GENDER AND LEGISLATIVE TRAINING MANUAL

National Institute For Legislative and Democratic Studies

UN WOMEN

Copyright © UN Women Nigeria 2020

Content: UN Women Nigeria and the National Institute for Democratic and Legislative Studies
Authors: Dr. Amina Salihu and Dr. Birgit Laubach
Cover photo: Shiraz Chakera
All photos and images © UN Women Nigeria and NILDS, unless otherwise indicated
Editing and design: Edward Miller

Disclaimer: The views and recommendations expressed herein are those of the contributors and do not necessarily reflect the position of UN Women or the implementing or funding organizations mentioned in the text.

GENDER AND LEGISLATIVE TRAINING MANUAL

UN WOMEN

NILDS
National Institute For Legislative and Democratic Studies

with support from the government of

Canada

Contents

Acronyms and Abbreviations

MODULE 1: ABOUT THE MANUAL **1**

1.1 Using the Manual 3

1.2 Preparing for Training – Facilitator's Guide 3

1.3 Preparation for Success 5

1.4 Logistics of Gender and Legislative Training 6

1.5 Training Methodology 7

Activity 1.1: Pre-training Session 12

Activity 1.2: Expectations 13

Activity 1.3: Setting Ground Rules 14

Handouts for Module 1 **15**

Handout 1.0: Pre-course Questionnaire 16

Handout 1.1: Reflection Log 17

Handout 1.2: Planning Checklist 18

Handout 1.3a: Working Virtually (Tool for the Trainer) 20

Handout 1.3b: Tips for Joining a Virtual Meeting 24

Handout 1.4: Online Platforms 26

Handout 1.5: Helpful Tools on Zoom 29

Handout 1.6: Pre-training Preparation 30

Handout 1.7: Icebreakers and Energizers 31

Handout 1.8: Sample of a Three-day Training Programme 33

MODULE 2: UNDERSTANDING GENDER AND SOCIAL INCLUSION CONCEPTS **35**

Goal 36

Activities 36

Activity 2.1: Basic Gender Concepts 37

Activity 2.2: Women's Work 39

Activity 2.3: Men and Women Using Power to Support Gender Justice 40

Handouts for Module 2 **41**

Handout 2.0: Gender Concepts and Definitions 42

Handout 2.1: Stereotypes 46

Handout 2.2a: Affirmative Action 47

Handout 2.2b: Affirmative Action: The Disability Act 50
Handout 2.3: Not All Gaps are Created Equal: Value of Women's Unpaid Work 51
Handout 2.4: Power Relations 52
Handout 2.5: Power and Empowerment 53
Handout 2.6: Valuing Women's Unpaid Work 54
Handout 2.7: 'Lie' of the Land 55
Handout 2.8: Work–Life Balance 57
MODULE 3: UNDERSTANDING THE NIGERIAN LEGISLATURE AND PROCESSES **59**
  Goal 60
  Activities 60
  Activity 3.1: Role of the Legislature 61
  Activity 3.2: Basic Legislative Concepts and Procedures 62
Handouts for Module 3 **63**
Handout 3.0: The Duties of the Legislature 64
Handout 3.1: How Laws Are Made in Nigeria 65
Handout 3.2: Procedure on Bills in the National Assembly 66
MODULE 4: WOMEN AND THE LEGISLATURE **71**
  Goal 72
  Activities 72
  Activity 4.1: Role of Women in the Legislature 73
  Activity 4.2: Voices of Courageous Women 74
Handouts for Module 4 **75**
Handout 4.0: Statistics on Women in Nigeria 2019 76
Handout 4.1: Women and Political Participation in Nigeria 77
Handout 4.2: Guiding Principles for Women in the Legislature 79
Handout 4.3: Gender and Constitution Reform Network 80
Handout 4.4: Judicial Precedent 82
Handout 4.5: Who is a Female Child? Constitutional Contradictions 83
Handout 4.6: The Women's Committees of the National Assembly 84
Handout 4.7: Where Is Your Wrapper? 86
Handout 4.8: #JusticeforUwa 88
Handout 4.9: No Excuse for Rape 89
Handout 4.10: Countries Managing the Coronavirus Crisis 90

MODULE 5: A GENDER-RESPONSIVE LEGISLATURE 91
Goals 92
Activities 92
Activity 5.1: What is Gender-responsive Legislation? 93
Activity 5.2: The Use of Language for Gender-responsive Work 95
Activity 5.3: The Role of Legislative Aides in Delivering the NASS Gender Strategy 96
Activity 5.4: Understanding the NASS Gender Strategy – Setting a Development Agenda for Women 97
Activity 5.5: An Inclusive Electoral System 98
Handouts for Module 5 101
Handout 5.0: What Is a Gender-responsive Parliament? 102
Handout 5.1: Gender-responsive Legislation 103
Handout 5.2: Data Collection Sources 107
Handout 5.3: Specific Questions to Assess the Distinctive Impact of Legislation on Women and Men 108
Handout 5.4: Indicators to Measure the Gender Impact of a Bill or Law 110
Handout 5.5: Bills to Analyse 111
Handout 5.6a: Gender-neutral Language 112
Handout 5.6b: Use of Language 115
Handout 5.7: Best Gender Equality and Social Inclusion Practice from Other Countries 118
Handout 5.8: Representation of Women in Parliaments 120
Handout 5.9: Laws Governing Elections in Nigeria 121
Handout 5.10: Electoral Systems 122
Handout 5.11: Quotas 124
Handout 5.12: Examples of Good Practices: Gender-responsive Legislation in Other Countries 125
Handout 5.13: International Treaties, Conventions and Resolutions on Gender Equality Nigeria Has Signed 133
Handout 5.14: Gender-responsive Laws, Policies and Performance in the Nigerian Context 134
Handout 5.15: SWOT Analysis of the National Assembly 139
Handout 5.16: Work Plan Framework 140
Handout 5.17: National Assembly Gender Strategy Priorities 141
Handout 5.18: Women's Representation through Elective Positions – Federal to Local level (1999 to 2019) 147
MODULE 6: NETWORKING AND COLLABORATION 149
Goal 150
Activities 150
Activity 6.1: Working with the Media for Advocacy 151
Activity 6.2: Using Information and Communications Technology in Advocacy 152

Activity 6.3: Writing a Press Release 153
Activity 6.4: Working in the Constituencies 154
Activity 6.5: Working with Civil Society Organizations 155
Handouts for Module 6 **157**
Handout 6.0: Media Training for Politicians 158
Handout 6.1: Preparing for an Interview 159
Handout 6.2: Communications Technology as an Advocacy Enablers 162
Handout 6.3: How to Spot Fake News 167
Handout 6.4: Writing a Press Release 170
Handout 6.5: No Hiding Place with Online Technology 171
Handout 6.6: Constituency – Meaning and Constitutionality 172
Handout 6.7: Importance of Engaging the Community – Why Legislators Are Successful 173
Handout 6.8: Community Empowerment/Engagement 176
Handout 6.9: Press Release on Gender Budgeting 177
Handout 6.10: Working with Non-governmental Organizations 178
Handout 6.11: Mentoring through Inter-generational Dialogue 180
MODULE 7: BUILDING AN AGENDA FOR SUSTAINABLE DEVELOPMENT **183**
Goal 184
Activities 184
Activity 7.1: Visioning the Future 185
Activity 7.2: Tracking Resources 186
Activity 7.3: Work Planning 187
Handouts for Module 7 **189**
Handout 7.0: Clean Cooking Energy (video in Dropbox) 190
Handout 7.1: Women Must Have a Leadership Agenda 191
Handout 7.2: Strategic Vision for Girls and Women 192
Handout 7.3: Gender Indicators 193
Handout 7.4: Gender and Women’s Empowerment Indicators 194
Bibliography *197*

Acronyms and Abbreviations

CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
GIFT	Gender-Aware Implementation Framework Team
ICT	information and communications technology
NASS	National Assembly [of the Federal Republic of Nigeria]
NILS	National Institute for Legislative Studies
NILDS	National Institute for Legislative and Democratic Studies
SWOT	strengths, weaknesses, opportunities, threats

MODULE

1

ABOUT THE MANUAL

The objective of this manual is to create a critical tool to enable legislators and legislative staff in Nigeria's Federal Legislature (the National Assembly) to have the requisite skills and knowledge to understand gender issues, women's rights and social inclusion, and to make laws that protect the rights of girls and women across diversities, including in relation to gender, geography, age and disability, as well as enhance their participation in the legislature.

The main purpose of the manual is to provide successful training for members of parliament and staff. With the help of this training manual, trainers will be qualified to carry out seminars for members of parliament and staff in order for them to analyse, develop and adopt gender-responsive legislation. Furthermore, the manual provides trainers with an adult learner–centred space and skills for transferring the necessary gender equity and social inclusion perspective to legislative knowledge through training of trainers trainings.

The manual builds on work done in April 2014 by the National Institute for Legislative Studies (NILS) on behalf of the National Assembly of Nigeria (NASS). NILS, now the National Institute for Legislative and Democratic Studies (NILDS), commissioned a gender audit of the structures, processes and outputs of NASS.[1]

In 2020, an international consultant, Birgit Laubach, and a national consultant, Amina Salihu, were commissioned by UN Women to adapt and build on the work in the manual as a tool for trainers to transfer skills to legislators at federal and state levels.

The manual is guided by the advice of respondents during consultations conducted in 2014, as well as a 2019 needs assessment of would-be trainers conducted by NILDS. From those assessments, we are learning that it is important to do the following:

- Secure NASS ownership of the gender strategy by engaging NASS early in the process of content development.
- Knowledge has to be shared in a way that respects the existing capacity of the legislators and aides as adult learners and leaders who are capable of discerning right from wrong and who are willing to lead change. This approach requires mutual respect and techniques that reinforce existing positive values while introducing new learning.

Audience

There are two sets of audiences, the users and the focal group. The intended **user audience** of this manual are **trainers** who have the requisite skills and values to transfer knowledge through a gender equity and social inclusion lens. The manual will be tested through the first set of such trainers, being a partnership between UN Women, NILDS and the Electoral Institute.

The **focal audience of this manual** are the elected legislators (male and female) at the federal level, including legislative staff. Some modules are generic and can be used for any of the audience categories, including state-level legislators and others who have a responsibility to deliver services for the public, while other modules are better suited for specific categories – for example, female legislators.

The manual begins with a **pre-training session** and is divided into seven modules with varying lengths of activity sessions, as follows:

Module 1: Preparing for training

Module 2: Understanding gender concepts

Module 3: Understanding the Nigerian legislature and processes

Module 4: Women in the legislature

Module 5: Gender-responsive legislation

Module 6: Networking and collaboration

Module 7: Building an agenda for sustainable development

---

[1] Salihu et al., 2014.

1.1 Using the Manual

The manual is structured to make it user friendly for the trainer/facilitator. Learning is sequenced in modules, beginning with the underlying foundational issues and spiralling into more complex issues. The manual, however, anticipates that the trainer may want to skip one or more modules or begin with a different one rather than the first. This could be related to factors such as the pace, level of awareness and needs of the participants. Therefore, each module is designed as a complete set of learning. Each has the following:

- A set of objectives
- A list of material required
- Method
- Facilitator's notes, where necessary

Each module ends with the following:

- An exercise that enables the facilitator to have participants reflect on their learning
- A list of handouts related to the different sessions, listed in the order in which the exercises they refer to are arranged in manual

Flexibility and context are crucial in using the manual. The trainer/facilitator will need to bear these in mind when designing exercises, adapting the different sessions and using the provided material to suit a particular audience and purpose. Other materials may be brought in or prevailing national situations used as case studies.

Audience size should be between 20 and 35: the smaller the number of participants, the better the interaction and space to deepen learning. Generally, people learn better in small groups, particularly when they are encouraged to participate. The Oxfam training manual advises groups of 10–20 as the ideal. Larger groups will require more than one trainer and more complex preparation.[2]

TRAINER'S TIP

For better learning if you have a large group, i.e. over 20 participants, use breakout rooms (if working virtually) or group work to create smaller intimate groups within the large one.

1.2 Preparing for Training – Facilitator's Guide

These guidelines are for you, the facilitator/trainer. Please read them **before** selecting the activities. Even if you are an experienced facilitator, there are particular issues to consider in planning gender equity and social inclusion–responsive legislative training with this manual. If you lack experience, read these guidelines carefully and plan your first workshops with experienced co-facilitators. Some of the key issues are discussed below.

1.2.1 What Is Gender-responsive Legislative Training?

Gender-responsive legislative training is a leadership training and intervention that aims to change awareness, knowledge, skills and behaviour in relation to gender and social inclusion within the legislature or parliament. The aim is to produce leaders within and around the legislature who understand the value of gender-responsive law-making and representation.

A gender-responsive parliament produces gender-responsive legislation that benefits women and men and integrates their concerns into the political and societal process across all policy sectors, regardless of age, disability or class.[3] Gender training of any kind differs from training in other subjects in that it is at the intersection of personal and political issues. The training is action oriented, as it is geared towards ensuring a commitment to do things differently and better as a result of the new learning.

---

[2] Suzanne Williams, Janet Seed, Adelina Mwau (1994), *The Oxfam Gender Training Manual*, p. 19.

[3] https://eige.europa.eu/gender-mainstreaming/toolkits/gender-responsive-parliaments/self-assessment-scoring-and-interpretation-parliament-gender-sensitivity/area-4-parliament-produces-gender-responsive.

The term 'gender-responsive legislative training' **covers a variety of methods and approaches**. These ranges from feminist-oriented workshops, using techniques such as songs, games and discussions to raise awareness with grass-roots women, to more formalized training on gender-aware project design for a male or mixed group of decision makers in government, multilateral agencies or NGOs, using lectures and readings.

This manual is designed for the latter category of persons – especially legislative groups of female members of parliament and mixed male/female groups – though it can be adapted for other groups.

In practice, there is not usually a clear-cut division between these approaches, and much gender training consists of elements of both (feminist-oriented and formal workshops). Although the approaches seem to be different, they both follow the development education principle of starting from people's own experience, whether it is the daily work of looking after the family or dealing with projects.

Techniques adopted should aim to strengthen women's visibility in the public space and equally change work practices and policy direction towards them for the better.

1.2.2 Why Gender-responsive Legislative Training?

Gender leadership training is becoming increasingly popular with many institutions as a way to improve the quality of relief and development work. The legislature is no exception. The consequences of ignoring gender issues in development are widely acknowledged. For example, projects may fail because women's key roles and contributions to the economy have been overlooked; women's workload may be increased as a result of failed development interventions, such as the absence of potable water and energy; and income-generating or credit schemes may fail to protect women's right and independence to access credit and other resources without male interference.[4] However, there is a difference between acknowledging the importance of gender issues and being able to put that acknowledgement into practice. Most people in the public service or in development agencies do not intentionally discriminate against women or intend to put them at a disadvantage, yet that is what may happen if they do not have the necessary awareness and skills.

The legislature or parliament can protect the rights of women, girls, boys and the poor, whom women serve through their various types of work (see Handout 2.3 on women's work). They can do this with the right laws and policy actions and in partnership with both the executive and non-state players, including the private sector. Gender-responsive legislative training gives the requisite skills and awareness to members of parliament to plan with and for women and their communities.

It has been shown that gender-responsive leadership training, including for legislators or parliamentarians, can make a significant difference, but it is not a cure for all problems; changes in policy, procedures and staffing also need to be considered in addition to training. Training on gender-responsive legislation does not only include specific new laws for the protection or equality of women, but also analysis of whether draft laws or existing laws cover the needs of women. Before deciding whether gender-responsive training is the right course of action, these key questions need to be asked:

- What is the problem?
- Is training (part of) the solution?
- How will training best be achieved?
- What is the desired outcome of the training?
- How will you know if success is realized?

It must be made clear what training can and cannot achieve in order to avoid overly high expectations, inappropriate selection of trainees and inappropriate content.

---

[4] Oxfam, 2020; UN Women, 2020.

1.3 Preparation for Success

The success of gender-responsive legislative training depends to a large extent on external factors, including the attitudes and priorities of those in power within organizations – in this case, the legislature of Nigeria – and pre-existing power struggles. Training should be part of an overall strategy, leading to the desired change. This will involve the development and implementation of institutional gender policies and changes to working procedures and practices, such as how projects and programmes are planned and monitored. It may involve a change of personnel or changes in the responsibilities of existing personnel. Fortunately, NILDS developed a gender policy for the Seventh National Assembly (2011–2015); a starting point could be evaluating how much the policy is influencing gender equity and social inclusion practices at NASS.

Gender-responsive legislative training is more likely to be successful if some preparatory work is done before the first workshop or training course is even planned. Poats and Russo (1991) have found that training can serve as an extremely useful mechanism to integrate perspectives and gender analysis into the operations of a variety of institutions. They identify a number of key organizational issues that need to be addressed if gender training is to be successful.

It is desirable that, before the training, NASS undertakes a self-assessment regarding whether it considers itself a gender-responsive parliament. A self-assessment of NASS must be approved and supported by the Speaker of Parliament. A self-assessment using the Inter-Parliamentary Union tool kit requires a dedicated workshop with a moderator facilitating the process. The assessment can also be made in the training itself as a first step[5] (see Handout 1.4 for first steps in gender-responsive training) for the trainer and NASS to consider.

1.3.1 Organizational Resistance to Gender Training

It is a well-documented phenomenon that organizations avoid dealing with gender issues.[6] Gender training may be presented as divisive or disruptive, and there may be a refusal to frame a policy on gender or to change existing discriminatory practices. The issues are similar to those involved in the introduction of anti-racism training in an organization, and considerable work may need to be done before the topic of training is even mentioned. It is important to clarify that attending gender training does not imply that the person is sexist or unaware of gender issues. Oxfam's experience, if anything, implies the opposite: people who already have some awareness of gender issues are more likely to take part in gender training.[7]

It is therefore important to win over the Speaker of the National Assembly to actively support training on gender-responsive legislation. Furthermore, male parliamentarians should be persuaded to participate in the training.

To mainstream gender training and plan for it in a sustainable manner, it is strategic to lobby for the establishment of the following:

- A Speaker's working group on gender equality composed of male and female parliamentarians from across the political spectrum, which reports to the Speaker directly and sets the parliament's gender equality direction and agenda
- A technical research unit on gender equality or library/research staff with gender expertise who have access to up-to-date information, books, computers and online databases[8]

---

[5] Evaluation of the gender sensitivity of parliaments, a self-assessment toolkit: https://www.ipu.org/resources/publications/toolkits/2016-11/evaluating-gender-sensitivity-parliaments-self-assessment-toolkit. If you facilitate the self-assessment in the workshop, be aware that this takes a minimum of one day.

[6] ActionAid International, 2015.

[7] Suzanne Williams, Janet Seed, Adelina Mwau (1994), *The Oxfam Gender Training Manual*, pp. 15–17.

[8] https://www.ipu.org/resources/publications/reference/2016-07/plan-action-gender-responsive-parliaments.

TRAINER'S TIP

Have a back-up plan. A trainer should always have their training materials in their possession. Even when the venue pledges to provide them, have a Plan B, should Plan A fail.

1.4 Logistics of Gender and Legislative Training[9]

Venue: This refers to when the training is offline or physical. A room large enough to accommodate participants and informal activities and to move around in is essential. With the COVID-19 protocol, you need to have participants spaced two metres apart and wearing masks, with room for physical energizers; group work should be factored into spatial allocation. If you are showing slides or a video, ensure that the room has curtains or that lighting is provided in such a way as to enhance vision. For persons with disability, access to the venue is very important. For people in wheelchairs, you may need to have some cushions for them to sit on from time to time to relieve the discomfort of sitting in wheelchairs all day. For a person with partial eyesight, you should have bold text and describe the slides as you would to a blind person. When training via a virtual platform, ensure that the lighting is good and that the screen image is sharp, so participants can see the trainer very clearly.

If only online workshops are possible, the length of the sessions has to be determined. An online workshop should not exceed two to three hours. Also, a series of online workshops have to be planned carefully (twice a week, weekly, etc.); this has to be discussed with the participants at the beginning of the online workshops.

Participants: Have a clear idea of the approximate number. There may not be an exact number, as those who confirm may not all turn up, while those who do not confirm may turn up. Conducting a needs assessment, having confirmation of participation, and having a bit of background information about each participant ahead of training helps planning.

Training materials: Training materials can be drawn from a myriad of sources. They include case studies from Nigeria, Africa and the rest of the world, and ideas culled from other training materials, including the Inter-Parliamentary Union guidelines (2019), the NILDS legislative manual (2014) and the Oxfam *Gender Training Manual* (1994). Materials from other international organizations on gender-responsive legislation can also be useful. The Inter-Parliamentary Union partners with International IDEA[10] and Stockholm University in running a global database on gender electoral quotas,[11] which provides country-specific data on existing mechanisms to ensure women's participation in parliaments.

Furthermore, the Inter-Parliamentary Union[12] provides invaluable research on progress and challenges for female parliamentarians, the representation of female members of parliament, and good practices related to gender-responsive legislation from other countries. The organization also has articles on real-life analyses of events and experiences and has been collecting data on women in politics since the 1970s.

Other sources include newspapers, online articles, videos, cartoon strips, graphics and analysis of the budget. There are also exercises that can be used to construct an understanding of the current reality, such as community mapping, SWOT analysis (strengths, weaknesses, opportunities, threats) analysis and gender mapping.

Administration: A trainer should always inspect the venue ahead of the training to ensure that it meets the training needs. Request organizers to prepare information kits for participants, which include the venue's features. Know what the venue offers in terms of training tools: flip charts, projectors, pens, etc. Know what time lunch and tea are offered. Be mindful of cultural settings. For example, Muslim participants may need to pray within the training time frame or go to the mosque on a Friday. Christians may need to go to church on Sunday. Set aside time and agree on a designated space for these activities as an integral part of the programme structure.

---

[9] Culled from *The Oxfam Gender Training Manual* (1994).

[10] https://www.idea.int.

[11] https://www.idea.int/data-tools/data/gender-quotas/database.

[12] https://www.ipu.org/our-impact/gender-equality/women-in-parliament/ipu-knowledge-hub-women-in-politics.

Safety and security: Make sure that items are not left lying around in ways that can cause injury. Hold down your cables (computer or power extension cords) with duct tape or masking tape. Ask the participants to note the taping on the floor. Keep sanitiser bottles well displayed and encourage regular hygiene breaks as a way to remind everyone to stay alert about infection and maintain the COVID-19 and other hygiene protocol. At the start of the training, ask everyone to note the exit points and to keep their personal belongings close by. You may ask the training centre manager to lock the training room during breaks when participants are not in the room. For virtual meetings, seek the participants' permission if you will be recording the session and share the recording. Recording of online workshops is useful for participants who cannot attend or others who want to listen again. In addition, participants should be informed about the security of online tools.

1.5 Training Methodology

The manual is designed to be **adult learner centred**. This means the knowledge of the adult is affirmed and respected. It is assumed that capacity already exists but can be enhanced. The training should therefore be participatory and enhance dialogue, the sharing of ideas and reflection. It should enable participants to think, reflect and draw conclusions as to what can be done to expand the space for women and the poor through their work. It is very **solution oriented** because the audience is one which is charged with policy- and law-making, but has little time to sit through a very detailed learning process.[13]

Training is **not** envisaged as a **one-off contact**. There should be follow-on activities and, in between, an action plan that the trainees commit to, implement and report on by the next training or through the NASS monitoring and evaluation system. To ensure a participatory environment, the training format should include the following methods.

Plenary sessions: These refer to all participants sitting together in the training room so that what is said can be heard and shared by everyone, individuals can speak, brainstorming sessions can happen, and the trainer can give lectures and group work guidance to everyone. In a virtual arrangement (e.g. Zoom, Google Meet or Microsoft Teams), a plenary is when all participants join the call; they can even be represented by a thumbprint photo or a profile name ('name tag'), depending on whether their cameras are turned on or not. As such, virtual plenary sessions are possible. See Handout 6.9 (Module 6) on the new look of group photos in the COVID-19 era.

Group work: Participants are divided into the smaller breakout groups of five to seven (depending on the total workshop number), where more sharing can be done, and findings are reported back. Virtual meetings have facilities for breakout rooms as well. The trainer should familiarize themselves with the virtual breakout system before the training.

Triads: Participants reflect in groups of three on the issue at hand. They can remain sitting in plenary, but can be asked to turn towards each other in threes and have a localized conversation. It helps to break the ice by having neighbours talk and get to know one another. It minimizes movement when the trainer feels the participants may not be too keen on frequent movement.

Role plays: This is a simulation of a real-life situation, where participants are required to immerse themselves in the roles of others. This process

TRAINER'S TIP

Whichever method is used, always leave some room for participants to ask questions and to give feedback.

---

[13] Salihu, 2015.

creates empathy and better understanding and can be humorous, creating some relaxation for the participants in a fun learning environment.

Numerous exercises that require the use of some of these methods are provided in this manual. Whichever method or methods are chosen, the trainer needs to ensure the following:

- They have a clear understanding of the exercises, and they deem them suitable for the objective they want to achieve.
- They are able to plan adequately and to pull the necessary materials together to deliver the training.
- There is enough time within which to plan and deliver the training.
- The chosen method enables adequate discussion of and engagement with the issue at hand.

It is possible to do role plays in online workshops, but they have to be prepared very carefully. Participants need a clear understanding of the goal of the role play, the different roles, the topic and the length of the role play. For example, a committee meeting or speeches in the plenum of the parliament can be planned as role plays.

Humour: Gender is a difficult sell requiring some creativity. When working with men, there can be a lot of trivialization of the issue, mostly due to a lack of clear understanding of what it is about. The trainer should encourage humour where necessary and use it as satire to show the complicity of those who should act but do not and the danger of ignoring certain occurrences or actions. Some of the materials in this manual use satire to make a point about the role of women and development.

Ice breakers: Energizers that increase the energy level in the room, deal with boredom or wandering attention, and increase the warmth in the room are necessary. The following can serve as energizers: tea and coffee breaks, meet-and-greet sessions, and gallery walks to see some of the reporting back by groups that has been put up on the wall. Some energizer exercises are listed in the sections in this manual on **energizers and ice breakers** (see Handout 1.7).

Case studies: Preparing materials for activities that help tell a story or reflect a real-life situation (case studies) is very useful in creating lively training through appealing to the participants' imagination or experience. It facilitates quick and retentive learning through its approximation or extraction from the participant's reality. However, the material prepared has to be suited to the task at hand and able to deliver the training objective. The facilitator/trainer should be aware that case studies have to be tailor-made for their teaching purpose, as much as possible:

- If you are asking any participants to write them, they will need guidance. So will you, if you plan to write case studies yourself for the workshop.
- There are, however, a lot of materials that can be adapted from the world around us that speak to the issue at hand. Facilitators should consider using this as much as possible.

Here are some questions to ask before starting to write:

- **What is the case study for?** Make sure you are clear about this. Why do you need one? How will you use it?
- **Who is the case study for?** What are the needs of your users/readers? What information do they require? How is the case study going to be relevant to their work?
- **How long have you got?** The length of the case study will depend on the time you have. Short ones can be as effective to teach particular things as long ones.
- **What is the experience of your training group?** You may be able to ask participants to prepare their own. If you are going to write them yourself, make sure that the cases you use are relevant to the work of your group.

- **Are you going to use a real or hypothetical situation?** If you want to teach a very specific, analytical framework you could draw up a hypothetical framework, which will contain all the information you need to complete the exercise of analysis. However, the reality is not like that, and people will have to analyse real situations, which do not present all the relevant information in the form they need it. If you are going to use a real situation, which does not present all the relevant information in the form you need it, you need to do careful research, bearing in mind all the points above.

1.5.1 What a Case Study Should Cover

Your case study should cover the following:

- A section on the international, national and local context of the intervention (political, cultural, socio-economic) and implications for women and gender relations (promoting equality of women, gender-responsive legislation, parity laws)
- A section on the activities of the key actors in the situation, such as the women's caucus in parliament, women in political parties, parliamentary committees, NGOs, organizations of women and men, and national and regional governments
- An account of the aims of the intervention and its operational strategies
- A section on the results of the intervention in terms of changes to the lives of women and changes in gender relations

1.5.2 Preparation Ahead of Training

It helps to know the character of the participants ahead of training. As much as is practicable, do some needs assessments or create rapid profiles of participants ahead of training. Where this is not possible, do some background research on your participants yourself. The Internet offers the resources to read up on a lot of issues, communities and personalities. Handout 1.0 contains a set of questions you may want to pose ahead of training. Ensure you have a system of reaching participants before training, and ensure that there will be feedback so you can analyse the findings ahead of training.

1.5.3 Developing a Programme for the Training

A three-day training for assemblymen and women or their aides is presented in Handout 1.7. It is designed for busy executives who have shown a willingness to understand how best they can intervene and why. It is to enable them to make a good case for a gender- and rights-based approach to programming within the framework of their constitutional mandate, but also from the perspective of a global context of increasing attention being given to women's human rights. The programme is adapted from gender training modules and the findings from the NASS audit report.[14] Please note that more learning and reflection time can be packed into a one-week training agenda or a two-week training, which is an ideal time frame for gender-responsive leadership training.

1.5.4 Organizing the Training Activity

The trainer/facilitator is responsible for creating a comfortable atmosphere favourable to learning. The venue should be clean, airy, dry and cool, with the

TRAINER'S TIP

Make sure tea breaks and lunches have healthy food, including fruits and vegetables, and limited sugar, salt and fat, so participants remain agile. Share with them the benefits of this kind of diet. Call breaks health breaks rather than tea or coffee breaks.

---

[14] NILS, 2014; ActionAid, 2009; Oxfam, 1994.

possibility of adjusting the temperature as may be required.

The room arrangement should facilitate visibility both for trainer and participants, as well as ease of movement. In a context with conflict or insecurity, the choice of venue should be one considered safe and appropriate by all participants.

Discuss the list of needs and requirements with the organizers or your administrative team well ahead of the meeting. Arrive early to the hall to check that they have been provided. It is always better to come in a day or few days earlier than the participants when training is out of your station. This allows the trainer/facilitator to get familiar with the training venue and environment and meet all those responsible for logistics. If the training is virtual, hold a meet-and-greet rehearsal a day or two before the meeting for everyone to test their microphones and videos.

For each session, prepare the following:

- Objectives on a flip chart or slide
- Agreed time frame, as set out in programme
- Expected outcomes of the session
- General training programme

Always leave space for the administrator/organizers to address any housekeeping matters at the beginning and the end of the day. These are issues that do not have a direct bearing on the training, but may affect the dynamics of participation. Examples are uncomfortable accommodation, badly prepared meals, unresolved transportation issues, etc. Ensure that discussion of these subjects is brisk; if there are lingering matters, encourage those involved to resolve them over lunch or any other time outside training time.

Create a '**microwave oven**' for issues that may not be resolved within the time frame of a training session. Draw a microwave on a flip chart and put it up on the wall. Seek a volunteer to write on the flip chart issues that need to be 'unpacked' later. Assure participants that these issues will be kept warm and revisited. Ensure that revisiting is done at an appropriate moment during the course of training.

TRAINER'S TIP

Let participants know that the log is for their personal record to help with work planning later and to remember questions or comments they may want to communicate at the end of sessions or post training.

Ensure there is a short feedback session – use tools such as the traffic light (red, green, amber) or a ball, etc. – and an evaluation at the end of every day through the use of reflection logs (see Handout 1.1). Participants can share this the next day to ensure training space is used effectively to meet the participant's expectations. During sessions, evaluate learning by encouraging participants to ask questions and work with you to find the answers.

Facilitating Learning

Once the training workshop starts, the trainer is responsible as a facilitator, i.e. someone who ensures that the group achieves its aims and stays together.[15] The role of the facilitator is not to lecture, but to enable participants to think and reflect and to help elicit answers that show an understanding of gender and leadership. To encourage balanced participation, ensure that one of the ground rules is active participation. Reach out to the quieter participants and encourage them to speak, referring back to contributions they may have made earlier to boost their sense of group identity. Give the more vocal participants roles to play as well and encourage others to discuss their contribution. Sometimes the trainer may allow only those who have not spoken to speak.

---

[15] Oxfam, 1994, p. 30.

Monitoring and evaluation are important and should be done throughout the training. Explain to participants why it is important and how it will be done, starting with expectations and the keeping of daily reflection logs.

Facilitation Skills

It is assumed that persons using this manual as trainers will have some experience of facilitation. Trainers will need to have a good grasp of gender and participatory training methodologies. Trainers should be flexible and creative and able to adapt to changing contexts. Trainers should have good listening skills and an understanding of group dynamics, and should command and give respect. The behaviour and language of trainers should be in line with the objectives and values of the training workshop.[16]

There are many examples of a participatory approach to learning contained in this manual. During planning time, co-facilitators should spend time getting to know each other and sharing the tasks according to their strengths.

Adult-centred Learning

Training design should take cognisance of the fact that adults learn differently from young people in school. Depending on their level of formal education, occupation and available time, adults may have less or more time to pay attention to new learning. It is usually assumed that adults have multidimensional needs competing for their attention and so may not have long attention spans for learning new things in a very formal or technical manner. This is even more so when their type of occupation does not require technical skills. Pictorial and experiential methods are advisable with adults. Space to reflect and review perceptions is also crucial for learning.

Enabling Participants to Reflect

Reflection does not mean a regurgitation of what has been shared, but rather the participant's own understanding of what has been shared. It should allow participants to express what is new to them, what has been reinforced, and what they will do differently going forward. Reflection should equally include room to write down and later pose questions or share worrying thoughts. Reflection sessions should be held immediately after the end of training at the end of the day, or at the end of a particularly stimulating session where new things were learned or participants had a lot of debates and arguments (see reflection log in Handout 1.1).

---

[16] Ibid., p. 21.

ACTIVITY 1.1: PRE-TRAINING SESSION

Goal

To set the foundation for a successful training. This is the first ice–breaker, which may determine how the rest of the training goes; participants need to be relaxed and comfortable with each other right at the start. This means they need to meet each other. The introductory session sets that pace. The facilitator should also introduce her/himself.

Time Frame

Meet and greet: 10 minutes

Introduction of participants and partners: 1 hour for a room of 25–35 people

Objectives

- People get to know their co-participants
- Participants know who is in the room and a bit about what they do
- People find like minds and others who may inspire them or not

Materials

Notebooks, pens, name tags, name tents and markers (if working virtually, request everyone to check their default name and change it to their correct name on their screen if these are different – e.g. change ‘iPhone 20’ to ‘Flora’).

Method

1. Ensure that every participant is wearing a name tag with their name visibly written. If working virtually, participants can rename themselves by writing the desired name on the screen.
2. Ask participants to leave their seats and find someone they had not known before or worked closely with and introduce themselves. In a virtual training environment, ask participants to listen keenly and ask them to state three names they remember. You can pair participants to chat privately and report back to the main group after introducing each other
3. They need to know the other person’s name, something they are most proud of or something interesting about them.
4. This should be done in pairs, but could also be done in triads. They may or may not need to write down what they heard.
5. Ask participants to return to their seats. Start from one side of the room and request a participant to introduce someone s/he met and say something interesting about them.
6. Encourage participants to write their names on their name tents and place them in front of them – the first name should be boldly written. For virtual meetings (e.g. Zoom), ask participants to rename themselves by clicking on the upper right-hand corner of the screen. Before the training, set the meeting mode to enable this action.
7. Refer participants to the formal profiles in their folders.

Facilitator’s Note

This method is good to engender mutual respect in a group, especially when they are coming from a bureaucratic system that encourages strict hierarchy. It can also be used with colleagues as a way of reaffirming friendship and seeing themselves through the eyes of someone else. Make the session very warm and humorous as interesting aspects of the introductions are shared.

ACTIVITY 1.2: EXPECTATIONS

Time Frame

30 minutes

Objectives

- Ensure a shared understanding of the training goals.
- Address any lingering hostility or defensiveness there may be from participants.
- Agree on the minimum that can be achieved from training.

Materials

Sticky notes, flip chart on a wall, workshop objectives, and programme notebook and pen.

Method

1. Following the warmth created from the introduction, share the workshop's objectives with participants. These serve as the expectations of the organizers.
2. Inform participants that you would like them also to share their objectives and what they hope to get out of the workshop, gathered from any pre-workshop interactions (invitation letters, pre-workshop assessments).
3. Encourage neighbours to share their thoughts and write down what comes to mind.
4. As the sharing is going on, pass out sticky notes to participants.
5. Ask everyone to write down one expectation per sticky note. Maximum two per person. Request two volunteers per room section to collect the sticky notes and put them up on the flip chart titled 'expectations'.
6. Read out some of the expectations and ask if anyone wants to share theirs with the room. Respond to the expectations and link them to the training objectives.
7. Cluster the expectations.
8. Assure participants that these will form a part of the monitoring and evaluation process, and that you will return to the expectations at the end of the training.
9. Ask the room to applaud your volunteers and themselves.
10. Take participants through the workshop programme. Link each session to meeting the expectations. Encourage questions and comments.

For virtual sessions, you can use the Zoom Whiteboard tool to have participants write down their expectations.

Facilitator's Note

Where the subject is contentious, as gender training may be, this can produce anxiety, defensiveness or hostility. It is important to listen to the fears and expectations of the group and to understand their concern. This allows the trainer to pitch the training at the right level. For instance, some may come to the training unconvinced that it is important and thus wondering why they should participate. Others may consider it very important and anticipate that it will solve all the gender problems they might encounter. It is good, therefore, to establish early what the training is expected to accomplish.

ACTIVITY 1.3: SETTING GROUND RULES

Objectives

- Ensure active participation.
- Maintain good group dynamics.
- Ensure fun learning.

Materials

Flip chart, coloured markers

Method

1. Inform participants about why you need ground rules. Encourage them to suggest rules, then write them on the flip chart titled ‘ground rules’. Try to propose the following if they do not come up:
    - Active participation
    - Mutual respect
    - Short, concise sharing
    - Respect for time
    - Phones on silent mode
    - Confidentiality of information shared
    - Minimal movement to avoid distraction
2. Ask participants to come up with a penalty for breaking any rules and write it on the flip chart.
3. Put the ground rules on the wall where all can see; you can use a slide in a virtual workshop.
4. Request that the group nominates a chief whip (custodian of rules) and a time manager.

Handouts Module 1

1.0 Pre-course questionnaire

1.1 Reflection log

1.2 Planning checklist

1.3a Working virtually

1.3b Tips for joining a virtual meeting

1.4 Online platforms

1.5 Helpful tools on Zoom

1.6 Pre-training preparation

1.7 Icebreakers and energizers

1.8 A sample of a three-day training programme

HANDOUTS FOR MODULE 1

Handout 1.0: Pre-course Questionnaire

This handout should be shared with participants at least one week before the training. It should be analysed to inform the design of the training.

1. Name
2. Address and telephone number
3. Email (where applicable)
4. Role in NASS
5. Have you attended any gender training courses? Yes/No (please briefly describe the course)
6. Have you attended any training courses of any kind? Yes/No (please list)
7. What do you hope to get out of this training?
8. What are the main gender issues you are aware of?
9. What are the main gender issues related to your work?
10. Do you have any requirements to enable you to participate in the training (wheelchair access, special diet, childcare, prayer time, etc.)?
11. Others (please give details)
12. Do you have any materials (videos, articles, poems, documents, etc.) you would like to bring?
13. Please add any other information you feel is relevant.

Culled from the Oxfam Gender Training Manual *1995, page 6*

Handout 1.1: Reflection Log

Name of Participant:
Email:
Date:

S/N	**Session name**	**What I learned**	**What is clear**	**What I need more clarity on**	**Who I will like to share with (name)**
1.					
2.					
3.					

Handout 1.2: Planning Checklist

Physical venue	Virtual venue
• Venue • Accommodation for participants • A secretariat for storing materials and registration programmes • Registration forms, participants' binders/folders/ administrative notes • Copies of session materials, audiovisual materials • Laptop projector • Clock • Flip chart stand, sticky notes, coloured paper, cardboard paper • Masking tape • Trainer's table • Microphone • Name tents, writing pads, pens • Name tag stapler • Sticky tack • Water • Sweets and kola nuts	• Data dongle • Good Internet connection • Secure online tools • Tools (Whiteboard in Zoom, etc.) • Good lighting • Laptop • Meeting link information • Host • Moderator who also takes care of the chats • Breakout rooms • Names on the images of participants • Visual slides • Recording facility • Translation facility • Breaks • Individual refreshments • Trainer's table • Water • Timer or clock

CHECKLIST		
Phase	**Comment**	**Check**
Planning Phase		
Manageable number of participants		
Manageable number of breakout sessions		
Time and date		
Any foreseeable technical difficulties?		
Consultation with the technical assistant		
Consultation with the interpreter (if applicable)		
Consultation with the expert (if applicable)		
Invitation link for participants and organization team with disclaimer on camera usage		
Before a Session		
Technical assistant present?		
Stable Internet		
Trial session with facilitator, technical assistant, interpreter, etc.		
During a Session		
Introduction round and first trust-building exercise		
Breakout sessions: random division into groups		
Breakout sessions: clear and concise instructions for the participants		
Protocol in case of technical difficulties		

Source: elbarlament, 2020

Handout 1.3a: Working Virtually (Tool for the Trainer)

The coronavirus pandemic and the resulting social distancing measures worldwide have made it necessary to move various types of events online. Whereas face-to-face meetings have been the norm for workshops, the importance of social distancing means that other methods, which are no less effective, have to be devised so work can go on. This situation means the trainer and the focal audience must have an awareness of the particularities of working virtually.

Whenever possible, a combination of face-to-face workshops (with small groups of five to ten people using appropriate social distancing measures) and online workshops can be a solution. Participants can also form small working groups after online workshops to discuss topics more deeply or do homework.

