

MAINSTREAMING GENDER INTO NGO WORK: A CASE STUDY FROM NIGERIA

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Introduction

Mainstreaming gender is not a new concept: it has been discussed as part of the development agenda over the last decade and much of the pioneering work was brought together by an Oxfam initiative (see Macdonald et al., 1996). By mainstreaming we mean here a systematic approach to promoting gender equality / equity whether at institutional or project level. As eloquently argued in the following passage quoted in MacDonald:

‘Without an equal opportunities policy, properly implemented as part of good overall management, no voluntary organisation can be sure that it is responding properly to the needs of all its clients or members, or that it is making full use of the pool of talents available to it among its staff and / or volunteers... it is important that no-one is denied access because of conscious or unconscious discrimination, or because the organisation has failed to recognise and meet new demands and circumstances.’
(NCVO: Equality in Action).

The term ‘mainstreaming’ has become more widely used since the Global Platform for Action on Women was published by the UN International Women’s Conference in Beijing. Mainstreaming is one of the elements highlighted in the chapter on institutional arrangements (United Nations, 1995). All countries who have signed up to the Platform for Action are required to demonstrate to what extent they have progressed key strategic objectives and actions to improve women’s well-being, status and life chances. Yet, as Page argues, ‘unless different interpretations of “equality” are explored and negotiated we will not move forward on mainstreaming’ (Page, 1997: 42).

The wide recognition of the principle of gender mainstreaming has led many donors to assume that the ‘gender agenda’ has now been addressed and that funds can be spent on other areas. However, while the case for mainstreaming may have been theoretically established, actually putting the principle into practice has been a different matter. Gender cuts right to the heart of people’s identity, their values, attitudes and behaviour, their private and public relationships. Quite naturally the majority of people wish to avoid confronting unacceptable truths - particularly if this is likely to affect power, privilege or protection which they have inherited through culture, religion or class.

Many designated ‘Women’s Officers’ around the world have found that working as a gender change agent often means being isolated and powerless (see, for instance, Gianotten et al, 1994). And there is no longer sponsorship money to attend training courses where change agents can find mutual support and exchange good practice. Kabeer’s deconstruction provides a useful analysis of the different elements of institutional life which need to be addressed for change to be effected (Kabeer and Subrahmanian, 1999: 14-15):

Rules: how things get done

official / unofficial - help things run smoothly - look 'natural'

Activities: what is done

governed by the Rules - institutionalised practice - continues social inequality

People: who is included and who is excluded in activities

inclusion is determined by Rules and Activities - exclusion reflects social inequality

Resources: what is used / produced (inputs and outputs)

human, material or intangible (information, goodwill, political clout)

Power: who makes the decisions

determined by Rules and Activities, allocation of Resources

Yet most analyses of institutional change remain at an abstract level and we are left with little practical guidance of how to address the problem in a systematic manner in the workplace. Often, practical measures tend to address one rather than all aspects (for example, businesses involved in Opportunity 2000 focussed on one area such as recruitment, training or communications) (although this is not to say that such an approach may not have significant impact on other areas) (Business in the Community, 1992).

Exceptions to a piecemeal approach include the European Commission's work on mainstreaming in the public sector. This starts the process at the corporate level and includes training as a key component in the development, implementation and evaluation of corporate plans in an iterative process (European Commission /Equal Opportunities Commission, 1997: 8-9).

This process is similar to the much simpler Gender Quality Action and Learning Cycle developed for the large indigenous NGO, the Bangladesh Rural Advancement Committee (Stuart et al, 1997). At a more grassroots level, the GQAL cycle involves training workshops for each work-team to identify issues to be resolved, followed by action planning, monitoring and evaluation and then new issue identification as the cycle continues (see Fig. 1 over).¹

¹ Other more recent initiatives have addressed mainstreaming in specific sectors (see, for example, the Commonwealth Gender Mainstreaming Series at www.thecommonwealth.org) or different levels (see Equal Opportunities Commission publications on senior management and national / local government at www.eoc.org.uk/research)

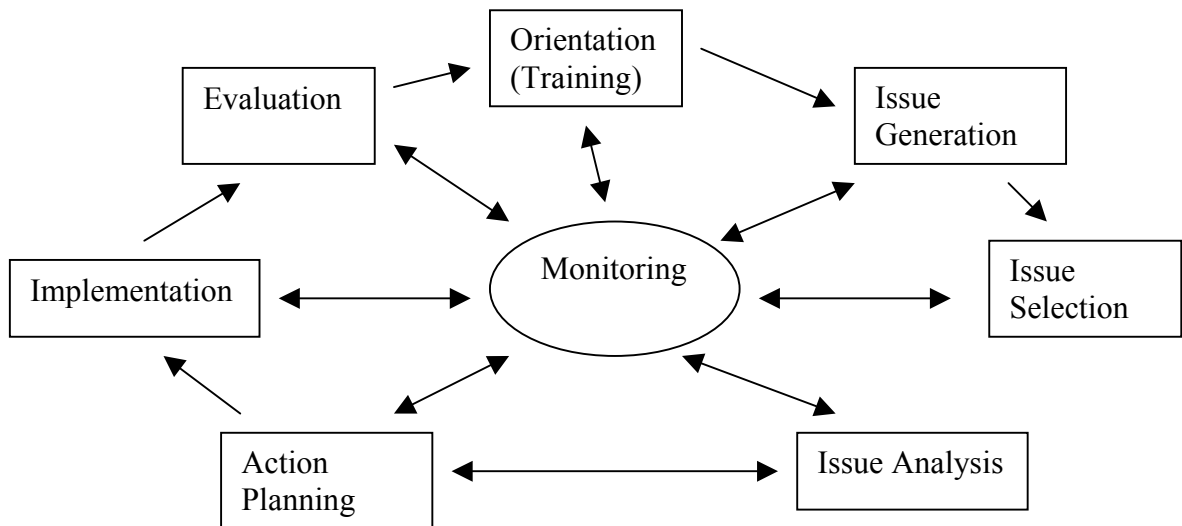


Fig. 1. The Gender Quality Action Learning Cycle (Stuart et al, 1997)

The partnership

The paper will describe and analyse the process undertaken by CRUDAN (the Christian Rural and Urban Development Association of Nigeria) to integrate a gender perspective into its work. This has taken place within the framework of a DFID (UK Department for International Development) funded programme: Capacity Building for Democratic Development. One aspect of the work is the Generic Training Programme – a series of courses over 3 years, designed to help build the capacity of non-governmental and community-based organisations in Nigeria to respond to the needs of the community groups and associations they work with. The Centre for International Development and Training (CIDT) part of the University of Wolverhampton, UK, was contracted through CBDD to work in partnership with CRUDAN, which is a national training provider. The aims of the partnership were:

- to develop training courses, materials and other support mechanisms for 26 member organisations in the General Training Programme
- to strengthen the capacity of CRUDAN itself through a Human Resource Development Strategy
- to share experiences and learning to the benefit of both organisations

Gender has been one of several key areas of development which the two partners have worked on together over the past two years. Many lessons have been learned and we hope that they will be both of interest and value to other development organisations.

