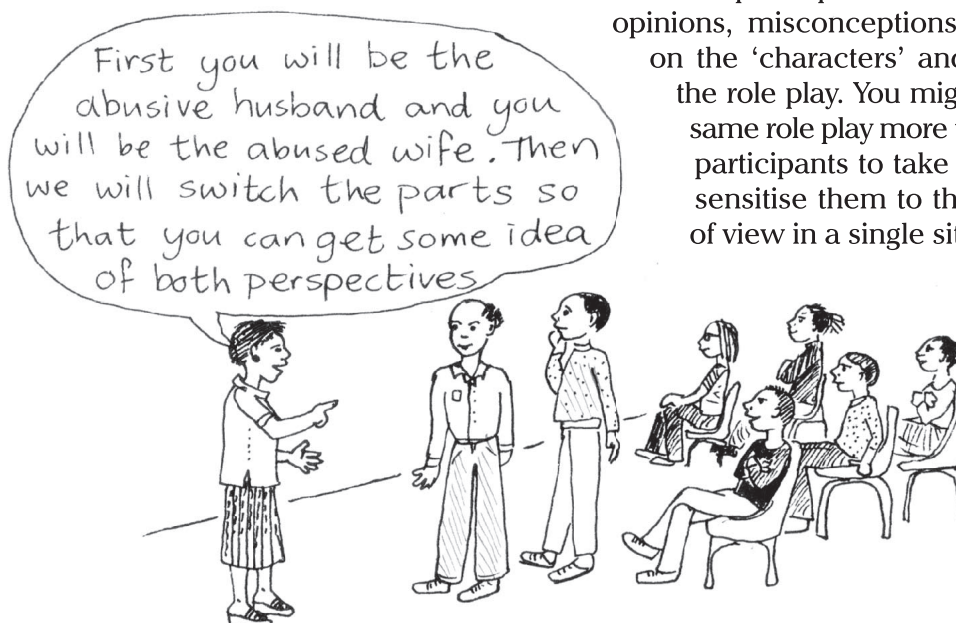
Brainstorming

Brainstorming allows the facilitator to collect and assemble participants' knowledge, attitudes, and beliefs in an informal and spontaneous manner. Often this assembly of information combines for a comprehensive whole. Brainstorming gets participants thinking at the same time about the same topic, setting a foundation for discussion. Following the brainstorming session, the facilitator must lead a guided discussion of relevant aspects of the topic, clarify misconceptions, complete and complement information, expound on the subject or develop the ideas, such as through prioritisation or by developing an action plan.

To facilitate brainstorming, the facilitator should remember the following tips:

1. Don't criticise anyone's suggestions during the brainstorming.
2. Don't alter or edit the ideas. Take them just as they come.
3. Encourage far-fetched ideas. They may trigger more practical ones.
4. The more, the better. Don't stop until the group runs out of ideas.
5. Record all ideas as they are presented on a flip chart or a chalkboard where everyone can read them.

Discussions

Through discussion, participants share facts and thoughts to clarify their own ideas and to better understand the feelings and values of others. A well-informed group makes for a more fruitful exchange. Stimulating questions add direction.

Lectures

A lecture is a structured and orderly presentation of information, opinion, theory, or fact delivered by an individual speaker. It is a fairly formal teaching technique. Lectures and talks should be used sparingly – they are particularly useful to introduce topics and to present more technical information. Despite the somewhat more formal style of lectures, they can involve participant interaction and contribution by allowing time for comments, questions and feedback. The creative use of visual aids can help capture audience attention.

Films

Films provide an alternative training medium. The use of films will depend on the availability of appropriate films, as well as electronic equipment, venue, and utilities. If the trainer has access to the necessary resources, films frequently provide a fine complement to the curriculum. Note that it is not necessary to show an entire film – an extract can be viewed and used as the basis for discussion.

Films can be used to introduce new topics, to supplement work in process, or to summarise a subject. They can dramatise an event by involving the viewer in the action, and by engaging the viewer's emotions. Careful selection, review, and preparation are essential. In selecting a film, it is important to first view the film yourself, then consider:

1. Does the film fulfill a particular purpose?
2. Are the situations relevant?
3. Are the content and the required comprehension level appropriate for your audience?
4. Could the major points of the film be addressed more effectively through another medium (book, chart, etc.)?
5. What supplementary materials do you need to prepare for pre- and post-film discussion?

Story telling

Stories can be tools for teaching. They help bring ideas to life. Story telling is useful because it lets us put new ideas in a familiar yet adventurous setting. It allows people to see how new and old ideas fit together in specific situations. Also, stories are a traditional form of learning that most people have experienced since childhood. Some stories teach a lesson, or moral, which is stated at the end. These can be make-believe stories with animals, imaginary stories about people, or true stories. Some stories do not give any simple answers or morals, but instead point to existing problems.

Sample story

This story is fun yet provocative.

WHAT DO WOMEN REALLY WANT?

Young King Arthur was ambushed and imprisoned by the monarch of a neighbouring kingdom. The monarch could have killed him, but was moved by Arthur's youthful happiness. So he offered him freedom, as long as he could answer a very difficult question. Arthur would have a year to figure out the answer; if, after a year, he still had no answer, he would be killed.

The question was: What do women really want?

Such a question would perplex even the most knowledgeable man, and, to young Arthur, it seemed an impossible query. Well, since it was better than death, he accepted the monarch's proposition to have an answer by year's end. He returned to his kingdom and began to poll everybody: the princess, the prostitutes, the priests, the wise men, the court jester.

In all, he spoke with everyone but no one could give him a satisfactory answer. What most people did tell him was to consult the old witch, as only she would know the answer. The price would be high, since the witch was famous throughout the kingdom for the exorbitant prices she charged. The last day of the year arrived, and Arthur had no alternative but to talk to the witch. She agreed to answer his question, but he'd have to accept her price first.

The old witch wanted to marry Gawain, the most noble of the Knights of the Round Table and Arthur's closest friend! Young Arthur was horrified: she was hunchbacked and awfully hideous, had only one tooth, smelled like sewage water, often made obscene noises...

He had never run across such a repugnant creature. He refused to force his friend to marry her and have to endure such a burden.

Gawain, upon learning of the proposal, spoke with Arthur. He told him that nothing was too big a sacrifice compared to Arthur's life and the preservation of the Round Table.

Hence, their wedding was proclaimed, and the witch answered Arthur's question: What a woman really wants is to be able to be in charge of her own life.

Everyone instantly knew that the witch had uttered a great truth and that Arthur's life would be spared. And so it went. The neighbouring monarch spared Arthur's life and granted him total freedom.

What a wedding Gawain and the witch had! Arthur was torn between relief and anguish. Gawain was proper as always, gentle and courteous. The old witch put her worst manners on display. She ate with her hands, belched and farted, and made everyone uncomfortable.

The wedding night approached: Gawain, steeling himself for a horrific night, entered the bedroom. What a sight awaited! The most beautiful woman he'd ever seen lay before him! Gawain was astounded and asked what had happened.

The beauty replied that since he had been so kind to her (when she'd been a witch), half the time she would be her horrible, deformed self, and the other half, she would be her beautiful maiden self. Which would he want her to be during the day and which during the night?

What a cruel question? Gawain began to think of his predicament: During the day a beautiful woman to show off to his friend, but at night, in the privacy of his home, an old spooky witch? Or would he prefer having by day a hideous witch, but by night a beautiful woman to enjoy many intimate moments?

What would you do? What Gawain chose follows below, but don't read his answer until you've made your own choice.

Noble Gawain replied that he would let her choose for herself.

Upon hearing this, she announced that she would be beautiful all the time, because he had respected her and had let her be in charge of her own life.

Case studies

Simply written, short, practical and realistic case studies will help thinking, analysis, "for and against" discussion and genuine efforts to find solutions to problems.

Sample case study

Here is a case study from Module 3 on Education and Training.

Cornelia is an 11-year-old San girl. Her parents did not go to school, and they say that education teaches the young to disrespect their elders. The family lives in a village many kilometers from the nearest school. The authorities have arranged for Cornelia to start school and live in the school hostel. The school and hostel fees will be waived because of the family's poverty. Cornelia has now started Grade 1. Her young classmates tease her for being so much older and bigger than they are. Cornelia has no money – she cannot even buy sanitary towels. She is miserable. Her parents say if she leaves the school and comes home, they will arrange a marriage for her soon. **What can be done to help in this situation?**

Group work

Divide people into small groups so they can discuss an issue in depth, create an action plan, design a role play – or any other activity. Make sure that the group's activity and expected outcome are VERY clear before the group work begins.