As evident in Handout 1.4, there are a number of tools available for conducting online meetings and workshops. In this section, the dos and don'ts of online workshops will be discussed in more depth. Some of the tips may be specific to using Zoom; however, they are helpful to think about when using other options as well.

Online Tools

There are a number of platforms that provide online workshop services. In Handout 1.4, you will find a small selection of the most popular platforms; however, there are many more platforms to choose from. It is important to research extensively about the different options and their advantages and disadvantages before you decide on one platform.

Timeline: Conducting an Online Workshop

Pre-session Planning

Considerations for the programme

- As a facilitator, you and the rest of the organizing team need to discuss if the plan is feasible. The number of participants, the number of breakout sessions, the time and date, possible language barriers, scheduling conflicts, and the possibility of technical difficulties must all be taken into consideration.
- Do not be too ambitious with your sessions. Online workshops require a lot of coordination, which is difficult when everyone is taking part remotely. For example, keep breakout sessions at a minimum

TRAINER'S TIP

To conserve bandwidth: dedicate your data to the training programme only and switch off other data-consuming apps – e.g. email, YouTube, etc. Consider switching off video to conserve bandwidth. But everyone should switch on their video from time to time to stay connected visually. If possible, have multiple sources of Internet data to use.

of one per training day/session and do not regroup participants into different breakout groups within one session. Experience shows that the more breakout sessions you have in one sitting, the higher the chance of chaos and hiccups, especially when interpretation is required.

- When planning the programme of a session, be aware that interpretation will slow down the overall pace of the session, so make enough time for interpretation.
- Take into consideration that you need sufficient time to explain the tasks, topics and technicalities of a session to the participants. Experience shows that the virtual workshop format requires more communication and more regular explanation of tasks than face-to-face interaction.
- Create a link for the session as early as possible so that all parties involved (facilitators, participants, interpreters, experts) have access and so that any inquiries can be addressed early on. You can also decide to send a reminder with all relevant details two to seven days before the session begins. Synchronize your sessions with your online calendars and encourage your participants to follow suit. Making changes to the meeting session settings may lead to a change in the URL of the session; therefore, it is important to try to consider everything before sending the link to the participants.

Before a Session

Online meetings and workshops have become a staple part of work life in the wake of the coronavirus pandemic. Through trial and error, common or recurring mistakes have been identified that should always be considered when planning an online training.

- Each online session should have at least two facilitators, one of them functioning as the technical assistant. This way, one person can fix bugs and attend to any hiccups that may arise, while the other person continues with the moderation of the session.
- It is extremely important to have a trial session before every online session. This should occur around one hour before the actual session begins and should include all members of the organization team (facilitator, trainer/expert, technical assistant, interpreter).
- Stable Internet connections will make or break an online session. Most issues with online workshops occur because of a poor Internet connection of the facilitator, the interpreter or the participants. Unfortunately, there is usually not much you can do in this situation apart from the usual Wi-Fi maintenance or perhaps contacting the Internet provider. The facilitator must therefore decide if they should continue with the session or if it needs to be rescheduled altogether. It is always important to keep this in mind when planning and executing an online training.

TRAINER’S TIP

At the start of training, take participants through the features on the online platform, much like you would tell them where the exit door and bathroom are in a physical venue.

During a Session

Trust-building Exercises and Icebreakers

For many participants, taking part in an online workshop can seem intimidating or unfamiliar. Many of the team-building, trust-building or icebreaker exercises that would normally occur during a training session cannot be translated into an online format. There are nevertheless some tips that can make the online experience more enjoyable and familiar for the participants.

- An introduction round at the beginning of training is extremely important. Allow each participant to introduce themselves. Introductions work best when all participants have their camera on.
- Icebreakers can be incorporated into the introduction. For example, instruct the participants to share an insight that they have made during lockdown measures (some may have mastered a new skill or hobby, while others are simply happy to be able to spend more time with their family). This will allow for a more familiar atmosphere among participants.
- If certain participants feel uncomfortable speaking during sessions, give them the option of asking questions or giving input via the comment section. The moderator can then bring their input to the wider group.
- Experience from Iraq shows that some participants – often female participants – do not want to turn on their cameras during sessions, especially when they do not know the other participants well. Since sessions with cameras allow for a more personal experience for all parties involved, try to encourage these participants to turn on their cameras in a non-threatening way, and ensure a familiar and safe space for all people present. If they still do not wish to put on their camera, this must be respected. Remember to include a disclaimer in the session invitation, so that participants know right away that they will be asked to turn their cameras on or that they will be recorded.

Interactive Sessions and Group Work

- Remember: interpretation does not work during breakout sessions! Make sure that all participants speak the same language, or make a separate call with the interpreter on a different platform such as Skype.
- When dividing your participants into smaller groups, random selection is the fastest and most efficient method.
- As always, be aware of issues that may arise in breakout sessions due to Internet issues.
- Active participation, either in breakout sessions or in a bigger group, can be done either through the Whiteboard function on Zoom or with the help of screen sharing with any other programme.

Translation

- Interpretation, especially with more than two language options, can be tricky and requires good coordination skills.
- If the interpreter allows, add their email address to the invitation so that participants can contact them directly with specific inquiries.
- On Zoom, interpretation during breakout sessions is not possible, so the facilitator needs to make sure that everyone taking part in a breakout session speaks the same language. Alternatively, the interpreter can be added to the session through a different platform such as Skype.

Should a technical issue arise, stay calm and contact your technical assistant. While the technical assistant works on fixing the problem, keep your participants informed and, if possible, improvise. If communication with the participants is still working, you can either give the participants a task to work on individually or in small groups until the problem is fixed, or have a more general discussion with them on the topic of that session and what they have learned so far.

Source: elbarlament, 2020

Handout 1.3b: Tips for Joining a Virtual Meeting

Before starting the virtual workshop, the trainer should familiarize the participants with the technical requirements and rules for successful online participation.

Tips for Using the Zoom Meeting App

Virtual meetings are a new way of working and communicating, made more popular with the sheltering in place COVID-19 protocol. This note is a gentle guide to a productive virtual meeting experience. Some of us may be more familiar with the various relevant technologies than others. If you are new, be kind to yourself and give yourself time to learn, adjust to and get to know the virtual meeting space and etiquette, one meeting at a time. It is important to practice. The Zoom app is one of several virtual meeting platforms to which you can apply this guide. Zoom is popular because it is interactive and easy to use.

Getting Started

You can join Zoom by clicking on the link or using the meeting ID and password. Sometimes there is no need for a password (which is a recommended extra security feature). A properly written Zoom meeting invite will give you both options and instructions on how to join. Aim to join about 10–15 minutes before a meeting to test your equipment and settle in.

Ideally, the administrator or whoever is hosting the meeting should mute your microphone, and even switch off your video, upon entry. If this does not happen, you should do so yourself during the meeting. You do not want to be the cause or source of virtual meeting expletives such as: 'Mute the mic'; 'We can't hear you'; 'Can you hear me?'

After the initial introduction, to conserve your data bandwidth and lifespan, switch off your video. It is also good etiquette to do so if you are not speaking. To switch off your video, click on the recorder/video symbol at the bottom of your Zoom page. When not active, you will see a red line drawn across the video symbol. A click on either symbol activates your microphone or video. Centre your image on the screen so you can be seen clearly when your video is turned on.

To unmute yourself in order to speak, you can hold down the space bar on your laptop to temporarily unmute yourself and speak; then release the space bar. You will see a red line drawn across your mic to show you are muted.

ALWAYS mute when not speaking. This action is to minimize static and noise that can distract the meeting. If you do not mute, you may also find yourself sharing conversation not meant for the meeting with an entire room – you do not want that.

To speak, you can click on the 'participant' button and click on the 'hand' symbol. The moderator will see a 'hand' against your name and will call you to speak at the appropriate moment. 'Participants' also shows you a list of those on the call.

You can use the ‘chat box’ to drop in a comment or ask a question. It can be found at the bottom of the page next to the ‘participants’ button. The chat box is an acceptable option to communicate instead of audio or voice. As you get familiar with the chat box, you will find there is room to send a private message or a message that can be seen by all participants. Be careful what you put in the chat box: make sure to send the right message to the right place! You don’t want to start the third world war.

Zoom meetings may sometimes be recorded for documentation and to share with those who may have missed the chance to participate. In that instance, the administrator/host (person responsible for setting up the meeting) should notify the meeting that the call is being recorded. This information is vital for reasons of openness and data privacy.

Sit in a comfortable position with a backrest; move your fingers, hands and legs as much as you can to get circulation going. Stand up for a bit during meetings that last longer than one hour.

To practice ahead of a meeting or in your spare time, rejoin a meeting using any past link to explore the virtual meeting environment. You can also register and download the app. The basic package of a 40-minute meeting for 3–100 participants is free. Pay attention to communication from Zoom – for example, they may request you to upgrade or may note changes in how the platform is to be used. Be sure to act upon such emails to avoid being locked out of meetings.

Resources: https://www.youtube.com/watch?v=xKN7yYx28qc;
https://www.youtube.com/watch?v=QOUwumKCW7M; https://www.youtube.com/watch?v=OIPrLX5S5OI
Amina Salihu, August 2020, Abuja

Handout 1.4: Online Platforms

Online Platforms			
Platform	**Main Application**	**Key Features**	**Limitations**
Blue Jeans	Video conferencing/ webinar platform	Participants can join via their browsers, without the need to download the application. Option to buy a package for video conferencing and adapt it, or buy a special webinar designed package. A one-time webinar package is $499 per webinar. Webinar package features chats, ability to ask questions and use polls, etc.	It has limitations in terms of performance on different browsers.
Google Meet	Webinars and video conferencing. It has screen sharing and recording options. Users can dial into a video conference by phone. It is free for all users (as at December 2020).	Google Meet, earlier known as Google Hangouts, is a popular video conferencing solution. Google Meet, like Zoom, can be used on mobile devices. Google Meet is also accessible directly through Chrome and other modern browsers. It is easy to use: just visit meet.google.com to host a meeting. Similarly, you can participate in a scheduled meeting by visiting its link in your eligible browser.	There is a call limitation on the free version.
GoToWebinar	GoToWebinar is a popular webinar platform.	Relatively easy to use, with many features for the moderator to lead the discussion. You can use live chat and polls, send files to attendees, and record videos for later use. You can use pre-recorded content. You can customize landing pages to fit with your individual branding.	Only paid versions, with the starter plan having a maximum of 100 attendees. Requires participants to download the app.
Mentimeter	Mentimeter is an interactive presentation, workshop and meeting tool, designed to help share information with others.	Online polls, information sharing, presentation tool, questions, feedback, matrices Mentimeter has many of the functions of a polling or quiz app. These features are simply embedded into a presentation form, so you can engage without ever leaving your presentation materials (though you can also embed them into PowerPoint, as is possible with other tools of this kind).	The free version is limited to two questions, which can limit its interactivity. Additionally, there is a ‘no import’ option, which means you will have to start from scratch.

Online Platforms			
Platform	**Main Application**	**Key Features**	**Limitations**
Miro	Online chat, presentations, information sharing	Miro is productivity software that lets you conduct meetings and workshops and perform product development, agile workflows, user experience research and design, innovation/ ideation, strategic planning, and mind mapping in one compact yet powerful software.	Call or video not possible
Microsoft Teams	Chat-based platform with instant messaging, voice, video, calling and file-sharing features; free calls up to 60 minutes	Very helpful for chats, meetings, calls and collaboration, which means it can be used for training and post-training. You can instantly go from group chat to video conference with the touch of a button. Teams of 2 or 10,000 can meet in one place, no matter how many places they are in.	There is a cost for the professional version. The maximum number of people who can join a free Teams meeting is currently 300 (during the coronavirus pandemic) and ordinarily 100.
Slack	Good for team collaboration and remote working	Sharing information, building consensus, progressing workflows, communicating, updating, alerting, reporting, searching	It is not a meeting tool.
Skype	Video conferencing and online workshops	Strong protection for video conferences in security tests Free video chats with up to 50 participants and no time limit Many extras such as surveys, live subtitles, photo creation, and a recording function for meetings	Somewhat confusing user interface
Trello	Trello helps teams work and collaborate virtually.	• Shared work board • Calendar • Links	There is a free version; the business version attracts a fee.
Webex	Video conferencing/ webinar platform	Webinars and video conferencing: civil society organizations can host a wide range of live events, meetings and training sessions. Chat and brainstorming tools: interactive whiteboard and other tools for collaboration. File sharing	Free version excludes recording transcriptions and limits cloud storage to 1 GB. No recordings Paid plans start from 12.85 euros per month per host.

Online Platforms			
Platform	**Main Application**	**Key Features**	**Limitations**
Zoom	Video conferencing and webinars.	Multiple participants can share their screens simultaneously. End-to-end encryption for all meetings, password protection, waiting rooms, and possibility of placing attendees on hold or removing them from the meeting Possibility of recording meetings locally or to the cloud Interactive features such as splitting participants into different chat rooms, sending questions, and live chat Participants can join without downloading the app via the browser version. Generally, it performs well on all browsers.	Free version allows for 40 minutes for up to 100 participants. An additional webinar licence is needed to unlock the webinar features.

Source: elbarlament, 2020; https://gadgets.ndtv.com/apps/features/google-meet-vs-zoom; https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/group-chat-software

Handout 1.5: Helpful Tools on Zoom

Tool	Description	Steps
Scheduling a meeting	There are two options: • Direct link: Participants receive the URL and click on it to go directly to the session. • Indirect link: The received link will take participants to another page where they are asked to submit their names and emails; they will then receive another email that contains the direct link.	When sending an indirect link, a participant list can be generated automatically: 1. Log in to the account using an Internet browser (not via the Zoom application). 2. Go to Account Management in the list on the left. 3. Go to Reports. 4. Here you can find a very detailed table regarding all the participants, including their sign-in emails, the times at which they logged in/out, and the time they spent in the session.
Interpretation	Zoom, like some other platforms, gives you the option of including interpretation, if translation is needed during the sessions.	The interpretation tool needs to be activated in the account settings: 1. Log in to the account using an Internet browser (not via the Zoom application). 2. Go to Settings in the list on the left. 3. Go to Meetings. 4. Scroll down till you reach ‘In Meeting (Advanced)’. 5. Here the Interpretation option should be enabled.
Breakout rooms	Zoom allows you to divide your participants into breakout sessions, should you want to discuss topics in smaller groups.	1. Log in to the account using an Internet browser (not via the Zoom application). 2. Go to Settings in the list on the left. 3. Go to Meetings. 4. Scroll down till you reach ‘In Meeting (Advanced)’. 5. Here the Breakout Rooms option should be enabled.
Recording a session	There are two options for recording, either in the cloud, or locally (on the computer): 1. Cloud recordings remain saved in the Zoom account for seven days. 2. Cloud recordings of interpretation sessions will only record the original audio of the meeting, not the translations. 3. Local recordings of interpretation sessions will record any audio that the person recording can hear, but not multiple audio channels. 4. Therefore, if one requires the recording of both the main audio and the interpretation, then two devices should be used for recording.	

Source: elbarlament, 2020

Handout 1.6: Pre-training Preparation

1. There must be an explicit mandate for gender training from the top level of the organization, which must be clearly articulated to all the divisions of the institution as being relevant to them, not just the gender workers. This means that gender-responsive legislative training should be officially supported by the Speaker of the House. The opening of the training by the Speaker of the House or the Deputy Speaker or an opening dinner hosted by the Speaker would give the training the necessary importance inside NASS. This includes training the heads of the institution.
2. **A strategy could be factoring in a keynote session at the start of the training in which the leadership participates and can commit to supporting gender equality and social inclusion reforms in the legislature and elsewhere.**
3. Training is a process and requires sufficient time for effectiveness. A series of training courses may be the most effective system to incorporate (over time) what has been learned into work practices. Normally members of parliament are very busy. Therefore, it is crucial to clarify in advance how much time they are willing to invest in the training. Furthermore, it should be clear when the training can take place – when parliament is in session or when it is out of session.
4. Gender training must be managed and supported by strong, qualified professionals whose experience is respected within the organization. To include the experience and practice of other parliaments and their legislation, collaboration between a local legal professional and an international one could be fruitful.
5. Someone, preferably full-time, from within the institution should have the responsibility for training. External consultants may be used to do the training, but they need to work with someone from within the institution to coordinate logistics and provide information to the trainers on organizational culture, procedures and participants.
6. Training is more effective and efficient when the same team, or at least some members of that team, conducts the training over the initial training period (when gender analysis is being introduced to the institution).
7. Training of trainers is a critical element for achieving the long-term integration of gender issues and analysis into an institution. Training of trainers courses can be conducted either within or outside the institution.
8. Budgeting for a training programme must be comprehensive. Trainers require adequate resources and support personnel. Trainers need to give their full attention to the process of training and thus need proper administrative and logistical support to enable them to do this. This should be budgeted for.
9. There is no single training strategy that will fit all institutions. Each training strategy and each training workshop must take into account the nature of the particular organization and the social and political context in which it works.
10. The trainers of members of parliament should be familiar with the work of the parliament and the standing orders of the parliament. They should know how to address parliamentarians, what the female parliamentarians need to know, and what knowledge the general parliamentary staff need.
11. Finally, it is important that the legislative gender training programme is supported and not contradicted by other training in the organization. This may mean making changes on some topics, sometimes by including specific sessions on gender.

Handout 1.7: Icebreakers and Energizers

- Common ground: Take 5 minutes to have participants in groups write a list of things they have in common.
- Ask participants to write one to three burning questions they have about the course.
- Ask participants to use eight nouns that best describes themselves.

Ask questions such as:

1. What can I do to make this learning course more engaging for you?
2. What topic looks most interesting to you based on the course outlines?
3. What appliance do you use all the time that is well designed and what other appliance would you like to redesign?
4. What is your favourite item that you bought this year?
5. What is your favourite book from this year?
6. What is the hardest/easiest part of working virtually since the COVID-19 lockdown?
7. How often do you work from bed?
8. How do you combat distractions that arise from working from home?
9. What is your typical home uniform?
10. If you could develop a new personal skill, what would it be?
11. If you had to sing karaoke, what song would you pick?
12. If you had to eat one meal a day for the rest of your life, what would it be?
13. What decade (60s, 70s, 80s, 90s) do you love the most and why?
14. Can you live without your smartphone/technology for 24 hours?
15. If you had to teach a class on one thing, what would it be?

Energizers

Remote Energizer 1: Speed Desk
Pick a funny word or phrase for your team to type. During a video call, get them to stand behind their desks and then type the word or phrase on the whiteboard as fast as they can. The one who sends it first wins!

Materials: Video conferencing software (e.g. Zoom, Google Hangouts), Whiteboard on Zoom (in collaborative mode)

Remote Energizer 2: Digital Catch-Up
To promote cross-functional team bonding, randomly pair members of your team to engage in a quick digital catch-up with one another over a video conferencing platform. During the catch-up, each participant should share what they are working on with one another and receive feedback and/or suggestions on it.

Materials: Video conferencing software (e.g. Zoom, Google Hangouts), Zoom breakout rooms

Remote Energizer 3: Two Truths and a Lie

Two Truths and a Lie is a game of spotting deception through a video or messaging platform. Instruct each member to write down two things about themselves that are true and one thing that is a lie. The lie should be believable (something like ‘I have superpowers’ is not acceptable). Go around the group and have each person read the three statements they wrote down. The rest of the team has to pick out the statement they think is a lie.

Materials: Communication software (e.g. Slack, Microsoft Teams, email) or video conferencing software (e.g. Zoom, Google Hangouts)

Remote Energizer 4: Share a Picture

Feel closer to your colleagues with this energizer. Have each team member share a picture of the view outside their window.

Materials: Communication software (e.g. Slack, Microsoft Teams, email) or video conferencing software (e.g. Zoom, Google Hangouts) and a camera or camera phone

Remote Energizer 5: Emojis

Nominate one member to pick an emoji and ask other members to make a sentence using the emoji.

Materials: Communication software (e.g. Slack, Microsoft Teams, email) or video conferencing software (e.g. Zoom, Google Hangouts) and a phone.

In-person Energizer: Animal Roundup

Materials: None
Time Required: 10 minutes
Group Size: 5 to 50
Purpose: Physical energizer

- Tell group members to silently think of their favourite animal.
- Then tell group members that, without talking, they need to identify the animal and arrange themselves from the largest to the smallest animal.
- Group members can only make gestures and the noise of their animal.
- After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate.

Handout 1.8: Sample of a Three-day Training Programme

Day 1 morning: Getting started

Introductions and expectations
Get to know each other / icebreaker
Basic gender and leadership concepts

Tea break

Basic gender and leadership concepts
Valuing women's work

Day 1 afternoon: Understanding the Nigerian Legislature and processes

Gender-responsive legislation
Video: Environmental pollution
Filling the reflection log

Day 2 morning: Gender-responsive legislature

Recap of Day 1 from reflection log
Gender-responsive legislation
Law-making process

Tea break

Networking
Working with the media and civil society organizations
Negotiating with male members of parliament (committees, etc.)
Women in political parties
Protecting the vote

Day 2 afternoon: Work planning for the bill process

Filling the reflection log

Day 3 morning: Sustainable planning for women

The NASS Gender Strategy document
Budgeting for results for women and girls
Tracking results

Tea break

Networking

Day 3 afternoon: Global strategies for change

Evaluation and closing

MODULE

2

UNDERSTANDING GENDER AND SOCIAL INCLUSION CONCEPTS

Goal

To build a foundation in gender analysis and women's leadership through the sharing of basic concepts and dynamics surrounding women's lives and work

Activities

- Basic Gender Concepts
- Women's Work
- Men and Women Using Power to Support Gender Justice

ACTIVITY 2.1: BASIC GENDER CONCEPTS

Time Frame

Three hours

1. Sex and Gender

Objectives

- Understand the difference between sex and gender.
- Examine preconceived notions about gender.
- Question old beliefs and learn new ideas.
- Laugh!

Materials

Handouts, visual materials, whiteboard or flip chart, masking tape, PowerPoint slides

Method

1. Ask participants to brainstorm on the word 'sex' – what comes to mind?
2. Ask participants to brainstorm on the word 'gender' – what comes to mind?
3. Share Handout 2.0 on some gender concepts.
4. Speak to the difference between sex and gender. Return to the brainstorm flip chart, and request them to revisit their answers. Usually, you will find some things mentioned under sex that should fall under gender, or vice versa.
5. The trainer may find that there are some stereotypes that can be addressed. Ask participants to think about expressions, short stories, and proverbs that describe men and women in their communities. For stereotypes, see Handout 2.1 on stereotypes.
6. The facilitator should help participants engage with these myths and stereotypes from a perspective of awareness. Ask participants what they have learned. Emphasize socialization as a challenge to both men and women, and the need to unlearn old ways and learn new ways that give equal rights to boys and girls.
7. Ask participants to re-examine the list of expressions and proverbs they have come up with and read Handout 2.1 on stereotypes.

2. Affirmative Action

Objectives

- Show that affirmative action is not a strange concept limited to gender only.
- Share ideas as to why it is important to achieve equity.
- Give examples of affirmative action tools to achieve equity.

Materials

Flip chart, pens, masking tape, Handouts 2.2a and 2.2b on what affirmative action is, and the Disability Act

Method

1. Use the conversational method, enabling participants to think about what they know or have heard about affirmative action.
    - Ask participants if they have heard about affirmative action before.
    - Ask them to list instances where they have heard it used.
    - Do they believe it is helpful?
    - If yes or no, in what ways?
2. Share Handout 2.2a on affirmative action with participants, affirming what is well understood and discussing what is wrongly understood. Deal with the wrong impressions that may emerge – for example, that affirmative action precludes merit (it does not).
3. Show where it has been used for social inclusion, e.g. the Disability Law (2019), Nigeria's federal character law and quota system, and addressing ethnic and race issues in the West and in South Africa.
4. Let participants know that affirmative action is a temporary special measure[1] to give a chance to the best to step forward, because otherwise cultural and structural barriers keep them out.

Facilitator's Notes

If training is a mixed group of women and men, ensure that you **allow the men to share their fears and that they leave better enlightened**. If there are women who do not agree with the need for affirmative action, ensure that they are able to state their perspective and leave having learned the rationale for affirmative action.

---

[1] Article 4 of the CEDAW convention.

3. Perception, Stereotypes and Power Relations

Objectives

- Understand the different social categories of women.
- Know the different types of power and which ones protect women.
- Know how to work across differences.
- Understand how perceptions may affect women's leadership.
- Enable participants to have a more open worldview about women in politics.
- Know that culture may be good or harmful.
- Know that culture is not static, but is changing.

Materials

Markers, flip chart, handouts, video clip 'Horse', video on clean energy (wood to gas)

Method (a)

1. Encourage participants to share and brainstorm on their understanding of each concept.
2. Use Handouts 2.1 and 2.4 to explain what each concept means.
3. Share the connection between gender and power and perceptions.
4. Ask participants to study the video and examine it for the consequences of stereotyping and perceptions.
5. Share Handout 2.1 as a guide on widely held stereotypes.
6. Encourage participants to debate the perceptions expressed therein.

Method (b)

1. Share the difference between sex and gender; use Handout 2.0 on concepts.
2. Encourage participants to realize that one is essentially permanent (sex), while the other is not and can change (gender).
3. Enable participants to reflect on changes in culture and come up with some examples:
    - Twins being killed in South South Nigeria as a thing of the past
    - More boys than girls going to school in northern Nigeria now and the changing scenario
    - More girls than boys going to school in southern Nigeria
    - Female genital cutting stopped in some societies
    - *Oli ekpe* custom of south-east Nigeria, which holds that without a male child a woman cannot inherit, challenged successfully in court
4. Make the link between culture and gender roles and how they disenfranchise women.
5. Let participants know that culture is made to help human living, and as new ways of living emerge, the culture will change. For example, people trekked everywhere before the advent of the motorcar and other mechanical forms of transportation.
6. Depending on how much time is available, you may ask each participant to stick a 'yes' or 'no' paper (green for yes and red for no) against a few chosen stereotypes that you put up on different sides of the room.
7. Have a reflective session on participants' opinions on each concept.

Facilitator's Notes

Let participants realize that women are invariably among the poor, and even when they have wealth their reproductive work is not respected. Women and girls are disadvantaged because of their gender. Due to the culturally held perception that women are a commodity to be owned, a woman can suffer physical violence, whether rich or poor. A woman with a disability has triple jeopardy – she will likely suffer discrimination because she is female and poor and has a disability.

Women are invariably seen in a certain way that affects their access to opportunity. Link perceptions with stereotypes to see the way thinking shapes society's ideas about women and what their roles should be. Explore both the negative and positive sides of perception.

You can choose to hold this activity as group work or combined tasks reviewing two or more concepts.

ACTIVITY 2.2: WOMEN'S WORK

Time Frame

Two hours

Objectives

- Understand the changing role of women.
- Better understand the dimensions of what constitutes work.
- Explore the value of unpaid work.
- Enable policymakers to reflect on the need for women's empowerment.

Materials

Flip chart, pens, handouts

Method

1. To further underscore the fact that gender roles are socially constructed, ask participants to list different kinds of roles and activities.

Role	Activity
Chef	Cooking

2. Ask which gender is associated with which roles and activities.
3. Speak to the dominant traditional perspectives and the changing perspectives about women's work.
4. Introduce Handout 2.6 (valuing women's unpaid work – 'I didn't do that thing today') to underscore how men view women's unpaid work, and Handout 2.7 ('lie' of the land) because the development official lacks an understanding of gender dynamics and undervalues women's unpaid work.
5. Revisit the different concepts in Handout 2.0.
6. Steer the conversation back to what can be done to strengthen work–life balance; see Handout 2.8 on work–life balance.

Facilitator's Note

Underscore the need for broadmindedness. For example, men who cook in public establishments are called chefs – it is the same cooking, regardless of the domain. Since a chef earns an income, and a wife does not, society sees the activities differently. Civil society and private sector organizations now employ women as drivers, breaking the stereotype that only men can have formal driving jobs.

Facilitator's Guide

Ideas of interventions include the following:

- Provision of a crèche (NASS had no crèche as of August 2020)
- Paternity leave as a choice
- Maternity leave taken separately from annual leave

These are issues that are further explored in the NASS Gender Strategy, which is a training resource examined in Module 5 on Gender-responsive Legislation.

Reflections

The facilitator should enable participants to stand back and think about what they have learned:

- What has been reinforced?
- What will they do differently and better?
- Who will they work with or influence?

Fill in the reflection log or note an action plan point for development later.

ACTIVITY 2.3: MEN AND WOMEN USING POWER TO SUPPORT GENDER JUSTICE

Time Frame

One hour

Objectives

- Think about using power for the public good.
- Encourage male and female legislators to commit to working on issues that matter to women and girls.
- Create an avenue to discuss corruption in its diverse forms.

Materials

Video on clean cooking energy, bill on sexual violence, markers, flip chart or whiteboard (or Zoom Whiteboard for virtual training)

Method

Ask how legislators can ensure justice, and encourage brainstorming to discuss some of the answers. You may want to include for discussion ideas such as the following:

- Appropriating resources based on the people's needs
- Speaking up and acting on matters of urgent national interest
- Rigorous oversight of resources
- Passing laws that give equal opportunities to all, e.g. women's political participation
- Speaking up against sexual and gender-based violence
- Supporting women legislators
- Being of impeccable character

Discuss the use of networks: We can use our resources to open doors for those who need a break. Men use the 'old boys' network' to find old friends and then support each other with work and business opportunities. Women lose that network when they grow up and marry and change their names after school. They may not have the socio-economic opportunities men have, and when they do they might not be able to find old friends because their names have changed due to their marital status.

Power can be useful when used to advance the dreams of others. Power in this form means giving power to someone as opposed to taking it away from them.

Sharing power with someone and working with them to reach a desired beneficial goal is a good way to use power.

Nurturing the capabilities and agency of an individual or group is a powerful form of power that can make sustainable action possible. See Handout 2.4 on power relations and Handout 2.5 on forms of power.

Handouts Module 2

2.0 Gender Concepts and Definitions

2.1 Stereotypes

2.2a Affirmative Action

2.2b Affirmative Action: The Disability Act

2.3 Not All Gaps are Created Equal: Value of Women's Unpaid Work

2.4 Power Relations

2.5 Power and Empowerment

2.6 Valuing Women's Unpaid Work

2.7 'Lie' of the Land

2.8 Work–Life Balance

HANDOUTS FOR MODULE 2

Handout 2.0: Gender Concepts and Definitions

Affirmative action	Affirmative action refers to special, temporary measures that are introduced to bring a disadvantaged group to a position where they can begin to enjoy equal opportunity with their counterparts. Nigeria's federal character principle is an affirmative action measure.
Development	Development addresses the sum total of the enhancement of the status of an individual or a community or state. For girls and women, development reaches them when all of the five variables listed below are positive: • *Access:* ability to receive basic goods and services and life-changing information when needed • *Opportunity:* the chance to be part of a life-changing event or process e.g. education, income generation • *Participation:* ability to have a say in the way decisions are made on a matter that concerns one within the family, at work or in society • *Conscientization:* a full awareness of the right to all the above and the struggle to realize them • *Welfare:* provision of basic needs that make it possible to pursue other needs
Gender	Gender refers to the social interpretations and attributes attached by society to being male or female. So, one is born female (sex), but then society decides that persons must behave in certain ways and carry out certain tasks. This process of assignation creates gender.
Gender analysis	Gender analysis is a process of thinking through planned action, legislation, policy, practices or programmes in any area and at all levels, and assessing their implications for men and for women in order to get solutions so that both men and women can benefit equally, or so that no harm is done to any of them.
Gender balance	Gender balance is the equal and active participation of women and men in all areas of decision making and in access to and control over resources and services.
Gender-based discrimination	Gender-based discrimination means any distinction, exclusion or restriction made on the basis of gender roles, which has the effect or purpose of defeating the enjoyment of full rights by the female sex on an equal basis with the male sex (Article 2, Convention on the Elimination of All Forms of Discrimination against Women, or CEDAW).

Gender equality	Gender equality means ensuring that equal opportunities and access exist for men and women. The phrase gender equality does not refer simply to men and women being equal, but that their access to and fulfilment of their rights, access to opportunities, and participation are independent of their sex or the socially ascribed interpretations (gender) of their being a man or a woman.
Gender equity	Because men and women are different with different needs, priorities, historical experiences and responses to different actions, gender equity means ensuring fairness and justice. Gender equity requires that special measures may sometimes be instituted for a disadvantaged gender to catch up from a history of inequality and non-access to opportunities.
Gender mainstreaming	Gender mainstreaming is a strategy used for making women's and men's concerns and experiences an integral part of the design or formulation, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres so as to correct inequality between men and women. This is further defined in the conceptual framework of this report.
Gender perspective	Gender perspective means analysing issues from the viewpoint of understanding how they affect women and men differently and responding according to the needs of each.
Gender planning	Gender planning is a conscious process of considering the needs and interests of men and women from the stage of thinking about an idea to delivering and evaluating it for gains or impact.
Gender-responsive budgeting	Gender-responsive budgeting is a process whereby planning, programming and allocation of resources addresses gender gaps and contributes to the advancement of gender equality and the fulfilment of women's and men's needs. This is further defined in the conceptual framework of this report.
Gender responsiveness	Gender responsiveness means recognizing the differences that arise because of gaps in opportunity between women and men and acting to correct the imbalance through personal actions, policies and programming.
Gender roles	Gender roles are the responsibilities or positions that society assigns to males and females simply because of their sex rather than their capabilities and potentials. These roles are learned behaviours that determine what activities and tasks are undertaken by persons according to sex, age, class, religion, economic group, location or other such characteristic. Gender roles could be productive (carried out by men or women for economic returns), reproductive (repetitive and aimed at ensuring the reproduction of society's labour force, such as child care, and mostly done by women), or community oriented (linked to public service such as leadership roles).

Girl child	A person of the female sex, aged 1 day to 18 years. The Child Rights Act defines the age of majority (adulthood) to be 18 years, while section 29 (4b) says any ‘woman who is married shall be deemed to be of age’. This is problematic and contradictory. For the purposes of this manual, we will keep to an age range of 1 day to 18 years. The category ‘adolescence’ (16–19 years) is also relevant to this definition.
Herstory	‘Herstory’ is the approach of giving women their own voice to tell their story from their own perspective rather than as told by society, which is usually male centric or from ‘history’. Herstory is an approach that celebrates the lives of women. It redefines winning not as an end in itself, but as a process, which begins with the ability to act to change the outcome of events around women. For example, the decision to run for office is itself a win.
Leadership	Leadership is about inspiring oneself to inspire others. It is not about building vertical hierarchies of power, but horizontal hierarchies of imagination that respect all – young or old, leader or follower (see Salihu, 2007).
Quota	A quota is an allocation rule through which offices, goods or political functions are distributed in accordance with a certain formula to prevent or control imbalances and inequalities of unregulated distribution. Quotas, in an attempt to increase the representation of women, can be either legislated or voluntary. Legislated quotas are either mandated in the constitution or determined by electoral law, while voluntary quotas are developed at the discretion of political parties.
Sex	Sex refers to the difference in genitalia. It is biologically determined – i.e. one is born either male or female, so one’s sex is said to be male or female.
Sex-disaggregated data	Sex-disaggregated data refers to data that is sorted by sex, i.e. the number of men and the number of women. It is essential to study gaps and guide proposed solutions to address what the data has shown.
Sex role	A sex role is a task that is biologically determined. An example of a sex role for a woman is pregnancy, which is biologically determined.
Social inclusion	Social inclusion is a process by which efforts are made to ensure equal opportunities for all. This multidimensional process is aimed at creating conditions that enable the full and active participation of every member of society in all aspects of life, including civic, social, economic, and political activities.

Transformative gender politics	Transformative gender politics includes an awareness that radical means may sometimes be necessary to address the root causes of women’s oppression, along with a willingness to act to apply those strategies to truly change the status of women for the better. For example, laws that give equal opportunity to both women and men in public life, such as the quota system or the twinning system, or paternity leave for new fathers.
Women’s empowerment	Women’s empowerment is a process that leads to greater participation of women in social, economic and political processes, decision-making processes, and conscious action for social transformation. Critical elements include, among others, understanding the causes and processes of disempowerment, moving into new roles and spaces, increasing participation in decision-making processes, and questioning, challenging and changing unjust and unfair beliefs, practices, structures and institutions that perpetuate discrimination or gender inequality.
Women’s basic needs	Women’s basic needs are a response to an immediate necessity that reinforces women’s productive and reproductive role – for example, food, water, health, housing, etc.
Women’s strategic needs	Women’s strategic needs are drawn from an analysis of women’s subordination in society. Strategic needs include the removal of bad widowhood rites, the abolition of sexual division of labour, the removal of barriers to women’s political participation, access to land, freedom of choice in child bearing, the right to own and keep money and property, the right to go to school, etc.

Handout 2.1: Stereotypes

A stereotype is a widely held but fixated and oversimplified image or idea of a particular type of person or thing,[1] or a belief that reflects prejudice. A stereotype can also be said to be a standardized mental picture that is held in common by all members of a group, and that represents an oversimplified opinion, prejudiced attitude or uncritical judgment.[2] Whoever holds the view is said to hold a stereotypical view of the person or thing they are describing. The following are examples:

- All Igbos are shrewd business people
- All Hausa people don't go to school
- Female parliamentarians are token women
- Women don't know anything about politics
- Women can't chair a parliamentary committee
- Women are the weaker sex
- Men do not cry
- Men are the stronger breed
- Women should not eat eggs
- Women should not eat the chicken's gizzard
- Women cannot break kola nut
- Only boys should go to school
- A man has the right to beat his wife
- Women cannot preach
- Women's issues are for women

Tip: Ask participants to add more stereotypes that they know in their community.

---

[1] www.oxforddictionaries.com
[2] www.word.com

Handout 2.2a: Affirmative Action

Affirmative action is a strategy that has been used in many ways to address imbalances between social groups. The federal character law of Nigeria, which seeks to ensure equitable representation of all states in all federal opportunities, is an example of affirmative action. So is the catchment area policy for school admission, so that no one area is disadvantaged in terms of access to educational opportunities.

Salihu and Mahdi (2010) tell us that the challenge has always arisen when affirmative action is applied to women. This means that when equity between the genders is posed as an issue, there is a red flag raised as society reverts to its socialized mode of promoting inequality between men and women.

Quota

A quota is a form of affirmative action. It means an allocation rule through which offices, goods or political functions are distributed in accordance with a certain formula to prevent or control the imbalances and inequalities of unregulated distribution. An example is Nigeria's quota system; numbers are selected to fill opportunities based on a balance of ethnic representation.

In an attempt to increase the representation of women, quotas can be either legislated or voluntary. Legislated quotas are either mandated in the constitution or determined by electoral law, while voluntary quotas are developed at the discretion of political parties. Reserved seats quotas demand a certain number or percentage of women in the parliament or government. Quota or parity laws have been adopted in many countries worldwide.

The use of the quota system in politics has helped to influence popular perceptions of the acceptability of women being active in politics. For example, in Uganda the reserved seat quota for women had the effect of giving women the exposure, political experience and confidence to vie in open electoral races with men within a decade of its implementation.

Women's representation in decision-making institutions such as legislatures has remained minimal, irrespective of the fact that women constitute about half of the world's population. Among all the legislators in parliaments around the world, 24.6 per cent were women. In lower houses of parliaments, women held 24.6 per cent of seats, compared with 24.3 per cent of upper house seats, according to 2019 statistics by *The World of Parliaments* (Inter-Parliamentary Union).[1] This is an all-time high, but is still very slow progress.

The Beijing Platform for Action, the outcome document from the Fourth World Conference on Women held in 1995, and CEDAW recommend 30 per cent women's representation, and 50 parliaments in the world have achieved or exceeded this (as of 2019). They include Rwanda (61.3 per cent), Sweden (47 per cent), Senegal (41.8 per cent), Argentina (40 per cent) and Finland (47 per cent). Upper houses of some countries' parliament/legislature have also made significant progress. For example, in the Senate of the Bahamas, women held 60 per cent of the seats – the highest recorded number ever reached in a parliamentary chamber in 2008, but this had declined to 43.8 per cent after the 2017 elections.[2]

By the end of 2011, women in lower houses of parliaments around the world held 19.7 per cent of seats, compared with 18.7 per cent of upper house seats. Kyrgyzstan in 2007 went from no women in parliament to 25.6 per cent owing to the introduction of a proportional representation electoral system, with political parties required to have at least 30 per cent of their candidates be women.

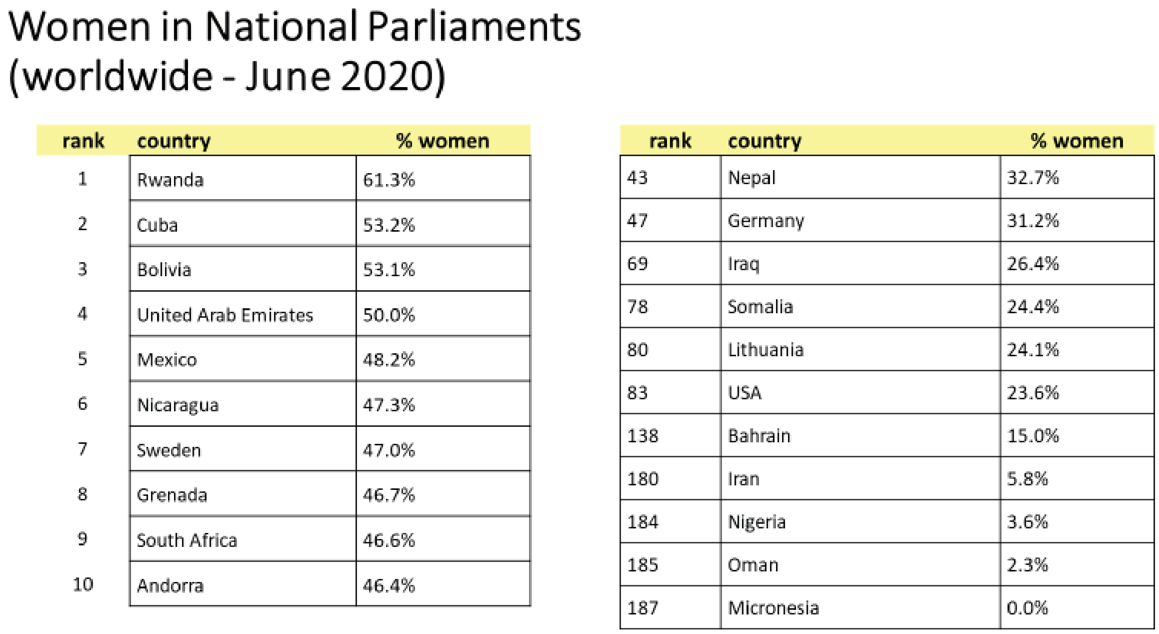
---

[1] https://data.worldbank.org/indicator/SG.GEN.PARL.ZS.

