

GENDER MAINSTREAMING IN LOCAL GOVERNMENT



CENTRES OF EXCELLENCE TRAINING MANUAL



Gender Links is a Southern African NGO that is committed to a region in which women and men are able to participate equally in all aspects of public and private life in accordance with the provisions of the SADC (SADC) Protocol on Gender and Development.

Gender mainstreaming in local government -

Centres of Excellence training manual

© Copyright 2011 Gender Links

ISBN: 978-1-920550-53-0

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 and Abigail Jacobs-Williams

Cover Photo: Matau Moreki, Lesotho

Photo by: Trevor Davies

Back Photo: COE councils from Madagascar at the GJLG Summit 2011

Photo by: Trevor Davies

Design and Layout: Top Art Graphics & Promotions cc

Sponsors: UKaid, Development Cooperation Ministry of Foreign Affairs (MDG3) and the Danish International Development Agency (DANIDA).

This report has been produced with the financial assistance of UKaid, the Development Cooperation Ministry of Foreign Affairs (MDG3) and the Danish International Development Agency (DANIDA). The views expressed herein are those of GL and can therefore in no way be taken to reflect the official opinion of DANIDA or MDG3.



Development Cooperation
Ministry of Foreign Affairs
Netherlands

CONTENTS

Acknowledgements	2
Introduction	3
Stage I	15
Management meeting	
Stage II	17
Situation analysis	
Stage III	25
SADC Protocol village meeting	
Stage IV	31
Inception workshop	
Key gender concepts	33
Gender and governance	49
Conflict resolution	65
Stage V	75
Action planning workshop	
Gender planning concepts	77
Gender and the economy	93
Making care work count in local government	99
Gender and local economic development	115
Gender, climate change and sustainable development	123
Gender based violence	135
Developing a local gender action plan	141
Stage VI	147
Adoption of the action plan and signing of statement of commitment	
Stage VII	149
Strategic communications	
Stage VIII	203
IT for advocacy including the use of cell phones	
Stage IX	247
Monitoring and evaluation (one year later)	
Stage X	251
Gender Justice and Local Government Summit	

ACKNOWLEDGEMENTS

The Gender Mainstreaming in Local Government Centres of Excellence training manual has been developed by Gender Links (GL) to guide local government trainers as they work with local government stakeholders in mainstreaming gender in local councils institutions and communities. This training manual draws from several GL gender mainstreaming training manuals developed over a number of years for the region. The different training modules also link closely with the SADC Protocol on Gender and Development thematic provisions. The manual, which is targeted at local government stakeholders, offers practical examples and exercises to guide the training.

GL acknowledges the contributions of the Gender Justice and Local Government in-country facilitators; Keabonye Ntsabane (Botswana), Mpho Mankimane (Lesotho), Ialfine Papisy (Madagascar), Mary Coopan (Mauritius), Mevasse Sibia (Mozambique), Ncane Maziya (Swaziland), Sarry Xoagus-Eises (Namibia), Faides Nsofu (Zambia) and Priscilla Maposa (Zimbabwe).

Abigail Jacobs-Williams, GL Governance Head of Programme compiled the manual with support from Shuvai Nyoni, Governance and Justice Programme Manager and Nomthandazo Mankazana, Governance and Justice Programme Officer. GL Chief Executive Officer, Colleen Lowe Morna, provided overall guidance and edited this report.

We are deeply indebted to DFID, DANIDA and the MDG3 fund for funding the local government Centres of Excellence project.

INTRODUCTION



Local community meeting in New Xade Ghanzi District, Botswana.

Photo by Gender Links



Quick facts

- Gender Links has undertaken research on Gender and Local Government in ten countries (South Africa, Namibia, Lesotho, Mauritius, Botswana, Madagascar, Swaziland, Zimbabwe, Mozambique and Zambia). The research has been published as part of a series called *At the Coalface: Gender and Local Government*.
- In all these countries, the research has been followed by the development of national strategies for mainstreaming gender.
- Women and men from local councils, ministries of gender and local government, and local government associations, have been trained in gender mainstreaming as part of the Training of Trainers.
- GL has produced seven country and language specific gender action plan training manuals.
- From 2007 to 2009, GL worked with local associations to conduct provincial and district level gender action planning workshops.



- In March 2010, GL convened the first Gender Justice and Local Government Summit that brought together 260 participants from ten countries, presenting 103 case studies, 69 by women and 34 by men, on empowering women and ending violence at the local level. At least 40 of these participants obtained passports and travelled out of their countries for the first time to participate in the summit.
- Based on the experience gained and consultations at the summit, GL refined its strategy from working at district to working at council level and formulated the Centres of Excellence (COE) in Gender Mainstreaming in Local Government concept, initially consisting of six stages.
- In March 2011, GL convened the second annual Gender Justice and Local Government Summit and Awards that featured good practices from the 100 Centres of Excellence in 10 SADC countries (Botswana, Lesotho, Madagascar, Mauritius, Mozambique, Namibia, Swaziland, South Africa, Zambia and Zimbabwe) as well as many others. 21 councils that had completed the six-stage COE process received certificates. The summit featured 124 entries from nine countries in a variety of categories including prevention, response, support, women empowerment, leadership, 16 Days campaigns (and cyber dialogues), and institutional awards.
- GL has developed close working relationships with several local government associations in the region including ALAN - Association of Local Authorities Namibia; ARDC - Association of Rural District Councils (Zimbabwe); BALA - Botswana Association of Local Authorities; LGAZ - Local Government Association of Zambia; SALGA - South Africa Local Government Association; UCAZ - Urban Councils Association of Zimbabwe; ZILGA - Zimbabwe Local Government Association. GL has also worked closely with associations in Swaziland and Mauritius.
- Over the next five years, GL will roll out COE's in at least 300 local councils across the SADC region. GL is also seeking innovative ways of ensuring that all local councils in SADC become COE's.
- GL is seeking innovative strategies for cascading the COE's that include building the capacity of local associations; identifying gender champions from the first phases; and peer education.
- GL is also part of the 50/50 campaign that aims, in line with the SADC Protocol on Gender and Development, to ensure equal representation of women in all areas of decision-making by 2015.

Introduction

The Centres of Excellence (COE) for Gender Mainstreaming in Local Government concept is a follow-up to the gender and local government research, strategies and gender and GBV action plan roll-out that took place from 2007 - 2010 across municipalities in the SADC region that GL has been working with. The COE's bring the SADC Protocol on Gender and Development to the coalface through gender policies and action plans with flagship programmes to end gender violence as well as promote local economic development and green municipalities. From an initial 100 municipalities the initiative will now be cascaded to another 200 councils by 2014.

The COE process involves sustained interventions that bring together policy, implementation and capacity building through on-the-job training, monitoring and evaluation and the sharing of good practices at the annual Gender Justice and Local Government Summit. The approach builds on experience that GL has gained over several years working at the local level on developing and implementing gender policies and action plans through a six stage process that has now been extended to a ten stage process. New modules on conflict resolution, care work, local economic development, climate change and IT have been added to the initial COE process.



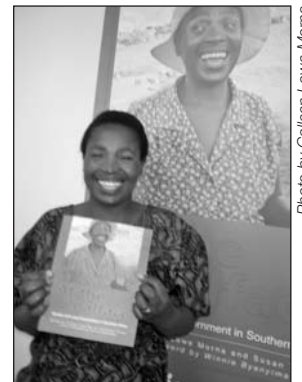
Objectives

To integrate gender into the work of local government through sustained interventions in at least 450 councils by 2015 through:

- **Political support:** Getting buy-in at decision-making level.
- **An evidence-based approach:** Conducting a situation analysis that is council-specific and will help to address the needs of that council.
- **Context specific interventions:** Conducting council-specific gender and action plan workshops that localise national and district gender policies and action plans.
- **Community mobilisation:** SADC Gender Protocol village level workshops that familiarise communities with the provisions of the sub-regional instrument and empower them to hold their council's accountable.
- **Capacity building** through on-the-job training with council officials and political leaders.
- **Application of skills:** Assisting councils and communities to apply these new skills through running major campaigns, e.g. 365 Days to End Gender Violence; the 50/50 campaign etc.
- **Monitoring and evaluation:** Administration of scorecards and other monitoring and evaluation tools that can be used to measure change in the immediate, medium and long terms.
- **Knowledge creation and dissemination:** Working to gather and disseminate best practices, case studies, etc that can be presented at the annual gender justice and local government summit and awards that provide councils and communities with a platform to learn from each other on empowering women and ending violence at the local level.
- **Cascading the COE's:** GL is working with local government associations across the region on innovative strategies for cascading the COE's that include working through gender focal points of the associations and peer support.

Background

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. Taking heed of this finding, GL conducted groundbreaking research in 2006/2007, *At the Coalface, Gender and Local Government* covering South Africa, Lesotho, Mauritius and Namibia. The study found that few practical steps have been taken to mainstream gender in this tier of government or to build the capacity of councillors to lead this process.



Matau Moreki proudly displays *At the Coalface* manual.

The study has since been extended to ten countries. The process followed has been:

- Launching the research reports.
- Strategy workshops in the respective countries with key stakeholders and partners (ideally the local government ministries and associations) to map out a way forward.
- Gender action plan workshops initially at provincial, regional or district level to ensure that all councils have gender action plans.

In March 2010, GL convened the first Gender Justice and Local Government Summit and Awards to gather evidence of institutional and individual initiatives to empower women to end gender violence.

After the 2010 summit, GL compiled a comprehensive report and video on the summit that brought together 260 participants from ten countries, presenting 103 case studies, 69 by women and 34 by men, on best practices in empowering women and ending violence at the local level. At least 40 of these participants got passports and travelled out of their countries for the first time to participate in the summit.

Winning entries from nine countries included: an indigenous course to empower women with accounting skills in Mauritius; assisting sex workers to find new forms of employment (Botswana); establishing local level victim support units in Zambia; educating men on child abuse in Zimbabwe; an economic empowerment project for survivors of gender violence in the City of Johannesburg (South Africa); demanding economic rights for widows (Zimbabwe and Zambia); stretching the Sixteen Days of Activism to 365 with a special emphasis on home and school in a council in South Africa, etc. These are all examples of gender action plans beginning to bear fruit.



