

MAURITIUS LOCAL GOVERNMENT GENDER ACTION PLAN MANUAL



CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTION

MODULE ONE : Key Gender Concepts

Exercise One	Sex or gender
Exercise Two	Sex and gender roles
Exercise Three	The difference between sex and gender
Exercise Four	Gender equality
Exercise Five	What is a stereotype?
Exercise Six	How stereotypes are reinforced
Exercise Seven	Case Study – challenging stereotypes
Exercise Eight	Women oppressing women?

MODULE TWO : Gender and Governance

Exercise One	What keeps women out of politics?
Exercise Two	Where are women in politics in Mauritius?
Exercise Three	Who speaks in Council Meetings?
Exercise Four	What keeps women from participating?
Exercise Five	The difference women make
Exercise Six	Measuring change

MODULE THREE : Key Gender Planning Concepts

Exercise One	A plea for help
Exercise Two	Strategies on the ground
Exercise Three	Case Study – Cracking the rocks
Exercise Four	Reading policy documents with a gender lens
Exercise Five	Pulling out the gender statistics
Exercise Six	The lie of the land
Exercise Seven	Job description of a housewife
Exercise Eight	Gender budgeting
Exercise Nine	Gender management system

MODULE FOUR : A Local Gender Action Plan

Exercise One	Why is gender an issue for local government
Exercise Two	Understanding the policy content
Exercise Three	Developing a gender action
Exercise Four	What to take and what to leave behind

GLOSSARY

CONTENTS (Cont)

List of resources on CD ROM

- F1 Draft Programme
- F2 Article about women’s league of a political party
- F3 Article about sex workers
- F4 Article about what kind of food for tomorrow
- F5 Advertising – UPB Block
- F6 Advertising – I wish these were brains
- F7 Advertising – Woman in a bottle
- F8 Score card
- F9 Gender Strategy for Local Government
- F10 Gender action planning framework

Acronyms

AIDS	Acquired Immune Deficiency Syndrome	LED	Local Economic Development
ARV	Anti-retroviral	LG	Local Government
CBO	Community Based Organisation	MWO-GEMSA	Media Watch Organisation-Gender and Media Southern Africa
CGE	Commission on Gender Equity		
DANIDA	Danish International Development Agency	NGO	Non Governmental Organisation
DTI	Department of Trade and Industry	PEP	Post Exposure Prophylaxis
EE	Employment Equity	PR	Proportional Representation
EPZ	Export Processing Zone	SADC	Southern African Development Community
Exco	Executive Committee		
FPTP	First-Past-The-Post	SALGA	South African Local Government Association
G.L	Gender Links		
GAD	Gender And Development	SPO	Special Program Officers
GAP	Gender Advocacy Project	SPU	Special Program Unit
GBV	Gender Based Violence	T.O.T	Training of Trainers
GFP	Gender Focal Points	UNDP	United Nations Development Programme
GMS	Gender Management System	VCT	Voluntary Counselling and Testing
GU	Gender Unit	WAD	Women And Development
HR	Human Resource	WDS	Women’s Development Strategy
IDP	Integrated Development Plan	WID	Women In Development
KPI	Key Performance Indicators		

Acknowledgements

The local government gender action plan workshop manual is a product of the Training ofTrainer (TOT) workshop that took place in Johannesburg in November 2007.The workshop brought together representatives of gender and local government ministries, local government authorities and their staff from the four case study countries of the Gender Links (GL) study:At the Coalface, Gender and Local Government.The four countries are Mauritius, Lesotho, South Africa and Namibia.

Special thanks are due to Loga Virahsawmy, Chair of Media Watch Organisation, Vikram Purmessur, Principal Assistant Secretary, Urmila Radhakeessoon and Mary Coopan of the Ministry of Local Government, Vandana Jodhoa from the Ministry of Women’s Rights, Child Development and Family Welfare, Bhodevi Hadeen, Rozy Khedoo, District Councillors and Shyamla Ramdoyal, Village Councillor who worked on the manual at the Johannesburg Workshop in November 2007 and ensured that it is tailored to the needs of the Mauritian councils.

The manual draws its inspiration from many sources, including the SADC Toolkit for Decision Makers; the Oxfam Gender Training Manual and the pilot projects on mainstreaming gender in local government conducted by GL with the cities of Johannesburg, eThekwini and Msunduzi over the period 2004-2007 with support from the Mott Foundation.

Loga Virahsawmy and Saskia Naidoo, President and member of MWO-GEMSA respectively, GL Executive Director Colleen Lowe Morna and Susan Tolmay, GL Gender and Governance Manager compiled and edited the final manual.

Anushka Coy did the design, illustrations and lay out.

Gender Links expresses its sincere appreciation to the Danish International Development Agency (DANIDA) for sponsoring this project.

This image shows a full page of blank handwriting practice paper. It features evenly spaced horizontal blue lines across the entire page, providing a guide for letter height and placement. There are no margins, text, or other markings present.



Why this manual

This manual has been developed to address the key finding of the study At the Coalface: Gender and Local Government in Southern Africa that despite the lip service paid to gender and local government very few practical steps have been taken to mainstream gender in this tier of government or to build the capacity of councillors and staff to lead this process.

- This main purpose of the manual is to:
- Build the gender analysis skills of councillors and staff, including on gender and governance; gender planning and policy concepts.
 - Assist councils in developing gender action plans based on the Gender Policy Framework for Local Government.

Who is the manual for?

This manual has been written for local authority councillors and staff at district and local levels. It provides the source material for three day workshops that will result in gender action plans to be integrated into council plans and budgets. The intention is to hold the workshops first at district level and then cascade these to each local council.

How did the manual come about?

This manual is part of a three-year programme that began with research on gender and local government in four southern African countries, Lesotho, Mauritius, Namibia and South Africa, entitled At the Coalface: Gender and Local Government in Southern Africa. In 2003, GL undertook the first comprehensive study of the impact of women in politics in Southern Africa. One of the key findings of “Ringing up the Changes, Gender in Politics in Southern Africa” was that local government is a sadly neglected area of the gender and governance discourse. The study found that while much lip service is paid to decentralisation, and the possibilities this theoretically presents for the empowerment of women, there is a dearth of information and attention given to this sphere of decision-making.

- First launched on 8 March 2007, At the Coalface: Gender and Local Government in Southern Africa included interviews with 418 councillors in four Southern African countries:
- Lesotho which, with 58 percent women, has the highest level of women in local government in the region, thanks to a legislated 30 percent quota in the country’s first elected local government in 2005.
 - Namibia, which has had over 40 percent women in local government for several years, thanks to a PR system and legislated quota, as well as the “zebra” system adopted by the ruling Swapo party of one woman, one man on its electoral lists.
 - South Africa, where the ruling African National Congress (ANC) fielded a substantially higher proportion of women in both the ward and PR seats in the country’s mixed electoral system in the 2006 elections, boosting the proportion of women from 29 to 40 percent.
 - Mauritius which, with 6.4 percent women in local government, represents the many countries in the region that have a constituency electoral system and also an extremely low level of women in all areas of decision-making.

What the study found

Highlighting the range in women’s representation in local government from 1.2 percent in Angola to 58 percent in Lesotho, the study notes that where governments have been willing to take special measures to increase

women’s representation this is more likely to be so at local than at national level. For example Lesotho introduced a quota for local but not national elections held in February 2007.

What is unfortunate, the study says, is that measures to increase women’s participation at local level appear to result from a calculation that local government is not as serious a sphere of politics than the national level, rather than because of a commitment to deepening democracy through decentralisation and the equal participation of women.

However, examples like Lesotho, South Africa and Namibia (representing the constituency, PR and mixed electoral systems) show that the SADC target of 50 percent women in decision-making can be achieved in pretty much any situation, provided that there is the necessary political will. Case studies such as the normality that has returned to the constituency in Lesotho in which a male candidate took up a high court challenge against the quota show that despite resistance to quotas, rapid change is possible and does not lead to the backlash that is often predicted.

In instances where governments have been reluctant to force the pace of change, women’s representation is lower at local than at national level because the forces of culture, tradition and religion tend to be more concentrated at this level than at national level. Through numerous personal accounts and case studies as well as quantitative data gathered through questionnaires, the study explores the many barriers to women’s effective participation at local level. These are reflected in the 41 council meetings observed, where researchers found that there was not a single instance in which women participated in meetings in proportion to their strengths in such meetings.

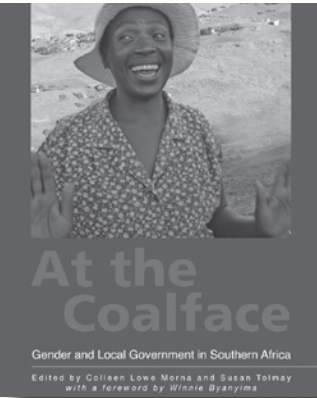
However, the observation of meetings showed that there is a greater participation of women when they comprise half or more of the participants; a strong argument for raising the target for women in decision-making from 30 to 50 percent. The findings also show that on average women participated more in meetings led by women, underscoring the importance of women occupying leadership positions such as mayors, chairpersons, deputy mayors and speakers.

While the study found that there are still men in local government who openly oppose gender equality (especially in countries that have a low level of women’s representation) it cites several examples of men who have become champions of women’s empowerment and gender equality as an important yardstick of change.

The study acknowledges that not all women are the same and that not all believe it is their duty to raise the concerns of other women. But the overwhelming majority of those interviewed spoke of the obligation they feel towards other women. In the 92 focus group meetings conducted with civil society, women and male constituents many spoke about how women councillors are more accessible, hard working and honest.

The study cites numerous examples of ways in which women are making a difference at a practical level in local government (which suffers from many structural weaknesses in all countries) by helping to cut through red tape and providing access to housing, electricity and basic needs. These practical interventions raise strategic questions: such as in Lesotho where councils are responsible for allocating land and women are beginning to ask about access to title for land.

But a key conclusion of the report is that unless gender is systematically mainstreamed into the work of local government, increased representation of women at local level may become a case of “jobs for the girls” rather than gender equality for the region.



The study highlights the absence of such strategies at local level, with the result that efforts to ensure that women and men benefit equally are piecemeal and often driven by a few individuals rather than by institutions and systems. Drawing from the work of GL with the City of Johannesburg that has developed a Women Development Strategy including a plan for mainstreaming gender into Soccer 2010, the study recommends that all countries and councils in the region begin to look at how local government can become a motor for achieving gender equality where it matters most: on the ground.

From research to strategies to action plans

Armed with this research, and with the support of the Danida, GL has gone on to launch the book in the four case study countries, and to work with ministries of gender and local government and councillors in developing national strategies for mainstreaming gender in local government which are at various stages of adoption. In South Africa, GL worked with SALGA in making a submission to the Gender Policy Framework for Local Government that has since been adopted.

In November 2007 GL held a training of trainer (TOT) workshop to develop this manual for rolling out gender action plans at district level in the four case study countries (Lesotho, Mauritius, Namibia and South Africa). This training workshop brought together about 40 participants from local councils, ministries of gender and local government as well as local authority associations to undergo training as well as design a manual for developing gender action plans at council level.

Using their collective knowledge and experience, participants adapted a draft training manual prepared by Gender Links to their country-specific needs. They also shared ideas across countries. The result is four manuals, one for each of the countries, specifically tailored to their needs and circumstance, but with many ideas shared across borders that give this resource the vitality and richness of a shared regional experience.

What you will find in each module

Each module is made up of various tools and resources which will help you to apply your experience and to learn by doing. These are:



Role plays – Will get you acting out scenarios to illustrate your understanding of a concept or situation.



Exercises – Get you doing things yourself and in groups.



Case studies – Are examples based on real findings and experiences that will help you to learn more.



Fact sheets – Give you information and will add to what you have learned.



Definitions – Define new words and terms that you will be learning as you work through the manual. There is also a glossary at the end of the manual.

What the manual consists of

The manual is in a binder and is divided into four modules. These are:

- Key gender concepts.
- Gender and governance.
- Key gender planning tools
- Draft gender action plan

Relevant additional resources have been put on a CD ROM. These are numbered File 1 (F1) to File 10 (F10)

The modules are designed for a three day workshop, but can be broken down into shorter sessions covering a total of three days. The first one-and-a-half days cover basic concepts leading to an action planning session in working groups. The plan is reviewed and adopted in plenary on the third day. A draft programme is found at F1.

At the end of each module you will find facilitators notes. These are there to guide the facilitators of the workshop. Each person who participates in the course should also become a facilitator in his or her council and community. So eventually they are there to guide you as well!

How to use the manual

Please don't start by reading the facilitator's notes, because that will take away from your "learning by doing" experience (see below). If you read the notes after you do the exercises, they will make lots of sense and help you to become not just a learner, but a facilitator.

Make this your personalised binder! Add your notes, the materials you print out from the CD ROM and the additional materials from your work and from the workshop. Remember: at the end of the workshop, no one binder should look the same!

Learning by doing

This manual is about learning by doing. The best way to learn is to immerse yourself in the activities; participate in the role plays; contribute to answering the questions in the case studies; help to think about and plan the work of your Council from a gender perspective. Most of all: enjoy yourself! Gender equality is a winning formula for all of us!



"I hear, I forget"



I see, I remember



I do, I learn"

[illegible]

FACILITATORS NOTES

These introductory notes are designed to assist facilitators in guiding participants through the modules that follow. They set out principles of good facilitation and help facilitators to think through how they can affirm the knowledge that participants already have as a foundation for building new knowledge and skills.

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.

The training starts from the understanding 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.

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. Did you enjoy the learning? Why/why not? Was the learning effective? Why/why not? Without pre-empting your answer, it is more than likely that this experience involved learning by doing.

Adults find that 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 the grown-ups they are, 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.

The role of the facilitator

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 fountain 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.

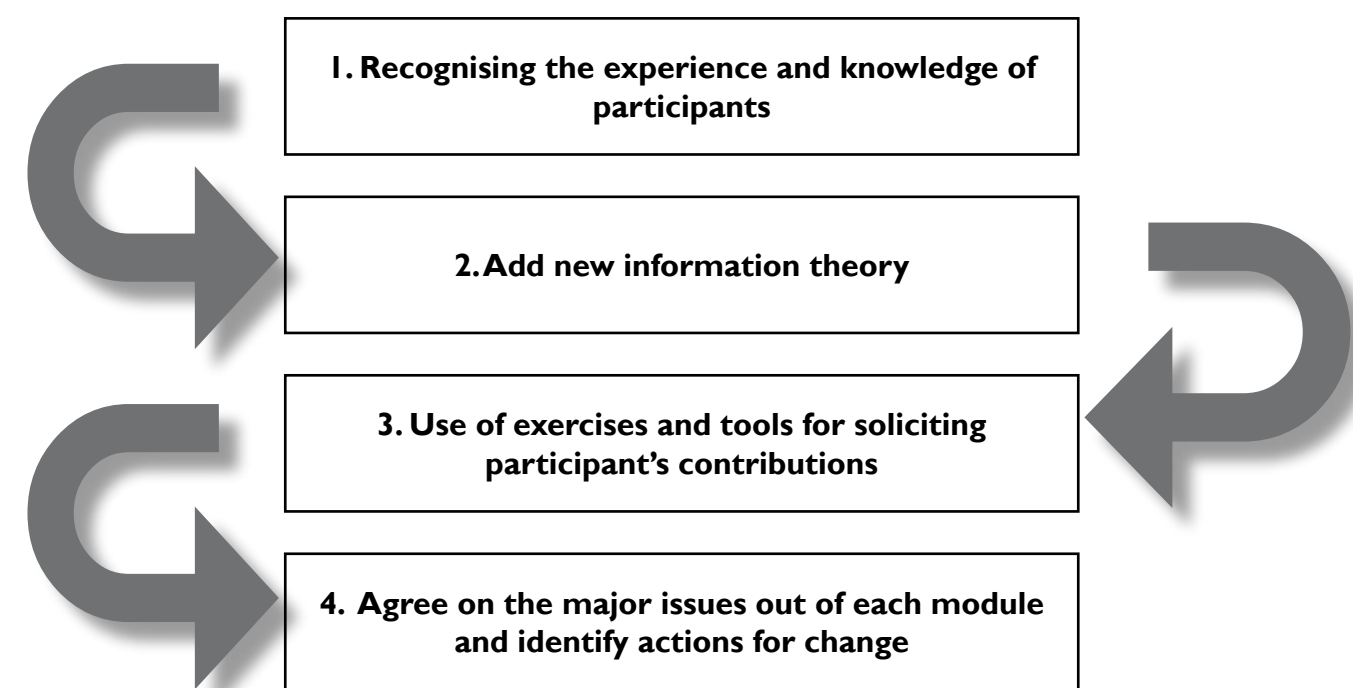
It also means that how you interact with participants – your voice, manner and body language – play a very important role in setting the tone for learning.

Facilitator's tips

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.	

With these principles in mind, the facilitator needs to create an environment based on two experiences: hers/his and those of the participants: a situation in which you build experiences together, and where learning involves a high level of active participation by everyone. The spiral shown below illustrates how best practise in training goes from affirming the lived experiences of participants; to adding new information; to identifying strategies for doing things differently.

KEY STAGES IN TRAINING



Knowing your participants

To make the best possible connection with the participants, the following are some of the questions you should seek to answer before the workshop:

- Who are they? What are their backgrounds and occupations?
- 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?
- What more do they need to know?
- What is their attitude towards training?
- What kind of resistance might you face, especially in a course on gender equality?
- How will you minimise resistance and ensure an open mind to new ideas?

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.

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. The following are some examples of tools that can be used:

Writing and written tools

- Cards that can be stuck on the wall (NB: There is 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- for example, ask 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.

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 that help to break the ice; encourage participation and surface the knowledge that resides within each participant. Here are a few.

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: Case studies are based on actual reality and demand that participants think about real situations; what they tell us; how they would have responded in the same situation.

Role play: This is a simulation of a real life situation that may add a few twists and turns to demonstrate a point, but is never far from the reality. Short plays are a form of edu-tainment. They educate and entertain at the same time. They are a popular and effective way of training. Long after the workshop, participants are likely to remember the play or skit that really helped them to understand a concept!

Games: 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. It is also a good idea to ask a participant to do the summary as a way of testing if the points made have been understood.

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, i.e. Developing gender action plans in councils.
- Combine workshop training with observation of participants at work, so that the links can be drawn.

Icebreakers

When participants first meet, they are likely to be shy. The facilitator needs to find a way to get all participants feeling comfortable with each other. One way of doing this is to have the name tags of all participants in a bag and then dishing these out at random. Participants have to find and introduce each other. Another is to ask participants to arrange themselves in a circle in alphabetic order, from A to Z according to their first name. In finding their correct position they will have to talk to each other and get to know each other's names.

Once in a circle, ask participants to introduce themselves according to their names and with one word to describe themselves that begins with the same letter as their name, for example, "Hello, I am Anna the Amazing". You can ask the circle to reorder itself according to ages (youngest to oldest); where people come from (closest to furthest); number of children (none to the largest number) etc. This is an excellent active way for people to get to know each other. Remember that humour is an excellent way to break the ice and for people to get to know each other better. Once we are able to laugh at ourselves and at each other we are better able to engage and to deal with the serious disagreements we may have as we go along.

Energisers

Even with the most exciting programme and varied activities, energy levels will drop during the workshop. Ice breakers and energisers are short (often physical) exercises with the objective of having people use their bodies and minds in order to combat fatigue and boredom during the sessions.

An example of an energiser is to ask each person in the room to face another person. Each partner has the chance to do anything they want to for one minute, and the other has to copy them. Then switch around. Dozens of exercises and howls of laughter will emerge and get everyone energised for the serious business ahead. Remember, there is a child inside each and every one of us!

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.

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
- Celebrating 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.

Eyes and ears

A good way to ensure participation and to pick up "early warning signs" of any stress in the group that you as the facilitator might otherwise miss is to appoint one person as the "eyes" and the other as the "ears" of the workshop at the beginning of each day and have them report at the end of the day or beginning of the next day.

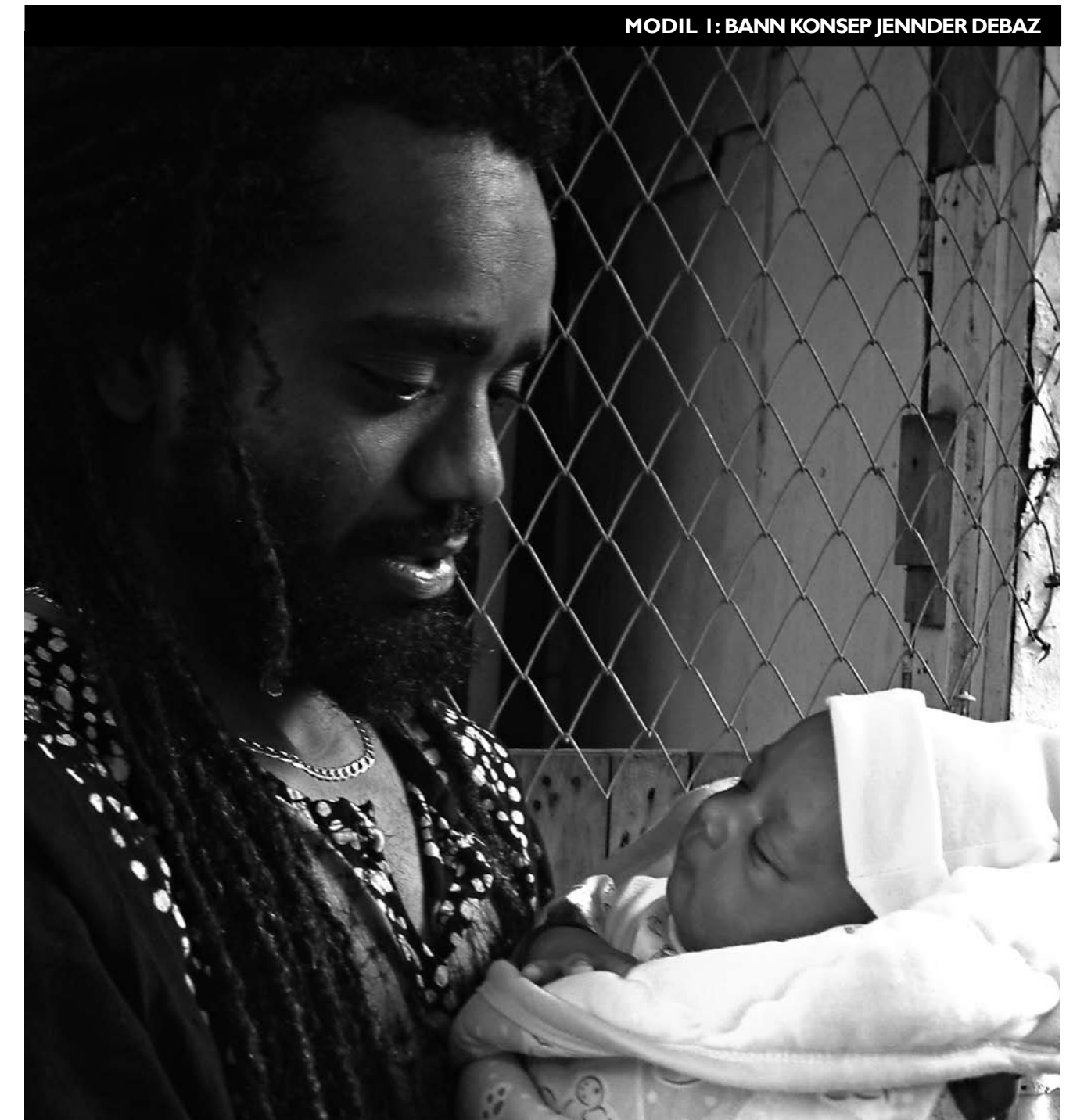
The "eyes" and "ears" help to summarise the learning as the workshop progresses and also surface any tensions so that these can be collectively addressed. It is very important to create an open and transparent environment from the outset in which all participants feel comfortable to air their views, even on the most basic of concerns.

Planning your programme

Although there needs to be flexibility in the programme (for example when to introduce an ice breaker) it is very important to start with a road map. The more participatory you can make the planning of the programme, and the programme itself, the better. For example, you can form a small programme steering committee comprising key political and administrative figures in the Council.

Make sure that they have ownership of the programme, and feature in the programme, for example opening and closing sessions; chairing report backs etc. The template for the district and council level gender action plan workshops that you have here is also on the CD ROM (FI) so that you can add and adapt the programme as you see fit. Your biggest challenge is likely to be managing time tightly, without limiting discussion or participation! Establishing some ground rules at the beginning might help you to achieve this.