[2] http://archive.ipu.org/wmn-e/classif.htm.

The lesson from this phenomenal attainment in a society where women have participatory constraints is that there has to be a deliberate policy of ensuring a level playing field. According to the Inter-Parliamentary Union, this has taken the form of laws institutionalizing equal participation across genders.

By 2020, 50 countries have achieved women's representation in parliament of 30 per cent or more. Twenty-two of them succeeded because they adopted a quota system (Inter-Parliamentary Union). Rwanda, Uganda and Kenya are examples of the trend of using electoral gender quotas.

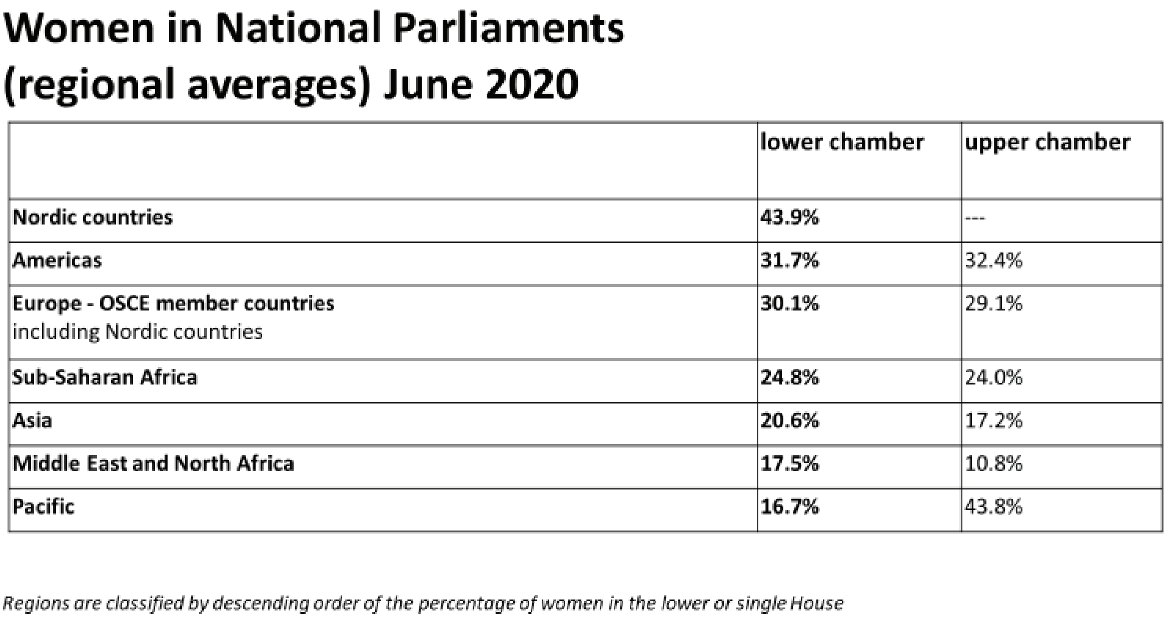


Women in National Parliaments (worldwide - June 2020)

rank	country	% women
1	Rwanda	61.3%
2	Cuba	53.2%
3	Bolivia	53.1%
4	United Arab Emirates	50.0%
5	Mexico	48.2%
6	Nicaragua	47.3%
7	Sweden	47.0%
8	Grenada	46.7%
9	South Africa	46.6%
10	Andorra	46.4%

rank	country	% women
43	Nepal	32.7%
47	Germany	31.2%
69	Iraq	26.4%
78	Somalia	24.4%
80	Lithuania	24.1%
83	USA	23.6%
138	Bahrain	15.0%
180	Iran	5.8%
184	Nigeria	3.6%
185	Oman	2.3%
187	Micronesia	0.0%

Inter-Parliamentary Union: https://data.ipu.org/women-ranking?month=6&year=2020



Women in National Parliaments (regional averages) June 2020

	lower chamber	upper chamber
Nordic countries	**43.9%**	---
Americas	**31.7%**	32.4%
Europe - OSCE member countries including Nordic countries	**30.1%**	29.1%
Sub-Saharan Africa	**24.8%**	24.0%
Asia	**20.6%**	17.2%
Middle East and North Africa	**17.5%**	10.8%
Pacific	**16.7%**	43.8%

Regions are classified by descending order of the percentage of women in the lower or single House

Inter-Parliamentary Union: https://data.ipu.org/women-averages?month=6&year=2020

The significant differences that exist between regions regarding women's representation in parliament and the use of the quota system are revealed in the two tables.

Affirmative action developments are a keen reminder of the group theory analysis, which holds that there are more than one competing interest groups that may share affinities (in this case the elites and the masses of ordinary women), but it is the aspiration of the strongest that will win.

Women's experience in both 'big' and 'small', 'old' and 'new' political parties is that the nature of party organizing is characterized by the capture of space, money, voice and opportunity. Therefore, it is very difficult for the weak to excel. As the Coalitions for Change Gender and Affirmative Action Coalition puts it:

"Politicians have perfected the art of capturing power by all means and suppressing opposition, thereby creating an atmosphere that has continued to marginalize women's active participation in Nigeria's political arena. Women continue to be the major casualties in the electoral process, with impediments of patriarchal traditions, culture, god-fatherism, misinterpretations of religion, confusion, violence, intimidation, harassment and the inability to adequately access finance and justice only serving to debilitate their chances even further."

GADA in its 2012 report reveals that political parties have, in some cases, offered support to candidates – for example, waivers on nomination forms: women got their nomination form free of charge as a form of affirmative action, which recognized that women are the poorest of the poor. Affirmative action and merit are not necessarily polarized or inimical to each other.

Culled from the NASS NILS Gender Audit 2014

Handout 2.2b: Affirmative Action – The Disability Act 2018

Discrimination against Persons with Disabilities Act 2018

Persons with disabilities suffer great exclusion and discrimination. A woman with a disability is likely to experience triple jeopardy due to her sex, her probable poverty and her disability. The Disability Act 2018 represents a significant opportunity to advance the rights of people with disabilities in Nigeria; it provides for the full integration of persons with disabilities into society and establishes the National Commission for Persons with Disabilities. The act vests the commission with the responsibility for their education, health care, and social, economic and civil rights. The act is divided into seven sections:

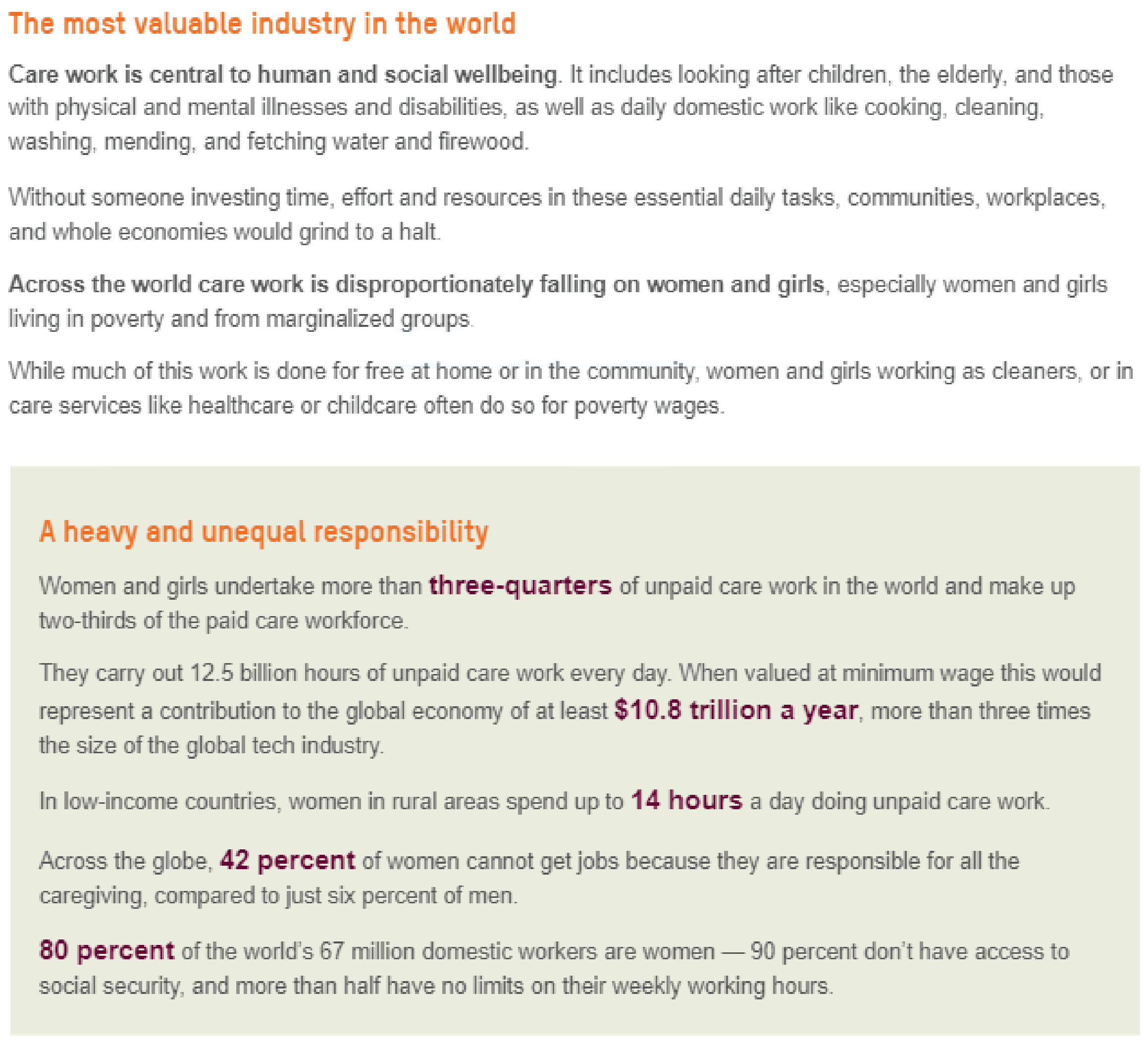
1. Prohibition of discrimination and awareness programmes
2. Accessibility of physical structures
3. Road transportation
4. Seaports, railways and airport facilities
5. Liberty – right to education and health; priority in queues, accommodation and emergencies
6. Opportunities for employment and participation in politics and public life
7. Establishment of the National Commission for Persons with Disabilities

The act stipulates a five-year transitional period, after which public buildings and transport must be accessible, and requires all public organizations to reserve at least five per cent of employment opportunities for people with disabilities. It also lays out penalties for non-compliance.

The implementation of the act will provide for the following:

- Increased number of persons with disabilities who are gainfully employed
- Increased participation and dignity of persons with disabilities, including in the national development process
- Increased percentage of positions reserved for persons with disabilities in all sectors
- Budgetary allocations to ministries, departments and agencies for effective implementation of the act
- Increased number of children with disabilities who have access to mainstream basic education
- Improved quality of education, with a strong emphasis on all tiers of education
- Better access to good quality, affordable health-care services
- Effective, safe and affordable public transport for persons with disabilities
- Disability sensitization and awareness campaign
- Greater access to basic infrastructure – clean water, energy

Handout 2.3: Not All Gaps Are Created Equal: Value of Women's Unpaid Work



The most valuable industry in the world

Care work is central to human and social wellbeing. It includes looking after children, the elderly, and those with physical and mental illnesses and disabilities, as well as daily domestic work like cooking, cleaning, washing, mending, and fetching water and firewood.

Without someone investing time, effort and resources in these essential daily tasks, communities, workplaces, and whole economies would grind to a halt.

Across the world care work is disproportionately falling on women and girls, especially women and girls living in poverty and from marginalized groups.

While much of this work is done for free at home or in the community, women and girls working as cleaners, or in care services like healthcare or childcare often do so for poverty wages.

A heavy and unequal responsibility

Women and girls undertake more than **three-quarters** of unpaid care work in the world and make up two-thirds of the paid care workforce.

They carry out 12.5 billion hours of unpaid care work every day. When valued at minimum wage this would represent a contribution to the global economy of at least **$10.8 trillion a year**, more than three times the size of the global tech industry.

In low-income countries, women in rural areas spend up to **14 hours** a day doing unpaid care work.

Across the globe, **42 percent** of women cannot get jobs because they are responsible for all the caregiving, compared to just six percent of men.

80 percent of the world's 67 million domestic workers are women — 90 percent don't have access to social security, and more than half have no limits on their weekly working hours.

Oxfam, 2020 https://www.oxfam.org/en/not-all-gaps-are-created-equal-true-value-care-work

Handout 2.4: Power Relations

Situations exist where there is an imbalance of power between two or more people, usually between women and men. The division of power between women and men is our concern. There are some areas in which men have more power (physical violence) and others where women have more power (socialization of children). Physically, men are stronger, so they are the perpetrators of violence against girls and women.

Unbalanced power relations are also said to occur when one person in a relationship has the power to either give or deny something the other person either values (e.g. money, sex) or wants to avoid (e.g. violence).

Source: Viewpoints of contributors
www.yahoo.com/question, retrieved Sept. 17 2014

Handout 2.5: Power and Empowerment

Power and Empowerment

Behind most attempts to increase women's power has been the notion that power is a limited quantity: if you have more, I have less. If I have power over you, increasing your power comes at the expense of mine. This power is an either/or relationship of domination/subordination or 'power-over'. It is ultimately based on socially sanctioned threats of violence and intimidation, invites active and passive resistance, and requires constant vigilance to maintain.

There Are Alternatives

We can conceive of power as '**power-to**' power, which is creative and enabling, the essence of the individual aspect of empowerment. Most people describe situations where they felt powerful as those in which they solved a problem, understood how something works or learned a skill. Collectively, people feel empowered through being organized and united by a common purpose or common understanding. 'Power-with' involves a sense of the whole being greater than the sum of the individuals, especially when a group tackles problems together.

Yet another kind of power is **power-within**, the spiritual strength and uniqueness that resides in each of us and makes us truly human. Its basis is self-acceptance and self-respect, which extends in turn to respect for and acceptance of other as equals. In traditional cultures, shamans, healers and wise elders were felt to have this type of power, and were often called on for advice. Use of the talking stick in North America native councils reflects appreciating the power within every speaker.

Power-over requires the creation of simple dualities: good/evil, man/woman, rich/poor, black/white, us/them. There are different interests. But power-within stresses self-acceptance and self-respect, complementarities rather than duality, recognition of aspects of the other in us. In a gender context, women and men are socialized differently and often function in different spheres of the community, although there is overlap and interdependence. As a result, women and men have different life experiences, knowledge, perspectives and priorities. One cannot necessarily represent the interests of the other, and neither alone can fully represent their community. A healthy society will appreciate and value the positive aspects of these differences and use them for its betterment.

Strategically, we need to transform our understanding of power and resist power-over. Gandhi's non-violent resistance is an outstanding example. We need to explore the concepts of power-to, **power-with** and power-within and their inter-relationship. This means building problem-solving and conflict resolution skills; strengthening organizations; and building individual and collective skills and solidarity.

We need to be aware when our actions may increase divisions and conflicts and be sure that those who will bear the consequences understand and accept the risk.

The Oxfam Gender Training Manual, pages 233 and 234.

Handout 2.6: Valuing Women's Unpaid Work

One afternoon a man came home from work to find total mayhem in his house. His three children were outside, still in their pyjamas, playing in the mud, with empty food boxes and wrappers strewn all around the front yard.

The door of his wife's car was open, as was the front door to the house. Proceeding into the entry, he found an even bigger mess. A lamp had been knocked over, and the throw rug was wadded against one wall. In the front room, the TV was loudly blaring a cartoon channel and the family room was strewn with toys and various items of clothing. In the kitchen, dishes filled the sink, breakfast food was spilled on the counter, dog food was spilled on the floor, a broken glass lay under the table, and a small pile of sand was spread by the back door.

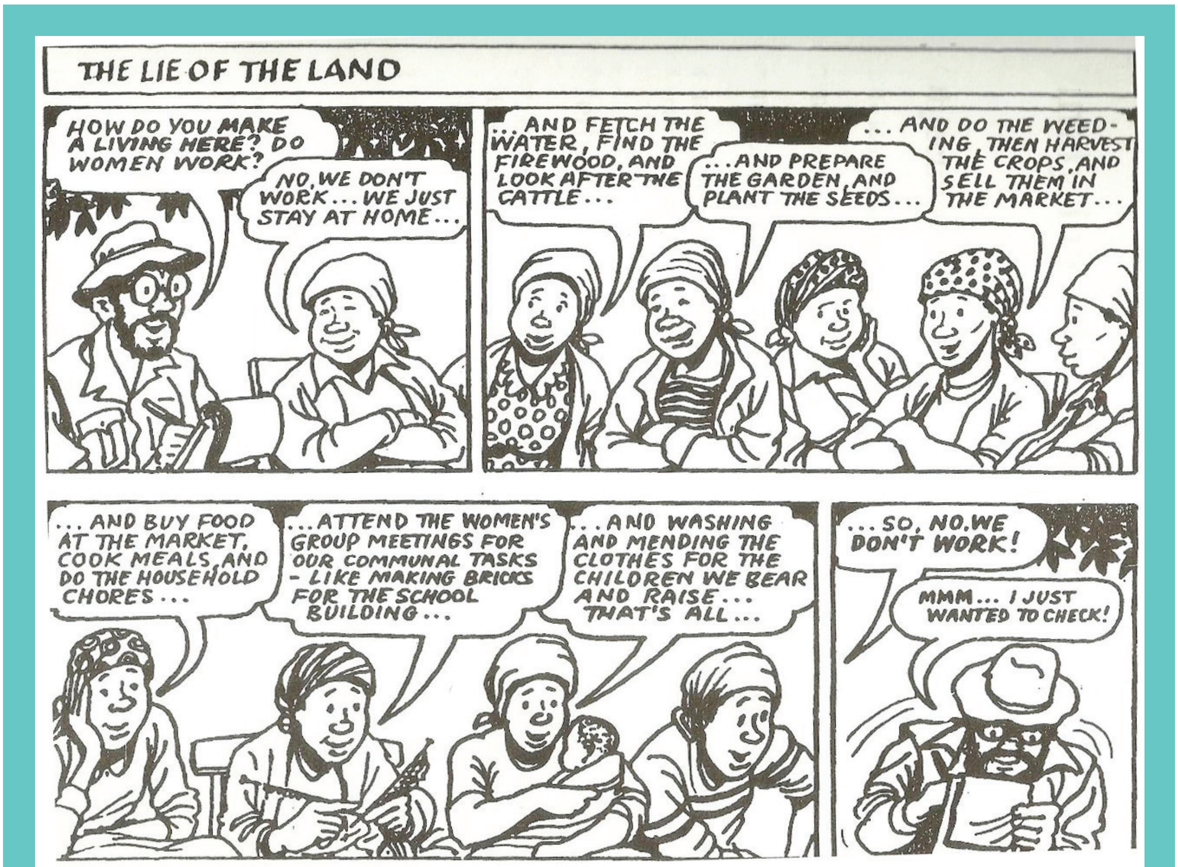
He quickly headed up the stairs, stepping over toys and more piles of clothes, looking for his wife. He was worried she may be ill, or that something serious had happened. He found her lounging in the bedroom, still curled in the bed in her pyjamas, reading a novel. She looked up at him, smiled, and asked how his day went.

He looked at her bewildered and asked, 'What happened here today?' She again smiled and answered, 'You know every day when you come home from work and ask me what in the world I did today?'

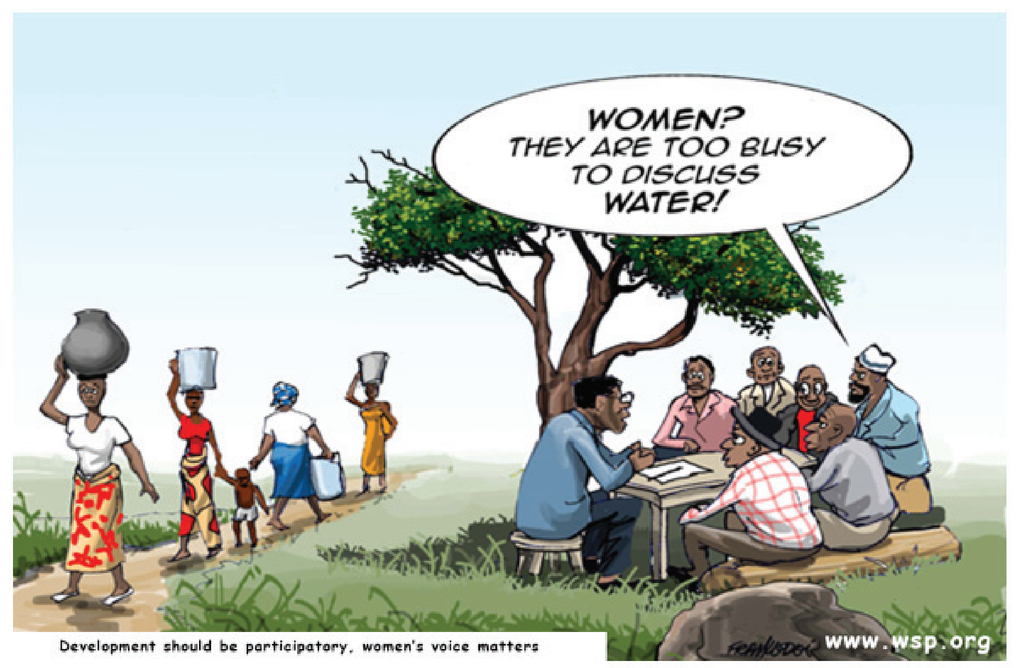
'Yes' was his incredulous reply. She answered, 'Well, today I didn't do it.'

Source: Civil society internet loop, received May 19, 2005

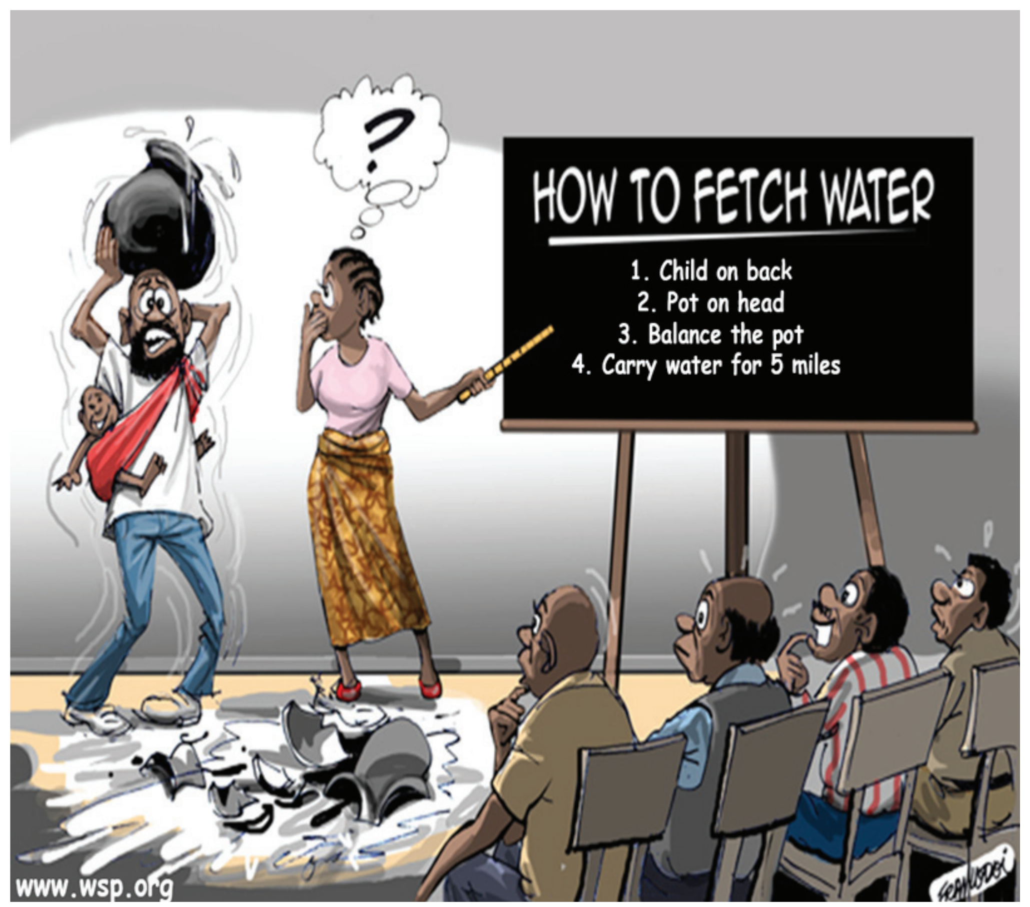
Handout 2.7: The ‘Lie’ of the Land


THE LIE OF THE LAND
HOW DO YOU MAKE A LIVING HERE? DO WOMEN WORK?
NO, WE DON'T WORK... WE JUST STAY AT HOME...
...AND FETCH THE WATER, FIND THE FIREWOOD, AND LOOK AFTER THE CATTLE...
...AND PREPARE THE GARDEN, AND PLANT THE SEEDS...
...AND DO THE WEEDING, THEN HARVEST THE CROPS, AND SELL THEM IN THE MARKET...
...AND BUY FOOD AT THE MARKET, COOK MEALS, AND DO THE HOUSEHOLD CHORES...
...ATTEND THE WOMEN'S GROUP MEETINGS FOR OUR COMMUNAL TASKS - LIKE MAKING BRICKS FOR THE SCHOOL BUILDING...
...AND WASHING AND MENDING THE CLOTHES FOR THE CHILDREN WE BEAR AND RAISE... THAT'S ALL...
...SO, NO, WE DON'T WORK!
MMM... I JUST WANTED TO CHECK!

Source: The Oxfam Gender Training Manual (1994), *Oxfam UK and Ireland* (Agroforestry Today, *Vol 1, No. 2); art by Terry Hirst*


WOMEN? THEY ARE TOO BUSY TO DISCUSS WATER!
Development should be participatory, women's voice matters
www.wsp.org

Art by Frank Odoi


?
HOW TO FETCH WATER
1. Child on back
2. Pot on head
3. Balance the pot
4. Carry water for 5 miles
www.wsp.org

Handout 2.8: Work–Life Harmony

Existing sociocultural practices affect women's productive (e.g. unpaid care work) and reproductive (especially in relation to child-bearing and child-rearing) functions. It is therefore important to provide a supportive environment and facilities to enable women to balance their reproductive-productive-community roles for the overall benefit of their health and that of society. This is what is meant by work–life balance. No longer would the reproductive roles of women be seen as a private affair, but one that is an extension of public service. Along with this is the likelihood that the role of men in taking equal responsibility for nurturing their children would become more pronounced.

As more women enter and become more visible in the productive sector, especially the formal labour force, they would be in better positions to challenge age-long stereotypes and cultural practices that undermine them and their livelihoods.

If a policy focuses on the role of girls and women in development, then the principles and tools that will guarantee work–life balance must be guaranteed to ensure effective participation.

1. Work–family life balance or better harmony interventions should include access to better family life roles for men, such as flexible working hours and paternity leave as a choice.
2. Work–family life balance is more easily resolved in the formal workspace, where policies on flexible working hours, leave and crèche infrastructure may be provided. In a rural economy, where there is less visible divide between workplace and living space, women's work hours extend infinitely. The social support system of the extended family, which provides some childcare and other support, also needs to be acknowledged.
3. The economic value of women's work needs to be appreciated, revalued and rewarded through facilities for better storage and access to machinery for agro-processing to add value to agricultural produce. Access to labour-saving machinery will free up more energy and time for recreation. Direct links to national and international markets are critical so women can be paid the true value of their produce. This will increase women's earning abilities and self-esteem.

Culled from Situation Analysis to the National Gender Policy of Nigeria, *Federal Ministry of Women Affairs and Social Development, 2015*

MODULE

3

UNDERSTANDING THE NIGERIAN LEGISLATURE AND PROCESSES

Goal

Understanding the role of the legislature in making inclusive laws and in the policy process

Activities

- Role of the Legislature
- Basic Legislative Concepts and Procedures

ACTIVITY 3.1: ROLE OF THE LEGISLATURE

Time Frame

Three hours

Objectives

- Revisit the constitutional role of the legislature.
- Establish its obligations to citizens.

Material

Projector, handouts, flip chart, pens, Child Rights Act, Violence against Persons (Prohibition) Act, 1999 Constitution of Nigeria

Method

1. Encourage a quick brainstorm around the roles of the legislature. Since the audience are assembly leaders and staff, they will give the constitutional answers, which Handout 3.0 affirms, showing the relevant sections of the constitution.
2. Steer the conversation towards how the legislature can interpret these roles through laws that protect all citizens and the role of the judiciary in interpreting the law when the legislature is unwilling to pass relevant laws. Share Handout 4.4 on gender-aware judicial precedence.
3. Let the legislature be aware of changes happening around them. For example, where the legislature may not have passed relevant laws, they leave such instances open to interpretation by the judiciary. Share Handout 4.4 on judicial precedence.
4. Enable conversation around the role of NASS as a guarantor of opportunity for all, but note that there are some contradictions in the constitution that may prevent this. See Handout 4.5 on Section 29 (4b) of the 1999 Constitution of Nigeria.
5. Share Handout 5.13 on international instruments Nigeria is signatory to and their domestication status.
6. Let the participants debate why some are domesticated and others are not, and what can be done to domesticate them.

ACTIVITY 3.2: BASIC LEGISLATIVE CONCEPTS AND PROCEDURES

Time Frame

Three hours

Objectives

- Understand the basic concepts and apply them correctly.
- Practice applying the legislative rules and procedures.
- Know differences and similarities between the federal and state legislatures.

Materials

Handouts, NASS Handbook, NASS Standing Order 2019

Method

Use the handouts on the NASS standing rules (see Dropbox https://bit.ly/3mJns44) and Handouts 3.1 and 3.2 on bill processes to guide the discussion. Ensure that legislators understand the various concepts and rules of the National Assembly.

Discuss the following:

- Basic legislative concepts
- Bill processes
- Bill types and sources
- Committee principles
- Appropriation Act / money bills
- Moving motions

Let participants know that each chamber of NASS has its own standing orders. There are similar clauses about the bill process, committee system and public hearings.

Draw participants' attention to the number of seating days, how to move a motion, and the process for the emergence of the leadership of NASS. Allow for questions and comments and clarification.

See handout summary of the NASS standing order in Dropbox https://bit.ly/3mJns44.

Handouts Module 3

3.0 The Duties of the Legislature

3.1 How Laws Are Made in Nigeria

3.2 Procedure on Bills in the National Assembly

HANDOUTS FOR MODULE 3

Handout 3.0: The Duties of the Legislature

The duties of NASS are as spelled out in the 1999 Constitution of Nigeria. Sections 4 and 47 to 83 of the constitution deal with the composition, election, eligibility, roles and responsibilities, relationships, and security of NASS.

The key roles of the legislature are as follows:

- Make laws for the good progress of the country
- Perform oversight functions to ensure the executive implements laws and policies effectively
- Adopt the NASS budget
- Represent the people’s aspirations
- Appropriate resources for the effective delivery of services to citizens

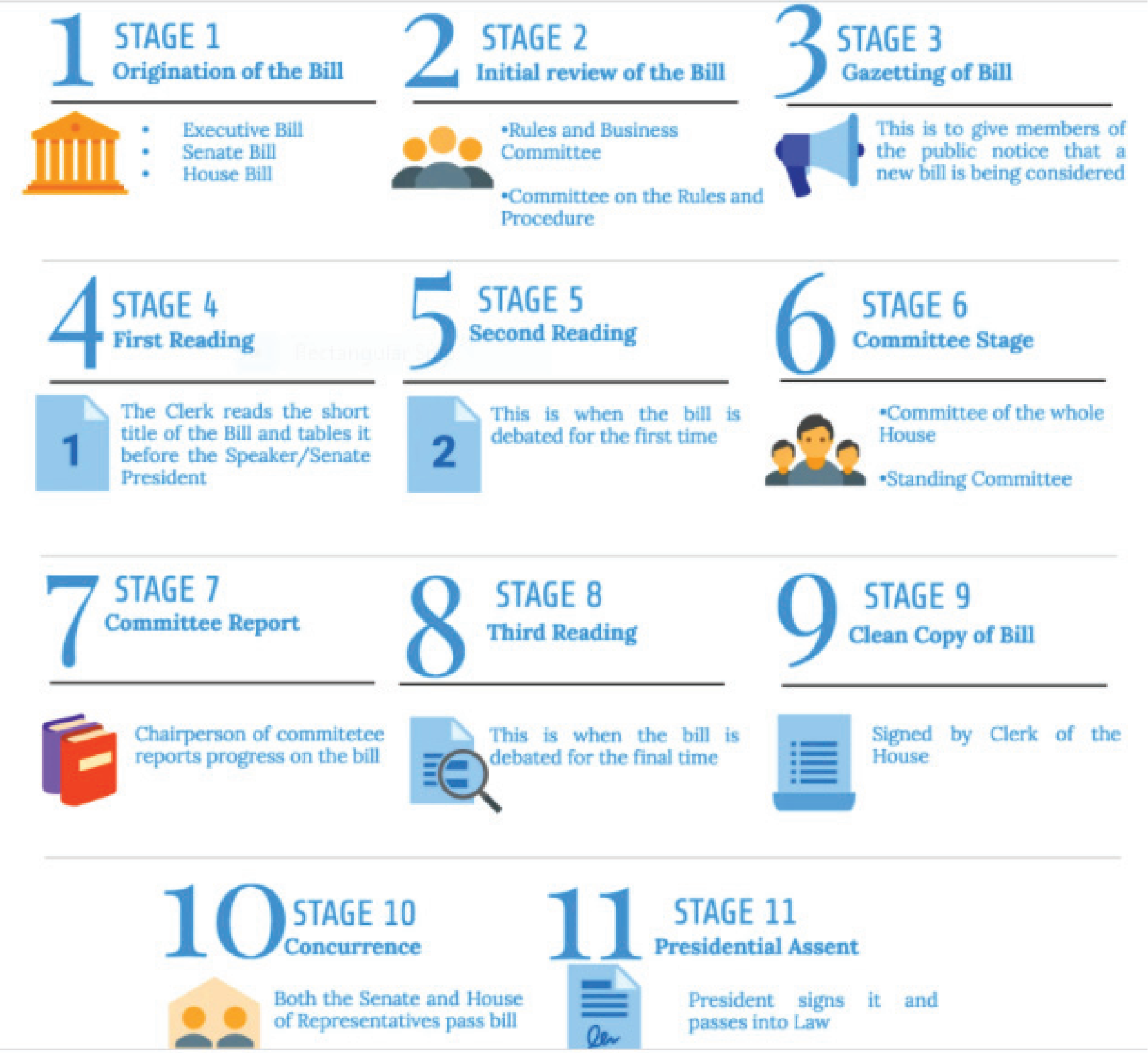
These roles are all important. One in particular, the legislature’s oversight function, can be a decisive factor in the effective use of resources and can impact the lives of citizens if done efficiently and at the right time. Membership of the National Assembly is through direct election; any citizen can seek election into the federal legislative houses, as long as he/she meets the age and educational requirements. With the passage of the popular ‘not too young to run’ amendment to the 1999 constitution, the minimum age to contest for the Senate is 30 years (previously 35 years), and the minimum educational requirement is a school certificate or its equivalent. For the House of Representatives, the minimum age is 25 years (previously 30 years), and the educational requirement is the same as the Senate (1999 Constitution of Nigeria, Section 65). The tenure of each of the two houses is four years, running concurrently. Members willing to retain their seat must seek re-election. The presiding officer of the Nigerian Senate is known as the Senate President, while that of the House of Representatives is the Speaker.

At joint sessions of the National Assembly, the Senate President presides, and in his/her absence the Speaker performs that role. Other leaders/principal officers of the Senate include the Deputy Senate President, the Senate Leader and deputy, the Chief Whip and deputy, the Minority Leader and deputy, and the Minority Whip and deputy. These posts are replicated in the House of Representatives.

For efficient discharge of duties, the legislative houses operate a committee system. As NILS defines it, committees are small groups or subgroups of legislators assigned on a temporary or permanent basis during the lifespan of parliament to examine matters more closely than could be done in the plenary (NILS, 2014). The committees assist the legislature in performing its oversight function over various agencies of government. In addition to law-making, the two chambers also influence government policies through motions and resolutions. Some responsibilities are, however, exclusive to the Senate. These include the screening and confirmation of members of the federal executive (known as ministers), ambassadorial nominees and heads of key parastatals. On account of these exclusive responsibilities, the Senate is regarded as the Upper House of the National Assembly, while the House of Representatives is the Lower House. The Senate President is the Chairperson of the National Assembly.

Culled from NASS Gender Audit Report NILS 2014 *and Yiaga Africa 2019*

Handout 3.1: How Laws Are Made in Nigeria



1 STAGE 1
Origination of the Bill

- Executive Bill
- Senate Bill
- House Bill

2 STAGE 2
Initial review of the Bill

•Rules and Business Committee

•Committee on the Rules and Procedure

3 STAGE 3
Gazetting of Bill

This is to give members of the public notice that a new bill is being considered

4 STAGE 4
First Reading

The Clerk reads the short title of the Bill and tables it before the Speaker/Senate President

5 STAGE 5
Second Reading

This is when the bill is debated for the first time

6 STAGE 6
Committee Stage

•Committee of the whole House

•Standing Committee

7 STAGE 7
Committee Report

Chairperson of commitetee reports progress on the bill

8 STAGE 8
Third Reading

This is when the bill is debated for the final time

9 STAGE 9
Clean Copy of Bill

Signed by Clerk of the House

10 STAGE 10
Concurrence

Both the Senate and House of Representatives pass bill

11 STAGE 11
Presidential Assent

President signs it and passes into Law

Source: https://lawpadi.com/11-steps-to-how-a-law-is-made-in-nigeria/

Handout 3.2: Procedure on Bills in the National Assembly

CATEGORIES OF BILLS

There shall be three classes of bills:

1. An Executive Bill is a bill initiated by or from the President of the Federal Republic of Nigeria or any arm, department or agency of the Federal Government of Nigeria and introduced into the Senate as a legislative proposal of the executive.
2. A Member's Bill is a bill initiated by a member or group of members of either House or both Houses of the National Assembly and introduced into the Senate as a legislative proposal of the member or group of members sponsoring the bill.
3. A Private Bill is any bill other than an executive or member's bill.

NOTICE REGARDING BILLS

1. Notice of presentation of a government bill shall be given by publication of the provisions proposed to be embodied in such bill in an issue of the Official Gazette or House Journal, a copy of which shall have been sent to every member.
2. Any member who wishes to move a motion for leave to bring in a bill shall give notice of provisions proposed to be embodied in the bill to the Clerk, who shall cause them to be published in the Official Gazette or House Journal and shall send a copy of the first of such issues to every member.

PRESENTATION AND FIRST READING

1. Every bill shall receive three readings prior to its passage, which shall be on different days, unless the Senate unanimously directs otherwise, and the President of the Senate shall give notice at each reading whether it is the first, second or third.
2. All bills emanating from the President shall be forwarded to the Speaker under covering letter personally signed by the President.
3. All bills emanating from the judiciary shall be forwarded to the Speaker under covering letter personally signed by the Chief Justice of the Federal Republic of Nigeria.
4. On receipt of the bill from the Speaker, the Rules and Business Committee shall schedule the bill for the first reading.
5. Upon the short title of the bill being read aloud by the Clerk, the bill shall be deemed to have been read the first time.

SECOND READING

1. On the order for the second reading of a bill being read, a motion may be made 'That the bill be now read a second time' and a debate may arise covering the general merits and principles of the bill.
2. When debate on the motion for the second reading has been concluded, and any amendments disposed of, the chair shall put the question on the second reading 'That this bill be now read a second time'. On this question being agreed to, the Clerk shall read the long title of the bill.

3. When a bill has been read a second time, it shall stand committed to a Standing Committee, unless the House, on motion made, or the Speaker commits it to the Committee of the Whole House.
4. Upon the report of the Standing Committee on a bill not objected to by the House, it shall be placed on the business Calendar of the House.
5. Bills placed on the Calendar shall be considered at a date to be determined by the Committee on Rules and Business.

