

CAPACITY BUILDING TRAINING FOR CATCHMENT MENTORS (CHAMPIONS)

**GENDER AND EQUITY
MODULE 5 (A)**

SECTION 1: SAQA COMPLIANCE

**Integrated Water Resources Management
Strategies, Guidelines and Pilot Implementation in Three Water Management Areas,
South Africa**

**Department of Water Affairs and Forestry
South Africa**

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GENDER AND EQUITY – MODULE 5 (A)

Note: Please refer to the Learners Guide on Gender and Equity

This learning material forms part of the Capacity Building Training for Catchment mentors

1.1 SAQA COMPLIANCE: GENDER AND EQUITY

MODULE NAME	Gender and Equity
UNIT STANDARD TITLE	Demonstrate Knowledge of Gender and Equity In Sustainability Of Water And Sanitation related projects
NQF LEVEL	4
CREDITS	4
TYPE OF GUIDE	LEARNER GUIDE
ENTRY LEVEL REQUIREMENTS	Community Participation Processes NQF level 4
TIME ALLOCATION (per module)	40 hours
PURPOSE	The qualifying learner achieving this unit standard will be able to demonstrate an understanding of the gender and equity issues when working with communities that will contribute towards the sustainability of water and sanitation related projects. The competence will enable the learner to sensitively manage gender and equity related issues within the community. This competence will promote gender equity within communities. In acquiring this competence the qualifying learner will lay a good foundation for future learning and action, and better understand the broader context of own work. Achieving this unit standard will enhance the employability of the qualifying learner
LEARNING STRATEGY	Off the job in groups, group work, individual work
DELIVERY METHODS	Facilitation, group work, presentations, discussion, simulation
PRESCRIBED RESOURCES	Learners guise, Assessment guide and case studies
EQUIPMENT/TRAINING AIDS	Overhead projector, poster, flipcharts, mind maps, newspapers, scissors, cellotape, pictures, photos, transparencies, table, diagrams
LEARNING ENVIRONMENT	Classroom

EVALUATION METHODS	<ul style="list-style-type: none"> ❖ Facilitator Assessment ❖ Group Assessment
SPECIFIC OUTCOMES ATTACHED TO THIS UNIT STANDARD	
Specific Outcome 1	Explain the concept of gender and equity and gender and equity approaches
Specific Outcome 2	Explain the advantages of gender and equity in development projects
Specific Outcome 3	Demonstrate gender and equity mainstreaming skills in all stages of a development project using gender and equity participatory tools
Specific Outcome 4	Explain resistance to change in relation to gender and the lack of sustainability in development projects

1.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Explain the concept of gender
- ❖ Explain the concept of gender mainstreaming
- ❖ Explain the difference between equity and equality
- ❖ Explain the concept of gender and equity
- ❖ Explain gender and equity approaches to community development
- ❖ Explain the advantages and disadvantages of the application/not applying gender and equity in development projects
- ❖ Explain the stages in the project cycle
- ❖ Assess the need for gender and equity mainstreaming in the project cycle
- ❖ Use appropriate participatory tools
- ❖ Explain and demonstrate practical strategies to ensure women and other marginalized groups are included throughout the project cycle
- ❖ Explain the concept of resistance to change
- ❖ Explain and identify gender and equity participative tools for resistance to change
- ❖ Explain the linkage between resistance to change and the lack of sustainability of projects

1.3 RECOGNITION OF PRIOR LEARNING

In order to be assessed against this unit standard the learner should demonstrate competence in the stated learning outcomes. Any learner who feels that they already have all or some of the skills, knowledge, attitudes and values covered by this module should apply for Recognition of Prior Learning and supply appropriate information.

1.4 PORTFOLIO OF EVIDENCE

This programme is outcomes based and uses continuous assessment strategies. One of the strategies is for the learner to develop a portfolio of evidence. This means that all learners must keep a portfolio for this course. It will demonstrate their competencies during the course and the application of these competencies. The portfolio should contain:

- ❖ Learner detail form
- ❖ Application for Assessment
- ❖ Candidate's Guidelines
- ❖ Assignment on theoretical knowledge; e.g.:
 - The LGWSETA Sector skills plan
 - The Bill of Rights
 - Equity
 - Alternative ways of providing information to learners
- ❖ Assessment documents and guides; e.g.:
 - Master Assessment plan
 - Preparation of Candidate for assessment
 - Assessment evidence
 - Feedback
 - Appeal form
 - Review form

1.5 CRITICAL CROSS-FIELD OUTCOMES

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module)

CRITICAL CROSS-FIELD OUTCOMES	
Identify and solve problems:	✓
Work effectively with others in teams	✓
Organise and manage oneself and one's activities responsibly and effectively	✓
Collect, analyse, organise and critically evaluate information	✓
Communicate effectively using visual, mathematical and/or language skills	✓
Use science and technology effectively and critically	✓
Understand the world as a set of inter-related parts of a system	✓
Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process	✓

1.6 TIME FRAME

6 hours