



PART THREE
FACILITATOR'S NOTES
AND GUIDES

This part aims to provide tips and guidelines for facilitation of sessions focusing on the key areas highlighted in the SADC Gender Mainstreaming Resource Kit. You will find some notes on the basics of training, including information on adult learning methodology, as well as facilitation tools that can be used in different settings and situations. This is accompanied by notes per chapter to the exercises used in this Resource Kit, in order to equip the facilitator with background and useful information on how to effectively prepare for and use the exercise in a training session.

Basics of training

Adult Learning

Training adults differs from teaching children in that adults have vast life experiences on which they draw. Most of the answers are within them. The role of the facilitator is to help “surface” those answers.

Learning by doing

“I hear, I forget

I see, I remember

I do, I learn”

The training starts from the premise that participants have valuable experiences and contributions to make. As adults, much of what we learn is from each other or from our peers. The role of facilitators is to validate these experiences and to add new information/theory to the experience- based knowledge.

What facilitating means

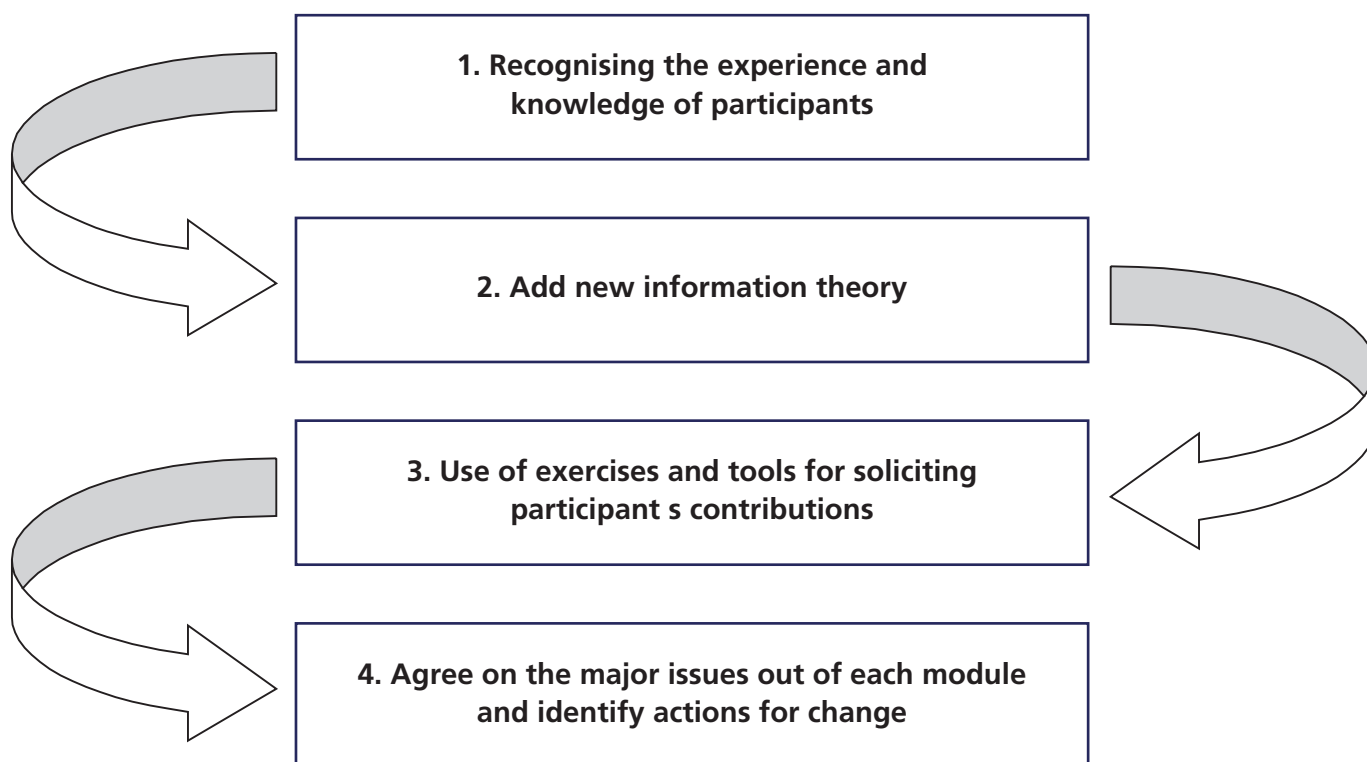
If adult learners need to participate, then trainers need to look at role models different from the old classroom teacher. That’s why we use the term ‘facilitator’ to describe what trainers need to do. Facilitating means setting up a context in which learning can take place. It does not mean being the fount of all knowledge. A facilitator can be young and need not have vast formal education. Facilitators simply need to be able to put themselves in learners’ shoes, identify the best route to understanding a topic or issue, and make the journey there enjoyable.