THIRD READING

1. When a bill has been reported from the Committee of the Whole House, it shall be ordered to be read the third time forthwith or upon such a day as the Committee on Rules and Business may appoint, provided that if a Senator gives notice of his intention to move the re-committal of the bill in accordance with the next following paragraph of this rule, a bill may not be read the third time until such time as the motion for re-committal has been disposed of. (There is no timeline for a third reading. Legislators have to nudge their colleagues to expedite action on bill passage, which can only happen after the third reading.)
2. On the third reading of a bill, similar amendments may be proposed to the question 'That the bill be now read the third time' as may be proposed on the second reading.
3. When a bill originating in the House has been read the third time, a printed copy of it signed by the Clerk and endorsed by the Speaker shall be forwarded by the Clerk of the House to the Clerk of the Senate, together with a message desiring the concurrence of the Senate.
4. When a bill which originated in the Senate has been read the third time, the clerk shall either retain the bill and send a message to the Senate 'That the House of Representatives has agreed to the bill without amendment" OR cause any amendment or amendments that may have been made to it by the House of Representatives to be entered in the original copy of the bill received from the Senate, which copy, signed by the Clerk and endorsed by the Speaker, shall then be returned to the Senate desiring the concurrence of the Senate in the amendment or amendments made by the House of Representatives.
5. When a bill passed by the House and sent to the Senate for concurrence is sent back to the House with Senate amendments, the House shall resolve itself into a Committee of the Whole House, which shall proceed to determine if the Senate amendments are acceptable. If the Senate amendments are not acceptable to the House, then the Conference Committee of the House and Senate shall meet.
6. Some of the members of the Senate Committee and House Committee which considered the bill originally shall, among others, represent the Senate and House in the Conference Committee.
7. The sitting of the Conference Committee may be open or closed to the public, depending on the subject matter under discussion and the majority view of the members.

PUBLIC HEARING

Public hearings are used following the second reading of a bill where a house decides to refer a bill for public input. Public hearings are mainly conducted to enable stakeholders, experts and the public to give their opinions on the bill in question.

1. Each meeting for the transaction of business, including the mark-up of legislation of each Standing Committee or Sub-committee thereof shall be open to the public, except when the committee or subcommittee, in open session and with a majority present, determines by roll call vote that all or part of the remainder of the meeting of that day shall be closed to the public.

2. Each hearing conducted by each Committee or Sub-committee thereof shall be open to the public, except when the Committee or Sub-committee, in open session and with a majority present, determines by roll call shall vote that all or part of the remainder of that hearing on that day shall be closed to the public because disclosure of testimony, evidence or other matters to be considered that would endanger national security or would violate any law or rule of the Senate.
3. Each Committee of the Senate (except the Committee on Rules and Business), shall make a public announcement of the date, place and subject matter of any Committee hearing at least one week before the announcement of the hearing. If the Committee determines that there is good cause to begin the hearing sooner, it shall make the announcement at the earliest possible date. Any announcement made under this sub-paragraph shall be promptly published in the National Assembly Journal.
4. Each Committee shall, in so far as it is practicable, require each witness who is to appear before it to file with the Committee (in advance of his or her appearance(s), a written statement of the proposed testimony and to limit the oral presentation at such appearance to a brief summary of his or her argument.
5. All Committee Meetings can only commence after 3.00 p.m. on every legislative day, except as may be authorized by the House or the Speaker.

BILL ASSENT

1. When a bill has been passed by the House and the Senate without amendment or with such amendments as may have been agreed to by both Houses, a clean copy, certified by the Clerk to the National Assembly shall, as soon as possible, be presented to the President for his assent.
2. Where the President withholds his assent to a bill or does not communicate his assent within 30 days from the date the bill was sent to him for assent, the House shall again deliberate on the bill.
3. If the House rejects the President's amendment and agrees to override the President's veto, then the bill shall become law if it is again passed by the House and the Senate by a two-thirds majority, and the assent of the President shall not be required.

OUTSTANDING BILLS

Bills passed by the preceding assembly and forwarded to the Senate for concurrence for which no concurrence was made or negatived, or passed by the Senate and forwarded to the House for which no concurrence was made or negatived or which were passed by the National Assembly and forwarded to the President for assent but for which assent or withholding thereof was not communicated before the end of the tenure of the assembly, the House may resolve that such bills, upon being re-gazetted or clean copies circulated, be re-considered in the Committee of the Whole without being commenced de novo.

PROCEDURE ON MONEY BILLS (BUDGET or APPROPRIATION)

1. During each year, there shall be introduced into the Senate and House an Appropriation Bill which shall contain the estimated (budget) financial requirements for expenditure on revenue accounts on all the services of the government for the succeeding financial year. The details of these financial requirements shall be contained in the estimates, which shall be presented at the same time.
2. On presentation, the bill shall be deemed to have been read the first time and a date be fixed for commencement of the second reading. The Committee on Rules and Business shall determine the number of days to be allotted for the second reading of the bill.

3. During the second reading, the debate shall be confined to the financial and economic state of Nigeria and the government financial policy. Detailed items in the estimate may not be debated on the second reading.
4. During debate on money bills, all honourable members, in alphabetical order, shall be allotted five minutes each to make submissions, which shall be confined to the financial and economic state of Nigeria and the government financial policy.
5. When the bill has been read the second time, it shall be committed to the Committee on Appropriations. The Standing Committees of the House shall, for this purpose, be deemed to be Sub-committees of the Committee on Appropriations and shall consider estimates for the ministries, departments and agencies which come under their charge.
6. After consideration, the Sub-committees shall report back to the Committee on Appropriations, which after deliberating on the report of the Sub-committees, shall then report to the Committee of the Whole House, to be known as the 'Committee of Supply'.
7. When the Appropriation Bill has passed the Committee of Supply, the Appropriation Committee shall within three working days prepare and submit a summary of all amendments agreed to by the Senate/ House. The report shall also show clearly the total amount approved for each ministry, department or agency. Upon approval of the Committee's report, the Senator-in-charge shall move the third reading of the Bill forthwith, which motion shall not require to be seconded and shall be decided without amendment or debate and if decided after the hour appointed for the adjournment of the Senate, the President of the Senate shall immediately, on that decision being reached, adjourn the Senate.
8. After the third reading, the laid-down procedures for bills shall be followed.

Source: House of Representatives Standing Order 2019–2023 and Senate Standing Orders 2015; see also https://placng.org/i/ wp-content/uploads/2019/12/A-Guide-to-the-Nigerian-National-Assembly.pdf

MODULE

4

WOMEN AND THE LEGISLATURE

Goal

Focus on the support women need to work with men and enact laws and practices related to gender equality and social inclusion

Activities

- Role of Women in the Legislature
- Voices of Courageous Women

ACTIVITY 4.1: ROLE OF WOMEN IN THE LEGISLATURE

Time Frame

Four hours

Objectives

- Identify the experiences of women in the legislature of Nigeria.
- Highlight women's leadership within the legislature.
- Help female legislators understand how power plays out in politics and law, including the constitution, as well as the use of language.

Materials

Handouts, videos, flip charts and pen

Method

- Share Handout 4.1, which shows how women are missing in the historical analysis and what their contribution has been. Use Handout 4.6 to show women's committee work as well.
- Use Handout 4.0 to show the statistics regarding women in Nigeria from the Gender in Nigeria Report 2012 as further rationale for action.
- Share Handout 4.2 to explain the guiding principles for women legislators.
- Use the videos in Dropbox to show how government and citizens can support women and girls and persons with disabilities.
- Handout 4.3 shows a petition to the NASS leadership on why Section 29 (4b) should be deleted, and Handout 4.0, which shows the situation of women in Nigeria, gives further impetus for agenda setting and action.

ACTIVITY 4.2: VOICES OF COURAGEOUS WOMEN

Time Frame

Three hours

Objectives

- Help women legislators build courage.
- Share inspirational stories of strong women in public life.

Materials

Resources from the UN Women NILDS Dropbox https://bit.ly/3mJns44: Dr Arikana Quao video, US House hearing on COVID- 19, NASS Standing Rules, Handout 4.5 on who is a child, Section 29 of the 1999 Constitution of Nigeria, the NASS Gender Strategy, handouts, flip chart, markers, white board, and computer

Method

Encourage debate about what is changing for women in Nigeria and what remains the same. Use Handout 5.13 on international treaties and local laws passed.

Emphasize the need to make laws and raise motions for the public good and the need to read, study and prepare. Ask questions around the need to have quality support staff for tutorials, research and guidance.

Facilitator's Note

Please note that the videos should be used with discretion. Use should be a function of the time frame, the audience need and the focus of the training.

Handouts Module 4

4.0 Statistics on Women in Nigeria 2019

4.1 Women and Political Participation in Nigeria

4.2 Guiding Principles for Women in the Legislature

4.3 Gender and Constitution Reform Network

4.4 Judicial Precedent

4.5 Who is a Female Child? Constitutional Contradictions

4.6 The Women's Committees of the National Assembly

4.7 Where Is Your Wrapper?

4.8 #JusticeforUwa

4.9 No Excuse for Rape

4.10 Countries Managing the Coronavirus Crisis

HANDOUTS FOR MODULE 4

Handout 4.0: Statistics on Women in Nigeria 2019

- Nigeria has 2.6 per cent of the world's population, but 20 per cent of global maternal deaths (World Health Organization).
- Each day, 144 Nigerian women die in childbirth, which is equivalent to one death every 10 minutes. North-eastern Nigeria has the highest maternal mortality rate.
- Only 4 per cent of females complete secondary school in the northern zones.
- Over half of all women in the north are married by the age of 16 and are expected to bear a child within the first year of marriage.
- Girls from poorer families are more likely to marry young and have worse health outcomes.
- A third of females aged 15–19 years in northern Nigeria have delivered a child without the help of a health professional, traditional birth attendant or even a friend or relative.
- Poorer girls and women are particularly disadvantaged. Only 7 per cent of women in the poorest quintile deliver in a health facility, compared to 56 per cent in the highest quintile.
- One in every three girls have experienced at least one form of sexual assault by the time they reach 25 years.
- Women are politically under-represented. Their House and Senate representation fell from 7 per cent in 2007 to 6 per cent in 2011 to 4.5 per cent in the 2019 elections (the African average is 19 per cent). Only 8 out of 109 Senators and 25 of 360 Representatives are women. In 2011, there was no female representative from north-western Nigeria in the House of Representatives.

Source: NOIPolls, 2019, Gender in Nigeria Report 2012

Handout 4.1: Women and Political Participation in Nigeria

It must be noted that in the analysis of the evolution of the legislature, few women featured. Women's political participation since independence has been minimal and incremental in nature. Legislative development in Nigeria has persistently excluded women's full representation, both in process and content. As Igbuzor (1995) notes, this exclusion dates back to the colonial times, when women were not allowed to vote. The Clifford constitution of 1922 restricted the electorate to adult males in Calabar and Lagos who had been resident in the city for at least one year and had a gross annual income of N100.00. The Richard constitution of 1946 only reduced the property qualification to N50.00. The Macpherson constitution removed the property qualification, but still restricted the electorate to only adult males who pay their taxes. By the Lyttleton constitution of 1954, franchise was universal in the East and West, but limited to adult males in the North. As Akande (2006) recounts, at independence in 1960, the 36-member Senate had only one woman, nominated by the Action Group Government of the Western region. The 312-member House of Representatives had no women. The three regional governments had no women ministers (Akande, 2006, 235).

In the 1969 general elections, two women won seats into the Eastern House of Assembly. A third woman won a seat in the same Eastern House through a by-election. In 1964, the newly created Mid-Western Region nominated another woman to the Senate. Six military regimes occupied the political space from 1966 to 1999, with a four-year civilian interregnum between 1979 and 1983, and this was not helpful to the political development of women. Though there was an unwritten policy of appointing a woman commissioner in each of the states, there was none at the federal level. Indeed, the third military regime (1975–1979) did not consider it necessary to appoint a female into the 50-person Constitution Drafting Committee.

Protest led to the inclusion of five women into the 250-member Constituent Assembly. These women influenced the insertion of a clause into the draft constitution to make discrimination on the basis of sex illegal. This clause also inevitably enfranchised women in northern Nigeria in 1976 (Akande, 2006). Similar protest by FIDA in 1979 was required before the 40-member all-male committee to review the 1979 constitution was revised to include just one woman. Civil society activists derisively referred to the 40-member all-male committee as '40 wise men' (Akande, 2006).

During the elections that ushered in civilian rule in 1979, a handful of women contested at various levels except the Presidency and Governorship. Four women contested for seats in the 45-member Senate, but none won. Only three got into the 450-member Federal House of Representatives, and only five into the State Houses of Assembly (Akande, 2006, 235).

The civilian government that was sworn in in 1979 had three female federal ministers, and most states had at least one female commissioner. A small outcome of the 1983 elections was the election of one female senator to the 45-member Senate. This feat was repeated in the 1992 election, when 12 women won seats in the 438-member House of Representatives. There was also some marginal improvement at the local government level with the election in 1990 of 206 women out of 1,297 local positions nationwide.

In fact, it was not until 1979 that the right to vote was extended to all Nigerian women. The Armed Forces Ruling Council of General Abdulsalami Abubakar's regime promulgated the 1999 Constitution into law. The Armed Forces Ruling Council was made up of 26 military officers, all males. Civil society activists lamented the fact that the language of the constitution is in the masculine gender. The constitution not only continues the marginalization of women, but also actively discriminates against women, particularly on citizenship (Igbuzor, 2007). The table depicts the suffrage journey for women in Nigeria.

Historical profile of suffrage in Nigeria

YEAR	CONSTITUTION	SUFFRAGE
1914	Amalgamation	None
1922	Clifford	Adult males with annual income of N100
1946	Richards	Adult males with annual income of N50
1951	Macpherson	Adult males who paid their taxes
1954	Lyttleton	Adult males and females in East and West; Northern males and females excluded
1960	Independence	Adult males and females in East and West; Northern males and females excluded
1963	Republican	Adult males and females in East and West; Northern males and females excluded
1979	Presidential	Adult males and females all over Nigeria

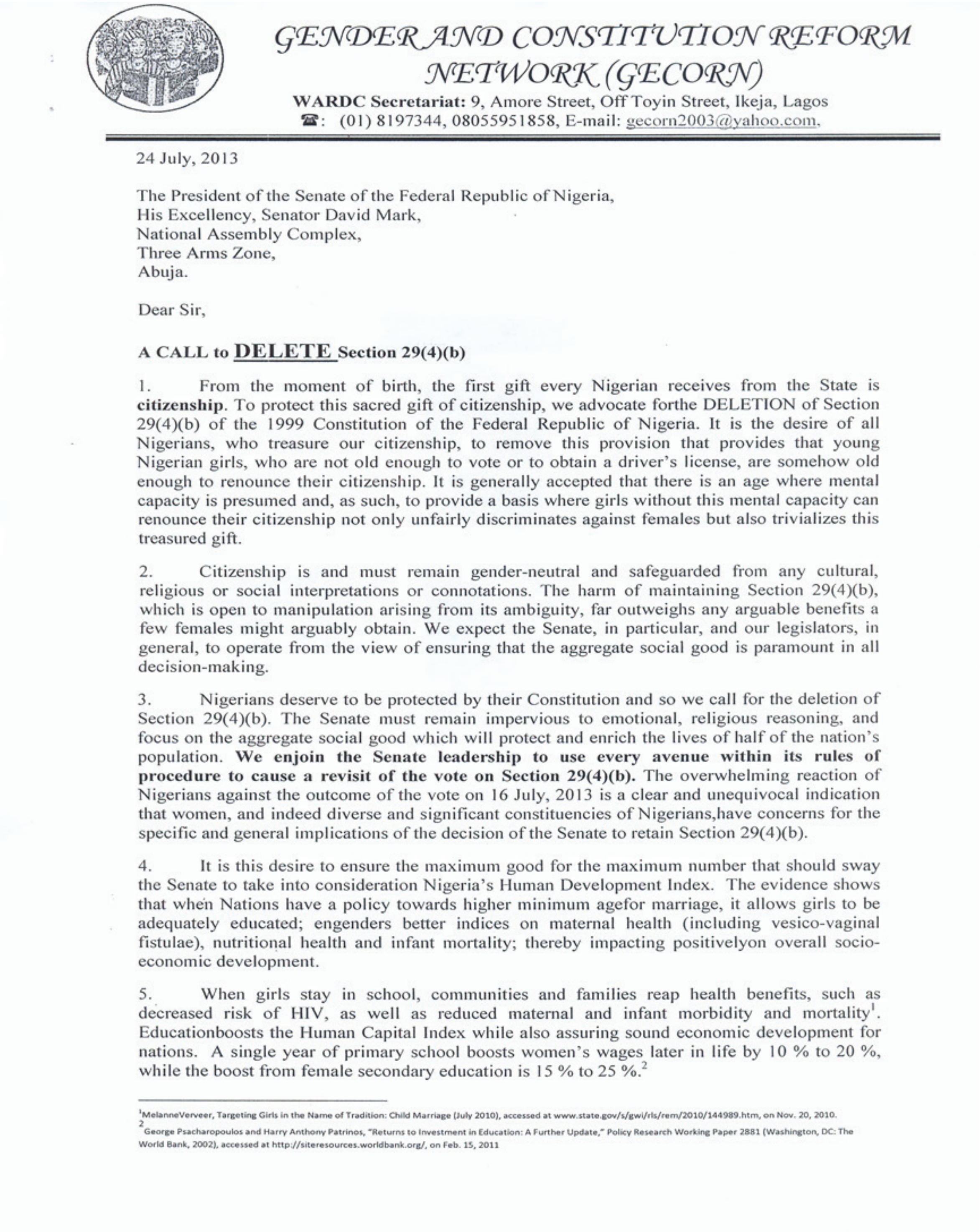
Source: Culled from E. E. O. Alemika and A. O. Agugua (2001), 'Gender Relations and Discrimination in Nigeria Police Force' (Lagos: Centre for Law Enforcement Education) in Otive Igbuzor, Gender and Political Leadership in Nigeria *(2005).*

Handout 4.2: Guiding Principles for Women in the Legislature

1. Learn how the legislature works.
2. Do not put yourself down.
3. Organize and participate in a women's caucus of the parliament with the aim of promoting gender equality and promulgating female-friendly laws for the nation.
4. Providing support for female members of parliament who wish to vie for positions that will further serve the interests of the feminine gender.
5. Build a critical mass of women parliamentarians who are willing and able to represent issues and concerns.
6. Participate in all relevant training sessions organized for the benefit of all parliamentarians.
7. Participate actively in committee assignments.
8. Provide encouragement by way of training and grooming for women to engage and vie for political office.
9. Provide ongoing support for women advocacy groups across the country so that their voices can be heard and action taken on the issues that need to be attended to by the government.
10. Do not label women as 'anti-party people'. This creates a basis for their exclusion and it erodes their personal legitimacy.
11. Women in Nigeria or elsewhere must organize themselves independent of the state. There is no way the fight for gender equality can be achieved on a platter of gold: it is non-negotiable.
12. Women's organizations need to realign their strategies and learn from past experiences. Non-governmental organizations must be able to identify female aspirants across parties.
13. It is important to understand that the presence of women in decision-making positions is a powerful tool for challenging a patriarchy and will provide other women with role models.
14. Women should come together to organize themselves as a strong and critical constituency.
15. Women should also make media engagement a priority in their bid for victory.

Source: Florence Akinwale, Southern Sudan Women's International Conference Nigeria Case Study, undated

Handout 4.3: Gender and Constitution Reform Network



GENDER AND CONSTITUTION REFORM
NETWORK (GECORN)
WARDC Secretariat: 9, Amore Street, Off Toyin Street, Ikeja, Lagos
☎: (01) 8197344, 08055951858, E-mail: gecorn2003@yahoo.com.

24 July, 2013

The President of the Senate of the Federal Republic of Nigeria,
His Excellency, Senator David Mark,
National Assembly Complex,
Three Arms Zone,
Abuja.

Dear Sir,

A CALL to DELETE Section 29(4)(b)

1. From the moment of birth, the first gift every Nigerian receives from the State is **citizenship**. To protect this sacred gift of citizenship, we advocate forthe DELETION of Section 29(4)(b) of the 1999 Constitution of the Federal Republic of Nigeria. It is the desire of all Nigerians, who treasure our citizenship, to remove this provision that provides that young Nigerian girls, who are not old enough to vote or to obtain a driver's license, are somehow old enough to renounce their citizenship. It is generally accepted that there is an age where mental capacity is presumed and, as such, to provide a basis where girls without this mental capacity can renounce their citizenship not only unfairly discriminates against females but also trivializes this treasured gift.

2. Citizenship is and must remain gender-neutral and safeguarded from any cultural, religious or social interpretations or connotations. The harm of maintaining Section 29(4)(b), which is open to manipulation arising from its ambiguity, far outweighs any arguable benefits a few females might arguably obtain. We expect the Senate, in particular, and our legislators, in general, to operate from the view of ensuring that the aggregate social good is paramount in all decision-making.

3. Nigerians deserve to be protected by their Constitution and so we call for the deletion of Section 29(4)(b). The Senate must remain impervious to emotional, religious reasoning, and focus on the aggregate social good which will protect and enrich the lives of half of the nation's population. **We enjoin the Senate leadership to use every avenue within its rules of procedure to cause a revisit of the vote on Section 29(4)(b).** The overwhelming reaction of Nigerians against the outcome of the vote on 16 July, 2013 is a clear and unequivocal indication that women, and indeed diverse and significant constituencies of Nigerians,have concerns for the specific and general implications of the decision of the Senate to retain Section 29(4)(b).

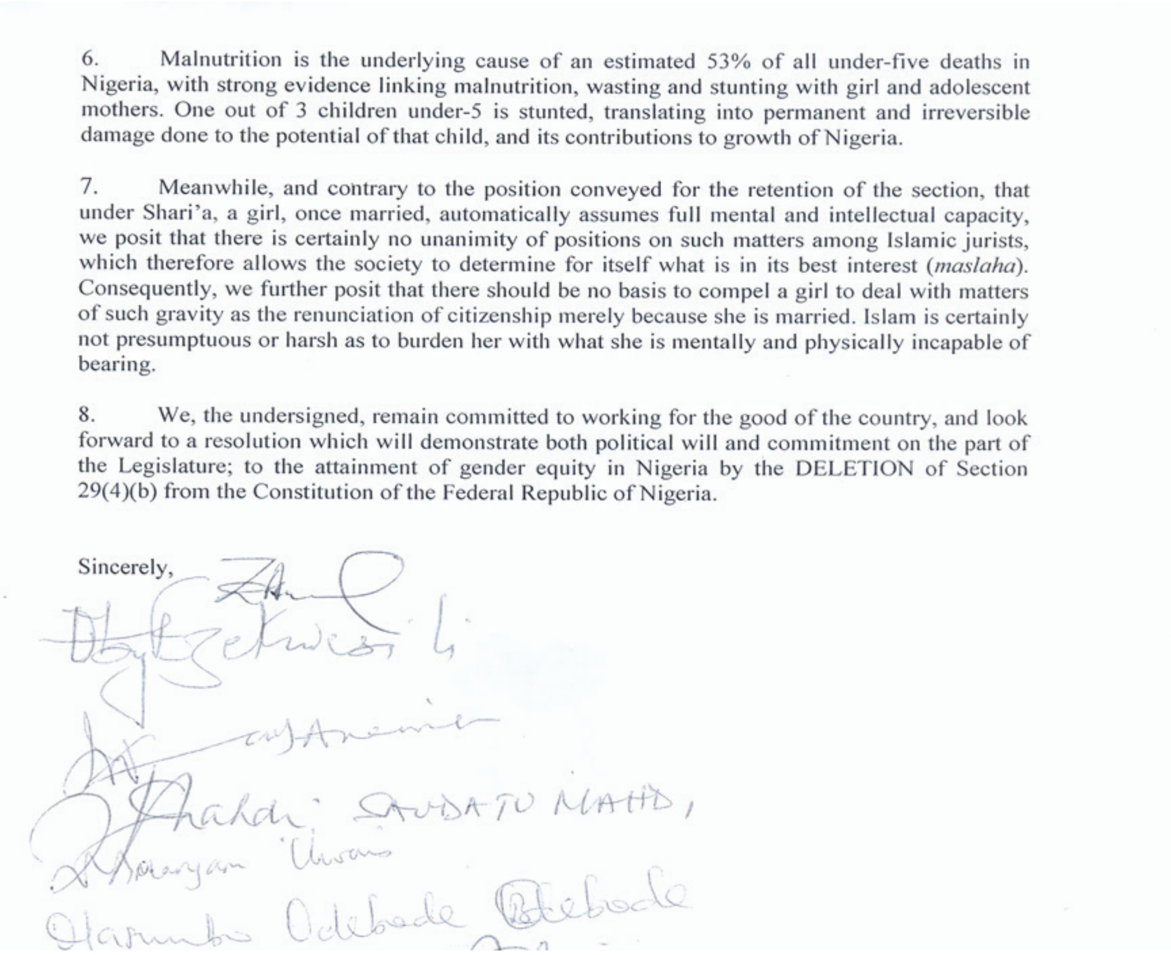
4. It is this desire to ensure the maximum good for the maximum number that should sway the Senate to take into consideration Nigeria's Human Development Index. The evidence shows that when Nations have a policy towards higher minimum agefor marriage, it allows girls to be adequately educated; engenders better indices on maternal health (including vesico-vaginal fistulae), nutritional health and infant mortality; thereby impacting positivelyon overall socio-economic development.

5. When girls stay in school, communities and families reap health benefits, such as decreased risk of HIV, as well as reduced maternal and infant morbidity and mortality[1]. Educationboosts the Human Capital Index while also assuring sound economic development for nations. A single year of primary school boosts women's wages later in life by 10 % to 20 %, while the boost from female secondary education is 15 % to 25 %.[2]

---

[1] MelanneVerveer, Targeting Girls in the Name of Tradition: Child Marriage (July 2010), accessed at www.state.gov/s/gwi/rls/rem/2010/144989.htm, on Nov. 20, 2010.

[2] George Psacharopoulos and Harry Anthony Patrinos, "Returns to Investment in Education: A Further Update," Policy Research Working Paper 2881 (Washington, DC: The World Bank, 2002), accessed at http://siteresources.worldbank.org/, on Feb. 15, 2011



6. Malnutrition is the underlying cause of an estimated 53% of all under-five deaths in Nigeria, with strong evidence linking malnutrition, wasting and stunting with girl and adolescent mothers. One out of 3 children under-5 is stunted, translating into permanent and irreversible damage done to the potential of that child, and its contributions to growth of Nigeria.

7. Meanwhile, and contrary to the position conveyed for the retention of the section, that under Shari'a, a girl, once married, automatically assumes full mental and intellectual capacity, we posit that there is certainly no unanimity of positions on such matters among Islamic jurists, which therefore allows the society to determine for itself what is in its best interest (*maslaha*). Consequently, we further posit that there should be no basis to compel a girl to deal with matters of such gravity as the renunciation of citizenship merely because she is married. Islam is certainly not presumptuous or harsh as to burden her with what she is mentally and physically incapable of bearing.

8. We, the undersigned, remain committed to working for the good of the country, and look forward to a resolution which will demonstrate both political will and commitment on the part of the Legislature; to the attainment of gender equity in Nigeria by the DELETION of Section 29(4)(b) from the Constitution of the Federal Republic of Nigeria.

Sincerely,

Oby Ezekwesili

SAUDATU MAHD,

Maryam Uwais

Olarumbo Odebode

Handout 4.4: Judicial Precedent

Nigeria is, by constitutional construct, a secular society. This means all religions are permitted and are not sanctioned by the state. By law, the state is a secular entity that respects the rights of all to freedom of choice, association, speech and assembly. In reality, Nigeria is a state under three types of law: customary, statutory and religious. Sometimes there is a clash between two or all. One example of a clash of customary and statutory law is the classic case of Mojekwu vs Ejikeme, where a statutory court judge in the Court of Appeal ruled that widowhood practices as practised in south-eastern Nigeria were inimical to human dignity. Although the Convention for the Elimination of All Forms of Discrimination against Women (CEDAW) had not been domesticated in Nigeria, the court referred to it in its judgment and had no difficulty in holding that the *oli ekpe* custom was a form of discrimination against women (Ladan, 2012). Although a higher statutory court later overturned this landmark ruling, the Mojewku case stood out as a reference point to the power of what is possible when the judiciary is responsive to the rights of women.[1]

In 2013, the judiciary again demonstrated that doctrines that uphold natural justice can be applied to protect women's rights. Customary law experienced a progressive turnaround with the decision of the Supreme Court in 2014 in the case of Onyibor Anekwe and Anor vs Mrs. Maria Nweke, which held that Nigerian customs that disinherit women are repugnant to natural justice, equity and good conscience and should therefore not be allowed to stand. The court declared as repulsive the custom of the Awka people in Anambra State that allows married women to be disinherited upon the death of their husbands because they did not have a male child with their late husbands.

This pronouncement was significant because the CEDAW bill is yet to be passed and domesticated into Nigerian law, as Section 12 of the 1999 Constitution of Nigeria demands. Within the ambit of the constitution, which forbids discrimination, the Supreme Court found basis to repudiate this detrimental act of gender discrimination.

---

[1] Muhammed Tawfiq Ladan, 'Review of NESREA Act 2007 and Regulations 2009–2011: A New Dawn in Environmental Compliance and Enforcement in Nigeria', in *Law, Environment and Development Journal*, Volume 8/1 2012.

Handout 4.5: Who Is a Female Child? Constitutional Contradictions

A female child is a person of the female sex between the age of 1 day and 18 years. The Child Rights Act defines the age of majority to be 18 years, while Section 29 4(b) of the 1999 Constitution of Nigeria, as amended, holds that any ‘woman who is married shall be deemed to be of age’. This is problematic and contradicts the Child Rights Act. For the purposes of analysis, we will keep to the age range of 1 day to 18 years. The category adolescence (aged 16–19 years) is also relevant to this definition.

Handout 4.6: The Women's Committees of the National Assembly

Committees on women's issues have been established, but with weak infrastructure. A commendable step in line with international best practice is the establishment of women-focused machinery within NASS, as respondents noted. In 1999, both chambers established the Committees on Women Affairs. Their duties, which are detailed in the House of Representatives Standing Orders, include the following:

- Promotion of the general welfare of women and their social, political and economic participation in all aspects of national development
- The health of women and children, as well as women's vocational training, including child development
- Assistance to vulnerable segments of society, including women, the socially disabled and the handicapped
- Relation with ministries, national and international agencies, and non-governmental organizations, including the United Nations, on matters concerning women's development
- Family support and the Family Economic Advancement Programme
- National Centre for Women's Development
- Rehabilitation of the physically and mentally challenged
- Annual budget estimates

In 2009, the House of Representatives established the Women in Parliament Committee. The establishment of the Committees on Women Affairs has served to give a focus to women's issues in the National Assembly, create a hub for discussing gender issues, and influence the discourse. Committees are only established on issues of national importance. The committees have over the years served as the facilitators of dialogue and policy change on behalf of women, as their mandate requires. Chairs of women's committees have sponsored bills affecting women. Such bills are also referred to the Committee on Women Affairs for review. The challenge of the committee has been its inability to break through the mainstream to influence the larger house after decisions have been made at the committee level. They are however increasingly building bridges of opportunity through working with male colleagues. This has resulted in the passage of the Violence Against Persons (Prohibition) Bill in the House of Representatives. The Committees on Women Affairs could be strengthened through access to research and technical staffing to devise creative ways of using data for advocacy, to increase awareness among women, and to have more men assigned to the committees. A study has shown that currently the Committees on Women Affairs have the most women and fewest men compared with other committees.

Alongside strengthening the committees, there will be a need to strengthen the Federal Ministry of Women Affairs and Social Development, which came into existence through the upgrading of the National Commission for Women to a full-fledged ministry in 1995. The responsibilities of the Federal Ministry of Women Affairs and Social Development are closely linked with those of the NASS Committee on Women Affairs. The ministry formulates policies and guidelines that promote women's and children's affairs and works to strengthen institutions that encourage women's empowerment and the inclusion of persons with disabilities. The ministry carries out both advisory and programme implementation functions. Through the establishment of the Ministry of Women Affairs and Social Development, Nigeria addressed one of the critical areas of concern of the Beijing Platform for Action. Synergy between the legislature and executive will be crucial to delivering results for girls and women.

The revision process for the 2006 National Gender Policy has noted that there are some institutional weaknesses for gender equality and women's empowerment that NASS needs to pay attention to if its gender strategy is to deliver results for girls and women. These are highlighted below:

1. A proper gender management system has not been established in any of the government ministries, departments and agencies. Although a gender desk officer has been appointed in most bodies, such officers lack the capacity to bring about overarching systemic change.
2. There are no structures at the local government council and community level to mainstream gender issues as proposed in the 2006 National Gender Policy. As an institution that is closer to the people, the local government area is in the best position to work with traditional structures in advancing women's empowerment and gender equality principles and practices. Equally absent are community-based committees for advocacy, especially against harmful traditional practices and negative social norms.
3. Gender focal points are weak because of lack of funding and limited technical capacity, which is due to the lack of training and technical qualifications of gender desk officers.
4. Many ministries (at both national and state levels, including local government) are yet to mainstream gender in the formulation and implementation of their budgets. This gap hinders financial commitments for gender mainstreaming (Aina et al., 2014).

Paragraph 201 of the Beijing Platform for Action states that the 'national machinery for the advancement of women is the central policy co-coordinating unit inside government. Its main task is to support government-wide mainstreaming of a gender-equality perspective in all policy areas.' One of the major conditions for the effective functioning of such machinery is located at the highest possible level in government, under the responsibility of a cabinet minister.

An inclusive ministry focused on gaps is required for progress. Although the focus is on women's rights, the gender machinery is increasingly working from a gender perspective, i.e. working with men and developing programmes to increase male gender responsiveness. The issue at hand is the creation of culturally responsive mechanisms for addressing the gaps between women and men in a way that builds allies without losing focus on the need to meet the needs of women and girls. One trend is the use of 'gender' in ministry names (rather than 'women's' ministries) or the use of both 'gender' and 'women' (Aina et al, 2014).

Handout 4.7: Where Is Your Wrapper?

I was in Uganda a few years ago for one of the programmes we used to run at the African Women's Leadership Institute. One day, there was a report about something that had happened in one of the local markets. One of the women in the market went into labour unexpectedly. It seemed there was no time to get her to a nearby hospital or clinic, so the women who were nearby went into action. Some of them ran around to look for basins, hot water, towels and razors. A few held her hand and encouraged her to push.

The majority of the women took out their wrapper (*lappa*, *kitenge* cloth, *lesso*) and held them up, creating a protective ring around the woman and shielding her from prying eyes. Every now and then, this scenario occurs in other markets around the continent, and the response is mostly the same – women bring out their wrappers to protect one of their own.

Sadly, this is no longer the case. Instead of wrappers coming out, mobile phones are taken out to record every graphic detail. Sure, help might still come, but not before the person concerned has all their pain and agony out there for all the world to see.

Recently, there was the case of a young woman in Ajah, Lagos, who was found wandering the streets. Reports on how she got there vary, but she was stark naked, extremely emaciated and incoherent. Instead of immediately rushing to help, covering her up and getting her medical attention, onlookers laughed at her, threw things at her and recorded her on their mobile phones.

Without any idea of who she was or how she got there, judgements were made on the spot about her being the victim of ritualists, which she must have brought on herself in her quest to make quick money. A good Samaritan, Keira Hewatch, stepped in and took her to the hospital. Many onlookers were not prepared to help the poor woman on the road, and they even tried to stop Keira from helping her, saying she too might be bewitched. Essentially, they refused to bring out their wrappers to protect and save someone and tried to stop someone else who was willing to bring out hers.

What do these wrappers signify? To me they mean protection, solidarity, sisterhood, empathy, kindness, compassion, duty – all the things and more that make us human beings. In the marketplaces where the scene I described in Uganda happens, there is an unspoken protocol among the women – a responsibility to take care of one of their own who needs them. She is in pain. Afraid. But she has sisters around her, rooting for her and helping her.

So, I ask us my dear sisters, where is your wrapper? Where is your wrapper to shield and protect other women and girls who need you? Where was your wrapper for the little girl who was molested by someone in your household and you said 'Shhhhh' and looked the other way? Where was your wrapper when someone you know said she was raped by someone she trusted? Did you ask her what she was wearing? Or if she seduced him? Where was your wrapper when your friend needed succour from an abusive husband? Did you gossip behind her back that it served her right, that she is too arrogant?

Where was your wrapper when your sister or daughter told you that her lecturers were harassing her in the university? Did you tell them that they must have done something to encourage them? Where was your wrapper when a young woman who could have been your own sister, daughter or niece was found on the streets naked? Were you one of the women who stood by and recorded her misery and threw things at her? Were you one of the men who tried to stop brave Keira from helping? What was in it for you to have a very sick woman die untended in broad daylight, with human beings baying for her blood like animals? Even animals care more for their own.

Our wrappers might all look different, with varying sizes, shapes and colours, but each and every one of us has a wrapper. Bring that wrapper out to shield another woman, or a man. Use it to help get her a contract, help with her rent, pay her children's fees, help her with capital for a business, or simply provide a discreet shoulder to cry on. Never let a day go by without bringing out that wrapper. The way God works is that the more wrappers you bring out for others, the more will come out for you. We don't only need wrappers when we celebrate and buy *Aso Ebi*. We need the wrappers for our trials and tribulations, and we all have them.

The women in the marketplace might never see the woman they helped again. She might never be able to say thank you. Yet she will never forget that other women stood by her and gave her dignity and covered her nakedness. Are we prepared to cover the nakedness of others, or do we want to be part of the mob that strips them naked?

These days there seems to be a war against women. Not only is sexual violence at an all-time high, these crimes are now committed in full view of the public. A young woman is accused of stealing and stripped naked, hands all over her and objects being stuck into her. When this happens, what do we do? Will we look the other way? When a woman is being harassed online, do we join in the abuse? The more wrappers we bring out, the safer we will all be. There is another conversation to be had with the men, with our male leaders, with those who have the power and privilege that weaken our agency and make us forget that we have wrappers in the first place. Today, we are talking to and about ourselves.

Let us all agree to bring out our beautiful, strong diverse wrappers. Our wrappers of respect, love, dignity, support and endless hope. Thank you for bringing out your wrapper, Keira. God bless us all.

Bisi Adeleye-Fayemi's speech at the ARISE Women's Conference in Lagos, 26 October 26 2019.
www.abovewhispers.com

Handout 4.8: #JusticeForUwa

Suspects involved in rape-murder of University of Benin student paraded

The murder of the 22-year-old University of Benin scholar, Vera Uwaila Omozuwa, incited the hashtag #JusticeForUwa in May 2020.

The Edo State Police Command have arrested and also paraded six suspects in connection with the rape as well as murder of Vera Uwaila Omozuwa. Recall the 22-year-old student of UNIBEN was gruesomely murdered on Wednesday, May 27. 1st News gathered that she was attacked with a fire extinguisher, raped and then killed. Until her unfortunate murder in May, Vera was a 100-level student of the UNIBEN who studied often inside a parish of the Redeemed Christian Church of God. She was killed in the parish while she went to carry out her routine.

After months of investigation, the state police command has arrested and paraded the suspects identified as Nelson Ogbebor; Akato Valentine; Mrs Tina Samuel; Mrs Mary Ade; Nosa Osabohien; as well as Collins Ulegbe.

A breakthrough in the investigation came after the police traced the phone of the deceased to one of the suspects, Nosa Osabohien, who claims to be a phone repairer [and] said he bought the late Vera's phone from the prime suspect, Collins Uyegbulen. He led the police to arrest Collins, who confessed to have directly participated in the murder. Collins told the police that he used the fire extinguisher in the church to hit the late Vera after the other suspects took turns to rape her. He gave the names of other members of his gang as Akato Valentine and Collins Ogbebor.

Another suspect, Tina Samuel, was arrested for allegedly obstructing the police from arresting her son, Lucky, who is one of the suspects.

The state Commissioner of Police, Johnson Kokumo, who paraded the suspects, said a post-mortem conducted on the late Uwaila confirmed she was raped.

'The matter was a great concern to the Inspector General of Police, IGP Muhammed Adamu, who sent to us here in Benin homicide experts to work with our policemen at the State Criminal Investigation and Intelligence Department. What we are seeing today is a result of the uniting efforts of the police to get at the root of the crime; and today, I announce to you and also making public through this medium that the perpetrators have been arrested.'

Source:https://1stnews.com/justiceforuwa-suspects-involved-in-rape-murder-of-uniben-student-paraded/?

Handout 4.9: No Excuse for Rape

She wears school uniform, she gets raped.
She wears hijab, she gets raped.
She wears gown, she gets raped.

She wears a pair of trousers, she gets raped.
HER DRESSING DOESN'T MATTER, IT'S THE RAPIST!

She stays in her house, she gets raped.
She's in a bus, she gets raped.
She's in the club, she gets raped.
She's a street girl, she gets raped.
HER LOCATION DOESN'T MATTER, IT'S THE RAPIST!

She's 18, she gets raped.
She's 8, she gets raped.
She's 28, she gets raped.
She's 80, she gets raped.
HER AGE DOESN'T MATTER, IT'S THE RAPIST!