Quizzes

Quizzes can be a way of checking what people already know about a subject, or testing what they have learned in the training. Asking people to do the quiz in pairs generates more discussion.

SAMPLE QUIZ: Is this domestic violence?

This quiz comes from Module 5 on Violence against Women and Children.

To check if participants have understood the types of domestic violence and the need for there to be a "domestic relationship", ask the following questions under the heading: Is this domestic violence and if so, what kind of abuse is it?

1. A child has been naughty and his mother refuses to give him pocket money that week.
   (*Answer:* No. This is not economic abuse – domestic violence is not about petty things or about parents reasonably punishing children.)

2. A teenage girl finishes a relationship with a boy. The ex-boyfriend follows her around, watching who she talks to and where she goes.
   (*Answer:* Yes. This is harassment.)

3. A woman is living with a man. She says she doesn't want to have sex with him because he has other girlfriends. He says unless she has sex with him he will have sex with her daughter.
   (*Answer:* Yes. This is sexual abuse and intimidation.)

4. A boss says she will not promote her male assistant unless he has sex with her.
   (*Answer:* No. These two people are not in a domestic relationship, but this would be sexual harassment under the new Labour Act, 2004 – not yet in force as of June 2006.)

Reviews

It is essential to check what participants have learned. If the training takes place over more than one day, split the group into small teams and ask different teams to present what happened yesterday morning or yesterday afternoon. A quicker method is to ask each individual "what did we do yesterday/earlier? What did you learn?"

2. CREATING A POSITIVE LEARNING ENVIRONMENT

An essential step in an effective training session is to create an environment in which participants feel comfortable, safe and motivated to participate. You can do this in a number of ways:

● by arranging the room or area where you are training so that it is conducive to participation
● by conducting some warm-up activities to set the tone
● by listening carefully to participants, accepting the fact that they may experience some initial discomfort
● by answering participants' questions honestly
● by talking about yourself as a person in appropriate ways
● by setting clear ground rules.

Room set-up

- Check that chairs are in an appropriate pattern. Rows of chairs are not good for training. The two best patterns are a "V" shape with the wide part of the "V" towards the trainer, or a horseshoe shape (if there are more than 12 participants).
- Check the temperature and noise levels – can you adjust them?
- Is drinking water available?

Warm-up activities

At their best, warm-up activities break the ice, decrease tension, help participants get to know one another, and increase energy for the upcoming program. Participants find out through experience that they will have fun while they learn. But at their worst, warm-ups can be embarrassing and inappropriate. Consider your audience carefully – especially noting if there are people with disabilities who might be excluded if you use certain warm-ups. If possible, make warm-up activities relate to the programme to come. Below are two suggestions for warm-ups.

WARM-UP QUIZ

Give the participants a list of questions. They must walk around the room and talk to everyone there to find the answers. This is a sample quiz for social workers for a workshop on domestic violence:

1. Who in this room has been a social worker for the longest time?
2. Who in this room has been a social worker for the shortest time?
3. Who had to travel the furthest distance to come here?
4. Who has the most children?
5. What are all the types of domestic violence listed in the Combating of Domestic Violence Act?

WARM-UP QUESTIONS

Each participant is asked to say his or her name and to think of 3 important questions they could be asked about their life. Then they should write the answers to these questions on a flip chart. The other participants experiment with different questions to find out what questions the words are answering.

For example the participant writes:

- 12 years
- Opuwo
- mother.

Participants can ask (for example):

- How old is your oldest child?
- How long have you been married?
- Where were you born?
- Where are you working now?
- Who is the most important person in your life?

Ground rules

Equally important in setting the tone is the establishment of ground rules. Ground rules help participants behave in ways that are respectful of one another, feel safe to express their honest feelings or pose questions that they might be afraid to ask. They help you as the trainer, because if participants "misbehave", other participants will often point this out – if not, you should!

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SOME RECOMMENDED GROUND RULES

1. No insults or teasing.
2. Respect other people's opinions.
3. There are no stupid questions.
4. Cell phones off.
5. Punctuality.
6. If someone doesn't feel comfortable talking about a topic, they can pass.
7. No "mini meetings" (small groups chatting whilst in main session).

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Evaluation

All workshops should be evaluated by both the participants and the trainer. The participants get the chance to evaluate what they have learned, and to give valuable feedback to the trainer about how the training could have been improved. The trainer gets the opportunity to find out how the participants experienced the training, and to gain insights into how to improve such workshops in the future. The trainer's evaluation is also an opportunity to note interesting comments or stories which may be followed up in the future.

For some communities, a verbal evaluation may be best. Ask "what was good about the workshop?" and "what could have been improved?" and write the answers on a flipchart. Anonymous written evaluations may work best for the participants in other groups. Below are sample evaluation forms for participants and trainers.

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EVALUATION FORM FOR PARTICIPANTS
Combating of Domestic Violence Act 2003
Training for social workers
Venue: Windhoek Country Club
Date: 11th May 2006

1. Overall, did the training meet your expectations? ☐ Yes ☐ Partly ☐ Not at all
   Comments: ....

2. Are any parts of the Combating of Domestic Violence Act still unclear? If yes, which parts?
   ....

3. How was the facilitator?
   ....

4. How could the training have been improved?
   ....
   ....

Thank you for completing the form.

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EVALUATION FORM FOR TRAINER

1. **Overall topic(s) of workshop**
   ....

2. **Facilitators and their specific topic** (eg topic they gave input on) **or role** (eg small group facilitator, interpreter):
   Name: .... Topic/role: ....
   Name: .... Topic/role: ....

3. **Location of workshop** (town and region):
   ....

4. **Information on participants**
   Number of men: ....   Number of women: ....
   Specific target group (if any) (eg police, social workers, traditional leaders):
   ....
   Language(s) of workshop participants: ....
   Approximate age range of participants: ....

5. **Length of workshop** (in hours or days): ....

6. **Language(s) used in presentation of workshop:** ....

7. **Materials used (type of material and language)**
   ....

8. **Feedback on materials used**
   a) What information should be added to the materials?
   b) Was any information unclear?
   c) How did the participants respond to the illustrations?
   d) What other materials or languages were requested/needed?
   ....
   ....
   ....

9. **Issues raised by participants**
   a) Summarise key questions asked by participants **on any topic**, regardless of whether these relate to the subject of the workshop or to some unrelated matter.
   b) Summarise key problems and concerns expressed by participants **on any topic**.
   ....
   ....
   ....

10. **Requests from participants for other workshops?**
    ....

11. **Did you consider the workshop to be successful? Why or why not?**
    ....
    ....

Workshops CAN have an impact on people's lives. At a community workshop on gender and domestic violence, one of the male participants said at the end: "Now that I understand how damaging my behaviour has been for the whole family, I am going to try to talk to my wife instead of being abusive."

Module 1
WHAT IS GENDER? AN EXPLANATION OF GENDER CONCEPTS

1.1 Objectives of the module

- To assist the trainer to understand more complex gender concepts
- To help participants understand the difference between sex and gender
- To enhance the participants' understanding of gender concepts.

1.2 Target group

- All the participants targeted by the other modules and for any gender sensitisation training workshop.

1.3 Gender concepts

The following ice-breakers should be used to help participants understand the differences between sex and gender.

1.3.1 TRAINING EXERCISE: Name game ice-breaker

Objective: To introduce participants to each other and to consider some gender stereotypes.

Time: Depends on number of participants – approx 3 minutes per participant, plus 15-30 minutes for discussion.

1. Ask participants to introduce themselves by the name they would like to be known by in the workshop. They should write their name on a small piece of paper.
2. Ask each participant to explain what their name means and why that name was chosen for them.
3. Ask participants to discuss the differences in names between men and women.

Note for facilitator: In most cultures female and male names are very different. Girls are often given names that relate to attractiveness, kindness and obedience. Boys are given the names of famous fighters, names that express strength and power, or names that describe the joy the boy brings to the family. These names can be a signal of expectations starting from birth about the way we will behave. "Patience" will be expected to behave differently from "Victor".

1.3.2 TRAINING EXERCISE: Definition of sex and gender

Objective: To educate participants about the difference between sex and gender.

Time: 2 hours.