At the 2011 summit and awards, GL featured good practices from the 100 Centres of Excellence that GL is working with in 10 SADC countries (Botswana, Lesotho, Madagascar, Mauritius, Mozambique, Namibia, Swaziland, South Africa, Zambia and Zimbabwe) as well as many others. 21 councils that had completed the six-stage process to become Centres of Excellence in mainstreaming gender received certificates.

The summit featured 124 entries from nine countries in a variety of categories including prevention, response, support, women empowerment, leadership, 16 Days campaigns (and cyber dialogues), COE excellence awards and institutional. On the evening of 30 March 2011, GL awarded eight winners, nine runners-up and nine special commendation awards at a colourful gala dinner that was held at the Summer Place in Sandton. The award ceremony coincided with GL's 10 year birthday celebration. 26 participants received awards in several different categories for local level efforts to end gender violence and empower women.

What GL has learned and how this is being applied



Thenjiwe Mtintso, GL Association member.

Photo by Colleen Lowe Morna

The first phase of the project involved a broad-brush approach in which, among others, GL sought to ensure that gender and local government is placed firmly on the agenda. During this period, GL also worked on developing a model with the City of Johannesburg for sustained support to a council on developing and implementing a policy through on-the-job support.

In December 2009, GL held an evaluative workshop with Hivos, one of its donor agencies, and Akina Mama wa Afrika, an East African partner, on "Support to women leaders: lesson learned and strategies for the future." This explored different models of support that have been tried, including short courses on-site and offsite, in-country and in regional venues. The meeting

concluded that a key failing by NGOs in seeking to support women in public office has been a) ignoring local government b) being supply rather than demand driven c) providing training in a vacuum d) providing once off training with little regard to local process and context. Following this watershed meeting, GL's annual board meeting and annual planning meeting in early April, the organisation took a fresh look at how to go forward with the work at local level in the most efficient and effective way.

Partners

GL's most critical partners in the local government work are local government associations including ALAN - Association of Local Authorities Namibia; ARDC - Association of Rural District Councils (Zimbabwe);

BALA - Botswana Association of Local Authorities; LGAZ - Local Government Association of Zambia; SALGA - South Africa Association of Local Authorities; UCAZ - Urban Councils Association of Zimbabwe; ZILGA - Zimbabwe Local Government Association. GL has also worked closely with associations in the process of being formalised in Swaziland and Mauritius. Regionally, GL works closely with the SADC Gender Unit and uses the targets of the SADC. Globally, GL is a member of the 50/50 campaign and has worked closely with UNHabitat, especially on materials development.

Ownership

The evidence-based and process-driven approach adopted by GL has resulted in a high level of ownership among the local councils. At the 2010 summit, GL held a round table meeting with all the local associations. The City of Johannesburg, with which GL has developed a six stage process for backstopping and on-the-job-support, presented this process and played a key role in the decision to focus, over the coming period, on an average of ten councils in each country that show promise as Centres of Excellence in gender mainstreaming. The 2011 summit displayed an even stronger demonstration of results as local associations shared how they became COEs; gaps and challenges faced. The Namibian council of Arandis is one such example:



Mary Coopan, GL local government facilitator in Mauritius and Marie Desire Andre Travaillleur, City of Port Louis, at the 2011 consultative meeting with local government associations.
Photo by Colleen Lowe Morna

Equality pays off for Namibian council

If you blink on the straight road from Namibia's capital, Windhoek, to the coastal resort of Swakopmund, you might miss the turn to the mining town of Arandis, which has a mere 6 000 residents.



!Hoaeb and Kavendjii show off their report to the council from the summit.
Photo by Colleen Lowe Morna

Not to be missed in the council chambers are the three certificates that the council walked away with at the second Gender Justice and Local Government Awards and Summit. The council walked away with three awards: for leadership (deputy mayor Isabella Kavendjii) an innovative Sixteen Days of Activism campaign (communications officer Andrew Harold !Hoaeb) and for completing the six stages to become a Centre of Excellence in Gender Mainstreaming. "We were overjoyed, on behalf of Namibia to have our efforts recognised in this way," beams !Hoaeb.

Namibia is a signatory to, and has ratified, the Southern African Development Commu-

nity (SADC) Protocol on Gender and Development. “Namibia is committed to halving gender violence by 2015,” notes Deputy Mayor Kavenjii. “At Arandis, we are proposing zero violence by 2015. We are also determined to end poverty.”

With a municipality displaying all the trappings of a small mining town (almost all the formal jobs go to men; women dominate in the informal sector or as sex workers and there are high levels of gender violence) the council has its work cut out.

Starting from within, the council has four women and three male councillors; a gender balanced management team and woman CEO. Armed with the council's gender action plan developed as part of GL's Centres of Excellence initiative, Arandis has formed a gender justice committee that includes community members, and for which the council has allocated a budget.

Arandis has embraced plans by GL to add another stage to the COE process on gender and local economic development, including care work. Already, discussions have been held with local uranium mining conglomerate, Rossing, on opening job opportunities to women. In the Industrial Site Service area run by the council, 80% of the stands have gone to women. The council is helping these entrepreneurs to source finances for catering, accommodation and transport ventures.

Kavenjii says economic empowerment for women is key to ending violence and reducing HIV and



Winning team examines the COE certificate.

Photo by Colleen Lowe Morna

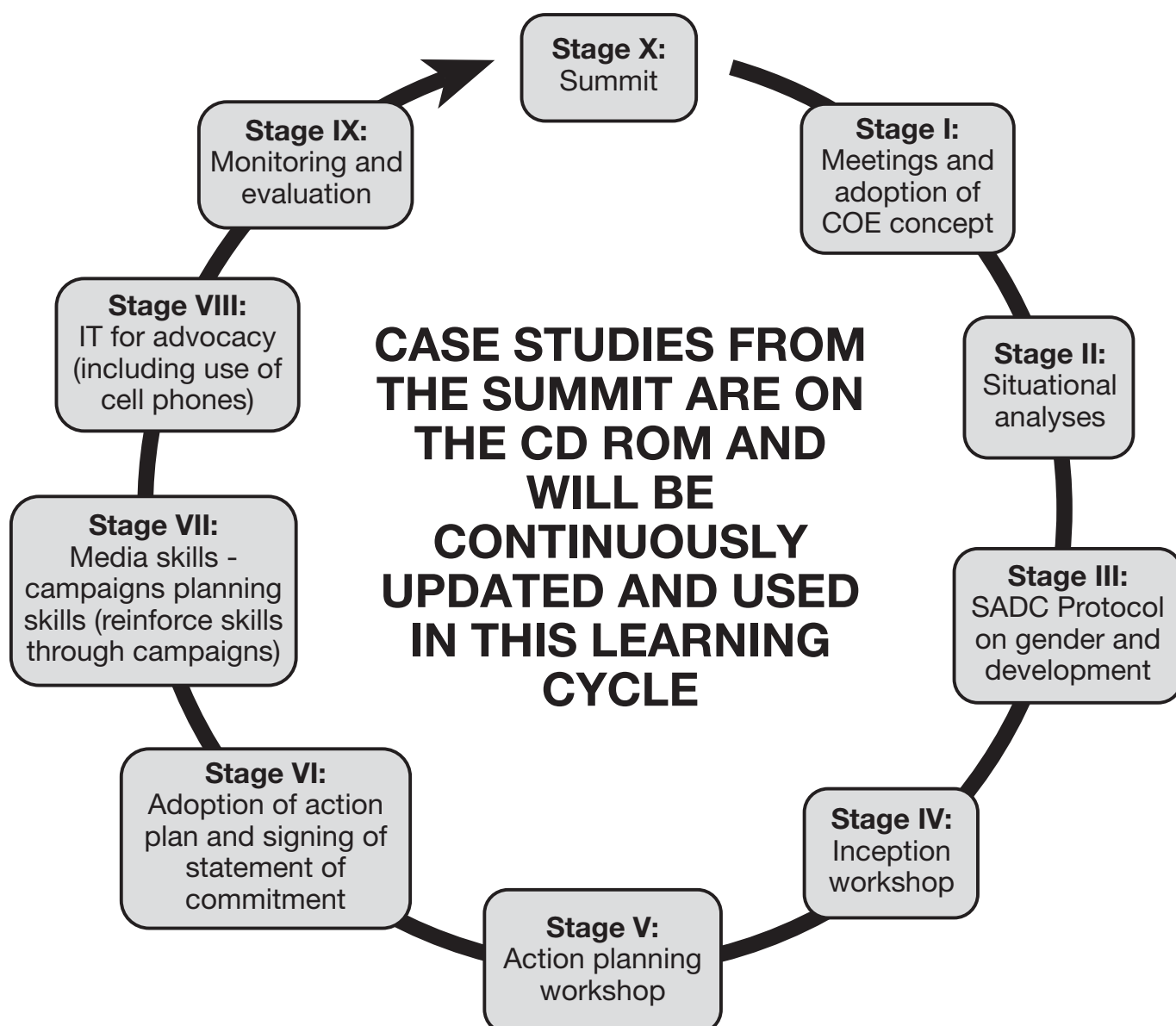
AIDS infection. Arandis is a likely candidate for a further stage of work at the local level that GL hopes to undertake with the support of UN Women. This will involve adapting the GBV indicators research methodology to a local community; intensifying the COE process and enriching it through economic initiatives; and then measuring if this has helped to reduce violence.

Underscoring its commitment to a future free of violence, HIV and AIDS, the council has enlisted the support of junior councillors (two boys and two girls) to conduct peer education, especially at shebeens (illegal liquor stores). “If we can win the youth over, half the battle will have been won,” says !Hoeab.

Councillors here have mastered and readily join in the slogan of the Southern African Gender Protocol Alliance, also a mantra of the Gender Justice and Local Government Summits: *“2015, yes we can! Yes we can, the time is now!”*

Stages to be covered

The stages covered are illustrated in the diagram:



Target groups

The meetings and workshops include:

- Councillors and officials from local councils who champion gender mainstreaming in their municipalities;
- Management structures of councils;
- Ministries of Gender representatives;
- Ministries of Local Government representatives;
- Representatives from Local Government Associations;
- Civil society organisations;
- Communities at large.

