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Mission Report

GENDER MAINSTREAMING TRAINING FOR THE
MULTIDISPLINARY RESEARCH AND CONSULTANCY CENTRE

24 March – 3 April 2003

Prepared by

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Regional Advisor

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REPORT OF MISSION TO NAMIBIA.

GENDER MAINSTREAMING TRAINING FOR THE MULTIDISPLINARY RESEARCH AND CONSULTANCY CENTRE

1. BACKGROUND:

1.1 The Center for Multi-disciplinary Research and Consultancy, at the University of Namibia, requested the ACGD to provide technical advisory services for training its research staff in gender mainstreaming. The training was targeted to the research and administration staff in the center, as well as partners from in and out of the University. The participants were split into two groups; the first group composed of faculty staff attended the training from 24-28 March. The second training, 31 March to 3 April was attended by (.see attached list of participants).

1.2 **Needs assessment:** In preparation for the training, and in order to ensure that the training meets the needs of the trainees, Ms. Hilda Tadria, the facilitator, carried out a brief training needs assessment in the week preceding the training, (17-21 March). Selected participant were met individually, and requested:

- To explain what it is they expected to learn from the training, in terms of their needs for research, and
- To explain some of the major concepts they would like to be included in the training programme.

1.3 **Results of training needs assessment:** (see attachment for details.)

Although the results of the discussions showed that several people had been exposed to some kind of gender training, all the participants indicated a need to revisit and revise the gender analysis concepts. There was a consensus that gender, gender mainstreaming and gender analysis are concepts that, though used regularly, are not clearly or commonly understood. In addition, the researchers needed to know what it is and why they have to mainstream. Others pointed out that while the term gender is now a popular concept, it is not clear whether we are talking about women or men.

Secondly, it was emphasized that researchers needed to know how to apply the concepts , practically, in the research process. Some of the researchers felt that they may be capturing the information necessary, but are not analyzing it adequately, from a gender perspective.

Thirdly, the researchers needed to know the linkages between what they are doing as researchers, and gender. Participants were anxious to learn more about gender in a research process. Specifically, how does one mainstream a gender perspective into the research process?

Fourthly, there is need to understand how gender stereotyping is likely to influence h research process. Others expressed a need to understand how gender relations impact on work relations, and how gender relations are linked to power and subordination.

It is on the basis of these discussions that the training objectives and agenda were defined.

2. Training objectives and workshop agenda.

2.1 **Overall objective:** the overall objective of the training was to equip researchers with practical skills for mainstreaming a gender perspective into the research process.

2.2 The specific objectives were to :

- Introduce and discuss the gender analysis concepts and tools commonly used in gender mainstreaming,
- Discuss and illustrate the value of gender analysis tools and frameworks in integrating a gender perspective into the research process,
- Identify and discuss common gender biases in the research process.

2.3 **Training content.** The content focused on the following: (see details of the training report below)

- Introducing the gender analysis concepts.
- Introduction to, and practical application of, selected tools for gender mainstreaming
- Introduction to concepts of sexism and gender biases in the research process,
- Practical exercise: application of guidelines for non sexist research,

- Evaluation of the training

In order to ensure that the training was relevant to the researchers, they were each requested to bring either a research proposal/ report or both. These were analysed using the concepts and tools discussed, as a way of illustrating how a gender perspective could be integrated into the research process.

2.4 WORKSHOP AGENDAS.

Week one, 23- 28 March, 2003

Day one: Monday 24 March 2003

Time: 9.00 – 15.00

Topic: Introducing the gender analysis concepts.

Day two: Tuesday 25 March,

Time: 9.00-15.00

Topic: Introduction to, and practical application of, selected tools for gender mainstreaming

Day 3-5 Wednesday 26 March to Friday 28 March.

Time: 9.00-15.00

Topics:

- Introduction to concepts of sexism and gender biases in the research process,
- Practical exercise: application of guidelines for non sexist research,
- Report back and group discussion
- Evaluation of the training.

Week 2, 31 MARCH- 3 APRIL, 2003

Day one: Monday 31 April

Topic: Introducing the gender analysis concepts.

Time: 9.00 – 1.00: session one

11.00-11.15 Tea break

13.00-14.00: Lunch break

14.00-15.00: Second session

Day 2 & 3: 1-2 April 2003

Topic: Introduction to, and practical application of, selected tools for gender mainstreaming

Time: 9.00-15.00

11.00-11.16	Tea break
13.00-14.00:	Lunch break
14.00-15.00:	Second session

Day 4: 3 April 2003

Topics:

- **Introduction to concepts of sexism and gender biases in the research process,**
- **Evaluation of the training**

Time: 9.00-15.00

11.00-11.17	Tea break
13.00-14.00:	Lunch break
14.00-15.00:	Second session

3. Mission achievements

- a) The workshop achieved its stated objectives and by focusing on the stated needs of the participants. the training also attracted high caliber staff from in and outside the university. The training was conducted in a very participatory and practical manner, so that the participants could relate the learning to their day today work and experiences. See day-to-day training reports, below.
- b) After the workshops, a meeting was organized to brief the Vice Chancellor. The staff in the multi-Disciplinary Research and Consultancy Centre felt that there was a real need for institutionalizing a gender perspective in all aspects of the University. The Vice-chancellor was very positive, and after the briefing requested that ECA review the five year development plan of the university and advise on how it can incorporate specific programme most for gender mainstreaming. The regional Advisor will carry out this activity once the plan has been received.
- c) At the end of the workshop, each participant was requested to fill in the University Evaluation Form highlighting in which way they found the training useful or not. The full evaluation reports are attached to the report as attachment II.
- d) Finally, participants from the Ministry of Women Affairs, and the Media Institute of Southern Africa indicated that they will be making a specific request for this training to be carried out in their institutions.

4. DETAILED REPORT OF THE GENDER MAINSTREAMING TRAINING WORKSHOPS, MARCH 24TH TO 3 APRIL, 2003:

4.1 Client: University of Namibia, Multi-Disciplinary Research Centre and Consultancy, Social Science Division.

Venue: Auditorium Room, New Library.

