


	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS													
QUALIFICATION DEVELOPER (S)		BA ISAGO University											
TITLE	Bachelor of Arts in Gender and Transformation										NCQF LEVEL	7	
STRANDS (where applicable)	Not applicable												
FIELD	Humanities and Social Sciences			SUB-FIELD	Social and Behavioural Sciences					CREDIT VALUE	480		
New Qualification					<input checked="" type="checkbox"/>	Review of Existing Qualification							
SUB-FRAMEWORK		General Education			<input type="checkbox"/>	TVET			<input type="checkbox"/>	Higher Education			<input checked="" type="checkbox"/>
QUALIFICATION TYPE		Certificate	I	II	III	IV	V	Diploma		Bachelor	<input checked="" type="checkbox"/>		
		Bachelor Honours				Post Graduate Certificate					Post Graduate Diploma		
		Masters						Doctorate/ PhD					
RATIONALE AND PURPOSE OF THE QUALIFICATION													
<p>Rationale:</p> <p>Globally, gender inequality is rampant particularly in the spheres of employment, political representation, legal protection, religious freedom, and health care, among others. The United Nations made a clarion call for governments around the world to tirelessly work towards promoting gender equality, through strategies that include transforming the relations, norms, and unequal social structures. The government of Botswana heeded the call, and over the years, has promoted measures aimed at addressing gender inequality, such as inserting a clause on this theme in the country's constitution, ratification of various international and regional protocols and pronouncements in national policy documents such as the National Development Plan (NDP11, 2017-2023),</p>													


	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

which calls for equal participation and representation of women and men in all development processes. The call for gender equality is also evident in Pillar 6 (p87) of the country's Vision 2016, as well as in Botswana's Education & Training Sector Strategic Plan (ETSSP 2015-2020). In addition, the Botswana's Vision 2036, *inter alia*, declares that: 'Botswana will be a society where all men and women have equal opportunity to actively participate in the economic, social, cultural, and political development (p21) of the country.

Despite these pronouncements through legislation and policy, gender stereotyping of women and prejudice have persisted across the country, suggesting that the struggle for gender equality continues unabated. The Botswana National Relationship Study (BNRS, 2018) concluded that, whilst considerable progress had been made in the area of gender mainstreaming, much more still needed to be done. This included issues around lingering negative social attitudes on the role of women, (entrenched) traditional gender power relationships which persist both inside and outside marriage, as well as lack of meaningful participation of women in politics and decision-making. It emerged from the National Relationship Study (2018) that women abuse in particular, had remained deeply rooted in patriarchal ideologies that at best ignore and at worst condone gender-based violence.

Gender inequality in Botswana therefore still persists because of lack of comprehensive strategies on gender mainstreaming that includes primary, secondary, and tertiary interventions at all levels (individual, relationship, community and societal (BNRS, 2018, p16). Furthermore, the country also lacks platforms and structures for intensive engagement with men and boys to challenge gender-inequitable attitudes and norms. It is also evident that there is a limited number of programmes of study that capable of producing change makers and agents to spearhead the implementation of the already existing legislation and policies advocating efficiently and effectively for gender equality (BA ISAGO Needs Assessment Report, 2022). The respondents in the Needs Assessment Survey conducted in 2022 revealed that, people from different and related disciplines such as social work, development work and psychology, have been recruited to work in the field of Gender mainstreaming without the requisite or relevant qualifications. Furthermore, the report highlighted that not enough effort had gone into conducting research on gender inequality, gender-based violence as well as data analysis, reporting and dissemination of information according to the agreed international standards. Only two meaningful fairly comprehensive studies do exist - the Gender-Based Violence Study of 2012 and the National Relationship Study (2018), and these were far between, and in-exhaustive.

The existing gender inequality gap therefore requires transformation, sustainable institutional change and a complete paradigm shift in tackling issues surrounding gender norms and values in various sectors such as

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

education, health, economic, political, and the psychosocial fronts. Therefore, there is need for deliberate efforts towards skills training and development, to produce gender practitioners, who would work in the public sector as well as with non-governmental organizations (NGOs) to tackle issues pertaining to gender inequality and gender-based violence, with a focus on effective policy implementation, monitoring, and review. The proposed BA in Gender and Transformation qualification would therefore be couched in a manner that would enable graduates to prepare good quality front-line human service professionals who would have the skill and competencies to develop innovative structures and initiatives capable of effectively and efficiently addressing sources of constraining gender norms and values that underpin the persistence of inequalities based on gender stereotyping.