Project planning framework

The table illustrates the process and training materials in this manual, the intended outputs and outcomes, as well as the approximate time for each stage. This is intended to assist councils and GL facilitators plan for the process in each council.

Table: Project Planning Framework for the Centres of Excellence in gender mainstreaming

Objective	Stage	Activity	Process	Module/s	Outputs	Outcomes	Number of days
To obtain institutional buy-in.	One	Meetings with management and political teams and adoption of COE concept.	Meetings.		Meeting report; draft statement of commitment.	Both political and management teams of councils buy into COE process. This promotes ownership of all COE activities and initiatives.	0.5 days
	Two	Undertaking a gender audit of the council.	Situation analysis.		Situation analysis report, various M and E tools administered including the local government score card.	Specific information on gender within each council.	2 days
To develop knowledge, attitude, analysis and planning skills using locally relevant materials	Three	Mobilising meeting with council representatives and key stakeholders on the provisions of the SADC Protocol on Gender.	Village level meeting.	SADC Protocol on Gender and Development.	Citizen score card on the SADC Protocol on Gender and development; SADC Quiz administered.	Communities and councils are informed and empowered around the SADC Protocol on Gender and Development through the village level workshops.	1 day
	Four	Inception workshop.	Workshop.	Key gender concepts.	Workshop report.	Councils understand the difference between sex and gender and have explored the origins of gender stereotypes and their implications for society and for the work of the council.	2 days
				Gender, governance and transformative leadership.		Participants understand the links between gender and governance at the local level.	
				Conflict resolution.		Councils are able to share types of conflict at the local level as well as tools for dealing with conflict.	
	Five	Action planning workshop.	Workshop.	Gender policy and planning concepts, including gender budgeting.	Draft action plan.	Councils understand the various types of institutional mechanisms for promoting gender equality; their advantages and disadvantages; and how they form part of a Gender Management System (GMS).	3,5 days
				Gender and the economy.		Councils understand the importance of gender budgeting and are shown practical steps on how to have a gender sensitive budget.	

Objective	Stage	Activity	Process	Module/s	Outputs	Outcomes	Number of days
To ensure implementation of the plan through its adoption and increase visibility, as well as skills for communicating gender issues, through high profile campaigns.	Six	Adoption of the action plan. Signing of statement of commitment.	High level event and public statement of commitment.	HIV and AIDS Care work. Local Economic Development (LED). Sustainable development and climate change. Gender Based Violence.		Councils can identify care work issues and integrate care work into the councils' programmes. Councils can identify and implement strategies for addressing gender concerns throughout the Local Economic Development processes. Local government stakeholders can identify and address the different needs and priorities of women and men around issues of climate change. Councils understand why gender based violence should be addressed at the local level and what the role of local government is in addressing GBV. Councils are committed to becoming fully fledged COEs and understand the importance of gender mainstreaming.	1 days
	Seven	Media skills; campaign planning skills.	Backstopping workshop.	Media literacy.	Campaign plan.	Councils explore the roles that are assigned to women and men in society and how they are portrayed in the media and women leaders are empowered with skills for the political arena.	3 days
				Campaigns.		Councils are able to identify strategic campaigns at the local level that can address issues of gender equality.	
				Sixteen Days.		Councils are informed about the Sixteen Days and able to take up campaigns.	
	Eight	IT for advocacy (including use of cell phones).	Workshop.	IT Skills.		Councils are introduced to the world wide web and their IT needs are identified.	
To monitor and evaluate implementation of the plan; gather and share knowledge about the SADC Gender Protocol@work.	Nine	Monitoring and evaluation.	Administering of questionnaires.		Comparative data, e.g. the score card, attitudes etc.	Councils are given the opportunity to review their action plans through a SWOT analysis and are also able to build in the new COE modules where outstanding.	1 day
	Ten	Gender Justice and Local Government Summit.	Gathering best practices.		At least 100 best practices gathered and shared each year.	Practical examples of what is working are documented and verified for the Gender Justice and Local Government summit at national and regional level.	3 days

Outputs

- At least 300 municipal councils across the SADC region where GL has country facilitators become COE's by 2014.
- The original COE programme is expanded to include local economic development including care work and sustainable development.
- Community mobilisation around the SADC Gender Protocol, to be used as a tool for accountability.

Outcomes

- Political, economic and GBV targets of the SADC Gender Protocol are given effect at the local level.
- Tangible examples of ending gender violence and empowering women at the local level emerge.
- Change is measured through Monitoring and Evaluation tools administered throughout the process including the Gender and Local Government scorecard; attitude and knowledge surveys.
- Learning through good practices shared at the annual Gender Justice and Local Government Summit leads to a groundswell of support for gender equality at the local level.

Cascading the COE's

The table shows that there are 914 councils in the SADC countries that GL is working in. Ideally, all of these councils should become Centres of Excellence in Gender Mainstreaming.

The cascading COE initiative seeks to:

- Ensure that at least half (about 450 councils) councils across the SADC region become COE's by 2015.
- Enhance partnerships with, and ownership of the COE process among local government associations, gender and local government ministries through their active participation in and contribution to the roll out.
- Enhance and extend the pilot project by selecting peer educators from the initial phase and training them, along with relevant officers, to take the process forward.
- Mobilise in-country resources for gender and local government work through this hands-on backstopping and support model.
- Strengthen GL's institutional presence in the SADC region through upgrading project sites or field offices to satellite offices.

Table: Councils in the SADC countries that GL is working in

Country	Breakdown of councils (local authorities)	Total
Botswana	10 districts 6 urban councils 19 sub-district councils	25
Lesotho	10 districts 1 municipal council 10 urban councils 64 community councils	75
Madagascar	6 provinces 22 regions 116 councils	116
Mauritius	9 districts 124 community councils 13 regional councils	137
Namibia	3 city councils 13 municipal councils 17 town councils 19 village councils	52
Mozambique	10 provinces 43 councils	43
South Africa	44 districts 8 metros 226 local councils	234
Swaziland	4 districts/ regions 12 urban 55 tinkhundlas	67
Zambia	9 provinces 4 city councils 14 municipal councils 55 local councils	73
Zimbabwe	10 provinces 61 rural councils 31 urban councils (7 cities, 9 municipal councils, 11 town councils, 4 local boards)	92
Total		914

There is also a need to train **gender champions**, who could be individual or strategic gender structures, in the current COE councils as trainers as this will ensure the continuous support, championing, ownership and the sustainability of all COE activities in their particular councils once GL has moved on to the next councils. By having gender champions that function within these councils, it becomes possible and also easier to sustain the COE activities and hold partners accountable for ensuring the cascading and ownership of the COE process.

Peer learning amongst councils offers exciting opportunities for expanding this initiative. Although GL will not be able to reach all of these councils, each council can reach another through peer learning and should be advocating for peer educators to reach the other councils within the countries.



Lucia Mkhandla, Winner of the leadership category at the GJLG summit and awards 2011. Photo by Priscilla Maposa

Institutional strengthening

All of these developments also require that GL's skeletal field offices in the 10 countries be upgraded with the necessary infrastructure, equipment and human resources to cope with the expanding work. Project sites need to register, and be in a position to, mobilise in-country resources. This forms an important part of GL's strategy going forward.

Why this toolkit?

This toolkit has been developed to address the key findings 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 to lead this process.

The main purpose of the toolkit:

- To build capacity of councillors on key gender issues, including gender and governance, gender planning and policy concepts.
- To train councillors to start looking at the work that they do through a gender lens.
- Equip councillors with skills so that they incorporate gender into every aspect of the work they do.
- Assist councils to develop gender action planning frameworks using the draft gender strategies already developed.
- Provide backstopping; monitor and evaluate progress; gather evidence and share knowledge through the annual Gender Justice and Local Government Summit.

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.

What the manual consists of

The manual follows the different stages of the COE's. These are:



Process	Stage one	Stage two				Stage six			Stage nine	Stage ten
Capacity building			Stage three	Stage four	Stage five		Stage seven	Stage eight		

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"

Relevant additional resources have been put on a CD ROM.

RESOURCES	ACRONYM
Management tools	MT (number and title)
Information resources tools	InfoR (number and title)
Monitoring and evaluation tools	MandE (number and title)
Profiles and case studies	CS (number and title)
Power point presentation	PPP (number and title)
Audio visual materials	AV (number and title)

GENDER JUSTICE AND LOCAL GOVERNMENT SUMMIT



Zimbabwean delegation celebrates the awards evening at Summer Place, Johannesburg, 2011.

Photo by Trevor Davies



Objectives

- To engage with councils on the annual gender justice and local government summit and awards.
- To agree on arrangements for the in-country pre-summits as well as the overall regional summit.
- To identify possible good practices to be entered into the annual summit.
- To assist councils with the documenting of their good practices.
- To verify the applications for the summit.





Description

Stage ten is the overall milestone that the councils thrive towards when they commit to being a Centre of Excellence (COE). In this final stage, councils are given the opportunity to showcase their work in empowering women, ending gender violence, promoting sustainable development and others.

Who to meet

- Councillors and officials from the local council who will champion gender mainstreaming in their municipalities;
- Management structures of the council;
- Local association officials that service that councils;
- Potential entrants for the summit and awards;
- At this stage the possible entrants can also be given the hard copy application forms if they are not able to apply online;
- The entrants can then also be assisted in filling in the application forms.



Fact sheet: The Gender Justice and Local Government Summit and awards

GL in partnership with local government associations from across the SADC region annually hosts the Gender Justice and Local Government Summit and awards. The quick facts from the summits held at the time of writing this manual demonstrate what the summit is about:



2010	2011
<ul style="list-style-type: none"> • 206 participants (151 females, 65 males). • 103 entries, 69 by women, 34 by men in 7 categories. • Submissions from 10 countries. • Winners from nine countries: Botswana, Lesotho, Madagascar, Mauritius, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. • 3 women and 2 men got special commendations. • 6 women and 3 men are runners up. • 5 women and 4 men are winners. 	<ul style="list-style-type: none"> • 231 participants (168 females, 63 males). • 124 entries, 86 by women, 38 by men in 8 categories. • Submissions from 9 countries. • Winners from nine countries: Botswana, Lesotho, Madagascar, Mauritius, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. • 7 women and 2 men got special commendations. • 5 women and 4 men are runners up. • 6 women and 2 men are winners.