This means that issues such as relationships with participants; the timing of activities, the set-up of the training room, the legibility of notes, the availability of fresh air and drinking water and whether participants come to training exhausted by work are as important – perhaps more important – than knowing all the answers.

It also means that how you interact with participants – your voice, manner and body language – play a very important role in setting the tone for learning.

With this principle in mind, the facilitator needs to create an environment based on two experiences: hers/his and those of the participants. That is the springboard, a situation where they learn and build experiences together, and where learning involves a high level of active participation by everyone. The spiral shown overleaf illustrates the key stages in the methods used in training:

KEY STAGES IN TRAINING



Think about something you learned as an adult, e.g. learning to drive, or taking up a hobby, or became involved in a sport after you left or any work related training.

1. Did you enjoy the learning? Why/why not?
2. Was the learning effective? Why/why not?

Target Group

Try to describe the typical target group for your training. This can be an imaginary person, or a trainee you have worked with before who seems representative of his/her group. If it helps, give him/her a name.

Think about:

- How old are they?
- Where did they grow up? Where do they live now?
- What language do they speak most fluently? Read? Write?
- How comfortable are they in the language of the training materials?
- What level of education have they reached?
- What's their employment history?
- What are their interests outside work?
- Why are they on this training course?
- What are their personal goals?
- What are their work goals?
- What do they already know about this topic?
- How have they acquired this knowledge?



Fact Sheet: Adult Learning

Adults who think about their own learning seem to agree strongly about some points. Learning is effective and enjoyable when it's something they really want to do, when they feel involved in the process and are treated like adults, not like schoolchildren. Adults enjoy learning when they can see its clear relevance to their lives or goals. The opposite is also true. Adults "switch off" from learning when they feel forced into it, or when they are not really sure of its purpose. We know that people do not learn well when they are kept passive, or when they are bossed, belittled, mocked or otherwise treated disrespectfully. They lose interest quickly if they are not actively involved, if their experience is not valued and if the process feels like being "back in school."

Adults resent learning, which doesn't appear relevant to their lives, problems and goals. We also know that all learners absorb and remember information much more effectively if they have to process it in some way, rather than just listening or taking notes. We know that simply telling people what to do, or how to do it, is largely ineffective. We know that the human attention span — irrespective of 'intelligence' (whatever that is!) and only slightly modified by motivation — is short and that long lectures lose most people most of the time.

This is true of people at all education levels. It fits in with the results of the many studies of adult learning, which have been conducted all over the world. The technical term for the science of adult learning is **andragogics**. Adult educator Malcolm Knowles, who coined the term, summed it up like this:

- Adults are motivated to learn as they develop needs and interests that learning will satisfy. So their own needs and interests are the ideal starting-points and benchmarks for organising and delivering training.
- Adults view training in terms of its relation to their lives and work. Even academic or theoretical subjects make the most impact when they can be related to these.
- Experience is the richest source for adult learning. So the most effective core methodology for adult learning programmes is **participative**: learners take part in a planned series of experiences, analyse them and relate them to their own life and work situations.
- Adults need to be self-directing. So trainers need to be partners with their learners in a process of questioning, analysing and decision-making. Trainers of adults need to move away from transmitting knowledge to learners and then judging their conformity to it.
- Age and experience develop even apparently similar adult learners in very different ways. Adult learning programmes need to have sufficient flexibility to accommodate different learning styles.

