



ZAMBIA LOCAL GOVERNMENT GENDER ACTION PLAN MANUAL





Gender links (GL) is a Southern African NGO that is committed to a region in which women and men are able to realise their full potential and participate equally in all aspects of public and private life.

Zambia Local Government
Gender Action Plan Manual
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Gender Links
9 Derrick Avenue
Cyrildene, 2198
Johannesburg, South Africa
Phone: 27 (11) 622 2877
Fax: 27 (11) 622 4732
Email: governance@genderlinks.org.za
Website: www.genderlinks.org.za

Editors: Colleen Lowe Morna
Cover Design: haidy@geminiconcepts.co.za
Cover Photo:
'Woman crushing stones in Zambia'
by Derrick Sinjela
Design and Layout: haidy@geminiconcepts.co.za
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LIST OF ACRONYMS

ADC	Area development committee	IULA	International Union for Local Authorities
AIDS	Acquired Immunodeficiency Syndrome	LGAZ	Local Government Association of Zambia
AU	African Union	MMD	Movement for Multi Party democracy
BPFA	Beijing Platform for Africa	NA	National Assembly
CBO	Community based organisation	NEPAD	New Partnership for African Development
CSO	Central Statistical Office	NDF	National Democratic Focus
CDC	Community development committee	NGO	Non-governmental organisation
CEDAW	Convention for the Elimination of All Forms of Discrimination Against Women	OV	Orphans and vulnerable children
CDF	Community development fund	PF	Patriotic Front
DRC	Democratic Republic of Congo	PR	Proportional representation
ECZ	Electoral Commission of Zambia	RDC	Resident development committee
ERTC	Electoral Reforms Technical Committee	RP	Reform Party
FBO	Faith based organisation	SADC	Southern African Development Community
FPTP	First-past-the-post	SARDC	Southern Africa Research and Documentation Centre
GFP	Gender focal point	UDA	United Democratic Alliance
GIDD	Gender in Development Division	ULP	United Liberal Party
GL	Gender Links	UN	United Nations
GMS	Gender management system	UNIP	United National Independence Party
GRZ	Government of the Republic of Zambia	UPND	United Party for National Development
GTZ	German Technical Assistance	WDC	Ward development committee
GU	Gender unit	WDF	Ward development fund
HIV	Human Immunodeficiency Virus	WILG	Women in Local Government
HP	Heritage Party	WLSA	Women and Law in Southern Africa Trust
IPU	Inter-Parliamentary Union	ZNWLG	Zambia National Women's Lobby Group



ACKNOWLEDGEMENTS

The Local Government Gender Action Plan Manual is a product of the Training of Trainer (TOT) workshop that took place in Johannesburg in February 2009. The workshop brought together representatives of gender and local government ministries, local government authorities, associations of local government and civil society from the three case study countries of the Gender Links (GL) study: *At the Coalface, Gender and Local Government*. The three countries are Botswana, Swaziland and Zambia

The Zambia manual is designed as a complement to the Local Government Gender Strategy developed in February 2009 and provides the tools for understanding what gender mainstreaming is; why it is important; and how to go about developing a gender action plan.

This manual was developed with the input from the following:-

Gerry Chama – Mayor, Kabwe Municipality; Joyce Sakala, Chairperson, Chongwe District Council; Charity Nanda Mpande, Ministry of Local government and housing, Samatek. C Mwenda, Kabwe Municipality; Enock M Hamachile, Monze District Council; Catherine Mutuma Chapheshamano, Kafue District Council; Sandra Kabwela, Ndola City Council; Hope Kasese Kumalo, WLSA; Nelson Banda Zambia National Women’s Lobby

The manual draws its inspiration from many sources, including the Southern Africa Development Community (SADC) Toolkit for Decision Makers; the Oxfam Gender Training Manual and the pilot projects on mainstreaming gender in local government conducted by GL with the cities of Johannesburg, eThekweni and Msunduzi over the period 2004-2007 with support from the Mott Foundation. Some illustrations were taken from the Gender Training Manual and Resource Guide developed by the Ministry of Gender Equality and Child Welfare.