In-country summits

In 2010, GL received 45 applications from Madagascar. As we could not afford to invite all the applicants to Johannesburg, we used this experience to pilot an in-country summit, with local independent adjudicators narrowing down the original applicants to eight who attended the regional summit. Going forward, GL intends to hold in-country summits in all countries before the regional summit. This will ensure greater ownership, visibility and participation.

Who?

The target audience for the summits includes representatives from across Southern Africa in the following categories:

- Local authorities associations (e.g. SALGA, ALAN, UCAZ, ZILGA, etc);
- Community based organisations;
- Councillors and officials from local authorities (e.g. those who have submitted good practices models they wish to showcase, etc);
- Ministry of Gender representatives;
- Ministry of Local Government representatives (e.g. Gender focal point persons, etc);
- Gender activists and civil society organisations;
- International partners;
- Other interested individuals or groups.



Thuli Chapa and Benedict Bennet of Swaziland after receiving her award in the category "Women empowerment" at the Gender Justice and Local Government Summit, 2009.

Photo by Colleen Lowe Morna

Why?

The annual Gender Justice and Local Government Summit:

- Is an opportunity to popularise the SADC Protocol on gender and development target of halving gender violence by 2015.
- Provides a platform to demonstrate and debate what works in preventing and addressing gender violence in local communities.
- Builds a community of practice on ending gender violence at the local level; promoting local economic and sustainable development.
- Is an opportunity for local government practitioners to develop strategic partnerships and networking opportunities across the region.
- Show cases COE councils' good practices and recognises councils that have made significant progress.
- Acknowledge the participation of all current COE councils that have committed themselves to the COE process and to institutionalise gender mainstreaming within their councils and communities.

Hi Faides,

Am hoping you are fine.

Thank you for granting me an opportunity to be part of the delegation to the Gender Links Summit for this year. I do not only feel great to have been part of it but i feel honoured to have had been recognised a contributor to empowering women and reducing GBV not only in my country but the SADC region too.

I will endeavour to add to the dream of Gender Links and my country Zambia and therefore commit myself to be at the exposal of you all that would like to work with me and my organisation in "halving" the levels of GBV by 2015 and even after. If I were to borrow Colleen's words, i would say, if Gender Links will be there even after 2015, i will be there too".

See you, Mercy (Zambia)

Categories

The categories for the summit and awards have evolved over the last two years and after the first summit in 2010, stemmed GL's new approach to working with councils at the local level through the Centres of Excellence of gender mainstreaming process. The 2011 summit saw the addition of new COE categories that was specifically for councils who have committed to becoming centres where gender is at the very top of all mainstreaming processes.

2010	2011
<ul style="list-style-type: none"> • Prevention. • Innovative communication strategies. • Specific GBV campaigns. • Response. • Support. • Institutional good practices. • Individual innovation. 	<p><i>Projects:</i></p> <ul style="list-style-type: none"> • Prevention. • Response. • Support. • Women empowerment. • 16 Days Campaigns and Cyber dialogues. <p><i>Centres of excellence:</i></p> <p>COE excellence awards.</p>

* Please note that the categories from year to year may change

When?

The summit and awards take place annually in March, with in-country summits taking place in February/early March. Dates are flagged on the GL website by December of each year. The regional summits takes place over two days. The third day comprises site visits. The award ceremony takes place on the final evening.

What needs to be submitted?

- Completed application forms (these will be available on the GL website).
- Photos, newspaper articles, clipping, etc.
- Any other documentation that can strengthen your application, e.g. CD's, DVD's.



Bella Kavendjii, Arandis, admires her special commendation certificate.

Photo by Colleen Lowe Morna

Adjudication

An independent panel of in-country experts adjudicates the in-country as well as regional summit entries. Audiences also participate in the scoring.

Pre-summit workshops

Soon after the in-country pre-summits are held and before the in-country winners are brought to SA for the regional summit, GL hosts in-country pre-summit workshops to prepare and assist the entrants with the preparation of their PowerPoint presentations, as well as preparing them with their presentation skills for when they need to present at the summit.

Costs

- GL is forging partnerships for hosting in-country workshops.
- Costs of the in-country winners are covered by Gender Links.
- Limited funding is available for high level dignitaries from the 10 countries that have entered and these costs are covered by Gender Links.
- Preference is given to participants presenting best practices.

- Local councils are welcome to fund additional councillors and officials to participate.
- Sourcing local funding from local funders or donors to ensure participation at the summit is highly recommended.

Key outcome

The summit is the ultimate learning experience of the COE process. It provides an opportunity to reflect, and share, case studies that go up on the website and are fed back into the COE capacity building process in an ongoing cycle of learning, and sharing, which is key to the ultimate success of this initiative.

RESOURCES	FILE NAME
STAGE TEN - GENDER JUSTICE AND LOCAL GOVERNMENT SUMMIT	
Management tools	
Applications forms	http://www.genderlinks.org.za/page/gender-justice-and-local-government-summit-2011
Information resources	
Summit call - general	http://www.genderlinks.org.za/page/gender-justice-and-local-government-summit-2011
Summit call - COE	http://www.genderlinks.org.za/page/gender-justice-and-local-government-summit-2011
GJLG pamphlets	http://www.genderlinks.org.za/page/gender-justice-and-local-government-summit-2011
GJLG summit concept paper	http://www.genderlinks.org.za/page/gender-justice-and-local-government-summit-2011
GJLG summit 2010 report	http://www.genderlinks.org.za/page/gender-justice-and-local-government-summit-2011
GJLG summit 2011 report	http://www.genderlinks.org.za/page/gender-justice-and-local-government-summit-2011
M and E	
Participants list	MandE2_ParticipantsList
Information on participants	MandE1_GMDCForm
Testimonials	To be provided by country facilitators
Profiles and case studies	
Please see collection of profiles and case studies by country on the CD ROM	
Audio visual materials	
GJLG Summit 2010 DVD	AV9_GJLGSummit2010DVD
GJLG Summit 2011 DVD	AV10_GJLGSummit2011DVD

NOTES

[illegible]

The SADC Protocol on Gender and Development



Encompasses

commitments made in all regional, global and continental instruments for achieving gender equality.

Enhances

these instruments by addressing gaps and setting specific, measurable targets where these do not exist.

Advances

gender equality by ensuring accountability by all SADC Member States, as well as providing a form for the sharing of best practices, peer support and review.

www.genderlinks.org.za



Development Cooperation
Ministry of Foreign Affairs
Netherlands

Danida



MANAGEMENT MEETING



eThekweni council meeting.

Photo by Susan Tolmay



Objectives

- To obtain buy-in from decision-makers for the Centres of Excellence process.
- To discuss the stages of the COE process thoroughly, and establish a clear understanding of what both parties expect of each other at each stage.
- To agree on the signing of the statement of commitments, dates, logistic matters and commitments.
- To get the go ahead for conducting situation analyses, including the administration of Monitoring and Evaluation forms.





Description

Stage one is the building block for the entire process. It is the stage that ensures that councils adopt the COE concept and commit to following it through.

Who to meet

- Councillors and officials from the local council who will champion gender mainstreaming in their municipalities;
- Management structures of the council;
- Local association officials that service that councils.

Key outcome

Both political and management teams of councils buy into COE process and this allows for ownership of all COE activities and initiatives by both Gender Links and the councils.

RESOURCES	FILE NAME
STAGE ONE - MANAGEMENT MEETING	
Management tools	
Stage one meeting agenda	MT1_Agenda
Stage one report form	MT2_Stage1reportform
Information resources	
SADC Protocol on Gender and Development	InfoR1_SADCProtocol
50/50 policy brief	InfoR2_5050Policy
COE concept paper	InfoR3_COEconceptpaper
COE pamphlet	InfoR4_COEpamphlet
M and E	
Information on participants	MandE1_GMDCForm
Participants list	MandE2_ParticipantsList
Power point presentation	
COE PowerPoint Presentation	PPP1_COE
50/50 PowerPoint Presentation	PPP2_5050
Audio visual materials	
<i>At the coalface</i> DVD	AV1_ATCDVD

SITUATION ANALYSIS



Priscilla Maposa and Harare city councillor, Paula Macharangwanda.

Photo by Muriel Kwanele Jirira



Objectives

- To administer the local government gender scorecard.
- To conduct a gender audit or situation analysis of the council.
- To compile a profile of the council from a gender perspective to guide the action plan and specific interventions in that council during the inception workshop.





Description

Stage two seeks to give the council a gender mirror on itself. Often councils are not aware of the gender gaps within the council and in the work of councils. This audit helps to inform policies and actions that need to be taken. The gender score card is a self assessment, as well as an assessment by the facilitator of where the council is starting from. The agreed assessment forms the baseline for that council that is revisited after one year, to assess if progress is being made.

Who to meet and questions to be asked

Councils vary in size and organisational structure. It is important that for each council the situation analysis include a representative sample as follows:

- A senior political representative and gender champion, eg the Mayor, Chair, or Deputy Mayor, Deputy Chair.
- A senior official, e.g. the Town clerk.
- The gender focal point and or committee, if there is such a person/committee.
- A representative of the human resources/corporate services division.
- Representatives of the service delivery units of the council, both at administrative and political level, for example Chairs of Committees and managers of these portfolios within the council.

KEY QUESTIONS TO BE ASKED DURING THE SITUATION ANALYSIS

POLICY FRAMEWORK

- ✓ Is the council aware of national, regional, international commitments that the country has made especially the SADC Protocol on Gender and Development and the National Gender Policy?
- ✓ Is there a gender policy in the council and it is implemented? (Get a copy of this policy).

GOVERNANCE

Representation

- ✓ Are there equal numbers of women and men councillors in the council (include detail in table), and equal numbers of women and men in decision-making positions in council, Mayoral committee, chairs of committees etc? (Include detail in a table).
- ✓ Is there gender balance on all community committees? (Include detail in a table).

