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SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body **(SGB)** for

Gender Equality and Women's Empowerment

publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the **SAQA** web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address *below and no later than 72 September 2005.* All correspondence should be marked **Standards Setting – SGB Gender Equality and Women's Empowerment** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Gender Practice

SAQA QUAL ID	QUALIFICATION TITLE	
49836	Further Education and Training Certificate: Gender Practice	

SGB NAME	NSB 07	PROVIDER NAME
SGB Gender Equality and Women's Empowerment	Human and Social Studies	

QUAL TYPE	FIELD	SUBFIELD
National Certificate	Human and Social Studies	People/Human-Centred Development

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	169	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will contribute to increasing levels of efficiency to ensure quality delivery within the gender equality and women's empowerment sector - not just for the sector but for all aspects of society. It provides learners with a formal qualification that allows for recognition, further education and training opportunities at higher levels as well as continued professional development.

A person acquiring this qualification will be able to:

> Communicate effectively using a range of strategies to identi and solve gender equality and women's empowerment related problems.
> Demonstrate knowledge and understanding of the general principles, concepts and theories of gender equality and women's empowerment.
> Identify and select appropriate gender practices and processes for transformation of gender relations in organisations, programmes and projects.
> Promote and support gender equality and women's empowerment through education, training and development.
> Apply principles of social justice to promote gender equality and women's empowerment.

The qualification aims at developing a competent and professional sector for the effective delivery of services. The applied competencies demonstrated within this qualification are essential for a positive impact on gender equality and women's empowerment, social, economic and political transformation within the South African democracy.

Rationale:

This qualification provides learners with skills to improve access to employment opportunities through job creation projects that require gender specific competencies. It will enable learners to contribute to various sectors and fulfill a constitutional mandate to ensure a non-sexist society by promoting gender equality and equity and women empowerment across all spheres. It will also aim to address issues of stereotyping and prejudice in a range of contexts. This qualification reflects the need of the sector and will contribute to socio-economic empowerment and development by ensuring that women and men develop competencies to deal with improving gender relations at individual, family, work, community and government levels. The qualification also provides the learner with the essential skills needed at an entry level and to facilitate a pathway for further learning as well as receive recognition for existing skills and knowledge. This qualification aims to promote professionalism, work ethics and good governance in a range of sectors.

The range of typical learners that will benefit from this qualification include:

> Practitioners in the area of gender equality and women's empowerment.
> Government Officials.
> Community Based Organisations (CBOs).
> Non-Governmental Organisations (NGOs).
> Government programme practitioners.
> Faith Based Organisations (FBOs) and leaders.
> Unions.
> Facilitators.
> Researchers.
> People involved in Education/Educators.
> Activists.
> People involved in advocacy initiatives.
> Early Childhood Development (ECD) practitioners.
> Development practitioners.
> Adult Basic Education and Training (ABET) practitioners.
> Human Resource managers.
> Women in leadership.
> Police Officers.
> Health Care Workers.

Vulnerable groups in this context could also include farm workers, domestic workers, people with disabilities and mine workers.

The qualification is to affirm the experiences of women and men through the recognition and credit accumulation of competencies; allowing for gender mainstreaming; and to remain nationally and internationally comparable.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

> Communication at NQF Level 3 or equivalent.
> Mathematical Literacy at NQF Level 3 or equivalent.
> Knowledge, skills and attitudes that are commensurate with promoting gender equality and women's empowerment.

Recognition of prior learning:

The structure of this unit standards-based qualification makes the Recognition of prior learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of prior learning will be done by means of Integrated assessment as mentioned above.

This Recognition of prior learning may allow:

> Accelerated access to further learning at this or higher levels on the NQF.
> Gaining of credits towards a unit standard.
> Obtaining of this Qualification in part or in whole.

Access to the qualification:

There is open access to this qualification bearing in mind the Learning assumed to be in place.

QUALIFICATION RULES

The Qualification is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. The Qualification is made up of unit standards that are classified as Fundamental, Core and Elective in achieving its purpose. A minimum of 169 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

> Fundamental: 56 Credits - 33%
> Core: 93 Credits - **55%**
> Electives (minimum): 20 Credits - 12%
> Total: 169 Credits - **100%**

Note that 55% of the credits, therefore, relate directly to gender practices. The elective component allows the learner to select unit standards that are:

> Related to the work done by the learner in an organisation.
> Related to specialist areas in promoting gender equality and women's empowerment.