It used to be believed that these characteristics of adult learners were unique, that children and teenaged students learned in a completely different way. Andragogics grew up on this belief. However, much research over the past 30 years suggests that children, too, learn better when their education is participatory, problem solving and self-directed. Because children have less experience, they need more structure and context than adults. And because examination systems tend to focus on subjects, students' learning is often planned around subjects rather than problem-solving. But a lot of the findings of adult-education research can usefully be applied to teaching children too.

Excerpt from Gender in media training, by Gwen Ansell

Good Facilitation

Tips: The following are some reminders of the do's and don'ts of facilitation:

Do s	Don ts
✓ Prepare	✗ Pre-empt
✓ Be sensitive- make sure all group members participate and have a role; watch around bring out the quiet people.	✗ Dominate; leave shy people out
✓ Take account of language barriers	
✓ Bring conceptual clarity to bear	
✓ Read, know your subject, and be knowledgeable.	
✓ Supervise group work	
✓ Check documentation, make sure nothing is missing	
✓ Focus	✗ Allow the discussion to lose focus.
✓ Control/ guide	✗ Allow everyone to talk at once.
✓ Offer a concise summary at the end	✗ Leave the discussion open-ended
✓ Manage time. Reduce number of groups. Cut length of presentations. Plan the programme well. Each case is given a time limit.	✗ Get too involved yourself.
✓ Be flexible	✗ Be prescriptive
✓ Crisis management; innovation, creativity.	
✓ Use VIPP cards- refresher course on participatory methods.	

Tools

Different communication tools

There are a variety of communication tools that are used or can be in this training manual. Communication tools are often used together: for example, a written tool like recording points on a flipchart can be used during a debate or panel discussion. They can also be used to give variety and help maintain interest: for example group work, plenary discussions, debates, panels etc. can be used at various times to achieve interaction, but in different formats, throughout the workshop.

Writing and written tools

- VIPP cards (need to have some rules at the beginning: one thought per card; visible writing; colour schemes; how to cluster).
- Assigning different readings to different participants- asking them to report back on these in a simplified form in their groups. This helps to ensure that the readings get done but in a way that is not overwhelming
- Use of the overhead projector
- Summaries on flip chart at the end of each session
- Word games - associations

Visual tools

- Art- for example, ask participants to draw instances in which they felt powerless, and those in which they felt powerful rather than voice these. This exercise is often humorous. At community level people can draw pictures in the sand.

- Pictures - asking participants to interpret pictures- from the media, popular culture etc. This is particularly effective where there are low levels of literacy.

Audio-visual tools

- Films
- Video
- Drama
- Street theatre

Interactive tools

- Pairing participants
- Group work- seating arrangements that encourage group work
- Team facilitation
- Panels
- Quizzes
- Facilitators allowing participants to facilitate
- Plenary discussions
- Story telling
- Role play
- Miming
- Testimonies- lived experiences
- Debates (these can be made even more interactive by a controversial statement being made, a line being drawn and then people being asked to stand on different sides of the line, but to explain/justify which side they have taken).
- Word games (flashing up/saying words, asking what associations come to mind).
- Case studies/problem solving
- Songs
- Brainstorming

Icebreakers and energisers

Some people are not comfortable with big groups. So 'breaking the ice' means being the first person to talk. The Facilitator should break the ice and help everybody to relax. These exercises are short with the objective of having people use their bodies and minds in order to combat fatigue and boredom during the sessions.

Facilitators are also encouraged to draw on music as a means of motivating the team. This seems so obvious! However, despite the importance of music in inspiring and documenting social movement struggles, we often forget to draw upon music as a source of energy and leadership building.

What you need to do is:

- ✓ Invite participants at different times to lead a song-with words that are easy for people to follow.
- ✓ Encourage all the participants to join in.

Body, soul and mind

Ancient Greeks believed that learning should involve the body, mind and soul or to put it differently, learning should be physical, spiritual and intellectual. This will ensure that training is fun, leads to new learning, new friends and networks and most importantly, new ways of doing things.