DRAFT PROGRAMME FOR GENDER ACTION PLAN WORKSHOP		
DAY/TIME	ACTIVITY	WHO
DAY 1		
8:00 – 8:30	Registration	
8.30-9.00	Opening and objectives	
9.00-9.30	Getting to know each other exercise	
Module one: Key gender concepts		
9.30 – 10:30	Sex and gender	
10:30 -11:00	TEA	
11.00 – 12:00	Group work on stereotypes	
12:00 – 13:00	Group work on Challenging stereotypes; Internalising oppression	
13:00 – 14:00	LUNCH	
Module two: Gender and governance		
14:00 – 15:00	Group work on access; participation and transformation	
15:00 – 15:30	TEA	
15:30 – 16:30	Report back	
Home work	Transformation scorecard	
16:30 – 17:00	Report back day one	
DAY 2		
8.00-8.30	Eyes and ears	
Module three: Key gender planning concepts		
8.30-9.00	What we learned from the score card	Facilitator
9.00 – 10:00	Practical and strategic needs	
10:00 – 10:30	TEA	
10:30 – 11:30	Group 1: Gender mainstreaming Group 2: Sex disaggregated data Group 3 and 4: Gender, economy and budgets Group 5: Gender management system	
11.30 - 12.30	Report back	
12:30 – 13:30	LUNCH	
Module four: Draft gender action plan framework		
13.30-15.30	Group 1: Governance Group 2: Gender in specific programmes Group 3: Gender in existing programmes Economy, procurement, housing, transport, utilities Group 4: Gender in existing programmes Health, HIV and AIDS, environmental health, social development Group 5: Employment practices and environment Group 6: Gender management system	
15:30 – 16:00	TEA	
16.00-17.00	Report back	
DAY 3		
8:30 – 10:30	Review and adoption of draft gender action plan	
10.30 - 11.00	TEA	
11:00 – 12:30	Conclusion and way forward	
12:30 – 13:30	LUNCH AND DEPARTURES	



MODIL ENN BANN KONSEP JENNDER DEBAZ

Obzektif

Obzektif sa modil la se

1. Fer bann partisipan konpran diferans ant sex ek jennder e anmemtan diferans ant fam ek jennder.
2. Analiz bann stereotip jennder dan sosiete Moris e gete kouma zot afekte nou konportman ek nou manier panse.
3. Analiz kouma parfwa fam fer dominer ar fam; ki so lakoz e ki manier sa afekte nou travay ki viz egalite jennder.

SEX EK JENNDER

Ekzersis 1: Sex ek Jennder

Sak partisipan pou gagn bann kart ki montre diferan rol, aktivite ek travay. Li pou bizen plas li lor bon landrwa lor miray: swa kote zom/garso; swa kote fam/tifi.

Ala detrwa lekzanp bann kart ki sak partisipan pou gagne: politisien, madam-travay-lakaz, manejer, mannken, chef, kwafez, sofer-bis, profeser, travayer konstriksion, sekreter, dokter, enzenier, prezidan, komi-biro, avoka, donn nesans, gard labarb, gagn reg, donn baba tete, okip zanfam, amenn kas dan lakaz, al sers dilo, okip zanim, al sers dibwa, al lekol, netway lakaz, repar loto, kwi manze, tay gazon, lav lasiet, al liniversite, get mach foutborl, bwar labier, koud lenz, zwa ar poupe, zwa ar fizi, posed teren, kondir loto, sanz lanpoul elektrik, zwa foutborl, zwa golf, zwa barsketborl.

Kan ou finn fini plas bann kart la swa kote zom/garson, swa kote fam/tifi lera ranplas seksion zom/garson par fam/tifi e fam/tifi par zom/garson. Eski bann kart la zot plas res parey ousa bizen sanz. Met ansam bann ki kapav sanz ek seki pa kapav sanz.

Diskision

1. Ki kart kapav sanz mouyaz e ki kart ki bouz fix?
2. Ki sa exersis dir nou lor sex ek jennder?

Exersis 2: Sex ek bann rol jennder

Donn sak partisipan 1 ou 2 kart viez e dimann zot ekrir bann diferan tip; travay prodiktif, reproduktif ek kominoter; bann karakteristik personalite. Lera dir zot plas bann kart la lor sa tablo ki montre bann rol zom ek fam ki determine par bioloji ousa sosiete.

SEX / ROL JENNDER	FAM	ZOM
TRAVAY REPRODUKTIF		
TRAVAY PRODIKTIF		
LAKAZ		
DAN TRAVAY		
TRAVAY KOMINOTER		
KARAKTERISTIK PERSONALITE		

Diskision

- 1.Eski sa li pa zis enn divizion travay natirel?
2. Ki pa bon ar sa sipozision la?
3. Ki bann diferans ekonomik ant rol ki zom zwa ek rol ki fam zwa?
4. Kimanier sa amenn diskriminasion?

Definision

Travay reproduktif li vedir donn nesans tibaba, okip zanfan ek lakaz kouma fam abitie fer. Sa travay la li donn garanti ki lafors travay nesaser pou devlopman li anbonn sante e li kontinie grandi. Apart nouvo nesans li osi okip travayer zordi (mari) e travayer dime (zanfan dan lalaz e zanfan ki al lekol).

Travay prodiktif vedir travay ki zom ek fam fer pou enn lapey. Li vedir prodir marsandiz pou vande dan komers ou prodir pou ki lafami konsome. Pou fam dan lagrikiltir li vedir travay dan so lakour/zarden, dan karo so mari ousa dan tabisman pou enn lapey.

Zestion kominoter vedir travay volonter ki bann fam fer dan vilaz, dan kartie. Bien souvan li enn ralonz travay reproduksion. Zot okip problem ki afekte dimoun dan zot latouraz - ede kot ena lamor, maladi ek maryaz. Li enn travay volonter gratis ki fam fer kan zot lib.

Politik kominoter Sa li diferan ar zestion kominoter. Se zom ki aktif dan sa sekter la. Anzeneral ena rekonpans (swa lamone, swa prestiz, swa pouvwar e souvan touletrwa).

Lasours: Gender Planning and Development: Theory Practice and Training, Caroline O.N. Moser

Exersis 3: Diferans ant sex ek jennder

Met enn rayt kot bizen pou montre si bann fonksion la zot asosie ar sex ousa jennder.

FONKSION	SEX	JENNDER
Donn tete		
Kwi manze		
Gagn reg		
Dirize		
Gard labarb		
Lavwa pe vinn grav		
Trikote		
Pran desizion		
Zwe labox		

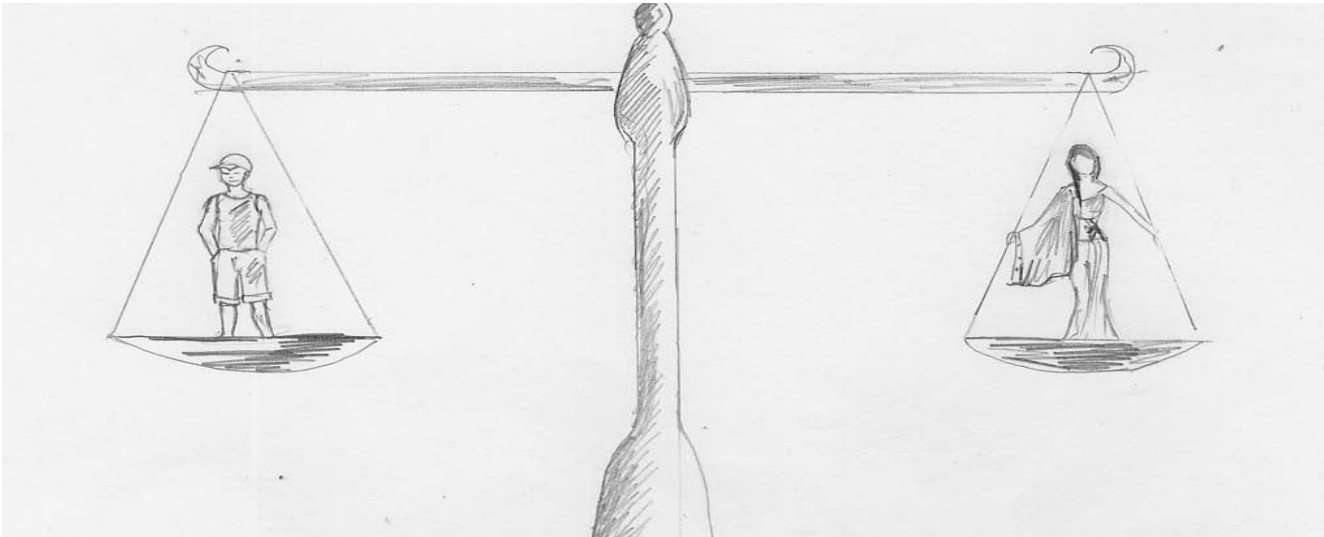
Diskision

1. Souvan dan bann form dimann ou ki ou jennder? Mal (M) ou Femel (F). Kestion la korek? Kifer non?

2. Souvan dimoun melanz “problem fam” ar “problem jennder”. Korek sa? Kifer non?

3. Dapre ou ki diferans ena ant jennder ek sex?

Exersis 4: Egalite jennder



1.Si nou’le sisor la res an lekilib ki bizen fer?

2. Eski sa exersis la ed nou konpran ki vedir egalite jennder?

Definision

Sex li enn karakteristik/endikater biolozik ki fer diferans ant enn zom ek enn fam. Zom prodir sperm; fam gagn tibaba e donn baba tete.

Jennder se bann karakteristik/endikater sosial ek kiltirel ki montre diferans ant fam ek zom. Jennder li pa fix. Li sanze ar letan, li diferan dan diferan sosiete. Nou jennder li idantite ki nou sosiete donn nou; li dir nou kimanier dimoun trouv nou; kimanier nou sipoze konport nou. Ena konportmen feminen; ena konportman maskilen. Se bann konvansyon ki kapav sanze parski zot pa bouzfix.

Relasion jennder zot pa biolozik me zot sosial ek kiltirel. Diferans biolozik zot fix apart dan ka eksepsyonel kot ena sanzman sex par operasyon. Relasion jennder zot anmouvman. Kan enn sosiete pe avanse relasion sosial ek kiltirel ant zom ek fam zot sanze. Par ekzanp, lontan tifi pa ti al lekol ousa kolez. Aster sa finnn bien sanze. Sa bann relasion la zot osi afekte par lezot faktor kouma ras, klas sosial, relizion, kiltir ousa maladi ek andikap.

Egalite jennder li vadir ki fam gagn mem drwa, mem pouvwar ek mem responsabilite ki zom e anmemtan bann zom sanz zot manier parski zot konpran ek apresie ki egalite jennder li dan lentere tou dimoun ki li dan lakaz, dan vilaz, dan kartie, dan pei.

STEREOTIP

Exersis 5: Ki enn stereotip ete?



Ala enn bon lekzanp. Enn dokter etranze ti envite pou vinn asiste enn konferans lor VIH-SIDA dan Moris. Organizater dan Moris avoy enn sofer pou al sers sa dokter la erport. Sofer la retourne pou dir dokter la pa finnn vini. Anmemtan telefonnn sone. Envite la dir ki li pe atann depi enn-ertan. Re-avoy sofer la. Li re-retourne pou dir ki li pa finnn trouv dokter la. Envite la desid pou pran enn taxi. Pli tar ler sofer ek envite la zwenn, sofer la gagn sok. Li dir;” Mo ti pe rod enn misie ... pa enn madam!” Pou li, enn dokter, partisipan dan enn konferans lor VIH-SIDA, ti bizen enn zom.

Ki sa ensida la dir ou lor bann stereotip? Sey reflesi lor seki finnn kapav ariv ou. Par ekzanp ou enn fam ki finnn envit enn zom pou dine dan enn restoran. Ler ariv ler pou peye weyter/weytres la donn bil misie la. Ou enn zom ki tousel ar ou baba dan erport. Bizen sanz lanz tibaba la. Ou dekouver ki pa ena fasilite dan twalet zom. Fasilite la li dan twalet fam. Get dan profondere ou lespri komie stereotip oumem ou servi san kone. Ki pou ou reaksion si dan ou konsey vilaz ou minisipal

- Enn fam aplay pou enn job mason?
- Enn zom aplay pou enn post manejer gardri?
- Enn vev al dan disko?
- Enn travayer sexiel pe diriz enn manifestasion ki pe diman respekt drwa imen?

Si zot gagn letan, mont bann ti sketch pou zwe sa bann rol la e gete kouma piblik reazir.

Exersis 6: Kimanier stereotip vinn pli for

Diviz bann partisipan an 8 ti group. Fer sak group pran 30 minit pou reflesi ansam - fer breinnstorm - e rod lekzanp lor kimanier bann stereotip fer zot sime dan kiltir ek sosiete atraver:

1. proverb, expresion, tizistwar;
2. bann sante - zot rapel sa sante la? “Fam samem ras pli kaka lor later”.
3. teat, sketch, seri TV ets.
4. relizion;
5. koutim, sistem;
6. ledikasion;
7. media (sak dimoun bizen amenn koupir lagazet pou so group);
8. piblisite, reklam, bilbord

Group 1: Proverb ek langaz

1. Analiz sa bann koze la:

- Garson premie lo, tifi deziem lo;
- Fam nek konn fer palab;
- Seki diboute fer titour, li siperyer;
- Kan mo larg mo kok, ramas zot bann poul;
- Enn trou pa kapav prop ..

2. Sey ramas otan proverb ek expresion ki montre klerman bann prezize.

3. Ki mesaz pe avoye?

MESAZ LOR FAM	MESAZ LOR ZOM

4. Kimanier vokabiler fer prezize vinn pli for? Olie drwa-imem dimoun dir drwadelom; mem si dimoun konserne li enn fam nou apel li sofer, kontroler, fakter ets.

5. Ki ou konpran par term stereotip?

Group 2: bann sante

I. Konsider parol sega ki apel 'Konsekans' par Wilson Felix.

Bate mari pa fer dimal
Bate papa pa fer dimal
Mais get bate galant kayl to disan
To konsesans dan simitier

2. Fer enn lalis sante ki sarye prezize kont fam ousa zom - sant enn pou ou group.

3. Ki mesaz pe avoye?

MESAZ LOR FAM	MESAZ LOR ZOM

4. Eski bizen enterdi sa bann sante la? Kifer wi? Kifer non?

5. Ki ou konpran par term stereotip?

Group 3: Teat, sketch, seri TV

I. Mazinn enn program popiler lor TV. Ki so zistwar? Kisannla so personaz prensipal?

[illegible]

2.. Ki mesaz pe avoye?

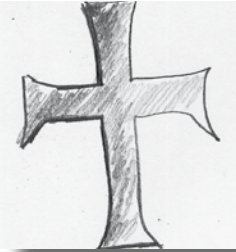
MESAZ LOR FAM	MESAZ LOR ZOM

3. Ki ou konpran par term stereotip?

Group 4: Relizion

Kosider sa bann extre ki sorti dan bann liv sakre.

“Fam, soumet ar to mari, parey kouma to soumet ar Bondie; enn mari limem latet enn fam parey kouma Zezi li latet Legliz ... alor parey kouma Legliz soumet ar Zezi, enn fam bizen soumet ar so mari.” Labib



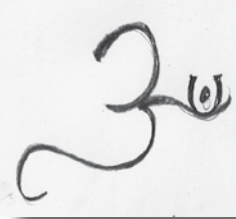
“Zom ena pouvwar lor fam parski Allah finn fer zom siperyer. Enn bon fam li bizen obeisan. Li vey seki bizen kasiet parski Allah vey zot. Si ou trouv dezobeisans fann ar li, izol li, donn li enn rens.” Koran



“Pou enn fam, aprann Torah li enn perttan parski li pou vir tou ambalao aköz li pa kapav konpran e toumanier li pa enterese.” Mishnah, enn parti enportan Talmud, Judaism



“Bater tanbour, chouchoundarr, bann cholo, bann zanimò ek bann fam merit gagn kout fwet.” Tulsidas, Ramayana, Relizion Endou.



1. Fer enn lalis bann diferan extre ki exprim lopinion lor zom ek lor fam.

2. Ki mesaz pe avoye?

MESAZ LOR FAM	MESAZ LOR ZOM

3. Ki ou konpran par term stereotip?

Group 5: Koutim, Sistem

Bann diferan kominote ena diferan kiltir, tradision, koutim ek sistem. Tousa li enflians manier zot konsider zom ek fam. Dan tradision oksidantal, par ekzanp, enn papa donn so tifi sa zom ki pou vinn so mari. Anba ena lezot lekzanp.



1. Eski ou konn lezot lekzanp?

2. Ki mesaz pe avoye?

MESAZ LOR FAM	MESAZ LOR ZOM

3. Ki ou konpran par term stereotip?

Group 6: Ledikasion

1. Fekla enn profeser dan Lafrik-Disid ti pini enn garson ki ti ariv lekol anretar. Li ti fer li met enn rob. Mama garson la ti telman bouverse ki li ti ekrir Prezidan pou dimann li fou deor metdekol la aköz imiliasion ki so garson finn sibir.

a. Ki ou panse lor sa zafer la e lor reaksion mama la?

b. Ki ou kwar reaksion la ti pou ete si ti fer enn tifi met kalson?

c. Kifer bann reaksion otan diferan?

2. Kimanier lekol ranforsi bann rol jennder?

3. Ki mesaz pe avoye?

MESAZ LOR FAM	MESAZ LOR ZOM

4. Ki ou konpran par term stereotip?

Group 7: Media

Anou get troi differan lartik.

Premier lartik (F2)

« Congres Aile Feminine MSM-MMM
Berenger : L’Alliance pou encore ensam apres 2005 »

Lartik la pe raport seki premier minis ek vis premier minis ti dir dan kongre madam. Zot ti dir ki lalians MMM-MSM se meyer lalians ki pei finn kone. Zot finn ousi dir ki zot pou ansam apre eleksion 2005. Premier minis, Sir Aneerood Jugnauth finn dir ki “Kase pa pou ena. Mo pou onor mo promes e mo pale dimoun rapel moi kouma enn tret”. Apre lartik la koz lor travay ICAC ek sitiasion ekonomik difisil dan pei.

Dexiem lartik (F3)

“Six prostitutes arretees lor d’une operation coup de poing”

Lartik la lor sis travayer sex ki ti arête par lapolis parski zot ti pe amenn enn move lavi. Bann lapolis la finn atrap zot ek finn servi boukou lafors. Foto dan lartik la montre de lapolis ek enn zenn madam.

Troiziem lartik (F4)

“Qu’y aura-t-il demain dans notre assiette?”

Lartik la tret problem ogmantasion pri pou bann nouritir de baz kouma diri ek lafarinn.

Journalist la finn interview Mr DevVirahsawmy ki panse ki globalisation, resofman later ek kou bann fret arerien ek maritim pe kontribie dan sa bann ogmantasion la.

Mr Eric Mangar finn ousi interview e li panse ki ogmantasion matyer premier pou ena enn linpak direk lor bann pri. Li ousi dir ki dimoun pe al pli ver konsomasion ‘Fast Food’ parski bann madam nepli gagn letan aster. DevVirahsawmy ek Eric Mangar ousi panse ki bann morisin finn perdi bann labitid alimanter lontan.

1. Etidie nenport ki lartik ki banm group finn amene. Eski lartik la kontenir kik mesaz kler lor fam ousa zom?

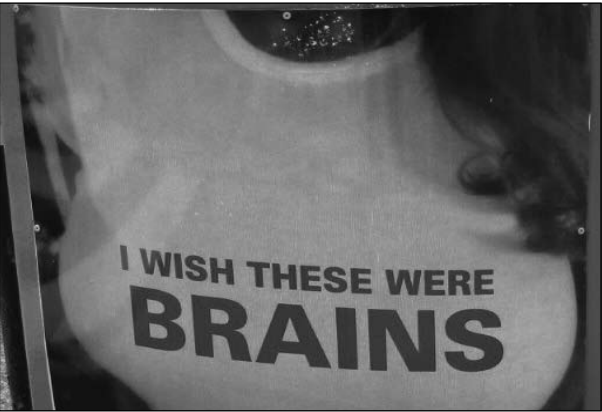
2. Ki mesaz pe avoye?

MESAZ LOR FAM	MESAZ LOR ZOM

3. Ki ou konpran par term stereotip?

Group 8: Piblisite

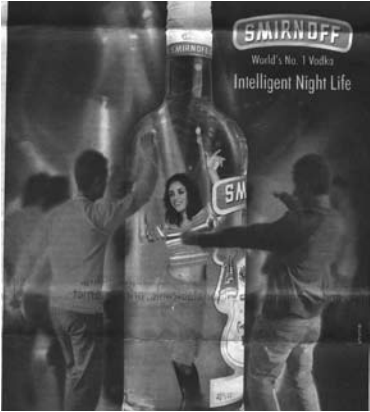
F 5 UBP Block



F 6 I wish these were brains

1. Etidie bann zimaz lao e dir ki mesaz zot pe pase lor fam anzeneral e answit dir si mesaz la li ena kik koneksion ar lavi toulezour mazorite fam.

2. Pans lot lezot reklam/piblisite ki ou kone; fer enn lalis; answit gete ki zot pe rakonte lor bann fam ek bann zom.



F7 Woman in a Bottle

3.Ki mesaz ena lor fam ek ki mesaz ena lor zom?

MESAZ LOR FAM	MESAZ LOR ZOM

4. Ki ou konpran par term stereotip?

DEFINISION

Stereotip Jennder se bann lide ek krwayans ki sak sosiete fabrike lor zom ek fam. Sosiete servi langaz, proverb, sante, tizistwar, sketch, media, koutim, lekol etc pou fann so mesaz (krwayans, ideoloji).

Exersis 7 - Enn Ka Spesial EXERSIS: KAS STEREOTIP

Lir sa letid la e apre reponn bann kestion:
Letid 1 : Depi berso ziska politik

Parti travayis ti apros Sandya Boygah pou eleksion distrik Kawnsil. Kouma so papa ti touzour anvi ki so zanfand politik, Sandya ti aksepte. Malgre ki li ti fekgagn so baba par sezarienn, li ti aksepte. Li ti bien difisil kit so baba deryer pou al fer kanpagn; sirtou aret donn so ti baba tete. Li ti pe kit lakaz boner gramaten pou retourne tar aswar.

So bann boparan ti kone li ti enterese dan politik. Zot pa ti anpes li. So belmer ti ed li boukou ek so mari ti pe akonpagn li partou.

Malgre rezistans serten zom, Sandya ti gagn zoli rezilta ek aster li parmi sa 6% fam ki dan kolektivite lokal.

Li ti touzour kontan kas bann stereotip. Depi li tipti li ti pe donn so papa koudme dan laboutik. Li ti pe zwenn kliyan ek koz ar zot. Li ti



pe al ar so papa kan so papa ti pe fer travay sosial.

Li ti grandi dan enn latmosfer kot pa ti ena diskrimination ant tifi ek garson. Kan ti ena pou al etidie, tou bann zanfand ki li tifi, ki li garson ti gagn mem sans. Sa kapav paret drol dan enn fami Aziatik.

Enn zour pou Nwel zot ti mem desid pou kas bann tradision. Zot papa ti aste enn masinn fer chips; de ser la ti desid pou amenn enpe lanbians dan landrwa. Zot ti met so masinn deor ek ti vann chips. Sa ti paret inpe drol pou de zennfi.

Apre so letid an ekonomi li ti desid pou al enpe pli lwen. Li ti fer enn lot degre dan Kanada. Enn zour divan enn gran lodians 428 etidian li ti dir li pou vinn enn politisien.

Enn zour li ti al get so papa ki ti bien malad lor lili pou dir li, “mo ena enn kado pou donn twa. Mo pou vinn enn politisien”. So papa ti donn li so benediksjon. Zordi li enn dimoun repite dan so landrwa ek dan so distrik.

(Excerpt from at the Coalface: Gender and Local Government in Southern Africa)

Kestion

1. Ki bann stereotip ki ekziste dan Administrasion Rezional dan nou Moris?

2. Kimanier sa konseye la ti kas bann stereotip ekzistan?

3. Kifer bizen kas stereotip dan Administrasion Rezional?

KAN DOMINASON VINN NORMAL

Exersis 8: Fam Dominn Fam

“KSK” lor baz

Dan enn renion minisipal, de konseye fam pe fer tou pou kas konte enn Lemer-Fam ki pe prezide. Okoumansma Madam Lemer fer koumadir li pa pe trouv ou tann zot. Bannla ale mem pou kas so konte (KSK). Finalman ti oblize remet zot alord.

(Enn extre depi At the Coalface, Gender and Local Government)

Kisannla finn viv enn experyans koumsa kot konseye fam refiz kolabore ar enn responsab fam parski zot pa kapav aksepte enn fam alatet. Mont enn sketch pou dekrir sa sitiasion la e apre dan seans plenier reponn sa bann keston la.

1. Ki ti arive e kifer fam minn boyo fam?

2. Kifer dan preske tou kiltir belmer fer belfi mizer?

3. Ki ou konpran par sendrom Kas So Konte (KSK) e kifer ena sa?

Dokiman : KAN VIKTIM VINN DOMINER

Enn obzervation ki ouver nou lizie se ki bann ki finn sibir dominasion, souvan zot kwar li normal ki, si zot kapav, zot bizen kraz kor seki pli feb ki zot. Enn madam ki finn toultan sibir dominasion (dominasion papa/frer; dominasion mari/belmer) pou kwar li normal ki li gagn drwa fer dominer si li gagn enn porte pou montre bien so lenportans.

Resers finn montre ki bann fam ki dan pozision pouvwar pa kopere ar lezot fam ki dan pozision pouvwar. Zom kouma fam souvan dir ki fam mank konfians dan zotmem, per pran risk e zot pa fer fam konfians. Fam pa kontan

soutenir nomination enn lot fam e souvan zot pratik KSK (kass so konte).