1. Ask 2 participants (male and female) to come and sit in front of the audience.
2. Give the participants in the audience cards and marker pens.
3. Ask them to write any differences which they see or know of between these two individuals in terms of their physical appearance, behaviours, attitudes etc.
4. Ask them to place the cards on the individual's body on the area where they think that the difference lies.
5. Divide a flip chart into 4 sections: male permanent; female permanent; male changeable/ not permanent; and female changeable/not permanent.
6. Ask the participants which attributes are solely related to the male and cannot apply to the female, and vice versa. For each attribute, ask whether it is permanent or changeable and then write it on the flip chart in the relevant section.
7. Explain what sex is and what gender is (see below) and point out that the participants have identified these concepts themselves.

DEFINITION OF SEX

Sex refers to the universal biological characteristics which are used as the basis for classifying humans as female or male.

DEFINITION OF GENDER

Gender refers to the behavioural norms and social roles associated with men and women in a particular community. These are not universal, but are learnt or acquired. They vary from one society to another and change over time.

These definitions are based on those used by the World Health Organisation, the International Labour Organisation and other United Nations agencies.

● ● ●

The term "gender" is used to describe those characteristics of women and men that are socially constructed, in contrast to those that are biologically determined. People are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. These learned attributes are what make up gender identity and determine gender roles.

World Health Organisation Gender Policy, 1998

Women and men are different biologically but all cultures interpret and elaborate on these innate biological differences into a set of social expectations about what behaviours and activities are appropriate, and what rights, resources, and power they possess.

World Bank, 2001

"Gender" refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes.

UN Office of the Special Adviser on Gender Issues and Advancement of Women, 2006

While biological attributes can sometimes be altered, biological sex is essentially fixed. In contrast gender definitions are in a constant state of flux in response to changing social and economic conditions. For example, in situations of war, women may take on roles believed in some societies to be traditionally male, such as heads of households or soldiers. Because gender is constructed by society and not fixed, stereotypical constructed notions of male and female roles can be challenged and do change over time. When we say that men and women are not the same, we refer not only to their biological sex differences and functions, but also to their different roles that have been created by society. Women and men have different needs because of their sex and gender differences.

1.3.3 TRAINING EXERCISE: Gender quiz – a follow up to exercise 1.3.2

Objective: To check that participants have grasped the difference between sex and gender.

Time: 1 hour.

The objective of this quiz is to find out how well the participants have grasped the definitions of sex and gender. The facilitator reads the following statements to the group. Participants should stand if a statement is about gender, and keep seated if it is about sex. If disagreement occurs, ask participants to justify their opinions, and make sure that you correct incorrect responses.

- Women give birth to babies, men don't. (sex)
- Little girls are gentle and timid; boys are tough and adventurous. (gender)
- In many countries women earn 70% of what men earn. (gender)
- Women can breastfeed babies; men use a bottle to feed babies. (sex)
- Women play the major role in raising children. (gender)
- Men are decision-makers. (gender)
- In Ancient Egypt, men stayed at home and did weaving. Women handled the family business. Women inherited property; men did not. (gender)
- Boys' voices break at puberty; girls' voices don't. (sex)
- Women are sometimes forbidden from working in dangerous jobs such as underground mining; men work at their own risk. (gender)

SEX   GENDER   SEX   GENDER
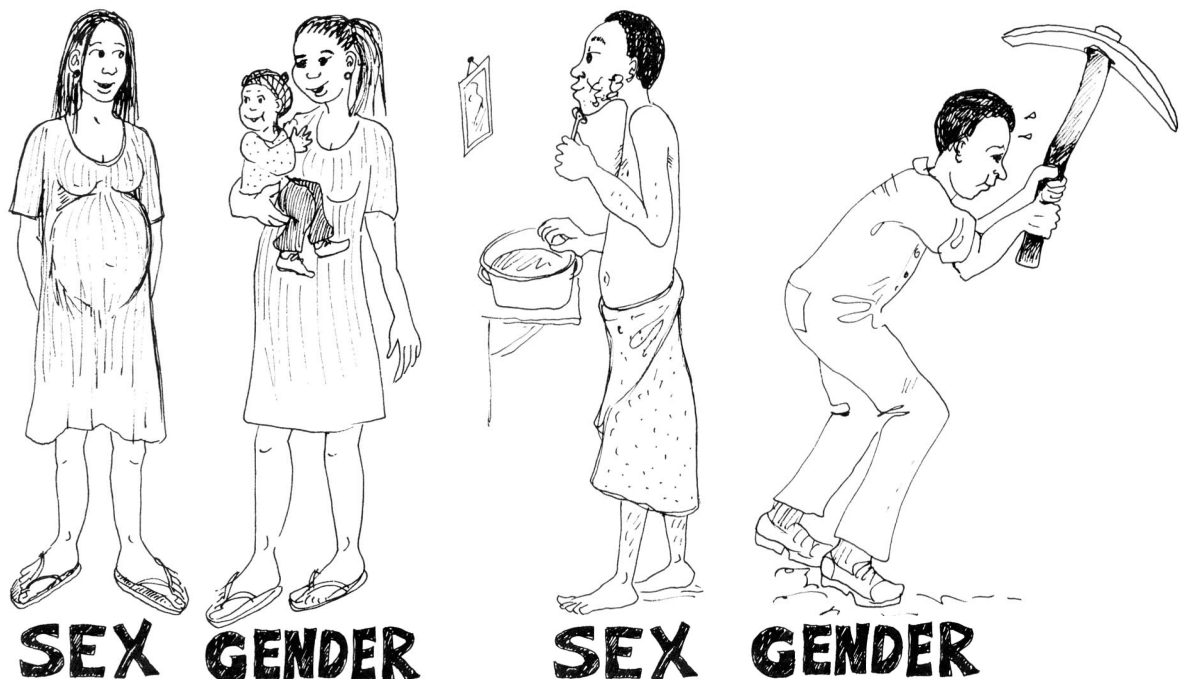
1.3.4 TRAINING EXERCISE: Gender activity clock

Objective: To help participants understand the impact of gender on the lives of women and men.

Time: 2 hours.

Split the participants into groups. Give each group 2 pieces of flip chart paper and ask them to draw 1 large clock on each. The clocks should show the numbers. Give each group a topic (some groups can do the same topic), such as:

- A woman with children in a poor family based in a rural area, then the husband/father in the same family.
- A working woman with children in a rich family based in an urban area, then the husband/father in the same family.
- A grandmother in a rural area, then her husband (the grandfather).
- A teenage girl, whose mother has HIV/AIDS, then her teenage brother.
- Ask the participants to agree what the family is like (number of children, what kind of house they live in, if they have livestock, a car, a washing machine, etc). Then ask them to agree on the roles, tasks and responsibilities of the females, writing them next to the time on the clock that they would normally start and finish each activity. Then they should do the same for the males.

Ask the groups to put up their clocks on the wall, and invite everyone to look at the results. Ask:

- What struck you most as you looked at the amount of time spent by women and men on each activity?
- What roles and responsibilities were common to both women and men?
- In what ways did money or lack of it contribute to the time women and men spent on each activity?

1.3.5 TRAINING EXERCISE: Gender role play

Objective: To give participants a personal understanding of how gender impacts on daily life.

Time: 2 hours

This is another exercise that will help participants understand how gender impacts on daily life. Split the participants into groups of about 5 people (including both men and women). Ask each group to devise a role play based on a typical scene in the home. But all the male participants must play female roles (mother, daughter, sister etc) and all the female participants must play male roles (father, son, brother etc). Ask the participants to make sure they include a young boy and young girl.

After each role play, discuss the roles played in terms of "what was sex?", "what was gender?" Ask those acting – "how did it feel?" Women will often say they felt powerful, men will often say they felt stupid. Discuss why this is. Make the point that female gender roles are not valued as much by society as those of men.

Finish off this exercise by asking each participant to name a women they admire (living or dead, famous or known only to them). Ask what qualities they admire in this person. At the end make the point that women make valuable contributions to society and, once the barriers are removed to their advancement, can achieve even more.

See the Glossary at the back of the manual for an extensive list of gender concepts.

Module 2

GENDER MAINSTREAMING

2.1 Objective of the module

● To enable participants to develop skills of gender analysis and gender mainstreaming.

2.2 Target groups

● Gender Liaison Officers, and others conducting training in the Ministry of Gender Equality and Child Welfare
● Gender Focal Points in ministries and institutions
● Traditional leaders.

2.3 What is gender mainstreaming?

Gender mainstreaming is a strategy for promoting the goal of gender equality and the empowerment of women. It is a process for reflecting on gender inequalities and not an end in itself.

Gender Mainstreaming: a definition

It is a **process** of assessing the implications for women and men of any planned action (including legislation, policies or programmes) in all areas and at all levels.