GL Gender and Governance Manager Susan Tolmay and Executive Director Colleen Lowe Morna and edited the final manual.

Gender Links expresses its sincere appreciation to the Danish International Development Agency (DANIDA), the Department for International Development (DFID) and the Dutch Ministry of Foreign Affairs, Millennium Development Goal 3 (MDG 3) Fund for sponsoring this project.



Photo: Susan Tolmay

Zambia participants at the TOT workshop participating in a Role Play

INTRODUCTION



INTRODUCTION

Why this manual

This manual has been developed to address the key finding of the study *At the Coalface: Gender and Local Government in Southern Africa* that despite the lip service paid to gender and local government very few practical steps have been taken to mainstream gender in this tier of government or to build the capacity of councillors and staff to lead this process.

This main purpose of the manual is to:

- Build the gender analysis skills of councillors and staff, including on gender and governance; gender planning and policy concepts.
- Assist councils in developing gender action plans based on the *Gender Policy Framework for Local Government*.

Who is the manual for?

This manual has been written for local authority councillors and staff at district and local levels. It provides the source material for four day workshops that will result in gender action plans to be integrated into council plans and budgets as well as plans and to end gender based violence. The intention is to hold the workshops first at district level and then cascade these to each local council.

How did the manual come about?

In 2003, GL undertook the first comprehensive study of the impact of women in politics in Southern Africa. One of the key findings of "*Ringing up the Changes, Gender in Politics in Southern Africa*" was that local government is a sadly neglected area of the gender and governance discourse. The study found that while much lip service is paid to decentralisation, and the possibilities this theoretically presents for the empowerment of women, there is a dearth of information and attention given to this sphere of decision-making. In 2005, SADC Heads of State increased the target for women in decision-making from 30% to 50%. Women's representation in local government in SADC ranges from below 5% in some countries to 58% in Lesotho, the country that currently has the highest representation of women.

In 2006 Gender Links (GL) conducted research on women in Local Government in four southern African countries (Lesotho, Mauritius, Namibia and South Africa) as part of the first phase of its gender and local government project. A key finding of the research, launched in March 2007, is that in both countries with high and low levels of women's representation in local government there has been very little attention to the systems, structures and processes that need to be put in place to ensure gender mainstreaming in local government. There is need for systematic approaches to gender mainstreaming at local level accompanied by the requisite skills and commitment.

The second phase of this project was undertaken in three new SADC countries Botswana, Swaziland and Zambia, all with relatively low levels of participation of women in decision-making, 19.4, 24.1 and 6.6, and percent respectively.

What the study found

Between now and 2015, the target date for achieving gender parity in all areas of decision-making by the SADC Protocol on Gender and Development, Zambia has just one election, in 2011. If Zambia wants to close the gender gap in all areas of decision-making but specifically local government a great deal of hard work and strategising will be required. This is one of the findings of a report entitled "*At the Coalface: Gender and Local Government in Zambia*" launched in Lusaka by Gender Links, Women in Law Southern Africa (WLSA), and the Local Government Association of Zambia (LGAZ) in February 2009.



The key findings and recommendations of the report include:

Women are under-represented in every area of local governance: At 6.7 percent, Zambia has the second lowest number of women in local government in the SADC region. They are also under-represented as Mayors and committee members and chairpersons.

Over a third of all councils have no women councillors: Of the 72 local authorities 26 (36 percent) have no women at all in their council. The table below shows that Lusaka is the only province in which all of the local authorities have women's representation in council. Northern Province is the worst performer with two thirds (67 percent) of councils having no women representation.

The electoral system has an adverse effect on women: Zambia follows the constituency or FPTP electoral system, which globally has been shown to be more unfriendly to women because constituents vote for candidates rather than the political party. This is disadvantageous to women in a society that is still holds deeply patriarchal attitudes towards them. Recommendations for electoral reform have not been adopted.

Political parties are part of the problem: As the gatekeepers to women's entry into politics, political parties have the potential to be enabling agents for women but in most instances they are unsupportive. While party manifestos refer to gender and some to affirmative action none of the political parties have made any concerted effort to put in place measures to increase the representation of women and to ensure that they get elected.