This is to ensure that while there is a strong gender practice focus, there is scope for learners to select additional unit standards that are relevant to their own situations and cement articulation and portability opportunities for the learner.

> Fundamental: Level 3 - 20 Credits
> Fundamental: Level 4 - 36 Credits

> Core: Level 3 - 4 Credits
> Core: Level 4 - 89 Credits

> Elective: Level 3 - 8 Credits
> Elective: Level 4 - 100 Credits
> Elective: Level 5 - 4 Credits

Motivation for number of credits assigned to Fundamental, Core and Elective:

Allocation of Fundamental Credits:

Unit standards to the value of 20 credits in Communication in the First Language, 20 credits in Communication in the Second Language and 16 credits in Mathematical Literacy have been selected for the Fundamental component. These unit standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. All the Fundamental unit standards are compulsory.

Allocation of Core Credits:

93 credits have been allocated to unit standards in the Core component of this qualification. This is to ensure that the qualification has a strong gender practice focus. The unit standards classified as Core reflect the compulsory aspects in gender practice, in which the learner needs to be fully competent. The Core component covers competencies related to interpreting and working within the gender and legal framework, engaging in capacity building activities to promote gender equality and women's empowerment and providing leadership in empowering women at all levels of society. The unit standards provide the knowledge, values and skills that all learners require in order to engage in gender practices. They also encourage the application of that knowledge, values and skills in real situations. All Core unit standards are compulsory.

Allocation of Elective Credits:

There are unit standards totalling 112 credits in this component. Learners are required to select electives totalling a minimum of 20 credits. Learners may choose any registered unit standards as electives, with the approval of the relevant ETQA, that could enhance their work performance or in which they have a particular interest.

EXIT LEVEL OUTCOMES

1. Communicate effectively using a range of strategies to i d e n t i and solve gender equality and women's empowerment related problems.

2. Know and understand the general principles, concepts and theories of gender equality and women's empowerment and be able to identify and select appropriate gender practices and processes for transformation of gender relations in organisations, programmes and projects.

3. Identify and apply appropriate resources and training interventions to promote and support gender equality and women's empowerment.

4. Apply principles of social justice to promote gender equality and women's empowerment.

ASSOCIATED ASSESSMENT CRITERIA

1:
> Verbal and non-verbal communication skills are used effectively in the workplace.
> A range of communication strategies are identified and utilised to solve gender equality and women's empowerment related problems.

2:
> The roles of institutions are analysed in terms of their impact and effect on shaping values and attitudes of girls, boys, women and men.
> The concept and practice of power relations are discussed and analysed in terms of their impact on organisational processes, structures and gender inequality.
> The roles of women's organisations in South Africa are discussed in terms of their contribution and effect in shaping the new democracy.
> Strategies are identified and selected to deal with gender inequality.

3:
> Gender sensitive indicators are identified, selected and developed to enhance training interventions.
> Gender sensitive styles and methodologies are identified, developed/used when advising, coaching, mentoring, managing, facilitating and guiding learners on issues that will promote gender equality and women's empowerment.
> Gender equality and women's empowerment knowledge, skills and attributes are discussed and applied in a range of situations in the workplace.
> Training interventions are evaluated in terms of their impact, strengths and weaknesses and promotion of gender equality.

4:
> The concept of social justice is analysed and discussed in terms of its contribution to Gender Equality and Women's Empowerment.
> Key resources and opportunities are identified and discussed in terms of promoting gender equality.
> Violence against women is discussed in terms of its impact on women's disempowerment.
> Mechanisms for the evaluation and monitoring of gender audit processes are identified and applied to ensure improved auditing practice and achievement of the audit objectives.

Integrated assessment:

> Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, **so** that an integrated approach to assessment is incorporated into the qualification.

> Learning, teaching and assessment are inextricably interwoven. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

> Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration contexts wherever possible. A variety of methods must be used in assessment and **tools** and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

> The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments, the assessor should make use of a range of formative and summative assessment **tools** methods and assess combinations of practical, applied, foundational and reflective competencies.

> Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

> Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated manner.

INTERNATIONAL COMPARABILITY

The FETC: Gender Practice Qualification and related Unit Standards at NQF Level 4 have been compared with qualifications from various countries to assess global contrasts and/or similarities, regional considerations and standards.

The research conducted on international comparability with regard to gender and women's studies, women's empowerment and gender equality focused on both education and training programmes offered by a range of institutions and organisations, in both developing and developed nations, as well as on a range of sectors e.g. law, education, health, water and sanitation. The institutions and organisations researched included universities, government institutions and non-governmental service providers; many of which are located in sub-Saharan Africa. The information collected was limited to that which was currently available through internet searches, through personal contacts through tertiary institutions, and organisations that work in the area of gender and women's empowerment.

Elements of the unit standards developed at Level 4 compare favourably with standards identified in the women's studies courses of New Zealand a country recognised as a leader in the generation of unit standards and qualifications; these include the following:

> Self and Text: Level 3.
> Gender and the media: Level 3.
> Gender, Work and Consumer Culture: Level 3.
> Masculinities: Level 3.
> Governing Bodies: Level 3.
> Sexuality and Colonisation: Level 3.
> Develop own plans as a women: Level 3.
> Communicate in a way that validates and includes women: Level 4.
> Increase self-esteem for women: Level 4.

These qualifications compare favourably with the skills development achieved through the FETC: Gender Practice qualification because the outcomes and assessment criteria include much of the above terminology and broad perspectives. It is worth noting that the Level 4 qualification promotes the equality model in terms of recognising past inequalities and supports redress, empowerment and equity processes.

The information provided from a range of universities in Canada, Germany, Ireland, Sri Lanka, the Netherlands and USA; as well as sub-Saharan African universities such as Cameroon, Kenya, Ghana, Ethiopia, Tanzania, Namibia, Zimbabwe and South Africa show a proliferation of women's and gender study programmes that lead to Degree, Masters and Doctorate level qualifications. Where short courses have been provided by universities the qualification that is awarded is an internal Certificate from the institution or organisation that has offered the study programme. These certificates are not necessarily accredited by a national qualifications authority.

Similarly where study programmes and short courses have been offered by non-governmental organisations, other than a certificate of attendance, no accredited qualification is provided.

> Botswana:
 > Ngo: Emang Basadi.
 > Study programme: Short courses for Parliamentarians.

> Ghana:
 > Ngo: Abantu for Development.
 > Study programme: Short courses for Parliamentarians.

> Kenya:
 > Ngo: Femnet.
 > Study programme: Short courses for NGOs and individuals.

> Namibia:
 > Ngo: Sister Namibia.
 > Study programme: Shot courses for Parliamentarians and NGOs.

> South Africa:
 > Ngo: Gender Education and Training Network.
 > Study programme: Short courses for government, labour, corporate.
 > Ngo: Women's Development Foundation.
 > Study programme: Short courses for women local government councillors.

> Tanzania:
 > Ngo: TGNP (Tanzania Gender Network Programme).
 > Study programme: Short courses for Parliamentarians and NGOs.

 > Zambia:
 > Ngo: Sister Sister.
 > Study programme: Short course for Parliamentarians.

 > Zimbabwe:
 > Ngo: Zimbabwe Women's Resource Centre.
 > Study programme: Short courses for Parliamentarians, civil servants and NGOs.

 It is therefore the opinion of the SGB that the field of Gender Equality and Women's Empowerment is difficult to benchmark globally at levels below a university Bachelor's degree qualification because many of the women's and gender short courses offered do not provide accredited national qualifications and unit standards.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following registered Qualifications:

> Further Education and Training Certificate: Development Practice (Level **4).**
> National Certificate: Development Practice (NQF level **4).**
> Further Education and Training Certificate (FETC): Community Facilitation in Society and Environment Interactions (Level **4).**
> Further Education and Training Certificate: Theology and Ministry (Level **4).**
> Further Education and Training Certificate: Community Health Work (Level **4).**
> National Certificate: Early Childhood Development (NQF level **4).**
> Further Education and Training Certificate: Child and Youth Care Work (Level **4).**
> Occupational Health and Safety (NQF level **4** in process).
> National Certificate: Environmental Educators, Training and Development Practice (NQF Level **4).**

The Qualification articulates vertically with the following proposed and registered Qualifications:

> National Certificate: Gender Practice (NQF level 5) (proposed).
> National Certificate: Development Practice (NQF level 5).
> National Certificate: Society and Environment Interactions in the Workplace (Level 5).
> National Certificate: Local Development (NQF Level 5).
> Occupational Health and Safety (NQF level 5 in process).
> National Certificate: Environmental Educators, Training and Development Practice (NQF Level 5).
> Para-legal environmental services (in process).

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with an appropriate Education, Training, Quality Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the unit standards that make up this qualification. The following criteria are specified for an applicant to register as an assessor for this Qualification, the applicant should:

> Hold a minimum level 5 qualification in the human and social sciences field.
> Be experienced in the fields of gender practice.
> Be registered as an assessor with the relevant ETQA.
> Have good interpersonal skills and ability to balance the conflicting requirements of the interests of the learner, the provider and the employer.

NOTES

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UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered
core	7791 Display cultural awareness in dealing with customers and colleagues	Level 4	4	Reregistered
core	10022 Comply with organisational ethics	Level 4	4	Reregistered
core	14646 Demonstrate an understanding of the human rights contained in the bill of rights	Level 4	12	Registered
core	110023 Present information in report format	Level 4	6	Registered
core	117870 Conduct targeted training and development using given methodologies	Level 4	10	Registered
core	119662 Describe the relevance of human rights and democratic practices in South African society	Level 4	8	Recommended
core	120029 Promote Gender Equality and Women's Empowerment through education, training and development	Level 4	8	Draft - Prep for P Comment
core	120030 Identify and apply principles of social justice to empower women at different levels of society	Level 4	5	Draft - Prep for P Comment
core	120031 Promote and inform women's empowerment and gender practices	Level 4	8	Draft - Prep for P Comment
Core	120033 Conduct gender audits to deal with redress, equity and diversity within organisations	Level 4	8	Draft - Prep for P Comment
core	120036 Analyse the role of institutions in developing and perpetuating gender inequality	Level 4	5	Draft - Prep for P Comment
core	120082 Provide interventions in gender violence	Level 4	8	Draft - Prep for P Comment
core	120085 Discuss the benefits and risks of engaging the media in different social contexts	Level 4	3	Draft - Prep for P Comment
Elective	117877 Perform one-to-one training on the job	Level 3	4	Registered
Elective	119722 Identify intervention services and provide support to children and youth victims of abuse and neglect	Level 3	4	Recommended
Elective	12544 Facilitate the preparation and presentation of evidence for assessment	Level 4	4	Registered
Elective	13663 Network locally and nationally in order to source information, advice or support concerning an environmental issue or risk	Level 4	5	Registered
Elective	110055 Facilitate learning in development practice	Level 4	14	Registered
Elective	110056 Conduct advocacy campaigns and workshops in development practice	Level 4	12	Registered
Elective	110057 Conduct a self-evaluation of own progress and development	Level 4	2	Registered
Elective	115587 Collect and present community needs information	Level 4	8	Registered
Elective	115591 Explain and apply environmental legal principles, rights, duties and responsibilities to a speck work context	Level 4	6	Registered
Elective	115596 Explain and apply principles and practices of social participation in society and environment interactions	Level 4	10	Registered
Elective	116727 Communicate personal faith in a range of contexts	Level 4	3	Registered
Elective	117182 Demonstrate knowledge of programming and activities in child and youth care work	Level 4	6	Registered
Elective	117498 Demonstrate knowledge of the provision and implementation of primary health care within the community	Level 4	10	Registered
Elective	119721 Support marginalised, 'at risk" and vulnerable individuals and groups and identify appropriate referral services	Level 4	8	Recommended
Elective	119905 Analyse environmental impacts in rural areas	Level 4	3	Public Comment
Elective	120076 Demonstrate an understanding of prevention programmes in V i m ' Empowerment	Level 4	4	Draft - Prep for P Comment
Elective	120077 Implement volunteer projects	Level 4	5	Draft - Prep for P Comment