Seating arrangements

It is recommended that the room should have round tables with five to six per table, and not more than 25 participants in total. This makes it easier to break into groups for group discussion and then back into plenary for the sharing of group discussions. This method will be used throughout these modules. Such an arrangement also makes for greater interaction and “bonding”. It is a visible and practical way of ensuring that learning moves from experiences to broader concepts. Decision-makers will then apply those concepts in their daily work.

Activities

There is a huge range of training activities. Here are a few. We have given them the titles under which they are most commonly listed in training resource books, in case you want to look them up elsewhere. But if you feel that an activity title is inappropriate for your participants – re-name it.

Brainstorming

The whole group, a large blank sheet of paper, rapid-fire timing and the uncritical recording of all ideas offered. Brainstorming can be a very useful tool for exploring all possible angles during story planning, or for developing troubleshooting strategies in technical areas.

Buzz-groups

This is a mini-brainstorm involving a more focused question and a smaller group. Ideas from the small group are recorded by one member and shared in plenary with the whole group. Good for drawing up lists of factors (e.g. What is being done by councils to address high levels of gender violence? What can councils do to end gender violence, etc). Buzz groups can be structured like a “snowball” – where two pool their ideas into fours, eights and eventually the whole group. And just as a small ball of snow can become big enough to crush a house as it rolls down the mountainside gathering size, so you can demonstrate how pooled ideas have more power than one lone voice.

Discussions

A broader topic but a smaller group (3 – 5 people) allow everyone to contribute on a complex issue (e.g. “Why are there such high levels of gender based violence?”) Pair discussions also allow people to focus on communication skills and/or get to know one another better.

Using imagination (prediction, constructing a history or a character)

This is great as preparatory work for a real or simulated interview, or for exploring potential follow-up stories. Ask buzz groups or the whole group “How might this situation have arisen?” “What’s likely to happen next?” “What kind of person might do this?”

Case studies

These ask, in an open-ended, multi-dimensional framework: “What would you have done?” Real or simulated case studies – even short ones – ask participants to exercise empathy and analysis. They can be very effective in “distancing” people from a real problem – it is much less threatening, for example, to discuss why coaching is failing in another newsroom, and to bring forward real problems as hypothetical problems, than to admit how “we” are failing. Case studies are closer to the reality they’re based on and more complex than...

Simulations

Stripped-down versions of real problems dealt with in an open-ended way. Particularly for work around communication - telephone technique, interviewing, and newsroom management - simulations allow the

trainer to set up practice, which - unlike multifaceted real life - focus on key or particularly weak context.

Games

Stripped-down versions of real problems played within strict rules so that outcomes are limited. Games are not childish; don't apologise for introducing them. Both finance houses and armies use games for high-level decision-making training; they are appropriate for adults provided they are relevant and introduced by the trainer in an appropriate way.

The mini-lecture

Ten-fifteen minutes, as part of a range of varied activities, and ALWAYS followed by discussion of what participants noted, disagreed with, were unsure of, etc. Lectures are useful to impart straight information and to sum up before moving on. But why not ask a participant to do the summary rather than you doing it?

Real practice

Training is worth nothing if what goes on in the workshop or seminar cannot be transferred back to participants' working lives. The more real practice that can be integrated into the course the better. Among the ways to build these links are:

- Ask participants to bring work-in-progress to the course.
- Work with the organisation to design a task or tasks for the course whose output can be used back on the job, ie. Developing gender action plans in councils.
- Combine workshop training with observation of participants at work, so that the links can be drawn.

Drawbacks of real practice, however, are that:

- Real tasks tend to be more amorphous and hard to control
- They have many dimensions including some not covered (yet) in the training
- They obstinately refuse to fit into training course time frame or logistics.

Understanding what different types of activities do

After you've used an activity a few times, you'll have an idea what effect it has on a group. Most activities fall into one of the following categories:

- Ice-breaking
- Energising
- Enhancing communication
- Team-building
- Enhancing competitiveness
- Underlining diversity
- Reviewing

Be very careful about using activities that energise, enhance competitiveness or underline diversity when there is aggression or acute cultural tension in a group. They may make matters worse. Use them only when you know a group fairly well; keep them short and light and manage them very tightly unless you want to create real hurt and danger.