It is a **strategy** for making women's as well as men's concerns and experiences an integral dimension of the design, implementation and evaluation of policies and programmes in all political, economic and social spheres, so that women and men benefit equally, and inequality is not perpetuated.

The ultimate **goal** is gender equality.

National Gender Mainstreaming Programme, Ministry of Women Affairs and Child Welfare, 2003

In organisations, gender mainstreaming is a process of ensuring that gender equality is part of all activities. For example, gender mainstreaming ensures that ministries, government departments and other organisations take the concerns of their staff (men and women) as well as those of their partners

in development and their beneficiaries (men and women) into consideration. This will ensure full participation of both men and women in development activities and initiatives, thus enabling organisations, programmes and projects to function effectively.

Gender mainstreaming needs a caring, challenging, flexible and empowering environment to flourish. Gender equality creates opportunities for both women and men. Each individual stands to benefit, and therefore each individual must share the responsibility of gender mainstreaming in any organisation or institution – even in the family.

2.4 Why is gender mainstreaming important?

The rationale of gender mainstreaming is the recognition that gender equality is integral to development goals.

Social structures recreate inequalities between women and men in terms of access to and control of resources, opportunities for participation in decision making, and participation in the mainstream economy by women as compared to men. The main problem therefore remains that of inequality between women and men.

Gender mainstreaming enables society and institutions to change their ideas, values and cultures, policies and practices in support of equal choices and opportunities for men and women. Equality of both men and women then becomes a central theme in all the activities of organisations and institutions.

EXAMPLE OF GENDER MAINSTREAMING AND ITS IMPACT

Setting up a community garden

A community meeting, which includes all the adults in the village meets to discuss the problem of malnourishment in the village. This particularly affects vulnerable children and HIV positive adults, and the community wants to do something about it. They decide to set up a garden to grow fresh fruit and vegetables to benefit the whole community. A committee is elected, which includes an equal number of men and women (especially those with crop farming experience), to take the project forward.

The committee organises a further consultation to ensure that everyone is involved in the decision-making. Because the men and women may have different views based on their experience, and the women may be too shy to contradict the men, they ask men and women separately the following questions.

- Where should the garden be? At first the headman wants it to be near his homestead, but he is persuaded by the women, who are used to fetching water, that it would be better near the water point.
- What should be grown? Some of the men want to grow fruit and vegetables to sell; some of the women want the food to be only for community members, based on need. After discussion, they come to an agreement that one quarter of the produce will be sold and the money earned will be saved until there is enough money to buy a tractor for the whole village, which each family will be able to use to improve their own farming. The other produce will be given to the poorest members of the community; if there is surplus after that, it will be shared amongst the households.
- What are the tasks that need to be done, when do they need to be done, and who will do them? At first the discussion focuses on traditional roles in that community, with people saying the headman should consult with the Ministry of Agriculture Extension Office to

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ask for training, the men should do the plowing and the women should do the planting, the watering and the weeding. After discussion however, it becomes clear that one of the women, who has farming experience, would be the best person to ask the Extension Office for assistance. The men will be busy plowing the mahangu fields when the garden needs plowing, therefore they will teach the women how to plow the garden. And they will all share the tasks of watering the produce, weeding and harvesting on a rotation basis.

● After 6 months, the committee calls a meeting to discuss how the project is going. The community is very pleased with the result, as lots of fruit and vegetables have been grown, although they decide to stop growing one of the vegetables because other vegetables grow better. But the women complain about the process – the men on the rota for watering and gardening are telling their wives and daughters to take on these tasks. They all agree that this has to change, and that one person will be in charge of ensuring that everyone does the tasks they have agreed to do. Best of all, the previously malnourished community members are all healthier – and they work the hardest to keep the gender-mainstreamed garden going!

2.5 National policy context

The Namibian Constitution guarantees gender equality and paves the way for interventions aimed at women's empowerment and those which can benefit both women and men. This is further strengthened by the commitments that Namibia has made at regional and international levels – such as the UN Convention on the Elimination of All Forms of Discrimination Against Women, the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, the SADC Declaration on Gender and Development, and the Beijing Platform for Action.

The Ministry of Gender Equality and Child Welfare is charged with the responsibility to promote gender equality by empowering women through:

● the dissemination of information
● coordination and networking with stakeholders
● **mainstreaming gender**
● promotion of law and policy reform
● monitoring of progress to ensure that women and men can participate equally in the political, economic and social cultural development of the nation.

Namibia's various commitments to gender equality have been consolidated in the **National Gender Policy**, which outlines a framework for action to promote gender equality in various sectors. The National Gender Policy lists the following **"critical areas of concern"** which are based on the areas of concern identified at the international level in the Beijing Platform for Action:

● gender, poverty and rural development
● gender balance in education and training
● gender and reproductive health
● violence against women and children
● gender and economic empowerment
● gender balance in power and decision-making
● information, education and communication
● gender and the management of the environment
● the girl-child
● gender and legal affairs
● monitoring mechanisms.

To facilitate the implementation of the National Gender Policy, a **Gender Mainstreaming Programme** has been developed. The Gender Mainstreaming Programme takes as its starting point a vision of "a nation where men and women are regarded and treated as equals in all matters pertaining to the management of the economy and society, having regard to the full development and effective utilisation of the potentials inherent in both sexes for sustainable development". It lists the following strategic objectives:

- to create adequate capacity and mechanisms for the institutionalisation of gender mainstreaming
- to promote and ensure gender balance in all sectors of development
- to create capacity for generating and disseminating gender disaggregated data and information for gender responsive development planning, implementation, monitoring and evaluation
- to influence changes in cultural perceptions, attitudes and values
- to enhance measures to improve women's positive image and human rights as well as to ensure their full participation through building their economic and decision making capacity and their access to and control over resources.

An action plan for gender mainstreaming was developed. This action plan outlines issues, recommendations, specific actions, lead agencies, expected outcomes and timeframes for the period 1998-2003. As of June 2006, the plan was being revised for future time periods. Each institution (ideally both government and non-government) is supposed to identify a person to serve as a "**Gender Focal Point**" who will take responsibility for ensuring that gender mainstreaming is taking place within that institution. The role of Gender Focal Points is described in the National Gender Mainstreaming Programme as the following:

- to embark upon sensitisation and gender awareness campaigns in their institutions
- to review current policies and programmes of their institutions from a gender perspective
- to implement the national gender mainstreaming policy plan in their institutions
- to liaise with the Ministry of Gender Equality and Child Welfare and other stakeholders on relevant gender issues
- to attend meetings and workshops on gender-related issues organised by the Ministry of Gender Equality and Child Welfare.

The Ministry of Gender Equality and Child Welfare conducted a study which revealed that effective gender mainstreaming is possible only if the following steps are taken:

- formulation of a law to reinforce the implementation of the National Gender Policy
- establishment of a Gender Commission to strengthen the existing network of gender committees and gender focal points
- mainstreaming of critical areas of concern into sector mandates in the National Development Plan III, to ensure that sectors pay more attention to gender concerns
- more partnership and networking with parastatals and with civil society organisations to ensure broad implementation of the National Gender Mainstreaming Programme.

> *"… I therefore call on every Namibian citizen to make this policy a living document by working vigorously and tirelessly towards equality between men and women."*
>
> **President Sam Nujoma,**
> **Foreward to *The National Gender Policy*, 1997**

2.6 TRAINING EXERCISE: Gender activity clock for the family

Objective: To help participants understand the impact of gender on the lives of family members as an introduction to the concept of gender mainstreaming.

Time: 2 hours 30 minutes.

The facilitator should explain that gender mainstreaming needs to happen in all parts of society, including the family and the community.

Split the participants into groups. Give each group 2 pieces of flip chart paper and ask them to draw 1 large clock on each. The clocks should show the numbers. Give each group the following topic:

- A family living in the rural area. There is a husband and wife, 4 children (2 boys and 2 girls), and a grandmother and grandfather. The family has 50 cattle and grows mahangu. They have a donkey cart but no car, no fridge and no washing machine.

Ask participants to agree on the roles, tasks and responsibilities of the women and girls, writing next to the time on the clock the time that each one would normally start and finish each activity. Then do the same for the men and boys. It works well to use one colour to write up the females' activities and another colour to write up the males' activities, if possible.

Ask the groups to put up their clocks on the wall, and invite everyone to look at the results.