A quota would help: Zambia does not have any form of quota (voluntary or legislated). The study found that the majority of councillors, women and men, believed that a quota would be useful for increasing women's representation in local government. While there were some reservations from constituents, the majority also agreed that a temporary quota system would assist in levelling the playing field but that they should be accompanied with requisite training and capacity building to ensure that councillors participate effectively.

Lack of resources: Women across the board identified lack of resources (both financial and physical) as their biggest barrier both to accessing and participating in local politics. They all lamented the fact that many of them do not have the money that is required for campaigning, which they say is necessary for calling meetings and providing food. They often do not have their own transport and have to get around by foot or bicycle and the vastness of constituencies make this difficult.

Women can and do make a difference: There is overwhelming evidence from this and similar research that women represent different interests and concerns than men. This is why it is important for women to participate in decision-making, so that issues that were previously sidelined or ignored in male-only councils come to fore and get addressed. The study highlights many excellent examples of the work that women are doing often in difficult circumstances with limited resources.

Numbers matter: A recurrent theme in the interviews is that while women make a difference there are not enough of them. Councillors as well as focus groups noted that it is difficult for women to begin to change institutions and policies where they are still so in the minority.

Men can be brought on board: None of the male councillors interviewed openly resisted women's participation in councils. Overall the men interviewed (councillors and focus groups) seemed open to women participating in local government. What is needed is to bring them on board, and for them to move further, from merely encouraging women to more concerted support of women.



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Needs are being addressed at a very practical level: Much of what is being done at the local level is addressing on the practical needs of women. And while this is important because of the bread and butter issues that are being dealt with, a more strategic approach would yield longer term gains for women.

Key recommendations emerging from this include:

- **Learning from SADC:** Zambia has the opportunity to learn from other SADC countries which have managed to achieve 30 percent and more women in local government but specifically from Lesotho which has managed to achieve 58 percent women in decision making, with a constituency system and a constitutional quota.
- **Popularising the SADC Protocol:** The SADC Protocol on Gender and Development has the potential to meaningfully change women's lives by addressing the issues that continue to marginalise them in their communities. Local government is an appropriate place to start popularising the Protocol so that women become aware of the instruments that are in place to protect their rights. See **F1** of the CD ROM for the SADC Protocol on Gender and Development.
- **Develop and implement a gender strategy for local government and gender policies at council level:** With the National Gender Policy and the WILG policy paper as the policy frameworks, a gender strategy for local government should be devised and cascaded into policies at council level.

From research to strategies to action plans

Armed with this research, and with the support of the Danida and DFID, GL has gone on to launch the, and to work with local government and councillors and associations of local government in developing national strategies for mainstreaming gender in local government which is in the process of being adopted.

In February 2009 GL held a training of trainer (TOT) workshop in partnership with UNHABITAT, to develop this manual for rolling out gender action plans at district level in Zambia. This training workshop brought together about 32 participants from local councils and associations of local government and civil society organisations to undergo training as well as design a manual for developing gender action plans at council level.

Using their collective knowledge and experience, participants adapted a draft training manual prepared by Gender Links to their country-specific needs. They also shared ideas across countries. The result is three manuals, one for each of the countries, specifically tailored to their needs and circumstance, but with many ideas shared across borders that give this resource the vitality and richness of a shared regional experience.

Local action plans to end gender based violence (GBV)

Gender based violence is seen as a flagship project for local authorities as they have the greatest potential to address this very crucial problem at the local level. Therefore as part of the workshops local authorities will develop a flagship plan for ending gender violence at community level. These plans will be backstopped by local facilitators trained as part of the governance programme whose role will also be to monitor the gender action plans more broadly. This activity will be conducted by GL in partnership with local associations, ministries of gender and local government.



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Awards for best practices in GBV prevention interventions

GL in partnership with local associations will host an annual call for awards on best practices in ending gender violence. These will be used to document and disseminate best practices as well as provide incentives to local authorities to innovate new and effective strategies for combating violence against women. The awards will be held once a year by GL in partnership with local government associations.