Notes to Exercises



Exercise 1: The difference between sex and gender

Purpose: This session is a good way to initiate a discussion of gender in social structures and institutions. You, as a trainer, need to be fully aware and informed about the main issues. All of the roles and activities, except the sex roles are interchangeable. In this way you can start discussing the difference between sex and gender. Also take account of notes in Chapter 2 regarding these concepts, and use the information to generate discussion. The definitions of the concepts are also provided.

Material: Cards with different role/ activities and occupations (see some examples below), flipcharts, prestick

Time: 30 mins

Preparation: Before the session prepare cards with different roles, activities and occupations.

Method: Have two areas of the wall, boy/man and girl/woman. Distribute cards to participants and have them place their card on the side of the board they think appropriate. After everyone has placed their cards on the wall switch the headings and see which activities still work.

Examples of roles, activities and occupations: Politician, Home maker, Manager, Model, Chef, Hairdresser, Bus driver, Teacher, Construction worker, Secretary, Doctor, Engineer, President, Clerk, Lawyer, Gives birth, Grows a beard, Menstruates, Breastfeeds, Takes care of children, Provides for the family, Fetches water, Herds cattle, Fetches firewood, Goes to school, Cleans the house, Fixes the car, Cooks, Mows the lawn, Washes dishes, Goes to university, Watches soccer, Drinks beer, Sews clothes, Plays with dolls, Plays with guns, Owns land, Drives a car, Changes light bulbs, Plays soccer, Plays golf, Plays netball etc.

Exercise: - Images Depicting Sex and Gender Roles

Purpose: This session is another useful way of highlighting the difference between sex and gender, particularly as it shows a real life situation. The image of the father with the child is particularly powerful to raise the debate on changing gender roles. This exercise can also be used to discuss gender roles specifically.

Material: Both images printed side by side on paper with the questions (enough for participants even though they can be grouped to review and discuss the images in buzz groups). Flip chart paper.

Time: 15 minutes

Method: Distribute the images individually to the group and then ask them to buzz in small groups for a few minutes before a plenary discussion. If a projector is handy, the images can be projected, together with the questions. In plenary the participants can answer the questions, which will be recorded on flip chart.



Exercise 2: Sex and gender in the workplace

Purpose: The exercise is aimed at contextualising the sex and gender concepts in order to for staff in a workplace to begin to ground them in their everyday work place. This exercise can be adapted depending on the everyday workplace functions/issues in an organisation. In this exercise guard duties, management roles, catering duties cleaning duties are informed by gender considerations, whilst breastfeeding and pregnancy and child birth, as well as menstruation requiring sanitary ware are biological functions related to sex. Encourage participants to provide more examples in their every day work situations or lives.

Materials: Prepared scenarios, flip chart paper

Preparation: Before the session write out the scenario for discussion by the participants. The table should be written out on flip chart paper, so that it can be filled out during the report back.

Time: 10 minutes

Method: Hand out the scenario and ask the participants to discuss it in groups for 3 minutes, whilst filling in the table. Ask them to reconvene and report back. The facilitator will fill out the prepared table on the flip chart with the answers, whilst requesting participants to explain each response.

Function/issue	Sex	Gender
Breastfeeding times for employees	X	
Cleaning duties by support staff		X
Guard duties by support staff		X
Maternity leave	X	
Catering duties by support staff		X
Management roles and responsibilities of new projects		X
Leadership in the development of training curricula		X
Provision of sanitary ware facilities in all ladies' toilets in the Secretariat		



Exercise 3: Sex and gender in policy

Purpose: This is a particularly useful exercise, in that it is meant to get participants to reflect on gender in a policy context, through applying their knowledge on the difference between sex and gender. Since the Secretariat and Member States focus on policy harmonisation issues for the region, this will get participants to reflect more deeply on the policy dimensions of their work, and the implications of gender considerations on issues that appear to be gender neutral or gender blind. This is also a good exercise to link with one on gender blind and gender aware policies (looking at policies with a gender lens). Instead of scenarios, real policies or Protocols of the SADC Member States can be used for purposes of the exercise.