CRUDAN mainly serves the Middle Belt Zone of Nigeria but is developing a presence in the South and the North through the appointment of regional (zonal) facilitators. At the outset of the partnership, CRUDAN was very male-dominated, with women only in subordinate roles on the administration / support side. Light-hearted but undoubtedly sexist innuendo and behaviour was common. Training staff worked long hours, were often away from home and the regular working week was six days. It was claimed that the nature of NGO work made it non-conducive to the recruitment of female facilitators. Early trainers from CIDT (UK) were male – with the exception of one female British trainer who was not able to deal successfully with the ethos of the organisation.

The gender strategy process

Gender was identified on both sides as one focus for institutional development, as part of the Human Resource Development Strategy. All new facilitators were to be trained up to deliver a gender perspective through the Generic Training Programme. As a first step, a workshop was held in October 2000 for the CRUDAN training team, designed and facilitated by one of the CIDT staff members. The specific objectives of the workshop were as follows:

- 1. Personal attitudes and responses to the gender agenda will have been explored and a Personal Action Plan developed*
- 2. A more coherent team approach will have been developed through sharing of experience, values, skills and ideas.*
- 3. A greater understanding of gender analysis and its importance within project and programme development will have been developed*
- 4. Practical strategies will have been explored for future work with partner agencies, CBOs/ NGOs, training courses and with community members*
- 5. An Organisation Action Plan will have been developed*

The overall objective was to enhance CRUDAN's capacity to equip CBOs and NGOs with the skills to promote gender equity and awareness in their work with poor communities in rural areas and through this, to help to increase the capacity for poor people in rural areas to raise their own standards of living (the CBDD goal). So we hoped to see the impact of the process not only on CRUDAN as an organisation itself but for CRUDAN to have an impact on other organisations.

The two and a half day workshop included a range of awareness-raising, analysis and planning activities (see Daniel, 2000). Space was provided for exploring what Kabeer (1994: 266) calls 'the personal dimensions of social change' - since experience has shown that this element has to be addressed before other issues can be taken on board. Introductory activities explored the influence of gendered socialisation on participants' perceptions, their use of language and compared myths about women with the reality. A case study was then used as a basis for analysis of gender roles, status, access and control, interests and needs. The intention was not to promote one particular gender analysis framework but to provide the chance to try out several tools that could be useful in community development work.

Participants then worked together to develop checklists of changes they would like to see in grassroots communities and to suggest strategies that could be used in the short and long term. Immediate feedback indicated that the approach and content had been effective in achieving the objectives:

*‘An excellent workshop of candid information sharing and learning.
‘Good to do this as a team and come up with a team action plan.’*

The Organisational Action Plan highlighted the possibility of gender mainstreaming CRUDAN’s work through the following key areas: i) the Generic Training Programme ii) working through the Church to raise awareness and iii) influencing change at community level. Because of the additional support (the partnership) provided through CBDD and CIDT for the **Generic Training Programme**, this area was seen as the obvious target for the CRUDAN team to concentrate most of their efforts in the first instance. Detailed indicators were set for developments in this area of work.

Review

The plan was reviewed after a six- month interval. Already a number of changes could be identified within the GTP, as regards what the team *themselves* did. These included:

- Increase in the number of women attending (due to highlighting this in the invitation letter to organisations)
- Encouraging participation of women in groupwork and plenary sessions
- Use of gender-neutral language by the facilitators
- Use of gender-aware case studies
- Challenging overtly sexist comments and attitudes among the participants

However, the review also highlighted the fact that the impact so far on member organisations’ practice in the field was negligible. Gender integration had been one of the indicators for the recent monitoring visits but the issue was dealt with only at a superficial level. For many organisations the concept of gender was unclear and for others it remained at the level of gender balance in numbers of staff. Some women's organisations had started to recruit men because of this misconception! The team felt that this was because the General Training Programme participants had not had the benefit of **a dedicated course on gender awareness** . This should start from the basics and involve learning to use some of the key tools of analysis on roles, access and control etc which they themselves had worked through in the in-house training. It was therefore agreed to plan a GTP course on Gender.

A **checklist for gender equality in organisations** had been elaborated from the first workshop. This had not been used as part of the monitoring visits. While the team found the checklist was appropriate for CRUDAN itself and for some of the larger more established NGOs on the Generic Training Programme, they felt that for many of the CBOs it was simply too advanced and threatening (see Appendix 1). It was agreed to develop a more basic list for those member organisations, which could be upgraded with time.

Action planning

Review of the checklist above highlighted some of the changes that needed to be made within CRUDAN itself as an organisation and the second action plan focused much more on **internal institutional development**.

- Recruitment of more female facilitators
- Gender balance in the Board and Trustees
- Integrating gender into the 5 year strategic review process
- Gender-disaggregated statistics (membership, staffing)
- Gender-disaggregated evaluation of all training courses
- Family-friendly conditions of service

Next Review

This Action Plan was reviewed after nine rather than six months, because of Moslem-Christian conflict in the Middle Belt of Nigeria during the latter part of 2001. Again, while certain targets had been met, others had not. To a large extent this depended on the **(lack of) full involvement of management in raising gender as a key issue** to be addressed among the Board and Trustees, in a review of the constitution and the priorities of the organisation. At the level of Personnel Management, however, promotion of female administrative staff had been effected and the right to one-week paternity leave had been established. Staff had also become more aware of the need to control their workload and spend time with their family. Gender disaggregation of course evaluation forms had been found useful both in identifying different responses between male and female participants and also in identifying other important factors affecting level of participation in courses: one particular example is the low level of literacy of some female participants.

Another major obstacle to the promotion of gender equity that was identified during this review was **resistance from the clergy** - key partners in CRUDAN's work - and this provided a focus for future planning. See the more detailed discussion below.