Ask:

- What struck you most as you looked at the amount of time spent by women and girls, and men and boys on each activity?
- If women and girls spend more time on activities such as housework, what are the implications (eg girls cannot spend as much time doing homework, women cannot go to meetings, women may be too tired to have sex with their husbands)?
- What roles and responsibilities were common to both females and males?
- Are males capable (even if it is not usual within the culture) of doing the tasks allocated to females?
- Are females capable (even if it is not usual within the culture) of doing the tasks allocated to males?
- Choose one of the groups' activity clocks. Ask participants "what would you change to promote greater gender balance in the activities in this family?" Note that it is not necessary for each family member to do an equal share of every task, but there should be a reasonable overall balance in the amount of time each one spends on tasks, in accordance with their capacities and needs.
- Ask participants to consider **how** gender balance can be promoted in families (eg through the way children are brought up).
- Explain to participants that the strategies they identify constitute gender mainstreaming in the family. Ask participants to brainstorm how their own community could approach the gender mainstreaming of activities.

2.7 Gender analysis

Before embarking on a gender mainstreaming process, it is important to understand gender analysis.

Gender analysis is a process of collecting and analysing information regarding the different needs and concerns of women and men and addressing the barriers that have disadvantaged them.

It includes the methods used to understand the relationships between men and women, their access to and control over resources, their activities, and the constraints they face relative to each other and their community. It can provide information that recognises the differences gender makes relative to race, ethnicity, culture, class, age, disability, and any other status.

What does gender analysis measure?

- Different needs of men and women (practical and strategic needs)
- Different capacities of men and women
- Different perspectives, roles and responsibilities of men and women
- Different impact of interventions on men and women
- Constraints on and opportunities for men and women

What questions does a gender analysis ask?

- Who controls what in the society?
- Who has access to what in the society?
- Who is responsible for what in the society?
- Who earns what in the society?
- Who does what in the society?
- Who inherits what in the society?

Gender Mainstreaming in Civil Society Organisations, **NID, 2005**

2.8 Frameworks for gender analysis

There are a number of different frameworks for gender analysis. The following exercises are based on some of the different approaches. Understanding some of the different approaches to gender analysis can enable people to choose an approach that seems best for the situation they want to assess.

2.8.1 TRAINING EXERCISE: Gender Analysis

Objective: To enable participants to conduct a gender analysis.

Time: 3 hours

Participants should be split into small groups for this exercise.

Note: This can be done as an overall gender analysis, but if participants are only involved in one sector (eg poverty or education), then the analysis may be done only for that sector.

This exercise is based on the **Harvard Analytical Framework**. The Harvard Analytical Framework is useful because it identifies access to and control over resources and benefits in relation to women's and men's responsibilities. It is a good framework to use when you know the group in question (eg a village), but difficult if the group in a large and diverse one (eg across 6 regions in Namibia).

Exercise 1: Ask participants "What do women do in the community? What do girls do? What do men do? What do boys do?" List productive, reproductive, community and political activities and roles of men and women, boys and girls.

Below is a brief, simple example. Note that this could be further disaggregated by age (such as girls, female adults, female elders and boys, male adults and male elders) or other relevant factors.

If you are running this exercise in relation to a real project, you should extend it by adding in the amount of time each spends on each activity (using the Activity Clock described in Training Exercise 2,6 above – noting daily activities as well as seasonal ones, such as ploughing and planting) and where each takes place.

Activity	Women/girls	Men/boys
Productive activities ● planting, weeding and harvesting ● ploughing fields ● large stock raising	X	X X X
Reproductive or household activities ● cooking ● collecting firewood	X X	
Community management activities (social/political/religious) ● political activities ● arranging for weddings/funerals ● etc.	X	X

Exercise 2: Identify assets (human, natural, social and financial) and list them, then state who has (a) **access to** or (b) **control over** the same assets. This exercise assesses the relative power of community members.

This is a brief example:

ASSETS		
	Women	**Men**
Land	Access	Access/Control
Equipment	Access	Access/Control
Productive labour	Access/Control	Access/Control
Reproductive labour	Access/Control	Access
Capital	Access	Access/Control
Education/training	Access	Access/Control

Note that situations can differ from women to men and from women to women and men to men. For example, not all women have access to paid work, and when they do, they may not have control over their salaries. In the same way both women and men may have access to training through extension services but most of the extension staff (who are mainly male) may consult males and design support on that basis.

Exercise 3: The next step is to list the factors which influence the activities, access and control. These may be social, cultural or economic. Here are some examples:

- social acceptance of a certain gender division of labour (eg childcare is for women so they must stay in or near the home)
- social belief that men attend meetings – so they get education and training even if they are not doing the work
- cultural beliefs (eg that women must milk cows, or that women may not go near cattle)
- economic practice that only men apply for loans
- unemployment which leads to men becoming migrant workers.

Exercise 4: The next step is to develop an intervention. In setting project objectives, ensure that they relate to women's needs as identified in the analysis and by themselves.

Review the above 3 exercises and assess your project in the light of the results. For example, a key block to women's poverty may be their lack of access to cattle. If that cultural belief is seen to be changing, then the focus should be on giving women access to education and training on cattle rearing.

2.8.2 TRAINING EXERCISE: Problem Analysis Chart

Objective: To introduce participants to another technique for analysing gender-related problems.

Time: 1 hour

A **Problem Analysis Chart** can help participants to analyse the different components of a gender-related problem, which is helpful to identifying appropriate action to solve the problems. Here is a short example of how to use the chart:

Problem Analysis Chart

Problem	Causes	Effects	Coping strategies	Recommended action
Lack of access to credit opportunities, therefore women remain poor/ disadvantaged	Banks refuse to give credit to women	Cannot open business No motivation to improve situation	Depend on husband or relatives to take care of children and meet personal needs	Establishment of women's savings and credit union which can assemble capital and provide small loans to its members

Participants should divide up into small groups and identify a problem facing women in their own communities, and use the chart to analyse it. There may be more than one cause for the problem. Each cause which is identified should lead to a corresponding action. If the case cannot be addressed immediately, there may be an action which could minimise the **effect** of the problem in the meantime. Actions might also support women in their coping strategies.

Participants should discuss their results with the full group, which should make comments and recommendations.

2.8.3 TRAINING EXERCISE: Gender Needs Assessment

Objective: To apply the concept of gender needs in assessing the actual and potential impact of projects.

Time: 1 hour.

Actions which address strategic as well as practical gender needs will have more impact on gender equality in the long term. The **Moser Gender Needs Assessment** is a useful tool for identifying the different kinds of gender needs.

Explain to participants what practical and strategic gender needs are:

- **Practical gender needs:** Practical gender needs are linked to the needs of women and men in respect of daily life, unsatisfactory living conditions and lack of resources. They address practical, immediate necessities such as water, shelter, food, income and health care.

- **Strategic gender needs:** Strategic gender needs are long-term needs that relate to improving the position or status of women and men. They are less visible and more ideological in that they are about changing power structures and influencing attitudes and behaviour. Examples of strategic gender needs are: the abolition of the sexual division of labour; the co-sharing of domestic work and child care; the removal of institutionalised forms of discrimination relating to rights to own land or property, or access to credit; and freedom of choice over childbearing.

Ask participants which of the following meet practical gender needs, and which meet strategic gender needs. (The answer is the "x " in the box.)

Type of intervention	Practical gender need met	Strategic gender need met	Notes
Location of nursery			
in community	x		
mother's workplace	x		
father's workplace	x	x	The father will become more involved in child care
Skill training			
cooking cakes	x		
dressmaking	x		
carpentry	x	x	Challenges the gender division of labour
Access to credit			
allocated to household	x		
allocated to women	x	x	Develops women's economic independence

Ask the participants to give examples of projects they have worked on. Discuss whether the interventions were designed to meet practical or strategic gender needs.

2.8.4 Another possible framework

Here is another framework that can be used to carry out gender analysis.

General gender questions to ask	Aspects to consider
Roles and Responsibilities: • **What** do men and women do? • **Where** do men and women do what they do? • **When** do men and women do what they do? (Daily time use, seasonal time use)	• **Productive roles of men and women** (paid work, self-employment, and subsistence production) • **Reproductive roles of men and women** (domestic work, child care and care of the sick and elderly) • **Community participation/self-help activities of men and women** (voluntary work for the benefit of the community as a whole such as organising weddings, funerals) • **Community politics involvement of men and women** (decision-making/representation on behalf of the community as a whole)
Assets: • **What livelihood assets/ opportunities** do men and women have access to? • **What constraints** do men and women face?	• **Human assets** – what services, health services, education etc do men and women have access to? • **Natural assets** – what natural resources do men and women have access to, or are able to contribute? Eg land, labour. • **Social assets** – what social support networks do men and women have access to? • **Financial assets** – what access and control do men and women have over capital, income, formal and informal sources of credit etc.