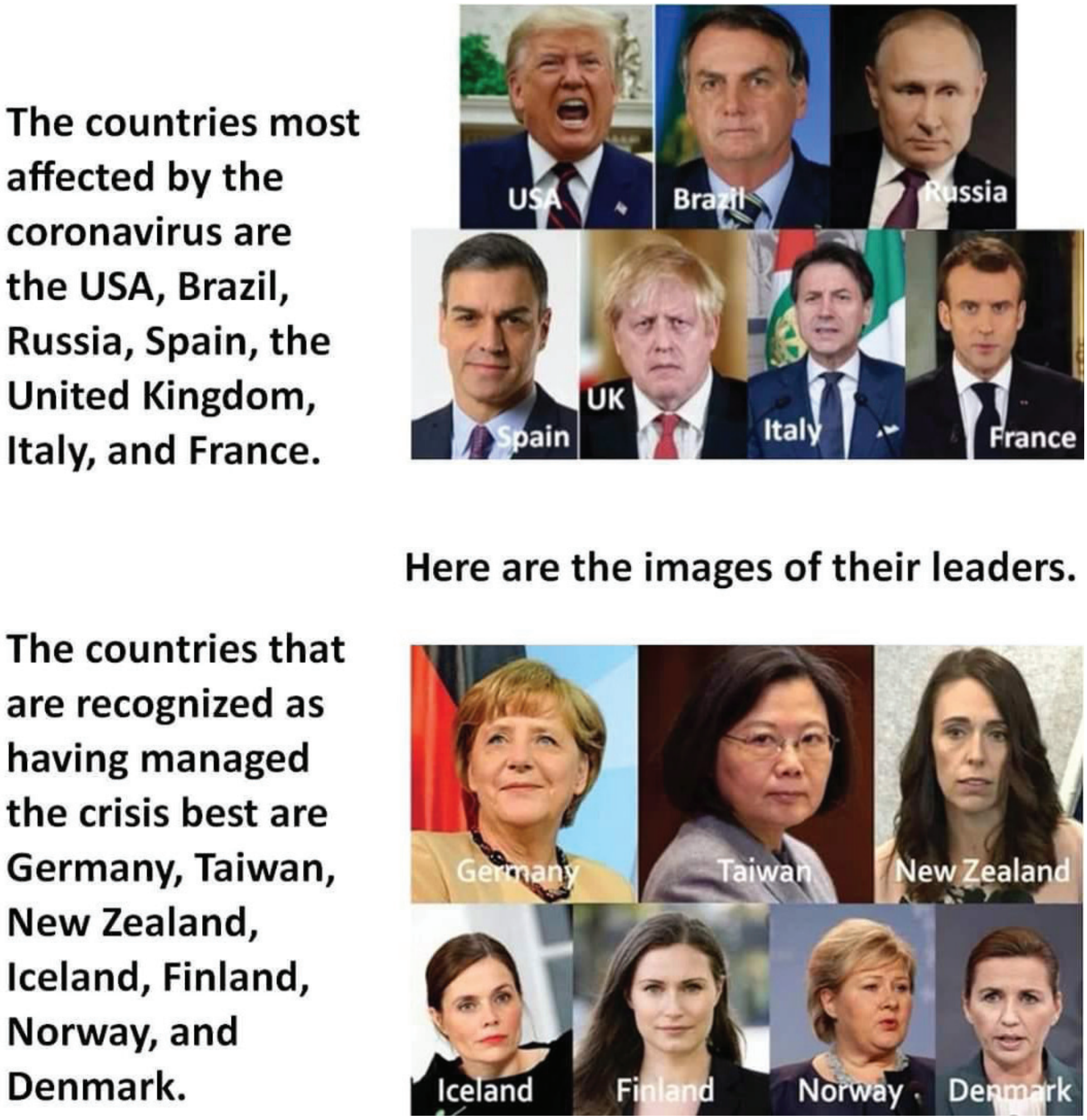
She's nice, she gets raped.
She's rude, she gets raped.
She's funny, she gets raped.
She's humble, she gets raped.
HER ATTITUDE DOESN'T MATTER, IT'S THE RAPIST!

She's chubby, she gets raped.
She's skinny, she gets raped.
She's fair, she gets raped.
She's dark, she gets raped.
HER APPEARANCE DOESN'T MATTER, IT'S THE RAPIST!

#say_no _to_rape

Source: Anonymous, 2020

Handout 4.10: Countries Managing the Coronavirus Crisis



The countries most affected by the coronavirus are the USA, Brazil, Russia, Spain, the United Kingdom, Italy, and France.

Here are the images of their leaders.

The countries that are recognized as having managed the crisis best are Germany, Taiwan, New Zealand, Iceland, Finland, Norway, and Denmark.

USA
Brazil
Russia
Spain
UK
Italy
France
Germany
Taiwan
New Zealand
Iceland
Finland
Norway
Denmark

MODULE

5

A GENDER-RESPONSIVE LEGISLATURE

Goal

Integration of all the gender perspectives into all components of the legislative process in order to achieve equality between women and men

Activities

- What is Gender-responsive Legislation?
- The Use of Language for Gender-responsive Work
- The Role of Legislative Aides in Delivering the NASS Gender Strategy
- Understanding the NASS Gender Strategy – Setting a Development Agenda for Women
- An Inclusive Electoral System

ACTIVITY 5.1: WHAT IS GENDER-RESPONSIVE LEGISLATION?

Time Frame

Four hours

Objectives

- Understand the impact of proposed laws and question the assumption that laws and policies are 'gender neutral'.
- Enable the ability to analyse laws.
- Identify implicit and explicit gender issues.
- Understand gender-responsive legislation.
- Draft gender-responsive legislation.
- Use gender-responsive language.

Methods

Plenary session, working groups, homework (for virtual sessions), role plays

Material

Flip chart, cards, PowerPoint, video

Introduction

The goal of gender-responsive legislation is to integrate gender perspectives into all components of the legislative process – design, implementation, monitoring and evaluation – in order to do the following:

- Achieve equality between women and men
- Have every law reflect the needs of women and their access to resources, even if it seems to be neutral
- Include the views of women
- Combat violence against women

Start with the definition of a gender-responsive parliament – use **Handout 5.0** and the plan of action for gender-responsive parliaments.[1] Participants may analyse their parliament in advance by using the Inter-Parliamentary Unit toolkit (in Dropbox https://bit.ly/3mJns44).

In the next step, the trainees work on gender-responsive legislation. In this session, they will become familiar with laws that support gender equality, analyse laws in terms of how they affect women and men, and learn how to draft laws in a gender-responsive or gender-neutral way. The session covers the following:

- How to pass gender-responsive legislation in the strict sense **that promotes gender equality**, including equal rights in the distribution of resources, opportunities and access to services. Examples: anti-discrimination law, parity law, domestic violence law, law on equal payment.
- How to consider the needs, interests and priorities of women in the formulation of **all laws and policies** (democratic governance, decision making, law making, security sector, economy, etc.). Examples: police law, law on investments, electoral and political party law.
- Using gender-responsive language that avoids gender-specific pronouns and adjectives (such as 'she/her/hers' or 'he/him/his') and avoids nouns that might appear to assume that a person of a particular gender will do a particular job or perform a particular role (e.g. 'chairman'). A range of techniques are available to avoid gender-specific language.

In order to identify gender-responsive legislation, it is important that parliamentarians learn to analyse legislation. Therefore, the training should provide as many laws and draft laws as possible to be evaluated by the participants during the training.

First of all, facilitate a session with all participants where they learn the following:

- The principles of gender-responsive legislation (see **Handout 5.1**)
- To question the assumption that laws and policies are 'gender neutral' in their effects
- To identify implicit and explicit gender issues
- To assess the possible effects of a law on existing inequalities between men and women and patterns of gender relations

---

[1] https://www.ipu.org/resources/publications/reference/2016-07/plan-action-gender-responsive-parliaments

- To determine whether and to what degree proposed laws enhance women's and men's democratic rights

Homework or working groups are very suitable for this purpose. This method makes it possible to analyse a number of laws and to discuss the results of the analysis in the plenum.

Before working in groups or at home, you should familiarize participants with all stages of gender-responsive legislation:

- A gender-based analysis of the status quo of a law that is under deliberation from a gender perspective – use **Handouts 5.1, 5.2, 5.5**
- Analysis of the impact of the bill or law on its target groups and whether the needs and priorities of women and men are addressed by the bill (law) – see **Handouts 5.3, 5.5**
- Based on these findings, integrating gender-focused interventions, perspectives or considerations into the bill (law)
- Use of gender-responsive language – **Handouts 5.6a, 5.6b**
- Basic knowledge of how to draft a law using gender-responsive language – **Handout 5.6** (use the PowerPoint presentation in Dropbox, https://bit.ly/3mJns44)
- Development of gender-responsive indicators that enable legislators and civil society organizations to monitor and evaluate (see **Handout 5.4**)
- Best practice of gender-responsive legislation (see **Handout 5.7**)

ACTIVITY 5.2: THE USE OF LANGUAGE FOR GENDER-RESPONSIVE WORK

Time Frame

Two hours

Objectives

- Share gender-responsive expressions for inclusive writing.
- Enable participants to understand why the use of proper words is important.

Material

Handouts, flip chart, markers and sticky notes

Method

1. Discuss Handouts 5.6a and 5.6b on language use with participants.
2. Each section should be discussed to generate understanding and to share other examples.
3. Use everyday examples:
    - Disability or a person with disability, not 'a person with special needs'
    - Human resources, not manpower
    - Chairperson or chair, not chairman or chairwoman
4. Request participants to work in triads to come up with some gender-biased words and to think of gender-aware alternatives.
5. Post these responses on the wall and conduct a gallery walk later to review with participants.
6. Ask participants what they will do differently going forward as a result of the session.

Facilitator's Note

The purpose of the session is to enable the legislators and aides to become aware that language can confer power to or take power away from a person or group. Language is not just semantics: it can include or exclude.

ACTIVITY 5.3: THE ROLE OF LEGISLATIVE AIDES IN DELIVERING THE NASS GENDER STRATEGY

Time Frame

Four hours

Objectives

- Help aides develop work plan for principals.
- Help principals become aware of how aides can support the gender agenda.
- Engender a better understanding of how meeting gender needs can address community needs.

Material

NASS Gender Strategy (complete and abridged), work plan format (see Handout 5.16).

Method

- Use the SWOT analysis (strengths, weaknesses, opportunities, threats) in the gender strategy to ground the discussion.
- See Handout 5.15 on the SWOT framework to equally draw up an independent SWOT of NASS.
- Speak to the role of NASS in using the gender strategy to examine how its constitutional role can deliver more results.
- In group work formation, encourage participants to come up with at least two action plan issues with a time frame they can support their principals to pursue or which they can lead in their offices.
- Encourage robust discussions around the SWOT. This session may be for aides or legislators or both.

Facilitator’s Note

Ensure that legislative aides go through the entire gender strategy. The SWOT in the NASS Gender Strategy will particularly help participants have a clear view of the public understanding of the strengths, weaknesses, opportunities and threats facing NASS. It should build on the earlier session on agenda setting.

TRAINER’S TIP

Legislative aides are NASS staff such as committee secretaries or direct appointees of legislators who help the legislators with their daily legislative work.

Secretaries are bureaucrats who remain after legislative sessions end. This means they have good corporate memory. Political appointees leave with their principals.

ACTIVITY 5.4: UNDERSTANDING THE NASS GENDER STRATEGY – SETTING A DEVELOPMENT AGENDA FOR WOMEN

Time Frame

Three hours

Objectives

- Bring the existence of the gender strategy to the knowledge of National Assembly actors.
- Identify what is needed to implement the strategy.
- Commit to implementing and popularizing the strategy.
- Support legislators to commit to at least one action point.

Part 1

Material

Handouts, bills under discussion, laws that are in force, flip chart, cards or whiteboard

Method

- Allow participants to get familiar with gender-responsive legislation.
- Give participants tools to analyse whether a piece of legislation is gender responsive or not.
- Let participants analyse bills and laws in working groups, using the topics gender-responsive language and gender impact of the bill or the law.
- Discuss working group results in the plenary session.

Part 2

Material

Handouts, NASS Gender Strategy, markers, flip chart

Method

- Ensure each participant has a copy of the abridged gender strategy, or at least the priority sections of the abridged version (see Handout 5.17).
- If possible, plan ahead for this session by including the detailed gender strategy in the pre-workshop pack or give it out the day before the session, especially if the training is for aides.
- Take participants through the gender strategy section by section, with particular attention to the Gender-Aware Implementation Framework Team (GIFT).
- Pull out the SWOT Handout 5.15 and encourage participants to go through a SWOT exercise for NASS. Compare the outcome with that in the gender strategy and discuss in detail.

ACTIVITY 5.5: AN INCLUSIVE ELECTORAL SYSTEM

Time Frame

Three hours

Objectives

- Understand the different electoral systems and their effects on the representation of women in parliaments.
- Understand the different quota systems – voluntary quotas of political parties, quotas in political party laws or/and electoral laws.
- Gain knowledge about parity laws.
- Be able to recommend amendments to the Electoral Act.

Material

Handouts, flip chart, videos, graphics

Method

Plenary session, working groups, role plays

Introduction

Women are under-represented in the National Assembly in Nigeria. There are many reasons for this – cultural and social factors play a major role. The electoral system also determines whether women have access to parliament or not. The electoral system of a country is a good indicator of whether or not it is gender responsive. Electoral systems always claim to be neutral and that every woman and every man has the same chance to be elected. In fact, the impact of the electoral system on women and men is very different. In a constituency where the candidate who gets the most votes is elected, this is usually the man. In contrast, women who are alternately nominated as candidates on a party list have a good chance of being elected. This session presents the different electoral systems and the effects of different quota systems.

Start the session with charts and graphics of the representation of women in parliaments worldwide and in Nigeria. Participants will become familiar with the low representation of women in parliament.

You will find the latest graphics at ipu.org. See Handout 5.8.

The next step is to analyse the electoral framework of Nigeria (see **Handout 5.9**). You could divide participants into different breakout groups to discuss and analyse the Electoral Act. Questions should include the following:

- What are the main obstacles in the Election Law regarding why women are not elected?
- What should be changed?

Discuss with participants the different electoral systems:

- Majority system
- Proportional system
- Mixed systems

Participants should analyse the pros and cons of each electoral system (see **Handout 5.10**).

The next session should cover quota systems. Participants are introduced to constitutional and law-based quotas and will discuss voluntary quotas. Are quotas suitable to promote the political participation of women, or will they bring so-called token women into parliament who cannot decide anything? Which quotas would be appropriate for Nigeria? Discuss in breakout groups. You can use role plays to argue for and against quotas (see **Handout 5.11**).

The session ends with the presentation and discussion of parity laws from Senegal, Cote d’Ivoire and Guinea (see **Handout 5.12**).

Questions

- What is a parity law?
- What are the advantages and disadvantages of parity laws?
- Why are there different models of parity laws?
- Would a parity law or reserved seats be suitable for Nigeria?
- How would Nigeria develop a parity law?
- How can a parity law be made successful?

Handouts Module 5

5.0 What Is a Gender-responsive Parliament?

5.1 Gender-responsive Legislation

5.2 Data Collection Sources

5.3 Specific Questions to Assess the Distinctive Impact of Legislation on Women and Men

5.4 Indicators to Measure the Gender Impact of a Bill or Law

5.5 Bills to Analyse

5.6a Gender-neutral Language

5.6b Use of Language

5.7 Best Gender Equality and Social Inclusion Practice from Other Countries

5.8 Representation of Women in Parliaments

5.9 Laws Governing Elections in Nigeria

5.10 Electoral Systems

5.11 Quotas

5.12 Examples of Good Practices: Gender-responsive Legislation in Other Countries

5.13 International Treaties, Conventions and Resolutions on Gender Equality Nigeria Has Signed

5.14 Gender-responsive Laws, Policies and Performance in the Nigerian Context

5.15 SWOT Analysis of the National Assembly

5.16 Work Plan Framework

5.17 National Assembly Gender Strategy Priorities

5.18 Women's Representation through Elective Positions – Federal to Local level (1999 to 2019)

HANDOUTS FOR MODULE 5

Handout 5.0: What Is a Gender-responsive Parliament?

A gender-responsive parliament is one that: 1) promotes and achieves equality in numbers of women and men across all of its bodies and internal structures, 2) develops a gender equality policy framework suited to its own national parliamentary context, 3) mainstreams gender equality throughout all of its work, 4) fosters an internal culture that respects women's rights, promotes gender equality, and responds to the needs and realities of members of parliament – men and women – to balance work and family responsibilities, 5) acknowledges and builds on the contribution made by its male members who pursue and advocate for gender equality, 6) encourages political parties to take a proactive role in the promotion and achievement of gender equality, 7) equips its parliamentary staff with the capacity and resources to promote gender equality, actively encourages the recruitment and retention of women to senior positions, and ensures that gender equality is mainstreamed throughout the work of the parliamentary administration.

Source: Inter-Parliamentary Union

General Requirements

To ensure that all parliamentarians and parliamentary staff work in an environment free from all forms of discrimination and harassment, including sexual harassment, parliament should:

- Introduce a code of conduct that requires all parliamentarians to be respectful and courteous and penalizes any language and behaviour that is considered sexist.
- Develop and implement anti-discrimination and anti-harassment policies in line with national legislation that are applicable to all parliamentarians and parliamentary staff, including the establishment of an independent body to which complaints can be submitted and addressed.
- Ensure that the language used in all official documents, including standing orders, is gender responsive (e.g. does not refer to members using the masculine pronoun 'he' and uses chairperson or chair rather than chairman).

Source: Plan of Action for Gender-responsive Parliaments, Inter-Parliamentary Union

Handout 5.1: Gender-responsive Legislation

a) Principles

Firstly, it requires a thorough analysis of the status quo from a gender perspective and the possibly distinctive needs and priorities of women and men in relation to the law under consideration. This analysis, commonly dubbed a 'gender-based analysis', aims to systematically identify the key issues contributing to gender inequalities, so that they can be properly addressed by the law in question. It can be described as an analysis of differences in the conditions, needs, participation rates, access to resources and development, control of assets, and decision-making powers between women and men. This analysis typically draws on the existing evidence base on gender distinctions within a particular sector and may also require new data collection.

Secondly, it includes an analysis of the likely impact of the law on its target groups, and whether the needs and priorities of women and men, identified as part of the initial analysis, are addressed by the law.

Thirdly, based on the findings of the previous steps, a gender-sensitive legislation process requires the integration, if applicable, of gender-focused interventions, perspectives or considerations into the law in question.

Lastly, a sustainable gender-sensitive legislation process includes the development of gender-responsive indicators that would enable regular monitoring and evaluation of the progress of the law towards its stated gender objectives.

b) Self-Assessment Tool on Gender-responsive Legislation

i) General information

Title of the legislation (referred to below as 'the LAW'):

____

Policy area:

____

Outline description of the LAW:

____

Groups/persons likely to be affected by the LAW:

____

Brief description of the current stage of the LAW (circle below):

Design / implementation / monitoring / evaluation and review

Officer-in-charge:
(Name) _______________
(Title) _______________
(Bureau or Department) _______________
(Telephone) (Email) _______________

ii) Design

Compilation and analysis of gender information

1. Prior to designing the LAW, have sex-disaggregated data on people impacted been collected and considered?
2. Do the data show gender differences or gender interactions with the following socio-economic characteristics: age, education, family status, income group, disability or other? (Please specify: ____________________________)
3. Please provide a summary of such data on the above:
____

Participation

4. Have any of the following groups been consulted about the gender impact of the LAW:
   (a) Gender specialists (e.g. women's organizations, academics, research centres, think tanks)
   (b) Relevant statutory bodies
   (c) Non-governmental organizations
   (d) Beneficiaries (both women and men) likely to be affected positively or negatively by the LAW
5. Please provide names of those consulted and a summary of their views.

Considering women's and men's specific needs

6. Have the specific needs of women and men and other gender issues been identified, considered and integrated into the design of the LAW?
7. Does the LAW require any specific reference to women or men?

Considering the impact on women

8. Will women or any sub-groups of women be affected differently from men by the LAW? In a positive or negative way?
9. Will the LAW in any way (directly or indirectly, in the short, medium or long term) promote and ensure the elimination of discrimination against women by:
   (a) improving upon any previous legislation, public policy or programmes that were discriminatory or disadvantageous to women;
   (b) establishing legal and other protection of the rights of women;
   (c) strengthening women's decision-making roles;
   (d) increasing women's access to and control of resources;
   (e) contributing towards the empowerment of women; or
   (f) any other way, e.g. _________________?
10. Will there be any restrictions or limitations, even of a temporary nature, imposed on women (or sub-groups of women) by the LAW?
11. Is gender-neutral/sensitive language used throughout the legislation/public policy/ programme/public information or any other related official documents?

iii) Implementation

Public education and promotion

12. Has the promotional information about the LAW been presented in a gender-responsive manner?
13. Has the medium of promotion (e.g. venues, channels or time slots) effectively reached women?

Impact on women

14. Have women or any sub-groups of women been affected differently from men during the implementation process of the LAW, e.g. eligibility, level of benefits, accessibility or availability of support facilities? In a positive or negative way?
15. Have there been any affirmative measures taken to address women's needs during the implementation of the LAW?

iv) Monitoring

Compilation and analysis of gender information

16. Have sex-disaggregated data and gender-responsive indicators (qualitative or quantitative) been compiled to monitor the process and outcome of the LAW?

Inclusion of gender issues

17. Have gender perspectives and women's and men's concerns been considered by the monitoring mechanism?

v) Evaluation and review

Gender analysis of the impact on women and men

18. Has gender analysis been conducted to evaluate and review the design, implementation and outcome of the LAW?
19. Has the evaluation systematically identified and addressed gender issues?
20. Have any of the following groups been consulted during the external evaluation (if applicable) of the LAW:
    (a) gender specialists (e.g. women's organizations, academics, research centres, think tanks);
    (b) relevant statutory bodies;
    (c) non-governmental organizations; and
    (d) beneficiaries (both men and women) being affected by the LAW?
21. Has the LAW, in any way (directly or indirectly, in the short, medium or long term), resulted in:
    (a) improvements to any previous legislation, public policy and/or programme that was discriminatory or disadvantaging to women;
    (b) establishment of legal and other protection of the rights of women;
    (c) strengthening of women's decision-making role;
    (d) an increase in women's access to and control of resources;
    (e) a contribution to the empowerment of women; or
    (f) any other dynamic?

22. Have there been any restrictions or limitations imposed on women, men or sub-groups of women or men?
23. Have staff who are responsible for reviewing the evaluation reports ensured that gender-related omissions and successes in the LAW are reflected and included in the report?

Future planning

24. Have the evaluation findings been used to enhance gender sensitivity in future planning, implementation and monitoring processes of the LAW and related legislation, public policies and/or programmes?

vi) Administration

Staff sensitivity and capacity building

25. Is there a gender focal point (a designated person or team) for the LAW?
26. Have relevant staff responsible for the following stages been briefed or given training on gender issues? If so, please specify or give details.

Design
____

Implementation
____

Monitoring
____

Evaluation
____

Source: Organization for Security and Cooperation in Europe, Making Laws Work for Women and Men: A Practical Guide to Gender-sensitive Legislation

Handout 5.2: Data Collection Sources

There are a variety of sources that can be used to collect and sort data. These include international, national and local databases maintained by governments and their statistical services, international organizations, non-governmental organizations and aid organizations.

A list of some of the available databases and indices that can be used as data sources for gender equality research is available in a study published by the Swedish International Development Agency (SIDA), 'Tool: Indicators for Measuring Results on Gender Equality.' It also includes demographic and health surveys, databases of work and employment laws and human rights data, as well as potential indicators that can be used to measure gender equality in various sectors. These data sources include the following:

- **National Bureau of Statistics:** The agency provides data regarding all the tiers of the Nigerian government (https://nigerianstat.gov.ng/).
- **Organization for Economic Cooperation and Development Gender, Institutions and Development Database:** Sixty institutional variables in the database, ranging from intra-household behaviour to social norms.
- **International Labour Organization Database of Conditions of Work and Employment Laws:** The database provides legislation on maternity protection, minimum wage and working time. Actual texts and interpretations are presented.
- **International Labour Organization Key Indicators of the Labour Market:** Country-level data on 20 key indicators of the labour market from 1980.
- **UNAIDS:** Survey data on the global AIDS epidemic.
- **UNDP Gender Development Index:** Index on gender-related indicators.
- **UN Economic Commission for Europe Gender Statistics:** Data from national statistics agencies.
- **UNStats (United Nations Statistics Division):** Sixty indicators to measure progress towards the Millennium Development Goals.
- **World Bank Gender Stats:** A country-based compilation of data on key gender topics from national statistics agencies, United Nations databases, and World Bank-conducted or -funded surveys.
- **World Bank Gender Law Library:** A database of national legal provisions impacting women's economic status.
- **World Bank Women, Business and the Law:** These indicators were constructed by using codified sources of national law – such as constitutions, marriage and family codes, labour codes, passport procedures, citizenship rules, inheritance statutes, tax regulations, land laws, and social security codes – as well as responses from country practitioners. Data were gathered directly from the text of laws.
- **World Development Forum Global Gender Gap Index:** One index designed to measure gender-based gaps in access to resources and opportunities in individual countries based on four dimensions. Indicators are taken from a variety of sources.

Handout 5.3: Specific Questions to Assess the Distinctive Impact of Legislation on Women and Men

General questions – Does the law promote equality between women and men? Are women and men de facto treated equally by the law? Have the special needs and circumstances of women and men been adequately identified? Are special measures directed at either women or men needed? Does the law affect the long-term perspective for the realization of gender equality?

Decision making – Does the law have differing consequences for women's and men's opportunities to participate and influence decisions? Does it strengthen the opportunities for both women and men to participate equally in decision making in all areas?

Economic status – Does the law have different effects on the economic status of women and men? What are the consequences, for example, in relation to pay, taxation or earnings-related benefits? Do anticipated positive or negative economic changes affect either women or men in particular?

Professional life – Does the law affect women's and men's position in the labour market differently? Does it have different consequences for employment, conditions of employment, pay or working conditions in female-dominated and male-dominated sectors respectively? Are special solutions needed in order to ensure the labour market status of women or men, or in order to, for instance, support recruitment and career advancement in the field? Is gender-based segregation in different fields and professions weakened or strengthened by the law? Does the law support the balance of work and family life for employees?

Business and industry – Does the law have a different impact on businesses in female- and male-dominated fields or on businesses of different sizes? Does the law weaken entrepreneurship opportunities for either women or men? Are special measures needed to support women's entrepreneurship?

Education – Does the law support the educational opportunities and professional development of both women and men independently of the professional or the educational sector? Are special solutions needed to support the educational opportunities for either girls or boys, women or men?

Parenthood – Does the law support both women and men in parenting and starting a family? Does the law affect custodial and non-custodial parents differently? Does the law encourage equal distribution of parental leave and of the sharing of caring responsibilities between women and men? Are any special measures needed to strengthen paternity leave or responsibilities?

Public services – Are the consequences for men and women accessing needed services and assistance different? Are special arrangements needed to ensure that women and men both get such assistance and services?

Well-being and health – Does the impact of the law on mental and physical health or well-being differ between women and men? Are differences in risk factors for the health and well-being of women and men accounted for? Does the law reduce health discrepancies between women and men or within the respective group? Does the law strengthen the social participation and well-being of both women and men?

Safety – Does the law have different effects on safety as experienced by women and men? Are the different security risks for women and men at home, at work and during recreation considered in the law? Are special measures needed to reduce violence against women?

Surroundings and living conditions – Does the law impact the living conditions or everyday life of women and men differently? Has the law taken into account the needs of both women and men concerning, for instance, community structures, transport planning or accessibility?

Leisure time – Does the law promote both women's and men's opportunities for leisure and hobbies? Are the cultural and sports services used by women and men, respectively, equitably supported?

Source: Gender Glasses in Use: A Handbook to Support Gender Equality Work at Finnish Ministries *(Helsinki: Finnish Ministry of Social Affairs and Health, 2013), http://julkaisut.valtioneuvosto.fi/ handle/10024/74721*

Handout 5.4: Indicators to Measure the Gender Impact of a Bill or Law

Example Indicators

Objective	**Indicator**
Increased gender-responsive laws	Number of gender-responsive laws adopted, such as those on quotas, anti-discrimination, anti–domestic violence, equal pay, etc.
Gender-responsive language is used	Draft laws are checked with regard to gender-neutral language before they are submitted to the National Assembly. Draft laws will be amended if they do not contain gender-neutral language. Laws adopted by the National Assembly are formulated in a gender-responsive way.

Handout 5.5: Laws to Analyse

1. A Bill for an Act to prevent, prohibit and redress sexual harassment of students in tertiary educational institutions and for matters connected therewith, 2019
2. Police Reform Bill (SB 682)
3. Gender and Equal Opportunity Bill, last presentation by Abiodun Christine Olujimi (see Dropbox https://bit.ly/3mJns44)

Handout 5.6a: Gender-neutral Language

Gender neutrality is important when writing about people because it is more accurate and respectful. In the past, the masculine pronoun was commonly used in the English language to signify the non-specific 'he or she'. Sexist language, based on the premise that the norm of humanity is male, has been used for over 150 years in English-language legislative texts. It is argued that this practice reinforces historical gender stereotypes. Gender-neutral writing is about clarity, inclusion and equality.

It is now generally accepted that gender-specific language should only be used for references to persons of one gender or the other, for example in provisions that deal with women taking maternity leave. In all other cases, it should be avoided.

Gender-neutral versus gender-specific language

The need to deal equally with men and women highlights the desirability of drafting laws using gender-neutral language. Laws that exclude references to the female gender do not promote gender equality. For this reason, gender-specific language should not be used in legislation. Gender-specific words should be replaced with gender-neutral words that have the same meaning.

The following writing techniques should be considered to avoid using a gender-specific pronoun.

Use the singular 'they' and its other grammatical forms ('them', 'themselves' and 'their') to refer to indefinite pronouns and singular nouns.

Instead of:
Every taxpayer shall file his tax return no later than April 30 of the year following the year in which he earned the income on which he is paying taxes.

Consider this:
Every taxpayer shall file their tax return no later than April 30 of the year following the year in which they earned the income on which they are paying taxes.

Replace the masculine pronoun with an article.

Instead of:
If a notice has been requested under paragraph (1)(b), but the Commissioner receives no such notice, the Commissioner shall so advise the complainant in his report under subsection (2).

Consider this:
If a notice has been requested under paragraph (1)(b), but the Commissioner does not receive the notice, the Commissioner shall so advise the complainant in the report under subsection (2).

In this case, subsection (2) says that the Commissioner issues the report so it is not necessary to refer to 'his' report.

Use both pronouns ‘he’ and ‘she’.

Instead of:
This Part applies despite any other law or any custom, contract or arrangement, but nothing in this Part affects any rights or benefits of an employee under any law, custom, contract or arrangement that are more favourable to the employee than his rights or benefits under this Part.

Consider this:
This Part applies despite any other law or any custom, contract or arrangement, but nothing in this Part affects any rights or benefits of an employee under any law, custom, contract or arrangement that are more favourable to the employee than his or her rights or benefits under this Part.

However, ‘he or she’ should not be used if an entity is included in the noun that is followed by the pronouns.

Use the plural.

Instead of:
A person elected under subsection (1) holds office until another is elected to replace him, at the first quarterly meeting of the next year or until he is removed from office or vacates it under the by-laws of the corporation.

Consider this:
The persons elected under subsection (1) hold office until others are elected to replace them, at the first quarterly meeting of the next year or until they are removed from office or vacate it under the by-laws of the corporation.

While the use of the singular is usually preferred, the plural may be used to avoid a gender-specific pronoun if its use does not create ambiguity.

Use a neutral word or phrase such as ‘person’, ‘any person’, ‘every person’ or ‘no person’.

Instead of:
After the term of a member ends, he may carry out the duties of a member in respect of a matter that was referred to the Commission under subsection 26(4) while he was a member.

Consider this to avoid gender specificity:
After a person’s term as a member ends, the person may carry out any duties of a member in respect of a matter that was referred to the Commission under subsection 26(4) while the person was a member.

In the above example, the use of the word ‘person’ is a useful technique to avoid the pronoun ‘he’. (It would not be appropriate in this case to repeat the noun ‘member’ since the provision deals with the situation where the person is no longer a member because their term has ended.)

Repeat the noun.

Instead of:
If a judge is satisfied that it is reasonable in the circumstances to do so, he must issue a warrant.

Consider this:
If a judge is satisfied that it is reasonable in the circumstances to do so, the judge must issue a warrant.

This technique must be used with caution since it may become too cumbersome if the noun must be repeated several times.

Rewrite the sentence in order to eliminate the pronoun completely.

Instead of:
A fisheries officer may issue a fishing licence and he may register the licence if he considers that the applicant has met the licence requirements.

Consider this:
A fisheries officer may issue and register a licence after determining that the applicant has met the licence requirements.

Drafting Techniques

There are a number of ways to avoid using gender-specific language. Many gender-specific terms may be replaced with gender-neutral terms that have the same meaning. Of course, current drafting practices already require that legislative counsel select gender-neutral terms over gender-specific terms. For example:

Avoid	**Use**
chairman	chairperson ('chair' is rarely used in federal statutes)
fireman	firefighter
policeman	police officer
businessman	business executive/entrepreneur/businessperson
workman	worker
foreman	supervisor
cameraman	camera operator
mailman	letter carrier
waiter / waitress	server
stewardess	flight attendant
fisherman	fisher

Source: Department of Justice, Canada

Handout 5.6b: Use of Language

A. Language: False Gender Neutrality

There has been a great deal of feminist concern over the supposedly gender-neutral use of terms like 'he' and 'man'. It is commonly said that these terms have both gender-specific meanings, as in sentences (1) and (2), and gender-neutral ones, as in sentences (3) and (4).

1. He drank the wine.
2. A man went into a bar.
3. When a student comes into the room, he should pick up a handout.
4. Man is a primate.

Feminists, however, have pointed out that even the supposed gender-neutral meanings of these terms are not really gender neutral. Janice Moulton (1981a) and Adele Mercier (1995) provide examples in which there is no doubt that a gender-neutral meaning is intended, but this meaning seems unavailable. As a result, the sentences seem ill-formed:

1. Man has two sexes; some men are female.
2. Man breastfeeds his young.
3. Ask the candidate about his husband or wife.

We are, then, making a classificatory error if we claim that 'man' and 'he' are gender-neutral terms.

B. Invisibility of Women

Feminist concerns, however, go beyond mere classificatory ones. Feminists have also argued that terms such as 'he' and 'man' contribute to making women invisible – that is, obscuring women's importance and distracting attention from their existence. Fighting the invisibility of women is an important feminist project in many areas, and language that makes one less likely to think of women clearly contributes to this invisibility.

C. Maleness as Norm

If one's only worry concerned the obscuring of women's presence, however, it would be difficult to object to certain other terms to which feminists do commonly object: gender-specific occupational terms such as 'manageress' (still common in the UK, though not in the US) or 'lady doctor'. These terms certainly do not contribute to the invisibility of women. Instead, they call attention to the presence of women. Moreover, they call attention to women's presence in positions of authority – doctor and manager. Nonetheless, most feminists who think about language find these terms objectionable. The clearest reason for objecting to 'manageress' and 'lady doctor' is that the use of these terms seems premised on the idea that maleness is the norm, and that women filling these jobs are somehow deviant versions of doctors and managers.

D. Sex Marking

English, like most – but not all – languages, requires a great deal of what Marilyn Frye calls 'sex marking'. For example, one cannot use pronouns to refer to a particular individual without knowing their sex. Frye notes the absurdity of this.

If someone am writing a book review, the use of personal pronouns to refer to the author creates the need to know whether that person's reproductive cells are the sort which produce ova or the sort which produce sperm.

Singular, personal pronoun usage is impossible without knowing the sex of the person one is discussing, and in many cases, their sex would otherwise be utterly irrelevant.

E. Encoding of the Male Worldview

The idea that some terms encode a male worldview is initially a puzzling one. One thing that is meant by it is, roughly, that the meanings of certain terms seem to divide the world up in a way that is more natural for men than for women.

Languages may also lack words for things that matter a great deal to women. This sort of gap is another way that a language can be seen as encoding a male worldview. The term 'sexual harassment', for example, is a recent feminist innovation. Women's discussion of their experiences led them to see a certain common element to many of their problems, and as a result they invented the term 'sexual harassment'. Once the problem was named, it became much easier to fight sexual harassment, both legally and by educating people about it.

F. Reform Efforts: Successes and Limitations

Problems like those we have seen so far are relatively easy to discern. Moreover, it may seem that they would be relatively easy to correct. One especially successful reform effort has been the increasingly accepted singular use of the third-person gender-neutral pronoun 'they' (in place of 'he'), as in the sentence 'Somebody left their sweater behind'.

Other reform efforts have met with greater difficulties. Some suggestions (such as the creation of new third-person singular pronouns) have simply not caught on, while others that have caught on seem to have backfired. Susan Erlich and Ruth King (1998), for example, discuss the case of 'chairperson', intended to serve as a gender-neutral replacement for 'chairman'. Instead, it is often used to indicate women who fill the post of chair, while men are referred to as 'chairman'. They take this to show that reforms cannot succeed unless attitudes change as well.

Moreover, feminist work on language has also indicated that there may be problems which are simply not amenable to piecemeal, linguistic reforms, such as the following, from *The Sunday Times*:

'The lack of vitality is aggravated by the fact that there are so few able-bodied young adults about. They have all gone off to work or look for work, leaving behind the old, the disabled, the women and the children.'

Clearly, in the above example, 'able-bodied young adult' is being used in such a way as to exclude women. Moreover, examples like this (and others Cameron provides) pass unnoticed by newspaper editors and many readers. Eliminating language use that takes males as the norm, then, must involve more than changing a few terms or usage rules.

G. Maleness of Language

Some feminists (e.g. Penelope and Spender) argue that English is, in some quite general sense, male. There are more words for males than for females in English, and more of these words are positive for men and negative for women, even where they designate the same state or condition as they do for men, as with:

- 'Spinster' and 'bachelor'
- 'He's a professional' and 'she's a professional', noting that the latter is far more likely than the former to be taken to mean that the person in question is a prostitute.

The sexualization of words for women is considered especially significant by the many feminists who take sexual objectification to be a crucial element.

Culled from: Jennifer Saul, 'Feminist Philosophy of Language', The Stanford Encyclopedia of Philosophy *(Winter 2012 Edition), Edward N. Zalta (ed.), http://plato.stanford.edu/archives/win2012/entries/feminism-language/*

Handout 5.7: Best Gender Equality and Social Inclusion Practice from Other Countries

Rwanda

For years, Rwanda has been heralded as a prime example of gender equality in politics. Women make up 61.3 per cent of the lawmakers, 50 per cent of the cabinet, and 50 per cent of the Supreme Court judges. Rwanda ranks sixth on the World Economic Forum's Global Gender Gap Index and the highest in Africa.

How was this achieved?

1. Demographics

Women made up 70 per cent of post-genocide Rwandan society. These demographic shifts saw an increase in female representation in the economic, social and political spheres.

2. Identity

The idea of fairness that dominates arose after the genocide against the Tutsi that occurred in 1994. However, the movement for more gender equality was championed by the grass-roots organizations organized by widowed and traumatized women that emerged after the genocide. The country also took an active stance against rape in genocide and created a national action plan on United Nations Resolution 1325, which focuses on ending gender-based violence.

3. Legislation

Ahead of other countries, Rwanda introduced a quota in 2005 to bring more women into leadership positions. Thirty per cent of civil servant positions are reserved for women and the quota system has paid off and beaten expectations. In reality, the number of female parliamentarians surpasses these quotas, with the Rwandan parliament comprising of 61.3 per cent women – that is the highest percentage worldwide. Therefore, though the remarkably high percentage of female legislators was initially due to the demographic changes in post-genocide Rwandan society, the implementation of quotas has helped to institutionalize female participation.

More laws promoting women's rights

Gender equality was made a national priority and laid down in the constitution in 2003, initially a calculation of the Rwandan government to improve its reputation post-genocide. Inside Rwanda's government, there is a Ministry of Gender and Family Promotion, a gender-monitoring office (Article 139, Rwandan Constitution), and a commitment to gender-based budgeting that ensures the promotion of gender equality.

Examples of gender-responsive legislation in the Constitution of Rwanda:

- Article 10: 'Fundamental Principles: building a State governed by the rule of law, a pluralistic democratic Government, equality of all Rwandans and between men and women which is affirmed by women occupying at least thirty per cent (30%) of positions in decision-making organs.'
- Article 56: 'Obligations of organisations political: Political organisations must always reflect the unity of Rwandans as well as equality and complementarity of men and women in the recruitment of members, in establishing their leadership organs, and in their functioning and activities.'
- Article 80: 'Composition of the Senate: The organs responsible for the nomination of Senators take into account national unity and the principle of gender equality. At least thirty per cent (30%) of elected and appointed Senators must be women.'

Challenges

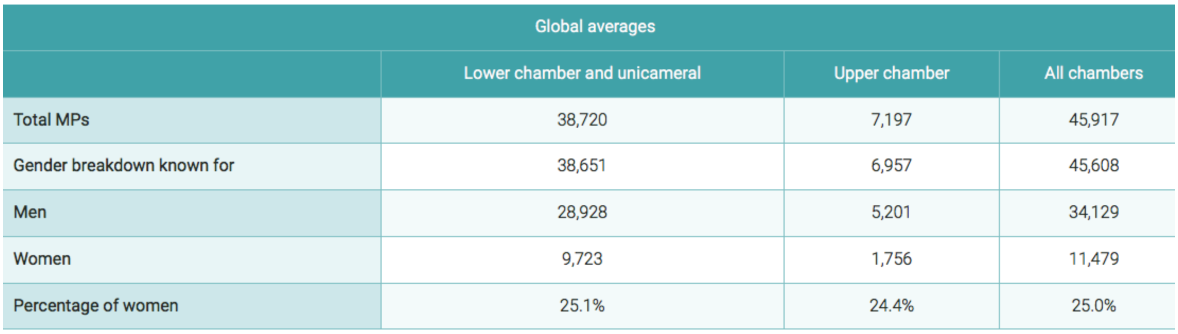
However, while gender equality is an integral part of Rwandan legislation, gender equality in Rwandan society still suffers due to patriarchal social structures. Gender issues still face a lot of disapproval among large portions of society, and even in politics, gender topics are often sidelined outside of the designated Ministry of Gender and Family Promotion. Female political figures strongly advocate the inclusion of gender issues and perspectives in the budget, education, agriculture and infrastructure development.