Facilitator: Dr. Hilda Tadia

Participants:

Mr. Gert van Rooy	: Head, Social Sciences Division
Mr. Michael Conteh	: Researcher, Gender Training and Research Programme
Mr. Ferdinand Koujo	: Head, Science and Technology
Mr. George Eiseb	: Junior Researcher, Land Research Programme
Ms. Immaculate Mogotsi	: Lecturer, Faculty of Education
Ms. Annelie Pick	: Secretary, MRCC
Ms. Cynthia Haihambo Muetudhana	: Lecturer, Faculty of Education
Dr. Hina Mu-Ashekele	: Director, MRCC
Ms. Selma Nangula	: Deputy Head, Social Science Division.
Ms. Veico Hangapo	: Chief control officer, Ministry of works.
Ms. Pa. Claassen chancellor's office.	: Research and publications officer, pro-vice-
Ms. Antonia Dumbu	: Planner/Research, Ministry of Women Affairs.
Dr. Theresa Schiwow,	: HIV unit, University of Namibia
Mr. Roman Mukendi Africa.	: media researcher, Media Institute of Southern

4.2 DAY ONE: GENDER CONCEPTS

The session started with an exercise to illustrate several gender concepts: each participant was requested to state one word to describe typical man, and typical woman. The outcome was used to discuss the implications of the words used to describe a typical woman and man.

In a summary, the facilitator used the discussions to illustrate the distinctions between sex and gender and other concepts used in gender analysis. The major concepts that were illustrated are:

- Sex, culture and Gender;
- Gender relations and gender identity;
- Gender roles and responsibilities,
- Reproductive and social reproductive work,
- Access and control,
- Condition and position
- Practical and strategic gender needs,

- Gender Equity and Equality;
- Gender and Sex Disaggregated data;
- Gender Mainstreaming;
- Gender balance;
- Gender Biases;
- Women in Development, Gender in Development.

(reference materials with definitions of concepts were distributed)

To illustrate the above concepts, an exercise was given to male and female participants to define a typical man and women in their own society. The table below captured the responses from both male and female participants in the training workshops.

1st Session

Male Participants' Responses

Typical Man	Typical Woman
Strong	Strong
Well Spoken	Talkative
Providers	Nature's reproductive organ
Focused	Emotional
Protector	Caring
Head of Household	Helping
Leader	Weak
	Confused (Change of mind and not being specific)

Female Participants' Responses

Typical Man	Typical Woman
Ignorant	Determined
Strong	Responsible
Power hungry	Caring
Selfish	Sensitive
Organiser	Hard working
Provider	

2nd Session

EXERCISE 1

TYPICAL MAN

- Man with money
- Womanizer x2
- Tall
- Proud
- Decisive
- Power

TYPICAL WOMAN

- mother
- married
- intelligent
- strategic
- caring x2
- submissive

- Indifferent fertility
hardworking

Further discussions and discussions on Concepts:

Gender Equality and Equity are terms that are sometimes used interchangeably but are distinct. Equity may lead to equality.
Equity could also relate to fairness.

Gender is a social issue and not simply a woman's or man's issue.

Equity: implies balancing resources, but does not mean similarity. By virtue of being a woman there must be certain reproductive needs (for example) that are specific to women, or needs defined by specific gender roles.

When women and men have equal opportunity that does not mean they are similar. Some participants wanted to know why balancing numbers is important in creating gender equality. a long discussion followed but it was illustrated that this is only a strategy. But for this to be effective, there is need to sensitize women are brought into decision-making processes, so that these women are able to bring about change. They must act as catalysts. But the environment must be gender sensitive, so men too should be made aware that gender inequality is as bad for women as it is for men and social development in general. Men should therefore not perceive the empowerment of women as a direct challenge to them as individuals, but rather as a challenge to the inequalities that exists in society.

Another question that raised a lot of discussion was: If Gender Inequality is a persistent phenomenon in the Namibian Society, How can we address it to make a make a difference , and are there any attempts made to educate children about these matters at an early stage? It was concluded that there is indeed need to sensitize all social levels and for policy measures that would put clear strategies for addressing gender inequality. One of the challenges is to put human and financial resources into the process of gender mainstreaming for gender equality.

Gender issues are considered by many people as a concern for advanced and middle class women only. This can be seen when pertinent issues are addressed in the Namibian parliament, and how gender issues are brushed aside, simply because they are viewed as perspectives of middle-class women and have no relevance to the general population and national development..

4.3 Day 2 & 3: gender mainstreaming:

- The concept of gender mainstreaming was discussed:
- Skills and tools needed for gender mainstreaming were described, and
- A triple role analysis was carried out as practical group exercise to illustrate the application of gender analysis frameworks.

4.3.1 The definition of gender mainstreaming was discussed and handouts provided, to further clarify the concept.

Gender Mainstreaming is both a process and a strategy, it advocates for change, and equality, which require appropriate process, skills and structures, as well as tools of analysis. Gender analysis is important for planning, data.

The facilitator illustrated what an effective Gender Management System entails, using the university as an example. Some of the necessary components of a GMS are :

Enabling Environment, such as

- Political will,
- Adequate human and financial resources,
- Legislative and administrative framework,
- Women in decision making positions at all levels,
- Active involvement of civil society.

A hand out, to illustrate an effective Gender Management System was used to guide the discussion.

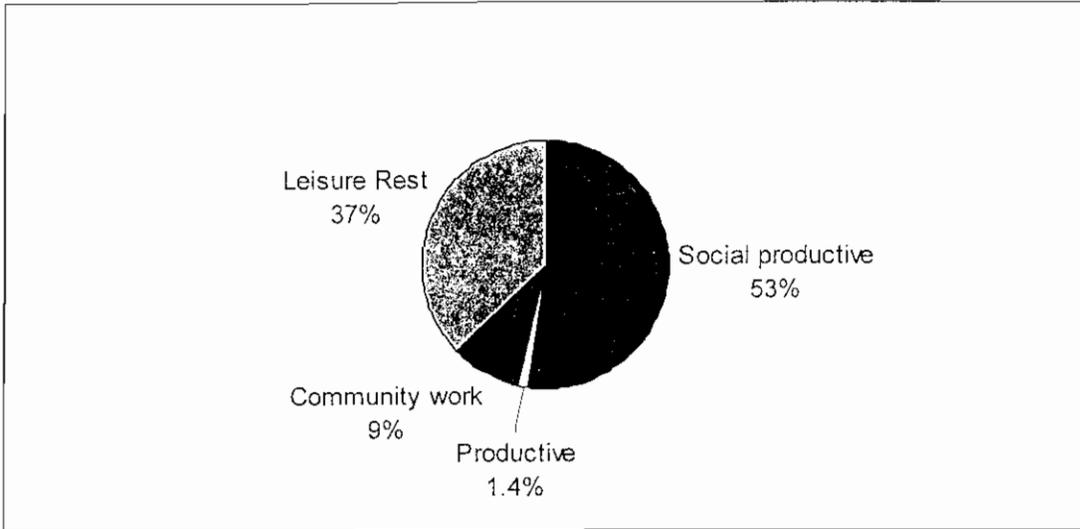
4.3.2 In discussing the skills and tools needed for gender mainstreaming participants were requested to carry out a triple role analysis . the results of the group exercise were used to illustrate the application of gender analysis frameworks. The exercise entailed participants identifying a particular community and listing what men and women do in a given season. The activity clock reflects Reproductive, Productive, Community and Leisure and Rest activities and the time allocation by men and women. This exercise helps to analyze different gender roles and time use.

Guidelines for the gender role and time use analysis.

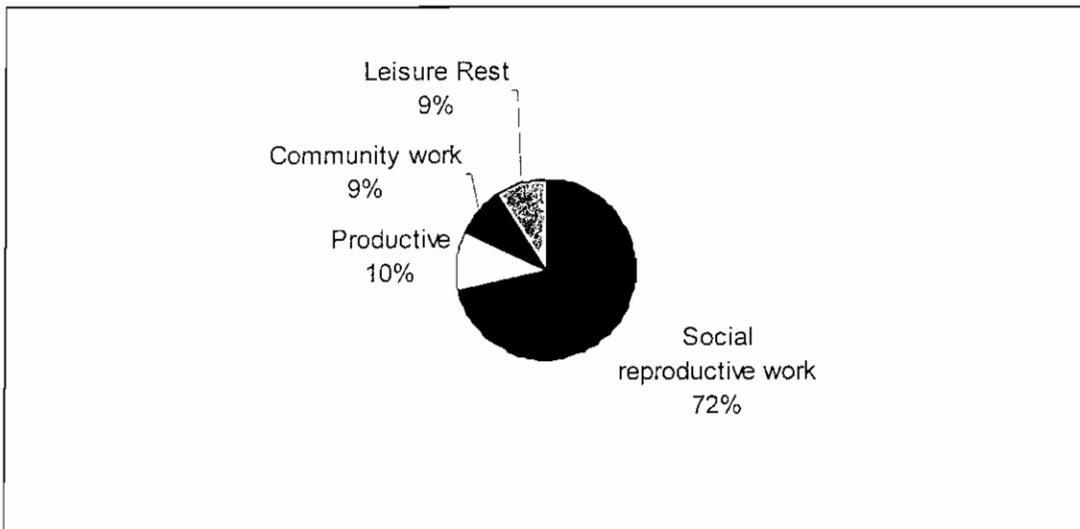
1. identification of Gender role activity profile
2. identification of access and control of resources profile
3. Gender planning on the basis of roles and access and control profile as this identifies the areas of both practical and strategic needs.

Different groups reported on the time use after a gender analysis of the triple role in different communities. The following diagrammes represent results of discussions emerging from the groups. (insert diagrammes)