We hope to see local authorities make high level political and resource commitments to ending gender violence including embarking on innovative projects which can be shared and replicated. The success indicators for these planes will be a demonstrable reduction in GBV in councils that take such action.

What you will find in each module

Each module is made up of various tools and resources which will help you to apply your experience and to learn by doing. These are:



Role plays – Will get you acting out scenarios to illustrate your understanding of a concept or situation.



Exercises – Get you doing things yourself and in groups.



Case studies – Are examples based on real findings and experiences that will help you to learn more.



Fact sheets – Give you information and will add to what you have learned.



Definitions – Define new words and terms that you will be learning as you work through the manual. There is also a glossary at the end of the manual.

What the manual consists of

The manual is divided into four modules. These are:

- Key gender concepts.
- Gender and governance.
- Key gender planning tools
- Draft gender action plan
- A Local 365 Day Gender Violence Action Plan



Relevant additional resources have been put on a CD ROM. These are numbered File 1 (F1) to (F10)

The modules are designed for a three and a half day workshop. The first one-and-a-half days cover basic concepts leading to an action planning session in working groups. On the third day there is a comprehensive session on the role of councils in ending gender based violence with some practical campaign tools and skill being provided. The gender action plan is reviewed and adopted in plenary on the fourth day. A draft programme is found at **F2**.

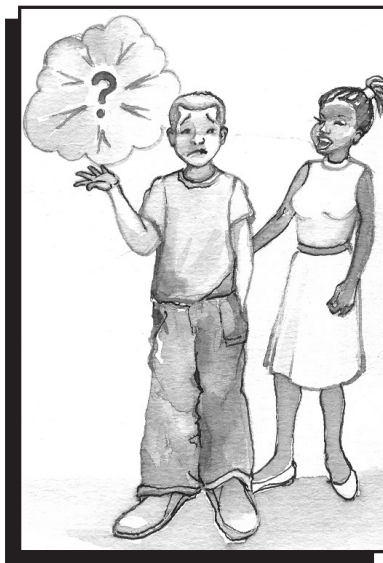
At the end of each module you will find facilitators notes. These are there to guide the facilitators of the workshop. Each person who participates in the course should also become a facilitator in his or her council and community. So eventually they are there to guide you as well!

How to use the manual

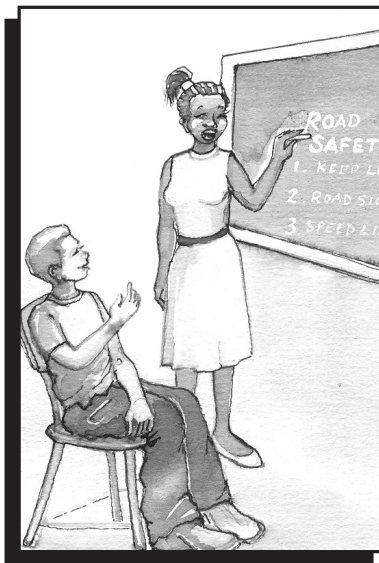
Please don't start by reading the facilitator's notes, because that will take away from your "learning by doing" experience (see below). If you read the notes after you do the exercises, they will make lots of sense and help you to become not just a learner, but a facilitator.

Learning by doing

This manual is about learning by doing. The best way to learn is to immerse yourself in the activities; participate in the role plays; contribute to answering the questions in the case studies; help to think about and plan the work of your Council from a gender perspective. Most of all: enjoy yourself! Gender equality is a winning formula for all of us!



"I hear, I forget"



"I see, I remember"



"I do, I learn"



FACILITATOR'S NOTES

These introductory notes are designed to assist facilitators in guiding participants through the modules that follow. They set out principles of good facilitation and help facilitators to think through how they can affirm the knowledge that participants already have as a foundation for building new knowledge and skills.

Adult learning

Training adults differs from teaching children in that adults have vast life experiences on which they draw. Most of the answers are within them. The role of the facilitator is to help "surface" those answers.

The training starts from the understanding that participants have valuable experiences and contributions to make. As adults, much of what we learn is from each other or from our peers. The role of facilitators is to validate these experiences and to add new information/theory to the experience-based knowledge.