Material: Flipchart, prepared policy scenarios

Preparation: Write out the table with the policy scenarios in this exercise for distribution to participants, including the questions

Time: 10 minutes

Method: Hand out the scenarios to small groups and, depending on the number of participants, you can ask each group to consider a certain number of scenarios and report back. The report back will be discussed in plenary, and reinforced by additional information from the participants, and your own notes.

Issue	Sex	Gender
Women in most SADC countries are barred from boxing, serving in combat roles in the military, law enforcement and from mining activities.		X
Research reveals that secondary school teachers in the sciences are providing male students more positive reinforcement than in the case of female students.		X
Research has shown that many teenage girls miss school a number of days a year because schools provide inadequate sanitary facilities	X	
Men predominate in all leadership positions in society- in cabinet, the legislature local government, the judiciary, the media etc.		X
Research reveals that there women are dying during child birth at very high rates (maternal mortality) due to preventable complications.	X	
Young girls who become pregnant are invariably forced to leave school while the young men who impregnate them complete their studies.	X	
A SADC country is considering legalising sex work ahead of Soccer 2010.		X



Exercise 4: Gender division of labour

Purpose: The emphasis in this exercise is to highlight the gender division of labour, and the resultant gender inequality and women's subordination (see additional key points highlighted in chapter 2 under this exercise, including the definition). The reproductive role is the only one that is biologically determined. It also serves to highlight the implications of the gender division of labour for gender and development planning, access to opportunities and their outcomes, if this is either considered or not considered.

The roles in the home, community and work place are "grafted" onto these biological roles eg women give birth to children, therefore they must care for them and for the home, offer voluntary "care" services in the community and in the work place, take on the "care" professions like being secretaries, nurses, domestic workers etc. Men on the other hand are assumed to provide and protect and they take on "control" work in the community and work place- they are the politicians, managers and decision makers; working in industry, business etc. Women's work in the home is most unremunerated. Women's work in the community is invariably of a voluntary nature. The kinds of profession that women go into- domestic work, nursing, teaching etc- the so called "care professions"- are generally less well remunerated than typically male professions.

Material: Flipchart, cards with different work and traits

Time: 30 mins

Preparation: Before the session prepare cards with different work and traits. Prepare a chart(s) with the table and place this on the wall where participants can place the cards.

Method: Give each participant a card or two and ask them to place it in the appropriate place on the table of the biologically determined and socially determined roles of men and women.

Some examples of different work/traits

Sex/Gender Role	Woman	Man
Reproductive work	Gives birth to children	Provides sperm
Productive work		
Home	Cooking Cleaning Child minding	Gardening Plumbing Providing Protecting
Work Place	Nurse Secretary Domestic worker	Manager Engineer Politician
Community Work		
	Cooking at community gatherings Singing	Slaughtering cattle at community gathering Leading discussions/decision making
Personality Traits		
	Shy Self deprecating Soft spoken	Confident Aggressive



Exercise 5: The unwaged work of women

Purpose: The aim is to reinforce the understanding of the gender division of labour, and its implications for economic participation, opportunities and benefits. This will also draw out the implications of this distinction in terms of current economic policies and systems of national accounts, and how these are gender biased by not recognising the unwaged work of women. The facilitator can reinforce the discussion with additional materials such as data and facts on women’s participation in employment, and the trends regarding waged work.

Materials: Prepared time table and a set of questions, flip chart paper, fact sheet on women’s unwaged work, “Making Care Work Count” in Chapter 2.

Preparation: Prepare time table and print out enough copies for participants

Method: This exercise is useful in small groups so as to ensure that at least all participants provide feedback on the schedule. Each participant is given a few minutes to fill in the schedule, then provide feedback in plenary.

A possible example of a participants feedback

Sex/Gender Role	Woman	Man
6 am - 8am	Bathing Having breakfast Going to work	Fetch water Bath children
8 am - 5 pm	Working at the office	Cooking Ploughing the fields Take care of sick relatives Selling produce at the market
5 pm - 8 pm	Supervising children’s homework Having dinner	Cooking dinner Bathing children
8 pm - 10 pm	Getting ready for bed	Washing dishes Supervising children’s homework Getting children ready for bed
TOTAL HOURS OF WORK		



Exercise 6: Gender stereotyping

Purpose: The aim of this exercise is to demonstrate the pervasiveness of gender stereotyping in all areas of life: religion; advertising; the media; language; culture and tradition.