Purpose:


The purpose of the qualification is to produce graduates with specialised knowledge, skills and competence to;


1. Manage intervention strategies to effectively address negative societal attitudes, in particular the rampant societal fixation on real and perceived biological differences between men and women, which tends to be used by some to justify gender inequality.
2. Facilitate transformation through the development of gender equity and equality programmes at individual, families, groups, and communities' level, towards the realisation of sustainable social development goals.
3. Assist in conducting research to identify existing gaps in gender mainstreaming programming efforts, with a view to formulating evidence-based initiatives for educating and sensitising communities on the impact of negative societal attitudes, in particular the challenge of male dominance, and its (negative) effect on national development.
4. Implement policies through community empowerment projects that facilitate meaningful participation of individuals, irrespective of their gender, and create opportunities for 'transformative leadership' and decision-making.

ENTRY REQUIREMENTS (including access and inclusion)

- i. Applicants must have a minimum of NCQF Level IV (BGCSE) or equivalent.
- OR
- ii. Candidates who do not meet the minimum academic qualifications stated above will be considered through the Recognition of Prior Learning (RPL) process which shall be administered according to the National RPL Policy. There will also be provision for Credit Accumulation Transfer to the learner in case they transfer in from another institution as per National Policy on CAT.

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020


SECTION B		QUALIFICATION SPECIFICATION	
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
<p>1. Demonstrate specialized knowledge in developing programmes and innovative strategies that promote gender equality and mind-set transformation.</p> 		<p>1.1 Assess cases of those negatively impacted by gender-inequality and develop appropriate interventions to meet the needs of such clientele.</p> <p>1.2 Design a comprehensive intervention strategy capable of incorporating all levels – individual, family, community, and the entire society.</p> <p>1.3 Design initiatives to efficiently address the perceived lack of engagement of men and boys in the discourse on gender inequality.</p> <p>1.4 Isolate and recommend strategies that can address challenges faced by society in efforts to make the family institution more resilient to shocks associated with gender inequality.</p>	
<p>2. Arrange platforms for advocacy, community awareness and sensitisation regarding toxic and constraining gender norms and values that underpin the persistence of gender inequalities in society.</p>		<p>2.1 Identify and isolate toxic norms and values in communities and society at large, being sensitive to cultural diversities.</p> <p>2.2 Collaborate with people from diverse social, cultural and ethnic backgrounds and with varying abilities to debunk patriarchal ideologies that fan lingering negative social attitudes on role of women.</p> <p>2.3 Participate in debates and deliberations involving a variety of groups on issues pertaining to gender-mainstreaming.</p> <p>2.4 Communicate information on toxic norms and values to relevant target groups/stakeholders in the community for purposes of awareness.</p>	

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020


3. Implement existing gender equality policies and legislation effectively at family, community and cooperate level.




- 3.1 Apply the relevant legislation to protect vulnerable groups such as children, older people and other vulnerable groups who may become 'collateral damage' to cases of gender inequality.
- 3.2 Review current local laws as they relate to the fight against gender inequality, including the Penal code, the Criminal Procedure and Evidence, those dealing with Domestic Violence, Sexual Offences and Marriage and Divorce issues.
- 3.3 Review legislative frameworks available at regionally and internationally in regard to gender-mainstreaming in general with a view to proposing improvements.
- 3.4 Employ the provisions of human rights law to come up with practical measures that are meant to empower vulnerable groups in society, including victims of gender inequality.
- 3.5 Collaborate with other stakeholders to propose new policies or laws, as may be necessary, for preventing gender-inequality, as well as for protecting and supporting those vulnerable to any other form of abuse occasioned by gender inequality.
- 3.6 Adhere to legal and ethical standards of privacy and confidentiality in dealing with sensitive issues relating to gender mainstreaming.