Male Group: Rural household
Men's activities and time use

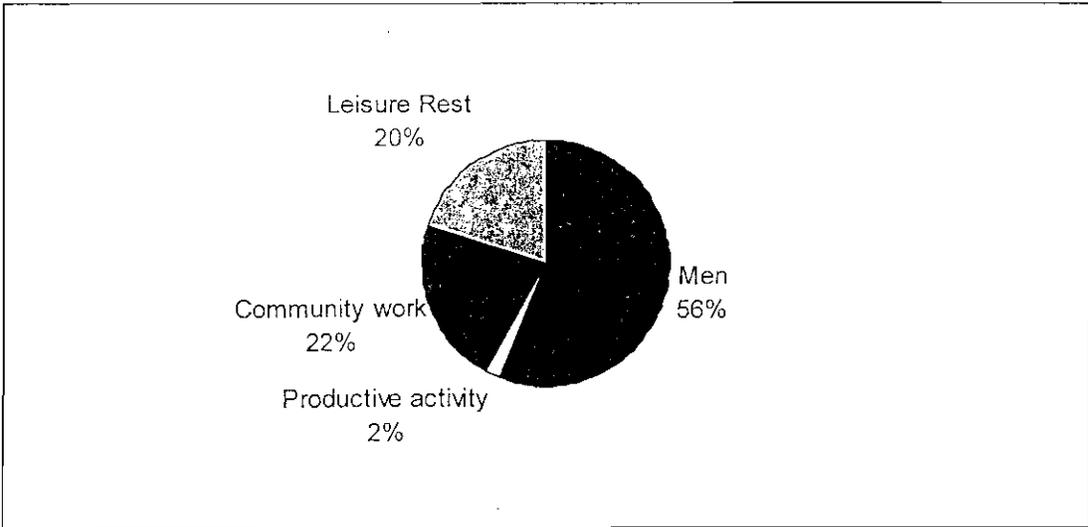


Women's activities and time use

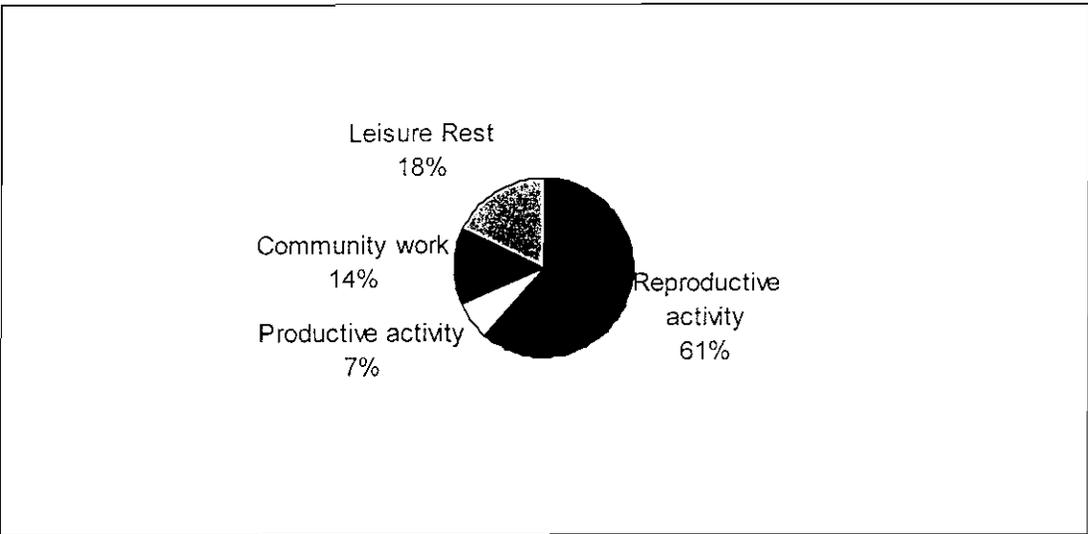


Female Group: Rural household

Men's activity & Time use



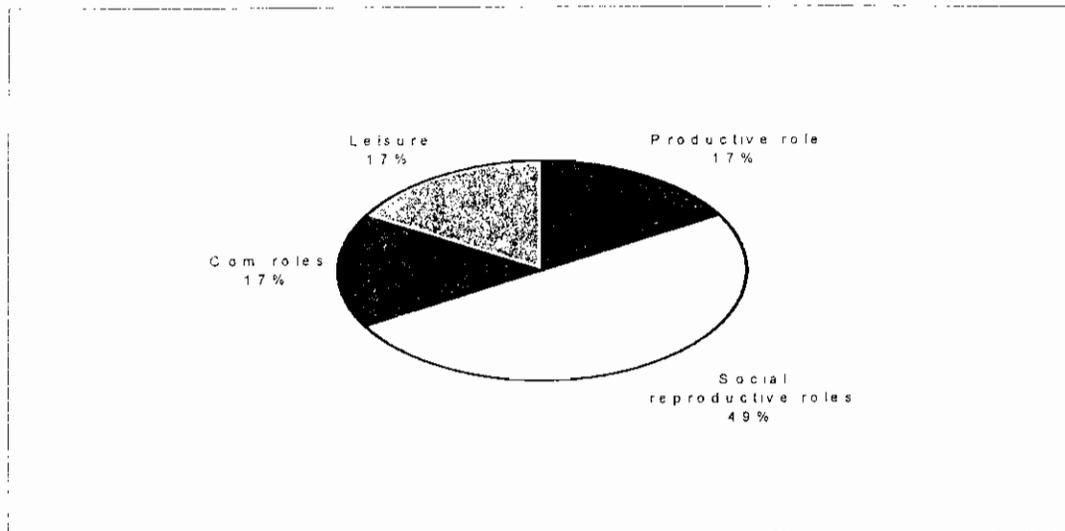
Women's activities and time use



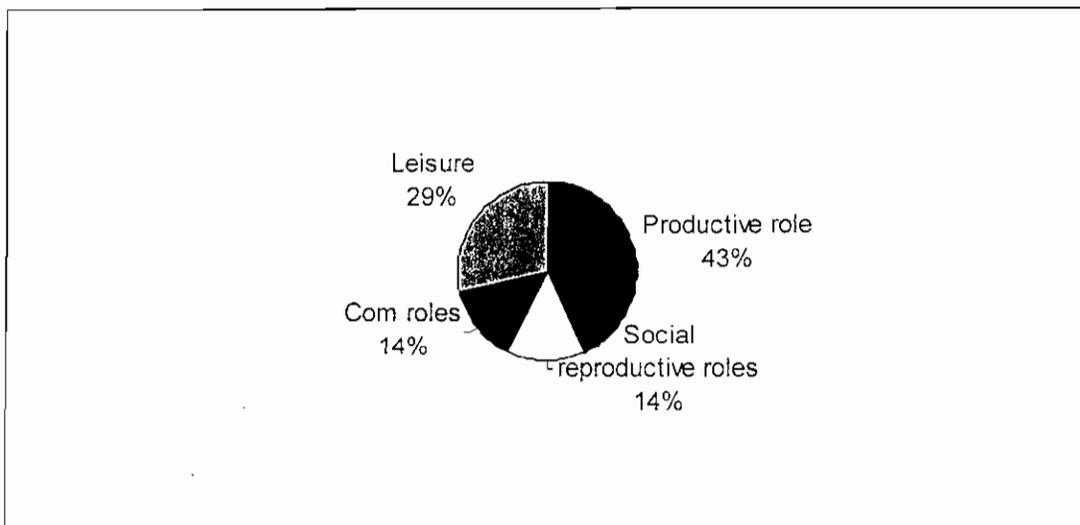
2. Rural setup

Time Chart

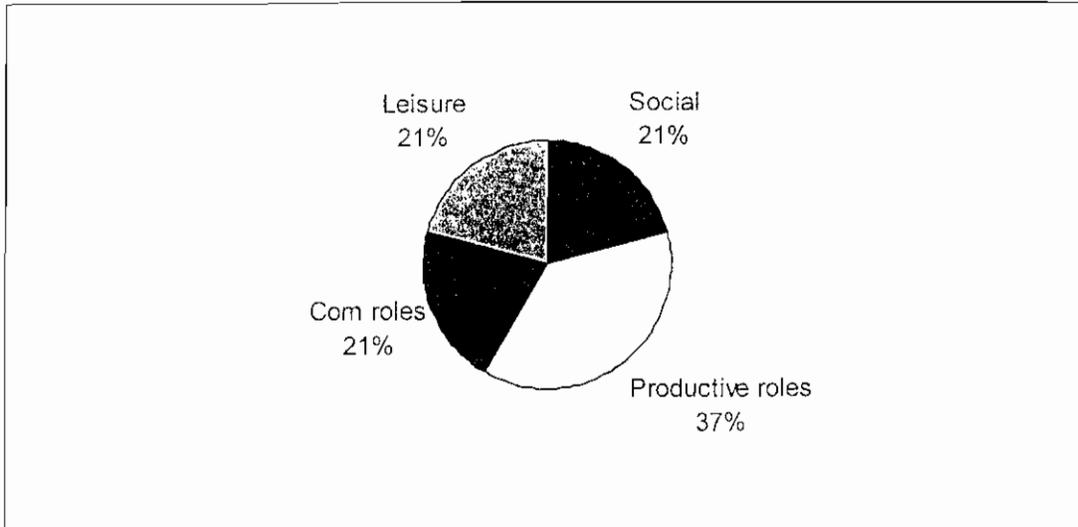
Women



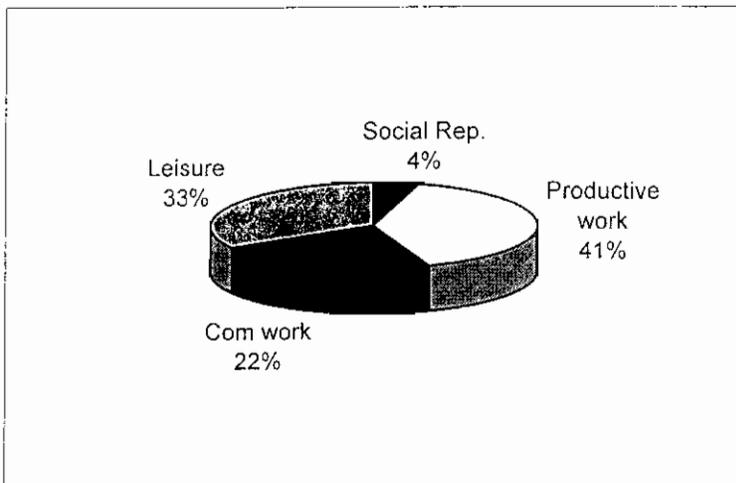
Men



Female Group: urban household
Women's activities and time use. Urban setting



Men's activities and time use, urban setting



Discussions:

George: Reproductive Activities must be reduced to increase the productive activities, hence that will give women more time to engage in productive activities.