Materials: Flip chart paper for recording emerging issues.

Method: Group work

Possible responses by participants

Messages about women	Messages about men
Low status	Leaders
Foolish	Authority over women
Fit to be abused	Intelligent



Exercise 7: Equality of opportunity versus equality of outcomes

Purpose: This a critical concept for participants to appreciate and understand, as the exercise aims to demonstrate that from a gender perspective equal access to opportunities may not translate to equal benefit. Participants need to appreciate that this has serious implications for policy, legislation, programmes and other initiatives ostensibly seeking to provide equal opportunities without addressing inherent biases. The point is to demonstrate that equal access may not work where the playing field is not level, hence the advocacy for, in certain instances quotas and affirmative action, particularly as it relates to women's empowerment, in order to address existing biases.

Materials: Excerpt with data and information on women and men's participation in employment and wage disparities (or other areas where there is a stark disparity in terms of equal access but unequal benefit). Flip chart paper.

Preparations: Prepare the excerpt and the questions to accompany it. Also have handy definitions and other information and data to demonstrate the concepts in real life.

Method: Distribute the excerpt and ask participants to review and discuss it in groups for 15 minutes, then reconvene in plenary.



Exercise 8: A quick quiz

Purpose: The purpose of the quiz is to get an idea of how much participants know about the existing instruments.

Materials: Flash cards and a board to record scores.

Preparations: Use the questions in the resource book and any others that you may consider relevant. If this is being done for a sector group, you may wish to add sector-specific questions.

Method: The questions can be thrown out randomly in plenary. To make the exercise more competitive and engaging, you can have two teams sitting opposite each other as in a TV quiz programme. Each group can be given a point for answers they get right and if they get the answer wrong the other group has the opportunity to pick up points.



Exercise 9: Which gender equality legal frameworks apply?

Purpose: The aim of this exercise is to ground international legal frameworks in the everyday work of the professionals, experts and other staff within the Secretariat. In particular linking guiding SADC legal frameworks such as Protocols, with other international human rights frameworks setting standards for gender equality is crucial for raising the bar in creating synergy in their work and ensuring gender mainstreaming is taking place in practice.

This exercise is also useful in creating awareness of gender blind and gender aware policies, development plans, strategic documents e.t.c and how a practitioner can recognise this and begin to integrate gender issues into these documents practically.

Materials: The prepared scenario. Protocols, key gender instruments influencing the SADC gender equality agenda (these can be found on the **CD ROM** accompanying this Resource Kit)

Preparations: Collect and replicate the Protocols and documents to be used. Prepare scenario (10 minutes).

Method: Depending on the size of the group, this could be a very good individual exercise and then feedback can be done in plenary, or it can be done in small groups for 5 minutes and feedback done in plenary.



Exercise 10: Finding gender in the MDGs

Purpose: The object of this exercise is two fold. Firstly, it is to review documents with a gender lens to determine whether they are gender aware, blind, or neutral. Secondly, to identify key gender issues in a development framework that is of direct relevance to the work of staff within the Secretariat (or other institutions), and how these can be integrated into their areas of work. It also serves to demonstrate the importance of reviewing all frameworks and processes from a gender perspective with a view to identifying opportunities and gaps, and how these impact in one's every day work and life.

Materials: Prepared table highlighting the MDGs with a column where key gender issues in the various goals can be identified and recorded. Flip chart paper.

Method: This activity requires time and it is best done in pairs. Set aside 30-30 minutes for the pairs to work together, and then reconvene for feedback in plenary.



Exercise 11: Making a case for gender equality

Purpose

To test whether participants have grasped an understanding of the key gender instruments.

Preparation

Have available the CD ROM that has the key instruments as well as the summary of all these found on **CD ROM 12**.

Materials

Laptops with power point; projector.