Furthermore, Rwanda's large number of women in power has not always led to gender equality in practice: ministers have very little power and can barely make decisions concerning their own budgets. And in parliament, women have failed to weigh in on legislative changes on topics such as parental leave.

In 2017, opposition politician Diane Rwigara faced a smear campaign and court charges of tax evasion and forgery when she tried to run for the presidency. Her case shows the paradox on Rwanda's gender front: as the influence of women grows, they still have to act within the limits of the authoritarian system.

Handout 5.8 Representation of Women in Parliaments

Global Averages as of 1 August 2020



Global averages			
	Lower chamber and unicameral	Upper chamber	All chambers
Total MPs	38,720	7,197	45,917
Gender breakdown known for	38,651	6,957	45,608
Men	28,928	5,201	34,129
Women	9,723	1,756	11,479
Percentage of women	25.1%	24.4%	25.0%

Source: IPU (https://data.ipu.org/women-averages)

Handout 5.9: Laws Governing Elections in Nigeria

See Dropbox https://bit.ly/3mJns44.

Laws Governing Elections in Nigeria

- Electoral Act 2010 (Updated)
- INEC Regulations and Guidelines for the Conduct of Elections 2019
- Extracts of 1999 Constitution of Nigeria

https://placng.org/i/wp-content/uploads/2019/12/Laws-Governing-Elections-in-Nigeria.pdf

Handout 5.10: Electoral Systems

List Proportional Representation (List PR)

Proportional representation (PR) requires the use of electoral districts with more than one member. Under a List PR system, each party or grouping presents a list of candidates for a multi-member electoral district, the voters vote for a party and the parties receive seats in proportion to their overall share of the vote. In some (closed list) systems, the winning candidates are taken from the lists in the order of their position on them. If the lists are 'open' or 'free', voters can influence the order of the candidates by marking individual preferences.

First Past the Post

'First Past the Post' is the electoral system used in Nigeria. It is the simplest form of a plurality/majority electoral system. The winning candidate is the one who gains more votes than any other candidate, even if this is not an absolute majority (over 50 per cent) of valid votes. The system uses single-member districts, and the voters vote for candidates rather than political parties.

Electoral System	**Advantages**	**Disadvantages**
Proportional Representation System	• Proportionality • Inclusiveness • Minority representation • Easier for women representatives to be elected • Restricts growth of single-party regions • Higher voter turnout likely	• Weak geographic representation • Accountability issues • Much power given to political parties • Can lead to inclusion of extremist parties
Plurality/Majority System	• Strong geographic representation • Makes accountability easier to enforce • Simple to understand • Encourages a coherent opposition • Excludes extremist parties • Allows voters to choose between candidates	• Excludes minority parties • Excludes minorities • Excludes women • May be destabilizing for deeply divided societies
Mixed System	• Proportionality • Inclusiveness • Geographic representation • Accountability	• Complicated system • Can create two classes of representatives

Two-Round System

The Two-Round System is a plurality/majority system in which a second election is held if no candidate or party achieves a given level of votes, most commonly an absolute majority (over 50 per cent) in the first election round. A Two-Round System may take a plurality/majority form – more than two candidates contest the second round, and the one who wins the highest number of votes in the second round is elected, regardless of whether they have won an absolute majority – or a majority run-off form, where only the top two candidates in the first-round contest the second round.

Parallel System

A Parallel System is a mixed system in which the choices expressed by the voters are used to elect representatives through two different systems – one List PR system and (usually) one plurality/majority system – but where no account is taken of the seats allocated under the plurality/majority system in calculating the results in the List PR system.

Mixed Member Proportional

Mixed Member Proportional is a mixed system in which the choices expressed by the voters are used to elect representatives through two different systems – one (most often) a plurality/majority system, usually in single-member districts, and the other a List PR system. The PR seats are awarded to compensate for any disproportionality in the results from the plurality/majority system.

Source: International Institute for Democracy and Electoral Assistance (International IDEA)

Handout 5.11: Quotas

To serve the purpose of achieving increased women's political participation, a sound understanding of how quotas work is needed for women to help overcome the obstacles that prevent women from entering politics. Several types of quota and methods of application are possible.

There are different types of quotas, the main distinction being between voluntary party quotas on the one hand and constitutional and legislative quotas on the other.

Constitutional quotas are enshrined in the country's constitution, while **legislative quotas** are enshrined in the election law, political party law, or another comparable law of a country. By definition, both forms are based on legal provisions, obliging all political entities participating in elections to apply them equally. Non-compliance with legislative or constitutional quotas can result in penalties for those political entities which did not apply them. Examples of sanctions issued by the legal authorities of a country can range from disqualifying candidates to imposing fines to disqualifying the entire party.

Voluntary party quotas are adopted voluntarily by political parties. They are set by the parties themselves to guarantee the nomination of a certain number or proportion of women. As the name reveals, voluntary party quotas are not legally binding and there are therefore no sanctions to enforce them.

Application of quotas: Quotas can be applied **during the nomination process of candidates or can be results based.**

When applied during the nomination process, the aim of quotas is to make it easier for women to be placed strategically on a party's lists of candidates (or to be nominated in an electoral district) in such a way as to give them equal – or close to equal – opportunities to be elected to the legislative body. Regulations can range from being loose, with little regulation set for women to be nominated in a favourable manner (e.g. 20 per cent of proposed candidates have to be women, but there are no obligations as to where to place them, so that – in the electoral systems that use lists – they can be placed at the end of the list where their likelihood of actually being elected is minimal), to strict rules which prescribe a specific ranking of women vis-à-vis men. In the latter cases, rank-order rules are applied, which include the 'zipper system' or 'zebra system', where every other candidate on the list must be a woman. Another possibility is to set a certain percentage ceiling – for example, in the first half of the candidate list, the minimum number of either sex (men or women) is one-third of the total number of candidates. In the nomination process, quotas can be applied voluntarily by the parties, as well as being officially regulated by law through, for example, the election law or the constitution.

Results-based quotas ensure that either a certain percentage (e.g. 20 per cent) or a certain number (e.g. 20 out of 100) of the seats in a legislature are reserved for women. One form of results-based quotas is a separate 'women-only' list or electoral district, or a 'women-only' electoral tier, electing women to a predetermined number of seats. This form requires, as the name suggests, that only women are fielded as candidates in the district or tier in question. Another form of results-based quota is the 'best loser' system, which means that among the women candidates, those who received the most votes, up to the number set by the quota, are elected, even though male candidates may have won more votes. Any form of results-based quota will have to be enshrined in the constitution, the election law, the political party law, or another comparable law to ensure that it is applied and to ensure that the determined percentage or the seats reserved for women in the legislature are legally secured and cannot be challenged by any of the contestant parties.

Source: International Institute for Democracy and Electoral Assistance (International IDEA)

Handout 5.12: Examples of Good Practices – Gender-responsive Legislation in Other Countries

a) Tunisia

- Tunisia is home to one of the most progressive gender parity laws in the world. In 2018, 36 per cent of parliamentarians and nearly half of elected local officials were female. These numbers dropped in the last elections in 2019 to 25 per cent.
- The parity law requires political parties to alternate the members of their candidate lists between men and women, and to have half of their lists headed by a woman. These measures are a natural progression from the 2014 Tunisian Constitution, which declares that men and women **'have equal rights and duties and are equal before the law without any discrimination'.**

Legal basis for gender parity in Tunisia

1. Constitution: Article 46 of the 2014 Constitution guarantees **'equality of opportunities between women and men to have access to all levels of responsibility and in all fields. The state seeks to achieve equal representation for women and men in elected councils.'**

2. Electoral law:
   - The National Constituent Assembly is composed of 217 members elected from 33 constituencies by the list proportional representation system.
   - According to Article Decree 35 Article 16: 'Candidates shall file their candidacy applications on the basis of parity between men and women.' Lists that do not follow the principle of gender parity will only be admitted when the number of seats in the relevant constituency is odd. Furthermore, lists shall be established in such a way as to alternate between men and women.
   - Horizontal parity: all electoral lists in Tunisian municipal elections must contain an equal number of women and men.
   - Vertical parity: men and women must alternate within the list.
   - Both principles were adopted on 15 June 2016 by the National Constituent Assembly, the Tunisian Parliament, by a close margin of 127 to 134 votes.

Current numbers

- 2014: 31 per cent women in the National Constituent Assembly
- 2018: 47.7 per cent women in municipal parliaments
- December 2019: 24.88 per cent women in National Constituent Assembly

b) Senegal

- Currently, the total percentage of women in the National Assembly is 43.03 per cent. The Senegalese Gender Parity Law was signed and adopted in 2010 after increased campaigning by the extremely influential Senegalese women's movement. The law obliges all political parties to place women and men in an alternating manner on candidate lists, aiming at a male–female ratio of 50 per cent. In cases of non-compliance, the electoral commission has the authority to reject lists and thus exclude parties from competing in elections.

- The 2012 national election saw an increase of women representatives from 22.7 per cent to 42.7 per cent in the National Assembly, and from 16 per cent to 47 per cent in local legislatures in the 2014 local election.

Legislation versus sociological realities

- The Senegalese Gender Parity Law also had significant help from the clergy; however, in 2014 many religious leaders retracted their support for the law. In particular, religious leaders in the holy city of Touba challenged the law. During the 2014 elections, the city presented an all-male candidate list of 100 candidates. As a result, the electoral commission was forced to exclude the party for failing to comply with the law of parity. However, since the city of Touba is an Islamic city and, in contrast to other Senegalese cities, does not have political parties but is instead governed by the Muslim Khalif, who is responsible for the candidate lists, this injury referred to the laws of Sharia.
- The difficulties surrounding the implementation of parity effectively illustrate the so-called 'lack of uniformity' in Senegalese society, particularly between the urban elite and the traditional religious leaders.

c) Cabo Verde

- The Gender Parity Law was approved unanimously in early 2020.
- According to the law, a minimum of 40 per cent of candidates need to be female, and there must be an alternation of candidates on the lists, with the obligation for the second candidate on the list to be of a different sex than the head of the list.
- Failure to comply with this assumption implies the rejection of the lists by the courts, according to Article 6 of the Parity Law.
- The proper implementation of the law is overseen by the Commission for Monitoring the Law of Parity, stipulated in its Article 9. Apart from monitoring the implementation of the law, it collects and processes all statistical, technical and scientific information.

d) France

- The French Constitution stipulates that the law shall promote equal access of women and men to electoral mandates and elected offices, as well as professional and social responsibilities (Article 1.2 of the constitution). Furthermore, the constitution recognizes the responsibility of political parties in upholding and promoting this principle (Constitution of France, Articles 3 and 4).
- The French parliament uses voluntary party quotas and legislated quotas for the single/lower house and upper house as well as the municipal level.
- Since the last elections in 2017, 228 of 577 (40 per cent) seats in the National Assembly are held by women.
- These relatively high numbers date back to the revision of the constitution, which was demanded by ten self-confident stateswomen of different parties in 1996 in the so-called Parité Manifesto.
- The stateswomen, all former ministers (five 'left-wingers' and five 'right-wingers'), demanded a constitutional amendment that enshrined *parité* advancement by law and also demanded the change of the electoral law evident in the Law for the Advancement of Equal Admission of Women and Men to Candidature and Electoral Office.

As a result, the difference between the number of candidates of each sex that a party or group of parties present for single-member constituency elections cannot be greater than 2 per cent (Law No. 88-227, Article 9.1). This is supposed to guarantee equitable representation of women and men on the election lists. Failure to submit a list in line with the legal requirements leads to rejection of the list for the following elections:

- Municipal elections (in municipalities over 3,500 inhabitants)
- Regional elections
- Elections to the European Parliament

The Electoral Law also ensures an equitable distribution of the 577 single-seat constituencies between male and female candidates of one political party. Non-compliance results in the reduction of political party funding.

Since the law became effective in 2001, it had the following effects on the 2010 election:

- **Municipal parliaments:** 48.5 per cent female representatives
- **Regional parliaments:** 47.6 per cent female representatives
- **European Parliament:** 44.4 per cent female representatives

There was a clear positive impact of the law in terms of female representation, and it even led to a higher voter turnout.

e) Germany

Germany has a bicameral parliament with the use of voluntary party quotas. In the federal parliament, 221 of 709 (31 per cent) seats are held by women. Legal conditions for the political participation of women are established through the following:

- German basic law (Constitution)
- The Charter of Fundamental Rights of the European Union
- International standards such as CEDAW, UN Security Council Resolution 1325
- The Istanbul Convention
- UN Platform for Action, Beijing 1995

However, women in Germany still face many obstacles. Women often do not meet the recruitment criteria of political parties and also partly object to them:

- Presence at meetings is less appealing to women.
- Male-dominated traditional networks exclude women.
- Integration into political party power machinations is less attractive for women.
- Professional and family-related obligations reduce women’s time-related flexibility.

Political parties in Germany have adopted voluntary quotas:

- Greens (B90/Grüne), introduced 1979: 50 per cent
- Social Democrats (SPD), 1988: 40 per cent

- Left (Linke), 1990: 50 per cent
- Christian Democrats (CDU), 1996: 30 per cent, voluntary
- Liberals (FDP): no quota
- Right-wing nationalist (AFD): no quota

Conclusion: How beneficial are gender quotas?
In the above-mentioned examples, quotas are a prominent tool used to increase female participation and ensure gender-responsive legislation. Why are quotas so popular?

- Gender quotas are effective in part because they force the voters to choose female candidates when they might otherwise not.
- Gender quotas produce higher numbers of elected women, which, over time, means that the electorate does not see female political participation as anything out of the ordinary. Without quotas, there is a stark difference.
- This not only gives potential female candidates a larger pool of role models, but it should also lead to longer-term shifts in what people think about women holding political office.

However, even with gender parity laws in place, cultural shifts can take generations. So, while society catches on, government must step up to support female elected officials and candidates – through media training, access to fundraising networks and overall capacity building.

Sources: Deutsche Welle (2019), Inter-Parliamentary Union (2020), Carnegie Endowment for International Peace (2018), Expresso da Silhas (2020), International IDEA (2020)

Example of Good Practice – Parity Law of Cabo Verde (Cape Verde)

NATIONAL ASSEMBLY

Law nº 68/IX/2019
of November 28th

Preamble
The Constitution of the Republic of Cabo Verde (CRCV), consecrates, in its art. 24, the principle of equality and the prohibition of discrimination based on sex. In this context, Article 1 (4) of the CRCV establishes the obligation for the State of Cabo Verde to 'progressively create the conditions necessary to remove all obstacles that may obstruct the full development of the human person and limit equality of citizens and their effective participation in the political, economic, social and cultural organization of the State and Cape Verdean society.'

Sex equality is a universal principle recognized in several international human rights instruments on Human Rights, notably the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), approved by the United Nations General Assembly in 1979 and ratified by Cabo Verde in 1980, which encourages the effective adoption of special provisional measures, aiming the establishing of a de facto equality between men and women (paragraph 1 of art. 4).

In this context, it is important to highlight the commitments made in the area of sex equality and women's empowerment, namely at the UN Conferences on Women, such as the 1985 Nairobi Conference and the 1995 Beijing Conference. Likewise, in the United Nations' 2030 Agenda, sex parity is included as one of the Sustainable Development Goals (SDG 5), with countries being encouraged to work towards its transversality in all public policy measures.

Sex equality is a fundamental principle at the level of the African Union, having Cabo Verde ratified, in 2005, the Protocol to the African Charter on Human and Peoples' Rights, on the Rights of Women in Africa, which provides indications on the adoption of corrective and positive measures in areas where discrimination against women continues legally and de facto (al. d. of no. 1, art. 2), in particular on positive action measures to favour the balanced participation of men and women in political life (Article 9 (1)). Along this path, the African Union's 2063 Development Agenda is committed to promoting sex equality in all walks of life.

Despite the formal recognition of the principle of sex equality, both at the constitutional level and at the level of international legal instruments, its implementation has been less than expected. The reduced participation of women in elective positions and in decision-making bodies, the highest rate of female unemployment, sex-based violence, whose victims are mostly women, wage discrimination that affects women, among others, are situations that challenge the State to take measures aimed at correcting these inequalities and preventing them from resurfacing in the future.

The Cabo Verde Beijing + 20 Report points out that women's political leadership and participation is one of the main challenges of the country, so the recommendations are for the reinforcement of the legal framework for the political participation of women, through the adoption and implementation of specific and temporal measures, to correct the inequalities between women and men existing in the organs of political power and public administration decision.

This challenge is incorporated into the main instruments of national policies, such as the Government´s Program for the 9th Legislature and the Strategic Plan for Sustainable Development (PEDS, 2017-2020), in addition to being assumed by different political parties, in their normative norms; internal management programmatic tools and plans. Convergently, the National Plan for Sex Equality (PNIG) and the Strategic Plan of the Network of Cape Verdean Parliamentarian Women - RMPCV (2016-2020) also assume the adoption of the parity law as a strategic challenge for the country.

It is also necessary to adopt and implement legislative measures, aimed at combating situations of inequality and discrimination based on sex and promoting effective equality between men and women, by removing all obstacles that may hinder this task. The pursuit of this objective constitutes, on the one hand, a constitutional imperative and, on the other hand, it will certainly contribute to restore social justice, the economic, social and cultural development of Cape Verdean society.

The present bill follows the Declaration of Rui Vaz, a joint manifesto by the RMPCV, ICIEG, women's associations of political parties and non-governmental organizations that deal with issues of sex equality and women's rights in the country. The National Assembly took up the cause of sex parity and thus became one of the main allies of its internal structure, which is the Network of Cape Verdean Parliamentarian Women, in the implementation of the Sex Parity Advocacy Action Plan, whose memorandum of understanding for its practical implementation was signed, in March 2018, by the RMPCV, ICIEG and UN Women.

The main objective of the Law of Parity is to prevent and counter discriminatory behaviour, based on sex and to promote active policies of equality between men and women, in order to make the principles of human dignity, justice and equality effective, enshrined in our Constitution of the Republic and also contribute to the consolidation of democracy.

This purpose necessarily implies the protection of the principle of equality over the different spheres of the national legal system and our social reality, that is, it implies its protection in a transversal dimension, as one of the fundamental principles of the Democratic Rule of Law, to correct and avoid all situations of inequality between men and women, including sex-based violence in politics, which constitute barriers in the exercise of public office.

In fact, it is necessary to cover most public policies, both at the level of central and local power, including public institutes and public and state-owned companies. It is up to the country, in the context of compliance with constitutional provisions, create the conditions that are indispensable for the removal of all obstacles that may impede the full development of the human person and limit the equality of citizens, through policies that guarantee their effective participation in political economic, social and cultural organization of the State and Cape Verdean society.

In the context of the fight for effective equality between men and women, the law of parity constitutes an important milestone in the scope of policy measures to counter discrimination based on sex. In this sense, all public authorities are bound to adopt measures to effectively promote equality between men and women, as well as measures to combat all forms of discrimination.

The most critical sectors and, therefore, which are the main object of concern of this Law, are the elective positions and other decision-making positions, since the political participation and representation of women, both at the central and local levels, and also their presence in decision-making bodies, more specifically, in terms of their participation in the governing bodies of entities that make up the public sector, administrative and business of the State and local authorities, among others, are very insufficient, considering their expression in Cape Verdean society.

Thus,
By mandate of the People, the National Assembly decrees, under the terms of paragraph b) of article 175 of the Constitution, the following:

Chapter I

General Provisions Article 1

Object of the Law

The object of this law is to guarantee an effective equality of rights and duties between men and women, with a view to eliminating all forms of discrimination and creating the same opportunities, namely with regard to political participation and the exercise of positions of decision, aiming to achieve a more just, democratic and balanced society.

Article 2

Scope of application

1. This diploma applies throughout the national territory, to all men and women of Cape Verdean nationality, resident or not in Cabo Verde and is binding on all individuals or legal entities, whether public or private, national or foreign who operate in the national territory.
2. Parity rules are equally applicable to all persons of foreign nationality who legally reside in Cabo Verde.

Article 3
Reach of the Parity Principle between Men and Women

1. Parity between men and women includes the adoption of all measures aimed at eliminating any distinction, exclusion or limitation on the basis of sex, which have the consequence or purpose of compromising or preventing the recognition, enjoyment or exercise of rights relating to political participation and decision-making spheres.
2. The parity of treatment includes, namely:
   - a) The absence of any type of discrimination based on sex, especially regarding political participation and access to and exercise of decision-making positions;
   - b) The mandatory constitution of candidacy lists for the National Assembly, Local Authorities, other elective positions and decision-making positions on an equal basis, in order to guarantee the effective equality of participation between men and women;
   - c) The right not to be neglected in rights and privileges, nor to suffer any discrimination based on sex due to the exercise of rights recognized by the Constitution and other laws of the Republic.

Chapter II
Parity in Political Participation

Article 4
Parity in Representation

1. Parity in political representation is understood, for the purposes of the application of this law, the minimum representation of 40% of each sex in the candidacy lists to the collegiate bodies of the political power, namely, National Assembly, City Council, Municipal Assembly and other supra-municipal or sub-municipal bodies.
2. In order to comply with the provisions of the preceding paragraph, the first two places on the multi-nominated candidacy lists presented are occupied by candidates of different sex, and no more than two candidates of the same sex may be placed consecutively in the ranking of the remaining places on the lists.
3. When forming and constituting the Government of the Republic of Cabo Verde, the Prime Minister is committed to the application of the principle of parity.

Article 5
Notification for Correction of Lists

In the event that the list does not comply with the provisions of the present law, the nominee's representative, or the person responsible for presenting the list, is notified, under the terms established in the applicable electoral law, to proceed to the correction, within the period established in referred law.

Article 6
Effects of Non-Correction of Lists

The non-correction of the candidacy lists to the collegiate bodies of the political power, within the terms and deadlines provided for in the respective electoral law, determines their rejection by the Court where they have been deposited and communicated, within forty-eight hours, to the National Elections Commission.

Chapter III

Parity in the Exercise of Decision-making Positions

Article 7

Parity in the governing bodies of entities that comprise the public administrative and business sector of the State and of local authorities

The collegiate bodies of the management of the entities that comprise the public administrative and business sector of the State and of the local authorities, must have practice parity in their representation.

Chapter IV

Sensitization, Monitoring and Evaluation

Article 8

Sensitization

1. Political parties, women's associations of political parties and party youths should promote the sensitization, training and awareness of their members, supporters, members and society in general, with a view to equal participation in elective and decision-making bodies.
2. Organizations promoting sex equality and universities must contribute to the training and awareness referred to in the previous paragraph.
3. Political parties, women's political party associations and party youth, universities, as well as organizations promoting sex equality, should raise awareness of preventing and combating violence in politics.

Article 9

Monitoring Committee

1. The Network of Cape Verdean Parliamentarian Women, which presides over the government institutions responsible for the matter, women's associations in political parties and other civil society organizations promoting gender equality are part of a commission to monitor the implementation of the law on parity.
2. The committee referred to in the preceding paragraph is responsible for collecting and processing all statistical, technical and scientific information relevant to the implementation of this law, which draws up periodic assessment reports, with the intention of reviewing this law.
3. This commission may promote necessary consultations with political parties, central and municipal administration services, as well as contacts with communities, in order to find out the degree of implementation of this law, the difficulties and constraints encountered, in the perspective of revision of this law

Chapter V

Final and Transitional Provisions

Article 10

Entry into Force

This law enters into force on the day following its publication. Approved on October 31, 2019.
The President of the National Assembly, Jorge Pedro Maurício dos Santos. Ratified on November 21, 2019. Be published.
The President of the Republic, JORGE CARLOS DE ALMEIDA FONSECA
Signed on November 22, 2019.
The President of the National Assembly, Jorge Pedro Maurício dos Santos.

Handout 5.13: International Treaties, Conventions and Resolutions on Gender Equality which Nigeria Has Signed

Nigeria has signed and ratified several international conventions and treaties that require state parties to ensure gender mainstreaming in their political and governance processes. These instruments include the following:

1. Universal Declaration of Human Rights, 1948[1]
2. International Covenant on Civil and Political Rights, 1966[2]
3. International Covenant on Economic, Social and Cultural Rights, 1966[3]
4. International Covenant on the Rights of Persons with Disabilities
5. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)[4]
6. African Charter on Human and Peoples' Rights, 1981[5]
7. Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, 2003[6]
8. Beijing Platform for Action, 1995[7]
9. African Union Solemn Declaration on Gender Equality in Africa, 2004[8]
10. The Commonwealth Plan of Action for Gender Equality 2005–2015
11. Millennium Development Goals, 2000
12. Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (the Trafficking Protocol), supplementing the United Nations Convention against Transnational Organized Crime (New York, 15 November 2000)
13. Sustainable Development Goals 2015–2030
14. African Union Agenda 2063 (see Dropbox)
15. UN Security Council Resolution 1325
16. Istanbul Convention of the Council of Europe

With the exception of the UN Trafficking Protocol and the African Charter, all other ratified instruments have not been domesticated. Only the Universal Declaration of Human Rights principles were adopted into the constitution.

Source: UNDP Democratic Governance for Development, May 2014, updated 2020

---

[1] The Universal Declaration of Human Rights was adopted without any dissent on 10 December 1948. See Articles 1, 2, 7 and 21.
[2] Ratified in 1993; see Articles 2, 3, 19, 21.
[3] Ratified in 1993; see Articles 1, 3, 7, 13 and 15.
[4] Ratified on 13 June, 1985; see Articles 2, 4, 7, 8, 15.
[5] Ratified in 1986; see Articles 2, 9, 10, 13, 28.
[6] Ratified by Nigeria on 16 December 2004. The protocol came into force on 25 November 2005. See Articles 1, 2 and 9.
[7] Adopted at the Fourth World Conference on Women held in Beijing, China, September 4–15, 1995.
[8] By this declaration, African states are bound to domesticate and implement the protocol on the rights of women in Africa, as well as other national, regional and international instruments on gender equality.

Handout 5.14: Gender-responsive Laws, Policies and Performance in the Nigerian Context

No.	Laws/Policies	Year	Brief Description	Performance/Recommendations
			International	
1	Universal Declaration of Human Rights	1948	The Universal Declaration of Human Rights contains 30 articles detailing diverse rights. They encompass the rights to life and liberty, freedom from slavery and torture, freedom of opinion and expression, work and education, and a great deal more. The declaration is important for being the first enunciation of human rights at a global scale.	Issues such as persistent gender-based violence and discrimination, political violence, the conduct of security forces, and attacks on press freedom, combined with poverty, still exist despite the existence of these rights and laws. Also, the government does not fully enforce these laws.[1]
2	International Covenant on Civil and Political Rights	1966	This covenant imposes obligations on all member states to take steps to secure the rights recognized in the treaty for their citizens. It recognizes certain rights such as the right to life, the right to be free from torture and inhuman and degrading treatment, the right to liberty and security of the person, the right to equal protection and non-discrimination on the basis of sex, and equal rights for everyone.	The International Covenant on Civil and Political Rights is not domesticated in Nigeria in accordance with Section 12 of the Nigerian Constitution (as amended). However, the provisions of the covenant form a major part of the country's domestic laws.
3	International Covenant on Economic, Social and Cultural Rights	1966	This covenant was drafted to define and uphold economic, social and cultural rights, including the rights of the individual to housing, food, education and health care. It ensures the creation of an environment in which everyone can enjoy these rights.	Nigeria has neither signed nor ratified the optional protocol to this covenant. Nigeria has not fulfilled its duties under the covenant.[2] Although Nigeria has ratified it, the country has not 'entered a reservation, declaration or objection' to any of its provisions.
4	African Charter on Human and Peoples' Rights / Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa	1981	The charter explicitly provides for the right of women to be protected from domestic violence. It provides that every human being shall be entitled to respect for their life and the integrity of their person and no one shall be denied of such rights.	The African Charter is domesticated and is part of Nigerian laws.

---

[1] https://ptcij.org/blog/humanitys-rights-reflecting-on-the-universal-declaration-of-human-right/.
[2] https://www.justice.gov/eoir/page/file/1168876/download.

No.	Laws/Policies	Year	Brief Description	Performance/Recommendations
5	The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)	1985	The objective of the convention is to incorporate the principle of equality of men and women, abolish all discriminatory laws, and adopt appropriate ones prohibiting discrimination against women	The provisions of CEDAW still remain a paper tiger and cannot be enforced in any court in Nigeria, as a process of domestication must occur, according to Article 12 of the Nigeria Constitution, before it can become part of the nation's local law. Nigeria owes an obligation to the CEDAW Committee to make domestic laws to conform to the provisions of CEDAW, apart from periodic progress reports.[3]
6	Convention on the Rights of the Child	1991	The four core principles of the convention are as follows: non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.	Despite the passage of the Child Rights Act, not every child gets such rights in Nigeria. Though legislation corresponding to the convention was put in place by the federal government through the act, states are also meant to adopt and pass the act. However, according to the United Nations Children's Fund (UNICEF), 11 northern states in Nigeria are yet to pass the Child Rights Act.
7	Beijing Platform for Action	1995	The Beijing Platform for Action flagged 12 key areas where urgent action was needed to ensure greater equality and opportunities for women, men, girls and boys. These include women and poverty, women and health, women and the environment, women in power and decision making, the girl child, women and the economy, human rights, women and education and training, violence against women, women in armed conflict, women and the media, and institutional mechanisms for the advancement of women	Twenty-five years after the declaration, new laws and policies that affirm the Beijing platform commitments have emerged at the national level and in the states; institutions responsible for promoting gender justice have been created; and the experiences and challenges of women and girls have reflected in some critical policy discussions. However, social norms and structural factors that resist gender equality and the empowerment of women are still strong.[4] Also, women's representation in governance in Nigeria still falls short of the recommended percentage.
8	Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime	2000	The purposes of this protocol are as follows: (a) To prevent and combat trafficking in persons, paying particular attention to women and children (b) To protect and assist the victims of such trafficking, with full respect for their human rights (c) To promote cooperation among states parties in order to meet those objectives	In the 2019 Trafficking in Persons Report, Nigeria was upgraded to Tier 2 from the Tier 2 Watch List because the Government of Nigeria has made significant and increasing efforts to combat human trafficking during the reporting period.[5]

---

[3] https://ng.boell.org/en/2013/10/14/womens-convention-nigeria.

[4] https://www.uneca.org/sites/default/files/uploaded-documents/Beijing25/nigeria-beijing25_report.pdf.

[5] https://ng.usembassy.gov/new-usaid-integrated-health-program-will-help-save-lives-among-the-most-vulnerable-nigerians-2/.

No.	Laws/Policies	Year	Brief Description	Performance/Recommendations
9	The Millennium Development Goals	2000	The MDGs comprise eight different goals to be achieved by 2010 or 2015 (often in relation to the reality in 1990). They include: eradication of extreme poverty and hunger; achievement of universal primary education; promotion of gender equality and women's empowerment; reduction of child mortality; improvement in maternal health; combating HIV/AIDs, malaria and other diseases; ensuring environmental sustainability; and developing global partnerships for development.[6]	Nigeria has recorded slight progress in the actualization of the goals; while remarkable progress is made in certain areas, some have been met halfway. The end of the MDGs has steered the establishment of a post-development agenda known as the Sustainable Development Goals.
10	Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment of Punishment	2001	The convention requires states to take effective measures to prevent torture in any territory under their jurisdiction, and forbids states to transport people to any country where there is reason to believe they will be tortured.	The convention has in a number of ways influenced the redrafting and amendment of local laws in Nigeria, but the practical implementation is very poor, as the number of complaints of torture by the police has significantly increased.[7]
11	The African Union Solemn Declaration on Gender Equality in Africa	2004	It aims to accelerate the implementation of gender-specific measures aimed at combating HIV/AIDS and to implement agreements on malaria, HIV/AIDS, tuberculosis and other related infectious diseases. Such measures include ensuring that treatment and social services are available to women at the local level, enacting legislation to end discrimination against women living with HIV/AIDS, and increasing budgetary allocations to alleviate women's burden of care. Other agreements address women's participation in the peace process; recruitment of child soldiers and abuse of girls; gender-based violence and trafficking; human rights for women and girls; education and literacy; and promotion of the implementation of legislation that guarantees women's land, property and inheritance rights.	The government has been weak in fully implementing and enforcing the provisions of the declaration.

---

[6] United Nations Millennium Project, 2006.

[7] https://www.researchgate.net/publication/323228361_impact_of_the_united_nation_convention_against_torture_on_the_protection_of_human_rights_in_the_administration_of_criminal_justice_system_in_nigeria.

No.	Laws/Policies	Year	Brief Description	Performance/Recommendations
			Domestic	
12	The 1999 Constitution	1999	The provisions of the constitution supersede any other law and govern all national institutions. Additionally, its provisions uphold the fundamental human rights of all citizens of Nigeria.	The constitution must be amended to recognize the rights of women as citizens, and a quota system implemented to improve the pipeline of qualified women in politics.
13	The Child Rights Act	2003	The act upholds the fundamental human rights as provided by the Nigerian constitution while expanding these to include specific rights for children.	Eleven northern states are yet to domesticate the act, resulting in a lack of protection of children from harmful practices such as early marriage. Also, stringent punishment should be enforced for offenders who flout the provisions of the act.
14	National Gender Policy	2006	The objective of the policy is to build a just society devoid of discrimination; harness the full potential of all social groups regardless of sex or circumstance; promote the enjoyment of fundamental human rights; and protect the health, social, economic and political well-being of all citizens in order to achieve equitable, rapid economic growth.	In order to fulfil its promise, there must be strict implementation of policies that ascribe punishment for acts of discrimination and gender inequality, deliberate implementation of policies designed to elevate more women-owned small enterprises, and strategic re-education of the populace, especially young people, on the roles of women in society.
15	National Policy on Gender in Basic Education	2006	The policy's objective is to promote equal access and participation in basic education of girls and boys, and promote high levels of retention, performance and completion in basic education.	Implementation across specific regions has been hampered due to lack of political will at the state level. Federal policies with a clear accountability structure for states found wanting should be implemented.
16	The Istanbul Convention of the Council of Europe	2011	The Istanbul Convention aims to protect women. It condemns all forms of violence against women and obliges the signatory states to take far-reaching measures to prevent violence against women.	It is a model convention for other states. Accession to this convention is open to non-members of the Council of Europe.
17	The Violence Against Persons Prohibition (VAPP) Act	2015	The objective of the act is to eliminate all forms of violence in public and private life, provide effective and holistic support for victims, and ensure punishment for perpetrators.	Only 14 states have domesticated the VAPP act since it was enacted five years ago. It is recommended that domestication of the provisions of the VAPP Act is carried out by the remaining 23 states.

No.	Laws/Policies	Year	Brief Description	Performance/Recommendations
18	The Administration of Criminal Justice Act	2015	The purpose of this act is to ensure that the system of administration of criminal justice in Nigeria promotes efficient management of criminal justice institutions; speedy dispensation of justice; protection of society from crime; and protection of the rights and interests of the suspect, the defendant and the victim. One essential feature of the act is its paradigm shift from punishment as the main goal of criminal justice to restorative justice, which pays serious attention to the needs of society, the victims, vulnerable persons and human dignity generally.[8]	The 2015 Administration of Criminal Justice Act prohibits torture and cruel, inhuman or degrading treatment of arrestees; however, it fails to prescribe penalties for violators. Each state must also individually adopt the act for the legislation to apply beyond the FCT and federal agencies. As of July 2019, the states of Akwa Ibom, Anambra, Cross River, Delta, Ekiti, Enugu, Kaduna, Lagos, Ogun, Ondo, Oyo, and Rivers had adopted legislation compliant with act.[9]
19	Trafficking in Persons (Prohibition) Law Enforcement and Administration Act 2003	2015	The act is designed to provide a comprehensive legal and institutional framework for the prohibition, prevention, detection, prosecution and punishment of human trafficking and related offences in Nigeria, and the protection and rehabilitation of trafficked persons.	The policy will live up to its promise if programme design and implementation take into consideration the voices of the affected populace, including women and youth, and the presence of a swift judicial system. Implementation of educational campaigns is targeted at the inner cities and towns.
20	National Health Policy	2016	The objective of the policy is to strengthen Nigeria's health system, particularly the primary health care sub-system, to deliver quality, effective, efficient, equitable, accessible, affordable, acceptable and comprehensive health-care services to all Nigerians.	The impact of this policy is still not felt, as resource allocations to primary health centres are inadequate, and rural areas lack quality personnel.
21	Discrimination Against Persons with Disabilities Act 2019	2019	The act is a first step towards domesticating the UN Convention on the Rights of Persons with Disabilities, will provide for the full integration of persons with disabilities into society, and will establish a National Commission for Persons with Disabilities to oversee access to housing, education and health care. The act also provides that a person shall not be denied, restricted or prevented from entering into recognizance or standing as surety for any defendant or applicant on the grounds only that the person is a woman.[10]	It requires a strategic implementation framework, including a board and management, to run the proposed commission.

---

[8] https://lawpavilion.com/blog/the-administration-of-criminal-justice-act-2015-acja/

[9] https://www.state.gov/wp-content/uploads/2020/02/NIGERIA-2019-HUMAN-RIGHTS-REPORT.pdf

[10] https://policehumanrightsresources.org/content/uploads/2017/09/Administration-of-Criminal-Justice-Act-2015-2.compressed.pdf?x72802

Handout 5.15: SWOT Analysis for the National Assembly

Strengths	**Weaknesses**
Opportunities	**Threats**

The principle of the SWOT analysis is that strengths and opportunities can be used to cancel out weaknesses and threats.

Handout 5.16: Work Plan Framework

Name of Participant:
Email:
Date :

S/N	Activity	When?	Who?	Where?	What other resources are required?	What outcomes will we see?

Handout 5.17: National Assembly Gender Strategy Priorities

National Assembly Gender Strategy: Priority Actions

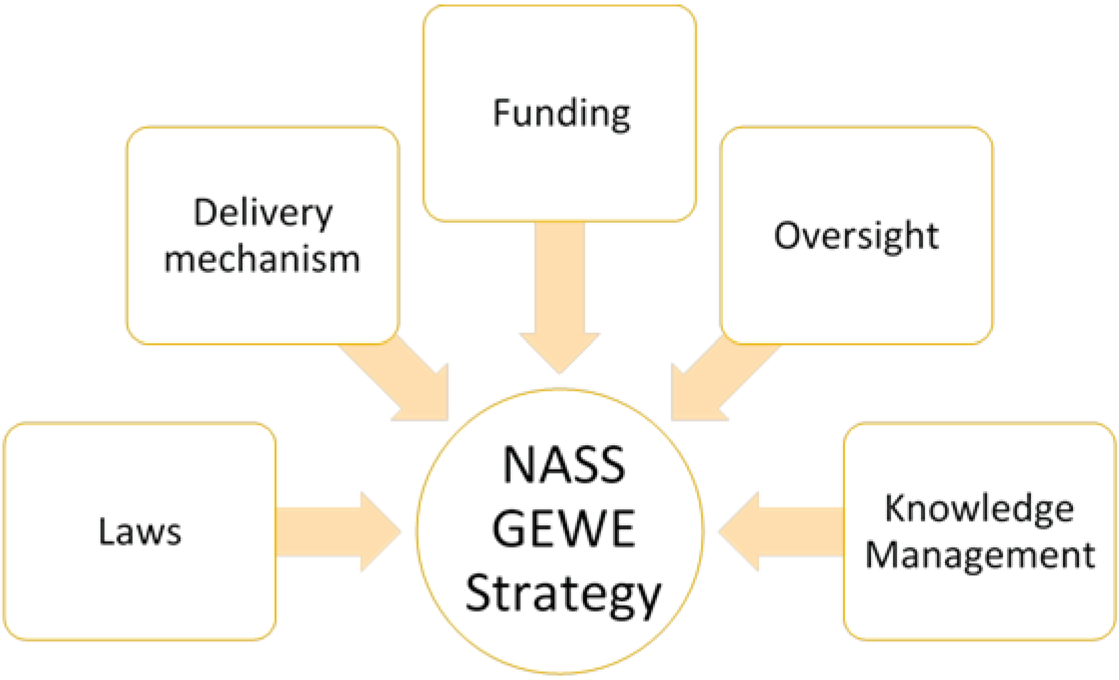
Introduction

This synopsis of the National Assembly Gender Strategy (detailed version at www.nass.gov.ng) focuses attention on the priority actions that must be taken to fully implement changes for girls, women and the marginalized through the institutional framework arrangement proposed and objectives enumerated in the NASS Gender Strategy. They are as follows:

- Constitution of a gender-aware delivery mechanism
- Development of a system of funding for women's' empowerment projects
- Passage of laws that enhance women's representation in public life
- Conduct of effective oversight of resources
- Creation of gender knowledge management system

The above-stated objectives aimed at achieving gender equality and women's empowerment, including activities and proposed timelines, are further expatiated below.

Figure: National Assembly Gender Equality and Women's Empowerment Human Rights Priority Actions



Source: Salihu et al. (2014), National Assembly Gender Strategy, *NILS.*

Summary of NASS Gender Strategy and Priority Actions

Objective 1: Create and activate a Gender-Aware Implementation Framework Team

Priority Actions
1.1: Constitute the Gender-Aware Implementation Framework Team (GIFT). The team will comprise the Senate President, Speaker, Women Affairs–related committees, Appropriation, Rules and Business, Clerk of NASS, NILDS, Gender Technical Unit and Public Complaints Commission. (See Section 3 of the full strategy.)

Roles and responsibilities of GIFT include: body to deliver the NASS Gender Strategy; develop a strategic plan to implement a sustainable gender plan for NASS; develop its priorities, guided by the gender strategy; integrate a monitoring and evaluation system into its work process, which includes a communication strategy and peer review process; commence a process of reporting progress to the Committee of the Whole, as practicable; and delegate assignments to its members as necessary.