Power and Decision-making:	
What decision-making do men and/or women **participate in**? **What decision-making** do men and/or women usually **control** (ie able to actively influence decisions) **What constraints** do men and women face?	**Household level** - what level of control do men and women have in the decisions over household expenditure? **Community level** – what level of control over community wide decision-making do men and women have eg decisions on the management of community water supplies
Needs, priorities and perspectives: **What are** women's and men's **needs and priorities**? **What perspectives** do they have on appropriate and sustainable ways of addressing their needs?	- What are the **"practical"** needs of women and men? These address practical, immediate necessities such as water, shelter, food, income and health care. For example, what needs do women have regarding water that differ from men? - What are the **"strategic"** gender needs (ie those requiring changes to existing gender roles and resources to create greater equality of opportunity and benefit?). An example is accepting women being employed as road builders (abolition of part of the sexual division of labour). **Perspectives** - What are the different perspectives of men and women on how projects are delivered – choice of technology, location, cost of services, systems of operation, management and maintenance?

This table is based on an exercise developed by the UK Department for International Development (DFID), quoted in Gender Mainstreaming in Civil Society Organisations, *NID, 2005*

2.9   Developing a Gender Mainstreaming Strategy

Once participants are comfortable with tools for gender analysis, they are ready to move to the exercises on gender mainstreaming.

Gender mainstreaming is a strategy for gender equality; therefore each institution or organisation should aim to have a gender mainstreaming strategy and action plan. Once an organisation takes a decision to mainstream gender into its organisational culture, structure, projects and programmes, the following points must be borne in mind:

● Gender analysis and mainstreaming challenges the status quo – the existing power relations within an organisation – and therefore there is bound to be resistance to it. How to deal with resistance can be worked out – the important thing is to be prepared to deal with it.

● Organisations should be willing to build a critical mass of gender advocates who will help the organisation in shaping a better future for women and men.

● Gender equality should be evident in an organisation's mission and vision statements, and in its policies and regulations. The organisation must also allocate adequate resources to bring about changes.

● Gender mainstreaming should result in a transformed organisation with changes in attitudes and behaviour, including a changed management style which is open to criticism. The transformed organisation should provide platforms for non-stereotyped roles and choices for women and men.

2.9.1 What is included in a Gender Mainstreaming Strategy?

A gender mainstreaming strategy includes the following:

- an assessment of the issue of gender inequality in the context of the organisation and its work
- a mission statement on mainstreaming gender equality to ensure that the whole organisation is clear about what is to be achieved
- an action plan in which the strategy will be applied to different parts of the organisation
- clearly identified and quantifiable goals and targets
- strategies for capacity building and implementation
- clear allocation of resources to achieve the objectives
- a division of roles and responsibilities (including senior staff, management, gender focal points, etc) for effective implementation, monitoring and evaluation.
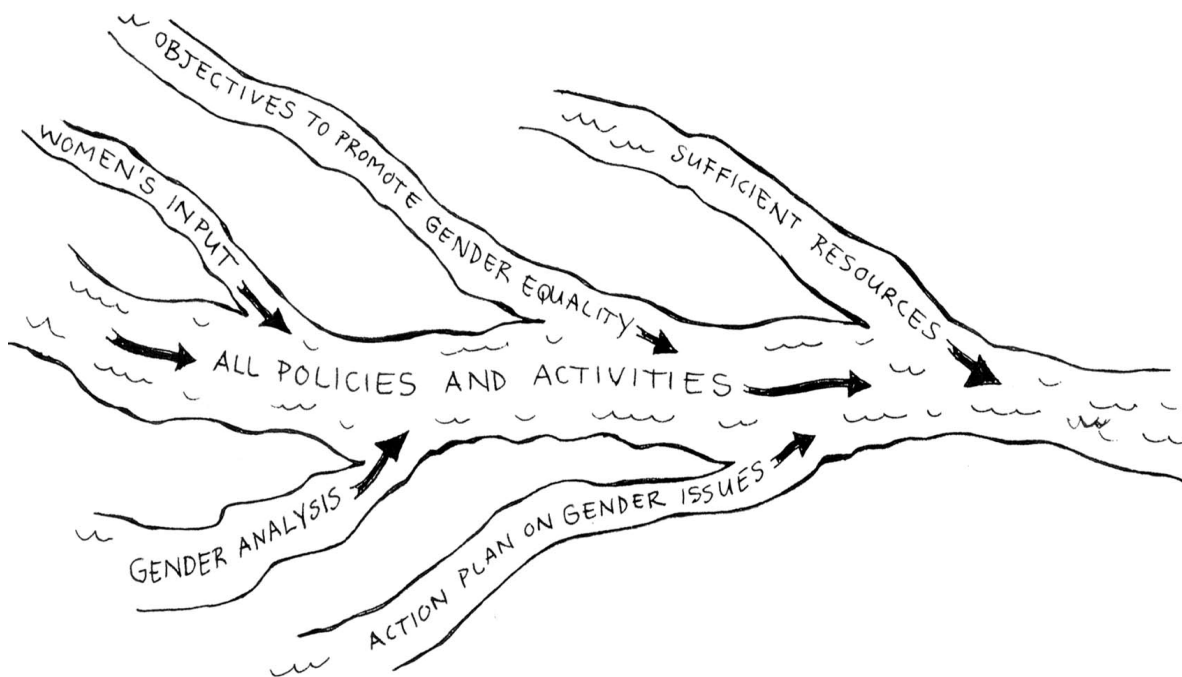
2.9.2 Activities to formulate a Gender Mainstreaming Strategy

Note: It is important that all staff and relevant stakeholders are involved in discussions about gender mainstreaming in your organisation. Consult them through various means such as workshops, and departmental or individual consultative meetings. Conduct debriefing meetings to inform management and all staff of progress, and involve them in making crucial decisions at each stage.

1. **The first step is to carry out a GENDER SURVEY in your organisation.** This will help establish the starting point for your gender mainstreaming.

Carrying out a gender survey

Find out from the personnel office how many women and men are in the organisation.
Find out if the organisation has gender-sensitive policies and procedures in place.
Find out about the roles and responsibilities of men and women in your organisation and what problems they experience.

Present the findings for discussion.

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2. **Then conduct a SWOT analysis**. SWOT stands for Strengths, Weaknesses, Opportunities and Threats. This refers to the internal strengths and weaknesses of the organisation, and the external threats and opportunities available for the gender mainstreaming strategy to succeed.

SWOT Analysis

The objectives of a SWOT analysis are to highlight strengths and weaknesses and then devise strategies for making the most of the strengths/opportunities, whilst overcoming the weaknesses/threats.

Ask participants to consider gender mainstreaming.

What are the organisation's internal strengths in relation to gender mainstreaming?
What are its weaknesses?
What are the external (outside of the organisation) threats?
What are the external opportunities?

This can be done in small groups and their comments merged, or in the whole group if not more than 15 people.

Discuss the results. Prioritise actions based on this discussion.

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3. **Apply one or more of the TOOLS FOR GENDER ANALYSIS** explained in section 2.8 above to specific problems which are identified during the gender audit or the SWOT analysis.

4. **Use this information to develop a GENDER MAINSTREAMING POLICY**. The policy will identify the **objectives** which your organisation wants to achieve to promote gender equality.

Example of a Gender Mainstreaming Policy

The ……............ organisation will:
- build capacity for institutionalisation of gender mainstreaming
- promote gender balance in all sectors
- ensure generation and dissemination of gender disaggregated data for gender responsive development planning
- influence changes in attitudes and behaviour to promote women's image, rights and equal access to resources, services and opportunities.

adapted from the National Gender Mainstreaming Programme

Example of a Gender Mainstreaming Policy

UNDP Corporate Gender Strategy

- Develop capacities to integrate gender concerns in all practices and areas and in global, regional and country programmes
- Provide gender-responsive policy advisory services that promote gender equality and women's empowerment
- Support specific interventions that benefit women and scale up and expand innovative models such as those developed by UNIFEM.

See http://www.undp.un.na/Operations/undp-operations-gender.htm

5. Develop an **Action Plan** for implementing the Gender Mainstreaming Policy. This last step is crucial, because it identifies *who* is going to do *what*. Without action, there can be no change. The Action Plan should answer specific questions:

● Who will be directly responsible for which outputs/results?
● Who will collaborate?
● What is the time period?
● What will be achieved at the end of the time period?
● What are the benchmarks along the way (pointers that show the project is going to plan)?
● Have adequate resources (time, staff, funds, equipment) been provided?