Mainstreaming

As the partnership between CIDT and CRUDAN as part of CBDD was now coming to an end, it was important to mainstream the gender strategy process so that gains made could be sustained - and built on - without external support. The team of facilitators recommended that the process now be embedded in the main management system of the organisation. Essentially this consists of quarterly meetings with the whole team of facilitators, a process which sets and reviews targets for all areas of operation. This includes targets for the 5 geographical zones, each of which is now managed by one facilitator from the team. Targets are recorded and reviewed in one of two systems - the Management Information system (MIS) and the Organisational Capacity Indicators (OCI). Logically, from this forum, the Executive Secretary takes all decisions, actions agreed and performance reviews forward to the Board and the Trustees, to the Annual General Meeting and other key events with members. As part of the quarterly management meetings, the structured nature of the gender review workshops – continued reflection, analysis, action planning and target / indicator setting – needs to be retained. The importance of having an action plan was highlighted at the first workshop:

‘Without the plan itself the issues may get lost but the plan will act as a reminder and help to refocus us.’

Impact of the gender strategy process

We can look at impact of the strategy at different levels: on the institution itself, on the individuals who work there and on the organisations it works with. Reflection on impact was included as part of the two review workshops discussed above. Over time a number of small but significant changes can be identified at the institutional and personal level.

Impact on individual staff members

Generally, the staff demonstrate a higher level of confidence and commitment in addressing gender in all areas of their work. Self-perception, perceptions of gender differences and of the relative importance of men and women have been influenced by the gender strategy process:

- ‘Increased understanding of how women can be mistreated and undervalued.’
- ‘Seeing men and women as ‘human beings’ and not assuming stereotypes.’
- ‘Understanding my role as facilitator has nothing to do with biology.’
- ‘I value my wife / daughter and their role / importance in the family.’
- ‘Allow (sic!) equal participation at work and at home.’

With regard to their children, several staff members also emphasised a change in attitude and practice:

- ‘I am more aware of the socialisation processes which could lead to gender inequality and as a result I treat my children (male / female) equally.’
- ‘Educate my children on roles to be generic, not gender specific.’
- ‘See our children as equals and not as male and female.’
- ‘Practice what I preach.’

Impact on the institution

Personal changes are reflected in the development of gender-sensitive practice within the workplace.

The Staff Team

There is now a better balance in the team of full-time facilitators between women and men (2:3) although the senior Headquarters team of 3 is still exclusively male. CRUDAN draws on a small pool of associate trainers to help run courses and this group also includes women. Compared to many NGOs this is an area where CRUDAN has demonstrated a certain level of success. In addition, it was felt that:

- ‘Addressing gender has enhanced the team spirit of CRUDAN.’
- ‘The team approach was very rich in information gathering and effective for awareness raising.’
- ‘Having had team training I now feel more confident to challenge team members on gender issues.’

Interesting to note that it is the team moving forward the gender process in the face of some managerial resistance to change – a grassroots movement supported and developed by team training.

Involvement of women in different activities

- ‘CRUDAN promotes gender equality especially in identifying workshop participants and encourages organisations to train women too.’
- ‘Women are now more involved in church activities – for example, leading prayer sessions.’
- ‘Ensuring gender–balanced composition of working groups during training.’
- ‘Giving opportunity for more female involvement on the zonal committee.’

Use of language

- ‘Conscious use of gender neutral language in writing – for example **S/he** or **We, They / Their ...** in all CRUDAN documents.’
- ‘Reminding gender-insensitive participants about their use of words and expressions.’
- ‘Greater awareness in workshops of our language and bringing value to all participants.’

Capacity for monitoring progress in other organisations it serves

- ‘Greater awareness when I go into projects of the impact on women and men, and the opportunities.’
- ‘More critical about the target beneficiaries in project appraisal.’
- Making sure that any programme will be constantly reviewed for equal opportunities / distribution / participation / status.’

Management

‘There is more respect for women now among senior management: we (women) are not always expected to make the coffee, we’re given a voice, our opinions are listened to, we’re given an equal role to play in an activity... Also, senior staff will speak out about gender in workshops with other organisations – they don’t avoid the issue when it arises but deal with it positively.’

Family friendly working

At the first workshop, the nature of NGO work was discussed - long hours, a lot of travel, a heavy workload - none of which is conducive to recruitment and retention of female staff, since women still bear the main responsibility for domestic tasks and family care outside of work as well. However, despite the fact that NGO work has not altered, awareness has been raised about its effects on men, women and their families. Strategies have been developed to combat some of these effects and it is not uncommon for male staff members to pick up their children from school and bring them into work as an interim care setting.

‘Male colleagues have begun to be more aware of family needs and their own role there. Senior management are showing a good example – A. took a couple of days off after travelling to spend time at home and provide support to his wife and new baby.’

However, there are still aspects of institutional change to be tackled (see Kabeer's analysis above). While significant impact can be seen in questioning and changing the *rules* and *activities* within the organisation, providing greater *inclusivity* for female staff (for example, the secretarial staff are now sent on day-release training), *control* and *power* still tend to lie with the male staff. At one meeting, a colleague said: 'Let's be gender sensitive and ask Ruth to make the speech.' 'Gender-sensitive' often seems to be used to mean 'let's give women all the work – except, of course, the job of deciding who does the work!' Against this should be highlighted the fact that a woman has now, for the first time in CRUDAN's history, been elected Chair of the Central Zone Committee, although men were in an obvious majority at the meeting. When she noted: 'But I am a woman', the men replied: 'So what?'

Impact on member organisations (CBOs and NGOs)

Having benefited from the on-going gender review process, the CRUDAN team are now beginning to develop the same process for other organisations. Until recently their influence on participants in the Generic Training Programme has been largely in the nature of 'rôle models' - both male and female – and at the level of classroom interaction. The six-day dedicated course on gender, which was proposed at the first review, took place in March 2002. The content was enhanced to include other key areas of work for CBDD and Nigeria, but it was felt these would complement the gender focus.

Transforming Organisations and Communities

Objectives:

- highlight gender and HIV/AIDS as development issues at individual, organisational and community levels
- develop and practise tools for gender analysis
- review and practise advocacy skills in relation to gender and HIV/AIDS
- begin to assess organisational capacity in relation to gender, HIV/AIDS and advocacy

Activities included: a range of analytical tasks, role play and case studies about gender; visits to HIV/AIDS projects and the chance to examine this topic in relation to gender as a key element in both cause and effect of the disease; working in groups to develop an advocacy campaign around a gender issue or HIV/AIDS itself; analysing problems related to change and strategies to overcome these. The objectives of the course were perhaps too ambitious.