Elective	**14609** Participate in management of conflict	Level 5	4	Registered
Fundamental	**8968** Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	**8969** Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	**8970** Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	**8972** Interpret a variety of literary texts	Level 3	5	Reregistered
Fundamental	**7468** Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	**8974** Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	**8975** Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	**8976** Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	**8979** Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	**9015** Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	**9016** Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered

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UNIT STANDARD: 1

SAQA US ID	UNIT STANDARD TITLE		
120029	Promote Gender Equality and Women's Empowerment through education, training and development		
SGB NAME	**NSB 07**		**PROVIDER NAME**
SGB Gender Equality and Women's Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Human and Social Studies		People/Human-Centred Development
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Plan and prepare for Gender Equality and Women's Empowerment training interventions.

SPECIFIC OUTCOME 2

Facilitate Gender Equality and Women's Empowerment training interventions.

SPECIFIC OUTCOME 3

Evaluate Gender Equality and Women's Empowerment training interventions.

SPECIFIC OUTCOME 4

Provide appropriate support on gender equality and women's empowerment issues through coaching and mentoring.

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UNIT STANDARD: **2**

SAQA US ID	UNIT STANDARD TITLE		
120030	Identify and apply principles of social justice to empower women at different levels of society		
SGB NAME	**NSB 07**		**PROVIDER NAME**
SGB Gender Equality and Women's Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Human and Social Studies		People/Human-Centred Development
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	*5*	Level 4	Regular

SPECIFIC OUTCOME 1

Identify and analyse principles of social justice with reference to Gender Equality and Women's Empowerment.

SPECIFIC OUTCOME 2

Identify and analyse specific forms of discrimination that contribute to gender inequality and provide appropriate support.

SPECIFIC OUTCOME 3

Identify and explain ways to promote women's participation at different levels of society by using the principles of social justice to redress gender inequalities.

SPECIFIC OUTCOME 4

Assess gender practices to address aspects of violence against women and provide the appropriate support.

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UNIT STANDARD: 3

SAQA US ID	UNIT STANDARD TITLE		
120031	Promote and inform women's empowerment and gender practices		
SGB NAME	**NSB 07**		**PROVIDER NAME**
SGB Gender Equality and Women's Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Human and Social Studies		People/Human-Centred Development
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	*8*	Level 4	Regular

SPECIFIC OUTCOME 1

Analyse the role of women's organisations in contributing to transformation in South Africa.

SPECIFIC OUTCOME 2

Contribute to the development of policy, legislation and/or structures that promote gender equality and women's empowerment in local, district, provincial or national activities.

SPECIFIC OUTCOME 3

Identify and apply different methods to promote the voice of women through advocacy and mobilisation activities.

SPECIFIC OUTCOME 4

Promote women's visibility in authority, decision-making and leadership roles.

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UNIT STANDARD: 4

Conduct gender audits to deal with redress, equity and diversity within organisations

SAQA US ID	UNIT STANDARD TITLE		
120033	Conduct gender audits to deal with redress, equity and diversity within organisations		
SGB NAME	**NSB 07**		**PROVIDER NAME**
SGB Gender Equality and Women`s Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Human and Social Studies		People/Human-Centred Development
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Plan for gender audits.

SPECIFIC OUTCOME 2

Conduct gender audits within different contexts.

SPECIFIC OUTCOME 3

Record findings from gender audits and make recommendations for improvement.

SPECIFIC OUTCOME 4

Assess and evaluate gender auditing practices.

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UNIT STANDARD: *5*

SAQA US ID	UNIT STANDARD TITLE		
120036	Analyse the role of institutions in developing and perpetuating gender inequality		
SGB NAME	**NSB 07**		**PROVIDER NAME**
SGB Gender Equality and Women's Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Human and Social Studies		People/Human-Centred Development
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	*5*	Level 4	Regular

SPECIFIC OUTCOME 1

Analyse the role played by the family in shaping the attitudes of women, men, girls and boys.

SPECIFIC OUTCOME 2

Analyse and interpret the role played by institutions in shaping the attitudes of women, men, girls and boys.

SPECIFIC OUTCOME 3

Explain and analyse the role of power relations within a group.

SPECIFIC OUTCOME 4

Identify and explain the impact of unequal power relations on gender inequality.