Think about something you learned as an adult, e.g. learning to drive, or taking up a hobby, or became involved in a sport after you left or any work related training. Did you enjoy the learning? Why/why not? Was the learning effective? Why/why not? Without pre-empting your answer, it is more than likely that this experience involved learning by doing.

Adults find that learning is effective and enjoyable when it's something they really want to do, when they feel involved in the process and are treated like the grown-ups they are, not like schoolchildren. Adults enjoy learning when they can see its clear relevance to their lives or goals. The opposite is also true. Adults "switch off" from learning when they feel forced into it, or when they are not really sure of its purpose. We know that people do not learn well when they are kept passive, or when they are bossed, belittled, mocked or otherwise treated disrespectfully. They lose interest quickly if they are not actively involved, if their experience is not valued and if the process feels like being "back in school."

Adults resent learning, which doesn't appear relevant to their lives, problems and goals. We also know that all learners absorb and remember information much more effectively if they have to process it in some way, rather than just listening or taking notes. We know that simply telling people what to do, or how to do it, is largely ineffective. We know that the human attention span — irrespective of 'intelligence' (whatever that is!) and only slightly modified by motivation — is short and that long lectures lose most people most of the time.

The role of the facilitator

If adult learners need to participate, then trainers need to look at role models different from the old classroom teacher. That's why we use the term "facilitator" to describe what trainers need to do. Facilitating means setting up a context in which learning can take place. It does not mean being the fountain of all knowledge. A facilitator can be young and need not have vast formal education. Facilitators simply need to be able to put themselves in learners' shoes, identify the best route to understanding a topic or issue, and make the journey there enjoyable.

This means that issues such as relationships with participants; the timing of activities; the set-up of the training room, the legibility of notes, the availability of fresh air and drinking water and whether participants come to training exhausted by work are as important – perhaps more important – than knowing all the answers.

It also means that how you interact with participants – your voice, manner and body language – play a very important role in setting the tone for learning.