What became very clear through the first delivery of the new course was that some of the facilitators still had much to learn about how to introduce and explore the key concepts of gender equity and development with a heterogeneous group of participants. In other words, although their own personal level of awareness and commitment had been raised, they still needed to develop specific professional skills in Gender Training.. The lack of preparation and mentoring in this particular aspect was a flaw in the support that was provided by the partnership. Hard lessons were learned and changes were successfully implemented in the delivery of the second course. However, this experience does strongly indicate the need for on-going in-house gender training support – especially since new facilitators missed out on earlier workshops.

A general action planning and review cycle was already integrated into the Generic Training Programme. This served as a system to support participants and member organisations apply their learning, monitor their progress and identify impact of the programme as it developed. During each course the participants reviewed their previous action plan and drew up a new one on the basis of the new experiences and skills gained in the present course. This plan was taken back to their organisation to be implemented. Examples of action plans which emerged from the gender training course included the following:

Personal

- *Create awareness about HIV/AIDS in my family – it's not just a health issue*
- *Carry out advocacy for the girl-child education on the plateau*
- *Facilitate teamwork and equity in sharing of responsibilities both in families and communities*

Organisational

- *Teach members how to use the gender analysis matrix*
- *Promote gender equity - Try to see that both men and women participate in decision-making - Both parties should have equal right to develop their skills and potential*
- *Consider gender balance even at policy making level*

Community

- *The community I work with is highly chauvinistic... I intend to make them see they cannot depend on one leg alone since they have amongst them equally talented women...*
- *Involve both men and women in planning and implementing projects targeted at women*
- *Run a meeting with stakeholders on the topic HIV/AIDS in relationship to gender ...*
- *Create good home based care for widows and orphans living with HIV/AIDS*

None of the participants was in any doubt as to the difficulty of the task. As one of them noted in their action plan: 'The change envisaged may be slow. Men may be reluctant to get involved in women-oriented projects or be unwilling to allow women to freely participate. We will need continuous review of the gender analysis in our projects and activities to help women and men draw up conclusions and make decisions.'

In June 2002 the CRUDAN team will carry out a final field visit to assess the general impact of the Generic Training Programme on the participating organisations. This will include looking at organisational capacity for promoting gender, according to the checklists developed by the team and revised with participants during the course (see Appendix 2). At this stage the team will be able to check how far individuals and organisations have been able to put their plans into action. While it is highly likely that the member organisations will continue to need support and guidance in promoting gender equity, there is a real potential for beginning to transform grassroots communities through the sheer number and range of organisations involved – for example:

YMCA Urban Ministry, Jos Ujam Agricultural Cooperative Society	National Cashew Association Centre for Gender and Rural Development CountryWomen Association of Nigeria
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Developing a Nigerian approach to gender training

Another important outcome has been the shaping of the training approach. In the initial workshop, some members of the team expressed fears about the appropriacy of the training they were to receive, as it was provided by a white Western woman from a British university:

‘The concept will be treated in a way that is *Un-African*.’

‘I want to understand how to raise awareness about gender equity in *Nigerian* society.’

In fact these fears were not realised, since the materials used drew on Nigerian and African statistics and scenarios (see Appendix 3) while the activities were highly interactive, enabling the team to exchange views, analyse situations and then carry out communal planning for their own development and training work. They were thus able to apply the concepts and tools to their own needs. Within the first action plan, one objective was to continue ‘to develop a Nigerian approach to gender training.’

Methods, Materials and Fe/Male Rôle Models

Through the Generic Training Programme, the team were able to integrate case study material, drawing on real situations, which highlight gender roles and the impact these can have on effective development (see Appendix 4 for an example). In addition to case studies, a variety of group tasks, as well as rôle-plays, were already integrated into the programme. These activities are well suited to exploring gender issues as long as facilitators ensure that groups are evenly mixed and that all participants feel comfortable about contributing. Sometimes working in single sex groups can also be useful.

A decision was also made for trainers to work in mixed pairs to develop and deliver training modules about gender. An important element was the early identification of the rôle of male trainers in the process. Promoting gender equity should not just be seen as important for women; men in organisations have important insights too. Men are often in the majority and hold powerful positions within organisations. Therefore having male champions of gender equity is even more likely to be effective. Male trainers can cite examples where they have shifted their own views and behaviour; have been able to convince others; or seen a real benefit in partner organisations where practice has changed:

‘I recall Dan spoke about how gender stereotypes for boys get established and the sense of loss, or being different, that came when he was chided by an Uncle for wanting to be in the kitchen with the women cooking and suddenly - age 4 - this was not what boys did - the sense of being cut out of that women's circle. He also spoke about men's advocacy role for women in the work place - linking it to how he wanted his daughter and his sister to be treated, his pride in their work achievements and how it irked him when they experienced discrimination on gender grounds. We had such a good debate and I felt it was very helpful – Dan's contribution gave the men who were more pro this thinking the chance to voice their opinions out loud despite the dominant/dominating males who were more reactionary. Also in the session it meant the women did not feel they had to be protagonists and challenge men - the men were able to do this amongst themselves because a man was opening up the topic and relating it to his own personal journey.’ (Diana Ray, CIDT trainer).

The increase in the number of female facilitators, and the fact that they are developing the confidence to work on challenging issues with large mixed groups, has also provided good female role models for participants.

Working through the Church

Membership figures for CRUDAN show a high male: female ratio. This raises the question: what does CRUDAN actually offer women? Is low membership related to women's lack of information or their perceived rights to take independent action? Joint membership of husband and wife has begun; this may be a promising area to pursue – thinking of more family / couples events which can also provide opportunity for gender awareness raising.

A major hindering force is resistance to change among the clergy and the Church leadership itself. Unfortunately the Church accepts and incorporates into its own practice some of the worst aspects of gender discrimination, instead of challenging them. Thus well-established cultural norms and values become even more entrenched as they are perpetuated in the name of religion. One example of this is the treatment of widows in Nigerian society. It is commonly believed that it is the woman's fault if her husband dies. She is immediately disinherited of her goods and property by her husband's brothers and turned out of her marital home. She is unlikely to remarry because of the stigma attached to widowhood. The Church condones this practice, reinforcing the stance of traditional leaders and chiefs.