Michael: Community activities for men are paid, e.g. local counselors but community activity for women are based on volunteerism and unpaid.

Lots of reproductive activity can be turned into productive activities.

For example when thinking about appropriate technology the attempt should be to reduce in reproductive activities.

Cynthia: even when technologies are available to rural communities women sometimes prefer they still want to stick to their traditional way of doing things.

Gert: What should the development planner look at when an activity profile of this nature is presented to them?

Hilda: the development planner might not be responsive to the data presented, one may have to carry out a gender training for planners for them to be able to appreciate and utilize gender data.

Day 4&5:

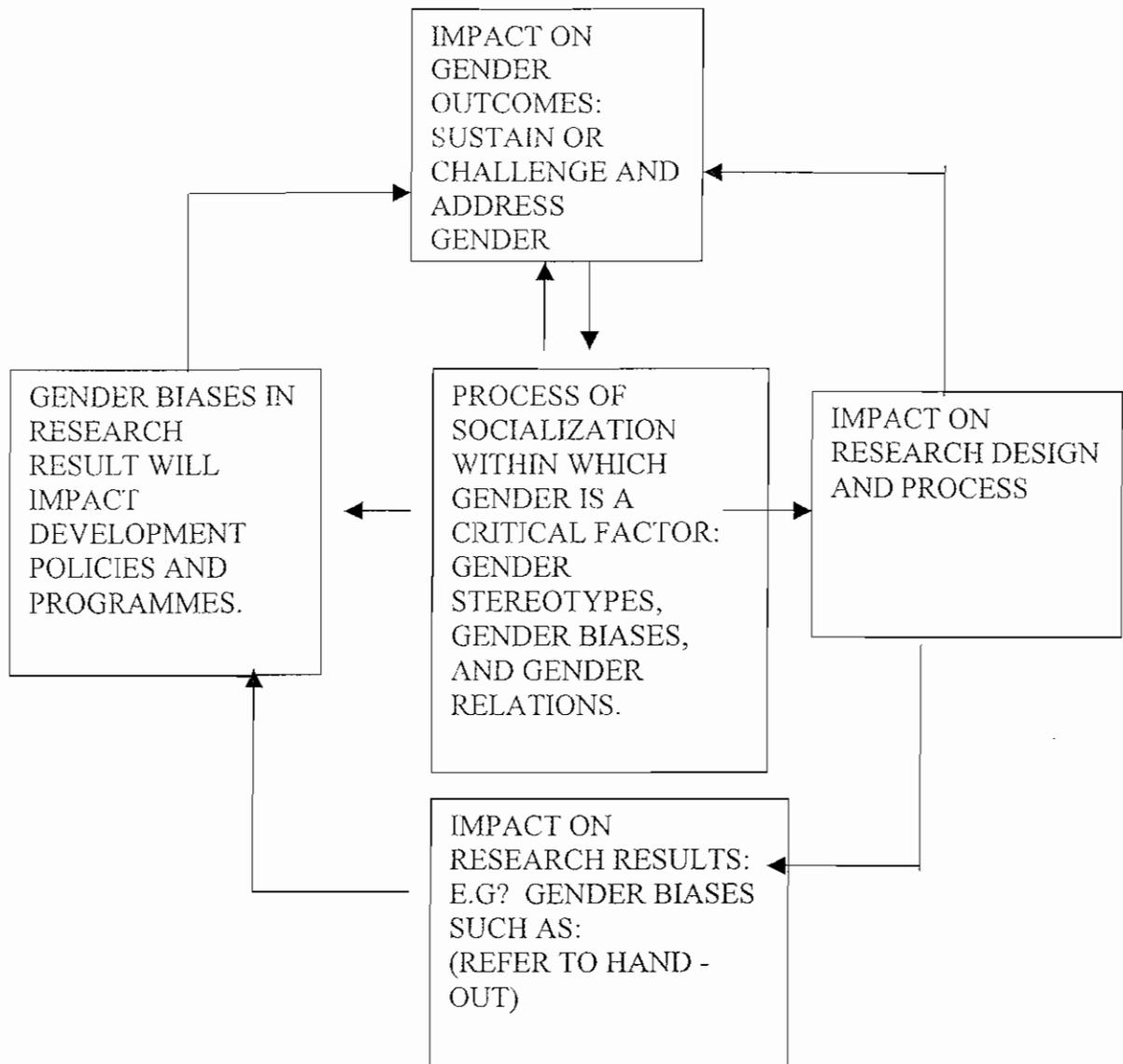
4.3.4 Gender biases in the research process:

The concepts used in detecting sexist research and gender biases were introduced and discussed. An individual exercise in the practical application of the concepts on individual research proposals/reports, was carried out and discussed in plenary. As an introduction, and using the diagram below, the reasons for integrating a gender perspective into the research process were discussed. The discussions and presentations focused on the following questions: why is gender-focused research necessary; how does it relate to gender mainstreaming and what is gender-focused research?

As researchers we need to:

- Be able to recognize gender stereotypes and biases
- To recognize that the data we produce determines the kind of interventions put in place,
- Know that erroneous data (with gender biases) is responsible for wrong and inappropriate interventions.

- This diagramme illustrates the need for gender focused research.



Discussions

Why do we need a gender perspective in research?

We have biases that we are not even aware of, these biases are sometimes reflected in our research., Hence the need for a gender perspective in research.

Gender biases will affect the various research processes, such as the design, the results/outcomes, and research dissemination processes.

The gender biases in research data will have an impact on the development of policies and programmes.

Biases in research are mostly referred to as sexism in research. A handout, in which the most common and primary gender biases in research were identified, was distributed and used for all the discussions on gender focused research. In addition, participants were requested to bring their current research proposals and reports that they can be used in illustrating gender biases in research. In this way their work was used to identify sexism, biases and stereotypes in research.

How does one distinguish between gender disaggregated and sex disaggregated data?

Gender disaggregated data explains the facts behind the sex disaggregated data by showing the reasons why a particular situation is reflected the way it does. Sex disaggregated data should always be complemented by gender disaggregated data.

In Presentation of data:

Is talking about sex of respondents, how many people were interviewed and how many were men and women the same as sex-disaggregated data? Yes, but not gender disaggregated data..

The type of research that is done by the individuals in the department is mainly qualitative, will it be possible to collect gender-disaggregated data through qualitative research?

Gender disaggregated data must be combined with qualitative and quantitative data.

How do you do that?

Can one do gender research on any subject.

It can be done as long as the study affects people in one way or another.

When working on real projects affecting people, it is important to consult women as well as men. Historically it was assumed that men were the only ones with valid knowledge and could speak on behalf of women. However, in gender focused research, the attempt is to eliminate all types of possible biases which may be found in concepts, research designs and processes as well as in the dissemination of data.

ATTACHMENT I

GENDER MAINSTREAMING TRAINING PROGRAMME: Summary of discussions of training needs

In preparation for the training, each member of staff interviewed was asked to state what their expectations, and their needs from the training, were. The responses are summarized below:

1. Participant one: reported that he has participated in some gender training several years ago, but would like a fresh revision of gender analysis concepts and brief discussion on sexism and gender biases in research. In particular, he would like to know “what does gender mainstreaming mean?”
2. Participant 2: would like to know, what is gender mainstreaming, why gender mainstream and what are we gender mainstreaming? He would also like to know what the concept “gender” really means. Although it is used regularly, it is difficult to know whether it refers to men or women. Finally, he would like to know why it is so important to incorporate gender.
3. Participant 3: would like to know the linkages between gender and research. Is it possible to learn enough about gender from research? The participant feels that information is being captured but that it is not being analyzed adequately to show the gender related issues. He expressed a need to acquire practical analytical concepts in order to mainstream a gender a perspective.
4. Participant 4: the participant has a brief knowledge of social sciences, but would like to know how gender can be incorporated into the sector research that she is involved in. In particular, how can gender be incorporated into the research design,, in data analysis, and in academic writing?
5. Two participants (5&6) were interviewed together. They have not been exposed to gender training, but would like to know how gender relations affect interpersonal relations at work. By extension, how do relations of power and subordination relate to gender relations and how are they likely to affect working in groups?
6. Participant 7: Although the participant has some elementary knowledge of social science, he is not well versed with gender issues. He recognized that there is a need to integrate gender issues in engineering planning, but would like to know specifically how gender sensitivity can be integrated in specific sector planning, for example in engineering planning.

7. Participant 8: The participant has an idea about conceptual frameworks for gender planning, but would like to be able to link theory with practice. How does one bring out clear cut gender issues , through the research process? In particular, there is a need to address the issue of stereotyping in the research process and to clarify gender analysis concepts.
8. Participant 9: would like a clarification on what effective gender mainstreaming really means. She also feels that there is a misconception about the concept of gender and would like this clarified. A related issue that should be clarified is the gender bias in research, and the need to explore basic gender issues from both the women's and men's perspective.
9. Participant 10. He has a good knowledge of the gender concepts, but would like to know more about the tools and techniques for mainstreaming gender into research activities. Can one incorporate a gender perspective in all researches, or is this possible in some researches only?