Sa pa fer sa! Ni fam, ni zom pa gagn drwa kass konte enn lot. Nou tou nou bizen aprann kopere ek partaze. Sa mantalite KSK li rezilta presion ideozik ki liberalism, rasism ek sexism (ede par bann laparey ideozik kouma relizion, lekol, media ets.) fons dan nou krann e fer nou vinn pagla. Akoz samem nou konportman li drol koumsa.

Ena enn letid dan Zimbabwe ki konklir: “Li mari komik sa. Sosiete finn fer bann fam vinn gardien bann valer kiltirel ki kraz kor bann fam. Fam vinn gardien feros so prop prizon, adorater so prop agreser. Finalman zot fini par kwar ki zom meyer ki zot pou dirize.” (“Beyond Inequalities, Women in Zimbabwe”, SARDC, WIDSA)

Fam ki mazorite dan pei prefer donn so vot enn zom. Kouma Thenjiwe Mtintso, ex-manm Parlman pou Kongre Nasional Afriken (ANC) dir “Sa montre ki bann fam sibir toutsort kalite presion pou aksepte rol sibaltern.”

Me pou Theresa Samaria ki ti lemer Walvis Bay dan lepase malgre ki ena detrwa fam ki parfwa pratik KSK kont zot koleg fam mazorite fam zot pa koumsa. Boukou zot solider anver fam kouma zot. Li panse ki sa slogan “fam pli gran ennmi fam” li enn envansion zom pou kas konte fam e pou prezerv privez zom sirtou dan politik.

Li enportan note ki KSK li bien prezan dan politik administrasion rezional kot presion kont prezans fam boukou pli for.

(Source: At the Coalface: Gender and Local Government in Southern Africa and Ringing up the Changes.)



1 “Beyond Inequalities, Women in Zimbabwe”, SARDC, WIDSA

[illegible]

FACILITATORS NOTES

Exercise one: Sex and gender

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

Time: 30 minutes

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.

Notes: All of the roles that are biologically determined, like giving birth to a child or growing a beard are not inter-changeable. The roles that are socially determined like cooking are inter- changeable. This is a fun and engaging way to get participants to understand the difference between sex and gender.

Exercise two: Sex and gender roles

Material: Flipchart, cards with different work and traits

Time: 20 minutes

Method: Following on from the exercise, summarise the biological and reproductive roles of women and men in a chart that participants can fill in their work book as you fill this in together on a flip chart.

Notes: The reproductive role is the only one that is biologically determined. The roles in the home, community and work place are “grafted” onto these biological roles e.g. 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.

Be provocative by asking participants if there is anything wrong with this gender division of labour? Some will give responses like this is “God given”. Others will say its wrong because its limiting; women and men are pigeon-holed into certain activities that they may or may not be good at. This is a good point at which to discuss what is meant by stereotypes; for example because a person is a woman she should be able to cook. Draw out the fact that the

roles into which women are pigeon-holed are the inferior roles: socially, politically and economically. Women are denied the right to make decisions in their homes and in society even when they are home makers. The work they do is under valued, inside and outside the formal work place.

Exercise three: The differences between sex and gender
Time: 5 minutes

FUNCTION	SEX	GENDER
Breastfeeding	X	
Cooking		X
Menstruation	X	
Managing		X
Growing a beard	X	
Boxing		X
Voice breaking	X	
Knitting		X
Decision-making		X

This simple exercise is intended to test whether or not participants understand the difference between sex and gender. Breastfeeding, menstruation, growing a beard, and the breaking of the voice are biological processes associated with sex. Cooking, managing, boxing and knitting are activities traditionally associated with men or women that have no biological basis- they are therefore a function of gender, or a social construct. The list is not exhaustive- participants can be invited to add more examples. The exercise can either be done in small groups or in plenary, depending on the size of the group.

Exercise four: Gender equality
Time: 5 minutes

Notes: The see saw example is a good, quick visual illustration of what is meant by gender equality. For the see saw to balance, one side must go up and the other side must come down. Similarly for gender equality to occur women need to be empowered and men need to change their attitudes.

Exercise five: What is a stereotype
Time: 5 minutes

Notes: This is just one of many examples that could be picked on for illustrating a stereotype. It shows how stereotypes lead to assumptions of people based on race, class, gender, etc and may lead to misguided conclusions. As the definition of stereotypes shows, these are limiting and lead to unfair discrimination of the kind that women all over the world have been subjected to.

Exercise six: How stereotypes are reinforced

Material: examples of advertising, billboards, media etc to get views on what is being said about women and men.
Time: 50 minutes

Preparation:
Ask participants in advance to bring examples of the list below, including images from magazines etc.

1. Proverbs, idioms and sayings
2. Songs (song one for the group)
3. Soap operas, drama and popular culture (act out a scene)
4. Religion
5. Custom, culture
6. Education
7. The media (each individual will have been asked to bring media cuttings to share with the group)
8. Advertising (billboards)

Notes: No matter which area participants are examining, the result is likely to be the same. Here are some examples of what is likely to emerge in the tables:

Messages about women	Messages about men
Weak	Strong
Stupid	Smart
Objects	Drivers
Not in control	In control
Answerable to men	Answerable to no one
Pathetic; need to be pitied	Admirable.

Exercise seven: Case study- Challenging stereotypes

Time: 30 minutes to read and discuss the case study in groups; 30 minutes to report back.

Notes: (Bhoyga)

This is a good example a woman who has throughout her life challenged stereotypes but specifically by going in to politics which is still seen largely as a male domain especially in villages in Mauritius. It highlights the need for support by family members which started with her father who believed in equal opportunities for all his children girls and boys as well as her in laws which we do not often find in a country like Mauritius.

Exercise eight: Women oppressing other women?

Time: 30 minutes to plan and present the skit; 30 minutes for participants to discuss what they have seen.

Preparation: While participants are likely to have examples that they can draw on in coming up with a suitable role play, the facilitator might need to have a few local examples to help bring out the key points.

Notes: Invariably in gender training, whether with female or mixed male and female groups, the issue of whether or not women oppress other women arises. It is important to confront this issue and to make the point that gender equality is not about women being perfect and men being imperfect- but about human beings being a combination of both.

When this exercise was tested in previous workshops, participants came up with excellent skits. For example, in one workshop the women came up with a woman politician and gender activist arguing in public with the activist accusing the politician of failing to deliver and the politician accusing the activist of having no respect for her. Two other women come up and urge the two not to quarrel in public as this will lead to all women in powerful positions being seen as bickering and failing to get along.

The group discussions noted that women in powerful positions are often isolated and insecure and this may lead them to come across as overbearing. It is also a fact that women and men in powerful positions are often judged by different standards. An ambitious man may be seen to be “manoeuvring” while a woman is seen to be “manipulating”. Women are said to be “bitchy” where men are described as “scheming”.

It is also important to discuss the way in which any oppressed class of persons internalise their own oppression and visit it upon those who are less powerful than themselves, in a power hierarchy that begins with men oppressing women. This is typically the case with mothers-in-law. After enduring life-long oppression of their own, mothers-in-law often relish exercising power over their relatively powerless daughters-in-law, sometimes becoming more ardent advocates for the macho behaviour of their sons than the sons themselves.

Notes : _____

This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of notebook or legal pad paper. The lines are thin and extend from the left edge to the right edge. There are no margins, text, or other markings on the page.



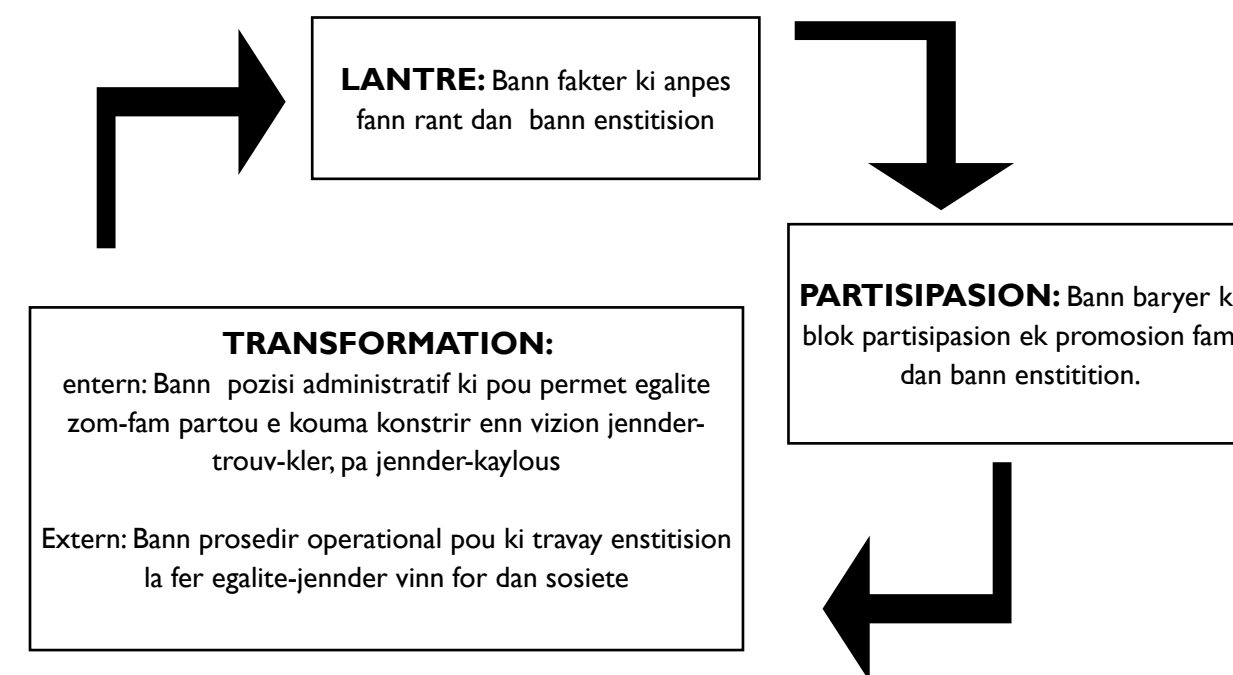
MODIL DE JENNDER EK GOUVERNANS

Obzektif

- Pou ed nou konpran
- Relasion ant jennder ek gouvrenans.
- Relasion la li depas prezans fam dan politik pou afekte zot partisipasion dan bann landrwa kot pran desizion.
- Kimannyer enn “laman-kritik” dan kantite fam ki dan bann landrwa kot pran desizion sanz striktir pouvwat.

MEKANISM : LANTRE-PARTISIPASION-TRANSFORMASION

Diagram anba montre klerman konsepsion Thenjiwe Mtintso, anbasadris Lafrik-Disid dan Kiba (Cuba), Prezidant GL e ansien Prezidant Komision Lor Egalite Jennder. Li montre kimannyer enn enstitision forme, ki so vizion/ maynset e si li kapav transform sosiete:



Dapre Mtintso lantre ek nonm zot endispansab me zot pa garanti ki transformasion pou vinn enn realite. Bizen fasilit lantre bann fam dan bann landrwa kot pran desizion e anmemtan tir bann baryer ki anpes partisipasion efektif. Pou ena veritab sanzman kan bann fam an-nonm sifizan pe partisip efektifman.

Pou kapav konpran bann konsepsion lantre, partisipasion ek transformasion diviz group la antrwa. Premie group pou devlop enn ti sketch (exersis 1) e reponn kestion (exersis 2). Bann exersis la pou ed devlop sinifikasion lantre. Deziem group la pou devlop zwe rol (exersis 3) e reponn kestion exersis 4; tousa pou ed konpran pli bien ki vedir partisipasion efektif. Trwaziem group pou etidie ka enn konseye madam (exersis 5) e servi materyo la pou ed bann partisipan konpran ki vedir transformasion. Tou bann partisipan lerla pou bizen ranpli kart pwen pou kapav mizire ki kantite zot Konsey finn transforme.

LANTRE

Exersis 1: Ki anpes fam rant dan politik?

Group Lantre bizen konpoz enn ti sketch ki montre de kandida vilaz / distrik / minisipal (enn fam ek enn zom) pe fer kanpagn. Zot koz ar group fam ek zom. Apre bann group la diskite pou kisannla zot pou vote e zot explike kifer. Sa exersis kapav ed nou konpran kifer bien tigit fam rant dan politik e gagn eleksion.



Kestion

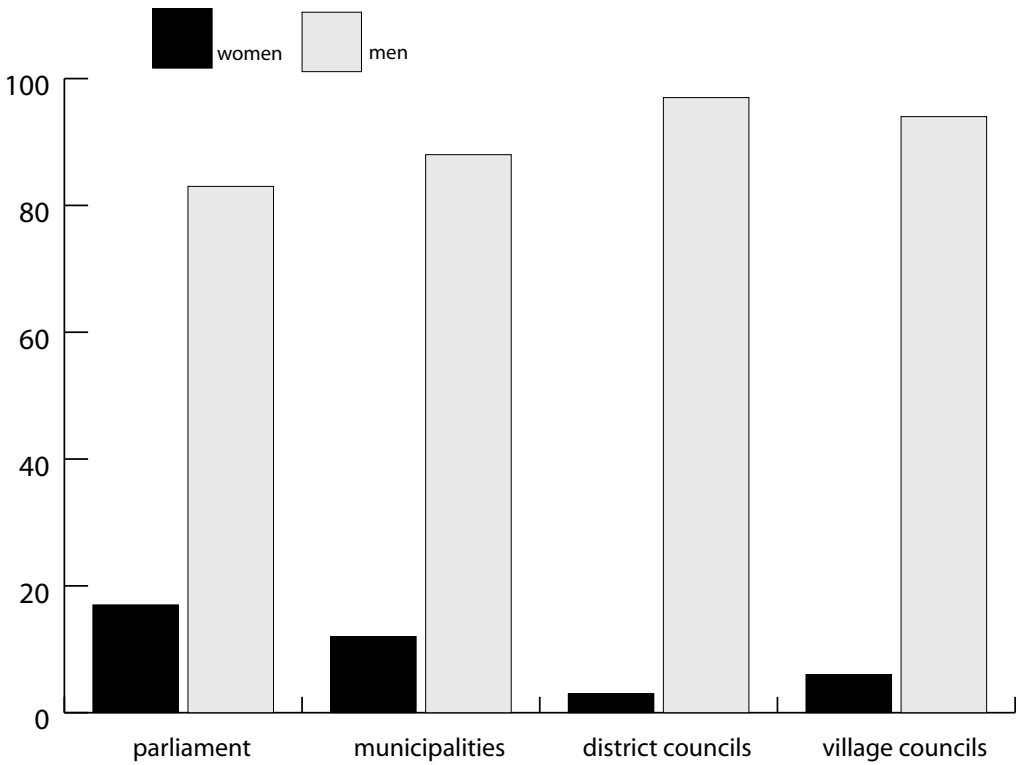
Dan seans plenier apre ki finn rezwe sketch la sa bann keston la kapav ede.

- 1. Kimanier zom ek fam konsider konseye vilaz / distrik / minisipal?
- 2. Ki so lefe lor fam ki anvi fer politik aktif?



Exersis 2: Kot fam ete dan politik dan Moris?

Enn letid lor prezans fam ek zom dan politik dan Moris an 2008 pou montre nou sime nou finn fer e sime ki res pou fer.



Kestion

- 1. Ki tablo la montre?
- 2. Dapre ou kifer lekar la osi gran ant prezans zom ek fam?
- 3. Dapre ou kifer lekar la osi gran ant Parlman, Minispalite, Distrik ek Vilaz?
- 4. Ki pe anpes fam rant dan politik?

5. Kouma pou ferm lekar la?

6. Eski li bon met enn kota pou fam dan lalis sak parti?

7. Eski politisien kapav dres sa sitiacion la?

Data: fam dan politik dan Moris



Prezans fam dan plas pouvwar ek pran desizion li bien meg partou. Eleksion zeneral 2005 finn amenn enn ti sanzma. Prezans feminen ti sorti 6% pou vinn 17% me dan administrasion rezional li ankore bien-bien feb (6.4%).

Mem Moris enn sosiete miltietnik, kiltir ek sirtou relizion zve enn rol fondamantal dan lavi toulezour. Sistem Premie Dan Bit (PDB) e absans kota pou fam dan lalwa ou absans volonte bann parti politik rann lavi fam pli amer.

Anou ekout Lovena Sowkhee, konseye minisipal BB-RH pou Parti Travayis: “Ena boukou fam ki konn fer politik e ki anvi fer politik me nou sosiete li bien falokratik. Si pa pas lalwa pou fer kota vinn obligatwar, bann fam pou bizen atann enn leternite avan gagn egalite jennder.”

Violet Moothia, Prezidant Lelfemininn Parti Morisien Xavier Duval (PMXD) ena sa pou dir: “Sistem la pa ed bann fam. Eleksion kout boukou lamone e fam anzeneral pa kontan tap laport paysa pou rod bout. Si bann dirizan parti kwar dan egalite jennder zot kapav ed partisipasion pli boukou fam dan lezislatif, minisipal, distrik ek vilaz. Bize

entrodire Reprezantasion Proporsionel (RP) ek sistem Kota Pou Fam (KPF).”

Reform elektoral li enn lide ki dan refleksion politik zeneral depi bien lontan. Av 2001 gouvènmàn ti met dibout Komisyon Lor Reform Elektoral Ek Konstitisyon (KREK) ki ti prezide par Ziz Lakour Konstitisyonel Lafrik-Disid, Albie Sachs, Ziz B.B Tandon depi Lenn e Ziz Morisien Robert Ahnee. Enn an pli tar KREK ti soumet so rapò e ladan ena enn seksyon ki konsèrn absans fam dan reprezantasion politik. Paragraf 54 rapò la dir:

“Li kler ki pa ena okenn lalwa ki anpes fam rant dan politik ou anpes bann parti politik met plis kandida fam ek plis fam minis. Me anpratik manier swazir kandida zve net kont fam. Olie ankouraz bann fam pou rant plen-plen, dir zot ki dan politik bizen boukou kouraz e zot lavi pa pou fasil. Li vre ki lavi anfam li bien for dan Moris e fale pa detrir bann valè familial. Me si dan lafam ena enn partaz responsabilté e ki leta amenn so blok, pli boukou fam pou gagn posibilté zve zot nouvo rol plen-plen.”

Sachs, A et al. (2001) Report of the Commission on Constitutional and Electoral Reform, Mauritius

Rapò la azoute ki fose ant egalité legal ek egalité reel telman larz ki priyorité ek lentèrè fam zame lor azanda e fam pa gagn pouvwar ek posibilté pou sanz oryantasyon politik, ekonomik ek sosyal. So konklizyon se ki pou koriz debalansman jennder bann parti politik ena enn bien gran responsabilté.

Seksyon 15 (v) Konstitisyon MMM andat 1998 dir ki pou eleksion zeneral ek minisipal parti la pou met omwen 20% kandida fam. Kan eleksion vini ti ena enn oubli. Pli tar an 2005 dan manifest MMM-MSM ti ena promès pou debaras diskriminasyon jennder me ti bliye fer jennder vinn mayon for dan politik.

Dapre Depite MSM, Leela Devi Dookun “peyna okenn lalwa ki obliz enn parti met otan kandida fam. Me ena enn konsansis ki fam bizen partou dan bann enstitisyon pouvwar. Nou lider kwar dan prezans fam me dan enn lalians li difisil pou met bann lide anpratik. Nou pa finn reysi fer seki nou ti anvi.”

Konstitisyon Parti Travayis, Organizasyon prensipal dan Alians Sosyal (AS) ti amande an 2003 pou asire ki pou ena 30% fam dan tou bann enstans parti. Me sa li pa obliz parti la met 30% kandida dan bann eleksion (lezislatif ou administrasyon rezional).

Ena enn seksyon dan program aksyon AS lor partisipasyon aktif bann fam dan lavi piblik. Li dir ki enn reform elektoral pou gaganti enn minimem 30% partisipasyon fam dan moyen term. Enn lot seksyon dir ki bann parti politik:

- ☒ Bizen permet enn meyer reprezantasion fam dan bann enstitisyon demokratik;
- ☒ Bizen kre enn bon latmosfer pou permet fam poz kandida dan eleksion minisipal;
- ☒ Ed ek ankouraz bann fam partisip aktivman dan lavi politik ek ekonomik nou pei.

Ler li ti pran laparol dan enn wèksop GL/MWO-GEMSA an Fevriye 2005 (avan eleksion zeneral) lider lopozyon sa lepok la (e aster Premie Minis), Navin Ramgoolam ti pran pozisyon pour reform elektoral ek entrodiksyon kota pou permet enn ogmantasyon partisipasyon fam dan politik (get sitiasyon dan koumandman sa sapit la).

Dan enn enterviyou por resers lor “At the Coalface”, Indira Seebun, Minis La Fam finn fer resortir ki slogan so parti se “Dimoun bizin pas avan” and finn ousi dir “Dimoun bizin pas avan ve ousi dir ki bizin donn fam tou so bann droi e bizin ena au 30 pousan fam au nivo administrasyon rezional. Local Government Act pa fer oken provision pou jennder. Se enn gro erer ki bizin korize bien vit. Li inportan ki nou konn rol fam dan kolektivité lokal.”

Rezilta lor bann madam dan eleksion 2005 dan Moris

	% Women parliament	%Women municipalities	% Women district councils	% Women village councils
Prior to 2005	5.6%	11.9%	3.2%	2.9%
July, October and December 2005 Elections	17%	11.9%	3.2%	5.9%

Tablo la montre enn ogmantasion partisipasion madam lor novi nasional kot mem governman ek bann parti politik pa finn fer nanye pou enkouraz sa, travay bann ONG finn ede pou fer fam eli, pousantaz finn sorti 5.6 pou vinn 17 pousan.

Me rezilta pa ti bon lor nivo minizipal ek distrik, finn ena enn ti ogmantasion depi 2.9 a 5.9 pousan. Kapav dir ki fam represan selman 6.4 pousan de tou bann konseye dan Moris.

Minis Travay Sheila Bappoo (enn de bann rar fam dan kabine minis) finn dir kid an enn pei demokratik nou bizin “fer seki nou dir. Finn arrive ler ki bann parti politik fer fas zot bann angazman egalite jennder dan politik.” Li dir ki “problem seki mem ki nou fer lobi nou pa gagn bel rezilta. Bizin ena lobi pli feros. Mo pa kroir dan kota. Bann parti politik bizin engaz zot lor sa lapse la. De foi en tro bel presion base lor grup etnik ki bann fam perdi zot sans parski zot pas apre problem etnik. Konstitution parti dir ki bizin ena 30 pousan fam dan tou bann travay ki diman pran desizion me malerezman li pa enn pbligasion lor nivo nasional. Sel solision se enn reorm politik.”



Excerpt from At the Coalface: Gender and Local Government in Southern Africa

PARTISIPASION

Exersis troi: Kisannla ki koze dan renion konsey?

Sa group partisipan pou bizin fer enn “zoue enn rol” lor partisipasion. Pans enn dernier renion konsey ek zoue rol la. Reflesi lor sa bann kestion la kan ou pe zoue sa rol la:

- Ki ti diskite?
- Ki kantite zom ek fam finn partisipe e ki zot finn dir?
- Kisanla ki ti atir latension ek kisanla person pa tip e ekoute?
- Kisanla finn pran desizion final?

Kan enn pli gran group finn guet sketch la, diskite lor sa bann kestion la:



Kestion

1. Eski bann fam pa partisip aktivman dan renion konsey?

2. Si repons negative, kifer ek ki kapav fer?

3. Ki kapav fer pou asire ki madam partisip plis dan pos desizion dan Moris?

Exersis kat: ki bann baryer ki anpes bann fam partisipe?

Group ki pe prepar sketch la bizin guet tablo ki ena anba montre bann diferan baryer ki nou finn idantifie dan resers At the Coalface: Gender and Local Government, par pei.

Baryer	Lesotho	Mauritius	Namibia	South Africa
Konfians	15%	12.5%	0%	15.4%
Kiltir	15%	37.5%	15.4%	23.8%
Responsabilite lakaz	10%	12.5%	30.8%	8%
Ledikasion	10%	0%	0%	11.5%
Lexperians	0%	0%	0%	3.8%
Langaz	0%	0%	0%	3.1%
Mank soutien	0%	3.1%	30.8%	11.5%
Fer kamarad 25.0%	15%	25%	0%	9.2%

Kestion

1. Dapre sa letid la, donn troi inportan baryer ki anpes partisipasion prodiktik dan Moris.
-
2. Eski ou trouv mem baryer dan ou konsey?
-
3. Kouma kapav sirmont sa bann baryer la?
-

Dokiman: Partisipasion fam dan ladministrasion rezional



Graf dan letid la pe montre ki:

- Kot fam konstitie 30 pousan bann partisipan dan konsey, zot koz 21 pousan.
- Kot fam konstitie 30 a 50 pousan bann partisipan 30, zot koz ape pre 22 pousan.
- Kan fam konstitie plis ki lamoitie bann partisipan, zot koz lezerman monis ki bann zom.



Graf dan letid la pe montre ki:

- Partisipasion fam dan renion ki pr preside par fam plis, 32 pousan konpare ar 22 porsan dank an kot zom pe prezid renion.
- Me lezot kalite evidans finn montre li pa telman vre ki fam kox plis kan fam pe prezid renion. Bann reserser dan Lesotho finn dir ki bann lider zom ek fam bizin konn bann baryer social ki bann fam pe touzour fer fas and bizin enkouraz zot pou partisipe.

