

ECA - CEA



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African Centre for Women

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GENDER TRAINING WORKSHOP

February 1998

Draft Report

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1 The Workshop Process and Activities

The Training Workshop as part of the process of institutionalising gender at ECA.

The Second and Third Gender Training Workshops for Division Chiefs, Programme Managers and for Senior Managers and Professional Staff of the United Nations Economic Commission for Africa took place between the 9th and 10th February and 12th and 13th February, respectively. The training is an integral part of the ongoing process of mainstreaming gender across ECA themes and areas of focus as well as within the institutional mechanisms and procedures of ECA as an organisation. This process is spearheaded by the African Centre for Women as the institutional focal point for gender across ECA.

Participatory Needs Assessments .

Planned activity. This workshop was based on two Needs Assessment Exercises during September and October 1997. The purpose of the first exercise, facilitated by Rosemary Amott of the British Council, was for the training design to meet the goals and strategies of ECA as an institution. The training philosophy strongly espoused a participatory approach and a hands-on practical approach. It thus emphasised the need for further participatory assessment and formulation of the capacity building workshop. The purpose of the second needs assessment exercise, carried out by Nalini Bum, the lead facilitator identified for the workshop, was to help the facilitators create a participatory learning environment, to plan the actual contents and methodology to match the needs and expectations, knowledge, skills and capacity of the participants.

Actual outcome

The methodology used was a series of individual, small group, large Focus Group Discussions and dialogue over the challenges of incorporating gender analysis into all substantive areas of ECA. This process continued further the institutional dialogue on gender and addressed aspects of knowledge, attitudes, skills and capacity.

The key finding of the Participatory Needs Assessment Exercise was that the training would have to be customised to the economic development mandate of ECA and adopt an gender and economic development conceptual framework. An integrative framework for gender-responsive economic development interventions was developed for the workshop.

The workshop agenda closely adheres to the recommendations developed as a result of the Needs Assessment Exercise.(See Annex 1 and the Needs Assessment Report)

Facilitation team.

Planned activity. According to the modalities of the training design developed by ACW and the British Council, there would be a two-person team of facilitators, with the lead facilitator undertaking the second Needs Assessment Exercise. The facilitation team would then have two days immediately prior to the workshop to work out in detail the session format, content and methodologies as well as attend to the logistic aspects of the workshop.

Actual outcome. The second facilitator from Kenya, Dr Wanjiku Kabira, withdrew from the facilitation team two weeks before the workshops were scheduled. Gladys

Mutukwa, from Zambia, a lawyer with considerable gender training expertise replaced her, but was unable to come for the full two days preparation. The facilitators had not worked together before and Ms Mutukwa, was unfamiliar with the training framework being developed for ECA. The substantive aspect of the training framework could not be addressed by the facilitators as a team in a tightly designed manner, especially as economic development is not a specialist area for Ms Mutukwa. However, despite the short period of joint preparation, the concept of gender, approaches to gender analysis, the gender mainstreaming aspect at the institutional level were developed and facilitated as a team by both facilitators.

Logistics and training support.

Planned activity

Venue. The initial venue recommended was for a site remote from ECA to discourage participants from taking time off the workshop to attend to other professional matters. The reason for this is that the training is a spiral learning process, with a building block approach, which is negated by participants dropping in and out, as in seminars.

Logistics and supplies. The equipment and supplies requirements for the workshop were sent in advance to ECA through the British Council (See Annex 2)

Actual outcome

The workshop took place in the ECA Conference Centre, which has new workshop equipment and furniture. The venue was very comfortable and conducive to an informal relaxed learning environment.

While the rationale for having workshops at ECA is the availability of workshop facilities, participants are sometimes absent from sessions to attend to other tasks. This is something they would not be able to do if they were away on mission in a remote location.

Recommendation

Many participants have themselves suggested that training takes place in a remote location. This would be highly desirable. If it is not feasible, then clear directives would have to be given that learning time needs to be protected and staff not expected to turn up for meetings in their divisions during workshops because they happen to be on-site.

Participation.

Planned activity The first workshop was intended for gender focal points in ECA in Addis, in the SRDCs and for the Cabinet Office, according to the initial training design. In addition, the second Needs Assessment Exercise emphasised the need for this workshop to focus on the challenges, strategies and methodologies of institutionalising gender mainstreaming at ECA. It also recommended that the Human Resources and System Management Division and the Programme Planning, Finance and Evaluation Division, which are managerial and administrative rather than substantive divisions, participate at that first workshop to optimise the learning process and the expected impacts from workshop recommendations.