Time Frame
Within three months after the formal presentation of the gender strategy to the NASS leadership

Objective 2: Ensure funding is provided for women's empowerment projects

Priority Actions
2.1: GIFT ensures that the following are considered in the yearly Appropriation Act: the funding mechanism for the national gender machinery (Federal Ministry of Women Affairs and Social Development) is in accordance with international standards to enhance its ability to monitor delivery results and indicators across ministries, departments and agencies; work with the Federal Ministry of Women Affairs and Social Development to strengthen funding to the Nigerian Women's Trust Fund as a resource for women's political participation; redesign and adequately fund the oversight process to become independent, respected, proactive and results-oriented, especially for tracking projects of ministries, departments and agencies; demand that the executive puts in place strategic programmes and policies to ensure the entry of more girls into competitive areas of learning and vocation; give budgetary and programme priority attention to education and entrepreneurship parity between girls and boys and women and men; and budget for the implementation of the NASS Gender Strategy.

Time Frame
Within the first two years of GIFT's inauguration

Objective 3: Enhance the passage of laws and policies that enable increased participation of women in public life

Priority Actions
3.1: GIFT to ensure that NASS does the following: revisit the domestication of CEDAW through its passage either as CEDAW or an equal opportunities bill; revisit the passage of the Convention on the Rights of Persons with Disabilities; in addition to geopolitical considerations, amend the Federal Character Law to also reflect gender; introduce the use of quotas that benefit both women and men, and ensure that no gender shall constitute more than 70 per cent of the membership of the National Assembly; enact affirmative action provisions in the constitution for the enhancement of women's political participation; put in place legislation to make it compulsory for government to guarantee access to rural infrastructure and amenities; develop and adopt a gender budgeting framework for the executive to show results for women; and review the electoral law to include adequate deterrent penalties for acts of electoral violence.

Time Frame
By year two of the NASS Gender Strategy implementation

Priority Actions
3.2: NASS to review structures and processes to do the following:

- Build support structures at work such as crèches, lengthened maternity and paternity leave taken by choice, gender-friendly disability policy, health regime, and an HIV workplace policy modelled on the national HIV workplace policy
- Support an intensive campaign against violence at NASS and in the public sphere, including support structures and the preparation and popularization of a NASS principle against violence against women and girls
- Lead advocacy for the restructuring of the Federal Ministry of Women Affairs and Social Development for its staffing to be led by professionals with the requisite gender skills
- Create an enabling environment that will promote and subsequently recruit more women to positions of clerks of committees of NASS
- Twin the headships and deputy headships of the positions of clerks in NASS (i.e. Senate and House) by reserving one for each gender
- Have at least 70 per cent of women in NASS as heads and deputy heads of committees until such a time when NASS has more than 50 per cent women legislators
- Have a good number of men in the women's affairs committees, and the deputy heads should be male legislators in the spirit of twinning

Time Frame
Starting from the first year of adoption of the NASS Gender Strategy

Objective 4: Effectively track resources and monitor the performance of ministries, departments and agencies, the private sector and NASS bureaucracy

Priority Actions
4.1: GIFT to ensure that NASS does the following:

- Develop gender-based planning and a result-tracking checklist focused on evaluating the impact of funding for girls and women
- Demand that each ministry, department and agency develops indicators to measure the delivery of results for girls and women in budget and policy documents
- Work closely with the Ministry of Finance to provide adequately for social sector spending by critiquing and request a review of budgets that do not show a realistic planning/spending profile for girls and women
- Pay attention to changing patterns of work and encourage the development and oversight of areas of potential new employment for girls and women such as information and communications technology and the extractive industry
- Use partnerships, special investigations, appropriation and legislative review processes to demand, evaluate and ensure that executive policies and spending deliver results for girls and women
- In collaboration with the Federal Ministry of Women Affairs and Social Development, develop a system of incentives for ministries, departments and agencies that deliver results for girls and women

- Convene a gender summit on the State of Women in Nigeria – a biennial review of status, new learning and resolutions
- Build electronic and social media platforms as a means of communicating with the youth and NASS staff on gender equality and women's empowerment

Time Frame
Starting from the first year of implementation of the NASS Gender Strategy

Objective 5: Develop partnerships with male-led institutions within and outside the National Assembly

Priority Actions
5.1: GIFT to ensure that NASS does the following: seek increased cooperation and improved relations between the legislature and executive by communicating the objectives of the gender strategy to the executive; forge a working relationship with women's caucuses of other countries and the African Union and European Union parliaments; encourage the strengthening of collaboration between civil society organizations and the women's caucuses; receive GIFT's regular briefing to NASS on progress made or challenges encountered; establish a community outreach committee of GIFT by the next legislative session in 2015; work with the Committee on Women in Parliament to mobilize and encourage greater participation of women in politics in various capacities; and work with intellectual think tanks with mandates to build political parties such as the National Democratic Institute and the Independent National Electoral Commission to infuse gender into the change agenda.

Priority Actions
5.2: GIFT to act with the women's committees of NASS to do the following:

- Ensure that the Committee on Women in Parliament collaborates with civil society organizations to develop strategies to increase the number of women in politics, the legislature and other political bodies
- Ensure that the women's caucuses and committees work closely with strategic committees and the leadership and management of NASS to mainstream gender in NASS affairs and outputs
- Expand women's caucuses to include senior female bureaucrats for the purpose of implementing the NASS Gender Policy
- Support women's caucuses to work closely with men in the legislature to build a core of change champions
- Support women's committees to facilitate the development of mobilizing strategies (songs, anthems, poems and slogans) about women's agency
- Partner with the media to enable them to understand and reflect the fundamental issues of the women's agenda
- Fund and create dialogue spaces for young people to understand and develop policy responses to their aspirations
- Work with political parties to demand that affirmative action clauses are put in the constitutions of political parties, as well as for elective and appointive positions
- Sponsor and support bills that stipulate that the business of political parties, where binding decisions are taken, is done within official daylight hours

Time Frame

Within six months of the adoption of the gender strategy

Priority Actions

5.3: GIFT to work with other NASS members to do the following: embark on mobilizing women and men in the communities to train their children on mutual respect and partnerships between the genders; encourage awareness-raising strategies for women to become members of political parties; support mass mobilization of women and girls for free and compulsory education in their constituencies and report back to NASS; work with civil society organizations to encourage women activists to join political parties as a game-changing platform, not necessarily for political office; and work to nurture women's groups within legislators' constituencies.

Time Frame

Within one year of adoption of the NASS Gender Strategy

Objective 6: Build and manage gender knowledge to influence policy for girls and women

Priority Actions

6.1: GIFT to work with the National Institute of Legislative and Democratic Studies (NILDS) to do the following:

- Develop a women's agenda to enable the women's caucuses to establish and popularize a set of principles and values that describe women's leadership
- Utilize key gender reports and instruments, including the Nigerian Women's Charter, as part of training curriculum modules for legislators and bureaucrats on gender mainstreaming
- Develop training methodologies that affirm and respect adult learning and reinforce analytical thought
- Collaborate with political party institutes to come up with studies and strategies that build intellectual capacity within political parties through independent systems that guarantee internal democracy
- Canvass for political parties to have professional management systems
- Review curricula to mainstream gender-responsive components and indicators in all NASS training
- Design an induction package (for new legislators) that has gender and women's rights issues mainstreamed into every aspect of legislative work
- Strengthen the Gender Technical Unit for evidence-based research and refresher gender courses for legislators

Time Frame

Within one year of adoption of the NASS Gender Strategy

Priority Actions

6.2: GIFT to work with NASS leadership to do the following: strengthen NILDS to conduct regular gender analysis and develop factsheets; locate gender induction packages as an integral part of the rules of NASS; work with NILDS to develop a strategy for gender-disaggregated data collection and analysis, and demand the same from ministries, departments and agencies; continue to participate in gender-focused international forums and provide feedback to the NASS system; hold public hearings on workplace/family life balance and strategies for protecting women in formal and informal workplaces as part of an annual review of gender (Gender in Nigeria situation report); and study the best practices and methods in which quotas have been entrenched in national law-making to adapt as appropriate for Nigeria.

Time Frame
Within one year of adoption of the NASS Gender Strategy

Priority Actions
6.3: GIFT to coordinate a plan for training for NILDS, the National Assembly Budget and Research Office, the Department of Personnel Management of NASS, and the National Secretariat of Legislature in order for the following to happen:

- The Department of Personnel Management is authorized to coordinate training, so that information and requests for training pass through the office, enabling effective record keeping and improving the synergy between participation and need.
- All training points hold regular planning forums to collate needs assessments and to plan well.
- A work plan that has been developed uses regular post-training assessment and feedback.
- All above-mentioned bodies conduct gender planning and budgeting training for politicians, aides and staff.
- All bodies share knowledge and other assets to optimize resources.
- A review of the curricula ensures that all training programmes are gender responsive.
- Access to training is provided for persons with disabilities.
- Periodic gender training is conducted for staff.
- Strategic gender training for legislators, including participation in local and international forums, is organized along with lesson-sharing forums.

Time Frame
Within one year of adoption of the NASS Gender Strategy

Monitoring/Evaluation System and Communications

Monitoring is an integral part of the delivery of the gender strategy, with each set of priority actions having points of interface with strategic locations and stakeholders to assess gains or challenges. The Gender-Aware Implementation Framework Team is equally tasked with developing a work plan that delivers results and communicates progress (see the proposed implementation framework in the full strategy document).

Within one year of adopting the gender strategy, GIFT shall constitute itself into a Peer Review Forum to conduct a yearly review of progress to assess the implementation of the strategy. In addition, it is the communication role of GIFT to act as part of the gender advocacy machinery to share the strategy and to communicate progress as well as the findings of the peer review and actions for continuous improvement.

Source: Salihu et al. (2014), National Assembly Gender Strategy, *NILS*

Handout 5.18: Women's Representation in Elective Positions – Federal to Local Level, 1999–2019

Position	**No. of Seats**	**No. of Women in 1999**	**%**	**No. of Women in 2003**	**%**	**No. of Women in 2007**	**%**	**No. of Women in 2011**	**%**	**No. of Women in 2015**	**%**	**No. of Women in 2019**	**%**
Presidency	1	0	0	0	0	0	0	0	0	0	0	0	0
Senate	109	3	2.7	4	3.6	9	8.2	8	7.3	8	7.3	8	7.34
House of Representatives	360	12	3.3	21	5.83	26	7.2	26	6.4	19	5.27	11	3.06
Governorship	36	0	0	0	0	0	0	0	0	0	0	0	0
Deputy Governorship	36	1	2.78	2	5.56	6	16.67	3	8.33	4	11.11	4	11.11
36 State Houses of Assembly	990	12	1.21	38	3.84	55	5.25	62	6.26	57	5.76	41	4.14

Source: 'Fourth Country Progress Report on the African Union Solemn Declaration on Gender Equality' (2013), Women Advocates Research and Documentation Centre, in Salihu and Akiode-Afolabi (2020), Women's Participation in the 2019 Nigerian Elections, *Centre for Democracy and Development.*

MODULE

6

NETWORKING AND COLLABORATION

Goal

To enable women to realize their aspirations and understand the dynamics of communication.

Activities

- Working with the Media for Advocacy
- Using Information and Communications Technology in Advocacy
- Writing a Press Release
- Working in the Constituencies
- Working with Civil Society Organizations

ACTIVITY 6.1: WORKING WITH THE MEDIA FOR ADVOCACY

Objectives

- Examine ways of communicating messages by working with journalists.
- Increase women politicians' awareness of the ways of working with the mass media on advocacy campaigns.
- Provide a guide to working with journalists on advocacy campaigns through the use of interviews and press conferences.

Materials

Flip charts, markers, laptop, projector and handouts

Method

1. Share with participants the importance of the media.
2. Let participants think of various ways the media can help or hurt their aspirations.
3. Share Handout 6.0 on training women to use the media.
4. Discuss thoroughly how best to prepare for media engagements, especially interviews. Handout 6.1 will be useful here.

Facilitator's Notes

You must be aware that media engagement for women politicians is very important. It is a mechanism to sell their agenda to the world, build their profile before constituencies, and broaden women's scope of influence. When women work with the media, they are testing their assertiveness skills. Engaging the media, whether in an interview on a panel or in an advertorial, becomes an avenue for shedding years of discriminatory socialization during which women have been told 'they should be seen, not heard'. Therefore, media training is very crucial, as it allows women to do the right things to enhance their image and achieve the desired positive projection of self and agenda.

ACTIVITY 6.2: USING INFORMATION AND COMMUNICATIONS TECHNOLOGY IN ADVOCACY

Time Frame

Two hours

Objectives

- To understand the use of information and communications technology (ICT) in campaigns
- Have an overview of the major forms of ICT used in advocacy

Materials

Case study of Occupy Nigeria; strategic websites for mobilizing, e.g. Facebook

Method

1. Begin with a case study of the technologies used during the Occupy Nigeria movement, which began in January 2012 (Handout 6.2).
2. Let participants know that ICT is a tool that has found expression among young people.
3. It can be used to reach a wide range of people, and it has the capacity to multiply voices, as information can be passed by word of mouth or the click of a button to a large group of people. ICT can also process feedback.
4. Visit a Facebook page and show participants how to use Facebook for communication. The same can be done for YouTube, Vimeo, Instagram and Twitter.

Reflection

At the end of this activity, support participants in a plenary session to find answers to these questions:

- What obstacles or barriers might you face while carrying out your advocacy plan?
- How will you address these challenges?
- If the issue you are discussing is too controversial to disseminate through the mass media, what would be some other effective ways to build support for your issue?

ACTIVITY 6.3: WRITING A PRESS RELEASE

Time Frame

Three hours

Objectives

- Know how to put information out for public use in a way that it will be used.
- Know media expectations of how to share news.

Materials

Handouts, flip charts

Method

1. Participants need to know that their piece of news is competing against others, so it must be very attractive to be selected.
2. Use Handout 6.4 on writing a press release to demonstrate structure, size and sample content.
3. Let participants know that a microphone is always a live one. Even after an interview is over, they should stay on their guard. A journalist can prod for information after the formal meeting appears over. An interviewee might think they are speaking off camera, when in fact they are still live.
4. Online technology is even more dangerous. Show participants the importance of muting their mic when on virtual calls and switching off their camera when doing things that they do not intend the public to see, e.g. eating or talking with someone who does not want to be seen on the call (share Handout 6.5).
5. Give time to participants to prepare a draft press release, working in triads. This is important if participants are aides.

ACTIVITY 6.4: WORKING IN THE CONSTITUENCIES

Time Frame

Two hours

Objectives

- Centre the needs of the electorate in the legislative agenda.
- Share ideas for keeping the community onside between election years.
- Discuss the importance of intergenerational mentoring.

Materials

Handouts, flip chart or whiteboard, markers

Method

1. Enable participants to brainstorm on the objectives of a constituency office. What role it plays, where it should be located, how it should be staffed and linked to the community life cycle, etc. Use Handout 6.6 on constituency offices. Use Handout 6.7 on the importance of engaging the constituency and the outcomes to the community and benefit to the politician when they engage (see Handout 6.8 on community empowerment).
2. Begin the conversation with exploring legislative understandings of the nature of the contract between them and the electorate. Share Handout 6.6 on constituency.
3. Although the legislator might not have received votes from everybody in a constituency, the legislator should be fair to all members of the constituency.
4. Discuss constituency projects and how they are determined. Make the point that they should be participatory, with the community driving the agenda based on a needs assessment.
5. Talk about the need to work with younger constituents to encourage them to step into the shoes of currently elected persons.
6. Use Handout 6.10 on intergenerational mentoring.

Facilitator’s Note

Participants need to know that constituency offices should not just be a space secured and put under lock and key to justify the receipt of the constituency allowance. It should be a place of exchange and interface with the community that the legislator visits regularly.

ACTIVITY 6.5: WORKING WITH CIVIL SOCIETY ORGANIZATIONS

Time Frame

Two hours

Objectives

- Help legislators know where to find support outside of government.
- Expand solidarity networks for women setting the agenda.

Materials

Handouts, whiteboard, flip chart, markers, computer

Method

1. Discuss what or who civil society is and how they operate.
2. Discuss why civil society is important as a conscience to those in government.
3. Help legislators reflect on any contacts they have had with civil society and what they learned. Be ready to discuss the opportunities and the challenges.
4. Discuss examples of how members can work with civil society to intervene, as given in Handout 6.9.

Handouts Module 6

6.0 Media Training for Politicians

6.1 Preparing for an Interview

6.2 Communications Technology as an Advocacy Enablers

6.3 How to Spot Fake News

6.4 Writing a Press Release

6.5 No Hiding Place with Online Technology

6.6 Constituency – Meaning and Constitutionality

6.7 Importance of Engaging the Community – Why Legislators Are Successful

6.8 Community Empowerment/Engagement

6.9 Press Release on Gender Budgeting

6.10 Working with Non-governmental Organizations

6.11 Mentoring through Inter-generational Dialogue

6.12 Group Photo in the Era of COVID-19

HANDOUTS FOR MODULE 6

Handout 6.0: Media Training for Politicians

The following points are useful for deciding whether or not to work with the media in your advocacy campaign:

- The media can be a powerful ally, but must be used wisely.
- Not all forms of media may be appropriate for the message you are trying to convey.
- You need to decide carefully which media to use.
- Try to be clear about what you are trying to achieve when using the media in your advocacy work.

Why would it be useful or important to use the mass media for advocacy?

Using the media for advocacy can be important to do the following:

- Get your advocacy issue onto the political agenda.
- Make your issue credible and visible in policy debates.
- Inform the public about your issues and proposed solutions.
- Recruit allies and supporters for your advocacy campaign.
- Influence decision makers and opinion leaders.
- Shape policies, programmes and the conduct of public and private agencies.
- Offer protection in case of harassment, which may not be known to the public.
- Raise money for your cause.

Is it always wise to use the media?

In some situations, the most effective strategy may be to keep your issues out of the media. Think carefully about possible negative effects on your advocacy efforts before using the media. Highly controversial and complex public health issues may be better served by no coverage at all – for instance, the issue of debating safe abortion in Nigeria, which has become highly politicized.

Advocates need to consider carefully whether running high-profile, mass-media campaigns are useful and, in the end, helpful. In some cases, such as when a government has adopted new policies, it might be useful to stimulate mass-media coverage. Also, the results of a rapid assessment or other important research could be sent to specific journals or newspapers.

Culled from ENABLE Advocacy Manual *(2011)*

Handout 6.1: Preparing for an Interview

Find out the answers to the following kinds of questions before any interview:

- Where and when will the interview take place?
- How long will the interview last?
- Who else, if anyone, is being interviewed?
- Will the discussion or interview follow a film or be linked to another story?
- Why have they chosen to address this subject and selected you for the interview?
- Will the interview be broadcast live?

Find out about the journalist who will be interviewing you and do the following:

1. Investigate their audience – who are the targets in their audience and what kind of information do you need to get across?
2. Contact them and agree the subject to be discussed. Remember that the interview starts as soon as you begin talking to a journalist. There is no such thing as 'off the record'. Define the issues clearly. Ask the journalist what kind of questions they will ask and whether they will be supportive or argumentative. Prepare appropriate information beforehand – for example, statistics, facts, a personal story.
3. Make a list of the key messages you want to get across, with three or four key points for each. Prepare catchy sentences ('sound bites') that summarize your message. Check that you have up-to-date information about your issue(s). Work closely with your colleagues to develop a draft list of possible questions; prepare answers to these and practice developing responses to them.

What To Do during the Interview

1. Try and keep calm and composed.
2. Remember that the journalist is not your advocacy target – the target will either be influential people listening or watching or the general public as indirect targets.

TRAINER'S TIP

Always assume you are before a 'live mic', that is, a microphone that can be heard in public as you speak. Do not get drawn into talking off point or about things that are not on the agenda.

Just before the interview starts, insist on voice-level testing to be sure the audience can hear you well. This is very important for a video broadcast outside of a studio or an Internet interview where the interview is either in a studio or outdoors. Learn who the other members of the panel are before the interview.

3. Remember that you have the facts you need and that you know more than the journalist does about your area of expertise.
4. Keep your answers concise and short, using simple language, without jargon or acronyms.
5. Do not get sidetracked – keep to your key points. If a question strays from your topic, try to move back to the area you want to talk about – for example, 'I think what you are asking about is important, but the main issue is...'
6. If you need time to think about a response, repeat the question before responding.
7. Always bring the journalist back to your key messages/points. Repetition is a way of getting your message across.
8. Differentiate among media. Press interviews tend to be more relaxed than radio or TV interviews. If you make a mistake, say so and answer again.

Radio and Television Interviews

Radio interviews: In a studio, the studio manager will give you specific instructions about where to sit, how to use the microphone, and so on. Sometimes this is done with little time to spare. However, take your time and be sure you understand the instructions. Ask what the first question will be to help you concentrate. You can take notes with you – but try not to rustle the pages (brief notes on postcards are often more helpful). If you make a mistake during a recorded interview, you can ask to try the answer again. If it is live, you can say, 'Perhaps I might explain that answer,' and continue.

TV interviews: The same rules apply as for the radio interview, but here you can be seen! TV interviews are usually shorter than radio interviews. The interview may be pre-recorded or live. Relax but sit up straight. You may ask for a glass of water, but be careful not to knock it over. Room temperature water is best, as ice-cold water may constrict your throat and diminish your voice quality.

Dressing Appropriately

This manual does not intend to prescribe a dress code, but rather to share some basic attributes that enable good appearance and engender respect, especially when going on television, although some of the information here equally applies to print and radio:

- Wear comfortable clothing that does not need frequent adjustments on your person. This may lead to fidgeting and become distracting to your viewers.
- Wear clothing that is suitable for the weather.
- Wear clothing that conforms as much as possible with the cultural sensibilities of the audience.
- You may sometimes need to ask the journalist/anchor ahead of your appearance to advise on colours suitable for their studio lighting so you do not blend in too much with the wall colour.

Working with Journalists

- Include the media as an important stakeholder in your committees and working groups.
- Try to provide journalists with information they need in forms they can use.
- Try to develop good relationships with journalists and be as helpful as possible.
- Try to understand the pressure and limitations under which journalists work – and respect their deadlines.
- Try to work with, rather than against, journalists whenever possible.

KISS

Keep It Short and Simple

Using Press Releases

- Press releases and press conferences can help a great deal, but need to be properly planned.
- Try to research the most relevant journalist(s) and send the release directly to them, using the correct contact details.
- Try to coordinate all of your media work through one person so that there is one person for journalists to contact.
- Try to provide a 24-hour contact phone number on the press release if possible so that you are contactable at all hours.

What Not To Do

1. Try not to dictate terms – any good journalist will resent being told what to think or write.
2. Try not to be defensive, even if challenged – just state your position clearly.

When To Involve the Media in Advocacy

Once an issue has been identified, source media input in the development of a strategy.

When Not To Involve the Media in Advocacy

1. When you do not know how the media works.
2. When there are disagreements within the organization on the issue.
3. When the timing is not right – for example, due to political circumstances.
4. When bigger issues are dominating the media, preventing your issue from getting the attention you think it deserves.

Handout 6.2: Communications Technology as an Advocacy Enabler

The aim of this activity is to explore how communications technology can expand your options for engaging in advocacy. Recall the situation on 2 January 2012 when Nigerians woke up to an increase in petrol prices from N65 per litre to N141 per litre (an almost 117 per cent increase), causing social and economic hardship for many. A movement called 'Occupy Nigeria' emerged. What were the aims of the movement? Several types of communications technology were used in the campaign. Can you name some of them and how they were used? What are their advantages and disadvantages?

Case Study: Occupy Nigeria

OCCUPY
NIGERIA

Primary proponents:

- Nigerian Labour Congress
- Trade Union Congress

Primary objectives:

- Reversing the removal of subsidy on petroleum products
- Federal Government budget review and reduction of wasteful spending

Target: Nigerian Federal Government

Audience: Union members, general Nigerian populace

Use of various technologies

Phones SMS – used to update people in real time (as events unfolded) on where to congregate, new developments Blackberry Instant Messenger – used in the same way as SMS Primary target – literate population	**TV** Advocacy sources – news, talk shows, etc. Primary target – middle and upper class
Internet Facebook – used to distribute pictures, get commentary, create national and international awareness Internet news – 45 million users Blogs – provided good avenues for information and dialogue; several commentaries motivated people who were otherwise uninterested Podcasts – used by international news media to publicize the strikes Primary target – upper class	**Radio** Thirty million radios (extrapolated data) Advocacy sources – news, talk shows, etc. Primary target – the masses

New media facilitated mass mobilization at reduced cost. There was high impact and moderate success.

SMS (Short Message Service)

Advantages

- Low cost relative to telephone call
- Short form (maximum 160 characters), forcing the sender to be brief and straight to the point

- Quick and easy to use
- Can be forwarded to a large group from a phone or computer
- The primary medium is a cell phone, which one can buy used for as low as N500
- Over 90 million telecommunications users in Nigeria can be reached
- Communicated across geographic locations and demographics

Disadvantages

- The end user must be literate to read the text message.
- Rather than bulk SMS blasts from a credible source, the mode used was SMS forwarded from one person to another. This resulted in some of the messages losing credibility and allowed some messages to be altered.
- It is limited to text; no images (which can be very powerful) could be sent.

WhatsApp

Advantages

- It is easy to use. People of all ages can easily use it without any external help.
- It is possible to share your location with the desired contact using WhatsApp.
- You can also have audio and video calls on WhatsApp.
- No cost. You can use WhatsApp without spending a dime.
- You will have no trouble whatsoever using WhatsApp seamlessly across multiple devices.
- With WhatsApp, it is possible to send a message to multiple contacts at once using the Broadcast Lists.
- Send anyone document files such as PDFs and slideshows up to 100MB.

Disadvantages

- You cannot contact a person on WhatsApp if you do not have their mobile phone number.
- Though WhatsApp is free to use, you still need an active Internet connection to send messages.

Instagram

Advantages

- The main feature of Instagram is that it allows you to share photos. Sometimes the images are able to convey more information than a written text.
- Instagram lets you share photos and videos. The application also offers the option of sharing these files on other social networks, such as Twitter and Facebook.
- In addition to publishing multimedia files, this application offers instant messaging services.

Disadvantages

- Its design is best suited for mobile devices such as smartphones and tablets.
- You still need an active internet connection to use the application.

Instant Messaging

Advantages

- Easy to use
- Can be used to send voice messages, pictures, data, video
- Typically one flat fee for unlimited use over a defined time period
- Easy to send messages to large groups of people at one time

Disadvantages

- Expensive – depending on the service, one typically needs a smart phone or a computer.
- The end user must be literate to read the text message.
- Rather than bulk SMS blasts from a credible source, the mode used was instant messaging (IM) forwarded from one person to another, causing some of the messages to lose credibility and allowing for some messages to be altered.
- Limited to the middle and upper class income brackets.
- BlackBerry IM, the most popular IM used, can only be used on BlackBerry phones.
- Non-BlackBerry phone users could not get the IM updates.

Facebook

Advantages

- One-stop shop for communication with groups and sharing information.
- Can exponentially increase awareness with just one post (4.3 million Nigerians on Facebook).
- Ability to provide organized feedback and polling.
- A low-cost way to reach a large number of people in a certain segment or with a certain interest
- High credibility of content due to the fact that the source can typically be traced (it is hard to remain anonymous once a contribution has been made)

Disadvantages

- Can be hard to retract statements or errors
- Limited privacy options for users
- Requires computer literacy
- Limited to the middle and upper class income brackets

Email

Advantages

- Easy to use
- Large population with accounts (over 20 million Nigerians with email accounts)

- Ability to provide large amounts of information in a condensed electronic format
- Capable of transmitting multimedia files
- Many options for gaining access: desktop computers, laptops, tablets, smartphones

Disadvantages

- Not time sensitive – users must actively retrieve their email
- Unsolicited mail (a.k.a. spam) can be viewed by the user as an invasion of privacy
- Can be hard to retract errors
- Susceptible to computer virus attacks and other malicious acts
- Limited to those who are computer literate and have access to a phone or the Internet

Blogs

A blog (weblog) is a journal-type publication on the Internet consisting of discrete entries called 'posts', typically displayed in reverse chronological order. Blogs are usually the work of an individual or group, and often have a single theme as their subject.

Advantages

- Typically interactive, allowing visitors to leave comments
- Can combine text, images, audio, video and links to other blogs, eventually creating a large web of interactions
- Can provide a well-documented chronicle of events which has, on occasion, been accepted as credible documentation in courts of law
- Because the followers of blogs are typically interested in a certain subject or issue, there is good mobilization potential on related issues; in some instances, there could be commercial potential
- Relatively easy to use

Disadvantages

- Requires dedication; if there are lapses in time, events or periods, followership can dissipate
- To build a network effect, the subject should be of interest to significant numbers of people
- Limited to those who are computer literate and have access to the Internet

Podcasts and Netcasts

Digital media (typically audio or video files) pre-arranged by content or subject matter by the publisher.

Advantages

- Allows you to select and listen to only the content you want or the part of a telecast or broadcast you want
- Podcasting is very low cost when compared to radio or television broadcasting
- Users can download at a convenient time and location, and content is subsequently stored on your device so you can access it offline

- Does not require being connected to the Internet continuously for content to be available on your phone or computer
- A powerful way to promote a business or cause on a regular basis

Disadvantages

- Although most podcasts are free, some require membership or a paid subscription.
- Due to the high cost of broadband, this is not very popular in developing countries, including Nigeria.

Apart from the types of communications technology used in Occupy Nigeria, there are a number of other types that can be used in advocacy.

Source: ENABLE Media Training Manual (2013)

Handout 6.3: How to Spot Fake News

For full text, see Dropbox (https://bit.ly/3mJns44)

Here's our advice on how to spot a fake:

Consider the source: In recent months, we've fact-checked fake news from abcnews.com.co (not the actual URL for ABC News), WTOE 5 News (whose 'about' page says it's 'a fantasy news website'), and the Boston Tribune (whose 'contact us' page lists only a gmail address). Earlier this year, we debunked the claim that the Obamas were buying a vacation home in Dubai, a made-up missive that came from WhatDoesItMean.com, which describes itself as 'One of the Top Ranked Websites in the World for New World Order, Conspiracy Theories and Alternative News' and further says on its site that most of what it publishes is fiction.

Clearly, some of these sites do provide a 'fantasy news' or satire warning, like WTOE 5, which published the bogus headline, 'Pope Francis Shocks World, Endorses Donald Trump for President, Releases Statement.' Others aren't so upfront, like the Boston Tribune, which doesn't provide any information on its mission, staff members or physical location — further signs that maybe this site isn't a legitimate news organization. The site, in fact, changed its name from Associated Media Coverage, after its work had been debunked by fact-checking organizations.

Snopes.com, which has been writing about viral claims and online rumours since the mid-1990s, maintains a list of known fake news websites, several of which have emerged in the past two years.

Read beyond the headline: If a provocative headline drew your attention, read a little further before you decide to pass along the shocking information. Even in legitimate news stories, the headline doesn't always tell the whole story. But fake news, particularly efforts to be satirical, can include several revealing signs in the text. That abcnews.com.co story that we checked, headlined 'Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide,' went on to quote 'Fappy the Anti-Masturbation Dolphin.' We have to assume that the many readers who asked us whether this viral rumour was true hadn't read the full story.

Check the author: Another tell-tale sign of a fake story is often the byline. The pledge of allegiance story on abcnews.com.co was supposedly written by 'Jimmy Rustling.' Who is he? Well, his author page claims he is a 'doctor' who won 'fourteen Peabody awards and a handful of Pulitzer Prizes.' Pretty impressive, if true. But it's not. No one by the name of 'Rustling' has won a Pulitzer or Peabody award. The photo accompanying Rustling's bio is also displayed on another bogus story on a different site, but this time under the byline 'Darius Rubics.' The Dubai story was written by 'Sorcha Faal, and as reported to her Western Subscribers.' The Pope Francis story has no byline at all.

What's the support: Many times these bogus stories will cite official — or official-sounding — sources, but once you look into it, the source doesn't back up the claim. For instance, the Boston Tribune site wrongly claimed that President Obama's mother-in-law was going to get a lifetime government pension for having babysat her granddaughters in the White House, citing 'the Civil Service Retirement Act' and providing a link. But the link to a government benefits website doesn't support the claim at all.

The banning-the-pledge story cites the number of an actual executive order — you can look it up. It doesn't have anything to do with the Pledge of Allegiance.

Another viral claim we checked a year ago was a graphic purporting to show crime statistics on the percentage of whites killed by blacks and other murder statistics by race. Then-presidential candidate Donald Trump retweeted it, telling Fox News commentator Bill O'Reilly that it came 'from sources that are very credible'. But almost every figure in the image was wrong — FBI crime data is publicly available — and the supposed source given for the data, 'Crime Statistics Bureau – San Francisco', doesn't exist.

Recently, we've received several questions about a fake news story on the admittedly satirical site Nevada County Scooper, which wrote that Vice President-elect Mike Pence, in a 'surprise announcement,' credited gay conversion therapy for saving his marriage. Clearly such a 'surprise announcement' would garner media coverage beyond a website you've never heard of. In fact, if you Google this, the first link that comes up is a Snopes.com article revealing that this is fake news.

Check the date: Some false stories aren't completely fake, but rather distortions of real events. These mendacious claims can take a legitimate news story and twist what it says — or even claim that something that happened long ago is related to current events.

Since Trump was elected president, we've received many inquiries from readers wanting to know whether Ford had moved car production from Mexico to Ohio, because of Trump's election. Readers cited various blog items that quoted from and linked to a CNN Money article titled 'Ford shifts truck production from Mexico to Ohio.' But that story is from August 2015, clearly not evidence of Ford making any move due to the outcome of the election. (A reminder again to check the support for these claims.)

One deceptive website didn't credit CNN, but instead took CNN's 2015 story and slapped a new headline and publication date on it, claiming, 'Since Donald Trump Won The Presidency... Ford Shifts Truck Production From Mexico To Ohio.' Not only is that a bogus headline, but the deception involves copyright infringement. If this Ford story sounds familiar, that's because the CNN article has been distorted before.

In October 2015, Trump wrongly boasted that Ford had changed its plans to build new plants in Mexico, and instead would build a plant in Ohio. Trump took credit for Ford's alleged change of heart and tweeted a link to a story on a blog called Prntly.com, which cited the CNN Money story. But Ford hadn't changed its plans at all, and Trump deserved no credit.

In fact, the CNN article was about the transfer of some pickup assembly work from Mexico to Ohio, a move that was announced by Ford in March 2014. The plans for new plants in Mexico were still on, Ford said. 'Ford has not spoken with Mr. Trump, nor have we made any changes to our plans,' Ford said in a statement.

Is this some kind of joke? Remember, there is such thing as satire. Normally, it's clearly labelled as such, and sometimes it's even funny. Andy Borowitz has been writing a satirical news column, the Borowitz Report, since 2001, and it has appeared in the New Yorker since 2012. But not everyone gets the jokes. We've fielded several questions on whether Borowitz's work is true.

Among the headlines our readers have flagged: 'Putin Appears with Trump in Flurry of Swing-State Rallies' and 'Trump Threatens to Skip Remaining Debates If Hillary Is There.' When we told readers these were satirical columns, some indicated that they suspected the details were far-fetched but wanted to be sure.

And then there's the more debatable forms of satire, designed to pull one over on the reader. That 'Fappy the Anti-Masturbation Dolphin' story? That's the work of online hoaxer Paul Horner, whose 'greatest coup,' as described by the Washington Post in 2014, was when Fox News mentioned, as fact, a fake piece titled, 'Obama uses own money to open Muslim museum amid government shutdown'. Horner told the Post after the election that he was concerned his hoaxes aimed at Trump supporters may have helped the campaign. The posts by Horner and others — whether termed satire or simply 'fake news' — are designed to encourage clicks, and generate money for the creator through ad revenue. Horner told the *Washington Post* he makes a living off his posts. Asked why his material gets so many views, Horner responded, 'They just keep passing stuff around. Nobody fact-checks anything anymore.'

Check your biases. We know this is difficult. Confirmation bias leads people to put more stock in information that confirms their beliefs and discount information that doesn't. But the next time you're automatically appalled at some Facebook post concerning, say, a politician you oppose, take a moment to check it out.

'How to Spot Fake News'
By Eugene Kiely and Lori Robertson
Posted on 18 November 2016
https://www.factcheck.org/2016/11/how-to-spot-fake-news/

Handout 6.4: Writing a Press Release

Get the basic structure down. Alright, now that you've got the meat of it together, how do you put it on paper? Well, for starters, cut it to length. It should be a page long at the most, if that. No one's going to waste time on five paragraphs unless you're covering World War III. Here's what you need (some of which we've already covered):

- FOR IMMEDIATE RELEASE should go at the top of the page, on the left margin. If the release is embargoed, put 'EMBARGOED UNTIL...' with the date you want the story released. A release with no release date is presumed to be for immediate release.
- The headline, usually in bold, should be centred below that. If you'd like, put a subhead in italics (briefly elaborating the headline).
- *First paragraph:* Most important information. May be quite news-like in that it starts with a date or where the news is coming from.
- *Second (and probable third) paragraph:* Secondary information. Should include quotes and facts.
- *Boilerplate information:* More on *your* company. Who are you, really? What achievements do you have? What's your mission?
- *Contact information:* More on the writer (probably you!). If you grab someone's interest, they'll want to be able to find out more!
- *Multimedia:* In today's day and age, there's always some Twitter handle to be had.

Culled from http://www.wikihow.com/Write-a-Press-Release#Mastering_the_Format_sub

Handout 6.5: No Hiding Place with Online Technology

Government official caught having sex with his secretary on Zoom

A Philippines Government official was nabbed engaging in sexual intercourse with his secretary after he joined a Zoom meeting with his colleagues. According to reports, government officials from the Fatima Dos Village Council in Cavite were hosting their regular conference meeting via Zoom call on Wednesday before their boss, Captain Jesus Estil, joined the meeting.

The reports said Estil, who is not so tech-savvy, mistakenly pushed the wrong button and left his camera on. As the meeting began, the boss stood up and then walked towards a woman seated on the sofa not far from the computer. A few seconds later, the pair began performing sexual acts while their stunned colleagues watched.

The captain and the woman were later seen joining their colleagues for the meeting, not knowing that they had exposed themselves. The woman was later identified as his secretary who also does the accounting for the local government office.

The video, recorded by one of his colleagues, was shared online, and it prompted some residents of the village to file a petition to dismiss the captain for misconduct. The Department of Interior and Local Government have confirmed that Estil will be relieved of his post as quickly as possible.

Source: https://1stnews.com/government-official-caught-having-sex-with-his-secretary-video/?

Handout 6.6: Constituency – Meaning and Constitutionality

Every aspiring legislator must formulate a plan of action and establish a campaign office, with all its paraphernalia and functionality, to organize and coordinate his or her political and electoral strategies and party programmes. This is with the primary objective of selling such strategies and programmes to the people against all other contestants from other political parties within a given constituency.

A constituency is the legislator's geographical reference point or district to whom an elected official is responsible. Thus, a constituency is referred to as a cohesive and contiguous political and electoral unit or district where people elect their representative(s) into the national or state assembly. This area is bound by shared structures, aspirations and interests which may be desirably and periodically reviewed.

As a constituency is the legislator's political and electoral base where he or she serves, it, therefore, refers to the group of people or geographical area from whom an individual or elected representative hopes to generate support or represents. Specifically, a constituency is an area where voters in an election are drawn from based on the electoral operating system. A constituency may elect one or more members to represent the area.

In Nigeria, constituencies are constitutionally and legally drawn and known as 'districts' for senators and 'federal constituencies' for members of the State Houses of Assembly. For the President, the entire country is the constituency, while for a Governor, the entire state is the constituency. With regard to the Abuja Federal Capital Territory, Section 300 of the 1999 Constitution of Nigeria provides that it shall be represented at the National Assembly and will constitute one senatorial district and as many federal constituencies as it is entitled to.

Source: I. M. Abbass, paper presented at Legislative Aides Training, November 2007

Handout 6.7: Importance of Engaging the Community – Why Legislators Are Successful

1. Politicians or legislators are successful only when they understand their constituency and the people who elected them.
2. A legislator must mobilize, organize, influence or even recruit members or groups in his constituency.
3. A legislator can be effective if he/she goes to the people or gets information from them, understands their conditions, and works for change through a well-coordinated strategy.
4. A legislator must not only understand the people, but at the same time must make people understand him or her through enlightening the constituency by conducting campaigns and engaging in or influencing projects needed in the constituency.
5. Knowing the constituency well and the people's attitudes and problems must be based on solid information from research, which should also include possible solutions to problems and methods to change certain attitudes.
6. Elected legislators, more often than not, fail to reach and mobilize the constituency because they do not establish a constituency office. They thus cannot understand people's needs or desires or even their apathy.
7. Legislators can plan better and faster and bring about positive change if information collection in the constituency is analysed constantly through the constituency office by experts and the results given the necessary public policy and legislative attention.
8. Elected legislators must have a goal, mission and vision. The legislator must have a road map for the constituency with clear objectives. There must be a good plan to find information and decide on a way forward. Understanding the constituency and the environment and what needs to be done regarding organizing and mobilizing people are crucial and essential for the office.

Key issues to know about the constituency

There are essential pieces of information to be discovered by the elected legislator through coordinated work from the constituency office. Different legislators might know different things, including certain characteristics of the people being represented, the social and physical environment, basic community life, etc.