Ena boukou factor ki blok partisipasion fam dan desizion. Par examp:

- **Kot fam prezan dan enstitision:** Dan organigram, kan noun guet integrasion vertical, bann fam souvan absent au nivo kot bizin pran desizion. Nou trouv zot pli dan bann pos sekreter ou klerk. Orizontelman, fam plis konsantre pou okip resours personel ek moin inplike lor fer polisi ek fer bann plan strategic pou enstitision la.
- **Lanvironman ki pa respekte jennder:** Bann long ek ler iregilye; pa nea facilite gardri pou zanf, polisi lor materite bien minim ou pa ekziste, arselman sexuel- parmi bann factor ki responsab enn lanvironman ki pa respekte jennder ek ki afekte partisipasion fam.
- **Klik zom:** Depi bien lontan zom fin fer zot klik kot zit zoinn dan tavern asoir. Me fam fin touzour exkli pasrki soi li pa korek amen fam ou parski fam la bizin okip lakaz ek zanf.
- **Trening ek formasion:** Bann fam pa fin touzour gagn sans pou al swiv bann kour.



TRANSFORMASION

Exersis sink: Kisannla ki kroir li kone

Asiz dan enn loka pandan de zour san manz nanye, se enn sime ki bien tigit dimoun traverse me Rozy Khedoo fin fer li. Pa parski li ti anvi kone kouma enn loka travay me parski li ti anvi tir de zennfi dan lanfer prostitision. Li finn lite e li finn gagne. Sa de tifi la ki ti viole avan mem zot ti kone ki verdir sex pe travay aster ek loka la finn ferme.



Khedoo rapel bien sa zour kot li ti degiz an enn zom pou kone kifer bann zom ti pe pran bann tifi ti pe ale.

Khedoo res dan Baie du Tombeau kot VIH-SIDA, ladrog ek prostitision fin vinn enn fason viv. Bann madam ena ousi lezot problem kouma lizienn, salte pa ramase, peyna sistem drenaz ek bizen rod lekol pou zanf. Khedoo fin servi diferan kalite metod pou ed dimoun dan so landroi.

Zenes prekos parmi bann zennfi ti enn vre problem ek anplis bann zennfi gagn viole ek tom ansent. Zot pa kone ki pou fer ar zot tibaba. "Mo ousi finn tande ki ena de ou troi fam ki sinpatiz ar sa bann zennfi la. Dir zot pou donn zot travay aswar ek zot pa pou ena problem pou zot tibaba". Khedoo dir.

"Mo ti anvi kone ki sa travay aswar la ete. Mo ti kone ki ti ena bann drol zafer deryer. Bann zom ti pe met sa bann tifi la dan bann loto prive. Pou moi pa kapav ferm lizie lor sa kalite trafik la. Mo finn degiz momem kouma enn zom, mo finn dimann enn kamarad garson akonpagn moi. Enn soir nou finn swiv enn loto ki finn amenn nou ziska enn diskotek dan lenor. Bann lorer ki mo finn trouve pa kapav dekrir."

Se bann problem parey ki fer Khedoo pran so desision pou rant dan politik an 1991. Li form so prop group ki apel "Group Initer Baie du Tombeau". Toule 12 mam i compri 2 madam ti eli. Khedoo ti vinn premie Vis-Presidan fam Konsey Pamplemouses/Riviere du Rempart. Li ti tousel fam parmi 35 zom.

Depi li finn eli li finn toultan ed so bann mandan. So laport finn res touzour ouver. Problem prinsipal li dir se somaz ek lamizer.

Bann dimoun dan landroi dir kouma Khedoo ed zot. Zot mem dir ki bann depite pa ti pou kapav ed zot kouma Khedoo ed zot.

Khedoo fin ed 150 zanf vilnerab. Li finn tir zot dan lari ek finn ouver en sant spesial depi sink banane. So nouvo proze se ed bann zennfi ki tom ansint. "An 2004 nou finn fer enn letid kot nou ti trouv 50 zennfi ant laz 13 ek 16 an ar tibaba ek zot pa ti kone ki pou fer ar zot ti baba. An 2005 ler nou ti fer mem litid, zot tou ti disparet. Ki finn ariv zot? Ou pa bizin enn mазisien pou kone. Bien sir zot pe vann zot lekor. Khedoo so mision aster se trouv bann resours pou tir bann zennfi dan sa lemondn pouri ki apel prostitision.

Fer bann group, lir sa zistwar la ek repon bann kestion.

Kestion

1. Dan ki fason sa konseyer la finn ed bann fam pou zot bezwen pratik ek dan ki fason li finn ed zot pou zot bezwen stratezik?

2. Dan ki fason bann aktivite dan ou konsey pe adres bann bezwen pratik ek stratezik bann fam ek bann zennfi?

3. Dan ki fason kapav met plis lanfaz lor bezwen pratik ek stratezik bann madam ek bann zennfi? Ki bann problem ou pou gagne kan ou fer sa ek kouma ou pou trouv solision?

Definision

TRANSFORMASION DAN ENSTITISION

Sak enstitision (landrwa kot dimoun travay) kapav pran bann desizion pou rann diskriminasion, direk ou endirek, kont fam ilegal ki li dan rekritman, ki li dan ekzersis promosion; kapav kre enn environnman ki favoriz relasion familial (fasilite aletman par egzanz) e konbat arselman sexiel; kapav amenn sanzman kiltirel alenteryer enstitision la - langaz ki servi, manier dimoun konport zotmem- pou permet zom ek fam donn zot bes.

KILTIR JENNDER INSTITISION EK TRANSFORMASION SOSIETE

Enn institision bizen veye ki tou so aktivite repoz lor bann prensip egalite jennder, depi anba ziska lao.

Exersis sis: Mezir sanzman

Tou bann partisipants pou bizin ranpli sa skorkart la pou kapav kone ki degree ou konsey ena enn sansibilte pou jennder. Ou pou bizin mark 1 a 5 kot enn pou bien ba ek sinnk pou bien for.

TARGET	1	2	3	4	5
POLICY FRAMEWORK					
1. Konsey au kouran bann langazman nasional, rezional, internasional ki pei finn pran lor egalite jennder ek ousi nouvo jennder Policy Framework pou Ladministrasion rezional.					
2. Eski ena enn polisi lor jennder.					
GOUVERNANS					
Representasion					
3. Konsey ena sif kase par sex lor pousantaz fam ek zom ki anregistre pou gagn droi vote.					
4. Mem kantite zom ek fam konseyer.					
5. Mem kantite fam ek zom dan pozision desizion dan renion konsey ek bann komite konsey.					
6. Mem kantite fam ek zom dan komite kartyer.					
Parsicipasion					
7. Partisipasion fam ek zom parey dan renion konsey.					
8. Fam ena linflians lor desizion ki konsey pran.					
9. Fer bann zefor spesial pou ankouraz fam partisip dan konsey.					
10. Konsey ena enn baz done par jennder lor so kartyer.					
11 komite kartyer fer regilyerman.					
12. Partisipasion fam ek zom parey dan bann miting piblik ek lezot fonksion.					
PLAN TRAVAY					
13. Konsey met lenfaz lor enn planifikasion jennder ek servis.					
14. konsey so bann obzektif stratezik fer mension spesifik lor jennder.					
15. Enformasion konpile depi bann fam lor zot bann konstraint, oportinite, necesite.					
16. Konsilte bann fam kan fer plan.					
17. Ena bann indikater jennder dan tou bann plan.					
18. Enformasion konpile depi bann fam lor zot bann konstraint, oportinite, necesite.					
19. Konsey pran bann nesosite fam an konsirasion kan drafte polisi.					
20. Tou departman inklir egalite jennder dan zot bann plan travay.					
21. Analiz lor satisfaksion klian par jennder.					
PROGRAM JENNDER SPESIFIK					
22. Konsey met lanfaz lor bann proze ki jennder spesifik.					
Proteksion ek Sekirite					
23. Konsey ena bann dernyer linformasion lor krim kase par sex.					
24. Ena sekirite dan lavil ou vilaz pou fam. Kapav marse lizour ou aswar san problem.					
25. Bann sime ek bann plas piblik bien eklere.					
26. Transpor piblik san danzer pouf am ek zanzan.					
27. Ena enn bonn relasion travay ant lapolis, dimoun dan landroi, sirtou bann fam.					
28. Ena forum ki finn met an plas pou get kestion lapolis kartyer pou ed etabli bann bon relasion ant dimoun dan kartyer ek lapolis.					
29. Bann fam bien reprezante dan bann forum lor kestion la polis kartyer.					

TARGET	1	2	3	4	5
30. Lapolis ek bann lezot institision ki dil avel la zistis gagn formasion lor kouma pou dil ar bann ka base lor violans jennder.					
31. Bann fam pa gagn difikilte pou gagn akse bann service.					
32. Konsey partisip dan kanpagn pou konsantiz piblik lor bann violans jennder(gender based violence (GBV)), par examp sez zour activite.					
33. Konsey ena enn plan aksion pou aret GBV.					
34. Konsey ena bann program pou ed bann viktim.					
35. Konsey kontribie pou bann plas piblik safe.					
Educare					
36. Finn fer enn konsta (assessment) lor linportans donn bann facilities pou donn soi bann zanan.					
37. Konsey donn bann servis ki okip zanan.					
38. Konsey finn pran bann mezir pou asire ki ledikasion pa ser ek aksesib					
MAINSTREAM JENNDER DAN BANN PROGRAM					
LEKONIMI EK KREASION LENPLOI					
39. Konsey ena so plan lor devlopman ekonomik ki viz bann fam entrepreneur kouma bann benefisier principal.					
40. Konsey ena jennder statistik lor lenploi.					
41. Fam ek zom gagn akse bann fasilite ki konsey ofer pou ban bann biznes informel.					
42. Fam ek zom gagn met tretman dan expansion lindistri touristik dan konsey.					
Procurement					
43. Konsey ena enn politik procurement ki met enn target pou ogmant kantite ek valer kontra ki fam gagne.					
45. Konsey finn pran bann mezir pou asire ki fam gagn mem tretman ki zom dan bann exersis tender.					
Lakaz					
46. Ena egalite pou akse fasilite lakaz pou fam ek zom.					
47. Konsey gard jennder data lor lor bann tit propriete.					
48. Konsey finn pran bann mezir pou ki fam benefisie bann oportinite pou lakaz parey kouma zom.					
Servis inportan					
49. diman bann fam zot lopinion lor bann servis, komie li koute ek faktirasion.					
50. Konsey ena jennder data lor kisanal gagn akse bann servis.					
51. Fam parisip dan manajment ek maintenans sa bann servis la ek bann fasilite.					
Transpor					
52. Konsey ena jennder data lor pousantaz lisans ki finn donn fam konpare ek zom.					
53. Konsey swiv lisaz transport piblik par fam ek zom.					
54. konsey dimann fam so lopinion so lor beswen konsernan transport.					
56. Ena sekirite pou bann fam dan bann lagar.					
Lasante, HIV /AIDS					
57. Fam gagn akse dan bann dispenser ou lopital fasilman.					
58. Konsey gard jennder dat lor HIV ek AIDS.					

TARGET	1	2	3	4	5
59. Ena enn kanpaign konsantisasion ek ledikasion piblik lor jennder ek HIV/AIDS.					
60. Fam ek zom gagn mem akse servis VCT.					
61. Gagn PEP dan tou dispenser ek lopital ek fasil gagn bann linformasion lor sa size la.					
62. Fam ek zom pe gagn mem tretman pou ARV roll out.					
63. Konsey donn sipor bann care givers, mem pou PLWA and OVC's.					
Lasante lanvironman					
64. Konsilte fam dan system lavoiri.					
65. Fam ek zom benefisie mem oportinite ki ena dan biznes dan sa sekter la.					
66. Fer boukou zefor pou ki zom partisip dan bann akvite pou ed bann dimoun dan landroi.					
Devlopman sosial					
67. Fam , tifi, zom ek garson santaz dan alokasion bidze pou spor ek loizir.					
68. Ena bann program ki chalenz jennder stereotip dan sport.					
69. Konsey ena data jennder el laz lor bann fasilite sporti, sosial, edikatif (librairi), rekreatif.					
LANPLOI EK LANVIRONMAN TRAVAY					
Seleksion ek rekritman					
70. Ena mem kantite fam ek zom dan tou bann job, grad ek dan pozision manajment.					
71. Fam ek zom gagn mem lapey pou mem travay.					
72. Ena politik aksion afirmatif.					
73. Ankouraz fam pou avoy aplikasion ek gard enn labank data lor bann kandida fam ki potansiel.					
74. Ena enn balans jennder lor panel interview .					
75. Ena enn politik ki fam avek meme kalifikasion ki zom gagn mem travay.					
76. Ankouraz fam pou amelyor zot kalifikasion.					
Caryer					
77. Fam ek zom ena mem sans pou grinpe dan yerarsi.					
78. Konsey fer zefor pou donn formasion bann fam pou konble diferans jennder.					
79. Fam ek zom gagn mem akse a bann oportinite ki ena pou formasion.					
80. Donn formasion jennder a tou bann fam ek zom dan konsey.					
81. Fam ek zom gagn mem akse a bann oportinite promosion.					
Kondision travay ek lanvironman					
82. Konsey donn fam ek zom gagn mem benefis, konze maternite ek paternite.					
83 Sekirite asire pou bann fam ki travay aswar.					
84. Konsey fer provision pou flexi time.					
85. Konsey donn fasilite gardri.					
86. Ena enn politik arselman sexiel dan konsey.					
87. Defan servi langaz ek latidit sexist.					
SISTEM MANAJEMENT JENNDER					
Striktir jennder					
88. konsey finn met an plas enn striktir jennder ki ena tou pouvwat pou fer so travay.					
89. Societe sivil form parti striktir jennder.					

TARGET	1	2	3	4	5
90. Ena mension jennder dan bann deskripsion job ek kontra performans bann manajers ek bann top fonksioner.					
Bidze					
91. Enn poursantaz bidze aloue pou promouvwar egalite jennder.					
92. Fam kapav benefisie bann resours ki aloue pou bann gran proze zeneral.					
Swivi ek Evaliasion					
93. Ena statistiks servis, lanploi, procurement par jennder.					
94. Indikater jennder finn met anplas pou fer planin ek pou bann sistem manajment resours imain.					
Batir kapasite					
95. Konsey okip diversite ek formasion jennder a tou bann nivo.					
96. Formasion jennder fer dan enn fason bien sistematik.					
konpetans					
97. Konsey identifie ek pran aksion kot ena bann gap dan konpetans par donn formasion kouma: literasi; nimerasi; langaz; kour kompuyter; akse linformasion; koz divan enn piblik; negosiasion; etc, pou asitre ki fam ek zom ena mem konpetans.					
Atitid					
98. Fer bann fam partisip dan bann debat lor fomilation bann politik pou ed zot gagn konfians.					
99. Konsey asire ki pa bann konseyer ek ofisyer pa negatif anver partisipasion ek kontribision fam.					
Profil politik ek sanpyon					
100. Konsey donn gran linportans bann fakter ek li ena so sanpyon politik.					
Azout tou ou total apre kalkil poursantaz koumsa TOTAL ÷ 500 x 100 =					%

[illegible]

FACILITATORS NOTES

Exercise one:What is keeping women out of politics

Time: 30 minutes

Notes: When this role play was tested in the training of trainers workshop, participants in the group elected a man and a woman as the councillors who then went to each constituent to say what they stood for and to ask for support. Once everyone had been approached, all of the voters came together and spoke among themselves about why they were going to vote for, in their case, the male candidate, citing the usual stereotypical reasons for choosing the male candidate over the female candidate. What it highlights is that among women and men alike there are still beliefs that women should not participate in politics. While there may not be legal barriers to access at the local level, patriarchal and cultural beliefs remain deeply rooted.

Research has found that no matter what your background, education or experience, politics is a hostile terrain for women, especially in local contexts where there tends to be more focus on the personality rather than on the skills or pledges of politicians.

Exercise two:Where are women in politics in Mauritius

Time: 30 minutes.

Notes: Women in Mauritius are best represented in cabinet (17%), where great strides were made in last elections to increase from 5.7% to the current 17%. They are next best represented in municipalities (12%) and are worst represented at village (6%) and district (3%) levels in local government. There are no quotas at any level of government which is probably why the levels of participation are so low but at the district level especially patriarchal beliefs are still deeply rooted which make it hostile territory for women to participate in decision making.

Exercise three:Who talks in Council meetings?

Time: 30 minutes.

Notes: What this role play should highlight is the level of participation of women in council, and specifically in council meetings. Do they raise gender issues? Do they speak or are they silenced by the men? When they do speak do they raise relevant and meaningful issues? Do women or men dominate discussions? Who makes the final decisions in the council?

See the fact sheet for research findings on women’s participation in council meetings.

Exercise four:What keeps women from participating?

Time: 15 minutes

Notes: While there many barriers to women getting into local government, once they are there, there can be a number factors that help or hinder their effectiveness in participation.

Such factors can be divided into the following categories:

- ☑ **Social and ideological barriers**
 - Culture and socialisation – many people still hold strong cultural beliefs that women should not occupy public spaces.
 - Low self-confidence - many women cite the combination of ideological barriers that lead to lack of self confidence and not believing in themselves.
 - Women not supporting one another – also known as PHD – pull her down syndrome (discussed in the previous module)
- ☑ **Political**
 - Old boys network and political party politics – the local government process is highly politicised. The culture of most political parties is “an old boys” network that works for the benefit of men.
 - Working for the opposition or being an independent candidate can also be an added challenge for women councillors.
- ☑ **Institutional**
 - Meeting times – meeting times are often at inconvenient times for women, e.g. Late at night when they have other domestic responsibilities to take to care of, or when it is unsafe etc.
 - Support mechanisms – there is often no support for women at local level, such as child care facilities
- ☑ **Personal agency**
 - Low levels of education – as there is no education requirement for becoming a local government councillor the education levels of councillors vary greatly, many functions of local government are technical and require certain levels of skill and experience. Without education or training on these functions councillors effectiveness can be diminished.
 - Background and exposure – many skills of a councillor are acquired on the job and from exposure to certain situations, many women councillors have received this kind of exposure.
 - Language – in some instances council meetings do not take place in the councillor’s home language, this can be a major hindrance when they cannot read, understand and contribute in council meetings because they don’t speak and understand the language.
 - Inappropriate capacity building – in many instances councillors do not receive any capacity building and where it is given it is often inappropriate. First time councillors may not know what their roles and responsibilities are.
 - Domestic responsibilities and lack of support – in addition to coping with the challenges of being a councillor, women often have to shoulder the burden of their political works as well as home and care work, such as cooking, looking after their children etc.

Exercise five:The difference women make

Time: 30 minutes

Notes: (Refer to above case study on Khedoo

This is a good example of a woman leader who is both practical and hands on, getting involved to solve problems.

She has identified problems in her community and is doing all she can to address them. She has an open door policy and her constituents feel free to come to her with their problems – where she cannot help them personally she sends them to people who can. At the Coalface: Gender and Local Government finds that in general women leaders are seen to be more accessible, accountable, hands on and hard work than their male counter parts. See if participants in the group agree. This should lead to a discussion about what is meant by transformation:

Internal

- ☒ **Rules and procedures:** for example, in many countries, meetings are started after 2pm and run until late at night. This is not a 'family-friendly' policy.
- ☒ **Facilities – toilets, childcare.**
- ☒ **Language – Council Meetings are held in English.**

External

- ☒ Domestication on international gender equality instruments.
- ☒ Gender-sensitive legislation should be passed, such as addressing violence against women in children, customary laws, and maintenance.
- ☒ Every single piece of legislation should be gender sensitive, not just those seen as women-specific.
- ☒ Analysis of the budget from a gender perspective.
- ☒ Monitoring and evaluation of policies adopted/laws enacted.

Exercise six: Measuring change

Time: 30 minutes

Notes: This assignment is best done individually and could be a homework assignment. Participants should complete the scorecard in relation to gender and transformation in their council, rating the target from 1 (poor) to 5 (very good). They should add up the score, divide by 500 and multiply by 100 to give a percentage. This rating will provide the necessary rationale and introduction to the next module on key gender planning concepts.

[illegible]



MODIL TRWA ZOUTI KONSEP JENNDER PLANING

Obzektif

Obzektif sa modil la se

- Konpran kifer jennder bizin form parti devlopman.
- Diferans ant beswen pratik ek stratezik.
- Konsep inportan par examp jennder planning, fer jennder vinn partou (gender mainstreaming); bidze jennder (gender budgeting) ek data pran kont jennder (gender disaggregated data).
- Bann diferan tip mechanism dan bann enstition pou promouvwar egalite jennder, bann lavantaz ek dezavantaz ek kouma zot form parti Sistem Manajement jennder (Gender Management System (GMS)).

BEZWEN PRATIK EK STRATEZIK

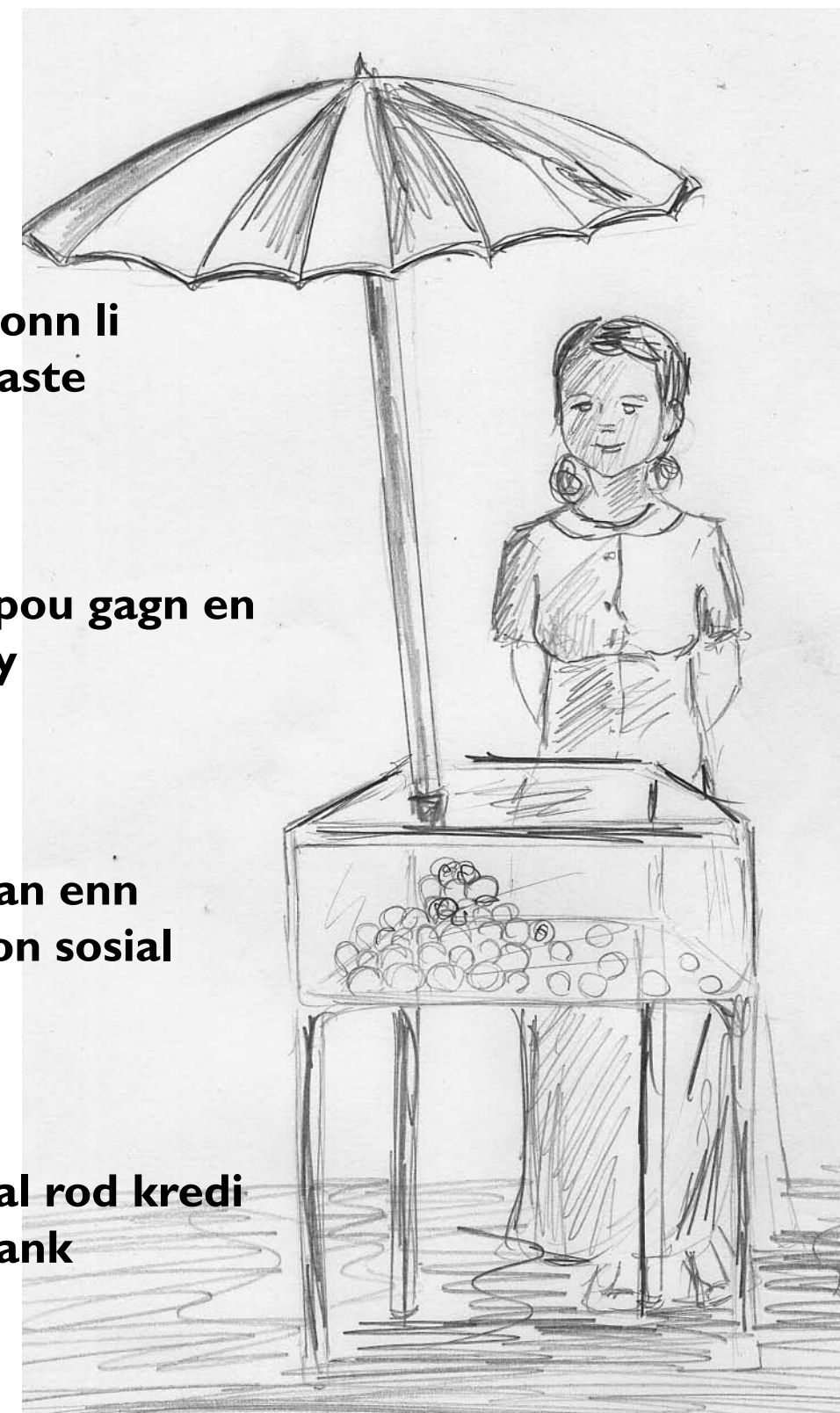
Enn madam travay dan enn sekter informel diman ou led. Ou kapav

Ou kapav donn li larzan pou aste komision

Ed li pou gagn en travay

Amenn li dan enn lorganizasion sosial

Dir li al rod kredi ar labank



Kestion

1. Ki ladan ranpli enn bezwen pratik?

2. Ki ladan ranpli enn bezwen stratezik?

3. Ki ete enn bezwen pratik?

4. Ki ete enn bezwen stratezik?

5. Mazinn bann examp bann bezwen pratik ek stratezik ki nou fer fas tou le zour.

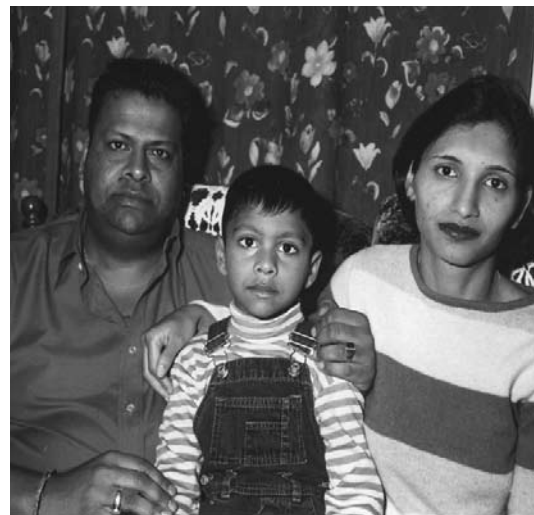
Exersis 2: Case Study- Stratezi lor terin

Lir sa case study la e repon keston

Zame Hiren Jankee ti mazine ki ti bizin aprann pou vinn enn papa. Ena de fam ki finn montre li kouma fer sa.