Example of a Gender Mainstreaming Action Plan

Taken from the **Gender Mainstreaming Action Plan of the Directorate of Rural Water Supply (DRWS) October 2003**

Activities	By whom	When	Indicators for measuring success
1. Review & approve Gender Strategy	National Task Force & Director of DRWS	Before this financial year end	Gender Strategy approved with amendments & revised pamphlets produced
2. Appoint Gender Coordinator at HQ & Regional Gender Facilitators	DRWS	As above	Approved terms of reference & appointments made
3. Conduct gender analysis studies to assess the main problems faced by poor women and men in the rural water sector (pilot first, then nation wide)	National Task Force, Gender Coordinator and Regional Gender Facilitators	April-June 2004	Research plan drawn up including objectives, activities, sampling sites, training required
4. Conduct sub-divisional gender sensitisation meetings to inform and upgrade the skills of staff	Divisional Heads and Gender Coordinator	Ongoing	Plan drawn up to introduce the Gender Strategy & agenda for further meetings

There is also an example of a Gender Plan of Action by the Ministry of Defence/Namibian Defence Force in section 2.11.2 below.

2.9.3 TRAINING EXERCISE: Action plan

Objective: To learn how to develop a clear plan of action, to focus activities and allow for effective evaluation.

Time: 2 hours 30 minutes.

Here is an example of a clear and specific action plan. It is important to include clear statements of who will do what, and to identify who will provide the resources for the action (funding, trainers, materials, etc).

Objective	Action	Who?	When?	Resource Requirements	Indicators of success	End result
To empower women to take out loans	Training programme on how loans work, and on how to fill out loan applications	Name of person or institution	X workshops in X regions by X date	Funding for venue, materials, trainers, transport to workshop	Workshops valued highly by participants in evaluations. Trainer assessment that participants are competent to apply for loans.	Women empowered with information.
Evaluation	X months later, check how many of the targeted women had successfully applied for loans.	Name of person or institution	Date evaluation will begin and end.	Funding for evaluation, including evaluator.	A significant percentage of women successfully applied for loans.	Woman empowered to take out loans, improve their businesses and financial situation.

Participants should divide up into small groups and make an action plan for an objective they want to achieve in their own communities. Participants should discuss their results with the full group, which should make comments and recommendations.

Case study – Directorate of Rural Water Supply

The Directorate of Rural Water Supply undertook the process of developing a gender mainstreaming strategy. They took the following steps:

- establishment of a Task Force on gender for planning and feedback
- understanding the National Gender Policy to find out what it says about rural water and rural women
- field visits to selected regional offices of rural water supply for consultation with officers, communities and water point committee members
- workshops on the relevant issues, and on the development of a strategy document
- finalisation of the strategy document and presentation to management for approval

The outcome of this process was a Gender Strategy and a Gender Mainstreaming Action Plan for the Directorate.

Example: *With support from the Finnish Government the Directorate for Rural Water Supply developed a project to empower rural women because they are the primary users of water and natural resources. Many rural women prior to this project were not members of water point committees and were not part of the decision making processes. The Directorate wanted to find out what progress has been made since the project's inception. They conducted an evaluation of the ongoing programme to assess the status of rural women in three regions, Omaheke, Karas and Oshana. This evaluation showed that, following sensitisation workshops/meetings with most water point committees where women were encouraged to take up decision-making positions, rural women accounted for 35% of Chairperson positions*

CHECKLIST FOR INTEGRATING GENDER MAINSTREAMING

1. Do you have a gender mainstreaming policy which covers the internal organisation and the projects, plans and activities of the organisation?
2. Have your organisation's staff and volunteers been inducted and trained on the gender policy, including the use of inclusive and non-sexist language?
3. Does the way your organisation is managed give fair and equal space and time to women and men?
4. Does your organisation have an affirmative action policy?
5. Does the organisation keep and evaluate records that monitor gender issues, such as staff records which clearly contain gender-based statistics?
6. Do you encourage men and women to gain vacant positions in your organisation through:
    - the phrasing of adverts and the variety of media in which they are placed?
    - gender balanced interviewing panels?
    - a minimum quota for women in the short-listing process?
7. Does your organisation adopt family-friendly practices in the workplace and in projects?
8. Have the necessary resources been made available for genuine gender mainstreaming to take place?
9. Has a clear methodology been used for creating and applying a gender mainstreaming strategy?
10. Has a monitoring body or mechanism been created to track the progress of the strategy?

This checklist is adapted from Namibia Institute for Democracy (NID), Draft Gender Mainstreaming & Civil Society Organisations Educational and Training Booklet.

Engendering the project cycle

A project is a set of activities defined to address a particular problem, for example, training rural women to set up their own businesses, over a set period of time. The project cycle is made up of the following stages, and in each stage a number of questions should be raised to ensure that concerns of women and men are taken into consideration:

- **Project identification:** The problems that women and men face are identified. What are the differences and similarities?

- **Project design:** These problems are used to define objectives, indicators and activities. Does the project recognise the differences between women and men? Is the project addressing practical or strategic needs?

- **Project analysis:** The project document is analysed from various perspectives. Does it include women's and men's concerns and how? Will the project improve the productivity of women and men? Who will share in the project benefits? Whose access and control will be improved? Whose participation will be strengthened? Will the project empower women? Will it have impact on the workloads experienced by women?

- **Project approval:** The project is approved and financial commitments made. It is important to assess who sits on the review/approval committee and how much is allocated for women's and men's activities.

- **Project implementation and monitoring:** Who are the implementing agencies? Are women's and men's organisations involved or given responsibilities? How will the community members who are targeted by the project participate in monitoring? Are the indicators gender-sensitive?

- **Project evaluation:** Who evaluates the project? Are women/gender specialists involved in the evaluation mission and how?

2.10 Key challenges for gender mainstreaming

The following are some of key challenges which must be overcome for effective gender mainstreaming:

- Political commitment exists, but progress may be slowed down by negative attitudes (lack of gender awareness and lack of support for gender mainstreaming), often within top management.
- The job descriptions of the Gender Focal Points should be made official and institutionalised.
- Goodwill to improve the gender situation may be wasted without clear gender mainstreaming strategies.
- Appropriate action may not be identified because of the lack of gender analysis knowledge or skills.
- Gender analysis may be weak because of the lack of gender disaggregated data and planning capacity.
- Programme interventions can be hampered by lack of resources and inadequate attention being given to monitoring and impact evaluation.
- There may be resource constraints, such as lack of adequate finance for the desired actions or for the necessary capacity building, or a shortage of experts to back up the process.

The following are some potential pitfalls to be avoided:

- **The problem of "policy evaporation"**. All too often, gender mainstreaming policies "evaporate" before implementation, and remain paper commitments only. Policies *must include action plans* with clear procedures and targets as well as designated roles and responsibilities for promotion, implementation and monitoring. These must be based on a clear and realistic analysis and understanding of the organisation, including its decision-making structures, incentive systems, planning routines and history with respect to gender equality.

- **The process is as important as the product**. The value of a gender mainstreaming policy lies at least as much in its formulation as in its existence. The formulation of a mainstreaming policy is a golden opportunity to involve as many staff and (where appropriate) stakeholders external to the organisation as possible. This process promotes widespread "ownership" of the policy; enhances understanding and commitment to gender equality issues; ensures that the policy "fits" with the organisational culture, structures and procedures; and substantially increases the chance that the policy will be implemented. In this context:

  - Mainstreaming policies from other similar organisations can be used for ideas and inspiration, but should never be copied or used as blueprints
  - External consultants may have a useful role to play in *facilitating* a consultation and policy development process, but should never be recruited to *write* a mainstreaming policy.

- **Practice what you preach.** Gender equality in the workplace and gender equality in service delivery are inextricably linked. Agency credibility in presenting a gender equality policy relating to service delivery is assisted if the policy is reflected in or includes measures to promote gender equality in internal staffing and practice.

Source: Department for International Development, UK (DFID), Mainstreaming: Policy and Legislation, 1999.