The people in the constituency

1. What are their basic and practical needs and problems?
2. What are the issues that worry or concern them?
3. What are their hopes for the future?
4. What are their opinions about the overall programmes, projects and other issues being focused on?
5. What is the distribution of the population and what are the age groups, gender, employment status, and birth and death rates among constituents?
6. What do the people – children, youth, the elderly – do in their free time?
7. What organizations, clubs, religious groups, etc. do the people belong to?

Social and physical environment of the constituency

1. Topography of the constituency – rivers, mountains, hills, natural resources
2. Types of housing and basic services (water supply, sanitation and electricity)
3. Schools, colleges, universities – public and private
4. Roads and their state of repair
5. Essential services – hospitals, clinics, ambulances, firefighting and police
6. Postal and telecommunication services
7. Sports grounds, parks and other recreational facilities
8. Government offices and welfare and revenue services
9. Local council facilities
10. Shops, markets and banking facilities
11. Prices of essential commodities
12. Factories
13. Places of worship
14. Community halls
15. Transportation and accessibility
16. Refuse disposal and environmental issues
17. Crime rate/violence/instability
18. Orphanages, children's homes, etc.

Basic community life

1. Political organization
2. School parent–teacher associations
3. Community policing organizations
4. Local development associations
5. Trade unions
6. Civic organizations
7. Religious organizations
8. Youth, women, business, professional, etc. organizations
9. Traditional leaders
10. Sports and cultural clubs
11. Gangs, crime and other community rivalries

How to gather data about the constituency

With a clear understanding of what data may be required for the legislator to have about their constituency, it is crucial to plan how to gather the data for strategic reasons. Data can be obtained from official sources, community meetings, interviews and observational methods, which can be organized through the constituency office.

Official sources

1. Schools and other relevant institutions can provide enrolment figures as well as gender breakdowns.
2. Hospitals and clinics can provide details of admissions, death and birth rates, and major health problems in the constituency.
3. Local police stations and courts can provide statistics on crimes.
4. Local councils and other institutions can provide details on the following:
   - Plans to develop the area
   - Payment levels for services rendered
   - Backlogs in service provision
   - Registered voters from voter registers
   - Immigration statistics
5. Relevant institutions can provide details on population size, employment status and future plans.
6. Non-governmental and government agencies can provide baseline or statistical information from any studies undertaken.

Community meetings

The constituency office can organize and convene community meetings to assess peoples' views on an issue of importance to the constituency and work out plans to resolve the issue.

Interviewing and observations

The legislator may wish to gather information on the problems and attitudes of a specific group in the constituency – e.g. youth, women, the elderly.

Source: I. M. Abbass, paper presented at Legislative Aides Training, November 2007.

Handout 6.8: Community Empowerment/Engagement

Community Empowerment is what happens through engagement and other activities. Power, influence and responsibility is devolved from existing centres of power into the hands of communities and individual citizens. They gain the power to take decisions about services and initiatives that affect their lives.

Community Engagement/Involvement is the actions that agencies take to enable them to consult, involve, listen and respond to communities through ongoing relationships and dialogue. Communities participate with other partners to develop solutions and shape and design policies and services. Communities are involved in shared decision making.

Consultation is the process by which agencies seek advice, information and opinions about strategies, policies and services to inform their decision making and design good services. This includes many familiar activities such as surveys, research projects, public meetings, and user and resident forums. Agencies make decisions influenced by the knowledge they have gathered through consultation.

Information is an essential element of customer focus and community engagement. As well as improving access to and use of services, agencies should provide information to residents and those who work or study in the area about options in relation to services, policies and proposed improvements. This information should encourage and enable meaningful community engagement and consultation.

Source: National Voice and National Association for Voluntary and Community Action (2009), Comprehensive Community Engagement Strategy: A Practical Guide for LSPs, IDeA, the Urban Forum and Local Focus

Handout 6.9: Press Release on Gender Budgeting

The Speaker of the House of Representatives, Femi Gbajabiamila, has said the Green Chamber would provide funds for the fight against gender-based violence in the 2021 budget to be presented to the National Assembly in September.

Gbajabiamila said that, apart from budget funds, the House would also provide all necessary support, as well as partner with relevant stakeholders for the fight against gender-based violence to succeed.

The Speaker said this in response to a request by the Country Representative of the United Nations Population Fund in Nigeria, Ulla Elisabeth Mueller, who led a delegation from the United Nations and European Union Spotlight Initiative in a courtesy call to his office in Abuja on Wednesday.

He noted that the issue of gender-based violence in the country has become disturbing, hence the need for all stakeholders to come together to nip it in the bud.

Gbajabiamila also assured the delegation that the House would work on the Sexual Harassment Bill forwarded to it by the Senate as soon as members return from their annual recess.

‘You talked about the Senate Bill, though we’re going on a long vacation, I can assure you that as soon as we come back, the House will work on the bill,’ he said, noting that after due diligence, the Green Chamber will ‘speedily concur with the Senate’.

‘On the issue of funding, like I said, it’s like a pandemic. There’s no way you can confront a pandemic without funding. The budget is coming in September, and once it comes, we’ll make sure adequate funding is provided for this issue.

‘On the issue of domestication of the VAPP 2015 and the Child Rights Act, my office has done a lot. We had a conference with the Speakers of the State Assemblies. The Chairman of the Conference of Speakers promised that they would domesticate it in Bauchi, and I’m glad to say that it has been done.

‘We’ll continue to engage with others to see that they domesticate the laws. This is something we’re championing, and we’ll continue to do that. For us in the House of Representatives, we’re giving this issue all the seriousness it deserves,’ the Speaker stated.

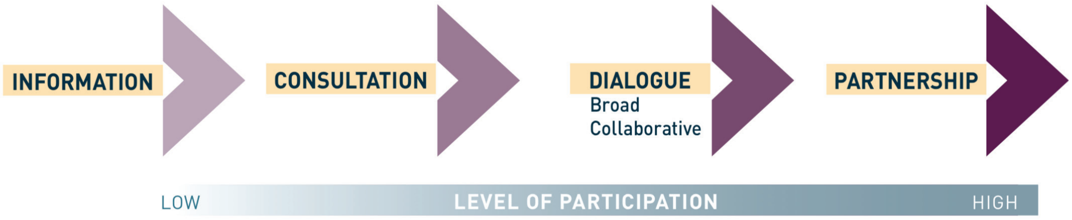
Gbajabiamila also said the issue of gender is prominently featured in the Legislative Agenda of the House, a new version of which would be launched on Saturday.

Source: https://businessday.ng/breaking-news/article/reps-to-provide-funds-for-gender-based-violence-fight-in-2021-budget/

Handout 6.10: Working with Non-governmental Organizations

THE DIFFERENT LEVELS OF PARTICIPATION

The involvement of NGOs in the different steps of the political decision-making process varies based on the intensity of participation. There are four levels of participation sorted from least to most participative.



Source: Council of Europe, 2018

INFORMATION: A relatively low level of participation, which usually consists of a one-way provision of information from the public authorities, and no interaction or involvement with NGOs is required or expected.

CONSULTATION: Public authorities may ask NGOs for their opinion on a specific policy topic or development. The initiative and themes originate with the public authorities, not with the NGOs.

DIALOGUE: The initiative for dialogue can be taken by either party and can be either broad or collaborative.

- Broad dialogue is a two-way communication built on mutual interests and potentially shared objectives to ensure a regular exchange of views. It ranges from open public hearings to specialized meetings between NGOs and public authorities.
- Collaborative dialogue is built on mutual interests for specific policy development. Collaborative dialogue is more empowered than broad dialogue, as it consists of joint, often frequent and regular, meetings to develop core policy strategies and often leads to agreed outcomes such as a joint recommendation or legislation.

PARTNERSHIP: The highest level of participation, where NGOs and the public authorities cooperate closely together while ensuring that the NGOs continue to be independent and have the right to campaign and act irrespective of a partnership situation. Partnership can include activities such as provision of services, participatory forums and the establishment of co-decision-making bodies.

Steps in the political decision-making process

Levels of participation	**AGENDA SETTING**	**DRAFTING**	**DECISION**	**IMPLEMENTATION**	**MONITORING**	**REFORMULATION**
Partnership	Working group or committee	Co-drafting	• Joint decision making • Co-decision making	Strategic partnerships	Working groups or committee	Working groups or committee
Dialogue	• Hearings and public forums • Citizens' forums and future councils • Key government contact	• Hearings and question-and-answer panels • Expert seminars • Multi-stakeholder committees and advisory bodies	Open plenary or committee sessions	• Capacity-building seminars • Training seminars	Working groups or committee	Seminars and deliberative forums
Consultation	• Petitioning • Consultation online or other techniques	• Hearings and question-and-answer panels • Expert seminars • Multi-stakeholder committees and advisory bodies	Open plenary or committee sessions	• Events • Conferences • Forums • Seminars	Feedback mechanisms	• Conferences or meetings • Online consultation
Information	• Easy and open information access • Research • Campaigning and lobbying • Website for key documents	• Open and free access to policy documents • Website for key documents • Campaigns and lobbying • Webcasts • Research input	Campaigning and lobbying	• Open access to information • Website for information access • E-mail alerts • Frequently asked questions (FAQs) • Public tendering • Procedures	• Open access to information • Evidence gathering • Evaluations • Research studies	Open access to information

Source: Council of Europe, 2020

Handout 6.11: Mentoring through Inter-generational Dialogue

A way of leadership communication

Inter-generational mentoring is a strategy to engage youth and direct their energy into aspects that will help realize their true full potential. It creates safe spaces of love, compassion, understanding and a willingness to give equal opportunity to all.

Who is a mentor? Attributes

Recall the mentor is the 'senior' person in a relationship. The mentor is usually older, but age is not necessarily the defining factor. Skill, ideas, knowledge, positive values and experience are being transferred. A mentor must find and nurture new potential and give voice to the weaker party. As a Feminist, I have a philosophical and political task to find other voices, to spread the word about women's rights and to say a resounding 'NO' to oppression of any form. My classes, when I taught political science at the Ahmadu Bello University Zaria, adopted a mentoring pedagogy. This means the lecturer does not have to know everything. Students too could and were asked to challenge their teachers. Students learned by watching the character and discipline of the lecturer. Both female and male students had equal rights and respect was mutual in my class. People worked in teams that then competed against each other. Every member of every team had to do their own share of the work and thereafter reflect upon the lessons learned.

What I sought to transfer in that conversation with my students was that learning was not all bookwork; it also comes from human interaction and finding a space to explore hidden sides to oneself. I represented a generation of ideas and knowledge and a worldview not necessarily of age, because while I was older than most of my students, there were some students who were older than me, but who still referred to me as 'ma'am'.

Mentoring for me in that context and in all other contexts where I have been privileged to act as a mentor is about three key things: sharing **knowledge, opportunity and good values**. Here, I share five key values of transformational mentoring.

1. Reclaiming and preserving ourselves: we must not be afraid to show our true beliefs. Let people make their own decisions as to how they relate to us. We should not feel responsibility for their decision, so long as one is living above board. We must find time to love, to take care of ourselves and to live life.
2. Justice for all: big or small, each has rights. A mentor should seek to demonstrate this and impact on their mentees. This is done through giving voice to the voiceless and showing and demanding accountability.
3. Reviewing our biases: we all have our hidden fears and things that are not always clear to us. It is okay to doubt these things and to honestly say 'I don't know'. But do also know that things sometimes are not what they seem. Do not be judgmental or quick to condemn; give a second and a third chance.
4. Showing leadership: we must do this by tackling the most difficult of tasks ourselves and know when we have reached our limits. Mentors must share opportunities where they find them so that others can gain through them, but should also demand accountability.

5. Encouraging hierarchies of imagination rather than of power: mentors should be open to being questioned and to new ideas. A child sometimes may have the best idea because of the vision or the journey they have made in life. We must encourage a Lower power index (Lpi), where fear of power is low and people can ask their seniors questions in anticipation of a straight answer. Recall the Yoruba adage: *Owo omode koto pepe t' agbalagba ko w' akerengbe*.[1] The Chinese equally remind us that 'One generation plants the trees, and another gets the shade'.

Mentees in turn should show respect for self and others, humility, willingness to learn, commitment and courage to ask questions. A mentee needs to know that the ability to say 'Thank you' and 'I am sorry', simple courtesies, opens more doors than gargantuan-sized prose.[2]

© Amina Salihu, 2013

---

[1] Yoruba proverb of south-western Nigeria: 'While the hand of the child cannot reach the porch, that of the adult cannot enter the gourd either!' The moral being that young and old need each other.

[2] Culled from Amina Salihu (2013), Centre LSD Intergenerational Mentoring Class notes. Salihu is a mentor for Nigeria's Federal Ministry of Women Affairs Girls Mentoring Programme.

MODULE

7

BUILDING AN AGENDA FOR SUSTAINABLE DEVELOPMENT

Goal

Module 7 pulls all learning together towards specific action plans and preparation for law-making that is responsive to gender equality and social inclusion.

Activities

- Visioning the Future
- Tracking Resources
- Work Planning

ACTIVITY 7.1: VISIONING THE FUTURE

Time Frame

Three hours

Objectives

- Share new knowledge.
- Enable participants come up with forward-thinking ideas.
- Revisit the content of the NASS Gender Strategy.
- Extract commitments (constituency, budget).

Method

1. Use the GWIN (Growing Girls and Women in Nigeria) and the Nigerian Alliance for Clean Cookstoves videos available on the NASS/NILS website (www.nass.gov.ng). They look at access to health, education, water and clean energy for women. The facilitator can equally use relevant alternative visuals.
2. Enable debate around a 'what if', in which participants use their imagination to see what changes can happen. For example, what if every woman had access to clean cooking energy and lighting? What would be the gain?
3. Handout 7.0 on the dangers of traditional cooking and the Nigerian Alliance for Clean Cookstoves five-minute video will help.

Facilitator's Note

This session should enable participants to imagine new ideas and innovative ways of doing things.

Reflections

1. The facilitator should enable participants to stand back and think about what they have learned.
2. What has been reinforced?
3. What will they do differently and better?
4. Who will they work with or influence?
5. Fill in the reflection log or note an action plan point for development later.

ACTIVITY 7.2: TRACKING RESOURCES

Time Frame

Four hours

Objectives

- Know how to set gender indicators.
- Know how to conduct a gender critique of a budget.
- Better understand how to apply oversight rules to budgeting.
- Review the performance of ministries, departments and agencies.

Materials

Handout on indicators, flip chart, markers

Method

Share with participants what indicators are and why they are important. Use Handout 7.3 on indicators and Handout 7.4 on gender and women's empowerment indicators.

Role play: 30 minutes

Divide the group into three. One set as legislators, a second as representatives of ministries, departments and agencies, and a third as citizens. The scenario is that of a budget defence. The facilitator should give each group about ten minutes to plan its strategy and be clear about roles in the group to make the exercise useful in showing the outcome of resource-tracking objectives.

Legislators

Arm them with the indicators.

Ministries, departments and agencies

They come with prepared budgetary requests for different spending, with sums attached.

Citizens

They should have all the documents that the other two groups have. They listen and play a role of critique. Citizens need to say if:

- The indicators are relevant
- Legislators asked the right questions (they should propose better options as may be necessary)
- Ministries, departments and agencies were convincing in their request for funds and demonstration of performance in the previous budget year

Facilitator's Notes

Please note that indicators have been provided for multiple scenarios. Some may be suitable for budget work or public hearings or work on a particular sector. The facilitator needs to guide the participants to apply the right indicators to the proper context and to come up with some of their own. This will serve as a good measure of learning.

During the role play, do note that citizens should be more in number than the legislators and the ministry, department and agency representatives. This is to facilitate better listening and more robust critique of the process.

At the end of the exercise, the facilitator should encourage reflection on key learning points. They should encourage a comparison of what transpired during the role play to a similar real-life situation.

ACTIVITY 7.3: WORK PLANNING

Time Frame

Two hours

Objectives

- Document new ideas in an action-oriented manner.
- Come up with practical steps for visioning that aides can help implement.

Method

Encourage participants to bring out their reflection log from Module 1. The tool can be found in the Module 1 handouts. Participants should reflect on what they have learned and what they want to carry forward.

Participants need to know that the training is a tool to help them change the narrative for women's rights for the better. Share and discuss Handout 7.1 (Women must have a leadership agenda) and Handout 7.2 (Strategic vision for girls and women).

Form participants into triads from larger groups, depending on total number; three to five participants per group is good. The purpose is to begin to reflect on projects that could be done collaboratively. Share Handouts 7.0 and 7.2 on problems and possible solutions for improved life outcomes for women and the poor. Discuss examples of ideas that could form the work plan, including bills to sponsor, reading to be done, a plan to work in a bipartisan manner across political parties or other differences. It should also include personal plans – for example, recruiting capable technical staff, gaining budget literacy, reading briefs, making new friends and allies, etc.

Handouts Module 7

7.0 Clean Cooking Energy (video in Dropbox)

7.1 Women Must Have a Leadership Agenda

7.2 Strategic Vision for Girls and Women

7.3 Gender Indicators

7.4 Gender and Women's Empowerment Indicators

HANDOUTS FOR MODULE 7

Handout 7.0: Clean Cooking Energy

Clean cooking energy is a life-saving investment. Cooking should not kill; it should be pleasurable and bring health and joy to the family.

Ninety million Nigerians, and almost all public institutions, cook with wood on the traditional 'three-stone fire'. In the rural and peri-urban communities in Nigeria, poor women cook with wood energy and other sources that are easily available in their environment but which are detrimental to their health. These include wood, debris and waste from nearby forests, and household refuse. These sources are attractive because they are relatively affordable and accessible. However, they emit carbon at high levels, along with other dangerous chemicals and particulates. These emissions and the attendant greenhouse gas effect are hazardous to human health and the environment. Clean cookstove technology can help address this problem.

What is the clean cooking solution?
According to the World Health Organization, smoke from cooking with wood causes 95,300 deaths in Nigeria every year, mostly among women and children. It is the third highest killer of women and children after malaria and HIV/AIDS.

Clean cooking solutions are those technologies, fuels, equipment and practices that address the health and environmental impacts associated with traditional cooking with firewood. These could take the form of improved and efficient wood- and charcoal-burning stoves, cooking gas, etc. In most cases, the shift to clean cookstoves reduces cooking costs and negative health impacts for families. Clean cooking solutions come in various sizes and anticipate cultural affinity for certain ways of cooking, hence their adaptability to wood, kerosene and gas.

Why is it important?
Increasing wood use costs poor families money that can be used for food, education and health, and it also contributes to deforestation. With clean energy we can pursue sustainable living, which means less forest cover is cut down for fuel consumption and we can better balance our environment. In addition, we would then have more forests, which absorb carbon dioxide and other greenhouse gases. Already, Nigeria loses 3 per cent of its forest cover every year, and climate change effects such as flooding, desertification and erosion are increasing at an alarming rate. Millions of open fires are also sources of greenhouse gases that cause global warming. Clean cooking fuels and stoves save lives and money and make the poor part of the climate solution.

In a nutshell, clean cookstove technology is important because of the following:

- Households use less energy of any kind, which saves money for other needs.
- Households use safer energy (e.g. gas as opposed to wood), which is healthier for the environment.
- Clean stoves enable households to use energy in a way that is less harmful to health, as lower smoke emissions minimize the risk of cancer, blindness, eye disease, bronchitis, lung disease, etc. and thus the risk of early death.

Source: www.iceednigeria.org; www.naccnigeria.org

Handout 7.1: Women Must Have a Leadership Agenda

‘It is our turn’ – to do what?

The content of a lot of the recent high-profile campaigns in various countries to get more women into decision making is devoid of an analysis of what difference women can make as leaders. Most of the debate tends to be focused on an entitlement agenda, i.e. ‘We are women and it is now our turn’. My response to this is ‘Our turn to do what?’ To loot treasuries, make bad policy decisions, rig elections, sit tight in power or wage senseless wars? We need to be able to finish the sentence more logically than ‘it is our turn’. We should be saying **‘It is our turn to lead because we will do things differently. We will serve with integrity, we will bring powerful visions of transformation, and we will prioritize the needs and concerns of our citizens over and above anything else.’**

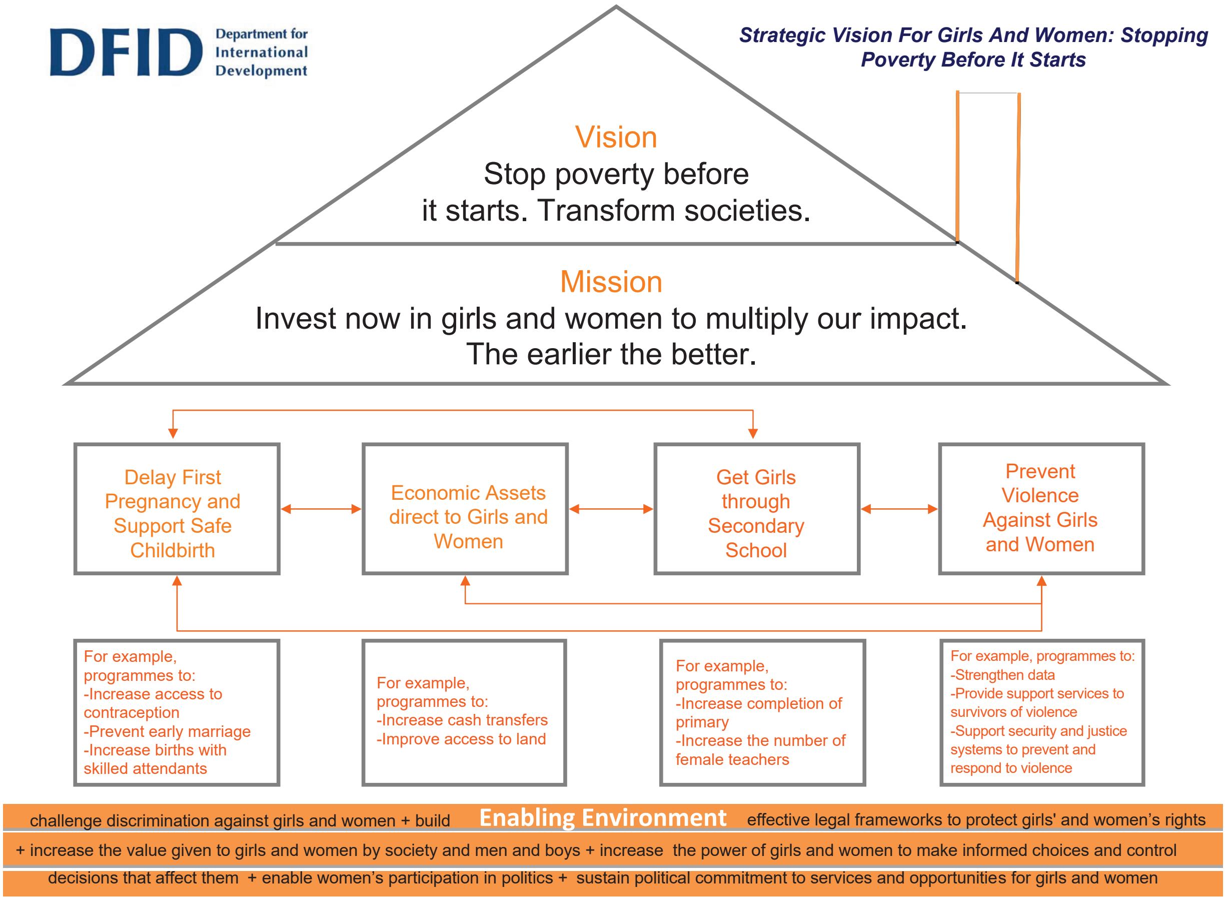
What is an agenda?

African women will continue to march on one spot if we do not ensure that there are constitutional guarantees for effective representation and participation, specifically through affirmative action and quotas. Regardless of our political affiliations, we cannot achieve equality for women without a focus on the specificity of women’s needs and rights. We need to build a political movement to promote and protect women’s rights, and craft demands to all political leaders, which need to address, at a minimum, the following:

- Political will and commitment to gender equality and women’s empowerment
- Women’s economic empowerment and livelihoods
- Commitment to women’s participation in public life
- Women’s health, security and safety

Culled from Bisi Adeleye–Fayemi, ‘Preface’ in Amina Salihu, ed. (2011) The Nigerian Women’s Trust Fund: Politics, Sustainability and Strategy, *Abuja, Dubai: Blake & Harper*

Handout 7.2: Strategic Vision for Girls and Women



DFID Department for International Development

Strategic Vision For Girls And Women: Stopping Poverty Before It Starts

Vision

Stop poverty before it starts. Transform societies.

Mission

Invest now in girls and women to multiply our impact. The earlier the better.

Delay First Pregnancy and Support Safe Childbirth

Economic Assets direct to Girls and Women

Get Girls through Secondary School

Prevent Violence Against Girls and Women

For example, programmes to:
-Increase access to contraception
-Prevent early marriage
-Increase births with skilled attendants

For example, programmes to:
-Increase cash transfers
-Improve access to land

For example, programmes to:
-Increase completion of primary
-Increase the number of female teachers

For example, programmes to:
-Strengthen data
-Provide support services to survivors of violence
-Support security and justice systems to prevent and respond to violence

Enabling Environment

challenge discrimination against girls and women + build effective legal frameworks to protect girls' and women's rights + increase the value given to girls and women by society and men and boys + increase the power of girls and women to make informed choices and control decisions that affect them + enable women's participation in politics + sustain political commitment to services and opportunities for girls and women

Handout 7.3: Gender Indicators

1. Introduction

This brief focuses on the use of gender indicators as a way of measuring change. It asks: what are indicators, and why should we develop gender indicators? It also addresses the often-political issue of what we should be measuring, providing some broad principles that can be considered in making these decisions, as well as some questions donors can ask themselves when they are developing gender indicators. The brief also offers examples of existing indicators – noting that they always need to be adapted to specific contexts.

What are indicators?

Indicators are criteria or measures against which changes can be assessed (Imp-Act 2005). They may be pointers, facts, numbers, opinions or perceptions used to signify changes in specific conditions or progress towards particular objectives (Canadian International Development Agency, 1997).

2. What are 'gender indicators?'

A 'gender-responsive' or just 'gender' indicator measures gender-related changes over time. Gender indicators can refer to quantitative indicators based on sex-disaggregated statistical data which provides separate measures for men and women on literacy, for example. Gender indicators can also capture qualitative changes – for example, increases in women's levels of empowerment or in attitude changes about gender equality. Measurements of gender equality might address changes in the relations between men and women, the outcomes of a particular policy, programme or activity for women and men, or changes in the status or situation of men and women – for example, levels of poverty or participation.

Source: http://www.oecd.org/social/gender-development/43041409.pdf

Handout 7.4: Gender and Women's Empowerment Indicators

In 2013, the United Nations Statistical Commission agreed to gender indicators as a guide for national and international data compilation. This includes a set of ground-breaking indicators specifically designed to measure violence against women in all its aspects, as well as a separate set of 52 gender indicators developed by the Inter-Agency and Expert Group on Gender Statistics. The minimum set covers economic structures, participation in productive activities and access to resources; education; health and related services; public life and decision making; and human rights of women and girls.

Minimum set of Gender Indicators by Domain

I. Economic structures, participation in productive activities and access to resources

1. Average number of hours spent on unpaid domestic work by sex (Note: Separate housework and childcare, if possible)
2. Average number of hours spent on paid and unpaid work combined (total work burden), by sex
3. Labour force participation rates for persons aged 15–24 and 15+, by sex
4. Proportion of employed who are own-account workers, by sex
5. Proportion of employed who are working as contributing family workers, by sex
6. Proportion of employed who are employer, by sex
7. Percentage of firms owned by women, by size
8. Percentage distribution of employed population by sector, each sex
9. Informal employment as a percentage of total non-agricultural employment, by sex
10. Youth unemployment, by sex
11. Proportion of population with access to credit, by sex and disability
12. Proportion of adult population owning land, by sex
13. Gender and social inclusion gap in wages
14. Proportion of employed working part time, by sex
15. Employment rate of persons aged 25–49 with a child under age 3 living in a household and number of children living in the household, by sex
16. Proportion of children under age 3 in formal care
17. Proportion of individuals using the Internet, by sex
18. Proportion of individuals using mobile/cellular telephones, by sex
19. Proportion of households with access to mass media (radio, TV, Internet), by sex of household head

II. Education

1. Literacy rate of persons aged 15–24, by sex and disability
2. Adjusted net enrolment ratio in primary education, by sex
3. Gross enrolment ratio in secondary education, by sex
4. Gross enrolment ratio in tertiary education, by sex
5. Gender parity index in enrolment at primary, secondary and tertiary levels
6. Share of female science, engineering, manufacturing and construction graduates at tertiary level
7. Proportion of females among tertiary education teachers or professors
8. Net intake in first grade of primary education, by sex
9. Primary education completion rate, by sex
10. Graduation from lower secondary education, by sex
11. Transition rate to secondary education, by sex
12. Education attainment of population aged 25 and over, by sex

III. Health and related services

1. Contraceptive prevalence among women who are married or in a union, aged 15–49
2. Under-five mortality rate, by sex
3. Maternal mortality ratio
4. Antenatal care coverage
5. Proportion of births attended by a skilled health professional
6. Smoking prevalence among persons aged 15 and over, by sex
7. Proportion of adults who are obese, by sex
8. Women’s share of population aged 15–49 living with HIV/AIDS
9. Access to anti-retroviral drugs, by sex
10. Life expectancy at age 60, by sex
11. Adult mortality by cause and age groups

IV. Public life and decision making

1. Women’s share of government ministerial positions
2. Proportion of seats held by women in national parliament
3. Women’s share of managerial positions
4. Percentage of female police officers
5. Percentage of female judges

V. Human rights of women and girl children

1. Proportion of women aged 15–49 subjected to physical or sexual violence in the last 12 months by an intimate partner
2. Proportion of women aged 15–49 subjected to physical or sexual violence in the last 12 months

Source: IPDET@LISTSERV.IPDET.ORG October 30, 2013

Bibliography

Abbas, I. M. (2007), paper presented at Legislative Aides Training.

Akande, J. (2006), 'Gender Mainstreaming in Nigeria's Political Development' in *Nigeria Journal of Legislative Affairs*, Vol. 1 No. 1.

Alemika, E. E. O. and Agugua, A. O. (2001), 'Gender Relations and Discrimination in Nigeria Police Force, Lagos', Centre for Law Enforcement Education (CLEEN), in Otive Igbuzor, *Gender and Political Leadership in Nigeria* (2005), J. Tolalu.

Carnegie Endowment for International Peace (2018), 'What Tunisia Can Teach the United States about Women's Equality', 30 November, available at what-tunisia-can-teach-united-states-about-women-s-equality-pub-77850, accessed 14 July 2020.

Case for Change (2018), 'How Women Are Taking the Lead in Rwanda', available at how-women-are-taking-the-lead-in-rwanda, accessed 14 July 2020.

Chr. Michelsen Institute (2017), 'Gender Parity in Senegal – A Continuing Struggle', available at 6230-gender-parity-in-senegal-a-continuing-struggle, accessed 14 July 2020.

Constitution of the Republic of Rwanda: http://gmo.gov.rw/fileadmin/user_upload/laws%20and%20policies/The_Constitution_of_the_Republic_of_Rwanda_of_2003_Revised_in_2015.pdf Accessed 14th July 2020

Corner, Lorraine (2010), 'Gender-responsive and Pro-poor Indicators of Good Governance', UNDP Governance Indicators Project, Oslo Governance Centre.

Council of Europe (2020), 'Civil Participation in the Decision-making Process', https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802eede1, accessed 24 August.

Department for International Development (2011), *A New Strategic Vision for Girls and Women: Stopping Poverty before It Starts*.

Deutsche Welle (2019), 'Rwanda – Real Equality or Gender-washing?' 7t March, available at https://www.dw.com/en/rwanda-real-equality-or-gender-washing/a-47804771, accessed 14 July 2020.

Expresso da Silhas (2020), 'Lei da Paridade reclama 22 mulheres como numero dois nas listas para as proximas eleicoes autarquicas', 30 June, available at https://expressodasilhas.cv/politica/2020/06/30/lei-da-paridade-reclama-22-mulheres-como-numero-dois-nas-listas-para-as-proximas-eleicoes-autarquicas/70216, accessed 20 July 2020.

Fayemi, Bisi Adeleye (2011), 'Preface' in Amina Salihu, ed. *The Nigerian Women's Trust Fund: Politics, Sustainability and Strategy*, Abuja and Dubai: Blake & Harper.

Gender and Affirmative Action GEM Report (2008).

Igbuzor, Otive (2005), *Gender and Political Leadership in Nigeria*, Lagos: J. Tolalu.

International IDEA (2007), *Designing for Equality: Best-fit, Medium-fit and Non-favourable Combinations of Electoral Systems and Gender Quotas*, Stockholm.

International IDEA (2013), *Atlas of Electoral Gender Quotas*, Stockholm.

Inter-Parliamentary Union (2020), 'Global Data on National Parliaments: Rwanda', available at https://data.ipu.org/content/rwanda?chamber_id=13513, accessed 14 July 2020.

Ladan, Muhammad Tawfiq, 'Review of NESREA Act 2007 and Regulations 2009–2011: A New Dawn in Environmental Compliance and Enforcement in Nigeria' in *Law, Environment and Development Journal*, Volume 8/1 2012. Nigerian Infrastructure and Advisory Facility and Nigerian Alliance for Clean Cookstoves (2013), communication material.

Mercier, A. (1995), 'A Perverse Case of the Contingent A Priori: On the Logic of Emasculating Language (A Reply to Dawkins and Dummett)' in *Philosophical Topics* 23 (2): 221–259.

Moulton, J. (1981), 'The Myth of the Neutral "Man"' in M. Vetterling-Braggin (ed.), *Sexist Language: A Modern Philosophical Analysis*, NJ: Littlefield and Adams, pp. 100–115.

National Voice and National Association for Voluntary and Community Action (2009), *Comprehensive Community Engagement Strategy: A Practical Guide for LSPs, IDeA, Urban Forum and Local Focus*.

Organization for Security and Co-operation in Europe (2017), 'Making Laws Work for Women and Men: A Practical Guide to Gender-responsive Legislation', Warsaw: OSCE Office for Democratic Institutions and Human Rights.

Poats, S. V. and S. L. Russo (1991), 'Training in WID/Gender Analysis in Agricultural Development', an extract from *Training in Women in Development/Gender Analysis in Agricultural Development: A Review of Experiences and Lessons Learned*, working paper series No. 5 (FAO), reprinted in GADU newspack No. 14, Oxfam.

Salihu, Amina (2013), class notes on intergenerational mentoring, Centre for Leadership and Strategy Development.

Salihu, A. et al. (2014), *Gender and Leadership Training Manual for the National Assembly*, Abuja: National Institute for Legislative Studies.

Salihu, A. et al. (2014), *National Assembly Gender Strategy*, National Institute for Legislative Studies.

Salihu and Akinrimisi (2014), *Situation Analysis on the Review of the National Gender Policy of Nigeria*, Federal Ministry of Women Affairs and Social Development.

Salihu, A. and A. Akiyode-Afolabi (2020), 'Women's Participation in the 2019 Nigerian Elections', Centre for Democracy and Development.

Salihu, A. and S. Mahdi (2010), *Weaving a Green and White Tapestry: Gender and Politics in Nigeria*.

Saul, Jennifer (2012), 'Feminist Philosophy of Language' in Edward N. Zalta (ed.), *The Stanford Encyclopedia of Philosophy* (Winter 2012 Edition), http://plato.stanford.edu/archives/win2012/entries/feminism-language/.

UN Women Training Centre (2020), 'Beijing+25 and Training for Gender Equality', virtual dialogue report.

Washington Post (2015), 'Rwanda is Beating the United States in Gender Equality', 20 November, available at https://www.washingtonpost.com/news/wonk/wp/2015/11/20/rwanda-is-beating-the-united-states-in-gender-equality/, accessed 20 July 2020.

Manuals

ActionAid and Institute of Local Government Studies (2009), *Women in Leadership Training Manual for Assembly Women and Women Leaders*, Ghana.

Agroforestry Today, Vol. 1, No. 2 in Oxfam UK and Ireland (1994), *The Oxfam Gender Training Manual*.

Akinwale, Florence (2005), 'Southern Sudan Women's International Conference Nigeria Case Study' in International Republican Institute, *Training Manual for Women Politicians*.

Department for International Development (2013), *ENABLE Media Training Manual*.

Department for International Development and Adam Smith International (2011), *ENABLE Advocacy Manual*.

Williams, Suzanne, Janet Seed and Adelina Mwau (1994), *The Oxfam Gender Training Manual*, Oxfam UK and Ireland.

Reports

British Council and Department for International Development (2012), *Gender in Nigeria Report: Improving the Lives of Girls and Women*, Abuja.

National Institute for Legislative Studies (2014), *National Assembly Gender Audit Report*.

United Nations Development Programme (2014, updated 2020), 'International Treaties, Conventions and Resolutions on Gender Equality which Nigeria Has Signed', Democratic Governance for Development Project.

Websites

http://archive.ipu.org/wmn-e/classif.htm

http://www.oecd.org/social/gender-development/43041409.pdf

http://www.wikihow.com/Write-a-Press-Release#Mastering_the_Format_sub

https://1stnews.com/government-official-caught-having-sex-with-his-secretary-video/?

https://1stnews.com/justiceforuwa-suspects-involved-in-rape-murder-of-uniben-student-paraded/?

https://businessday.ng/breaking-news/article/reps-to-provide-funds-for-gender-based-violence-fight-in-2021-budget/

https://businessday.ng/breaking-news/article/reps-to-provide-funds-for-gender-based-violence-fight-in-2021-budget/

https://data.ipu.org/women-averages?month=6&year=2020

https://data.ipu.org/women-ranking?month=6&year=2020

https://data.worldbank.org/indicator/SG.GEN.PARL.ZS

https://eige.europa.eu/gender-mainstreaming/toolkits/gender-responsive-parliaments/self-assessment-scoring-and-interpretation-parliament-gender-sensitivity/area-4-parliament-produces-gender-responsive

https://lawpadi.com/11-steps-to-how-a-law-is-made-in-nigeria/

https://lawpavilion.com/blog/the-administration-of-criminal-justice-act-2015-acja/

https://ng.boell.org/en/2013/10/14/womens-convention-nigeria

https://ng.usembassy.gov/new-usaid-integrated-health-program-will-help-save-lives-among-the-most-vulnerable-nigerians-2/

https://policehumanrightsresources.org/content/uploads/2017/09/Administration-of-Criminal-Justice-Act-2015-2.compressed.pdf?x72802

https://ptcij.org/blog/humanitys-rights-reflecting-on-the-universal-declaration-of-human-right/

https://vimeo.com/106528485

https://www.factcheck.org/2016/11/how-to-spot-fake-news/

https://www.ipu.org/resources/publications/toolkits/2016-11/evaluating-gender-sensitivity-parliaments-self-assessment-toolkit

https://www.justice.gov/eoir/page/file/1168876/download

https://www.oxfam.org/en/not-all-gaps-are-created-equal-true-value-care-work

https://www.researchgate.net/publication/323228361_IMPACT_OF_THE_UNITED_NATION_CONVENTION_AGAINST_TORTURE_ON_THE_PROTECTION_OF_HUMAN_RIGHTS_IN_THE_ADMINISTRATION_OF_CRIMINAL_JUSTICE_SYSTEM_IN_NIGERIA https://www.state.gov/wp-content/uploads/2020/02/NIGERIA-2019-HUMAN-RIGHTS-REPORT.pdf

https://www.techrepublic.com/resource-library/whitepapers/slack-choosing-a-collaboration-platform/

https://www.uneca.org/sites/default/files/uploaded-documents/Beijing25/nigeria-beijing25_report.pdf

https://www.youtube.com/watch?v=I8UwTwjpE6E

https://www.youtube.com/watch?v=OIPrLX5S5OI Using Zoom retrieved June 2020

https://www.youtube.com/watch?v=QOUwumKCW7M

https://www.youtube.com/watch?v=xKN7yYx28qc Using Zoom retrieved June 2020

IPDET@LISTSERV.IPDET.ORG, 30 October 2013

www.abovewhispers.com

www.iceednigeria.org

www.merriam-webster.com

www.naccnigeria.org

www.nass.gov.ng

www.oxforddictionaries.com

www.word.com

www.yahoo.com/question, retrieved 17 September 2014

This manual is a critical tool that will to enable legislators and legislative staff in Nigeria's Federal Legislature (the National Assembly) to have the requisite skills and knowledge to understand gender issues, women's rights and social inclusion, and to make laws that protect the rights of girls and women across diversities, including in relation to gender, geography, age and disability, as well as enhance their participation in the legislature.

The main purpose of the manual is to provide successful training for members of parliament and staff. With the help of this training manual, trainers will be qualified to carry out seminars for members of parliament and staff in order for them to analyse, develop and adopt gender-responsive legislation. Furthermore, the manual provides trainers with an adult learner–centred space and skills for transferring the necessary gender equity and social inclusion perspective to legislative knowledge through training of trainers trainings.

The manual builds on work done in 2014 by the National Institute for Legislative Studies (NILS) on behalf of the National Assembly of Nigeria. NILS, now the National Institute for Legislative and Democratic Studies (NILDS), commissioned a gender audit of the structures, processes and outputs of the National Assembly.

United Nations Entity for Gender Equality
and the Empowerment of Women

UN House
Wing A, Second Floor
Plot 617/618 Diplomatic Drive
Central Business District
FCT–Abuja, NIGERIA
Tel: +234 9461 6314
www.nigeria.unwomen.org

www.unwomen.org
www.facebook.com/unwomen
www.twitter.com/un_women
www.youtube.com/unwomen
www.flickr.com/unwomen
www.instagram.com/unwomen

with support from the government of

Canada