Actual outcome.

The level of participation at the workshops was very high, both in terms of attendance and in terms of the engagement in discussions and working group sessions.

The recommendation regarding the participation of the Policy, Planning and Finance Division and Human Resource and General Services Division were not implemented as regards the First Workshop. These two divisions, particularly PPF, are crucial for developing the procedures and mechanisms for capacity building, resource mobilisation and accountability for gender mainstreaming at ECA and were not able to participate as fully however, as they were expected to, in Workshops 2 and 3, especially in the Day 2 sessions on Gender Mainstreaming at ECA.. This is unfortunate, in view of the number of recommendations made in all the workshops by participants from other divisions, more involved in substantive work about the process of gender mainstreaming within ECA as an organisation.

2 Outcomes (Third Workshop)

The Workshop process for identifying and evaluating outcomes was as follows:

1. The participants were, in the first session, asked about their expectations and to validate the objectives that had been developed as a result of the participatory assessment.
2. The learner- centered approach of the workshop was then emphasised by following the Objectives Session with criteria and guidelines for evaluating learning outcomes, along the four dimensions of learning:
 - knowledge
 - skills
 - attitudes
 - capacity
3. At the end of the workshop, an evaluation questionnaire was filled in by all participants of the Third Workshop only. The time constraints at the end of the second workshop did not permit a formal evaluation questionnaire. There was numerous occasions for feedback on the workshop content and methodology.

Outcomes relate to

- The level of participant satisfaction

From an analysis of the evaluation, it is evident that the level of satisfaction was very high. Many stressed that the learning was stimulating, fun and relaxed.

- **The increase in participants' skills, knowledge and enhancement of positive attitudes**
- **Attitudes** The workshop deliberately provided the space for participants to critically review their attitudes and perceptions regarding the ECA policy of gender equality as a goal and the practice of gender mainstreaming at ECA. This exercise helped to clear misconceptions about gender mainstreaming, make the distinction between mainstreaming women in organisations and gender mainstreaming. The workshop has gone some way in developing a sense of ownership and involvement in the process, with participants making suggestions about refining both the goal and the processes of gender mainstreaming.
- **Knowledge and skills** There have been increases in knowledge, as well as a practical awareness of gender analysis as a practical tool in programme formulation and implementation

The participants' own assessment of Workshop 3 is reproduced below

Participants were asked to evaluate the overall workshop in terms of meeting their expectations, the workshop objectives, and for each main component, on the following qualitative rating; Fully, Mostly, Only Partly, Not at all.

Results of Participants' Evaluation, Third Workshop, February 12-13

	Fully	Mostly	Only Partly	Not at all
Overall Expectations	7	6	2	
Overall Objectives	5	6	2	
Clarity in the concept of gender	11	2	2	
Distinction WID and Gender in Development approach	9	5	1	
Awareness of gender analysis	4	10	1	
Pertinence of gender approach to African Development	4	9	3	
Gender as a cross-cutting issue	4	8	5	
Understanding of concept and practice of gender mainstreaming	2	13	1	
Strategies and Recommendations for gender mainstreaming at UNECA	1	9	2	
Total responses.	51	68	20	

Note: The numbers in the cells refer to the number responses for each question. Not all participants answered for every question.

The most important point that participants have learned: Some responses:

- Gender analysis requires conceptual framework encompassing economic and social development
- Gender relations can affect success of policies and programmes
- The issue of gender is over-emphasised
- Need to create awareness to strong African men in my region
- Gender as a development issue
- Need for greater consultations in addressing all development issues
- Gender has practical cross-cutting implications in ECA work programmes
- The complexity of gender mainstreaming and of the issue of gender in development
- A real need for a built-in mechanism aimed at mainstreaming the gender dimension in the work of ECA
- The distinction between WID and GAD
- Concepts and strategies
- The need for gender analysis

The changes that the participants would like to see were

- More time for training, more in-depth training
- More specialist training
- More participation of OAU ECA and ADB in joint training programmes
- More emphasis on how to avoid gender-based conflict
- Include a component on resource mobilisation
- Include a component on indicators
- Linking training with parameters on development
- More time for techniques and tools to integrate gender analysis in areas of work
- More case studies