Letan so garson ti ne lerla ki li finn koumans gout sa zoli realite la ki zom kapav donn lamour. Zot ousi ena lemotion. Zot ousi kapav netoy lakaz, okip ti baba, sans lanz. Li finn aprann vinn enn papa. Enn papa ki kapav fer plizier louvraz anmemtan. So de gourou ti de madam: so mama ek so madam.

Pourtan Jankee ti grandi dan enn fami ortodox Endou kot tifi ek garson peyna mem fasilite. So bann frer ek li ti gagn drwa sorti, al zwe foutborl ek zwenn kamarad me so bann ser ti bizin res dan lakaz, fer louvraz lakaz. So paran ti bien sever ar zot. Bann garson



ti gagn drwa sorti aswar tandi ki tifi ti bizen res dan lakaz.

Malgre ki li finn grandi dan sa kalite lanvironnman la, aster li bien alez kan li okip so garson. Kan so fam retourn lakaz fatige, li fer louvraz lakaz ar plezir. Li peyna okenn problem kan so fam bizen parti. Li okip so garson bien. Li osi dir ki pou li peyna okenn diferans ant enn garson ek enn tifi. Tou zanzan egal parey kouma mari ek fam. “Mo sir mo garson pou grandi ar sa sansibilite jennder la”, li dir.

Saki Jankee finn aprann lakaz, li finn sey met li anpratik dan so travay. Kan li ti vinn lemer an 1995, li ti met anplas enn federasion fam pou Vacoas-Phoenix kot ti ena 50 lorganizasion fam.

Bann fam ti pe fer zot travay individielman ek parfoi zot pa ti mem kone ki zot ti pe fer. Lerlamem ki Jankee ti desid pou met zot dan enn striktir; ar so prop bidze kot zot ti kapav organiz boukou aktivite.

Zot ena akse dan bann sant kiltirel minispalite. Zot gagn kour gratis. Zot partisip dan konpetision desen, skilptir, lamizik ek ladans ki organize pou zot regilierman. Zot gagn transpor gratis kan zot ena pou al lor bann visit edikitif oubien al borlamer.

Jankee rekonet ki li pa normal ki lor 22 mam konsey ena zis 2 madam kan polilasion madam dan Moris li 52%. Li dir ki aköz madam bizin fer boukou louvraz anmemtan li difisil pou zot pou rant dan politik. Renion fer asoir ek anplis zot bizin okip zot fami; aköz samem li difisil pou zot pou rant dan politik.

Li dakor ki enn lot fason pou fer fam rant dan minispilite se donn zot enn reminerasion. Si zot ti gagn enn ti kas, zot ti pou kapav travay kouma bann konseyer full time, kontrerman ar mam parlman, bann konseyer kouman bann travayer sosial. “Nou pros ar bann dimoun ek madam bien bon pou sa kalite travay la. Vinn enn konseye li enn premier pa pou vinn mam parlman.”

Jankee ti bien kontan kan bann konseyer fam ek zom ti swiv formation ki ti done par MWO/GEMSA. Zot ti gagn formasion lor VIH-SIDA, lor discrimination, arselman sexiel. “Mo oule ki mo bann konseye zom konpran ki madam osi kapab ki zom. Mo’le zot konpran ki kalite problem bann fam gagne ek kouma pou regle zot.”

Jankee panse ki bann konseyer bizin konn koz ar madam, kouma pou fer zot interese ar politik and kouma pou ed zot fer fas zot pronblem. “Nou bizin travay an partenaria ar madam. Se sel fason pou enn demokrasi kot tou dimounn kapav partisipe. Ki kone? Kitfoi lerlamem nou pou trouv bann madam ki pou vinn bann konseyer.”

Excerpt from At the Coalface: Gender and Local Government in Southern Africa

keston

1. Kouma travay sa konseyer la finn satisfere bann bezwen pratik bann fam konseyer ek bann fam dan kartyer ek ousi bann neseseite stratezik?

2. Kouma bann aktivite ou konsey pe satisfè bezwen pratik ou stratejik bann fam ek tifi?

3. Dan ki fason kapav ogmant bezwen pratik ek stratezik bann fam ek tifi? Ki bann problem ou bizin fer fas ek kouma ou kapav rezout zot?

Bezwen jennder Pratik ek Stratezik.

Bezwen Nesesite Pratik	Bezwen Nesesite Stratezik
Li normalman pou toutsuit ek pou enn ti period.	Li pou enn long peryod.
Inik pou enn kategori fam	Parey pou preske tou fam
Konsern bezwen toulezour, lakaz, manze, kas, lasante, zanfan etc	Konsern enn pozision febles, dominasion, mank resours ek ledikasion, vilnerab pou tom dan povrete ek pou sibir violans etc.
Fasil pou idantifie par bann fam.	Sours problem ek solision paasil pou identifie.
Kapav regle si fer provizion pou bann item spesifik kouma manze, klinik etc.	Kapav regle si konsantiz popilasion, ogmant zot konfians, donn ledikasion, fer bann movman fam finn pli solid ek enn volonte politik etc.
Anou pran kont bezwen pratik.	Anou pran kont bezwen stratezik
Ankouraz fam vinn bann benefisyer ou mem bann partisipan.	Ankouraz fam pou vinn bann azan.
Kapav amelyor kondision lavi bann fam.	Kapav amelyor pozision fam dan sosyete.
Li pa ena lefe lor bann rol tradisionel ek dan bann relasyon.	Kapav donn pouwrar bann fam pou transform bann relasyon.

Source: A Curriculum for the training of trainers in gender mainstreaming produced by African Women's Development and Communication Network

Definision:

BANN BEZWEN JENNDER PRATIK (Practical Gender Needs)

Bann bezwen jennder pratik se bann bezwen ki bann fam kone zot bizen, nenport ki zot sitiasion/pozision ete. Sa bann bezwen la zot pa remet ankestion relasion zom/fam dan sosiete, ni pozision enferyer bann fam. Bann bezwen jennder pratik zot liye ar bann nesesite bazik kouma dilo, elektrisite, servis medikal, lekol pou zanfan, travay pou adilt ets. Par ekzanp bann madam pov ki gagn fasilite lown kapav swazir aste enn masinnakoud olie aste later pou fer plantasion. Sa permet zot gagn enn reveni dan zot prop lakaz antout-sekirite. Sa li pa remet ankestion pouvwat zom. Li pa pou permet zot rant dan prodiksion ki kontrole pa zom.

BANN BEZWEN JENNDER STRATEZIK (Strategic Gender Needs)

Bann bezwen jennder stratezik se bann bezwen ki bann fam resanti parski zot kone ki zot pe sibir dominasion zom. Zot soufer toutsort souffrans: zot drwa pa respekte; zot sibir violans domestik, inzistis dan travay, absans pouvwar lor zot prop lekor ets. Kan regle sa bann problem la bann fam koumans zwir plis egalite, plis liberte. Sa amenn enn nouvo relasion zom/fam baze lor respe, egalite, liberte.

FAM DAN DEVLOPMAN (FDD) VS JENNDER EK DEVLOPMAN (JED):

(Women in Development (WID) vs Gender and Development (GAD))

Dan so liv formasion, “Gender Mainstreaming in Development Planning” Sekretarya Commonwealth montre kifer ti nesesar al ver JED:

“Ver 1974-5, pou pran kont problem fam enn konsepsyon ti ne:FDD (Fam Dan Devlopman).Ti sey fer bann fam fer nouvo aktivite anplis ki seki zot ti pe fer tradisyonelman. Olie okip problem prensipal, cetadir inegalite jennder, FDD ti konsider ki fam zot pasiv; zot aksepte pou fer seki dir zot fer olie sanz zot realite ekonomik, sosyal, politik ek kiltirel... JED okontrè panse ki li endispansab amelior sitiasion/pozision fam dan sosiete pou amenn veritab devlopman.”

Sours: Gender Planning and Development, Theory, Practice and Training, Caroline O.N. Moser

FER JENNDER VINN VIVAN PARTOU (Gender mainstreaming)

UNDP dir ki pou ki sa arive “nou bizen fer desort ki egalite jennder vinn vivan dan tou politik, dan tou program, dan tou aktivite administratif ek finansie, dan bann prosedir organizasion. Lerla pou ena enn transformasion radikal dan nenport ki organizasion ou aktivite.”

Source: Gender training manual and resource guide, Ministry of Gender Equality and Child Welfare in the Republic of Namibia.

GENDER MAINSTREAMING

Exersis 3: Case study- Bizin kas ros pou lager kont povrete

Lir sa Case Study la ek repon kestion.

Finn fini gagn de semen depi ki Linda Perle finn fouy enn pit deryer dan so lakour ek li pa ankor fini, ena ankor enn semen travay. Kouma sa madam la boukou bann zabitan Africa Town dan Riambel pe fer fas sa kalite problem la. Zot latrinn trouv lor trase sime ki pou konstrir.

“Mo finn vinn res la depi sink banane parski siklonn finn detrir mo lakaz dan Le Morne.” dir Perle. “mo mama finn res la 13 banane ek mo bann ser vinn vini apre. Momem dernyer finn zoinn lekip.” Li azoute.

La fami Perle res dan kat kabann. Zot finn gagn elektrisite ek dilo desam lane dernyer. Kondision dan ki zot viv kontraste boukou ek zimaz enn Lil Moris ki pe prospere. Bann dimounn dan landori pe fer fas tou kalite problem social.



Dapre bann zabitan landroi, apre ki zot finn fer zot lobi ar governman, bann fami finn gagn bann bout later me avek boukou kondision. Zot pa gagn droi mont lakaz ek zot ankor pe atann zot kontra later. Lamazorite fam dan landroi amen rol maman ek papa. Tou zom finn kas pikan. Detroi zom ki ena dan landroi travay san sekirite danploi. Me la mazorite fam pe met latet ansam pou konbat zot difikilte.

“Pou nou, zom isi pa ekziste parski zot nek fer ler ek zot touzour dan nisa.” Dapre Daisy Colas, prezidan asociasion Nou Bann Zenfan of Africa Town. “Parski zot ena zis panse negatif, bann fam finn desid pran zot destine dan zot lame. Nou kapav kas ros isi, nou fer tou, depi okip zanf an ziska konsolid nou kabann.”

Mazorite fam dan ladroi travay dan plantasion legim. Ena travay kouma peser lezot kouma servante dan kanpman gran misie blan dan Riambel. Leres travay lakaz ek pou okip zanf an me bizin depan lor ti saler zot mari pou roul lakaz.

Mazorite fam trouv li difisil pou avoy zanf an lekol mem si ledikasion pa peye. “kouma nou kapav depans lor liv lekol ek iniform kan asoir nou pa sir pou kaoav gagn enn bouse manze?” Katrinn kip e atann so sinkiem zantan dir, “ mo pa kapav travay pou zoinn le de bout parski mo deziem zanf an andikape ek li bizin led 24 lor 24”

An atandan pou fasilite so travay ki bien dir, Perle met dife ar enn larou kaoutsou dan pit latrinn ek atann bann ros kase avek saler. “ou trouve mem ros kapav kase, nanye pa inposib, lavi bizin kontinie,” li dir.

Me bann ka viol ek violans sexiel pe ogmante ek sa fer bann fam dan Africa Town bien trakase.

Sa lartik la finn ekrir par Rishi Ramnauth.

Travay

Trouv bann politik ki pou fer enn diferans pratik ek strategik dan lavi bann fam dan ou landroi.

SITIASION	POLITIK / AKSION	RESPONSABILITE

Ki ou konpran par fer jennder vinn vivan partou (gender mainstreaming)?

Definition: FER JENNDER VINN VIVAN PARTOU (Gender mainstreaming)UNDP dir ki pou ki sa arive “nou bizen fer desort ki egalite jennder vinn vivan dan tou politik, dan tou program, dan tou aktivite administratif ek finansie, dan bann prosedir organizasion. Lerla pou ena enn transformasion radikal dan nenport ki organizasion ou aktivite.”

Exersis 4: Lir bann dokiman ar enn lizie jennder

Sa letid montre kouma kolektivite lokal kapav ena enn lenpak si li koumans get so bann lalwa atraver enn lizie jennder.

Kolektivite lokal dan Moris ti sou prozeker kan bann aktivis jennder ti koumans kestionn bann lalwa ki dat depi 1930.

An Avril 2006 organisation non gouvernmental Media Watch Organisation (MWO) ti trouv bann piblisite sexis lor poubel dan Moris antier. Lor sa piblisite T shirt la ti ekir “Mo ti a souete ki sa ti mo servo” lor tete enn madam. “Ki kapav plis degradan pou enn madam ki dir li ki so servo ti bizen dan so tete?” Loga Virahsawmy, Presidan MWO ti dir. MWO se enn organisasion ki finn toultan lev lavwa kont bann piblisite sexis. MWO finn ekir Sex Discrimination Division ek Minister Kolektivite Lokal.

Lerla ki finn trouve ki bann lalwa lor piblisite finn fini depase. Pena okenn referans lor piblisite sexis.

Lalwa lor piblisite dat depi 1930 ek difinision piblisite dir “includes any structure or apparatus erected or intended only for the display of advertisements” while Section 3 (1) stipulates that “The Authority may make regulations for regulating, restricting, or preventing within its own area the exhibition of advertisements in such places and in such manner, or by such means as to disfigure or injuriously affect:

- a) the view of the rural scenery
- b) the amenities of any historic or public building or monument
- c) the natural beauty of landscape; or....”

Enn lot lezislasion ki dat depi 1952 dir “display in public place or to the public view of any announcement and includes any structure or apparatus erected or intended for the display of advertisements.”

Peyna okenn mansion lor piblisite dan Town and Country Planning Act ki dat an 1954. Seksion 22 ek 23 Road Act, 2003 mansionn “Control of Advertisements” and “Removal or alteration of advertisements”. Me pena nanye lor piblisite sexis.

Reseman,Avirl 2005, lapolis finn tir enn kominike lor poster ilegal. Finn tir latansion lor Criminal Code Act 2002. Ankor enn foi peyna okenn mansion lor piblisite sexis.



Me selman Minisipalite Port Louis ena rekomandasion lor piblisite. “Advertisements considered as offensive to public morality, religious or political or diplomatic susceptibilities, or bearing political slogans, or which is liable to cause breakdown in law and order, or of pornographic nature or considered indecent or sexist will not be permitted”. Malgre sa personn pa finn remark piblisite sexis ki finn met lor poubel divan minisipalite.

Sekreter lavil ti reponn let ki President MWO ti avoy li pou dir “the matter is being brought before the appropriate committee to review the policy concerning advertisements to be affixed in public places.” An atandan flying squad lapolis ti al partou dan Moris pou fer tir sa bann piblisite la.

Le 26 Mai 2005 Konsey Distrik Granpor Savann ti diskrit konplaint MWO dan enn reynion pou gete kouma pou kontrol piblisite sexis.Referans finn fer lor lezislasion ki dat depi 1930 ek ki kouver zis lanvironman. Represantan lapolis ti fer resortir Kod Kriminel Seksion 86 “dealing with obscene matters” ki li dir ti kapav avoy State Law Office pou interpretasion lor pilikasion sexis.

Asistan Sekreter Lavil ki ti prezan dan sa renion la ti fer referans plizier seksion dan lalwa kolektivite lokal: “obligation to take out Municipal licence” ek “application for licences” . Pa ti ena okenn madam dan sa renion la.

Komite la ti dakor ki Road Development Authority, kolektivite lokal ek lapolis ti bizen travay lor bann kod.

Le 17 Zwen 2005 Minisipalite Port Louis ti konvok enn renion. Lor lazanda ti ena ‘piblisite’.Ti fer resorti ki seksion 103 ek 104 Local Government Act 2003 lor developman dir: “there is an obligation to take out a Municipal Licence. Therefore since a bill board is considered to be a development the council would have the final say on any advertisement before it is affixed.” The Road Development Authority (RDA) ti ousi prezan. Pandan diskision ti tom dakor ki bann lopinion plizier parti bizen pran kont lor lezislasion ki RDA pe drafte.

Minisipalite Port Louis ti tom dakor lor:

- On receipt of a major complaint, the Local Authority concerned would in practice request the promoters to remove the advertisement.
- The committee agreed to the proposed setting of a flying squad at the level of each authority to tackle complaints pertaining to advertisements.
- It was also agreed that pending new regulations, the issue of complaints on the content of advertisements would have to be handled by way of discussions with those placing the advertisement.

Malgre ki prezans fam pa ti ena okenn lenpak, bann konseye ti pran kont koler bann fam. Sa ti fors zot get zot bann kod ek prosedir ek anmemtan zot ti tom dakor pou enterdi piblisite sexis.

I. Ki bann konsep jennder ki ena dan sa letid la?

2. Ki bann lezislasyon zot jennder touvkler ek ki lezislasyon li jennder kaylous?

3. Kouma ti kapav amand lezislasyon ousa politik pou fer li vinn jennder trouvkler

4. Baz ou lor sa letid la ek dir ki diferans ena ant jennder trouvkler ek jennder kaylous?

Definition:

POLITIK JENNDER-KAYLOUS (Gender blind policies)

Politik jennder-kaylous pa rekonet okenn diferans ant de sex. Par erer zot kwar ki kriter zom ek kriter maskilen zot bon pou limanite antie. Donk zot ranforsi zot prezize, ranforsi dominasion jennder e met fam dan pozision sibaltern ou met zot dan kwen.

POLITIK JENNDER-TROUVKLER (Gender aware policies)

Politik jennder-trouvkler rekonet ki fam kouma zom, zot ena zot rol pou zve dan sosiete; manier ek kalite partisipasion bann fam zot determine par relasion jennder e par konsekans partisipasion la li diferan e souvan inegal; bann fam zot ena bezwen, lentere ek priyorite diferan e sa kapav tanzantan amenn konfli ant zom ek fam.

Anou get lexamp enn POLITIK JENNDER-TROUVKLER.

The Public Procurement Act 2006 finn proklame. Sa Ak la li rebran kestion jennder ki Minis Finans to fer mansion dan do bidze 2007. kot li ti dir ki bizin ankouraz fam antreprenuer. The Public Procurement Act 2006 koz diferan fason enn enstition kapav aste e parmi li koz Community and End-User Participation. Avek sa metod la dimoun ki pe donn sa servis la poo ede limem pou amelyor so sitiasion ek so landroi an zeneral. Sa metod la pou ousi ede pou kre lanploi. Li pou enn gran ed pou bann fam entrepreneur.

DATA PRAN KONT JENNDER

Exersis 5: Anou get statistik jennder

Enn extre depi enn survey lor satisfaksion klian dan e Thekwini. Partisipan bizin travay an per pou analyz bann diferan lapse konklision la ak repon bann kestion.

Servis esansiel.

Dilo ek sanitation

- Approx 75% popilasion satisfe ek servis dilo.
- zom (79%) plis satisfe ki fam (73%).
- Lao 60% polipasion satisfe ek sistem sanitasion.
- 59% fam pa ti ousi satisfe ki zom (65%)

Electrisite

- Lao 70% polilasion satisfe ek servis electrisite.
- zom (75%) plis satsife ki fam (68%).

Tir salte

- Lao 65% polilasion satsife avek servis lavoiri.

Housing

- Lamoitie popilasion satisfe ar zot lakaz.
- zom (52%) plis satisfe ki fam (44%) ar zot lakaz.
- Fam met lanfaz lor servis de baz, bann fasilite ek bon voisinaz kouma bann rezon zot satisfaksion.

Satisfaksion dan landroi

- Fam ek zom donn mem priyorite lor sekirite, akse bann laboutik, landroi pezib ek san problem pou znanfan.
- Zom met boukou lanfaz lor stasion lapolis
- Fam met plis lanfaz lor lopital, dispenser, kresh, lapos ki pei pansion
- Pli ki 80% populasion panse ki zot gagn fasilite pou al laboutik
- Popilasion panse ki pa ena ase koin loizir.
- Fam panse ki lanvironman kapav vinn meyer si ena meyer sanitasion, meyer kondision lakaz ek fasilite pou fer komision.

Sekirite

- Plis ki 70% population panse ki krim pa finn diminie me kapav finn ogmante.
- Pls tigit fam(18%) ki zom (22%) panse ki sitiasion finn amelyore.
- Au moin enn kar popilasion finn viktim lane dernyer, ek insidans lor fam
- (26%) plis ki zom men (23%).

- 40% zom ek fam panse ki zot landroi pe fer bien au nivo sekirite.
- Plis Fam (45%) panse ki landroi la enkouraz krim ki zom (40%),
- 18% fam panse ki zot landroi dan pins konpare ar zom 14%
- Plis zom (74%) ki fam (67%) panse ki kapav marse dan lazourne.
- 33% fam pa santi zot an sekirite dan lazourne e ladan, 13% santi zot mari pa ansekitite.
- 26% zom pa santi zot tro an sekirite.
- 68% fam pa santi zot an sekirite pou marse aswar e ladan 40% santi ki zot mari pa ansekitite.
- 63% zom pa santi zot an sekirite pou marse aswar e ladan enn tier santi ki zot mari pa ansekitite.
- Au moin 45% popilasion panse ki pa ena sekirite pou zanfann bann fam (48%) konpare ar zom (42%).

Lavi familial ek relasion sosial

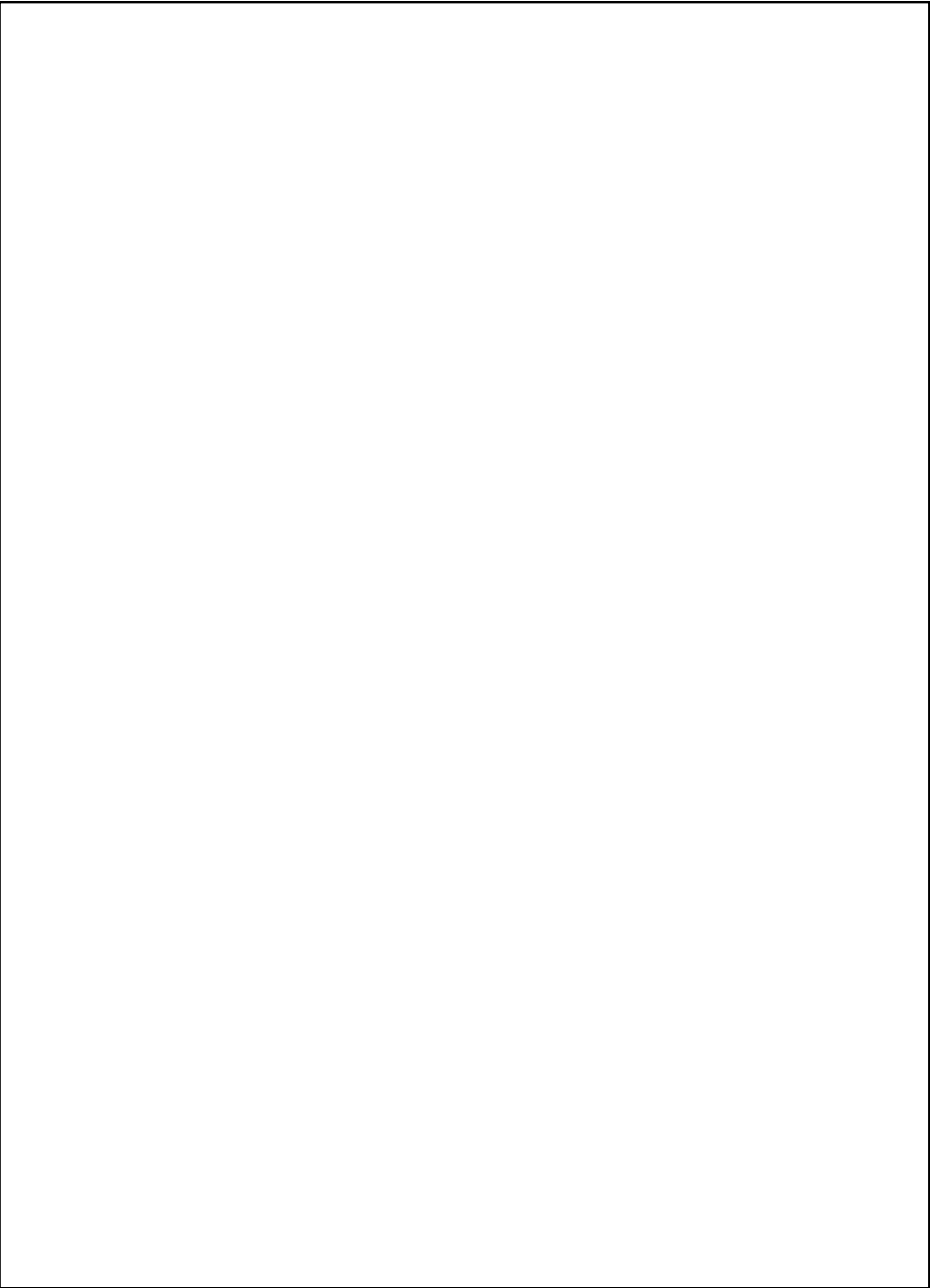
- Au moin 60% zom satisfe fason zot kapav konble zot letan lib pou zot loizir.
- Fam pa ena letan pou zot (41%) ek pa ena letan lib pou pou zot loizir (40%).
- Enn gro proposion fam (71%) gagn traka ki zot gagn HIV/AIDS konpare ar zom (60%).
- Boukou bann organizasion jennder finn lev latet. Fam bien aktif au nivo sosial, servis kominoter, aksion sivik, klib fam ek zenes. Zom plis aktif au nivo politik, klib sportif.