INTRODUCTION - FACILITATOR'S NOTES

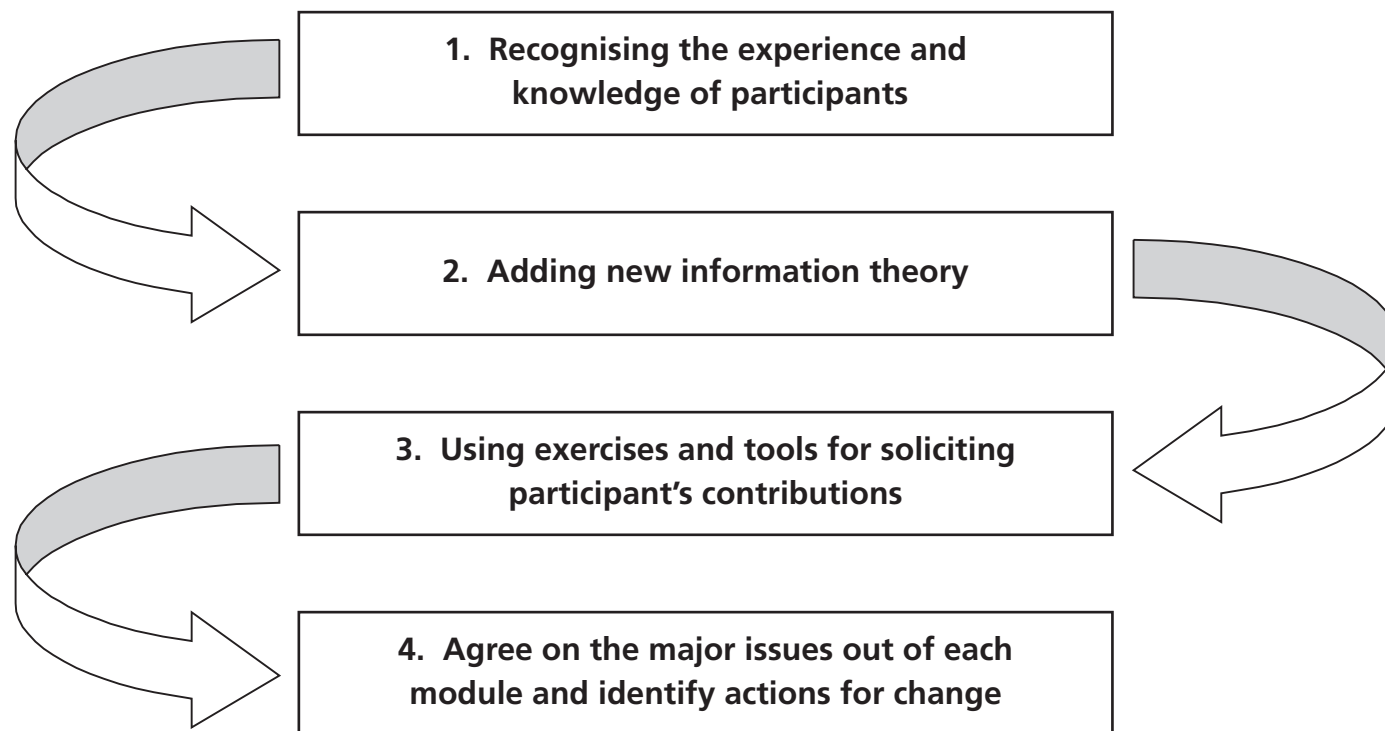
Facilitation tips

Do's	Don'ts
✓ Prepare	x Pre-empt
✓ Be sensitive - make sure all group members participate and have a role; watch around bring out the shy people	x Dominate; leave shy people out
✓ Take account of language barriers	
✓ Bring conceptual clarity to bear	
✓ Read, know your subject, and be knowledgeable	
✓ Supervise group work	
✓ Check documentation, make sure nothing is missing	
✓ Focus	x Allow the discussion to lose focus
✓ Control/guide	x Allow everyone to talk at once
✓ Offer a concise summary at the end	x Leave the discussion open-ended
✓ Manage time. Reduce number of groups. Cut length of presentations. Plan the programme well. Each case is given a time limit.	x Get too involved yourself
✓ Be flexible - accept and reinforce participant's contributions.	x Be prescriptive
✓ Crisis management; innovation, creativity	
✓ Use VIPP cards - refresher course on participatory methods	

With these principles in mind, the facilitator needs to create an environment based on two experiences: hers/his and those of the participants: a situation in which you build experiences together, and where learning involves a high level of active participation by everyone. The spiral shown below illustrates how best practise in training goes from affirming the lived experiences of participants; to adding new information; to identifying strategies for doing things differently.



KEY STAGES IN TRAINING



Knowing your participants

To make the best possible connection with the participants, the following are some of the questions you should seek to answer before the workshop:

- Who are they? What are their backgrounds and occupations?
- How old are they?
- Where did they grow up? Where do they live now?
- What language do they speak most fluently? Read? Write?
- How comfortable are they in the language of the training materials?
- What level of education have they reached?
- What's their employment history?
- What are their interests outside work?
- Why are they on this training course?
- What are their personal goals?
- What are their work goals?
- What do they already know about this topic?
- How have they acquired this knowledge?
- What more do they need to know?
- What is their attitude towards training?
- What kind of resistance might you face, especially in a course on gender equality?
- How will you minimise resistance and ensure an open mind to new ideas?

Body, soul and mind

Ancient Greeks believed that learning should involve the body, mind and soul or to put it differently, learning should be physical, spiritual and intellectual. This will ensure that training is fun, leads to new learning, new friends and networks and most importantly, new ways of doing things.



INTRODUCTION - FACILITATOR'S NOTES

Tools

There are a variety of communication tools that are used or can be in this training manual. Communication tools are often used together: for example, a written tool like recording points on a flipchart can be used during a debate or panel discussion. They can also be used to give variety and help maintain interest: for example group work, plenary discussions, debates, panels etc. can be used at various times to achieve interaction, but in different formats, throughout the workshop. The following are some examples of tools that can be used:

Writing and written tools

- Cards that can be stuck on the wall (NB: There is need to have some rules at the beginning: one thought per card; visible writing; colour schemes; how to cluster).
- Assigning different readings to different participants; asking them to report back on these in a simplified form in their groups. This helps to ensure that the readings get done but in a way that is not overwhelming.
- Use of the overhead projector.
- Summaries on flip chart at the end of each session.
- Word games- associations.