Participation

- ✓ Do women and men participate equally in council meetings (it might be a good idea to observe a full council meeting) and do women have an influence on decisions taken by the council? (You will need to consult minutes from meetings to ascertain this).

Public participation

- ✓ Is there equal participation of women and men at public meetings and events? (You will need to consult records of these meetings where available, are attendance registers kept, are these disaggregated by sex?).

PLANNING

- ✓ Does targeted gender planning and service delivery takes place in the council (get copies of planning documentation) and do the strategic objectives of the Council explicitly mention gender? (Get copies of strategy documentation).
- ✓ Is information collected from women about their constraints, opportunities, incentives and needs and women are consulted in the drawing up of plans and policies (get documentation to substantiate this) and are there gender indicators in all plans? (Get copies of plans).

MAINSTREAMING GENDER INTO EXISTING PROGRAMMES

Local economic development - the economy and job creation

- ✓ Does the council have a local economic development plan that targets women entrepreneurs as key beneficiaries? (Get a copy of this plan).
- ✓ Do women and men benefit equally from informal trading facilities in the council? (Is there a policy that regulates this, what are the statistics of use of these facilities?).

Procurement

- ✓ Does the council have a procurement policy that sets a target for increasing the number and value of contracts received by women? (Get a copy of this policy, interrogate the tenders register, who is benefitting most from tenders?).

Climate change and sustainable development

- ✓ Is the council aware of climate change and its effects on men and women?
- ✓ Does the council take into account the different impact of climate change on men and women and the ways in which both can be involved in promoting sustainable development?
- ✓ Are women consulted in the management of waste? (How does this happen, get copies of meeting minutes etc).
- ✓ Do women and men benefit equally from business opportunities in this sector? (Request examples of this).

Housing

- ✓ Does the council keep sex disaggregated data on title deeds? (Get this data to interrogate).
- ✓ Has the council taken steps to ensure that women benefit equally from land and housing opportunities? (How has this been done? Is there a policy? Get a copy of the policy).

Utilities

- ✓ Does the council has sex disaggregated data on who has access to basic services i.e. Male and female headed households? (Interrogate these statistics).
- ✓ Are women are involved in the planning, management and maintenance of these services and facilities? (How does this happen, get copies of meeting minutes etc).

Transport

- ✓ Are women consulted in regard to their transport needs? (How does this happen, get copies of meeting minutes etc).

Health

- ✓ Are health facilities easily accessible to women? (eg. What is the average distance that a woman has to travel to get to the closest clinic?).
- ✓ Does the council keep sex disaggregated data on HIV and AIDS? (Check this data, is it disaggregated, what do these statistics tell you?).
- ✓ Is there a gender aware HIV and AIDS public education and awareness campaign? (Look at the campaign materials and messaging).
- ✓ Is PEP available at all health facilities and there are information campaigns surrounding this? (Visit a clinic to check this).

HIV and AIDS and care work

- ✓ Does the Council have a gender aware HIV and AIDS policy and programme that covers prevention, treatment and care?
- ✓ Do prevention messages include the importance of equal power relations between women and men, cross generational sex and its impact in increasing the incidence of AIDS among young women and the effects of multiple concurrent partners?
- ✓ Is the Council involved in promoting Voluntary Counselling and testing? Are men encouraged to go for testing and to change their behaviour?
- ✓ Do women and men access treatment equally? Are men encouraged to go for treatment?
- ✓ In what ways does the Council support, or could it support care givers?
- ✓ Are men encouraged to be involved in care work?

Social development

- ✓ Does the council keep sex and age disaggregated data on the use of existing facilities, e.g. retirement centres, community centres, libraries and Women, girls, men and boys benefit equally from budget allocations for sports and recreation facilities? (Request to see this data - what does it tell you?).

GENDER SPECIFIC PROGRAMMES

- ✓ Is the council involved in gender-specific programmes? (eg. educare, GBV programmes etc).

Educare

- ✓ Has there been an assessment of the need for child care facilities? (Request a copy of this assessment).

Gender based violence (GBV) flagship

- ✓ Does the council have an action plan and budget for addressing GBV. Has this been mainstreamed into planning processes? (Request a copy of the plan and budget, how much has been allocated to GBV?).

Prevention

- ✓ Has a safety audit been conducted to ascertain whether the city/town/village is a safe place for women, i.e. To walk around safely at night and in the day? (Get a copy of this audit, what does it tell you about the safety of women in the city/town/village).

Public awareness campaigns

- ✓ Does the council participate in campaigns to raise awareness on gender based violence (GBV), such as the Sixteen days of activism? (Get evidence of previous participation in campaigns).

Response and coordination

- ✓ Does the council have up to date crime statistics disaggregated by sex? (Interrogate these statistics, what do they tell you about the safety of women in the city/town/village).
- ✓ Is there is a good working relationship between the police and community, especially women? Are women are adequately represented in community policing forums? (Interview the police regarding this, get copies of the names of people on the community policing forums) and the Police and justice service providers given training on how to handle cases of gender based violence (GBV)? (How often does this training happen, how many have been trained etc).

Support

- ✓ Has the council has established or does it support victim support/ empowerment programmes (VEP), including places of safety and day care centres? (Get a list/database of these places).

EMPLOYMENT PRACTICES AND ENVIRONMENT

Selection and recruitment

- ✓ Are women and men are employed in equal numbers across jobs, grades and in management positions and are equally remunerated for equal work? (Get a breakdown of staff per job and level from HR, tabulate this information).

CATEGORY	No of women	%	No of men	%
Top management				
Senior Management				
Professional				
Secretarial/ clerical				

- ✓ Is there an affirmative action policy that specifically addresses redressing gender inequalities? (Get a copy of this policy).

Capacity building

- ✓ Is diversity and gender training provided for both women and men in the council, at all levels and is done in a systematic way? (Get a copy of the training conducted by the council from the HR dept).

Career pathing

- ✓ Are women and men are given equal opportunity for growth within the council and have equal access to training and promotion opportunities? (Interrogate HR records, how many women have been promoted into senior positions, are there special training or mentor programmes?).

Working conditions and environment

- ✓ Does the council provide equal benefits for women and men, including maternity and paternity leave? (Get the HR policy that regulates this).
- ✓ Is there a sexual harassment policy that is enforced? (Get a copy of the policy. Request stats on sexual harassment cases and how these have been dealt with and resolved).

GENDER MANAGEMENT SYSTEM

Gender structures

- ✓ Has the council has set up a gender structure, including a gender focal person, which has a budget and is empowered to do its work? (Get a copy of this structure, interview the GFP, interrogate the budget) and is gender written into the job descriptions and performance agreements of managers and key functionaries? (get copies of these job descriptions and performance agreements).

Budgets

- ✓ Is a share of expenditure is explicitly targeted at promoting gender equality? (interrogate the budget to confirm this).

Monitoring and evaluation

- ✓ Are service, employment, procurement statistics disaggregated by sex and have gender indicators have been put in place for planning and human resource management systems? (Check this with HR).

Political profile and champion

- ✓ Are gender issues given a high political profile by the Council and have a political champion?

Who to administer the score card to

In order to ensure that the M&E forms can be administered to the same group of people after a year's time, the score card is administered to a representative sample. As councils vary greatly in size, it is not possible to give the number, or even proportion, of overall complement to be surveyed. For example, in a council of ten people, a 10% sample would be one person, while in a major metro this may run into several hundred. What is important is that:

- ✓ The categories of persons in the table below be included.
- ✓ The number of persons who fill out the score card be regarded as a representative sample by that council. The score card is first and foremost the council's score card, therefore ownership is critical.
- ✓ The sample include both political and administrative representatives.
- ✓ These cover a range of levels, to be categorised as senior, middle and junior.
- ✓ As far as possible, the sample include an equal number of women and men.
- ✓ *The facilitator and council keep a record of the sample and administer the score card to a similar sample in a year's time. This is critical to ensure comparability.*

DEPARTMENT	MALE	FEMALE
Mayor/chair		
Head of administration		
Gender champion		
Gender focal point or committee		
Chairs of committees		
Head or representative of human resources		
Heads or representatives of key service delivery units		
Staff association and or staff representatives		
TOTAL NO. TO WHOM SCORE CARD IS ADMINISTERED		

Key outcomes

- ✓ Gender audit of the council that provides baseline data for the action plan.
- ✓ Agreed assessment of where the council is starting from as expressed in the overall and sector scores of the scorecard. These baseline scores provide tangible targets and measures of what needs to be achieved within the first year of the action plan.

RESOURCES	FILE NAME
STAGE TWO - SITUATION ANALYSIS	
Management tools	
Stage two report form	MT3_Stage2reportform
Management tool for recording sample	MT4_Managementtoolforsample
Information resources	
COE concept paper	InfoR3_COEconceptpaper
COE pamphlet	InforR4_COEpamphlet
M and E	
Local government scorecard	MandE4_Localgvtscorecard
Local government policy checklist	MandE5_Localgvtchecklist
KAS form	MandE3_KASform

SADC PROTOCOL VILLAGE MEETING



Participants at a SADC Protocol village level meeting of the Qomo-Qomong council in Lesotho.

Photo by Susan Tolmay



Objectives

- To provide councils and communities with background to a key regional gender instrument that provides targets and time frames for their work.
- To raise awareness in communities of the COE process; obtain their buy-in and participation.





Description

This activity involves organising a meeting with the community, key councillors and staff involved in the gender action plan process. The SADC Protocol on Gender and Development consists of 28 targets to be achieved by 2015. It provides an important guiding framework for the action plans. It is therefore important that councils and the communities that they serve be aware of the Protocol as part of the COE process. As far as possible, both women and men should be invited to attend these meetings. It is critical to have a record of attendance, disaggregated by sex. Various Monitoring and Evaluation tools will be used as part of the process. The meeting will begin with introductions and objectives by key functionaries of the council. The council representatives and GL facilitator will also introduce the COE concept.



Exercise: What is the SADC Protocol on gender and development?

After the introductions and objectives, the facilitator will administer the SADC Protocol quiz and the Attitude Monitor as a way of engaging participants. The facilitator will then use the DVD on the SADC Protocol on Gender and Development and the pamphlet in the local language to assist participants in understanding the provisions in the Protocol. The following questions will be discussed:

- What does SADC stand for?
- Has your country signed the Protocol? If not, why do you think this is the case?
- Are you aware of any other gender instruments that your country has ratified?

Group work

Using the **citizen scorecard** in the local language, divide the big group into ten smaller groups, one group per theme in the scorecard. The groups should discuss the theme and then score their country according to the theme. The groups will report back in plenary, where the facilitators will add up the scores and lead discussions on the feedback.



CITIZEN SCORE CARD OF THE SADC PROTOCOL ON GENDER AND DEVELOPMENT

GROUP	MAIN PROVISIONS	SPECIFIC TARGETS TO BE ACHIEVED BY 2015	SCORE 1-10 N.B. 1 lowest and 10 highest
Group 1	ARTICLES 4 - 11: CONSTITUTIONAL AND LEGAL RIGHTS		
	This provides for all Constitutions in the region to enshrine gender equality and to give such provisions primacy over customary law. All laws that are discriminatory to women are to be repealed. It also provides for equality in accessing justice, marriage and family rights and the rights of widows, elderly women, the girl child, women with disabilities and other socially excluded groups.	<ul style="list-style-type: none"> ✓ Endeavour to enshrine gender equality and equity in their Constitutions and ensure that these are not compromised by any provisions, laws or practices. ✓ Review, amend and or repeal all discriminatory laws. ✓ Abolish the minority status of women. 	

GROUP	MAIN PROVISIONS	SPECIFIC TARGETS TO BE ACHIEVED BY 2015	SCORE 1-10 N.B. 1 lowest and 10 highest
Group 2	ARTICLES 12-13 : GOVERNANCE (REPRESENTATION AND PARTICIPATION)		
	This Article provides for the equal representation of women in all areas of decision-making, both public and private and suggests that this target be achieved through Constitutional and other legislative provisions, including affirmative action. It further stipulates that Member States should adopt specific legislative measures and other strategies, policies and programmes to ensure that women participate effectively in electoral processes and decision-making by, amongst others, building capacity, providing support and establishing and strengthening structures to enhance gender mainstreaming.	<ul style="list-style-type: none"> ✓ Endeavour to ensure that 50 percent of decision-making positions in all public and private sectors are held by women including through the use of affirmative action measures. 	
Group 3	ARTICLE 14: EDUCATION AND TRAINING		
	This article provides for equal access to quality education and training for women and men, as well as their retention at all levels of education. It further provides for challenging stereotypes in education and eradicating gender based violence in educational institutions.	<ul style="list-style-type: none"> ✓ Enact laws that promote equal access to and retention in primary, secondary, tertiary, vocational and non-formal education in accordance with the Protocol on Education and Training and the Millennium Development Goals. ✓ Adopt and implement gender sensitive educational policies and programmes addressing gender stereotypes in education and gender-based violence, amongst others. 	
Group 4	ARTICLES 15-19: PRODUCTIVE RESOURCES AND EMPLOYMENT, ECONOMIC EMPOWERMENT		
	This Article provides for the equal participation of women in economic policy formulation and implementation. The article has provisions and targets on entrepreneurship, access to credit and public procurement contracts, as well as stipulations on trade policies, equal access to property, resources and employment.	<ul style="list-style-type: none"> ✓ Ensure equal participation by women and men in policy formulation and implementation of economic policies. ✓ Conduct time use studies and adopt policy measures to ease the burden of the multiple roles played by women. ✓ Adopt policies and enact laws which ensure equal access, benefits and opportunities for women and men in trade and entrepreneurship, taking into account the contribution of women in the formal and informal sectors. 	

GROUP	MAIN PROVISIONS	SPECIFIC TARGETS TO BE ACHIEVED BY 2015	SCORE 1-10 N.B. 1 lowest and 10 highest
		<ul style="list-style-type: none"> ✓ Review national trade and entrepreneurship policies, to make them gender responsive. ✓ With regard to the affirmative action provisions of Article 5, introduce measures to ensure that women benefit equally from economic opportunities, including those created through public procurement processes. ✓ Review all policies and laws that determine access to, control of, and benefit from, productive resources by women. ✓ Review, amend and enact laws and policies that ensure women and men have equal access to wage employment in all sectors of the economy. 	
Group 5	ARTICLES 20-25: GENDER BASED VIOLENCE		
	<p>This article makes provision for the implementation of a variety of strategies, including enacting, reviewing, reforming and enforcing laws, aimed at eliminating all forms of gender based violence, and trafficking. There are specific stipulations for the provision of a comprehensive package of treatment and care services for survivors of gender based violence, including the access to Post Exposure Prophylaxis and the establishment of special courts to address these cases. There are specific provisions on human trafficking. A section which provides for monitoring and evaluation sets targets and indicators for reducing gender based violence levels by half by 2015.</p>	<ul style="list-style-type: none"> ✓ Enact and enforce legislation prohibiting all forms of gender-based violence. ✓ Ensure that laws on gender based violence provide for the comprehensive testing, treatment and care of survivors of sexual assault. ✓ Review and reform their criminal laws and procedures applicable to cases of sexual offences and gender based violence. ✓ Enact and adopt specific legislative provisions to prevent human trafficking and provide holistic services to the victims, with the aim of re-integrating them into society. ✓ Enact legislative provisions, and adopt and implement policies, strategies and programmes which define and prohibit sexual harassment in all spheres, and provide deterrent sanctions for perpetrators of sexual harassment. ✓ Adopt integrated approaches, including institutional cross sector 	

GROUP	MAIN PROVISIONS	SPECIFIC TARGETS TO BE ACHIEVED BY 2015	SCORE 1-10 N.B. 1 lowest and 10 highest
		structures, with the aim of reducing current levels of gender based violence by half by 2015.	
Group 6	ARTICLE 26: HEALTH		
	This article provides for the adoption and implementation of policies and programmes that address the physical, mental, emotional and social well being of women with specific targets for reducing the maternal mortality ratio and ensuring access to quality sexual and reproductive health services.	<ul style="list-style-type: none"> ✓ Adopt and implement legislative frameworks, policies, programmes and services to enhance gender sensitive, appropriate and affordable quality health care; ✓ Reduce the maternal mortality ratio by 75%; ✓ Develop and implement policies and programmes to address the mental, sexual and reproductive health needs of women and men; and ✓ Ensure the provision of hygiene and sanitary facilities and nutritional needs of women, including women in prison. 	
Group 7	ARTICLE 27: HIV AND AIDS		
	This article covers prevention, treatment care and support in relation to HIV and AIDS.	<ul style="list-style-type: none"> ✓ Develop gender sensitive strategies to prevent new infections; ✓ Ensure universal access to HIV and AIDS treatment for infected women, men, boys and girls; ✓ Develop and implement policies and programmes to ensure the appropriate recognition, of the work carried out by care givers, the majority of whom are women; the allocation of resources and psychological support for care givers as well as promote the involvement of men in the care and support of People Living with Aids. 	
Group 8	ARTICLE 28: PEACE BUILDING AND CONFLICT RESOLUTION		
	This provides for the equal representation of women in conflict resolution and peace building processes as well as the integration of a gender perspective in the resolution of conflict in the region.	<ul style="list-style-type: none"> ✓ Put in place measures to ensure that women have equal representation and participation in key decision-making positions in conflict resolution and peace building processes, in accordance with UN Council Resolution 1325 on Women, Peace and Security. 	

GROUP	MAIN PROVISIONS	SPECIFIC TARGETS TO BE ACHIEVED BY 2015	SCORE 1-10 N.B. 1 lowest and 10 highest
Group 9	ARTICLES 29 - 31: MEDIA, INFORMATION AND COMMUNICATION		
	This article provides for gender to be mainstreamed in all information, communication and media policies and laws. It calls for women's equal representation in all areas and at all levels of media work and for women and men to be given equal voice through the media. The Protocol calls for increasing programmes for, by and about women and the challenging of gender stereo-types in the media.	✓ Take measures to promote the equal representation of women in ownership of, and decision-making structures of the media, in accordance with Article 12.1 that provides for equal representation of women in decision-making positions by 2015.	
Group 10	ARTICLES 32 - 36: IMPLEMENTATION		
	These articles make provision for gender sensitive budgets and resource allocation; oversight of the Protocol by a Committee of gender ministers; development of national action plans based on the Protocol; and the collection of baseline data for monitoring and evaluation. The Protocol requires that Member states submit comprehensive reports to the Secretariat every two years indicating progress achieved in the implementation of the provisions.		

RESOURCES	FILE NAME
STAGE THREE - SADC PROTOCOL VILLAGE MEETING	
Management tools	
Stage three report form	http://forms.genderlinks.org.za/view.php?id=17
Information resources	
SADC Protocol on Gender and Development	InfoR1_SADCProtocol
SADC protocol pamphlet	InforR5_SADCpamphlet
M and E	
Participants list	MandE2_ParticipantsList
KAS form	MandE3_KASform
Information on participants	MandE1_GMDCForm
SADC Protocol citizens scorecard	MandE5_Citizenscorecard
Workshop evaluation form	MandE7_Evaluationform
Audio visual materials	
SADC Protocol DVD	AV2_SADCDVD

INCEPTION WORKSHOP



Local government workshop in Lesotho, July 2011.

Photo by Colleen Lowe Morna



Objectives

- To provide foundation concepts on sex, gender, and gender stereotypes.
- To relate these concepts to the work of councils through training on gender and governance.
- To inspire leadership for the processes of change ahead through a discussion on transformative leadership.
- To relate all these concepts to conflict resolution at the local level, especially the conflict that arises because of change.





TEMPLATE FOR PROGRAMME

DAY/ TIME	ACTIVITY	TIME	WHO
DAY ONE:			
8:00 - 8:30	Registration	30 min	
8:30 - 8:45	Opening	15 min	
8:45 - 9:00	Introductions and objectives Expectations from participants To develop guidelines of participation Eyes and Ears	15 min	
Key gender concepts			
9:00 - 10:30	Sex and gender	1 hr 30 min	
10:30 - 11.00	TEA	30 min	
11:00 - 12:15	Group work on stereotypes Report back from groups	1 hr 15 min	
Gender, governance and transformative leadership			
12:15 - 13:00	<i>At the Coalface</i> DVD	45 min	
13:00 - 14:00	LUNCH	1 hr	
14:00 - 14:30	Plenary discussion on DVD	30 min	
14:00- 15:30	Access, participation, transformative leadership Group work (role plays) Report back	1 hr 30 min	
15:30 -16:00	TEA	30 min	
16:00 - 17:00	Report back and plenary discussions	1 hr	
1700	CLOSURE		
DAY TWO:			
Conflict resolution			
8:30 - 9:00	Eyes and ears, recap	30 min	
9:00 - 10:30	What is conflict? Conflict at the local level	1 hr 30 min	
10:30 - 11:00	TEA	30 min	
11:00 - 12:30	Resolving conflict	1 hr 30 min	
12:30 - 13:00	CLOSURE	30 min	

KEY GENDER CONCEPTS



Business Unusual: Women call the shots in a building project in Johannesburg, South Africa.

Photo by Trevor Davies

SEX AND GENDER



Exercise: Sex or gender

Each participant will be given cards with different roles, activities and occupations. You will have to place these on either one of two sides of the wall: boy/man and girl/woman, as you think appropriate.

Here are some examples of the cards you will be given:

Politician, Home maker, Manager, Model, Chef, Hairdresser, Bus driver, Teacher, Construction worker, Secretary, Doctor, Engineer, President, Clerk, Lawyer, gives birth, grows a beard, menstruates, breastfeeds, takes care of children, provides for the family, fetches water, herds cattle, fetches firewood, goes to school, cleans the house, fixes the car, cooks, mows the lawn, washes dishes, goes to university, watches soccer, drinks beer, sews clothes, plays with dolls, plays with guns, owns land, drives a car, changes light bulbs, plays soccer, plays golf, plays netball, gives orders, takes orders, makes decisions, provides leadership.

After you have finished pinning up these functions under boy/man; or girl/woman, change the titles around, putting boy/man where you have girl/woman and vice versa. Are the cards inter-changeable? Cluster together those that can be changed and those that cannot.

Discussion

1) Which cards can be swapped and which can't? _____

2) What does the exercise tell you about sex and gender? _____



Exercise: Sex and gender roles

Give each participant a blank card, or two, and ask them to write down different types of reproductive, productive, community work and personality traits and place them in the appropriate place on the table of the biologically determined, and socially determined, roles of men and women.

SEX/GENDER ROLE	WOMAN	MAN
REPRODUCTIVE WORK		
PRODUCTIVE WORK		
HOME		
WORK PLACE		
COMMUNITY WORK		
PERSONALITY TRAITS		

Discussion

1. Is this not just a natural division of labour? _____

2. What is wrong with these assumptions? _____

3. What are the economic differences between the roles assigned to men and those assigned to women?

4. How do they lead to discrimination? _____



Definitions

Reproductive work comprises the child bearing/rearing responsibilities and domestic tasks undertaken by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the maintenance of the work force (husband and working children) and the future workforce (infants and school-going children).

Productive work comprises work done by both women and men for payment in cash or kind. It includes both market place production with an exchange value, and subsistence/home production with an actual use value, but also a potential exchange value. For women in agricultural production, this includes work as independent farmers, peasant's wives and wage workers.

Community managing comprises activities undertaken by women primarily at the community level, as an extension of their reproductive role. This is to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. It is voluntary unpaid work, undertaken in free time.

Community politics: In contrast to community managing, community politics comprises activities undertaken by men at the community level organising at the formal political level. It is usually paid work, either directly or indirectly, through wages or increases in status and power.

Source: Gender Planning and Development: Theory Practice and Training, Caroline O.N. Moser



Exercise: The differences between sex and gender

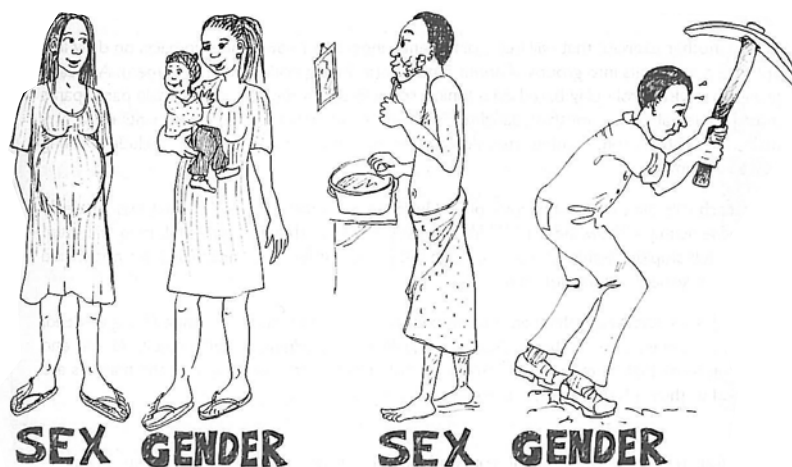
Tick whether the following functions are associated with sex or gender.

FUNCTION	SEX	GENDER
Breastfeeding		
Cooking		
Menstruation		
Managing		
Growing a beard		
Boxing		
Voice breaking		
Knitting		
Decision-making		

Discussion

1. Sometimes when you are asked to fill in a form, for example, when you are leaving the country at Windhoek International Airport, you are asked what is your gender and then given the choice Male (M) or Female (F). Is this the correct question to ask? If not why not?

2. Often people confuse “women’s issues” and “gender issues”. Are these the same? If not, why not?

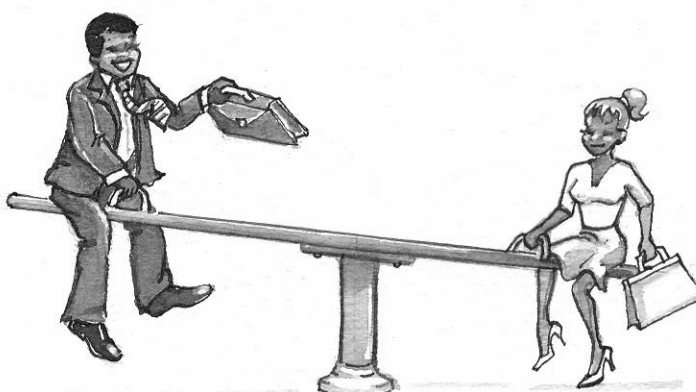


Source: Ministry of Gender Equality and Child Welfare, Gender Training Manual and Resource Guide

3. Looking at the pictures above, how would you define the difference between gender and sex?



Exercise: Gender equality



1. If the seesaw is to balance, what has to happen? _____

2. From this example, what do you understand as the meaning of gender equality? _____



Definitions

Sex describes the biological difference between men and women. Men produce sperm; women become pregnant, bear and breastfeed children.

Gender describes the socially constructed differences between men and women, which can change over time, and which vary within a given society from one society to the next. Our gender identity determines how we are perceived and how we are expected to behave as men and women.

Gender relations describes the social relationships between women and men. These are socially constituted and do not derive from biology. Biological differences are permanent - with the rare exception of those who undergo sex changes. Gender relations are dynamic. They are shaped through the history of social relations and interactions. They vary over time and place, and between different groups of people. They may also be impacted by other factors, such as race, class, ethnicity and disability.

Gender equality is both about empowering women to claim their equal status with men, as well as changing the attitudes of men to be able to appreciate that gender equality is in everyone's best interests, whether in the home, the community or the nation as a whole.

STEREOTYPES



Exercise: What is a stereotype?

1. When you see this picture, how do you respond? _____

2. What does this tell you about stereotypes? _____



A doctor went to a conference on HIV and AIDS and was to be met by a driver. They missed each other at the arrival hall and the driver went on his way. The stranded participant phoned the conference organisers who, in turn, phoned the driver on his cellphone. He returned to look for the Doctor but they still missed each other. Eventually the conference participant took a taxi. When the two finally met, the driver was shocked to find that it was a woman, and said: "When I heard you were a conference participant, I assumed you must be a man!"

What does this incident tell you about stereotypes? Think of experiences you may have had; for example as a woman taking a man out to dinner and having the bill passed to the man or as a man needing to change your baby at an airport and finding that all the baby change facilities are in the ladies room. Challenge the stereotypes within you. For example, how would you respond to the following within your council:

- A woman applying for a job as a construction worker?
- A man applying for the post as manager of a day care centre?
- A widow going to a dance?
- A commercial sex worker leading a human rights march?

If time permits, role play some of these scenarios and see how the audience responds.



Exercise: How stereotypes are reinforced

Participants should divide into eight smaller groups. Each group should take about half an hour to brainstorm and come up with examples of how gender stereotypes are conveyed in our society through one of the following:

1. Proverbs, idioms and sayings.
2. Songs (sing one for the group).
3. Soap operas, drama and popular culture (act out a scene).
4. Religion.
5. Custom and culture.
6. Education.
7. The media (each individual will have been asked to bring media cuttings to share with the group).
8. Advertising (billboards).

Group one: Proverbs and language

1. Consider the following proverbs:
 - a) Woman, the source of all evil (Benin, Senegal).
 - b) Virtuous is the girl who suffers and dies without a sound (India).
 - c) The hen knows when it is morning, but she looks at the mouth of the cock (Ghana).
 - d) A good wife, an injured leg and a pair of torn trousers stay at home (Netherlands).
 - e) Only a shameful woman takes her husband to court (Uganda).
 - f) A woman is a flower in a garden, her husband is the fence around it (Ghana).
 - g) A woman is like a Merino sheep: her beauty is judged by the backside (Lesotho/South Africa).
 - h) Never marry a woman with bigger feet than your own (Malawi/Mozambique).
 - i) To bear a girl is to bear a problem (Ethiopia).
 - j) Beat your wife regularly, if you do not know why, she will (West Africa).
 - k) Take a woman for what she is: a sister of the devil (Yoruba, Benin).
 - l) Woman without man is like a field without seed (Ethiopia).

2. Can you think of any others that convey distinct messages about women and men? List these.

3. What messages are conveyed?

Messages about women	Messages about men

4. Think of examples of ways in which assumed roles of women and men are reinforced by language, e.g. businessman. _____

5. What do you understand by the term stereotype? _____

Group two: Songs

1. Can you think of any local songs that convey distinct messages about women and men? List these (sing one to the group). _____

2. What messages are conveyed?

Messages about women	Messages about men

3. Do you believe that such songs should be sung? Why or why not? _____

4. What do you understand by the term stereotype? _____

Group three: Soap operas, drama and popular culture

1. Think of one foreign and one local soap opera (e.g. Dallas or Generations). What is the main story line and who are the main characters?

2. What messages are conveyed?

Messages about women	Messages about men

3. What do you understand by the term stereotype? _____

Group four: Religion

Consider the quotes below from various religious texts:

“Wives, submit unto your husbands, as unto the Lord, for the husband is the head of the wife, even as Christ is the head of the Church... therefore, as the Church is subject to Christ, so let wives be subject to husbands in everything.” – the Bible.



“Men have authority over women because Allah has made one superior to the other. Good women are obedient. They guard the unseen parts because Allah has guarded them. As for those of you who fear disobedience, admonish them and send them to beds apart and beat them.” – the Koran.



“Learning the Torah is a paradox for women, as they will turn the words of the Torah into foolish words due to lack of understanding or interest.” – the Mishnah, a basic part of the Talmud, Judaism.



“The drum, the village fool, the Shuras (lower classes) animals, women, all these are fit to be beaten.” Tulsidas, writing in the Ramayana, Hindu religion.



1. Can you think of any others that convey distinct messages about women and men? List these.

2. What messages are conveyed?

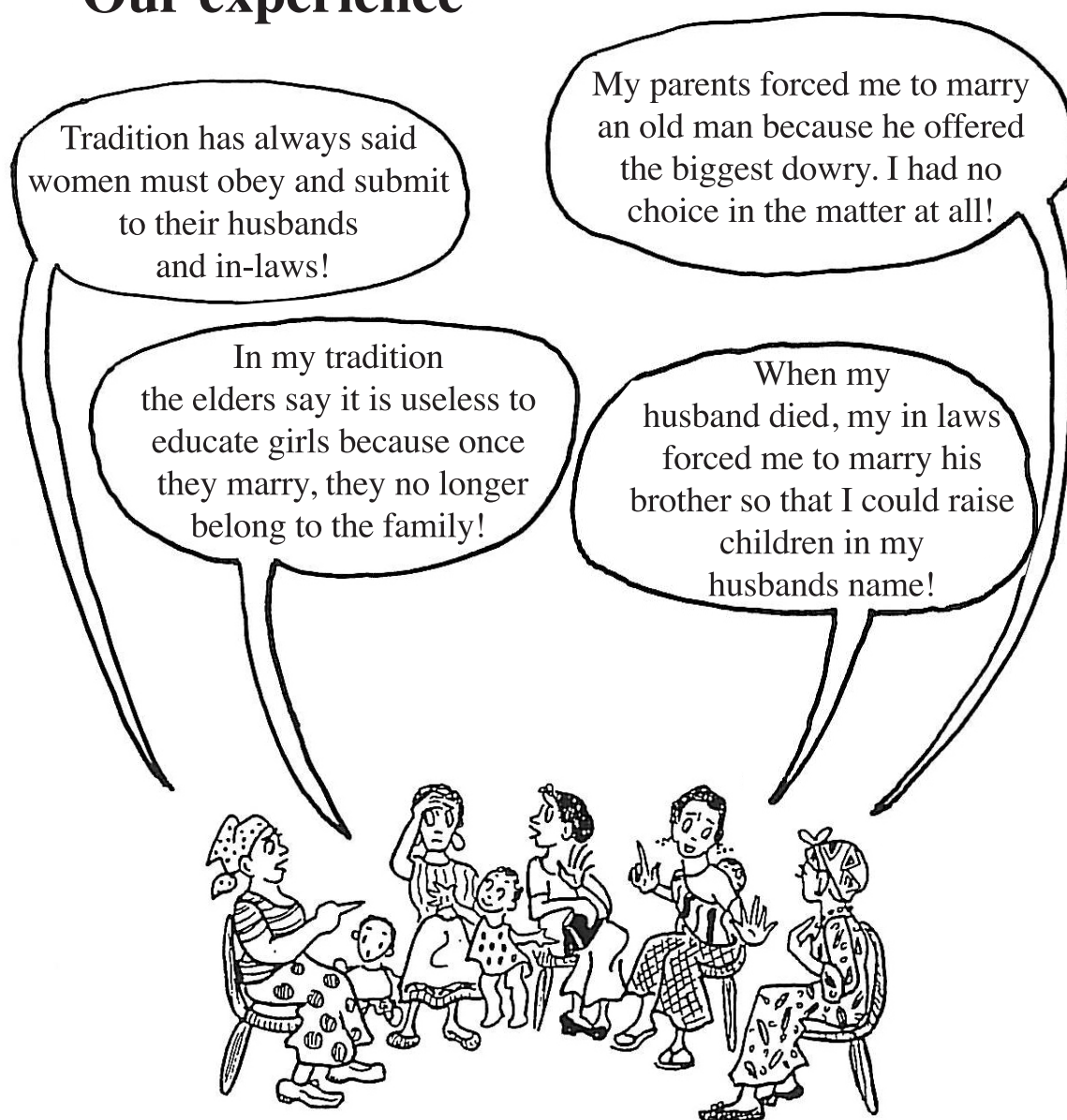
Messages about women	Messages about men

3. What do you understand by the term stereotype? _____

Group five: Custom, culture and religion

Think about the ways in which different cultures regard women and men and how these are reflected in customs and traditions. For example, in “western” weddings the bride is “given away” by her father to her husband-to-be. The illustration below gives a few more examples:

Our experience



The Oxfam Gender Training Manual © Oxfam UK and Ireland 1994

1. What other examples can you think of? _____

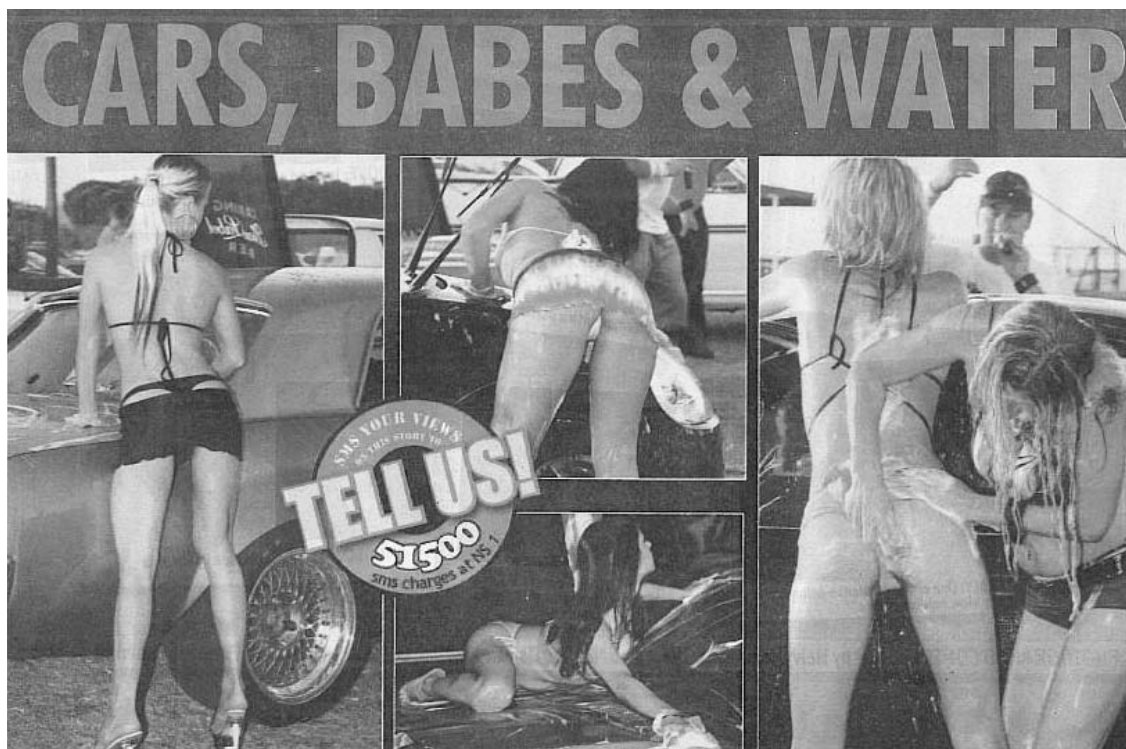
2. What messages are conveyed?

Messages about women	Messages about men

3. What do you understand by the term stereotype? _____

Group seven: The media and advertising

1. Consider the following images and find others from your local media (for example, go through a collection of the day's newspapers).

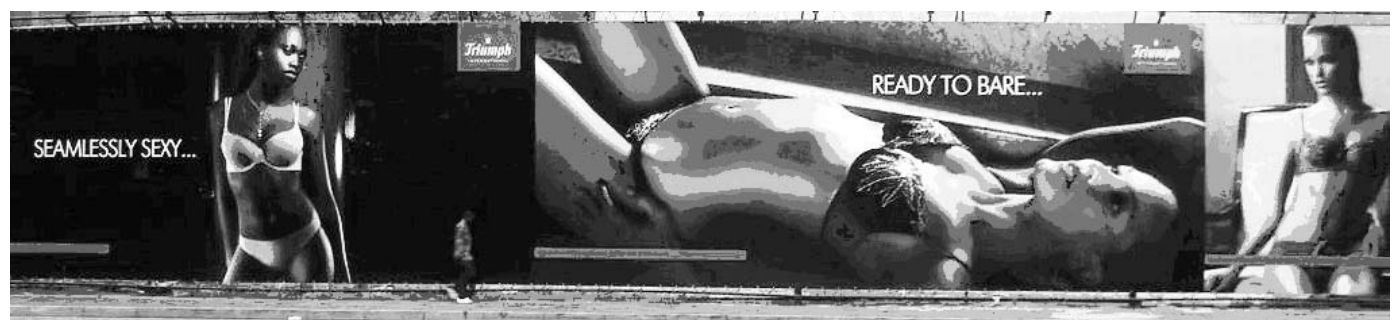


2. