



**PROPOSED CURRICULUM FOR THE  
CAPACITY BUILDING TRAINING WITH WOMEN MEMBERS OF THE  
HOUSE OF PEOPLE'S REPRESENTATIVES OF ETHIOPIA**

## Table of Contents

<b>OVERVIEW .....</b>	<b>1</b>
<b>WELCOME AND INTRODUCTIONS.....</b>	<b>3</b>
<b>APPROACHES TO GENDER EQUITY.....</b>	<b>4</b>
GOVERNMENT LAWS AND POLICIES .....	4
GENDER ANALYSIS OF LAWS AND POLICIES .....	7
ADDRESSING GENDER INEQUITY.....	14
<i>Women in Development/ Gender and Development</i> .....	14
<i>Gender Mainstreaming</i> .....	15
<b>COMMUNICATING THE NEED FOR GENDER EQUITY .....</b>	<b>17</b>
PUBLIC SPEAKING, DEBATE AND PRESENTATION .....	17
MEDIA RELATIONS .....	18
<b>ARENAS FOR RAISING GENDER ISSUES.....</b>	<b>20</b>
WOMEN IN POLITICAL PARTIES .....	20
INFLUENCING PARLIAMENTARY DECISIONMAKING .....	21
<b>REVIEW OF EACH DAY .....</b>	<b>29</b>

## Overview

Women's Campaign International (WCI) is implementing a program to assist women members of the House of People's Representatives (HoPR) in Ethiopia to become more effective elected leaders. This curriculum is for the first activity in a series that will address the needs of the women Members of Parliament (MPs) who were elected in May 2005. The objectives of this training are:

1. To increase women MPs' ability to understand and address gender inequity in Ethiopian laws and policies;
2. To increase the understanding of women MPs on their roles as Members of Parliament; and
3. To increase the ability of women MPs to confidently speak in public and effectively use the media.

The training has three main themes: Addressing Gender Inequity, Effective Communication, and Arenas for Raising Gender Issues.

### ***Addressing Gender Inequity***

The session on *Reflections on Established Gender Instruments* introduces participants to the current laws and policies that particularly impact women in Ethiopia. The session on *Implementing Gender Analysis* assists participants in learning how to analyze laws and policies with regard to their differential impact on men and women. Once participants have learned how to analyze laws and policies, they will need the tools to address any inequities that may exist. In the session *Achieving Gender Equity*, participants will be introduced to the ways in which gender inequities can be overcome. A panel of experts in the session, *Gender Mainstreaming in Action* will present the ways in which mainstreaming gender in laws and policies impacts programs at the grassroots level.

### ***Effective Communication***

Once women learn the skills they need to analyze government laws and policies and ways in which they can approach addressing gender inequities, they need to develop the tools to communicate their opinions in chambers, committee meetings, political party meetings, to their constituents, to regional governments and to the public-at-large. In the session *Voicing Your Opinions*, participants will learn and practice the key skills they need in speaking before small groups and large gatherings. Participants will learn the tricks of preparing powerful presentations, captivating and persuading the audience, as well as key techniques in delivering speeches. In the session *Media Relations*, participants will learn how to use and work with the media to communicate their opinions. This session will also explore alternatives to media outreach as a means of mass communication.

### ***Arenas for Raising Gender Issues***

Participants will have learned how to identify and address gender inequity and will have gained the skills they need to present their opinions on the issues, but in what forums do they raise the issues. In this portion of the training, participants will explore two of those forums, political parties and in parliament, particularly through the Women's Caucus. In the session on *Women in Political Parties*, women will learn how political parties are structured and avenues that could be available for them to influence their parties' platform and mainstream gender within their party. In the session on the *Women's Caucus* participants will learn why a Women's Caucus is important and explore how they might structure their own Caucus.

Proposed training topics address the most immediate needs identified during a needs assessment carried out among women Members of HoPR, Parliamentary staff and leadership as well as local and international non-governmental stakeholders. Trainers and resource people will be from Ethiopia; other African democracies such as Uganda and South Africa; and more established democracies such as Canada or the United Kingdom. Below, under each session, are objectives which each session will address as well as proposed methodologies for delivery.

All sessions will be facilitated by professional facilitators. Throughout the training, participants will be provided the opportunity to ask questions and provide feedback. WCI will document the presentations and Q&A sessions and provide a final report to each participant.

## Welcome and Introductions

### Objectives:

- to provide a welcome message and make logistical announcements by WCI; and
- to introduce the agenda for the next five days.

### Suggested Methodology:

Following the opening remarks and logistical announcements, WCI will use an ice-breaker exercise to facilitate discussion and introductions between group members.

#### *Introduction Exercise*

Ask participants to number off one through ten.

Give each of the ten groups 10 minutes to develop a three-sentence statement on one of the following ten topics:

- Women as students in Ethiopia
- Women as farmers in Ethiopia
- Women as wives in Ethiopia
- Women as mothers in Ethiopia
- Women as professionals in Ethiopia
- Women as property owners in Ethiopia
- Women as pastoralists in Ethiopia
- Women as leaders in Ethiopia
- Women as activists in Ethiopia
- Women and health in Ethiopia

Participants should be instructed to think of this exercise as an opportunity to make a press-statement and pay attention to the wording of their sentences. If possible, one sentence should contain what should be done to help women in that area. Once 10 minutes are up, each group will be asked to put their statements on flip chart pages and read them to the group. The facilitator will close with a brief discussion of the commonalities among the statements.

# Approaches to Gender Equity

## *Government Laws and Policies*

### Objectives:

- To increase awareness of international and regional standards with relation to gender.
- To increase understanding of current government policies and resolutions with relation to gender and women's rights.

There is an abundance of international and national legislative instruments that have been created to provide support and guidance to addressing gender inequity around the world. Women's rights, in international law, emerges today as an exciting, rapidly-developing sub-field of international human rights protection. In 1979, the United Nations made a commitment to women's rights issues and gender equity by issuing the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW). Since then, gender equity has become one of the eight primary goals in the Millennium Development Goals and all one hundred ninety one member nations have pledged to "promote gender equity and empower women". As a member of the United Nations since 1945, Ethiopia has ratified multiple instruments with respect to human and women's rights. It has ratified the Universal Declaration of Human Rights in 1948 and CEDAW in 1981. As a result, the nation has taken a leadership role in the Horn of Africa as the only nation to ratify CEDAW. International treaties and conventions are the international equivalent of "legislation" broadly stated, as the basic norm-creating text. While in other nations, major multilateral treaties may be on a par with domestic constitutional law, above it, somewhere between domestic constitutional law and domestic statutory law, or lack validity, Article 13 (2) of the FDRE Constitution states that "the fundamental rights and freedoms specified in [the Constitution] shall be interpreted in a manner conforming to the principles of the Universal Declaration of Human Rights, International Covenants on Human Rights and International instruments adopted by Ethiopia." Therefore, through its ratification of multiple international covenants, the Ethiopian government has included those international agreements in the domestic body of law. However, there are some experts that doubt whether international instruments must still be reissued in the form of Proclamation in order to be truly integrated into the body of Ethiopian law.

On the regional level, Ethiopia has also made commitments to gender equity and women's rights. Women's rights are incorporated under a special Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. The Solemn Declaration on Gender Equity in Africa (SD) was issued by the African Union in 2004. in order to reaffirm the commitment of Heads of State to the principle of gender equality as enshrined in Article (L) of the Constitutive Act of the African Union and the Charter. The SD further reaffirms the AU commitment to the following regional, continental and international instruments:

- The Dakar Platform for Action (1994);
- The Beijing Platform for Action (1995);
- CEDAW (1979);

- The African Plan of Action to Accelerate the Implementation of the Dakar and Beijing Platforms for Action for the Advancement of Women (1999);
- UN Security Council Resolution 1325 on Women, Peace and Security (2000);
- The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003);
- Seventh African Regional Conference on Women (Beijing +10); Decade Review of the Implementation of the Dakar and Beijing Platforms for Action: Outcome and the Way Forward (2004);
- International Conference on Population Development Platform for Action (1994).

While most of these instruments have a direct application to gender and women's rights, the most recent Implementation Framework (IF) of the Solemn Declaration on Gender Equality in Africa (Adopted in October 2005) agreement summarises the commitments made. The IF sets forth 13 commitments with respect to gender.

The women of Ethiopia have historically enjoyed legal protection of their rights. The Civil Code of the Empire of Ethiopia (the Code), which was first adopted in 1960, called for legal provisions that would govern all personal matters and invalidate all customary laws in the areas regulated by the Code. As a result, Ethiopian women have a legal right to an equal portion of household property owned by her and her husband, otherwise known as "common property". Upon divorce, she is entitled to her own property and to half of the common property.

At another level, however, the Code codified certain customary practices: it designates the husband as the head of the family and gives him the authority to administer household property. The husband is given the right to control and manage common property and to make all decisions regarding such property. While the Code requires that the husband act judiciously and not alienate property without the consent of his wife, strong traditional and cultural beliefs discourage women from enforcing this requirement.

The National Policy on Women, passed in 1993, aimed to institutionalize the political and socioeconomic rights of women by creating appropriate structures in government institutions. The Women's Affairs Office of the Prime Minister's Office is charged with responsibilities to oversee and coordinate activities leading to the effective implementation of the Policy. The Policy established 13 Women's Affairs Departments within strategically situated line ministries. Similarly, in line with Government's decentralization process, and in order to ensure the incorporation of gender in the planning and implementation of development programs, Women's Affairs Bureau were established in 10 regional governments and in two special administrative regions. While it remains the most current strategic plan of institutionalization of gender mainstreaming efforts, the structure set out under the Plan is currently changing. The Women's Affairs Office has emerged into an independent Ministry and has developed connections with large non-governmental organizations of women such as the National Women's Association.

The following rights are guaranteed to women under Article 35 of the 1995 Constitution;

1. Women shall, in the enjoyment of rights and protections provided for by this Constitution, have equal right with men.
2. Women have equal rights with men in marriage as prescribed by this Constitution.

3. The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.
4. The State shall enforce the right of women to eliminate the influences of harmful customs. Laws, customs and practices that oppress or cause bodily or mental harm to women are prohibited.
5. (a) Women have the right to maternity leave with full pay. The duration of maternity leave shall be determined by law taking into account the nature of the work, the health of the mother and the well-being of the child and family.  
(b) Maternity leave may, in accordance with the provisions of law, include prenatal leave with full pay.
6. Women have the right to full consultation in the formulation of national development policies, the designing and execution of projects, and particularly in the case of projects affecting the interests of women.
7. Women have the right to acquire, administer, control, use and transfer property. In particular, they have equal rights with men with respect to use, transfer, administration and control of land. They shall also enjoy equal treatment in the inheritance of property.
8. Women shall have a right to equality in employment, promotion, pay, and the transfer of pension entitlements.
9. To prevent harm arising from pregnancy and childbirth and in order to safeguard their health, women have the right of access to family planning education, information and capacity.

Article 25 of the 1995 Constitution, reiterated the concept of gender equality as set forth in the 1960 Code by stating “all persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall guarantee to all persons equal and effective protection without discrimination on grounds of race, nation, nationality, or other social origin, color, sex, language, religion, political or other opinion, property, birth or other status.” However, the Constitution also legally reopened the issue of the applicability of customary law. In Article 34 (5), the Constitution provides that if parties to a dispute of personal status agree to the applicability of customary law, then this law would apply. Legislation is yet to clarify whether such agreement includes gender discriminatory customary laws.

Finally, gender equity and women’s issues have been a primary focus of the Poverty Reduction Program. Similarly, in the draft Poverty Alleviation and Sustainable Development Programme (PASDEP) for the period 2006-2010, gender issues and women’s empowerment are one of the seven focus areas.

This session following statutes and laws are important for women MPs to understand:

***National***

- The Constitution, 1995
- The National Policy on Women, 1993
- Poverty Reduction Program, 2000-2005
- Poverty Alleviation and Sustainable Development Programme (PASDEP)

### ***Regional***

- The African Charter on Human and People's Rights
- Solemn Declaration on Gender Equality in Africa
- Implementation Framework of the Solemn Declaration on Gender Equality in Africa

### ***International***

- Beijing Platform for Action, 1995
- United Nations: Universal Declaration on Human Rights, 1966
- United Nations: Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979

### **Methodology**

To open the session, the trainer is encouraged to develop a participatory exercise to gauge the women MPs' current understanding of international, regional, and national instruments with regard to gender equity and women's rights. This should be done either in groupwork or question and answer manner so that the participants have a chance to identify their knowledge and express reservations or questions.

### ***Gender Analysis of Laws and Policies***

#### **Objectives:**

- To increase knowledge of how to analyze laws and policies to determine the different impact they will have on men and women;
- To increase ability to conduct gender analysis of laws and policies.

In much of the world, society operates in ways that lead to discrimination based on gender. This often results in women and girls not receiving "a fair share" of benefits and opportunities relative to their endeavours and contributions. Originally, it was believed that equality could be achieved by giving women and men the same opportunities, on the assumption that this would bring sameness of results. However, same treatment was found not necessarily to yield equal results. Today, the concept of equality acknowledges that different treatment of women and men may sometimes be required to achieve sameness of results, because of different life conditions or to compensate for past discrimination. Gender equity is the process of taking measures to ensure fairness and 'leveling the playing field' between men and women. In order to determine whether a law or policy will either assist in leveling the playing field or contribute to gender inequity, it must be carefully analyzed.

The gender analysis process assumes that policies and legislation are gender-neutral, but is driven on the belief that laws may have different implications for women and men. Gender analysis focuses on differences in the status and activities of women and men, including differences in access to and control over power and resources. Through gender analysis of policies and/or legislation, the differential impact that the law or policy will have on men and women can be documented and analyzed and measures can be taken towards greater equity. It is the responsibility of lawmakers to pose gender-specific questions to identify inequalities in the impact of existing governmental laws

and policy, and to develop a process that addresses inequality in future governmental laws and policies.

Gender analysis is not merely a good idea, it is also required by law. Article 2 and 3 of the Convention on the Elimination of the Discrimination Against Women (CEDAW) requires State Parties to condemn discrimination against women in the political, social and cultural fields. This requires State Parties to take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs, and practices which constitute discrimination against women. Article 2 of the International Covenant on Civil and Political Rights also requires State Parties to take measures to eliminate discriminatory legislation. CEDAW has interpreted the articles in General Recommendation No.6, to exhort States Parties to establish national machinery institutions to do the following:

- Advise on the impact on women of all government policies
- Monitor the situation of women comprehensively
- Help formulate new policies and effectively carry out strategies and measures to eliminate discrimination

The FDRE government has made legislative commitments to gender equity. As a result, it is imperative for increase awareness at all levels of government of the importance of gender as an organizing principle (a way of conceptualizing information). The role of legislators is then to facilitate the development and assessment of policies and legislation from a gender perspective so that they will have intended and equitable results for women and men, girls and boys.

Gender-policy analysis encourages greater transparency because it assesses what the effect of a proposed legislation or policy might have on a particular group, such as women or ethnic minorities. Greater transparency, in turn, alerts decision-makers to policy problems of inequality, and areas of potential social, political, and economic unrest. It is also useful because it prevents a loss of government output. Not taking account of gender in planning education expenditure means that more of the expenditure goes to the schooling of boys rather than girls. This expenditure imbalance disadvantages girls, and eventually hampers national economic growth.

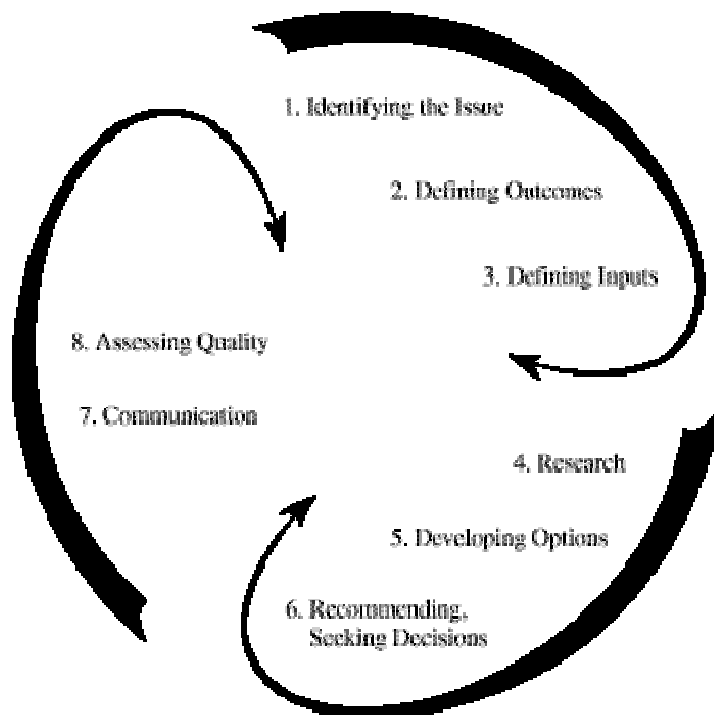
There are many approaches to developing and analyzing policy with respect to gender equity. There are eight steps that can be followed sequentially, and/or revisited with the emergence of new information or perspectives:

- Step 1: Identifying, Defining, and Refining the Issue
- Step 2: Defining Desired/Anticipated Outcomes
- Step 3: Defining the Information and Consultation Inputs
- Step 4: Conducting Research
- Step 5: Developing and Analyzing Options
- Step 6: Making Recommendations/Decision-seeking
- Step 7: Communicating Policy
- Step 8: Assessing the Quality of Analysis

In some cases, gender issues are central to the policy in question and play a major, determining role in its evolution. Other policies, at first glance, may appear to be devoid of gender implication.

During the definition stage, it may be tempting to simply state that a policy is not likely to have differential gender effects. While gender implications may not be immediately obvious, they may emerge later. In either case, it is essential to understand the way that gender can fit into the process of developing and analysing policy.

#### THE POLICY DEVELOPMENT/ANALYSIS CYCLE <sup>1</sup>



#### Step 1: Identifying, Defining, and Refining the Issue

Policy analysis usually begins with identifying a problem or an opportunity requiring policy development or analysis. This stage involves determining the nature, scope and importance of the issue within the context of the current policy environment that warranted placing it on the policy agenda. To identify, define and refine policy issues, political leaders should ask the following questions:

- What is the issue?
- Who says it is an issue?
- Why has it become an issue?

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<sup>1</sup> This graphic and the 8-step approach to gender mainstreaming was developed in, Gender-based Analysis: A Guide for Policy Making (Revised edition), Status of Women Canada, Policy Analysis and Development Directorate, 1998.

- How does your personal/professional/corporate background (your gender/experiences/values/beliefs/assumptions/circumstances) affect your understanding of the issue?
- What are the root causes?
- How are the root causes perpetuated?
- What factors are influencing this issue?
- Does this issue require policy analysis/development?

## **Step 2: Defining Desired/Anticipated Outcomes**

In this stage, desired goals and anticipated outcomes for the policy are proposed. An analysis of intended/unintended outcomes usually examines the degree to which the policy can meet or hinder other policies or government objectives. Outcome indicators, monitoring processes, partners in defining outcomes, and accountability for achieving outcomes are usually considered in this phase. To ensure a gender perspective in identifying desired/anticipated outcomes, political leaders should ask:

- What outcomes does government want to achieve with this policy? For whom?
- What outcomes would other stakeholders expect from this policy?
- For which specific outcomes should the policy be defined? On what is this priority based?
- Should any of these outcomes be achieved by means other than new or revised policy/legislation? Is the development of a policy/legislation the best means to produce the desired outcome?
- How do these outcomes meet or hinder other government values, objectives or policies?
- What outcome indicators should be identified?
- What monitoring and accountability processes are needed to ensure the outcomes?
- What factors/forces could contribute/detract from the outcomes?

## **Step 3: Defining the Information and Consultation Inputs**

This step is most often done along with the research phase. It looks at what knowledge is needed, and what sources can best provide it. Available and relevant data sources, and partners in data gathering and analysis are identified. The following questions are generally asked to define the information and consultation inputs:

- What do we need to know about the issue? About the underlying problem? About values influencing the issue?
- What information is required to ensure that all perspectives will be taken into consideration?
- Who should be involved in determining what information is needed?
- What information sources are available?
- Who will be partners in information gathering/provision? What processes are required to effectively consult with these partners?
- Is the available information sufficient and appropriate to define the policy? Is there a need to generate primary data?
- Should the scope of the policy be redefined in light of the availability and appropriateness of the information?

#### **Step 4: Conducting Research**

This stage hones and clarifies the research design, and the type of analysis to be done (e.g. cost/benefit, social impact, relationships to government, etc.). Tasks and methods of analysis and approaches to data presentation are discussed in this phase, and the research is carried out. The following questions are generally asked to define the research design:

- What is the analysis seeking to determine (e.g. cost/benefit, social impact, effect on government priorities)?
- Who determines the research question(s)?
- What is (are) the research question(s)?
- What factors will affect the research design?
- Who will be involved in the research and the research design? How?
- Is the scope and nature of the research design appropriate for this policy issue?
- What methodology(ies) will be used?
- What type of analysis will be done?

#### **Step 5: Developing and Analyzing Options**

At this stage, options indicated by the research are articulated and refined. Implications and outcomes of options are identified and analyzed. The relationship of options to, and their impact on, existing policies, programs and legislation are also studied. Economic, social, equity, community, environmental, etc. impact analyses are preferably developed for each option. Responsibility for implementation and the resources required are also examined. The following questions are generally asked in developing and analyzing options:

- What options are indicated by the data/ information/research?
- How are the options directly related to the desired outcomes previously identified (see Step 2)?
- How do your values, those of the system and those of society limit the range of options being developed?
- How do these options influence or change the factors affecting the issue as previously identified (see Step 2)?
- How do each of the options meet or hinder existing policies, programs or legislation?
- Do each of the options present a "real" alternative for government?
- What are the direct and/or indirect implications of each option? Are there unintended outcomes?
- What factors will positively and negatively affect the implementation of each option?
- Who would implement each option? What resources are required for each option?
- How to ensure accountability?

#### **Step 6: Making Recommendations/Decision-seeking**

The recommendation of options is often a collaborative effort, and sometimes draws directly on public input and consultation. The rationale for the recommendation is derived from the analysis of options, and presents the recommendation in terms of its favorable and unfavorable impacts and

implications, and the policy environment. The following questions are generally asked in making a recommendation and obtaining a decision:

- Who will be involved in choosing the option recommended?
- On what basis will the recommendation be made?
- What are the underlying assumptions and values implicit in the option being recommended?
- What sort of documentation is needed to support the recommendation? Are the underlying assumptions and values included in this documentation?
- Is the recommended option free from unintended outcomes and/or restraints (legal, economic, social, cultural, environmental, etc.)?
- Will there be further consultation on the recommended option? Who should be involved?
- What aspects of the policy environment (fiscal, government strategic priorities, other policies, current public opinion, government commitments, etc.) impinge on the recommendation?

### **Step 7: Communicating Policy**

Communicating the recommended or chosen option can play a significant role in its acceptance and implementation. Timing, choice of media, language, and public involvement are important to ensure that government intent and the impacts of the policy, program and legislation are understood. The participation and acknowledgement of partners and consulting groups can be a key part of communicating policies inside government and to the public. The following questions are generally asked in communicating policy:

- What is the message we want to communicate?
- To whom do we want to communicate it?
- What is the main message to be communicated to each audience?
- How will the policy be communicated? What information will be given to whom? How?
- What measures will be taken to communicate the policy, program and legislation to those who participated in its development?

### **Step 8: Assessing the Quality of Analysis**

At this stage it is important to review the analysis process. To ensure a gender perspective in assessing the quality of analysis, consider:

- integrating questions concerning gender throughout the analysis;
- clarifying gender implications within the context of the policy, and within the policy priorities of government;
- clearly presenting what the gender implications are for each option, and why the recommended option will support gender equity, and promote (not restrict) women's autonomy, opportunities and participation;
- substantiating these claims with relevant, reliable gender-disaggregated data, and/or, reliable information from credible informants;
- balancing this information with appropriate considerations of the policy environment, such as historical information, the policy context, comparative information from other jurisdictions, community-based information and studies;

- presenting recommendations concerning the policy that support gender equity in a credible and practical way, and demonstrating how gender equity considerations are balanced and congruent with other government priorities and considerations.

Gender-policy analysis encourages greater transparency because it assesses what the effect of a proposed legislation, policy or budgetary allocation might have on a particular group, such as women or ethnic minorities. Greater transparency, in turn, alerts decision-makers to policy problems of inequality, and areas of potential social, political, and economic unrest. Gender analysis is also useful because it prevents a loss of government output. Not taking account of gender in planning education expenditure means that more of the expenditure goes to the schooling of boys rather than girls. This expenditure imbalance disadvantages girls, and eventually decreases the contributions that half of the population can make to national economic growth.

### **Methodology**

The trainer will give a presentation, making it as interactive as possible. Group activities will follow the presentation to give participants practical experience in analysing a law.

The trainer will develop a case study based on laws that have come before Parliament. Participants will be divided into three groups and asked to analyze the legislation as though it was a piece of draft law from a gender perspective. The trainer may use the gender analysis matrix and make recommendations for revisions if necessary. Each group will then prepare a presentation to the larger group. Following the presentations, the groups as a whole will discuss each proposed law and the process of gender policy analysis.

## ***Addressing Gender Inequity***

### **Objectives:**

- To increase understanding of two dominant approaches to addressing gender inequity in political, social and economic arenas in Ethiopia, namely women in development and gender and development;
- To establish connections between women MPs and experts in the NGO community working on addressing gender equity issues; and
- To increase conceptual understanding of gender mainstreaming in Ethiopia.

### ***Women in Development/Gender and Development***

Women in Development. Gender and Development. These are terms that describe addressing gender inequity. Women in development is an approach that began in the 1970s as it was acknowledged that women were disadvantaged and/or excluded from the development process. Governments and nongovernmental organizations addressed the inequity between men and women by developing laws, policies, and programs to benefit women only. The theory behind the concept is that historical disadvantages to women required that unique benefits be given to women to address those disadvantages. In the late 1980s there was a shift in the approach to development from women in development to gender and development. Rather than addressing the disadvantages that women face, the gender and development approach analyzed the social relationship between men and women.

	<b>Women in Development (WID)<sup>2</sup></b>	<b>Gender and Development (GAD)</b>
<b>The Approach</b>	An approach which views women's lack of participation as the problem	An approach to people centered development
<b>The Focus</b>	Women	Relations between women and men
<b>The Problem</b>	The exclusion of women (half of the productive resource) from the development process	Unequal relations (between women and men, rich and poor) that prevents equitable development and women's full participation
<b>The Goal</b>	More efficient, effective development	Equitable, sustainable development with men and women sharing decision-making and power
<b>The Solution</b>	Integrate women into existing structures	Empower the disadvantaged and

<sup>2</sup> United Nations Development Program Gender Briefing Kit website.  
<http://www.undp.org.vn/undp/docs/2000/gbk/termse.htm>

		women  Transform unequal relations and structures
<b>The Strategies</b>	Women only projects  Women's components  Integrated projects  Increase women's productivity  Increase women's income  Increase women's ability to manage the household	Identify/address practical needs determined by women and men to improve their condition  At the same time address strategic gender needs of women and men  Address strategic needs of the poor through people centered development

### ***Gender Mainstreaming***

Gender mainstreaming is the way in which gender and development is implemented. It is an institutional policy and programme strategy that seeks to integrate women's concerns into all aspects and sectors of activity. It is the process of ensuring that women and men have equal access and control over resources, development benefits and decision making, at all stages of the development process. Gender mainstreaming contrasts to 'women-specific' approaches that advocate separate activities for women.

What is the current representation of women on the *Kebele*, *Woreda* and Regional Councils? How does the participation of women voters in the May 2005 elections compare to their previous participation levels? What trends exist in the political participation of women? How does enrollment of women in educational facilities compare to that of men? What percentage of the labor market is comprised of women? How are women affected by cultural practices? How are women involved in agricultural development? Essential to achieving the goals of this training, this session will provide women MPs with statistical information regarding the state of women in Ethiopia. Furthermore, the plan will introduce the concept of gender mainstreaming, efforts at implementing this concept currently under way in Ethiopia and both short and long-term goals of these efforts.

According to Ethiopia's 1993 National Plan on Women, "All development program at National and Regional levels should be able to integrate gender concerns in their plans and program to see that women participate, contribute benefit and their effort is recognized and technologically supported. Thus the mainstreaming of gender in all development programs should focus at establishing a system where by each sector program would use gender as a measuring indicator to quantify project and achievements. To this effect developing appropriate tools and methodologies to incorporate gender in the planning is developed and being used. Problems are also identified and experiences of gender focal points are being shared and modifications are in the process of being designed."

However, some are questioning the impact gender mainstreaming has had. While effective in theory, in practice it is not used with the degree of rigour that is needed to make it effective. Changes are often at a superficial level. Women are often still left not reaping benefits of development and laws and policies are not being developed to ensure that they are. Often program talk about achieving gender equity or equality but in practice women are still left out. Also, it is acknowledged that the focus is still on effecting the behavior of women. Changing men's behavior is only addressed as an impediment to women's development. Examining how to change men's behavior so that it is beneficial to women and not just preventing them from impeding or oppressing women is only just beginning.

Drawing from the African and Beijing Platforms for action, the AU gender programme involves both stand-alone women-only programs, as well as programs to incorporate gender into all the activities of the Commission. In this regard, the Gender Directorate has a two-fold approach to its work. First, a women-targeted women-in-development approach which recognizes that women are starting from a more disadvantaged position than men, and, therefore, seeks to remove the obstacles that women suffer. This is in order to empower women so as to enable them to compete on a level of equality with men. The second is a more holistic, all-encompassing gender-and-development approach, which seeks to ensure that women are part of mainstream activities as equal stakeholders with men.

The first approach involves activities that include specialist women's empowerment programs such as women and education; women and health; women and poverty eradication; women in agriculture; women, trade and the economy; women in the peace process; women in politics and decision-making; the gender dimensions of ageing, and women within the NEPAD process, among others..

The second approach involves activities directed at ensuring that the Commission takes gender into consideration in all its work, so that the needs of both women and men are taken into consideration across the whole spectrum of AU activities, so as to enable both men and women to benefit equally.

<sup>3</sup>

### **Methodology**

Each panelist will be asked to prepare a 5-10 minute presentation on the impact of mainstreaming gender into laws and policies women in his/her specific field of expertise. Following each presentation the floor will be open to questions from the participants and discussions of the gender mainstreaming concept. Once all panelists have presented their topics, the facilitator will lead a discussion of points raised during panelist presentations.

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<sup>3</sup> African Union: Women, Gender and Development Directorate website. [http://www.africanunion.org/Structure\\_of\\_the\\_Commission/WOMEN,%20GENDER%20AND%20DEVELOPMENT.htm](http://www.africanunion.org/Structure_of_the_Commission/WOMEN,%20GENDER%20AND%20DEVELOPMENT.htm)

## Communicating the Need for Gender Equity

### Objectives:

- To build women members' skills as public speakers, debaters and presenters;
- To increase women members' understanding of best-practices in public speaking, debate and presentation based on the experience of other women members;
- To increase women members' understanding of the importance of research and knowledge in creating positive media images and messages;
- To build women members' skills in developing messages, spin and presentation of issues in the media; and
- To build women members' skills in giving interviews, organizing press conferences and getting media coverage.

### *Public Speaking, Debate and Presentation*

Despite their success in the May 2005 election, most of the women Members of the HoPR have communicated a lack of confidence and a need to develop their abilities to deliver speeches, debate and present legislative issues before Parliament. Women MPs have also expressed a need to learn communication skills in order to ensure understanding and cooperation in creating legislation. In order to present their platform, opinions and get their needs met, women need to build confidence, be able to speak in public, and understand how to debate. Women MPs also need to understand the importance of research and data analysis in extracting support for one's point of view.

Before making a presentation in front of a group of people, one must adequately prepare. In preparation for a speech or public appearance, an MP must get to know the needs of her audience including their backgrounds, assumptions, and expectations. Armed with this knowledge, she can be prepared to answer their questions and meet their needs during her presentation. Besides being prepared, one must also keep the presentation lively and interesting. This ability, once again, rests in preparation and, oftentimes, research. Once a topic is researched and a speech prepared, one may benefit from several practice rounds.

Many MPs are put in situations where the effect of their presentation is gaged not only by what they say, but how they say it. Thus, it is important to have fitting body language during one's presentation. Standing, walking or moving about with appropriate hand gesture or facial expression is more effective than sitting down or standing still with head down and reading from a prepared speech. One must practice speaking with conviction, comfort and ease. The material being presented orally should have the same ingredients as are required for a written research paper. In other words, no matter how short a presentation is, it should always have a logical progression from the introductory thesis statement to supporting arguments with accurate and up-to-date information and conclude by re-stating the thesis or summarising points.

Additionally, there are tricks to being a powerful presenter. The audience needs to be drawn into the presentation by pertinent examples or personal stories to illustrate main points. Developing clear and concise points and finding effective language to make those points "stick". The theory behind creating "sticky" messages is called message development. When the focal point of the presentation is designed in such a way as to resonate with the audience, the message is "sticky". If

the message sticks in the minds of audiencemembers, the presenter has reached the audience. Thus, through careful preparation, development of a clear message and repetition, the presenter can have an effect on her audience.

WCI will work with trainers to create an interactive and participatory session in which women MPs will get an overview of the skills necessary to communicate effectively. Materials will be provided on best-practices for writing speeches, debating and presenting.

### ***Media Relations***

According to a study conducted by the International Organization for Migration (IOM) in 2002 among six hundred Ethiopian women, 47% of Ethiopian women find information delivered by the media more reliable than the information they receive through their friends and relatives. Furthermore, the study found that women trusted the information they received through television programming the most, followed by radio and then public drama. As the outlet that is relied upon by so many Ethiopian women, the media presents a valuable tool for Members of HoPR in general and women Members in particular to reach their constituents and relay messages regarding government policies, legislative initiatives and personal platforms.

The media doesn't merely record public and political concerns-it plays a major role in shaping the political agenda and influencing public opinion. Despite being such an important communications tool, the media can be quite difficult to work with. Each medium - be it video, radio or print media – carries with it certain requirements, rules and best practices. Besides building the skills of women Members of HoPR in dealing various media outlets, this session will provide an overview and hands on practical exercises in message development. The concept of developing a message, testing it and various techniques for delivering and staying on that message is very developed in Western political arenas. As Ethiopia's media market and democracy grows, these skills will become more and more essential to maintaining positive relationships with media outlets and, through those outlets, communicating with the electorate.

There are certain tips to giving an interview on the radio, television or in person. The following list of suggestions can ensure that the interview is well received:

- Approach the interview as an opportunity to state your positive messages. Decide the key points you'd like to see printed or aired and make these points often.
- Use language to "bridge" back to your key messages, such as "While I know public sentiment is high on this issue, the reality is (your primary message)."
- As much as you can, try to maintain control over the direction in which the interview is going.
- Try to stay on message and avoid unnecessary comments that may be misprinted.
- Say nothing off the record unless you have a longstanding and trusting relationship with the reporter. The golden rule is to assume that everything you say to a reporter will end up in print, on television, or on the radio.
- Tell the truth.
- If you don't know the answer, acknowledge it and offer to follow-up with a response.
- Try to provide quotable phrases. Describe a few personal experiences.
- Repeat your message often and with conviction.

### **Methodology**

The trainer will be asked to design a session which will provide women Members with information regarding various media outlets; developing their ability to establish and maintain relationships with various forms of media; increasing their ability to offer concise, informed, and focused interviews; and laying the groundwork for future outreach efforts by enabling them to develop strong messages that resonate with the public. As the most trusted means of reaching women in Ethiopia, the media is essential in allowing women elected officials to communicate with the people they represent.

## Arenas for Raising Gender Issues

### Objectives:

- To increase the women MPs understanding of the roles of an MP as a member of a political party;
- To increase women MPs understanding of the use of a Parliamentary Caucus;
- To create a dialogue between MPs on best-practices of constituency outreach.

### *Women in Political Parties*

Political parties play two important roles with regards to women's role in political decision-making. First, political parties choose candidates and therefore determine how many women get into office. Second, political parties determine their party platform, the legislative and policy priorities that they will promote. In order for gender equity to become a reality, parties need to make it a priority. Women MPs as leaders in their parties can convince their parties to adopt their agenda.

Political parties are the gate-keepers into political office as they determine which candidates are recruited. Therefore, women gaining influence in political parties is necessary for their advancement in the political process. It is not enough for parties to establish women's wings or place women at the bottom end of party lists; women must have opportunity for leadership in every arena. .

Article 21 of the Universal Declaration of Human Rights recognizes the right of every person to take part in the government of his or her country. Equal access of men and women to power, decision-making and leadership at all levels is a necessary precondition for the proper functioning of democracy.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life, including the right to vote and to stand for election, as well as to hold public office at all levels of government (Article 7). States parties agree to take all appropriate measures to overcome historical discrimination against women and obstacles to women's participation in decision-making processes (Article 8), including legislation and temporary special measures (Article 4).

These provisions indicate that women have a right to participation in political decision-making. It is the responsibility of political parties to enforce that right.

Parties recruit, nominate, and campaign to elect public officials; draw up policy programs for the government if they are in the majority; offer criticisms and alternative policies if they are in opposition; mobilize support for common policies among different interest groups; educate the public about public issues; and provide structure and rules for the society's political debate. Women who gain leadership and mobilize within their parties can use the role of the parties to promote gender equity. They can recruit male colleagues within the party, reach out to citizens, assist other women to become candidates, and raise the profile of the importance of gender equity in all laws and policies.

For example, a worldwide comparison of the proportion of women in parliament confirms that women are far more successful under proportional representation list systems. As a simple rule, women proved almost twice as likely to be elected under proportional than under majoritarian electoral systems. Therefore, in many countries, women have mobilized around the debates about electoral reform and have often fought to achieve PR systems.

Party platforms are essentially documents in which political parties enumerate their goals and principles in ways that go beyond rhetorical exhortations. A platform states the party's stance on taxes, national defense, education, health care, social security, the environment, immigration, and many other issues. Women can use the development of the party's platform to ensure that women's interests are represented in it.

Political parties also have another function as vehicles for coordinating the day to day activities and policy decisions of their elected and appointed office-holders so as to fulfill the party's policy platform, as for example, through an organized party caucus and a full-time party leadership machinery in the parliament. The national party organization can reward its members for "voting the party line" after they have been elected to office or to punish them for failing to support the party platform, the party organization's preferences. Women MPs can lobby their parties to ensure that other elected and appointed office-holders continue to support their agenda.

### ***Influencing Parliamentary Decisionmaking***

The first step is for women MPs to understand how the legislature works in order to be able to use this knowledge to operate more effectively. In the General Orientation, women were introduced to the formal rules and procedures of the House of People's Representatives.

The second step is to use the rules. By learning how to use the rules, women can seize opportunities to participate on key committees and positions, make themselves heard in discussions and debates, and fully utilize their skills and abilities.

<b>Women Impacting through Parliament</b>		
	<b>Institutional/Procedural Representation</b>	<b>&amp; Influence on Output and Discourse</b>
<b>Learning the Rules</b>	Participate in training and orientation exercises on internal parliamentary codes of conduct (e.g. how to ask for the floor); public speaking and effective communication; relating to and lobbying male colleagues;  Network with women's organizations;  Mentoring and shadowing by more	Distinguish between women's perspectives and women's issues;  Caucus with media, national as well as international organizations;  Bring to attention sexist discourse;  Establish presence within different committees (e.g. budget, defence, foreign

	<p>senior MPs;</p> <p>Understand and handle media.</p>	<p>affairs);</p> <p>Clarify value and importance of "soft" committees.</p>
<b>Using the Rules</b>	<p>Make a point of nominating and voting for women in internal elections, within parties or intra-parties;</p> <p>Draw attention to absence of women in key positions;</p> <p>Invest in committee work;</p> <p>Push for and establish government equal opportunity positions and women's ministries;</p> <p>Campaign to expand existing structures to include women's concerns;</p> <p>Set up networks to train in more convincing and less adversarial types of debate.</p>	<p>Influence parliamentary agendas: introduce women's concerns (e.g. changes in parliamentary work schedules);</p> <p>Establish public enquiries on women's issues and use findings to place issues on government agendas and within legislative programmes;</p> <p>Speak for, co-sponsor and sponsor bills;</p> <p>Seek partnership with male colleagues;</p> <p>Make public issue out of certain concerns by co-operating with media (e.g. ways of referring to women in parliament, sexual harassment issues).</p>
<b>Changing the Rules</b>	<p>Change candidate selection rules for entire party, especially for leadership positions;</p> <p>Introduce quota systems on certain committees or issue of proportionality for men/women representation;</p> <p>Establish a woman's whip;</p> <p>Establish national machinery to monitor implementation and ensure accountability; institutionalize regular debates on progress into parliamentary timetable;</p> <p>Establish mechanisms to encourage female speakers (e.g. giving them priority over male colleagues).</p>	<p>Encourage the providing of financial incentives to programmes/projects designed to facilitate women's decision-making endeavours (e.g. for leadership-training schools, increasing government subsidies to political parties with more women in leadership positions/candidates; introducing a specific women's budget earmarked for enhancing women's decision-making);</p> <p>Co-operate with women's movement to change image of women as "only" housewives, to portray them as effective and efficient politicians, and to normalize the image of a woman politician;</p> <p>Be proud of identity as a woman, instead of attempting to imitate men and hide or deny womanhood;</p> <p>Expand legislation to include emerging issues of importance to women (e.g. conflict</p>

		and peace-making, human rights, special women's budgets).
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### *The Need for a Women's Caucus*

Women have typically been excluded from politics throughout the world. However, recent years have seen a dramatic increase in the political participation of women in most areas of the world, particularly in Africa. According to the Inter-Parliamentary Union, as of November 2005 the statistics were:

Total MPs	44,175
Gender breakdown known for	43,264
Men	36,304
Women	6,960
Percentage of women	16.1%

<b>BY REGION</b>	<b>Single or House</b>	<b>House lower</b>	<b>Upper House or Senate</b>	<b>Both Houses combined</b>
<b>Nordic countries</b>	<b>40.0%</b>	---		40.0%
<b>Europe - OSCE member countries including Nordic countries</b>	<b>19.1%</b>		16.4%	18.5%
<b>Americas</b>	<b>18.3%</b>		18.3%	18.3%
<b>Europe - OSCE member countries excluding Nordic countries</b>	<b>17.0%</b>		16.4%	16.9%
<b>Sub-Saharan Africa</b>	<b>16.1%</b>		17.4%	16.2%
<b>Asia</b>	<b>16.1%</b>		13.6%	15.8%
<b>Pacific</b>	<b>12.0%</b>		26.5%	13.9%
<b>Arab States</b>	<b>8.7%</b>		6.0%	8.2%

<b>Rank (of 138)</b>	<b>Country</b>	<b>Lower or single House</b>			
		<b>Elections</b>	<b>Seats*</b>	<b>Women</b>	<b>% W</b>
1	Rwanda	09 2003	80	39	48.8
2	Sweden	09 2002	349	158	45.3
3	Norway	09 2005	169	64	37.9
4	Finland	03 2003	200	75	37.5
5	Denmark	02 2005	179	66	36.9
6	Netherlands	01 2003	150	55	36.7
7	Cuba	01 2003	609	219	36.0
"	Spain	03 2004	350	126	36.0

8	Costa Rica	02 2002	57	20	35.1
9	Mozambique	12 2004	250	87	34.8
10	Belgium	05 2003	150	52	34.7
41	Ethiopia	05 2005	546	116	21.2

Entering politics can be difficult for women. In many instances, women MPs are not viewed as equals by their male peers. Therefore, it is difficult for an individual member to affect the policy agenda. However, women have discovered that there exists greater strength in numbers. By joining together in a women's caucus, women provide each other emotional support and can act as a powerful tool to influence policy and raise issues overlooked by their male colleagues. A women's caucus can assert women's collective influence. Putting aside ideological differences, women from all parties can join together in a women's caucus to promote issues of importance to women.

#### *What is a Women's Caucus?*

A caucus is most generally defined as being a meeting of supporters or members of a political party or movement. The exact definition varies between different countries.

In the United States, a caucus is a meeting of local members of a political party or subgroup to nominate candidates, plan policy, etc., in the Congress of the United States or other similar representative organs of government.

One of the best-known examples is the Congressional Black Caucus, a group of African-American members of Congress. Another prominent example is the Congressional Hispanic Caucus, whose members voice and advance issues affecting Hispanics in the United States and Puerto Rico.

In some nations, a caucus is a regular meeting of all Members of Parliament who belong to a political party. In a Westminster System, a party caucus can be quite powerful, as it has the ability to elect or dismiss the party's parliamentary leader. The caucus also determines some matters of policy, parliamentary tactics, and disciplinary measures against disobedient MPs. In some parties (such as the Australian Labor Party or the New Zealand Labour Party), caucus also has the ability to elect MPs to Cabinet when the party is in government.<sup>4</sup>

A woman's caucus is often a gathering of all woman in a legislative body. The purpose of a caucus is to unite women legislators around issues that women face.

Women throughout the world face obstacles in both running for office and becoming effective parliamentarians. Those include:

- The prevalence of the "masculine model" of political life and of elected governmental bodies;
- The lack of party support, such as limited financial support for women candidates; limited access to political networks; and the prevalence of double standards;

<sup>4</sup> <http://en.wikipedia.org/wiki/Caucus>

- The lack of contact and co-operation with other public organizations such as trade (labour) unions and women's groups;
- The absence of well-developed education and training systems for women's leadership in general, and for orienting young women toward political life in particular; and
- The nature of the electoral system, which may or may not be favourable to women candidates.<sup>5</sup>

However, research indicates that political structures rather than social factors are the major contribution to women's lack of participation in political systems. The system of elections based on proportional representation for example, has resulted in three to four times more women being elected in countries with similar political cultures, e.g., Germany and Australia.<sup>6</sup>

By creating a strong Women's Caucus, women can come together to try to address some of these obstacles.

### ***Structure of a Women's Caucus***

Just as goals and objectives can vary to can the structure. Often a document (or terms of reference or by-laws) is created to establish the formal formation of the Caucus and to explain its structure. Some of the issues to be determined in such a document are:

- *Who will be included in the Caucus*

The Caucus can consist of members from only one House of Parliament, both Houses of Parliament and in some countries even includes nongovernmental organizations. . In some other countries, male members can take part in such a caucus (particularly if it is a Caucus for Women's Issues, rather than a Women's Caucus), although typically they hold observer status. In the US, for example, there have been over one hundred men who belong to the Congressional Caucus for Women's Issues.

- *Who will lead the Caucus*

The Caucus can be headed by one or two chairwomen, who are usually chosen by the women's caucus members, themselves. For example, in the Massachusetts state legislature in America, the women's caucus is presided over by two chairwomen, one from the lower house and the other from the upper house. In the Congressional Caucus for Women's Issues in the US, there are two co-chairs, one from each of the two major political parties in the US, who head the group. In addition, the caucus needs to decide if they will have other posts, such as a Vice-Chair, Treasurer, Secretary and any formal committees.

- *What is the leadership responsible for doing*

Chairwomen are typically responsible for organizing caucus meetings and serving as the caucus's external spokespersons. A treasurer usually manages the finances of the Caucus and maintains a petty cash fund.

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<http://en.wikipedia.org/wiki/Caucus>

- *How long will the leadership serve*

In the Massachusetts women's caucus, the post is held for one year and rotates alphabetically among the members.

- *When and where Caucus meetings will be held*

Caucus meetings should be held at a minimum one time per parliamentary session. However, you may want to consider meeting initially more frequently. Other meetings can be subject to the call of the Chair.

- *Voting requirement for the Caucus*

### ***Caucus Goals and Objectives***

Every women's caucus has its own unique goals and objectives. However, common themes include:

- lobbying for legislation or amendments to existing legislation on issues of importance to women;
- lobbying for the inclusion of issues important to women in the parties;
- focussing public attention on women's issues through the use of the media; and working closely with NGOs interested in the advancement of women.

### ***Challenges and Possible Solutions for the Women's Caucus***

The major challenge faced by caucus members is the need to establish a united group of women, despite differing party affiliations and sometimes divergent views. Unlike other forms of organization, caucus members choose to subordinate their political beliefs in an effort to further women's issues. Women's caucuses can fall victim to internal strife, however. Legislators who are not willing to work for a common agenda by putting aside ideological and personal ambitions could hamper the effectiveness of the organization. To be successful, a caucus must be built on a foundation of equality, cooperation and mutual respect. Petty squabbles not only damage the reputation of the caucus, but can also undermine the initial goals and objectives of the group.

In addition, the Caucus will need to determine what issues it wants to address and prioritize issues. If it doesn't do this, it risks the possibility of becoming too diffused and may wind up accomplishing little. Priority issues should be decided keeping in mind the possibility of the caucus's success in influencing these issues. If the caucus chooses issues that are too controversial or where there is little obvious support in the parliament, particularly early on, there will be a greater chance of possible failure.

Another challenge for a caucus is the lack of available time on the part of members for caucus activities. It is for this reason that the caucus must be particularly organized. Caucus members must commit to attending caucus meetings if at all possible. It might be helpful to develop a plan of action with a corresponding time frame in order to help keep caucus activities focused and on schedule.

What are the experiences of women MPs in other African nation? What roles does the Women's Caucus play in South Africa, Kenya, Uganda? What roles can the Caucus play in the legislative process, oversight and gender analysis? As an example, lets look to the South African multi-party Parliamentary Caucus. In South Africa, for instance, women were drawn together prior to the first

democratic elections in 1994 by the Women's National Coalition and drafted the Women's Charter for effective equality. This activity preceded the elections and produced an interim constitution which committed itself to equality.

Before 1994 only 3% of National Parliamentarians in South Africa were women. Following the 2004 elections, the number of Women in South Africa's Parliament is 131 out of a total number of 400 seats, which represents 32.8% women. This then means that South Africa will now move to first position on the South African Development Community (SADC) ranking of women in Parliament.

In 1997, to activate constitutional imperatives into meaningful programmes, South Africa established a national machinery composed of a variety of structures, all aimed at advancing gender equality and meant to operate in a cooperative manner. They are located in the Executive branch, Parliament and Civil Society. The key structures are:

- The Commission on Gender Equality
- The Office on the Status of Women
- Committee on the Quality of Life and Status of Women
- The Women's Parliamentary Caucus

The Women's Parliamentary Caucus is a grouping within parliament with women representatives from different parties. Its functions are to: provide a forum within parliament through which women can unite around common issues; provide a learning space for women members of parliament to enable them to develop their capacity; provide a central point through which civil society can advocate on issues of concern to women; and provide a reference point in which women parliamentarians can communicate with women's organizations in civil society.

The ANC remains the only South African political party with a quota for women. ANC women now account for 79% of the total number of women in South Africa's Parliament.

In Botswana as well, a national Caucus for Women Councillors and Parliamentarians has been established to encourage women to take up council and parliamentary positions. This caucus affords women decision makers a forum to discuss and strategize on the best way to handle issues affecting women in Botswana.

### ***Group Work (45 minutes)***

The participants will be broken up into three groups. Each group will discuss be assigned one of the following themes to discuss.

- *Who will be included in the Caucus*
- *Who will lead the Caucus, how long will the leadership serve and what is the leadership responsible for doing*
- *When and where Caucus meetings will be held and how will votes be held*

In small groups, they will develop the parameters that they think the Women's Caucus should adopt for each of those themes.

After 45 minutes of discussion, the groups will present their proposals.



## **Review Of Each Day**

### **Objectives:**

- To provide a review of the main points from Day One.
- To provide an opportunity for questions and comments.

### **Methodology**

This time will allow the facilitator and participants to engage in a discussion about the key points of the Day One's presentation, highlight what they found most useful, and answering questions or clarifying points. The facilitator will open the session by asking for participants to brainstorm and volunteer what they thought were key points of yesterday. All answers will be written on a board or flip chart so all MPs can review key points. The facilitator will then give the participants time to ask questions or clarify a point.