Visual tools

- Art- for example, ask participants to draw instances in which they felt powerless, and those in which they felt powerful rather than voice these. This exercise is often humorous. At community level people can draw pictures in the sand.
- Pictures- for example, ask participants to interpret pictures: from the media, popular culture etc. This is particularly effective where there are low levels of literacy.

Audio- visual tools

- Films.
- Video.
- Drama.
- Street theatre.

Interactive tools

- Pairing participants.
- Group work- seating arrangements that encourage group work.
- Team facilitation.
- Panels.
- Quizzes.
- Facilitators allowing participants to facilitate.
- Plenary discussions.
- Story telling.
- Role play.
- Miming.
- Testimonies- lived experiences.
- Debates (these can be made even more interactive by a controversial statement being made, a line being drawn and then people being asked to stand on different sides of the line, but to explain/justify which side they have taken).
- Word games (flashing up/ saying words, asking what associations come to mind).
- Case studies/ problem solving.
- Songs.
- Brainstorming.



INTRODUCTION - FACILITATOR'S NOTES

Seating arrangements

It is recommended that the room should have round tables with five to six per table, and not more than 25 participants in total. This makes it easier to break into groups for group discussion and then back into plenary for the sharing of group discussions. This method will be used throughout these modules. Such an arrangement also makes for greater interaction and “bonding”. It is a visible and practical way of ensuring that learning moves from experiences to broader concepts. Decision-makers will then apply those concepts in their daily work.

Activities

There is a huge range of training activities that help to break the ice; encourage participation and surface the knowledge that resides within each participant. Here are a few.

Brainstorming: The whole group, a large blank sheet of paper, rapid-fire timing and the uncritical recording of all ideas offered. Brainstorming can be a very useful tool for exploring all possible angles during story planning, or for developing troubleshooting strategies in technical areas.

Buzz-groups: This is a mini-brainstorm involving a more focused question and a smaller group. Ideas from the small group are recorded by one member and shared in plenary with the whole group. Good for drawing up lists of factors (e.g. What is being done by councils to address high levels of gender violence? What can councils do to end gender violence, etc). Buzz groups can be structured like a “snowball” – where two pool their ideas into fours, eights and eventually the whole group. And just as a small ball of snow can become big enough to crush a house as it rolls down the mountainside gathering size, so you can demonstrate how pooled ideas have more power than one lone voice.

Discussions: A broader topic but a smaller group (3 – 5 people) allow everyone to contribute on a complex issue (e.g. “Why are there such high levels of gender based violence?”) Pair discussions also allow people to focus on communication skills and/or get to know one another better.

Using imagination (prediction, constructing a history or a character): This is great as preparatory work for a real or simulated interview, or for exploring potential follow-up stories. Ask buzz groups or the whole group “How might this situation have arisen?” “What’s likely to happen next?” “What kind of person might do this?”

Case studies: Case studies are based on actual reality and demand that participants think about real situations; what they tell us; how they would have responded in the same situation.

Role play: This is a simulation of a real life situation that may add a few twists and turns to demonstrate a point, but is never far from the reality. Short plays are a form of edu-tainment. They educate and entertain at the same time. They are a popular and effective way of training. Long after the workshop, participants are likely to remember the play or skit that really helped them to understand a concept!

Games: Games are not childish; don’t apologise for introducing them. Both finance houses and armies use games for high-level decision-making training; they are appropriate for adults provided they are relevant and introduced by the trainer in an appropriate way.

The ‘mini-lecture’: Ten-fifteen minutes, as part of a range of varied activities, and ALWAYS followed by discussion of what participants noted, disagreed with, were unsure of, etc. Lectures are useful to impart



INTRODUCTION - FACILITATOR'S NOTES

straight information and to sum up before moving on. It is also a good idea to ask a participant to do the summary as a way of testing if the points made have been understood.

Real practice: Training is worth nothing if what goes on in the workshop or seminar cannot be transferred back to participants' working lives. The more real practice that can be integrated into the course the better. Among the ways to build these links are:

- Ask participants to bring work-in-progress to the course.
- Work with the organisation to design a task or tasks for the course whose output can be used back on the job, i.e. Developing gender action plans in councils.
- Combine workshop training with observation of participants at work, so that the links can be drawn.

Icebreakers

When participants first meet, they are likely to be shy. The facilitator needs to find a way to get all participants feeling comfortable with each other. One way of doing this is to have the name tags of all participants in a bag and then dishing these out at random. Participants have to find and introduce each other. Another is to ask participants to arrange themselves in a circle in alphabetic order, from A to Z according to their first name. In finding their correct position they will have to talk to each other and get to know each other's names.

Once in a circle, ask participants to introduce themselves according to their names and with one word to describe themselves that begins with the same letter as their name, for example, "Hello, I am Anna the Amazing". You can ask the circle to reorder itself according to ages (youngest to oldest); where people come from (closest to furthest); number of children (none to the largest number) etc. This is an excellent active way for people to get to know each other. Remember that humour is an excellent way to break the ice and for people to get to know each other better. Once we are able to laugh at ourselves and at each other we are better able to engage and to deal with the serious disagreements we may have as we go along.

Energisers

Even with the most exciting programme and varied activities, energy levels will drop during the workshop. Ice breakers and energisers are short (often physical) exercises with the objective of having people use their bodies and minds in order to combat fatigue and boredom during the sessions.

An example of an energiser is to ask each person in the room to face another person. Each partner has the chance to do anything they want to for one minute, and the other has to copy them. Then switch around. Dozens of exercises and howls of laughter will emerge and get everyone energised for the serious business ahead. Remember, there is a child inside each and every one of us!

Facilitators are also encouraged to draw on music as a means of motivating the team. This seems so obvious! However, despite the importance of music in inspiring and documenting social movement struggles, we often forget to draw upon music as a source of energy and leadership building.

What you need to do is:

- ✓ Invite participants at different times to lead a song with words that are easy for people to follow.
- ✓ Encourage all the participants to join in.



INTRODUCTION - FACILITATOR'S NOTES

Understanding what different types of activities do

After you've used an activity a few times, you'll have an idea what effect it has on a group. Most activities fall into one of the following categories:

- Ice-breaking
- Energising
- Enhancing communication
- Team-building
- Enhancing competitiveness
- Celebrating diversity
- Reviewing

Be very careful about using activities that energise, enhance competitiveness or underline diversity when there is aggression or acute cultural tension in a group. They may make matters worse. Use them only when you know a group fairly well; keep them short and light and manage them very tightly.

Eyes and ears

A good way to ensure participation and to pick up "early warning signs" of any stress in the group that you as the facilitator might otherwise miss is to appoint one person as the "eyes" and the other as the "ears" of the workshop at the beginning of each day and have them report at the end of the day or beginning of the next day.

The "eyes" and "ears" help to summarise the learning as the workshop progresses and also surface any tensions so that these can be collectively addressed. It is very important to create an open and transparent environment from the outset in which all participants feel comfortable to air their views, even on the most basic of concerns.

Planning your programme

Although there needs to be flexibility in the programme (for example when to introduce an ice breaker) it is very important to start with a road map. The more participatory you can make the planning of the programme, and the programme itself, the better. For example, you can form a small programme steering committee comprising key political and administrative figures in the Council.

Make sure that they have ownership of the programme, and feature in the programme, for example opening and closing sessions; chairing report backs etc. The template for the district and council level gender action plan workshops that you have here is also on the CD ROM (**F2**) so that you can add and adapt the programme as you see fit. Your biggest challenge is likely to be managing time tightly, without limiting discussion or participation! Establishing some ground rules at the beginning might help you to achieve this.



Notes:

A series of horizontal lines for taking notes, starting below the 'Notes:' header and extending to the bottom of the page.