CRUDAN, as an independent Christian organisation, is well-placed to introduce gender and development issues within the church in a non-confrontational manner, to influence theological thinking and church practice in Nigeria. Taking the plight of widows as a case study during a CIDT workshop on advocacy skills, the CRUDAN team highlighted a range of possible actions – awareness-raising, good practice examples, pre-marriage counselling about wills and pensions. In addition:

- *advocate for widows to be treated with justice and dignity: 'valued not victimised'*
- *highlight the positive gains for the future – widow's children saved from street crime, not lost to the Church (see Qenawi and Carter, 2001, case study in Appendix 5)*

At a more general level, the issue of gender and development needs to be presented within a biblical perspective in order to make it acceptable and effective, as there are risks for the clergy in gender advocacy – losing support, creating rifts in the congregation, even preaching the wrong message. CRUDAN have developed a discussion paper that can form the basis of advocacy and education work on gender with their trustees, the new zonal steering committees, theological institutions, the clergy and church associations. The paper quotes from both Old and New Testaments to emphasise that men and women are equal in the eyes of God: "There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus" (Galatians 3:28 quoted in Harvey, 2002: 6).

'We must question and compare everything to the Bible – this includes the way we view, value and treat men and women in our society. The main thrust of the Bible is towards levelling (see Isaiah 40: 3-4) and not the maintenance of birth-based privileges. Therefore we must assess our culture against this background...' (Harvey, 2002: 9).

As another member of the team said: 'The use of biblical injunctions has had a tremendous impact on the clergy.' For myself, as a non-Christian, white, Western woman, I have learnt a great deal from working with the CRUDAN team. In general, though, the experience has

reinforced my belief that there is more to unite us than to divide us - and that multiple perspectives can be a source of creativity rather than conflict.

Conclusion

The process undertaken with CRUDAN has been an organic one, but it is possible to step back and take an overview of objectives and targets past, present and future using a Logical Framework Approach (see Appendix 6). A great deal has already been achieved and it is hoped that CRUDAN's experiences can provide encouragement to other organisations. Further support may well be needed in order to strengthen the work of the individual facilitators as they attempt to develop targets for gender equity work in their own geographical area, with their own steering committee and local groups. In addition, it is likely that participant organisations from the Generic Training Programme will continue to need support to embed a gender perspective into their work. However, in describing the process undergone so far, it is possible to identify some key elements to bear in mind for the future:

- team training - including team planning - is a key element of developing a gender strategy
- change takes time and needs a mechanism to sustain it – the on-going cycle of reflection, planning and review provides this
- a documented action plan helps to remind and refocus
- senior management need to be fully involved and an automatic mechanism for taking team decisions forward has to be established
- both male and female staff are fundamental to the success of the process
- action strategies need to be developed from within the specific context and related to specific needs
- donors need to become more aware of the realities of addressing gender at grassroots level
- dedicated training on gender is necessary to develop the basic tools and self-awareness
- a gender perspective also needs to be integrated into all training courses
- gender trainers are not made overnight – staff need specific training on how to deliver a gender course, and on-going support
- the Church can be an important conduit for change if appropriate materials and training can be provided

Finally, it is important to highlight the valuable rôle of an external facilitator in the challenging process of mainstreaming gender. She or he can - much more easily than a member of the team - ensure that discussion is objective, inclusive, egalitarian and does not skirt round the difficult issues. She or he also stands as an objective arbiter and motivator of the process itself. Sometimes it is a frustrating task - but worthwhile when the team declares: 'You really have made a difference.' But the process continues and, despite the problems, as the team says: 'Never give up!'

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APPENDIX 1.

Checklist 1. CRUDAN INDICATORS FOR A GENDER EQUAL ORGANISATION

Staff

1. The staff have on-going capacity building on gender issues
2. The staff have an understanding of gender issues and are able to implement gender sensitive policies
3. Perceptions and attitudes of staff towards women are sensitive and positive.

Employment processes

4. There is gender balance in employment of staff.
5. Recruitment procedures enable women as well as men to apply.
6. Opportunities for promotion enable both women and men to progress within the organisation
7. Women occupy positions of equality in the organisation and the tasks and responsibilities assigned to them reflect this.

Organisational structure

8. The organisation is family friendly as regards working hours and conditions of service.
9. Management and communication styles enable both women and men to participate equally
10. The formal and informal communication networks include both women and men equally
11. The organisation's values are gender sensitive
12. The leadership is committed to gender issues

Decision making

13. There is a gender balance among those involved in planning and decision making for the organisation
14. The Men to Women ratio in the Board of Trustees is balanced
15. Both men and women have access to and control of organisational resources
16. Can a woman become Chair?

General situation

17. There are planned programmes targeted on gender equality eg
 - Gender awareness programmes for the community
 - Adult literacy for women
 - Special programmes for women
18. The organisational constraints and opportunities for implementing a gender sensitive programme have been explored

Membership

19. Membership is open to both men and women where applicable (ie not in a women's group)
20. There is gender balance among the membership

Documentation

21. The organisation's literature uses gender-neutral language and images, which promote gender equality

APPENDIX 2

Checklist 2a Monitoring Gender Equity within the Organisation

Questions based on your own observation of the organisation	
1	What is the understanding of the relationship and worth of men and women in the organisation?
2	Do the objectives of the organisation adequately reflect women's needs?
3	Are the staff of the organisation sufficiently aware of and sympathetic to the needs of women?
Questions to ask directly to staff members and stakeholders	
1	Do men and women have equal access to training opportunities?
2	What % of men and women are now using the training within their homes or work? Give examples
3	How do you promote dignity to men and women outside your regular meetings, for example, in the home and workplace?
4	How many women / men are employed / volunteer in your organisation?
5	How do you encourage equal participation within a meeting?
6	How do you encourage equal hearing of members?
7	How are new ideas raised and implemented?
8	How are decisions made?
9	What is the ratio of men / women on your executive committee? What are their positions?
10	What do you believe are the characteristics of a good leader?
11	What are the values your organisation stands for?