Considerations for Gender Mainstreaming in Government

- **Fact finding missions:** Ensure that someone with gender knowledge and skills is part of the team.
- **Make terms of reference** for consultants or technical advisors gender-sensitive.
- **Training programmes:** Ensure that training budgets include some days for gender sensitisation and/or skills development in gender analysis.
- **Organisation meetings:** Put gender on the agenda. Share information on gender training, share insights in gender analysis, collect materials and discuss their usefulness to your work.
- **Interagency/ministerial meetings:** Share with colleagues what you have learnt in gender analysis workshops, facilitate joint project planning and information sharing programmes (eg arranging field trips to monitor and analyse gender issues together).
- **Remind management** of their regional and international commitments on gender equality in a non-confrontational manner and brief them regularly on progress of the gender mainstreaming process.
- **Mid-term review meetings with National Planning Commission and Government:** Ensure that gender concerns are included in the review indicators and insist on gender disaggregated data analysis. The process can be enhanced by providing or showcasing success stories of other government departments who have already gone through the mainstreaming process (eg the case study of the gender strategy for the rural water sector).
- **Use monitoring and evaluation** sessions to redefine project objectives, activities and outputs to be gender-sensitive.

2.11   Case studies

2.11.1   UNDP Namibia: beginning the gender mainstreaming project

"Gender becoming the country office buzz word"

"Conscious of the need to build capacities for gender mainstreaming, UNDP in April 2005 launched a corporate gender capacity-building project, inviting country offices to submit proposals for funding. UNDP Namibia was selected as one of the country offices to benefit from funds under the project. The proposal submitted by the country office focused on extensive training for all staff as well as UN and external partners. The proposal also highlighted the importance of formulating a country office gender mainstreaming strategy and action plan to provide the office with a framework for gender mainstreaming. Country office staff were involved already during the drafting of the proposal to ensure staff owner-ship of and interest in the process and that their needs were catered for to as great an extent as possible. It was also decided that gender equality would be integrated as a learning target for all staff and that staff completing training sessions should be awarded with certificates for their time and commitment.

Conscious of the limited timeframe for implementation, the country office then embarked on an intensive preparation and implementation process.

The first major activity, the **gender sensitisation training**, which took place in Windhoek on 18-26 July 2005, was successful. It was attended by most staff (programme and operations), gender focal points of other UN agencies and project staff from line ministries and civil society organisations. The two-day training for three separate groups included an introduction to gender concepts and tools and gave participants a good foundation for the process to come. Feedback from participants was very positive and gender issues became a topic discussed in the office corridors.

The sensitisation training was followed by a 6-day **gender mainstreaming training**. Again, all staff as well as partners were invited to the training which started with a one-day introduction to gender mainstreaming concepts after which operations and programme split into separate groups for the hands-on exercises including gender mainstreaming into all practical areas and the use of gender mainstreaming tools and frameworks appropriate for these.

Training staff of different working backgrounds and with different levels of knowledge of gender and gender mainstreaming was a challenge. The success of the training was ensured by careful planning and very practical, hands-on training sessions relevant to staff members' work.

The capacity building project is time-bound but the country office's commitment to gender mainstreaming isn't. In order to make gender mainstreaming a priority also in the future, the country office is formulating a **gender mainstreaming strategy and action plan** covering all programmatic areas as well as internal aspects of the organisation. The on-going formulation of the strategy is a highly participatory process with input from all staff on their opinions about gender issues and the manner in which the office addresses them.

The need for knowledge in **gender budgeting** has been highlighted in the office due to the support provided to national counterparts in this area. The capacity building project will therefore include a gender budgeting training scheduled for November 2005. The training will include project partners from the Ministry of Gender Equality and Child Welfare as well as key partners from other line ministries.

The final activity under the capacity building project will be that of drafting a **guide summarising the experiences and lessons learned from the exercise**. The aim of the guide, which will be shared by partners both in-country and outside Namibia, is to share information with partners embarking on a similar exercise."

2.11.2 Ministry of Defence (MOD) and Namibian Defence Force (NDF) Gender Plan of Action 2001-2005

The following is taken from the MOD/NDF Gender Plan of Action, 2001-2005. This is being reviewed as of June 2006.

The Ministry of Women Affairs and Child Welfare, through the Act of Parliament adopted a National Gender Policy which requires all state departments and agencies to implement this policy. The MOD and NDF are under obligation to draw up a strategy on how to mainstream gender within their structure.

The MOD through its Gender Desk organised a series of workshops for MOD/NDF personnel for gender sensitisation and mainstreaming activities. A Plan of Action was produced which defined a set of strategic objectives designed to cut across all MOD Departments and NDF Formations and Units. Gender equality is a fundamental human right for all Namibian citizens and uniformed personnel are no exception.

The following Vision and Areas of Concern were identified:

Vision – eradicate Gender imbalances within the MOD/NDF. (The workshop participants strongly recommended a target date of 2010 be set to achieve at least 50% representation of women at Management Cadre level of both MOD and NDF.)

Areas of Concern –
1   Representation of Women at Decision-Making Bodies
2   Education and Training
3   Equal Opportunities
4   Women Empowerment

Extract from Plan of Action

Policy Area	Objectives	Strategy	Activities	Time frame	Cost & Constraints	Opportunities	Actors	Monitoring & Evaluation
Representation of women at decision-making level.	By 2005 we achieve 20% of women at Management Cadre Level	• Sensitise all policies and plans • Implement Affirmative Action	• Provision for the promotion of females to Management Cadre Level • Train women to build up their management & leadership skills • Potential candidates understudy earmarked positions	Train about 25% female members in each unit by 2005	• Budget provision for Gender Mainstreaming at the Ministerial Level • Lack of gender structures within the units.	• Vacancies available • Internal transferences • Promotion and posting	Hon Min PS CDF SMC Unit Comdrs MOD Gender Focal Point	• Commanders at all levels • Regular reports for progress, setbacks & feedback. • Establishment of evaluation team within and outside the unit.
Empower-ment	Eradicate self-inferior complex among service women by 50% by 2005	• Capacity building • Create opportunities for self development	• Organise gender awareness dialogue, direct consultation, workshops on empowerment, leadership, negotiations and advocacy. • Train women to build up their Management & Leadership Skills. • Increase awareness of cultural practices that stop women from taking up leadership positions.	2001 – 2003 2005	• Military Traditions and Cultural practices • Lack of empowerment approach	• Promotions and transferences. • Gender Focal Point Meetings	Hon Min PS CDF Comanders at all levels Gender Reps	All levels of command to produce yearly report on progress made on gender empowerment.

2.12 RESOURCES

Publications:

- Ministry of Gender Equality and Child Welfare, *National Gender Policy,* 1997. (See contact details below.)

- Ministry of Gender Equality and Child Welfare, *National Gender Mainstreaming Plan*, 1998-2003. (See contact details below.)

- Namibia Institute for Democracy (NID), *Gender Mainstreaming & Civil Society Organisations – Educational and Training Booklet,* 2005. Available from:

  Namibia Institute for Democracy (NID)
  29 Feld Street, Windhoek
  PO Box 11956, Klein Windhoek
  Tel: 061 229 117 / Fax: 061 229 119
  Email: nid@nid.org.na
  Website: www.nid.org.na

- *Oxfam Gender Training Manual.* This manual contains a number of training modules on analytical frameworks, plus many other useful training modules.
  See **www.oxfam.org.uk/publications.**

Key organisations:

- **Ministry of Gender Equality and Child Welfare** has offices in all regions. Staff can provide advice and training.

  Ministry of Gender Equality and Child Welfare
  Juvenis Building, Independence Avenue
  Private Bag 13359 Windhoek
  Tel: 061 283 3111 / Fax: 061 238 941
  E-mail: genderequality@mgecw.gov.na

- **FAWENA (The Forum for African Women Educationalists in Namibia)** is the Namibian chapter of regional NGO, FAWE. Its programmes focus on empowerment activities for the girl child. FAWENA also provides gender sensitisation training for teachers.

  FAWENA
  c/o Ministry of Education
  Government Office Park
  Luther Street
  Windhoek
  Tel: 061 293 3143
  E-mail: fawena@mec.gov.na

- **University of Namibia (UNAM)** conducts research and provides training, education and information.

  UNAM
  Gender Training & Research Unit, Multi-Disciplinary Research Centre; and Faculty of Medical and Health Science – Gender Issues
  Windhoek Campus
  Mandume Ndemufayo Avenue
  Pionerspark
  Private Bag 13301 Windhoek
  Tel: 061 206 3111

- **UNDP** is drafting a guide to its own gender mainstreaming process as of May 2006.

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  Independence Avenue
  Private Bag 133290, Windhoek
  Windhoek
  Tel: 061 204 6111
  Fax: 061 204 6203
  E-mail: fo.nam@undp.org

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