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

<p>4. Organise platforms to engage local leaders, media, and communities in general, in regard to initiatives focusing on the fight against gender inequality.</p> 	<p>4.1 Utilise verbal and non-verbal communication appropriate in working with diverse stakeholders in the area of gender mainstreaming and empowerment of vulnerable groups.</p> <p>4.2 Participate in deliberations involving a diversity of groups on issues pertaining to gender inequality and empowerment of vulnerable groups in society in general.</p> <p>4.3 Work with community leaders such as <i>Chiefs (Di Kgosi)</i> in an effort to address positive and negative cultural practices, with a view to getting the traditional leadership take a stance on gender inequality</p> <p>4.4 Manage initiatives and tasks in support of activities aimed at empowering those impacted by gender inequality including survivors of gender-based violence.</p> <p>4.5 Work with various media platforms to disseminate information and report on issues of gender inequality.</p>
<p>5. Implement social projects aimed at transforming the lives of vulnerable or marginalized groups, including victims of gender inequality.</p>	<p>5.1 Identify empowerment and self-improvement initiatives the focus on vulnerable groups including survivors of gender-based violence and those vulnerable to other forms of gender violence.</p> <p>5.2 Disseminate proposals for donations and sponsorship initiatives to raise funds for projects earmarked for empowerment of various categories of vulnerable groups.</p> <p>5.3 Implement income generating projects to assist vulnerable groups and victims of gender inequality to attain self-reliance.</p> <p>5.4 Monitor and report on the effectiveness of projects aimed at the empowerment of vulnerable groups in society.</p>
<p>6. Assist to conduct research to determine the causes patterns and nature of gender</p>	<p>6.1 Identify research problems relating to gender-inequality as well as those responsible for perpetuating gender</p>

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

<p>inequalities in societies and propose possible solutions.</p>	<p>inequalities in society.</p> <p>6.2 Apply relevant methods of data collection to gather information on gender imbalances and current norms.</p> <p>6.3 Analyze quantitative and qualitative data relating to cases of gender-inequality in society.</p> <p>6.4 Prepare reports and statistics of research findings on gender inequality patterns and trends.</p> <p>6.5 Manage data on the various forms, nature, and/or experiences of gender-inequality in society.</p>
<p>7. Adhere to the principles of human rights and social justice and display competency in promoting interventions relating to the fight against gender inequality and vulnerability.</p>	<p>7.1 Use ethical principles that guide gender mainstreaming to direct work with clients, namely victims of gender-inequality and other vulnerable groups with a view to helping them transform their lives.</p> <p>7.2 Develop a pragmatic framework in relation to intervention at individual, family, household, national and international levels, utilising the Area of Responsibility (AoR) Framework with a view to transforming lives of vulnerable groups, including those negatively impacted by gender inequality.</p> <p>7.3 Integrate values and ethics informed by indigenous knowledge systems, with human rights principles and social justice tenets into all matters pertaining to the fight against gender inequality.</p> <p>7.4 Infuse human rights principles and values of social justice into all activities pertaining to promotion of programmes for vulnerable groups in society.</p>
<p>8. Conduct transformative campaigns aimed at building capacity on laws relating to gender issues, through collaborative</p>	<p>8.1 Liaise with various stakeholders to design and implement gender equality awareness programmes.</p> <p>8.2 Educate communities and disseminate information on gender inequality through various media platforms.</p>

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020


partnerships with various stakeholders involved in the fight against gender inequality.	<p>8.3 Build capacity at community level on the role of law enforcement agencies in relation to the fight against gender inequalities.</p> <p>8.4 Participate in public debates pertaining to gender mainstreaming based on sound and rational arguments informed by theory and a high degree of independent creative thinking.</p>
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SECTION C	QUALIFICATION STRUCTURE				
COMPONENT	TITLE	Credits Per Relevant NCQF Level			Total (Per Subject/ Course/ Module/ Units)
		Level [5]	Level [6]	Level [7]	
FUNDAMENTAL COMPONENT <i>Subjects/ Courses/ Modules/Units</i>	Computing and Information Skills		10		10
	Communication and Academic Literacy skills		10		10
	Introduction to Sociology		10		10
	Elementary Statistics			15	15
	Entrepreneurship	12			12
	Fundamentals of Psychology			12	12

 BOTSWANA Qualifications Authority	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020


	Social Research Methods			12	12
	Project Planning and Management			12	12
CORE COMPONENT <i>Subjects/Courses/ Modules/Units</i>	Introduction to Gender Studies		10		10
	Introduction to Social Transformation			15	15
	Fundamentals of Social Development		12		12
	Redressing Gender Imbalances through Transformation in African Context		10		10
	Human behavior and Social Transformation			12	12
	Theories of Gender & Gender Analysis		12		12
	Gender and Social Development			12	12
	Social Transformation Theory and Practice			12	12
	Culture Transformation and Gender Issues			12	12
	Gender, Climate Change & Poverty			12	12
	Feminist Theories			12	12
	Gender and Social Transformation			12	12
	Education Transformation for Gender Equality			12	12
	Social Welfare and Empowerment of Vulnerable Groups			12	12

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

	Gender, Conflict Zones and Forced Migration.		12		12
	Gender-Transformative Approaches to Development			12	12
	Human Rights Law			12	12
	Gender, Vulnerability and Social Protection			12	12
	Gender Equality in the Workplace.			12	12
	Media Support and Reporting				12
	Gender Inequality and Activism for Social Justice			12	12
	Transformational Leadership			12	12
	Models of Intervention in Gender Mainstreaming			12	12
	Management and Supervision in Human Services			12	12
	Industrial Attachment			60	60
	Research Project			24	24
ELECTIVE/ OPTIONAL COMPONENT	Subjects/ Courses/ Modules/Units	Credits Per Relevant NCQF Level			Total Credits
		Level [5]	Level [6]	Level [7]	
	Substance Abuse and Gender-Based Violence			8	8
	Trauma Counseling Theories and Techniques			8	8
	Gender and Mental Health			8	8

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL	
TOTAL CREDITS PER NCQF LEVEL	
NCQF Level	Credit Value
Level 5	12
Level 6	74
Level 7	394
TOTAL CREDITS	480
Rules of Combination: (Please Indicate combinations for the different constituent components of the qualification)	
<p>The credit distribution is made up of 96 credits from the fundamental component, 368 credits from the core component and 16 credits from the elective component, where students will choose only two (2) modules.</p>	

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

ASSESSMENT ARRANGEMENTS

All assessments which are leading to the award of the qualification should be based on learning outcomes and associated assessment criteria. Assessment will be conducted by Assessors who have been registered with Botswana Qualifications Authority (BQA). The assessments will be as follows:

i. Formative Assessment

The weighting of formative assessment is 60 % of the final assessment mark.

ii. Summative Assessment

The weighting of summative assessment is 40 % of the final assessment mark.

MODERATION ARRANGEMENTS

There will be provision for internal and external moderation, conducted by Moderators registered with Botswana Qualifications Authority (BQA).

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) will be applicable for consideration for award in this qualification, in line with RPL institutional policies on the same.

CREDIT ACCUMULATION AND TRANSFER


Credit Accumulation Transfer (CAT) will be applicable for consideration for award in this qualification, in line with RPL institutional policies on the same.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Learning Pathways

Horizontal Articulation:

- Bachelor of Social Work degree
- Bachelor of Arts in Development Studies
- Bachelor of Arts in Counselling
- Bachelor Arts in Human Services

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

- Bachelor Arts in Community Development
- Bachelor Arts in Public Health

Vertical Articulation


- Master of Arts in Gender Based Violence
- Master of Arts in Counselling
- Master in Public Administration
- Master of Social Work
- Master of Arts in Development Studies
- Master in Human Services
- Master in Community Development
- Masters in Global Mental Health
- Master in Public Health.

Employment Pathways

- Human Services Officer
- Gender Officer
- Social Policy Analyst
- Social Welfare Practitioner
- Community Development Officer
- Gender Activist
- Health and Welfare Officer
- Social Researcher

QUALIFICATION AWARD AND CERTIFICATION

Candidates meeting the prescribed requirements will be awarded the qualification in accordance with the qualification composition rules and applicable policies. To be eligible for the award of the Bachelor of Arts in Gender and Transformation, candidates should have obtained a minimum of 480 credits. A certificate will be issued to learners who are awarded the qualification.

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

REGIONAL AND INTERNATIONAL COMPARABILITY

This qualification was benchmarked with the following:

- Bachelor of Arts in Gender and Development Studies – University of Nairobi, Kenya
- Bachelor of Women and Gender Studies- University of Western Cape in South Africa
- Bachelor of Arts in Gender Studies- The University of Melbourne, Australia

i. Bachelor of Arts in Gender and Development Studies – University of Nairobi, Kenya.


The University of Nairobi in Kenya offers a Bachelor of Arts in Gender and Development Studies, which is pegged at KNQF 7 and carries 480 credits. The qualification runs for 4 years on a full-time basis. Apart from providing learners with an opportunity for deep understanding of evolving gender systems in diverse cultural contexts, the qualification, which is interdisciplinary, also facilitates sensitisation of development partners on how they can assist in promoting gender equity in the communities in which they operate.

ii. Bachelor of Women and Gender Studies- University of Western Cape in South Africa

The University of Western Cape in South Africa offers a Bachelor of Women and Gender Studies. This is a 3-year qualification, which is interdisciplinary, carries a total of 360 credits, and is pitched at NQF level 7. The qualification covers themes in gender and sexuality, gender, politics and culture, and gender and development. It also explores issues around gender and inequality, social justice, and strategies for transforming society.

iii. BA in Gender Studies - The University of Melbourne, Australia

The University of Melbourne offers a transdisciplinary 3-year Bachelor of Arts in Gender Studies, which is pitched at AQF Level 7 at 300 credits. The qualification also offers an optional 4th year for those who qualify to do the Honours. The 3-year qualification aims to provide a platform for analysis of how gender intersects with crucial issues that include ethnicity, disability, ageing and globalisation. Issues considered also include femininity, masculinity, and sexuality matters in a fast-changing world. Key expected outcomes include detailed knowledge and understanding of gender issues in contemporary society, relationship between diverse forms of knowledge on gender and sexuality, among a host of others.

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020


Similarities and Differences

The proposed qualification is similar to the qualification offered by the University of Nairobi Kenya in terms of duration (4 years), NQF Level (7), as well as credit value (480). Furthermore, the proposed qualification's is pitched at the same level with other qualifications offered by University of Cape Town and University of Melbourne. However, there are notable differences in relation to the duration and credits. The proposed qualification would run for years, whereas the ones offered by Cape Town and Melbourne runs for 3 years, with a credit value of 360 and 300 respectively. The differences in duration and credits are attributed to the different qualifications framework used by each country.

Although the word gender is common in all the qualifications, there is a slight difference in terms of the titles to emphasis their areas of focus and concentration. The qualification offered by the University of Nairobi focuses on the articulation of gender and development issues in the context of a changing political, socioeconomic, and cultural environment. Whereas the University of Cape Town places emphasis on the study of gender in the context of women empowerment and Melbourne University offers a more generalised qualification on gender studies. On the other hand, the proposed qualification addresses gender issues in the context of transformation and a paradigm shift on current practices that promote gender inequalities, thus the title Bachelor of Arts in Gender and Transformation. However, the exit outcomes for all qualifications are geared towards producing graduates who will develop programmes and drive initiatives to promote gender equality in all spheres of life.

Despite the variances on the titles, there are commonalities in the qualification structures on modules such as Gender & Development, Gender Analysis, Gender and entrepreneurship, Gender Based Violence, Research Methods, and Research Project. However, the proposed qualification has a provision for internship (field attachment), whereas all the three qualifications examined do not have this component. All qualifications would be assessed through both formative and summative assessments arrangements.

In terms of articulation, the proposed BA in Gender and Transformation compares favorably with qualifications offered by the Universities, since they essentially have similar routes for education progression and employment pathways. The education progression pathway for all the qualifications together with the proposed is a Master of Arts in Gender Studies or any closely related area of study.

	BQA NCQF QUALIFICATION TEMPLATE	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

Furthermore, all the qualifications have similar employment pathways as they aim to produce gender practitioners to work in the NGO, public and private sectors organizations in the arena social development, as well as in human rights and social justice. The key employment pathways that are common include Gender Officer/Coordinator, Community Development Officer, Programme Support Officer, Social and Welfare Officer amongst others.

REVIEW PERIOD

This qualification will be reviewed after 5 years upon registration.