Attachment 2 : WORKSHOP EVALUATIONS

Evaluation of the Gender Mainstreaming in Research Training Workshop at UNAM 31 March - 4 April 2003

Name: Ms Antonia Dumbu Sex: Female Date: 3 April 2003

Organization: Ministry of Women Affairs & Child Welfare

Position: Development Planner: Research

1. What did I Find most useful about the workshop

I had tremendous difficulties before ensuring gender is mainstreamed in research design, title, process, questionnaire etc, even in the proposals. Now this workshop has brooden and opened my mind on key issues that need to be addressed to eliminate gender insensitivity. Although I have research training I never had gender mainstreaming in research training. So now I feel I'm in a better position to fell research consultant confidently what needs to be achieved through the specific research that captures both men & women issues interest.

3. What did I find least helpful

Everything was very helpful because I've attended gender sensitization workshops before and they mostly concentrated on women empowerment and didn't take the social construction different role of men & women in society into account, my mind actually fells blown away by what I've leant here, because my initial thoughts, perceptions, views of gender as I have been previously trained are shattered.

3. The content of the workshop: Very useful

4. The style of the workshop: Very useful & helpful

5. What do I think I have learnt in the workshop?

I have taken so many things as just the way it's supposed to be. I have thought & even promoted educating women and giving them income generating grants was the way to go, it never occurred to me that a woman can be successful but still be oppressed in her relationship in society. So from now on I'd be guarding to see that not only practical but also strategic needs are addressed for the full empowerment of women and men. Even the social reproductive work of women, I never really thought much of that, to me it was just part of life or a woman's life, now I know I'm in a better position to contribute in planning of addressing gender in Namibia, starting with I'm responsible for in the Ministry of Women Affairs & Child Welfare.

6. How will I use what I have learnt in my job?

Firstly I will have to sensitize my immediate supervisor as to how to mainstream gender in our researches, because if he can grasp it, it will be easier for us to convince our top management and our donors & consultants to do our research. At the moment we are doing researches on issues that affect women and now I just realize they are not even addressing the gender issue at all.

Secondly I will personally ensure that our researches are gender sensitive, and lobby with all those involved to mainstream gender in our researches.

7. How would I like to see this taken forward?

Most of the Namibian gender consultants need to go through this workshop, because what they are preaching doesn't address the gender relations, cultures, perceptions, views etc of our society, it's all about women empowerment through education etc. And I recommend Hilda to come and do a similar training in my Ministry, starting from top to bottom. They all need it. I'm also going to propose it and lobby with my supervisor to attend it.

Name: Pam Claassen
Institution: University of Namibia: PVC Academic Affairs & Research
Female
Occupation: Research & Publications Officer
E-mail: pclaass@unam.na

1. What did you find most helpful about the workshop?

This workshop proved refreshing and different, because it provided analytical tools for self-evaluation, for participants to enable them, to analyze tools approach, and fall victim by stereotyping gender training workshops, without realizing that the workshop is stereotyping gender issues!

2. What did you find least helpful?

I found the gender concepts (WID, GID, GAD) least helpful. However, I should mention that it is because I had been exposed to these concepts previously. I had noticed though, that other participants appreciated these concepts so I am obviously talking from a personal point of view, and not generally.

3. What was the content of the Workshop?

Very useful

4. What was the style of the Workshop?

Useful

5. What do you think you have learnt?

The exercises taught me “Applied Gender Mainstreaming” because of the analytical tools provided by the workshop. These tools can be used in future by me to make a quick assessment in situations that are supposed to be dealing with gender issues; and to check whether gender mainstreaming is indeed taking place.

6. How will you use what you have learnt in your job?

Gender Mainstreaming tools will now be incorporated into research that deals with gender relations. It is difficult to admit that this workshop was an eye-opener, and made me realize that I was not even close to being considered “gender research”, when formulating questionnaires.

7. How would you like this to be taken forward?

ECA should assist us at UNAM to set up a gender mainstreaming unit, which lobby for gender mainstreaming in practice. There should also be a report on the activities of the gender mainstreaming unit, which could be used by others and the ECA to see how successful this gender mainstreaming unit is. In my opinion, gender mainstreaming should be practiced and not only lectured and then be forgotten. Once you start something (gender mainstreaming) you should persist with it, until it becomes part of everyday life. Stop-Start-stop initiatives have to many times been under taken and not seen through, because support has stopped. Once something disintegrate, it is difficult to restart.

8. Any other comments ?

Those of us who participated in this course should receive further training to enable us to train others. There should definitely be a follow up of this course, to ensure that progress on gender mainstreaming is being monitored. If you fail to monitor progress on gender mainstreaming, you plan to fail in your efforts in gender mainstreaming.

Name: Hangapo Veico
Sex: Female

1. What did you find most helpful about the workshop?

Everything to me was most useful, only that the time was to short

2. What did you find least helpful?

The way research is done only expressing male language and leaving the women voice

3. What was the content of the Workshop?

Very useful

4. What was the style of the Workshop?

Useful, it was very useful but we needed time on each topic/issue

5. What do you think you have learnt?

I have learn more about gender concepts that were always not clear here and there

6. How will you use what you have leant in your job?

What I have learn from this workshops I will use it in helping me expend my knowledge in my gender studies that I'm currently busy doing.

7. How would you like this to be taken forward?

It can be suggested that UNAM should invite this consultant to come and conduct/facilitate on gender course for even 1-2 months.

8. Any other comments ?

My other comment is that workshop of this type gender issues should be encouraged whereby even high ranking official can be invited to attend. All the best!

Name: Theres Schiwow
Sex: Female
Organization: UNAM (Volunteer of inter-team, Switzerland)

1. What did you find most helpful about the workshop?

The way how Mrs Tadria changed our mind by constantly persevering on the basic thoughts of the gender perspective

The respect towards each and everybody, the seriousness of picking up questions, interventions from the audience

The fact that we were a very small group and she promoted an open discussion.

Participatory style

The way she lead us back to the main subject.

2. What did you find least helpful?

The sterile atmosphere in an almost cold room, without daylight, and with the constant noise of the ventilation.

3. What was the content of the Workshop?

Very useful

4. What was the style of the Workshop?

Useful

5. What do you think you have learnt?

I never heard before thought the concept in such a clear way, within a clear distinction between concepts, tools etc. I realized how much I already am affected by a gender perspective and which parts of my thinking and acting are not yet involved. So it gave me some insight in the coherence (or not) of my daily thinking and behaving. I am now more aware of the gender perspective in my actual work life and personal life (even in my relationships).

6. How will you use what you have learnt in your job?

Whenever I have to be active in awareness campaigns, in designing advertisements for workshops or group work, teaching classes about HIV/AIDS the gender perspective will be an important point.

7. How would you like this to be taken forward?

I would like to have access to a group of women and men willing to discuss gender issues and step by step take action within the university.

8. Any other comments?

Thank you for your kindness and all the information and you help.

Name: Cynthia Haihambo Muetudhana

It was a good workshop . I have learnt a lot. I wish I did not have to attend in bits and pieces as I did. The workshop was really an eye opener. The information on is very useful for future research.”

I attended the Gender Mainstreaming training over five days. I found this training very useful in the sense that it was able to give a clear distinction between a male biased work and a gender sensitive work. It also taught me how one should be alerted about gender biases. One thing I failed to grasp in this training is how I can ensure that my gender-disaggregated explanations are not gender biased or based on the gender stereotypes I encounter everyday. I should also mention that the time allocated for training was very limited and thus I recommend for an extension to this. I seriously want to understand the different analytic frameworks in gender studies. Finally, although the training was very useful, I personally think that the facilitator is very knowledgeable and highly experienced.

GENDER MAINSTREAMING EVALUATION

TIME

Timing of training was well scheduled.

VENUE

Venue okay, layout good for interaction

PROGRAMME/CONTENT

Content was very informative. Learn and understand more about the subject and importantly how to deal with gender-disaggregated data. My only comment is that we should have at least spend a bit more time on how to construct questions which make desegregation part of the analysis. Maybe we should have been given the opportunity to work on a very short assignment/text on how to present gender desegregated analysis.

OTHER COMMENTS

Should have a rerun of the training with more in depth training/concepts and analysis to make sure everybody understand and are able to employ the trained knowledge in their work.

A handwritten signature in black ink, appearing to be 'GR', is located at the bottom center of the page.

GENDER MAINSTREAMING COURSE

24 – 28 March 2003

Comments - A.S. Pick, Secretary: MRCC

- The course was presented in such a way that it accommodated people on different levels (e.g. senior/junior academicians as well as young students)
- The order in which topics were presented enabled participants to have a clear and logical perception of 'Gender'.

However, the exercise done on the last day, namely identifying gender biases, gender insensitivity, etc. in one's proposals and (research) writings, could have started earlier in the course, perhaps along with other topics where possible. The reason I suggest this is because the particular group benefited so much from this exercise, but could have benefited even more when it had started earlier.

Perhaps the above implies a cross reference approach.

- Good presenter/expert - fruitful course.

Thank you!

**Evaluation of the Gender Mainstreaming
Workshop**

**Held at the IRLC
24th march – 28th March**

participant: Fred Koujo

In terms of materials content and theoretical basis, I think the course had ample content and thus it gave enough background and content for the less enlightened like me.

Did I get out of the course of what I wanted in terms of being able to gender mainstream and recognize sexist perceptions? The latter part yes the course served its purpose and the participant has obtained the ability to recognized sexist biases in research and linguistics of writing. In terms of the former part the participant has to learn on his own needs guidance. It is very difficult to gender mainstream in an area of scientific research methodology that at times looks gray and seems devoid of gender insensitivity, though the end product has gender implications.

Generally the course served its purpose and the capacity of the presenter was immense, she had so much depth of the subject. The presenter need to be commented in highlighting biases and perceptions that were entrenched in me as a participant and I suppose most of the participants. We need someone like that in Namibia and need to present this course to the greater Namibian society that really lacks intellectual depth of that caliber.

Fred Koujo
2/4/03

Evaluation for the Gender Mainstreaming Course:

From: Immaculate Mogotsi

To: Dr. Tادريا Hilda

Summary of evaluation.

I found the 4 days that I attended the course very fruitful.

Among the many issues that were of interest to me are; the presentation style, the attempt made by Dr. Tادريا to make it clear that Gender Studies are not Women Studies. This was particularly good for those participants who were attending a gender workshop for the first time and who also was expecting to hear the same story whereby Gender Educators are sometimes connecting gender to women.

On a personal level, this course answered some of my prayers. As a person who is currently pursuing my PHD, some of the topics covered were of direct relevance to my PhD.

For example the topic on identifying Sexism in Research and the book by Margrit Eichler that DR. Tادريا prescribed assisted me a great deal. This section made me aware of the hidden assumptions in my PHD proposals; it thus helped me to work them through.

Some of us among the participants felt so inspired that we even started talking about looking at the possibility of mainstreaming gender at UNAM. We are also considering making use of the Gender Management Systems as provided by the Commonwealth Secretariat.

Improvement:

I would suggest that in future, a course of this nature should not be held close to the participant's works stations. The further the venue from family and office responsibilities the more guarantee there is that participants would be punctual and they would be able to devote their attention to the course.

In a nutshell the course was well organised, the facilitator is clearly well vested in Gender Studies.

Memorandum

Tel: +264 61 2063954/2063051
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Enquiries: Mr. Michael Conteh
RSVP: Before 20th March 2003

To:

From: Mr. Gert Van Rooy
Head: Social Science Division

Date: 12th March 2003

Re: INVITATION

The Multidisciplinary Research and Consultancy Centre (MRCC), Social Science Division, cordially invites you to attend a one week Gender Mainstreaming Training.

Date: 24th – 29th March 2003
31st March – 4th April 2003

Presenter: Hilda Tadia from United Nations Economic Commission for Africa (UNECA)

Venue: Auditorium Room- New Library (UNAM Main Campus)

Suggested Topics: The concept of Gender Mainstreaming
Why Gender Mainstreaming?
Gender Dissaggregated Data
Why Gender Statistic?

Please note that the training is schedule for two weeks, but you are expected to kindly indicate the week you would like to attend i.e. from 24th March or from 31st March. A detailed program would be made available to you in due course.

Thanking you in anticipation.