Excerpt: Gender Policy Framework for the eThekwin Municipality, Final Draft Report

1. Ki bann diferans ant fason pase fame k zom? Eski zot satisfaksion parey?

2. kouma statistik jennder ed nou konpran bann factor kle enn kolektivite lokal?

3. kouma zot kapav afekte politik ek program enn kolektivite lokal?



JENNDER, EKONOMI EK BIDZE

Exersis 6: Enn fos konsep

Lir sa kartonn lor lot paz la ek repon kestion:

1. Ki travay zom pe fer referans?

2. Ki travay fam fer?

3. Ki diferans ena ant travay zom pe fer referans ek travay fam pe fer?

Exersis 7: Travay ki fam fer

Lir sa notis la e apre reponn kestion:

POZISION VAKAN : Menazer/Homemaker

“ Pe diman aplikasion pou enn pozision kouma Manazer pou enn ti lekip de kat dimoun bien dinamik avek so prop beswen ek personalite. Kandida ki selekte pou bizin fer ek cordinn sa bann travay la: konpanion, konseyer, zer finans, aste komision, profeser, ners, patron, nutrisionis, dekorater, klener, sofer, okip zanafan, supervise travay, sekreter ek okip loizir.”

KALIFIKASION

Kandida bizin solid ek kapav asim bel responsabilite. Bizin indepandan ek kapav travy san sipervizion ek tousle. Bizin ena lexperians pou travay ar tou dimoun ninport ki laz. Bizin kapav lor presion toulon. Bizin ena konpetans pou regle konfli san gagn ner. Bizin kapav chombo nouvo devlopman pou lekip la, mem bann irzans ek bann kriz grav. Bizin kapav kominik ek tou dimoun kouma bann fonksioner, profeser, dantis, dokter, dimoun biznes, adolesan ek zanafan. Bizin fit, an top form, kratif. Bizin imazinatif, sansib, kontan ek konpran dimoun parski ou pou responsab

pou stabilite emotionel ek spiritiel sa lekip la.

Ler travay

Ninport ki ler, 24 lor 24 si neceser.

Lapey

Zero plobaz. Kapav gagn enn ti pitay si fer laranzman ek mamb lekip ki gagn kas. Ou pou gagn droi pran dexiem job.

Bannn droi

“Pa gagn droi konze maladi, konze long vakans, ou konze maternite. Ou pa pou kouver par lasirans ek pa pou ena konpansasion.”

(from: No More Peanuts: Liberty, National Council for Civil Liberties, 1990)

Kestion

1. Ki ou aprann lor sa kalite travay ki asosie ar fam?

2. Ki ou konpran par travay non-remingere pou bann madam?

3. Donn lekzanp travay mersi-misie ki bann fam fer dan ou kominote/lanvironnman.

Fact sheet: Gender and the economy

According to conventional wisdom, the economy consists of two components: the private and public sectors.

Feminist economists have long argued that conventional macroeconomic thinking is flawed because it does not take account of the “care economy”- the unpaid reproductive and domestic work of women including caring for the aged and the sick; as well as voluntary community services. The UNDP’s 1995 Human Development Report estimated that women’s unpaid work is equivalent to some \$11 trillion annually.

Recent experiments have shown that it is possible to incorporate gender into Marco modelling. Time studies are underway in a number of countries to obtain a clearer picture of the unpaid labour of women. Some experiments have been conducted on incorporating women’s work into national accounts (for example in Canada), but so far these have been placed in parallel accounts. Very little quantitative research and information is available in the closely related area of the “informal sector”- the survivalist activities that the poor, and especially women, engage in, often circumventing cumbersome and costly regulations, in order to make a living.

This field of inquiry intensified in the eighties as a result of mounting evidence that the cuts in social spending as a result of the need to reduce budget deficits under structural adjustment were leading to disproportionately negative effects on women, who bore the brunt of new user fees and declines in subsidies in areas such as education and health. Retrenchments also led to an increase in the number of those making a living in the “informal sector”- an area in which women predominate. Such criticism prompted moves to ensure that social spending is protected in structural adjustment programmes.

Within the formal economy, women tend to take jobs that are of a care nature- domestic work, nursing, clerical and secretarial work, nursery school and primary school teaching. Men tend to take jobs that are of a “control” nature- management, finance, defense and security, politics etc. Society assigns very different values to these types of work. In general the professions in which men predominate are much more highly paid than those in which women predominate. This explains why, in just about every part of the world, women’s wages in the formal sector are about sixty percent those of men, not because of formal discrimination, but because women are socialized into taking jobs that are not rewarded in the same way as the jobs that men perform.

With the recent wide-scale trade liberalization measures being undertaken both by countries undergoing structural adjustment and those that are not, the debate is shifting towards the gendered impact of globalisation. Rapid export led growth, often entailing the establishment of Export Processing Zones (EPZs), has led to job creation for women in many developing countries because of the nature of the industries (predominantly textiles and clothing) and the fact that women’s labour is cheaper. Some 80 percent of employees in EPZs are women.

In Latin America and Asia, this phenomenon has raised the living standards of women and is leading to shifts in the sharing of responsibilities within the home. But it has also raised labour-related concerns including direct and indirect wage discrimination; and the vulnerable status of women employees in EPZs. In Sub Saharan Africa, where exports are still largely agriculturally- based, the shift towards export- led growth is placing increasing burdens on women who shoulder major responsibilities for food production as well as providing labour to export crops whose proceeds are typically controlled by men.

Understanding the gendered outcomes of Marco- economic policy is critical to targeted policy formulation. In the above examples, for instance, the disadvantages confronted by women relative to men can be ameliorated by labour legislation on the one hand; and support for women farmers (including access to land tenure; credit, labour saving devices and technical advice) on the other.

Exercise 8: Bidze jennder Inpe not lor bidze

Ki ete enn bidze?

Enn bidze se enn plan kouma pou fer depans a partir resours ou reveni ki nou ena. Normalman nou fer enn bidze pou enn lane.

Ki bann metod servi pou fer bidze?

Ena plizir metod kapav servi pou fer enn bidze. Anou guet selman troi metod:

- Incremental Budgeting – Avek sa sistem la, nou azout enn pousantaz lor bidze lane dernyer.
- Zero Based Budgeting– Avek sa sistem la nou retravay bidze sak lane. Nou rekoumans a zero.
- Program based Budgeting – Avek sa sistem bann bidze fer base lor bann program ki enn lorganization ena

Avek enn bidze kouma nou ousi met bann indikater performans ki nou evalie apre enn lane.

Ki bann tipp bidze?

Ena de kalite bidze ki pou fer:

- Enn bidze Kapital – nou fer enn estimasion tou bann investisman capital ki nou pou bizin pou enn lane e ousi pou ed nou fer nou bann proze. Par examp, kompyuter, kamion, printer, batiman etc
- Enn bidze operationel – enn estimasion komie nou bizin pou roul nou loganization an term saler, electrisite, dilo, telefonn, materio etc

KOUMA FER ENN BIDZE

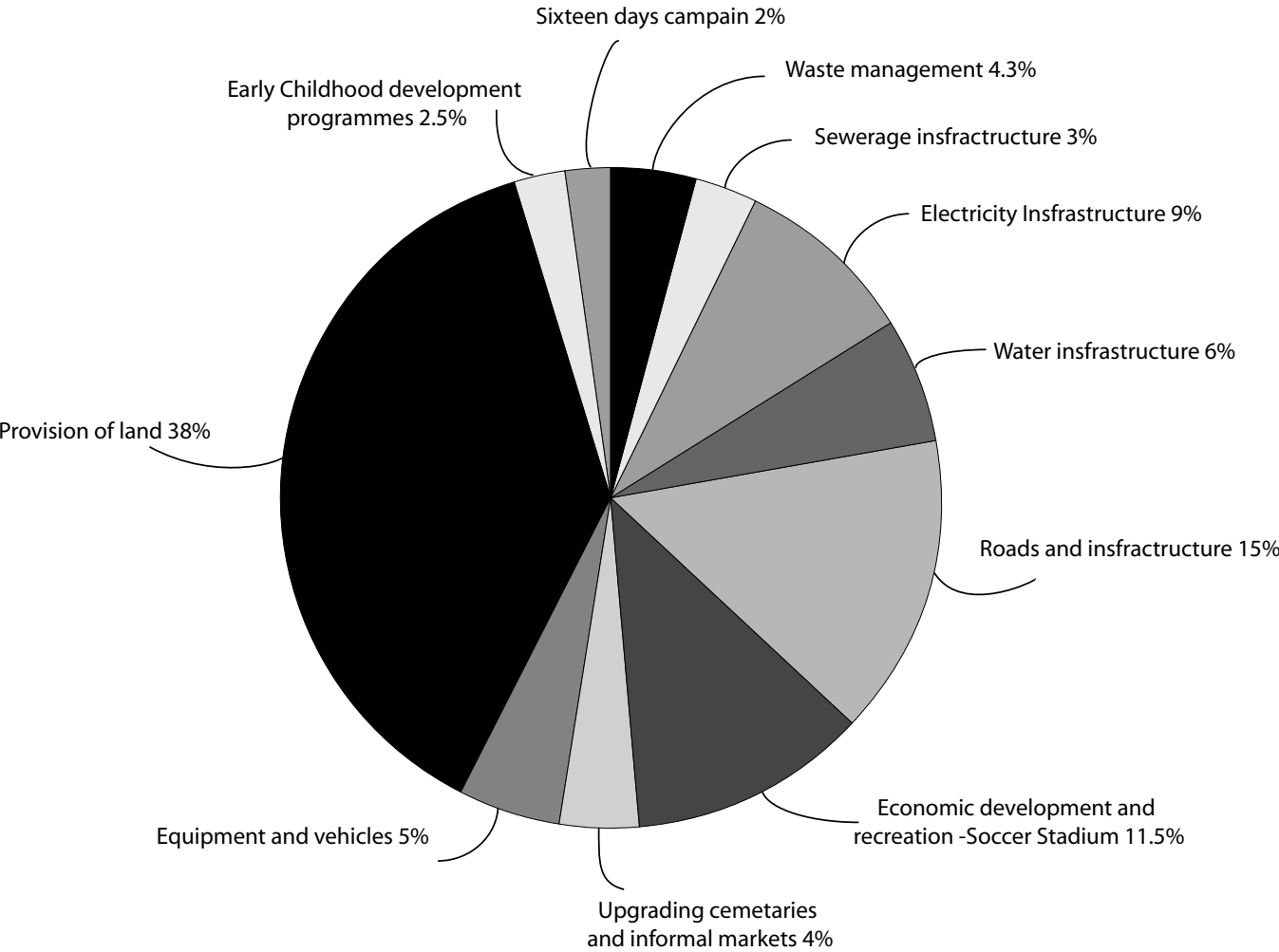
Li inportan ki tou organizasion prepar enn bidze avan enn lane financie koumanse. Li ousi inportan ki enn bidze bizin balanse, sa ve dir reveni bizin egal depans.

Si enn bidze pa balanse e ki depans plis ki reveni nou apel sa enn deficit bidzeter me si reveni depas depans nou dir ki nou ena enn sirpli dan bidze.

Lir bidze konsey Y ek repon kestion:

Bann poin for bidze minisipal konsey Y, so bidze total R 1 million:

- Depans sime ek infrastruktir finn ogmante par 45 percent a R 150 000 (15% of the budget). Sa bidze la pou servi pou kolmat bann pikpoul lor sime.
- Depans pou devlopman ekonomik finn ogmante par by 30 percent a R 155 000 (15.5% percent bidze) avek 74% (R 115 000) pou al ver konstruksion enn nouvo stad football.
- Balans bidze pou devlopman ekonomik ek loizir (R 40 000) pou servi pou amelyor simityer ek ti bazar. Infrastruktir pou dilo 6% bidze (R 60 000) Sewerage and waste management R30 000 and R 40 000 (3 and 4 percent) bidze.
- Konsey finn ogmant depans elektrisite par 9% (R90 000). Pli gro depans pou al pou provizion later (38%). Konsey pa ena so politik lor distribision later pou bann residans ek bizness.
- Konsey finn introdri enn program pou devlopman ti zanfan (early childhood development programme), ki reprezant 2.5% bidze (R25 000).
- Konsey pou partisip dan 16 zour kanpaign lor violans kont fam. Sa proze la pou gagn R20 000 (2% bidze).



Kestion

1. Eski sa bidze la jennder amikal. Kifer ousa kifer non?
- _____
- _____
- _____
2. Ki ou konpran par bidze spesifik jennder kont bidze ki pran kont jennder partou dan bidze?
- _____
- _____
- _____

3. Servi model anba, retravay li pou ki tou dimoun gagne e pou ki li amenn egalite jennder.

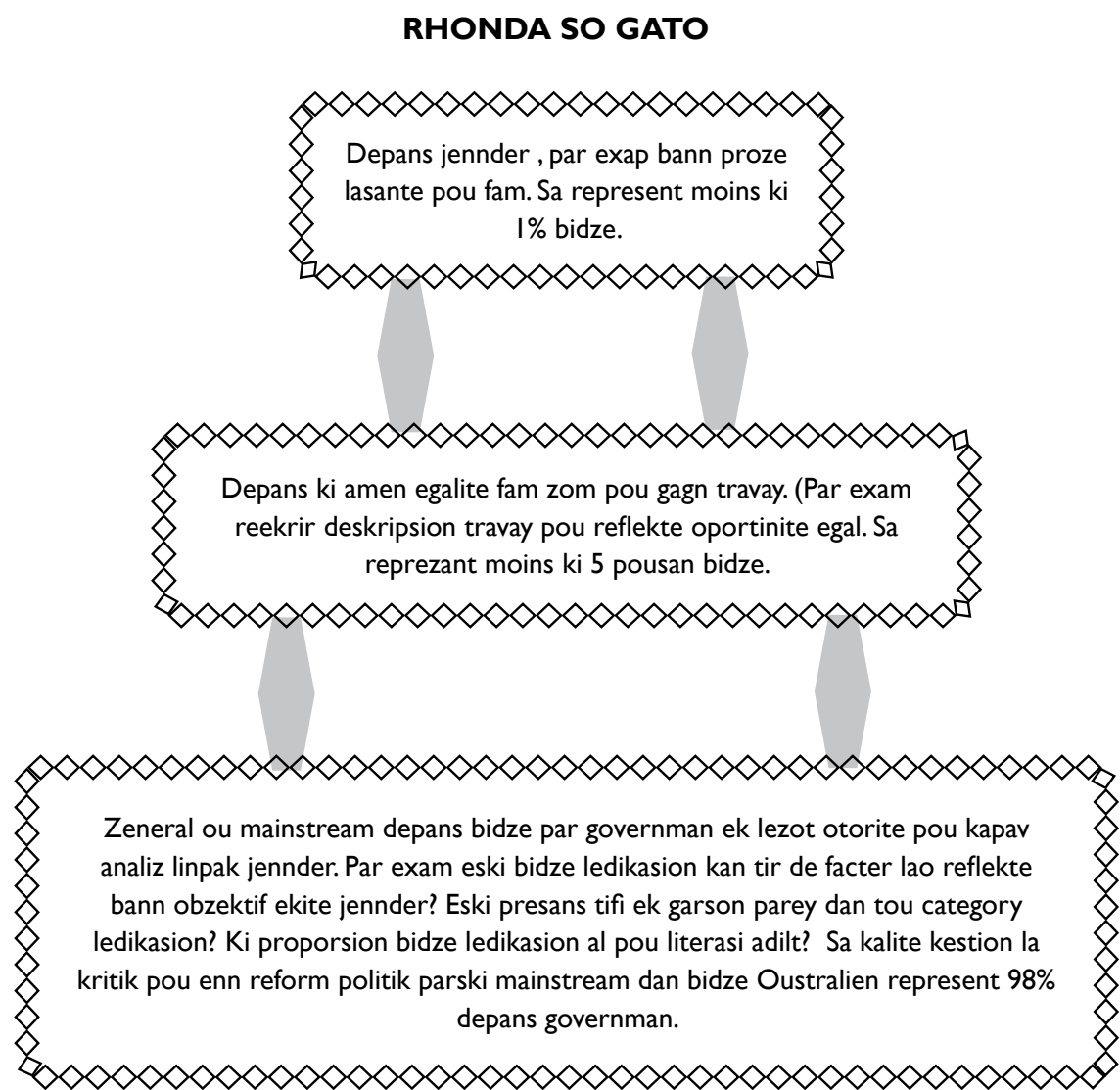
Budget Line	Amount	%	F	M	Reallocation
Waste Management	40,000.00	4.3%			
Sewerage Infrastructure	30,000.00	3.0%			
Infrastructure Elektrisite	90,000.00	9.0%			
Infrastructure Dilo	60,000.00	6.0%			
Sime Infrastructure	150,000.00	15.0%			
Devlopman ekonomin - stad	115,000.00	11.5%			
Amelyor simitier ek ti bazar	40,000.00	4.0%			
Ekipman and veykil	50,000.00	5.0%			
Provizion later	380,000.00	38.0%			
Program pou devlopman bann ti zanfan	25,000.00	2.5%			
Sex zour kanpaign	20,000.00	2.0%			
TOTAL	1,000,000.00	100%			

4. Ki ou konpran par bidze jennder?
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Fact sheet: Bidze jennder

Parski zom ek fam pa okip mem plas ousa pa travay dan mem landrwa ousa fer mem travay dan sosiete ek dan aktivite ekonomik, nenport ki item dan bidze li pa neut (li get ar de lizie). Enn bidze jennder li analiz detay pou kone kot bann resours pe ale e gete kisannla, fam ousa zom, pe tap plen.

Bidze Jennder ve dir an analyz bann alokasion dan bann sektor (par examp defans kont alokasion sosial) ek dan bann sektor pou kapav determine zot linpak. Enn ekonomis Ostralien Rhonda Sharp finn develop enn model pou kapav disting bann tip depans jennder. Sharp fer distinksiion parmi:



SISTEM MANEJMENT JENNDER (SMJ)
(Gender Management System)

Exersis 9: Sistem Manejment jennder

Kestion

Examinn striktir jennder ki konsey Msunduzi (enn kolektivite lokal dan Sid Afrik) pe propoze dan desin ek repon kestion:

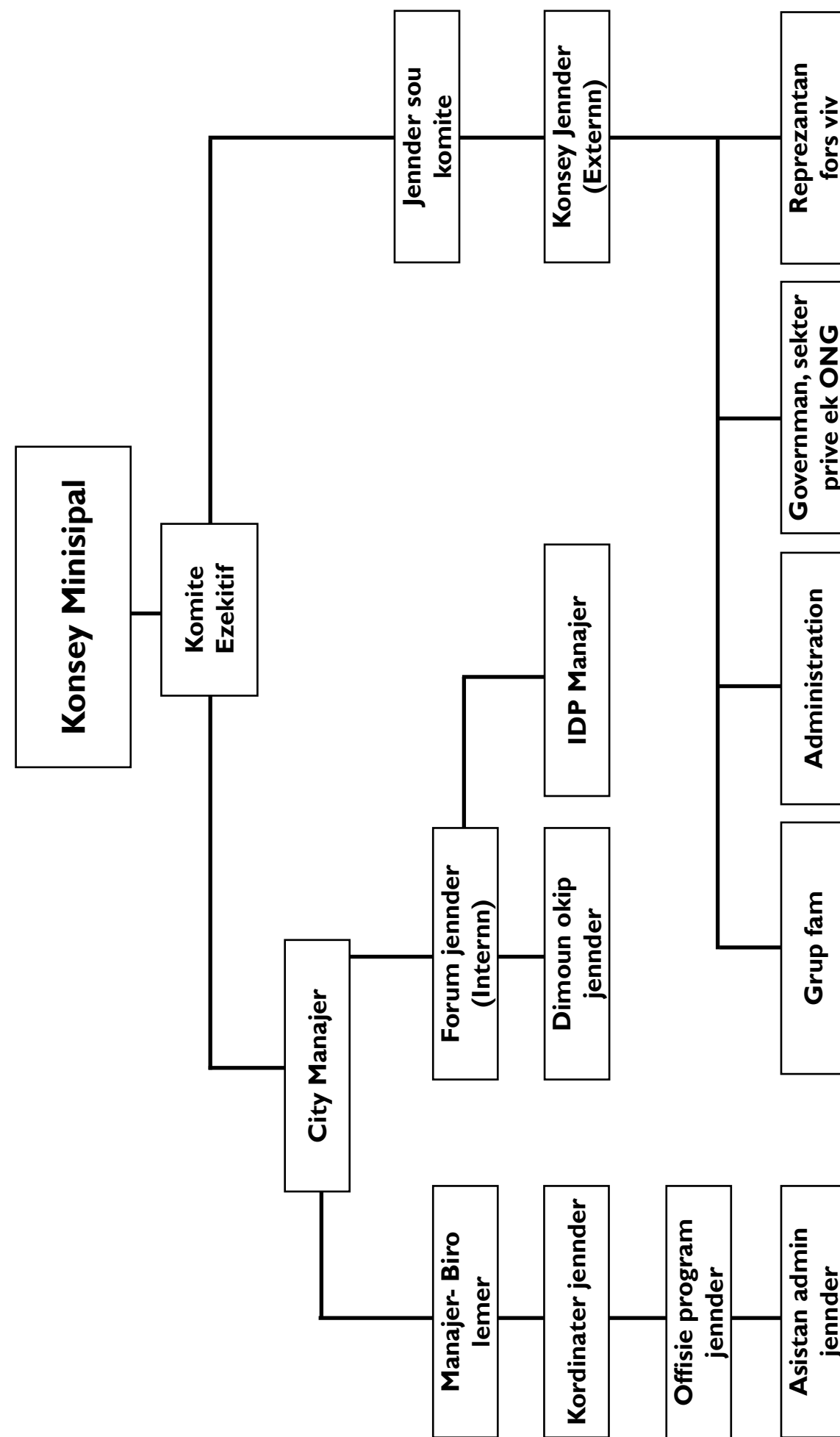
1) Ki bann poin for sa striktir la?

2) Ki so bann febles?

3) Ki kantite sa model la apropiye pou ou?

4) Ki bann striktir jennder ou kapav propoze pou ou konsey?

Figure eight: Msunduzi striktir jennder dan organizasion



Fact sheet: Sistem Manajment Jennder (Gender management systems (GMS))

Sistem Manajment Jennder (Gender Management System)

Dapre Commonwealth Sekretariat, Sistem Manejment Jennder li enn rezo striktir, mekanism ek prosedir ki ekziste alenyer enn organizasion pou gide, planifie, monitor ek evalie pratik egalite jennder partou dan organizasion la. SMJ li permet enn pli gran devlopman egalite jennder ek plis lazistis ek ferple dan dan devlopman dirab.

SMJ li osi marse dan nenport ki nivo dan gouvrenman, dan bann enstitision kouma liniversite, enstitision enter-gouvrenmantal, non-gouvrenmantal, dan sekte prive ek dan sendika.

Obzektif SMJ se lavansman egalite jennder atraver devlopman volonte politik; atraver enn partnersip bann parti konserne kouma gouvrenman, sekte prive, sosiete sivil ki fer zefor ansam pou DEVELOP e PARTAZ bann bon manier.

Ena plizir konpozan GMS:

Striktir: Bann mekanism institusionel xtra inportan pou asire ki ena jennder mainstreaming. Bizin fer atension pou ki sa bann striktir la pa marzinalize ek ki pa zis get zot kouma enn problem resours imain me li bizin vinn politik ek rant dan planin ek implemantasion enstitision la. Responsibility jennder dan mainstreaming, bizin pou tou dimoun ek sitou pou top manajment. Bizin met an plas bann unite ki okip jennder.

Enn problem ek sa striktir la se interaksion ant kote intern ek extern mem si Komite Ezekitif sipoze asire ki li mars bien.

Sa striktir la kapav lour pou bann ti konsey e pou bizin diminie striktir la.

Enn lot difikilte pou evalie sa striktir la seki model la pa ti ankore met an plas kan ti pe fer sa resers la.

Dan Namibi, Moris ek Lesotho, pa ena striktir jennder au nivo administrasion rezional. Dan Lafrik Disid mem si inpe konsey finn reisi met anplas bann bon striktir, finn ena fristrasion ek bann insatisfes.

