

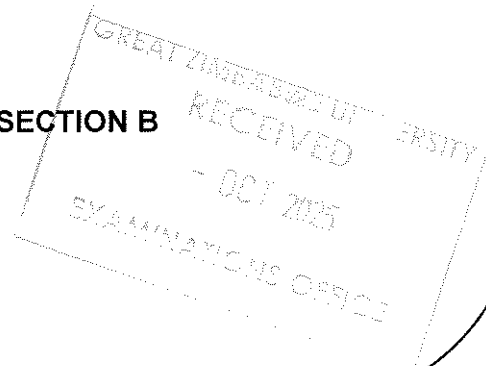


JULIUS NYERERE SCHOOL OF SOCIAL SCIENCES
NEHANDA CENTRE FOR GENDER AND CULTURAL STUDIES
MASTER OF SCIENCE DEGREE IN GENDER AND POLICY STUDIES
LEVEL I SEMESTER 2
EXAMINATION QUESTION PAPER

MODULE CODE: GPSM 521
MODULE NARRATION: GENDER POLICY & PLANNING IN AFRICA
DATE: 2025
DURATION: 3 HOURS

INSTRUCTIONS TO CANDIDATES:

- 1. SECTION A IS COMPULSORY**
- 2. ANSWER ANY TWO QUESTIONS FROM SECTION B**
- 3. EACH QUESTION CARRIES 100 MARKS**



SECTION A

1. Compulsory Question

You have recently been promoted to the post of Director Gender Mainstreaming in a Government Ministry. Your immediate task is to undertake a gender audit.

- a. Identify and outline the key steps in conducting a Gender Audit (60%)
- b. Argue a case for gender auditing in organisations (40%)

SECTION B

2. Study the tables below, which show the Activity Profile (Table 1) and Access and Control (Table 2) of a Project implemented to empower women in peri-urban Zimbabwe.

Table 1: Activity Profile (Agriculture and Food Security Project)

| Time | Daily Activities | |
|-------|------------------------------------|-----------------------------------|
| | Women | Men |
| 06:00 | Washing dishes/feeding chickens | Sleeping |
| 07:00 | Field activities/fetching firewood | Field activities/building |
| 08:00 | Field activities/gardening | Field activities/building |
| 09:00 | Preparing breakfast | Tethering cattle/field activities |
| 10:00 | Breakfast and cleaning dishes | Breakfast |
| 11:00 | Washing clothes/field activities | Tethering cattle/field activities |
| 12:00 | Preparing lunch | Resting/woodworking |
| 13:00 | Lunch and cleaning dishes | Lunch/rest |
| 14:00 | Fetching water | Bar/Shops/loiter with friends |
| 15:00 | Home maintenance | Bar/Shops/loiter with friends |
| 16:00 | Bathing children/Vending | Bar/Shops/loiter with friends |
| 17:00 | Vending/ | Bar/Shops/loiter with friends |
| 18:00 | Preparing dinner | Bar/Shops/cattle tethering |
| 19:00 | Dinner/bath | Bar/Shops |
| 20:00 | Family time | Bar/Shops |
| 21:00 | Sleeping/warm husband dinner | Dinner |
| 22:00 | Prepare bathing water | Bath/Sleep |

Table 2: Access and Control (Agric and Food Security Project)

| Assets | Access | | Control | |
|----------------------------------|--------|--------|---------|--------|
| | Male | Female | Male | Female |
| Cattle | X | X | X | |
| Sheep, goats, chickens | X | X | X | |
| Land | X | | X | |
| Seed | | X | X | |
| Manure | X | | X | |
| Car/vehicle, motorcycle, bicycle | X | | X | |
| Radio/Radio | X | X | X | X |
| Cell phone | X | X | X | X |

- a) Using Table 1 data and gender analysis information, evaluate the impact of this empowerment project in transforming the roles and responsibilities of women and men in this rural area (40%)
 - b) Using Table 2 data and gender analysis information, evaluate the impact of this empowerment project in transforming the Access and control of women over productive resources in this rural area (60%)
3. Evaluate the adequacy of the Constitution of Zimbabwe in advancing gender equality and social inclusion.
 4. a. Define gender mainstreaming (25%)
b. Explain how one can ensure gender mainstreaming for beneficiaries in a project cycle of a Water and Sanitation project (75%).
 5. Critique the usefulness of Treaty Based Bodies in ensuring gender equality in Africa.