Method

Allow participants time to prepare their presentations. Each participant should have the opportunity to present to the group or if the group is large presentations can be done in smaller groups. The audience should offer constructive feedback after each presentation.



Exercise 12: Gender in the project cycle

Purpose

To assist participants to understand why gender is integral to the project cycle.

Preparation

Make use of the table on page 70. If the exercise is done in plenary the table can also be put up on a flip chart.

Materials

Resource book; flip chart.

Method

Participants should go through the table individually or in groups and fill in the blank spaces which can then be discussed in plenary. Issues that should feature include equal participation of women in consultations and decision making around problem identification and design; as well as in the implementation and benefits that flow from the project. Gender disaggregated data is critical to the M and E system that should be made gender aware.



Exercise 13: Gender management system

Purpose

The purpose of this exercise is for participants to think through what kinds of processes and systems need to be in place if gender considerations are indeed to be mainstreamed at all stages of the project cycle.

Method

Go through the questions in the Resource Kit. Issues that should surface include having structures and analytical skills; gender targets and indicators; gender disaggregated data; M and E tools to ensure that there is no weak link in the chain.



Exercise 14: Gender management structures

Purpose

The purpose of this exercise is for participants to think through the key principles that should underpin GMS structures.

Method

Go through the questions in the Resource Kit. Some of the principles that should emerge are the importance of gender nodal points fanning throughout the system; effectively coordinated through a committee or task team serviced by the apex gender structure that must have access to top management.



Exercise 15: Gender disaggregated data

Purpose

This exercise draws on an actual SADC text to illustrate the extent to which data is presented in disaggregated ways.

Method

Go through the questions in the resource guide. This text is a good example of “gender editing”; the feminisation of poverty is mentioned with no hard facts as to how this is evidenced in each of the indices used to describe poverty. Lead a discussion as to how much of this data in fact exists and to what extent the text could have been made more gender aware.



Exercise 16: Gender budgeting

Purpose

The purpose of this exercise is to assist participants to understand the difference between gender budgeting and a budget for women.

Method

Ask participants to go through the exercise in the Resource Kit in groups and then share their findings in plenary. A key aspect of this task is to sharpen the ability of participants to probe the gender dimensions of seemingly neutral statements. For example, a cut in support for informal cross border trade initiatives will affect women more than men because they predominate in this sector. The same goes for governance; unpaid care work; land reform etc.



Exercises 17-38

These exercises are specific to the different sectors. In each sector they follow three steps:

1) Finding gender in the work plans of the sector

Purpose: This exercise is practical and hands on, and is to ensure that Directorate staff review all their working documents, processes and approaches with a gender lens, and take practical steps to concretely mainstream gender, through identifying the key gender issues requiring action. This is a good exercise also to see the synergies across sectors, as often Directorates are focusing on a number of sectors that underpin or cross cut others, and require greater linkage if gender is to be mainstreamed as a cross cutting issue.

Materials: Directorate plans, project and programme documents.

Method: The participants will undertake group work for 45 minutes to an hour, reviewing their work and answering a set of questions. The report back is also likely to take another 1 hour. The emphasis is on practical, concrete measures required by each Directorate.

2) Finding relevant provision in the instruments

Purpose: The aim of the exercise is to get staff in Directorates to familiarise themselves with the key gender instruments that SADC Member States have committed to (see chapter 3, and documents on CD ROM), and begin to focus on integrating their provisions in planning, project development and implementation, as well as programming. In a training session, it is a useful way of also identifying existing gender gaps in their areas of focus.

Materials: Key SADC Gender Instruments, Directorate plans, project concepts.

Method: This exercise can be done in group work for 30 minutes, and then report back in plenary. It should be linked to some commitments and plans to take action in areas where gender gaps exist.

3) Action planning

Purpose: The tool used to identify key gender issues and actions for each sector. This can be adapted to include three more columns that will identify what will need to be done, who will be responsible for addressing the issue, and the gender sensitive indicators. The aim of the exercise is to get programme or other staff to review their daily activities with a gender lens, and identify the potential to integrate and commit to implementing gender equality concerns in their areas of work.