Dan bann konsey dan Sid Afrik, kot ena bann politik jennder, ena bann special Programme Officers (SPOs) ou jennder manajers in Special Programmes Units (SPUs) ki travay lor la.

Me sel problem seki sa bann dimounn la bizin ouisi guet lezot problem kouma zanfand, handikape, ek ouisi bann dimounn avek HIV and AIDS. Rezilta seki resous pa as eek ki sa bann inite la pa fonksion bien e problem jennder dilje.

Anou guet enn lexamp

Frustration en SPO

Special Programmes Officer (SPO) dan konsey Lesedi dan Gauteng Tshepiso Motlokoa ena mission pou ed jennder mainstreaming dan tou travay ki bann departman fer. Me le fer fas boukou problem.

Li dir ki politik jennder ki finn adopte avan ki met an plan sa selil la pa pe raport so fri. prinsipalman parski ena enn mank resours ek stratezy enplemantasion pa striktire.

Selil la finn bizin reekrir so bann politik.

Parsi ki li pa ena droid an desizion stratezik, li pa gagn droi partisip ek inflans politik ou mem swiv bann obligasion ki finn fer pou jennder.

Motlokoa finn ousi dir ki pa gagn ase kas pou bann proze ki amenn lamone ek ki ed pou developman ekonomik bann dimoun dan landroi.

Me li pozitif, li finn promet pou donn tou sipor so Chief Executive anfin ki intergre jennder dan bann program.

Bizin enn vision lon term ek strategic me pa kourt term ek pratik. “ki serti fer bann program konsantisation kan bann fam pa kone kouma pou okip zot ek zot fami? Zot kapav konn zot droi me peysa nayba.”

Jennder dan deskripsion job ek performans manajment: enn lot konposan GMS seki responsabilite pou mainstream jennder bizin touve dan bann deskripsion job ek evaliasion performans.

Mezirasion ek Evaliasion: Sel fason pou mezir inpak jennder lor politik, la loi ek servis se inklir indikater jennder dan enn system mezirasion ek evaliasion. Sa pou edd enstition pou fer analyz data jennder statistik.

Bidze jennder: enn lot metod important dan jennder mainstreaming se alokasion resour. Statistik jennder ki pli facil se alokasion bann bidze pou fer bann proze finn dan lavantaz fam. Me normalman enn ti bidze aloue pou sa kalite proze la. Li pou ou si ede pou kone si dan bann gran proze, bann fam pe ou si benefisie.

Parski zom ek fam pa okip mem plas ousa pa travay dan mem landrwa ousa fer mem travay dan sosiete ek dan aktivite ekonomik, nenport ki item dan bidze li pa neut (li get ar de lizie). Enn bidze jennder li analiz detay pou kone kot bann resours pe ale e gete kisannla, fam ousa zom, pe tap plen.

Capacity building: Tou bann travayer enn enstition bizin ena enn konesans profon lor jennder. Zot tou bizin ena kapasite ek konesans pou identifie, konpran ek get bann facter jennder dan travay. Training bizin fer regilyerman.

[illegible]

FACILITATORS NOTES:

Exercise one: a plea for help

Time: 10 minutes

Notes: This exercise is a simple example to draw out the differences between practical and strategic needs. It draws from the age- old wisdom that if you give a person a fish they will be hungry the next day; if you teach a person to fish they will forever be able to feed themselves.

When Councillors were asked to come up with examples of practical and strategic strategies in their every day work, one councillor gave the example of a fire in an informal settlement. As a Council they had to decide how to deal with the problem. Their short run or practical options included giving the residents blankets, clothes and food parcels and housing them at the local stadium. But in the longer term they needed to think more strategically; for example, rebuilding the houses a little further apart so that fire will not destroy all of the houses and so that fire engines could move between the houses; using different building materials and providing electricity to the area so that they no longer have to use paraffin stoves etc.

Exercise two: Strategies on the ground

Time: 30 minutes

Notes: This case study highlights a number of practical and strategic interventions being made or suggested by the previous Mayor.

Strategic: Setting up women's associations so that women can budget and act collectively instead of working in isolation; training for women and especially men to start changing mindsets

Practical: Free access to courses on art etc. along with free transport; paying councillors an allowance; training for women and men

There is no "wrong" or "right" about either strategy. What is important to underscore is that the two need to go hand in hand. All too often strategies that have to do with women go only as far as addressing practical needs.

Exercise three: Case study- Cracking rocks to fight poverty

Time: 30 minutes

Notes: This exercise will yield many examples of what needs to be done: reducing poverty; gender violence; HIV and AIDS and enhancing local economic development etc. As responsibilities are allocated, it will become apparent that all departments of the council are somehow involved. This serves to underscore the point that gender mainstreaming is everyone's responsibility.

Exercise four: reading policy documents with a gender lens

Time: 40 minutes

Notes: The Public Procurement Act 2006 has recently been proclaimed. The main objective is to provide for the basic principles and procedures to be applied in, and regulate, the public procurement of goods, public works, consultant services, and other services and for the institutions responsible for those matters.

This new act is very much in line with the 2007 Gender sensitive Budget Speech of the Minister of Finance where he mentioned there should be an ideal environment to encourage women entrepreneurs and this could be done by ensuring women suppliers are aware of opportunities to submit tenders.

The Public Procurement Act 2006 elaborates on the various procurement methods such as:

For procurement of Goods, works and other services:

- Open advertised bidding
- Restricted bidding
- Request for sealed quotation
- Community or end user participation
- Departmental Execution
- Direct Procurement

For procurement of consultancy services

- Request for proposals
- Direct Procurement

The method of procurement that would benefit the women entrepreneurs is mainly the Community and End-User Participation.

The act defines such method of procurement where the participation of the procurement end-user or beneficiary community may result in enhancing the economy, quality or sustainability of the service to be procured, or the very objective of the project is to create employment and involvement of the beneficiary community, such end-user or community may participate in the delivery of services in accordance with such procedure as may be prescribed.

Exercise five: Pulling out the gender statistics

Time: 40 minutes

Notes: When the statistics are disaggregated by gender it is apparent that on every score, and especially on the issue of safety, women are less satisfied than men. This underscores the importance of gender disaggregated data. When views of women and men are lumped together the impression is one of happy customers. When they are disaggregated, the level of dissatisfaction of women on key points could lead to important policy interventions- for example a comprehensive programme to address Gender Based Violence.

Exercise six:The lie of the land

Time: 10 minutes

Notes: The purpose of these exercises is to enable participants to recognise the multiple tasks performed by women and the functioning of the economy, and to emphasise that such work/tasks though critical to the economy have traditionally been undermined by being under valued, unpaid or underpaid at different levels. During discussions, the facilitator may need to emphasise that women in different situations find themselves performing more than one task at a time. In carrying out triple roles in the home, community and workplace, there are many demands put on women’s time.Women in leadership structures have to balance many tasks.

Exercise seven: Job description of a housewife

Time: 10 minutes

Notes: This humorous, tongue-in-cheek exercise makes a brilliant point about the unwaged work of women in the home, but also the undervaluing of the skills involved in running a home.A question the facilitator could pose is: If women are so good at budgeting and multi tasking in the home, why are there so few women finance managers around the world? How many are there in our region? How have they performed?

Exercise eight: Gender budgeting

Time: 45 minutes

Notes: This exercise gets participants to think how priorities, and in the case gender priorities get reflected in budgets, and why budgets are such an important tool for gender mainstreaming.The Sixteen Days of Activism and Child care get the tiniest portion of the budget while rebuilding of the soccer stadium (probably mainly employing men and benefiting men) gets a big chunk.While land and infrastructure get sizeable chunks, the extent to which women directly benefit from this is questionable.The reallocation exercise is a way of getting participants to look at the budget with a gender lens and see how it may come out looking different. Here is an example of the kinds of comments that participants might make:



Budget Line	Amount	%	F	M	Reallocation
Waste Management	40,000.00	4.3%	x	x	
Sewerage Infrastructure	30,000.00	3.0%	x	x	
Infrastructure Elektrisite	90,000.00	9.0%	x	x	
Infrastructure Dilo	60,000.00	6.0%	x	x	
Sime Infrastructure	150,000.00	15.0%	x	xx	Allocate a portion of this budget to repairing and building bridges over donga's used by women and children
Devlopman ekonomin - stad	115,000.00	11.5%		x	Reallocate portion to making open places safer for women, including cemeteries and building shelters at informal markets.
Amelyor simitier ek ti bazar	40,000.00	4.0%	x	x	
Ekipman and veykil	50,000.00	5.0%	x	x	
Provizion later	380,000.00	38.0%		x	Develop and implement a policy regulating distribution of land including how women will benefit.
Program pou devlopman bann ti zanfan	25,000.00	2.5%	x		
Sex zour kanpaign	20,000.00	2.0%	x		
TOTAL	1,000,000.00	100%			

Exercise nine: Gender Management Systems

- The Msunduzi model is innovative for a number of reasons:
- It locates ultimate responsibility with the Municipal Council, through the Executive Committee (Exco). Within the administration, accountability is located with the City manager.
 - The gender coordination function is placed in a high profile and cross cutting office (the Office of the Mayor).
 - There are gender focal points in each unit.This covers both internal corporate services functions as well as the external service delivery functions.The manager of the IDP is specifically identified as a member of the internal Gender Forum, reporting to the City Manager.
 - The GMS places a strong focus on ensuring external participation, through bringing stakeholders and ward representatives in an external Gender Council, advising a sub committee of the Council that also reports to Exco. Involvement by councillors through these structures is key.

This model is, however, not necessarily directly applicable to every Council.What is important is to grasp the principles in the fact sheet and then see how best to apply them.

Notes : _____



MODIL KAT

DEVELOP ENN PLAN JENNDER POU KOLECTIVITE LOKAL

Obzektif

Obzektif sa modil la pou aplik seki ou finn aprann dan bann lezot modil.

- 1. Identifyer bann eleman kle jennder dan administrasion rezional
- 2. Devlop an plan aksion pou analyz zot.
- 3. Dakor lor enplemantasion plan aksion la.

FACTOR KLE LOR JENNDER DAN ADMINISTRASION REZIONAL

Exersis 1: Kifer jennder enportant dan administrasion rezional ?

Ofir a mezir ou develop ou plan aksion, li important nou rapel ki jennder enn eleman kle dan ladministrasion rezional.

Tablo la montre diferant operasion enn kolektivite local.
Ou kapav travay an per ou mime pou montre linportans jennder dan ladministrasion rezional.

FUNCTION/ POWER	Municipal/district	Village
EDUCATION		
Pre-school		
Vocational and technical		
SOCIAL WELFARE		
Nursery and Day care Centres for elderly		
HOUSING AND TOWN PLANNING		
Town planning		
TRANSPORT		
Unclassified Roads		
ENVIRONMENT AND PUBLIC SANITATION		
Refuse collection and disposal		
Cemeteries and crematoria		
Environmental protection		
CULTURE, LEISURE AND SPORTS		
libraries		
Theatres		
Sports and leisure infra-structures		
ECONOMIC		
Licensing		

Fact sheet: Fakter kle lor jennder dan administrasion rezional.

Lanvironman ek lasante: Polision, servis lavoiri pa ase me ousi linpak fosil fuel lor lanvironman ek lasante. Fam pli afekte parki zot okip lakaz ek bann dimoun malad. Lopital ek dispenser pa tro aksesib. Akse famili planning pa tro facil.

Dilo: Fam zoue enn rol enportan dan manajment dilo ek sanitasion. Zpt servi dilo pou fer louvraz lakaz, sarye dilo, ek ramas li dan bann touk pou kapav servi pou koui, netoiye, lave ek arose.

Sanitation: Zom pran desizion lor kalite ek tip toilet me so maintenans li resposabilite fam. Parski se fam ki netoiy toilet in the decision-making on the type and building of sanitation units, their maintenance is seen as the responsibility of women since cleaning the house and toilet are regarded as women’s work. Fam ankouraz ou dekouraz zot zanfan pou servi sertain toilet. Laspe design bien inportan par examp en ti zanfan pa pou kapav servi enn pit latrinn ki tro larz, so mama pa pou les li atension ki li tom ladan. Me person pa dimann fam so lopignon.

Krim ek sekirite: an pli ki ena krim ki afekte zom ek fam, fam li ousi victim violans domestik ek arselman sexiel.

Ter ek lozman: Mem si zom ek fam gagn akse sibsidi lor later ek lozman, sa bann servis la enrezistre lor non bann zom. Ironikman irbanizasion pr grandi avek diferan tip lozman ek enn ki p pran lanpler se enn fam ki pe amen rol papa ek mama.

Electricity: Akse a elektrisite ena boukou implikasion pouf am, li bizin guet so sekirite ek enn sours lenerzi pou koui ek lalimyer.

Transpor ek movman: fam voyaz boukou dan enn lazourne. Al kit zanfan lekol al travay al sers zanfan lekol al fer komision ou bazaar. Ek ousi al rann vzit gran dimounn. Fam ena plizier role k bizin fer boukou voyaz lor bann larout ki pa tro korek ek danzere.

Sekter informel: fam travay dan sector informel ki nou apel hawkers. Zot ena letal dan bazar ek lafoir. Me au lie donn fam bann letal prop dan bann kondision bien izyenik donn zot sekirite, souvan bann kolektivite local arsel sa bann fam la ek dir zot ki zot pa pe respekte bann la loi.

Exersise 2: Konpran politik la dan to kontekst

Avan ou ekrir ou plan aksion lor jennder, li inportan kone ki pe guid ou. Dan Moris nou ena enn “National Gender policy” ek en “National Action Plan to combat Domestic Violence”. Nou ousi ena enn “Gender Strategy for Local Government” ki ti develope dan enn latelier travay par Gender Links pou bann personel ek konseye en Zin 2007. **(F 9 – dan CD ROM).** Ou fasilitater kapav fer enn ti prezentazion “power point” sa dokiman la ek donn ou kopi dokiman la pou ou travay. Ou pou remarke ki striktir li otour bann provizion sa dokiman politik la. Se parski ou plan d’aksion li enn plan implemantasion pou sa striktir la. Sa pou ed pou fer bann aksion konkret ek bann resiltat ki kapav trouve ek bann indikater.

Exersis 3: Devlop enn jennder plan aksion

Partisipan pou bizin travay an grup dapre lokalite dan lakel zot travay e konplet jennder plan aksion. Li bizin enn reflekte ou konsey. Framework la dan maniel la.

Kriter ki bizin ranpli:

- Kisanla ek ki departman respnsab pou aksion la?
- Kot data baseline – kot poin depar, repon bann kestions?
- Ki nou target ek ki bann indikater? – ki bit konsey ek kouma li pou reisi ariv kot so bi, repon kestion?
- Letan – ki letan bizin pou termine?
- Bidze – ki bidze pou ete pou konplet sa aksion la?



STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
I. GOVERNANCE						
Representation						
To increase the representation of women councillors in the next elections and to raise awareness	Public commitment to achieving parity between male and female councillors.		What is the % of women councillors in the council?	What is the target % increase women's representation?		
	Lobby for a legislated quota of 50% women to be incorporated by political parties.		What do the current political party constitutions say about gender?	50% of all women in political parties should be women		
	Awareness raising, training and sensitisation. Encourage women to mobilise themselves.		What training and sensitisation currently takes place?	What is the target, ie. Who and how many to be trained?		
	Embark on media campaigns		Are there currently any such campaigns?	Which media, how many, how often? How will success be measured?		
To ensure that women are equally represented in leadership positions in the Council.	Targets and positive discrimination to ensure equal representation of women and men in all leadership positions.		What proportion of women councillors are there in leadership positions in Council, eg Mayors, Deputy Mayors and chairs of committees?	What is the target % increase in women in leadership positions?		
Participation						
To increase participation by women because their concerns are often sidelined or overshadowed by political party concerns.	Establish a multi party women's caucus (see also GMS).					

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Network with other local, national and provincial women's caucuses.		Has any networking been done with other women's caucuses?	External links established		
	Define the role of district councillors vis-à-vis chairpersons of village councils as these are often dominated by district councillors.		What measure have already been taken in this regard?	What is the target?		
	Conduct a skills audit.		Has there been a skills audit? What kinds of skills exist?	Data on the specific needs of councillors		
To empower women councillors to articulate what are regarded as "women's issues" and to provide support for women.	Training needs identified by women councillors eg gender, public speaking, procedures, acts, workings of local government and assertiveness. Provide training in areas identified.		What training has already been done?	What is the target % increase in level of participation? How will this be measured? Target number of courses attended by councillors?		
	Gender training workshops for male and female councillors and officials.		What training has already been done – how many men participated?	Target number of male councillors and officials who participate in gender training?		
	Gender dialogues with male Councillors and officials.		Have any dialogues with male cltrs been held?	Target number of gender dialogues eg. one a month?		
To change mindsets and empower men on gender issues and mobilise their support.						

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
To put measure in place to ensure that women remain councillors, ie. that there is continuity and that women are retained and can mentor new councillors.	What actions should be taken? Provide councillors with remuneration/ travelling allowances to enable them to fulfil their mandate more effectively.		Is there any remuneration/ allowance currently?	What is the target? What kind of remuneration?		
	Create more forums for public participation in the work of local government.		What forums exist currently?	What is the target, ie. How many meetings, how often, how will effectiveness be measured?		
To encourage more women to participate in public forums.	Encourage women to participate actively in public forums.		What are the current levels of participation by women in public forums?	What is the target? How many women should participate? How will this be measured?		
	Conduct workshops with men's groups.		Have any workshops been conducted with men's groups?	Target number of workshops held with men and target groups reached?		
To mobilise men at local level and ensure that they do not feel threatened by gender equality.						
Communication						
To ensure that council publications do not perpetuate gender stereotypes.	Review of Council publicity from a gender perspective; developing materials that challenge stereotypes.		Has any review of council's publications been done?	Gender aware publicity materials.		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
Planning						
To ensure that women are consulted about their needs when drawing up plans for the council.	Adapt the vision and mission statement of the council to ensure that it is gender aware.		What does the current mission and vision statement say about gender?			
	Conduct surveys prior to planning to determine the needs of both women and men.		Have any such surveys been conducted in the past?	Gender aware survey results.		
	Consult with both women and men when drawing up plans.		Have any such consultations taken place in the past?	What is the target? How many consultation? What is the target group, how many?		
	All units and departments should include gender indicators in their business plans.		Do any units/ departments in the council use gender indicators in their business plans?	What is the target?		
	Councils should administer customer satisfaction surveys that are disaggregated and analysed according to gender.		Have any such customer satisfaction surveys been administered in the past?	What is the target? How many surveys, how often etc?		
II. GENDER-SPECIFIC PROGRAMMES						
Education						
To ensure that child care facilities are affordable and accessible so that women are freed up to participate in economic activities.	Ensure that all local authorities provide pre-school facilities.		What pre-school facilities exist within the council? Do these need to be increased	What is the target number of pre-school facilities for the council? If more should be started how many?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
Gender-based violence						
To involve councils in addressing gender based violence.	Localise the National Action Plan on Gender Violence.		Does the council know of the National Action Plan on Gender Violence? Has anything been done to engage with this plan? Do any programmes on GBV exist within the council?	What is the target?		
	Conduct awareness campaigns; take a high level political stance against GBV. Plan for and participate in the Sixteen Day Campaign.		How has the council participated in awareness campaigns in the past? Has the council actively participated and promote the 16 Days Campaign in the past?	What is the target? How will this be measured?		
	Improve street lighting in public places, eg parks, cemeteries, in neighbourhoods.		What is the state of street lighting in the council?	What % improvement in street lighting? What % decrease in sexual assault in public places? How will this be measured? Police stats?		
To make communities safer as street lighting is often poor especially in public places adding to the dangers of GBV.						

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Reclaim spaces that have become unsafe through community action.		Has any such community action taken place in the past?	How often should this happen? Which spaces?		
To educate communities on gender violence which is rooted in unequal power relations and is “hidden” despite being one of the major challenges facing the council.	Sensitisation campaigns in partnership with specialised agencies, eg. Talks for school children and counselling for couples.		Are there any such sensitisation campaigns?	What is the target? How will this be measured?		
To educate the police on GBV because most cases of go unreported as women fear reporting such cases and conviction rates are low as police often do not regard GBV as a priority.	Liase closely with the police; ensure a private room. Improve the services provided by the Police.		Are any of the police stations within the council equipped (private room, female officers etc) to deal with cases of GBV?	What is the target % increase in number of reported cases and convictions GBV? How will this be measured? Police stats?		
To obtain reliable statistics on gender based violence.	Strengthen police/ community relations.		What are the police/ community relations like currently? What needs to change?	What is the target? How will it be measured?		
To provide better support and more places of safety and care for survivors of GBV.	Conduct gender safety audits and reflect specific targets for reducing GBV. Strengthen and support places of safety and referrals to agencies that can assist with finding housing and employment.		What are the current statistics on GBV in the council?	What are the targets?		
			How many places of safety and care are there within the council? What kind of referral system exists? What agencies exist to provide support?	What is the target increase in the number of places of safety and care?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Facilitate the enhanced and co-ordinated provision of post-traumatic services and facilities.		How many counselling facilities are there within the council?	How many more facilities to be provided?		
To provide information on where survivors of GBV can get help.	Promote city and NGO publications and pamphlets in different languages on where to get help.		What publications and information exists on where to get help, and how is this being disseminated currently?	What is the target number r of pamphlets and posters to be produced and distributed?		
III. GENDER IN EXISTING PROGRAMMES						
Economic opportunities and job creation						
To facilitate equal employment opportunities because women are disproportionately affected by high levels of unemployment	Set and monitor specific targets to ensure gender parity in employment opportunities created by local government.		What are the unemployment figures? What proportion of women to men are unemployed? Do any targets currently exist?	What is the target % increase in women employed?		
	Organise and train women within their communities to be better placed to benefit from economic opportunities in collaboration with appropriate specialised agencies such as Small Entrepreneur and Handicraft Development Authority (SEHDA.)		What kind of training currently exists or has taken place?	What is the target? How many women to be trained? How often?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Create a vote item in the budgets of local government especially related to women's economic empowerment.		What budget exists for women's economic empowerment?	What is the target?		
	Inform women about economic opportunities.		What kind of information exists on employment opportunities for women?	What is the indicator? How will this be measured?		
	Conduct surveys, collect data and analyse it.		Is there any data on unemployment levels?	Availability of gender disaggregated data.		
To obtain gender disaggregated data on unemployment levels in the City/ town/ district						
Informal sector						
To promote equal access to markets.	Allocate space for the exhibition, marketing and sale of goods and products produced by women.		What are the statistics of women in the informal sector? What spaces are currently being provided by the council for women?	What is the target number of new informal businesses to be formed?		
	Integrating women with partnerships, mergers etc.		How have women been integrated in partnerships and mergers?	What is the target% increase of women in partnerships?		
Procurement						
To ensure that women benefit equally from the procurement process which they have historically been excluded from.	Facilitate increased involvement of women contractors by raising their awareness and providing them support.		Does any information or support exist for women in this regard?	What is the target %/ number increase in the number tenders submitted by women and contracts allocated to women?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Conduct an Audit of the procurements department and analyse the point system.		What are the current statistics? Is there a point system, ie. How many points are awarded for gender; should this be increased?	Audit results		
	Provide training to communities, CBO's, NGO's on how to complete and submit tenders.		What kind of training currently exists?	How will this be measured?		
	More women should be placed on official supplier lists.		How many women owned-businesses are on the official supplier list?	What should the target be?		
	Encourage and affirm larger companies that sub-contract to women owned businesses.		Are there currently any such incentives?	What is the target?		
	Study best practices from other councils and countries on positive discrimination for women in awarding tenders.		What best practices exist?	What si the target?		
Business support						
To promote women's participation in the business sector where they are poorly represented	Link women's small businesses with opportunities in the value chains of growth sectors.		What is the proportion of women to men in the business sector?	What is the target % growth?		
To empower women entrepreneurs through business skills and support						