- More professional presentations
- Shorter lectures, more audio-visual material, better preparation of training material
- Hold courses away from ECA
- More documentation to facilitate
- More practical training and examples
- Gender balance on gender issues in terms of resource persons, materials, displays
- Better conception of gender analysis at macro-economic level
- More emphasis on 20/20 integrative approach to gender issues in development

3 Learning Points.

- Many of the changes the participants would like to see relate more to the contents and approach of further training than a two-day sensitisation course. It would perhaps, with hindsight, have been useful to emphasise more to the participants the objectives of this first round of workshops. It was meant to be a sensitisation rather than training workshop as well as the hands-on participatory needs assessment exercise to refine further the training framework and to design future modules.
- The numerous interesting suggestions made about the contents and method of the training over the three workshops in this first phase of capacity building over the 1997-1999 programme, will be valuable inputs to refine further the development of training modules and packages over the next few months
- Different participants have different ways of learning, for example structured project analysis versus interactive discussions and this indicates a menu of learning moments and approaches that need to be devised.
- The training for senior managers and Division Directors need to be structured more around short case studies and presentations followed by seminar-type discussions. The discussions around the "Bumpy Roads Case Study", the Issue of Gender Equality v/s Gender Equity provide good examples.
- It would be necessary to take into account the language of training in future workshops after the experience of the three workshops.
- The considerable interest generated by the Mali Case Study about the introduction of a village-based basic infrastructure for electrical and mechanical energy indicates the need for in-depth treatment of major programme areas in further training of professional staff

- Training modules need to include both specialist areas, such as on the information economy, as suggested by one participant, as well as cross-cutting modules.
- There is a need to consider capacity building as a continuous process leading to progressively higher levels of competence, rather than a one-off "course". Skills and knowledge are perishable, if not continually applied.
- The participatory methodology was good
- More audio visual learning technologies could have been used for instance on gender issues in African development or for developing conceptual clarity.

4. Consolidated Findings and Recommendations made by Workshop 2 and 3: Division Directors , Programme Managers , Senior Professional Staff

The workshop provided the opportunity for focused discussions and debates on ECA's strategic reorientation, the challenges of engendering the development discourse and practices.

1 The goal of Gender Equality

1. It is not clear that ECA staff both understand and agree with the goal. There is a lack of awareness and a clear definition of gender equality. The concept of gender equity rather than equality deserves serious consideration, as it is broader in scope and considers issues of distributive justice rather than achieving parity in numbers.
2. The emphasis on achieving parity in numbers has led to a feeling of frustration and misconception about the scope, nature and process of mainstreaming gender.

2 Gender Mainstreaming as a strategy for achieving gender equality

1. While the goal has been identified, the strategy has yet to be fully developed. A strategic plan for gender mainstreaming has to be developed after a thorough institutional assessment, to identify roles, strategies and develop institutional capacity for mainstreaming.
2. There is a need for a programme approach to substantively mainstream gender.

3 SRDCs

1. There are high expectations among member states about SRDCs and the gender programme needs to be implemented quickly to fulfill both ECA and ACWs mandate
2. There needs to be more involvement of SRDCs in programming.
3. There needs to be more clarity about the linkages between the SRDCs, ACW in mainstreaming gender.

4 The role, responsibilities and functions of Gender Focal Points(GFPs)

1. There is a need to clarify the Terms of Reference of Gender Focal Points, who seem to be expected to coordinate gender issues, be substantive experts who communicate state of the art developments in the field of gender analysis, play a monitoring ,advocacy role on top of other regular duties.
2. Gender Focal Points may be defeating the purpose of gender mainstreaming and developing competence in gender analysis as well as responsibility for gendered programmes among all staff.
3. There is a need to institutionalise processes and functions rather than rely on individual attributes and designating individual as GFPs. There is still however a need to identify the right person for the right job. In this regard, men need to be increasingly designated as GFPs
4. Gender Focal Points need to be substantively trained
5. The Gender Advisors at SRDCs can be sent to ACW for substantive training over a period of 1-2 months

5 Gender mainstreaming in the context of institutional reform

1. The context of institutional reform provides an opportunity for gender mainstreaming but the existing constraints reduce this potential. Gender as a cross cutting tool provides an entry point for developing a team-based interdisciplinary approach. Institutional processes of reform need to be strengthened to provide a more conducive environment for gender mainstreaming
2. The Inter-Divisional Programming Committee needs to be developed further a key nucleus discussing policy formulation and implementation
3. There are skill as well a attitude related weaknesses in implementation capacity of the policy
4. PPFD needs to be substantially trained in gender mainstreaming as a priority
5. There is a need to develop broad guidelines on mainstreaming gender in programmes
6. The programming process needs to be tackled and programming committees reviewed. There can be gender-specific sub-programme components, within an overall mainstream programme.
7. There should be regular coordination meetings.