Checklist 2b
On Gender Awareness For CBOs Working In The Community

- Are boy-child and girl-child valued equally in the family /community?
- Are the customs and traditions in the community harmful and oppressive to women?
- On a general note is there any discrimination in the treatment of the different sexes in the community?
- Do the cultural practices support these discriminatory attitudes?
- How are men and women involved in Community Roles, Reproductive Roles and Productive Roles (this is to ascertain the difference in work load between women and men)?
- What is the extent of access and control of available resources in the community between men and women?
- Are men and women given equal opportunity to develop their skills, potentials and literacy level?
- Do men and women have equal access to information in the community?
- Are men's and women's voices heard equally in the matters of their peculiar daily needs and existence?
- How are women and men's views taken in the community?
- Are women's views - previously silenced – now being heard?
- What is the extent of involvement of men and women in decision making?
- Do women have good representation in the policy making body of the community?

APPENDIX 3: THE POSITION OF WOMEN IN NIGERIA TODAY
from Daniel, 2000-2

MYTH	REALITY
1. There are more girls in school than boys	61% of girls are enrolled in primary and secondary education, and 77% of boys
2. Many women now have good literacy skills	47% women are literate compared with 67% men
3. Women are now economically active	Women get 30% of all earned income, while men get 70%
4. Women have much more choice now	36% of women between 15 –19 years old have been married 13% of women between 15 –19 years old have had children
5. Women have more status now	5% of all universities across Africa are headed by women In sub Saharan Africa , 35% primary teachers; 24% secondary teachers and 14% of tertiary teachers are women
6. Women are treated with more respect now	31% of women have been physically assaulted by an intimate partner
7. Girls are brought up in greater freedom now	Female Genital Mutilation is still prevalent in Hausa, Ibo and Yoruba groups, an estimated 60% of young women
8. Women are now in politics!	7% of parliamentary seats are held by women, 6% of ministerial seats
9. The Gender Agenda has created a lot of jobs for women	In the Federal Ministry for Women Affairs and Social Development, 270 men are employed and 186 women
10. Health care is much better for women	60% women receive prenatal care; 31% of deliveries are attended by a skilled attendant; around 16% of newborn babies and 50% infants are underweight
11. Women's work is easier now	15% women contribute their labour to the family economy but remain unpaid. 65% of women are engaged in agricultural work as compared to 57% men. It is still estimated worldwide that women do 60% of the world's work.
12. Your contribution	

APPENDIX 4 CASE STUDY: THE OIL PROCESSING MACHINE

Taken from a true story

The wife of an African head of state went on tour of a particular community. As she toured the village, she discovered that the villagers farm and harvest a lot of groundnuts, which they sell to outsiders at a very cheap rate. She discussed with the Community (all male) Officers, about the need to send a groundnut oil-processing machine. This she thought would cut down on the hours women spend on manual oil-processing.

The local officials were eager to use the machine as a political point to ensure that the community elects them for a second time. So they applauded and accepted the idea without discussion with women and men in the community.

The first lady kept her promise, bought the machine and sent engineers to install it. The Officials, with her consent, fix a date to commission the oil-processing machine.

A day to her arrival the Officials hurriedly ordered women and men to come out in mass to welcome her Excellency, the first lady. In obedience, the Officials, all the community gathered, as requested. She commissioned the machine, handed over the key to the men and left. The men believed the machine was in their custody and expect the women to pay them a token for using it. That became the first and last use of the machine because the women boycotted the machine.

When the women were asked why they were not using the machine, they said Her Excellency put the machine in the custody of men in their community and therefore did not serve their interest. The men were interested in controlling the machine and the money realised from women's patronage of it. The women were interested in the machine because using it left them with time to engage in income-generating projects to boost their income and source of economic power.

A conflict ensued. The men shut up the machine because they had control over it. The women were helpless and gave up.

Questions

As a development worker in that community how will you resolve this conflict in such a way that everyone's interest is taken into consideration?

If you were to review this project what will you do differently?

Milcah E Dadire

CBDD-CRUDAN-CIDT, 2002, CBDD Generic Training Programme: Transforming Communities and Organisations Jos: CRUDAN

APPENDIX 5. CASE STUDY: WIDOWS IN JOS, PLATEAU STATE
Group B Output from the Advocacy Training workshop March 2001

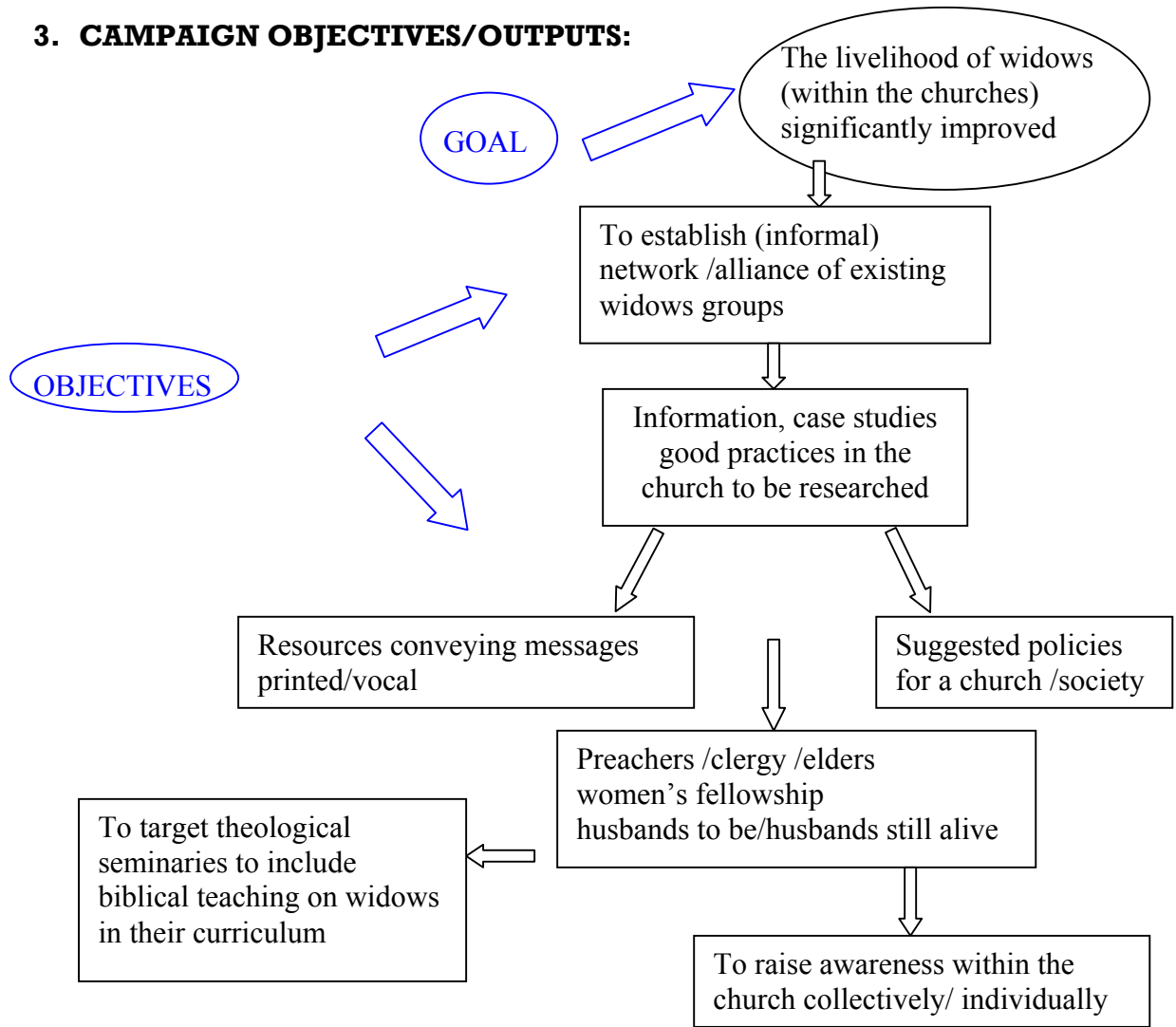
1. ISSUES RELATING TO WIDOWS:

- Small NGO's having limited impact
- Working in isolation
- Jealousy between groups
- Lack of awareness/response within:
 - Churches
 - Society at large
 - Small communities
 - Reactionary men and women
 - The family within the culture
- Inheritance rights
- Concerns/taboo about writing wills
- Portrayal of widows issues in the media
- Insecurity of funding for widows groups

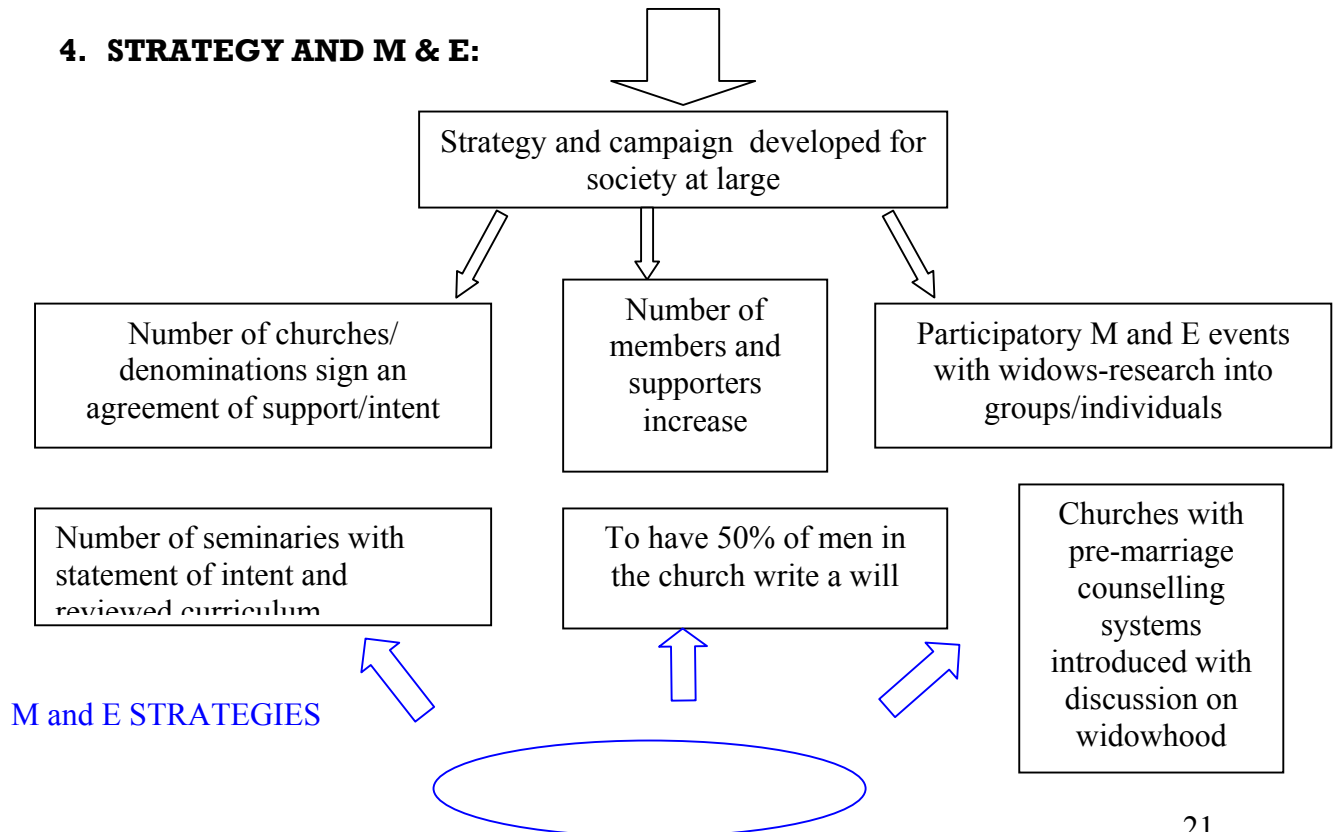
2. STAKEHOLDERS ANALYSIS:

ADVOCATES AND ALLIES	TARGET AUDIENCE	
	PRIMARY	SECONDARY
Independent widow NGO's Widows International Human Rights groups that are concerned with children/women CRUDAN and other similar NGO's Church widow's groups/programmes HIV/AIDS NGO's	Preachers Elders/clergy Women's fellowship Husbands to be Husbands are still alive	Theological seminaries Media including 'soap operas'
ADVERSARIES	INTERNAL STAKEHOLDERS	
Preachers Reactionary men and women Traditional leaders/village chiefs Those that want to uphold traditional beliefs/culture beyond all costs	None	

3. CAMPAIGN OBJECTIVES/OUTPUTS:



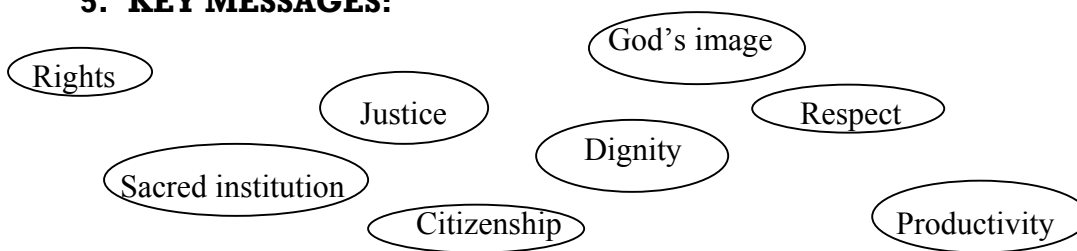
4. STRATEGY AND M & E:



5. WHAT FURTHER RESEARCH NEEDS TO BE DONE:

- The widows groups that are already formed: what are they doing?
- What do the church leaders actually think?
- What are the attitudes of the 'church'?
- What do the scriptures (Bible/Koran) say about widows?
- Investigate policies re: pensions rights
life insurance
probate / inheritance rights
- What is being covered in marriage counselling?
- What is being taught in theological seminaries?

5. KEY MESSAGES:



Widows seek:

- To be treated justly/ with justice and dignity
- To have the opportunity to contribute fully as valued members of the community
- A safe and sustained environment for their children to grow up and develop their full potential
- To be viewed as created in the image of God and to have been bereaved while in a sacred marriage

“WORTH NOT WELFARE FOR WIDOWS”

“WIDOWS’ MIGHT”

“VALUED NOT VICTIMISED”

6. TACTICS/ACTIONS (when?):

- Draw together existing widow NGO's and analyse data and past impact
- Initiate research
- Form an alliance/informal network of existing widow NGO's/groups
- Use case studies both positive and negative to make an impact
- Strategy and campaign developed for the church
- Resources conveying messages printed and vocal
- Training given in how to present messages – creatively
- Talk and listen to primary target audiences
- Strategy and campaign developed for society at large

7. RISKS/OPPORTUNITIES ANALYSIS:

Risks

- Preachers may lose support
- May result in splits in the church
- Supporting widows may cost the church financially – funds diverted go to widows; therefore away from other projects (which seem more spiritual)
- Preachers/theological seminaries/traditional leaders may convey the wrong messages or in the wrong way
- Raises controversial family issues
- The message ‘not welfare’ could backfire

Fears

- Preachers not wanting to ‘rock the boat’/ ‘status quo’
- Seen as a western mindset – not respecting culture/traditions
- Will lose our identity
- ‘Its how we have always done it’

Opportunities

- ‘worth not welfare for widows’
- Avoid calls for welfare instead emphasis dignity, respect, justice and rights
- Potential contribution to the church/families and society if allowed
- Root in scripture
- Present the positives = stable families /communities avoiding later ‘costs’ eg
 - children lost from church
 - street children
 - crime

8. M&E ARRANGEMENTS:

See above

9. ALLIANCE and COALITION:

Existing widows groups / church programmes groups

APPENDIX 7			
OBJECTIVES	INDICATORS OF CHANGE	SOURCES OF EVIDENCE	RISKS / ASSUMPTIONS
<p>GOAL Through the promotion of gender equity and awareness, help to increase the capacity for poor people in rural / urban areas to raise their own standards of living</p>			
<p>OBJECTIVE Enhanced capacity of CRUDAN and partners to promote gender equity and awareness at all levels but especially in relation to work with poor communities in rural /urban areas</p>	Change in behaviour and attitudes at personal, community and organisational levels	Comparison with baseline data on activities, rules, people, resources and decision-making	Continued support and funding
<p>OUTPUTS</p> <p>1. Gender issues integrated into the CBDD GTP</p> <p>2. Strategies developed for working through the church to promote gender awareness / gender equity</p> <p>3. A Nigerian approach to gender training developed</p>	<p>1.1. Greater participation and representation of women</p> <p>1.2. Trainers use anti-sexist language and behaviour and challenge sexism in the course</p> <p>1.3. Training materials include gender perspectives</p> <p>1.4. Participants display greater gender sensitivity and awareness</p> <p>1.5. Action plans reflect learning and intention to make organisational changes</p> <p>1.6. Organisational changes in CBO/NGOs</p> <p>2.1. Effective collaboration between partners</p> <p>2.2. Materials used by clergy / church groups in arrange of situations</p> <p>2.3. Gender integrated into holistic development courses in 5 Theological Institutions, raising awareness of both lecturers and students</p> <p>2.4. Awareness raising events for (how many?) church leaders in all zones</p> <p>3.1. Training materials relevant to Nigerian reality in use</p> <p>3.2. Both Male and Female trainers ready willing and able</p> <p>3.3. Positive response from workshop participants / community and church leaders to awareness raising events and pledge to take the issues into their work</p>	<p>Lists of participants</p> <p>Invitation letter</p> <p>Observation</p> <p>Materials and guidelines</p> <p>Observation</p> <p>Action Plans GTP8</p> <p>Final field visits</p> <p>Reports</p> <p>Course Materials</p> <p>Newsletters</p> <p>Formal and informal feedback from participants</p> <p>Reports</p> <p>Course Materials</p> <p>Newsletters</p> <p>Formal and informal feedback from participants</p>	<p>Continuing involvement / support of CRUDAN / partners through other activities will be necessary to sustain gains made (after CBDD GTP finishes)</p> <p>Application of learning takes place</p> <p>Resistance to change can be overcome</p> <p>All trainers take responsibility for using the approach in all aspects of their work and share / build on experiences</p>

<p>4. Gender awareness/ equity mainstreamed into CRUDAN's on-going work</p> <p>5. Networking in gender training and gender-related advocacy strengthened</p>	<p>4.1. Gender review and planning cycle integrated into management systems 4.2. Targets set for all programmes 4.3. All staff involved in the mainstreaming process 4.4. All management fully involved</p> <p>5.1. Effective and widespread lobbying and campaigning 5.2. Regular exchange of experiences, materials and trainers 5.3. Joint training and awareness-raising events for CBOs/NGOs/donors etc 5.4. Advanced training skills developed</p>	<p>MIS Management meeting minutes Minutes of other fora Interviews Observation</p> <p>Press releases TV/ radio slots</p> <p>Reports Course materials</p>	<p>Continued commitment of all members of the team</p> <p>Training for new team-members on gender is available</p> <p>Monitoring systems are effective</p> <p>Partners are willing and able to network</p> <p>Funding for joint activities can be accessed</p>
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