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Community liaison official to disseminate information and advice about sourcing economic opportunities.		Does such information exist?	How will this be measured?		
	Encourage public and private business partnerships.		Are there any such partnerships? Has anything been done in this regard?	What is the target number of partnerships to be formed?		
	Facilitate skills development, access to information and finance, and business support for poor women.		Is there any existing skill development and business support for women?	What is the target number of women to be empowered by training and support?		
	Facilitate increased involvement of women-headed companies by raising their awareness and providing them support.		Does any support exist form women-headed companies currently?	What is the target number of women-headed companies to be formed? How will support be measured?		
Infrastructure						
To promote the equal rights of women to housing.	Collect, disaggregate and analyse data on housing according to sex.		Do any statistics exist currently?	Gender disaggregated statistics on housing.		
	Set and monitor targets for ensuring that women have equal opportunities to become home owners.		Do any targets or policies currently exist to ensure women's access to land tenure?	What is the target increase in the number of women owning land/ housing? How often will the monitoring take place?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
To ensure that women's needs are taken into account because they are mostly affected by inadequate housing	Incorporate the needs of women into the residential design.		What kind of consultation process exists in residential design?	How will this be measured? Customer satisfaction survey?		
	Identify unsatisfactory living environments and formulate recommendations for their improvement.		Has any kind of assessment of living environments been done?	How will this be measured? Customer satisfaction survey?		
To ensure women's equal access to housing subsidies.	Educate women on housing policies and subsidies.		What information exists on women and housing? Is there existing material that can be used regarding policies and subsidies?	How will this be measured?		
	Conduct surveys to produce gender disaggregated data.		What are the stats on housing subsidies, who accesses them?	Gender disaggregated data and statistics		
	Audit housing plans.		Have any audits been done in the past?	Audit		
To adapt housing policies so that they are gender sensitive	Review current policies and change them to make them gender sensitive.		Has any policy review taken place?	How will this be monitored?		
Transport						
To ensure that women's transport needs are established and met and to ensure that public transport is made safer for women and children.	Collect gender disaggregated data to establish who uses public transport, whose needs are being met and whose are not.		Lack of statistics and data for public transport users – are there any statistics in this regard?	Statistical data		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Taxi and bus stations and stopping points to be regulated in order to make travelling safe for all people, especially women and children, including public toilets at transport centres and markets.		What studies have been done in this regard? Has any regulation been done?	How will this be measured? Police statistics? What is the target % decrease in violence?		
	Proper policing – request regular patrols, especially in remote areas.		What kind of policing is there currently?	What is the target % decrease in violence?		
	Provide and improve lighting and maintenance of roads.		What is the current status with regard to lighting and condition of roads?	What is the target, ie. How many lights put up, or roads improved?		
To empower women to participate in the male-dominated transport industry.	Request the NTA through the MLG to recruit more female drivers.		What are the current statistics of female drivers/ women in the transport industry? Are there any female taxi owners or drivers?	What is the target % increase in women taxi owners and drivers?		
Health and the environment						
To involve women, as key stewards of the environment, in environmental preservation projects or making business ventures from the environment.	Create environment committees in which women and men are equally represented .		Do any such committees currently exist? How are women currently consulted on environmental issues?	What should the target be?		
	Create forums for engaging with the public on environment and health issues in which women and men participate equally.		Do any such forums exist?	What should the target be? How many forums, how often should they meet, how many people involved?		
	Increase the frequency of health services and collection of refuse.		How often do these services take place at the moment?	What is the target? How should these services be increased?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
To consult women on solutions to waste removal problems as they are primarily responsible for waste disposal.	Consult women in management and disposal of waste and recycling projects and finding alternative solutions for waste removal.		Have women been consulted on solutions to waste removal problems?	How will this be measured?		
	Provide and maintain more public toilets.		How many public toilets are there in the council and how are these maintained?	What is the target? How many public toilets should be provided and how often should the be maintained?		
HIV and AIDS						
Prevention						
To establish the gendered dimensions of HIV/AIDS in the council.	Allocate special funds in the budgets of council to address HIV and AIDS.		Is there any budget for addressing HIV and AIDS in the council?	What is the target?		
	Gender disaggregated data on HIV/AIDS for the council; integrate gender considerations into national, provincial and local HIV/AIDS programmes.		What are the current statistics?	Gender disaggregated data		
	Promote the female condom.		Is the female condom available? If so where?	What is the target % increase in number of female condoms available for use by women?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
Raise awareness in the community on HIV and AIDS.	Gender sensitive prevention and awareness campaigns to target groups eg. education in schools, women's associations and pressure groups.		What awareness campaigns currently exist? What sex education is currently being taught in schools? Is this gender sensitive?	How will this be measured? How many schools? How many campaigns?		
To educate women and men on voluntary counselling and testing which is a powerful tool for preventing the spread of HIV/AIDS.	Obtain gender disaggregated statistics on VCT. Use this to devise campaigns to encourage women and men to go for VCT.		What are the statistics? What is the % of men and women who go for VCT?	What is the target % increase in number of women and men going for VCT?		
Treatment						
To address the fact that women are often the last to access free treatment where this is available.	Gender disaggregated statistics on access to treatment and care; policy measures to rectify this.		How many women compared to men access free treatment?	Gender disaggregated data		
Care						
To facilitate improved access by women to social grants because the most of the burden of care for those living with HIV/AIDS falls on women and young women are increasingly assuming parenting roles for their siblings.	Facilitate improved access to social grants; (specific grants for those who provide HBC?).		What are the statistics on child-headed households? Who is accessing social grants, what are the statistics?	What is the target % increase in the number of caregivers accessing social grants?		
	Facilitate support groups and counselling for caregivers.		Are there currently support groups?	What is the target number of people accessing support groups?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Volunteers to provide care to free up caregivers who viable to participate in the economy.		What kind of use is made of volunteers currently?	What is the target % increase in the number of volunteers used for care work?		
GBV and HIV/AIDS						
To raise awareness that there is an increased risk of contracting HIV/AIDS as a result of sexual assault.	Public awareness campaigns on the links between GBV and HIV/AIDS; the red and white ribbon campaign, coupled with ongoing awareness campaigns.		How has the council participated in awareness campaigns in the past? Has the council actively participated and promote the 16 Days Campaign in the past?	What is the target? How will this be measured?		
To educate women who are not aware of the need to avail themselves of Post Exposure Prophylaxis (PEP) in the event of a sexual assault.	Integrate PEP into public awareness campaigns; Ensure that all health facilities administer PEP.		Is PEP readily available at all health facilities? If not, at how many facilities is it available?	What is the target % increase in the number of women accessing PEP?		
Social development						
To make community and sporting facilities more accessible to women and to make such facilities available to ease the burden borne by women in organising family and community events.	Collect gender disaggregated data on the use of council community and sporting facilities.		Does this data exist?	Gender disaggregated data on the use of community and sporting facilities.		
	Hire out social and community halls for functions at reasonable rates.		What is the current situation with regarding to renting out halls?	What is the target? How will success be measured?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Set up cyber centres in libraries and design IT training for women and men of all ages.		Are there currently any such facilities in the council?	What is the target? How many such facilities, how many computers, how many people trained, how often?		
	Ensure that every library has a section on women's literature. Set up mobile libraries to make reading more accessible to women especially in rural areas.		Are there currently any such facilities in the libraries? Are there any mobile libraries?	What is the target? How often should they operate? Which areas should be targeted?		
	Design programmes to ensure that women and men benefit equally from local authority facilities, for example promoting women in traditionally male sports.		What programmes currently exist?	What is the target?		
	Rename 'Women's centres' to 'Family centres' to encourage the involvement of men in family activities.		How many centres are there?	How many centres need to be re-named?		
	Encourage programmes that challenge stereotypes all spheres, including the home. Educate parents on how their children should be socialised.		Do any such programmes exist?	What is the target? How ill this be measured?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
IV. EMPLOYMENT PRACTICES AND ENVIRONMENT						
Patterns and policies						
To increase the representation of women employed in the council.	Set targets and address gender imbalances in all departments – increase number of women employed overall as well as increase the number of women in senior and management positions and address the departments where the greatest imbalances exist.		What are the current gender statistics of employees in the council? What % men and women occupy management positions – what is the breakdown per department?	What is the target % increase in the number of women employed by the council? What is the target % increase in mgmt positions and departments?		
	Develop policies to ensure that these targets are met, including affirmative action policies; recruitment and selection policies; and policies to break the “glass ceiling” for women in local government.		What policies exist?	What is the target? What policies and by when?		
	Include women's targets as a non negotiable component of senior managers contract.		Who is responsible for ensuring that targets are met? Is this included in their contract?	Contract		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
Working conditions and environment						
To facilitate women's equal participation in the workplace by providing support for parents because parenting responsibilities have and continue to be the main responsibility of women	Align the Work Place Skills Plan to the Employment Equity Plan.		Has any work been done in this area?	How will this be measured?		
	Provide child care facilities for council employees and during council meetings.		What child care facilities are currently available?	Target number of child care facilities?		
	Provide flexible work arrangements for parents and take residential considerations into account.		Is there any such arrangement currently?	What is the indicator? How will this be measured?		
	Introduce paternity leave.		Is there any provision for such leave?	What is the target?		
	Act upon employees who are not making maintenance payments.		Has this issue ever been addressed? How?	What is the indicator? How will this be measured?		
To develop and implement a sexual harassment policy in the council.	Conduct awareness programmes on parenting responsibilities.		Are there any such programmes? What is the indicator?	How will this be measured?		
	Develop and implement a sexual harassment policy.		Is there a sexual harassment policy in existence?	Implementation of the Sexual harassment policy How will this be monitored?		
V. GENDER MANAGEMENT SYSTEM						
Gender structures						

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
To establish and strengthen structures that constitute the gender machinery and to ensure that they have the authority to carry out their work and to obtain the commitment of all managers.	Objective for National Strengthen the gender unit in the Ministry of Local Government to coordinate gender mainstreaming in all areas of local government and to liaise with the Ministry of Women's Rights, Child Development, Family Welfare and Consumer Protection and all other relevant ministries.		As any work been done in the establishment and strengthening of structures;	What is the target?		
	Ensure that there are gender focal points in each standing committee in the council who will be responsible for ensuring that gender is mainstreamed in all of the work of council.		Are there any focal points at the moment?	Gender focal points in all standing committees in council.		
	Establish a gender task force (made up of the gender focal points).		Is there a committee in Council responsible for gender?	Gender task force.		
	Identify and empower political champions for gender mainstreaming in the council. Form a multi party women's caucus.		Are there any such champions? Is there currently a structure to bring together women councillors around common concerns?	What is the target? Who? How many? Women's caucus established.		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
	Prepare Terms of Reference for gender machinery, and clarify reporting procedures.		Have gender focal points been established in all departments? Have TOR been drafted?	GFP formed;TOR for GFP		
	Recruit/appoint/hire gender specialists.		Has a gender specialist been recruited?	Specialist staff appointed.		
	Gender to be written into the performance agreements of senior managers and GFP.		Has gender been written into the performance agreements of senior managers and GFP?	Accountability on gender through PAs.		
	Publicise the establishment of the gender machinery.		Is the GMS known, has it been publicised?	What is the indicator? How will this be measured?		
	Gender machinery to prepare their own strategic plans.		Does the GMS have a strategic plan	Strategy and action plan adopted.		
	Establish linkages with gender machinery in other municipalities.		Have any linkages been established?	GMS Networked		
Budgets, monitoring and evaluation						
To make use of gender disaggregated data for monitoring and evaluation to ensure that gender equality is being strived for.	Obtain sex-disaggregated data.		Does sex disaggregated data exist? Is it applied?	All statistics disaggregated by gender		
	Gender KPIs to be formulated for each department/ programme and HR management.		Are there gender KPIs in the City score card?	Gender KPIs integrated into city score card.		
	Ensure that women and men participate equally in public consultations on planning and budgets.		What sort of consultation takes place at the moment? Are both women and men involved?	What is the target, how will this be measured?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
To ensure that resources are being allocated to gender priorities.	Conduct a gender analysis of the municipal and departmental budgets to ensure that expenditure responds equally to the needs of women and men.		Are there direct or indirect budget allocations for advancing gender equality?	What is the indicator? How will this be measured?		
	Recommend resource allocation (specific budget line) for initiatives that will promote gender equality, including fighting gender violence and HIV and AIDS).		Has the action plan been costed?	Costing of this action plan.		
	Ensure that departments allocate resources to gender priorities.		Do departments allocate resources to gender priorities?	What is the indicator? How will this be measured?		
	Capacity building					
To ensure that training is done to educate all employees and community groups on gender.	Facilitate skills training for members of gender machinery.		What training has already been done?	How many workshops to take place? How many trainees?		
	Liaise with service providers to provide training programmes.		What training has already been done?	What is the indicator? How will this be measured?		
	Facilitate training programmes among councillors, officials and community groups.		What training has already been done?	Target number of cllrs, officials and community groups trained?		
	Ongoing mentorship and support through linkages with civil society.		Do any such programmes exist?	Target number of cllrs and officials involved in such programme?		

STRATEGIC OBJECTIVE	ACTION	WHO	BASELINE	TARGETS/ INDICATORS	WHEN	BUDGET
To raise awareness on gender issues and challenge the belief that gender is a “women’s issue”.	Assess impact of training.		What training has already been done?	What is the indicator? How will this be measured?		
	Gender sensitivity training for both male and female councillors		What training has already been done? T	arget number of cllrs, officials and community groups trained?		
	Gender analysis training for councillors and staff with specific gender mainstreaming responsibilities		What training has already been done?	Target number of cllrs, officials and community groups trained?		
	Compile a calendar of special gender events and campaigns. Engage in campaigns to raise the profile of gender eg Women’s Day; Sixteen Days campaign.		What kind of special gender events and campaigns has the council participated in? What kind of awareness raising has been done?	What is the indicator? How will this be measured?		
	Prepare pamphlets, advertising, posters, logo etc.		Has any work been done in this area?	What is the indicator? How will this be measured?		
	Run competitions, sporting activities that challenge stereotypes.		Have any such activities been done in the past?	What is the indicator? How will this be measured?		

WAY FORWARD

Exersis 4: ki pou selekte ek ki pou al dan poubel

Pou donn ou kat fey papyer. Ekrir de zafer ki ou pou amenn ek ou (lide pozitif) ek de item ki ou pou lese (lide negatif).



Partisipant bizin met dan poubel seki li pa pou amen ek met dan valiz seki li pou amene. De volonter pou lir bann item dan poubel ek valiz. Bizin met lanfaz lor seki bann partisipan pou amene, fasiater pou amenn enn diskision lor kouma bizin diriz plan aksion:

- Ki prosedir konsey pou kapav adopte sa plan la?
- Ki sanla pou responsab pou asire ki plan la adopte?
- Komie letan bizin?

[illegible]

FACILITATORS NOTES:

Exercise one: Why is gender an issue in local government

Time: 10 minutes

Notes: This session can be done as an energiser at the start of the action planning session, to get participants thinking about why they need such a plan. If time permits, short skits are an effective way of getting the message across. They might include showing the difference that electricity, sanitation and good waste management make to the every day lives of women.

Exercise two: Understanding the policy context

The Government of Mauritius has come up with a National Gender Policy in March 2005. In 2007 the Ministry of Women's Rights came up with a National Action Plan on Domestic Violence.

Time: 10 minutes

Notes: It is important that participants refer throughout to the framework, as this provides the political and legal rationale for the action plan. However, the facilitator should make participants aware of the key provisions, possibly through a power point presentation.

Exercise three: Developing a local gender action plan

Time: 3 hours

Materials: 6 laptops if possible (one for each group); photocopying facilities.

Notes: This is the heart of the workshop. It needs to be done in small groups, according to areas of skill and responsibility. As far as possible, staff and councillors should be involved, to ensure accurate information and realistic targets. If possible each group should have a laptop and record its plans using the framework that is available in electronic format, as they go along. The exercise is undertaken on the afternoon of the second day of the workshop so that the composite draft plan can be put together by a small team that evening. Copies of the draft are then circulated in plenary the following morning for input from the full group so that the plan is as widely canvassed as possible, and benefits from everyone's input, before the end of the workshop.

Exercise four: What to take and what to leave behind

Time: One hour

Materials: Suitcase and a rubbish basket (placed in the room with a gap of two or three meters between them), flipchart, pens, plain paper

Time: 60 mins

Method

- ✓ Participants to stand in a circle and to imagine that in this session thinking of gender will be like moving house: You will leave behind in the rubbish basket all negative feelings that you have about tackling gender issues and put in the suitcase all positive ideas to be brought to the house.
- ✓ Each participant will have four papers. Write two things that you will bring to the house (positive feeling/idea) and two things you will leave behind (negative feeling/idea).
- ✓ Participants to place in the basket their negative paper, explaining to the group what it is and why you feel that way. Then do the same with the positive feeling.
- ✓ Facilitator to write down key words emerging from explanations on the flipchart.
- ✓ Sum up the session highlighting the positive and negative feelings the groups has towards gender.

Notes: This is a fun and active way to end the workshop as well as sum up what has been learned. Hopefully, many of the notes in the suitcase will focus on next steps and give you the basis you need to wrap up on the process after the workshop.

CONGRATULATIONS

Felisitation

**ON COMPLETING A GENDER ACTION PLAN FOR YOUR COUNCIL!
NOW BUDGET FOR IT AND IMPLEMENT IT.**



GLOSSARY

DIVERSITE (Diversity)

Sak dimoun amenn so prop karakteristik 'rasial', jennder, nasionalite, relizion, etnik, lingwistik ek so konpetans profesyonel dan so travay. Pou ki organizasion travay konn servi diversite li pa bizen zis rekonet, manej ou aksepte sa bann diferans sak dimoun la me li bizen osi ankouraz ek apresie bote ek valer diversite.

JENNDER (Gender)

Jennder se bann karakteristik/endikater sosial ek kiltirel ki montre diferans ant fam ek zom. Jennder li pa fix. Li sanze ar letan, li diferan dan diferan sosiete. Nou jennder li idantite ki nou sosiete donn nou; li dir nou kimanier dimoun trouv nou; kimanier nou sipoze konport nou. Ena konportmen feminen; ena konportman maskilen. Se bann konvansion ki kapav sanze parski zot pa bouzfix

ANALIZ JENNDER (Gender Analysis)

Li letid ki nou fer pou konpran relasion ant zom ek fam kouma bann endividi ousa kouma manm dan enn group ou dan bann enstition. Sa analiz la permet nou konpran bann diferan realite sosial, kiltirel, ekonomik; konpran bezwen ek priyorite zom ek fam separeman e bann inegalite dan zot relasion. Li enn zouti endispansab pou idantifie baryer kouma lokazion dan lalit pou amenn egalite ant zom ek fam. Li permet nou idantifie eleman jennder dan sak problem ki li internasional, nasional ousa konsern enn ti kominote. Fale idantifie problem pou kapav trouv solision, elabor enn stratezi, entervenir pou transform realite e amenn plis lazistis e devlop egalite ant zom ek fam.

POLITIK JENNDER-TROUVKLER (Gender aware policies)

Politik jennder-trouvklér rekonet ki fam kouma zom, zot ena zot rol pou zwe dan sosiete; manier ek kalite partisipasion bann fam zot determine par relasion jennder e par konsekans partisipasion la li diferan e souvan inegal; bann fam zot ena bezwen, lentere ek priyorite diferan e sa kapav tanzantan amenn konfli ant zom ek fam

POLITIK JENNDER-KAYLOUS (Gender blink policies)

Politik jennder-kaylous pa rekonet okenn diferans ant de sex. Par erer zot kwar ki kriter zom ek kriter maskilen zot bon pou limanite antie. Donk zot ranforsi zot prezize, ranforsi dominasion jennder e met fam dan pozision sibaltern ou met zot dan kwen.

BIDZE OU KONTABILITE JENNDER (Gender Budgeting or accounting)

Parski zom ek fam pa okip mem plas ousa pa travay dan mem landrwa ousa fer mem travay dan sosiete ek dan aktivite ekonomik, nenport ki item dan bidze li pa neut (li get ar de lizie). Enn bidze jennder li analiz detay pou kone kot bann resours pe ale e gete kisannla, fam ousa zom, pe tap plen.

DATA PRAN KONT JENNDER (Gender Disaggregated data)

Olie melanz tou, dan sak analiz bizen separ sif ki konsern fam ar sif ki konsern zom. Sa pou permet nou gagn enn lide kler sipa nou pe al dan direksion egalite ousa sistem kraz-kor pe kontinie.

EGALITE JENNDER (Gender Equality)

Si egalite jennder ekziste, li vedir ki fam ek zom ena mem valer malgre zot diferans biolojik. Nepli kapav dir ki enn group siperyer e enn lot group enferyer. Pou reysi sa bizen:

- ☑ Kan pran desizion, bizen mazinn bezwen ek lentere toulede sex;
- ☑ Bizen ki reprezantasion ek partisipasion fam ek zom egal ki li dan elaborasion program ousa dan met-anpratik;
- ☑ Pouvwar pa kapav konsantre dan lame zom; bizen ki zom ek fam dan egalite posed ek servi pouvwar. Mem zafer pou resours materyel.
- ☑ Pou ki egalite jennder vinn enn realite pou tou fam ek zom, bizen ki tou bann inegalite sosial disparet.

SISTEM MANEJMENT JENNDER (SMJ) (Gender Management System)

Sistem Manejment Jennder li enn rezo striktir, mekanism ek prosedir ki ekziste alenyer enn organizasion pou gide, planifie, monitor ek evalie pratik egalite jennder partou dan organizasion la. SMJ li permet enn pli gran devlopman egalite jennder ek plis lazistis ek ferple dan dan devlopman dirab.

SMJ li osi marse dan nenport ki nivo dan gouvrenman, dan bann enstitision kouma liniversite, enstitision enter-gouvrenmantal, non-gouvrenmantal, dan sekter prive ek dan sendika.

Obzektif SMJ se lavansman egalite jennder atraver devlopman volonte politik; atraver enn partnersip bann parti konserne kouma gouvrenman, sekter prive, sosiete sivil ki fer zefor ansam pou DEVELOP e PARTAZ bann bon manier

FER JENNDER VINN VIVAN PARTOU (Gender mainstreaming)

UNDP dir ki pou ki sa arive “nou bizen fer desort ki egalite jennder vinn vivan dan tou politik, dan tou program, dan tou aktivite administratif ek finansie, dan bann prosedir organizasion. Lerla pou ena enn transformasion radikal dan nenport ki organizasion ou aktivite.”

POLITIK JENNDER (Gender politics)

Normalman enn organizasion li elabor enn politik jennder ki vinn enn kannva lor lekel li brod so program ek stratezi pou konbat inegalite jennder dan tou aspe lavi sa organizasion la.

LEKONOMI ENFORMEL (Informal Economy)

Se bann aktivite ekonomik (prodiksion, distribision, komersializasion) ki fer andeor kad legal kontrole par leta ek gouvrenman (travay sexiel, leson prive, marsan dalpouri ets.).

BARYER ENSTITISIONEL (Institutional Barriers)

Se bann regleman, bann kriter, bann pratik dan enn landrwa travay ki kre ek ankouraz inegalite. Baryer la li kapav legal - par ekzanp enn lalwa ki dir ki enn fam pa gagn drwa erit enn teren ou propriyete; ou enn lalwa ki anpes ou gagn enn lown si ou pa posed later. Zot kapav ekziste anpratik parski kiltir enn kominote dir ki enn vev pa gagn drwa sorti tousel. Par ekzanp enn firm ki dimann so bann anplwaye fer overtaym regilierman kapav refiz anplway enn mama ki ena tizanford pou okipe.

BANN BEZWEN JENNDER PRATIK (Practical Gender Needs)

Bann bezwen jennder pratik se bann bezwen ki bann fam kone zot bizen, nenport ki zot sitiasion/pozision ete. Sa bann bezwen la zot pa remet ankestion relasion zom/fam dan sosiete, ni pozision enferyer bann fam. Bann bezwen jennder pratik zot liye ar bann nesesite bazik kouma dilo, elektrisite, servis medikal, lekol pou zanford, travay pou adilt ets. Par ekzanp bann madam pov ki gagn fasilite lown kapav swazir aste enn masinnakoud olie aste later pou fer plantasion. Sa permet zot gagn enn reveni dan zot prop lakaz antout-sekirite. Sa li pa remet ankestion pouvwar zom. Li pa pou permet zot rant dan prodiksion ki kontrole pa zom.

SEX

Sex li enn karakteristik/endikater biolozik ki fer diferans ant enn zom ek enn fam. Zom prodir sperm; fam gagn tibaba e donn baba doudou.

BANN BEZWEN JENNDER STRATEZIK (Strategic Gender Needs)

Bann bezwen jennder stratezik se bann bezwen ki bann fam resanti parski zot kone ki zot pe sibir dominasion zom. Zot soufer toutsort souffrans: zot drwa pa respekte; zot sibir violans domestik, inzistis dan travay, absans pouvwar lor zot prop lekor ets. Kan regle sa bann problem la bann fam koumans zwir plis egalite, plis liberte. Sa amenn enn nouvo relasion zom/fam baze lor respe, egalite, liberte.

RELASION POUVWAR INEGAL (Unequal power relations)

Se enn relasion kot enn dimoun ousa enn group dimoun ena plis otorite, prestiz, drwa ou privelez ki enn lot dimoun ousa group dimoun aköz manier sosiete organize li permet diskriminasion. Par ekzanp, dan travay ‘enn fam blan’ ena plis pouvwar ek otorite ki ‘enn zom nwar’ me dan enn zafer viol ‘enn zom nwar’ ena plis pouvwar ek otorite ki ‘enn fam blan’.

INEGALITE STRIKTIREL (Structural Inequalities)

Inegalite li kapav baze lor manier ki sosiete organize. Dan lepok Aparteid dan Lafrik-Disid ti ena enn lalwa ki ti anpes enn nwar vinn dirizan politik. Savedir enn blan ki ti enn retarde mantal ti ena drwa vinn enn lider me enn nwar entelizan, kiltive ek kalifie ti diskalifie. Kan lalwa dir ki enn aktivite ekonomik ki raport lamone li ena plis valer ki enn aktivite ki fer pou mersi-misie/merci-madam me ki esansiel pou lavi dan sosiete, kouma travay sosial volonter, lerla dimoun ki fer travay esansiel me gratis zot ena mwens prestiz, mwens valer ki dimoun ki fer enn travay ki raport enn lapey (travay salarye).

References used for the glossary include:

Bennett, (2000); Elson (1998), Friedman (1999), Klugman (2000a), Meer (1999), Preston-Whyte E and Rogerson C (1991)