6 The development context

1. ECA needs to be involved in broadening the concept of development, in a context of severe development crises in Africa, which include crises in development thinking and practice.
2. There is a need to challenge assumptions and possibly reconcile divergent development paradigms.

3. The economic efficiency argument should perhaps be emphasised in policy advocacy for gender equality, provided the concept of efficiency is broadened.
4. There is a need to develop an integrative framework across social, economic, environmental dimensions of development.
5. The workshop has highlighted huge data gaps in the unpaid and informal sectors in Africa. The role of ECA in promoting relevant information for engendered development needs a strategic decision.
6. The workshop has raised awareness of a large agenda for empirical research as well as conceptual, analytical and methodological tool development. ECA's role in this arena needs to be clarified, perhaps in the forthcoming 40th Anniversary International Conference.
7. ECA needs to develop credibility in advocating for gender equality, but at the same time its real focus should be on development outcomes in Africa, while giving itself the institutional capacity to do so.
8. Strategic choices should be made for effective channeling of efforts and resources.
9. There is a need to mobilise partnerships and develop institutional mechanisms to support the mainstreaming process.

7 The role of ACW as institutional Gender Focal Point

1. The ACW should be renamed Gender Policy Division.
2. There is a need for a women-specific focus in Africa and a rationale for the ACW as a Centre for women-focused activities. Such a Centre could be within the Gender Policy Division, in a similar manner to the Civil Society one.
3. The role of ACW should be clarified as regards gender mainstreaming
4. It should be the team leader, provide leadership
5. As an interim strategy before gender mainstreaming competence spreads and deepens in-house, there needs to be core specialists at ACW, as well as specialists in Divisions and SRDCs
6. Clear lines of communication between ACW, the Divisions, SRDCs should be established
7. Men should be more involved in ACW
8. There are serious weaknesses in staffing and there is a need for developing capacity for gender in development rather than women-in development interventions.

8 Resource Mobilisation

1. ACW is struggling to mobilise resources to implement the gender mainstreaming objectives and has to negotiate finance for each detailed activity. There is a lack of in-house capacity and external expertise has to be mobilised. Apart from a shortage of financial resources, time is a limiting factor for engaging in critical, strategic thinking and develop a strategic plan.

2. In the context of programme budgeting at ECA, a mechanism is needed to ensure a gender dimension in daily operations.
3. Many SRDCs use extra-budgetary resources for gender mainstreaming activities.

Next Steps

- Following the workshops, supporting documentation, literature, information on contact persons need to be made available, in particular the full project document for the Mali Project.
- The economic modelling, conceptual and analytical frameworks for economic and gender analysis need to be developed further.
- Economic and social policy analysis workshops need to be conducted in-house, as a follow-up.
- The material of the three workshops will be consolidated in a manual, together with supporting references for use by participants. This will be ready by the end of March.
- A strategic planning exercise needs to take place as a next step, which takes into account the analyses and recommendations of the three workshops.
- A training plan needs to be developed as an integral part of this strategic plan. This training plan could build on the experiences and knowledge of the facilitation team following the three workshops.
- After the Strategic Plan has been developed, a training package needs to be developed, with appropriate modules and methodological tools, using the experiences of the three workshops. Some of these modules need to be short in-house discussion briefs for facilitating the ongoing institutional dialogue on gender mainstreaming.
- Training workshops can be conducted only after the lessons of the three sensitisation/needs assessment workshops have been distilled in a strategic plan and training packages, possibly by September 1998.

GENDER TRAINING: LIST OF PARTICIPANTS

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4. Mbaye Diouf	RCID
5. Ms. K.Ben Soltane Bounemra	DISD
6. Ms. Paulina Makinwa-Adebusoye	FSSDD
7. Ali Abdel Gader Ali	ESPD
8. Kurt Jonsson	HRMSMD

SRDC DIRECTORS (INCLUDING FIELD SENIOR STAFF)

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11. Henri Soumah, OIC	" Western Africa
12. Ahmed Bahri	" Northern Africa
13. Abdoulaye Niang, OIC	" Central Africa
14. Faith Kabi	" Southern "
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II. WORKSHOP 2: 12-13 February, 1998

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3. Amadou Fall	"
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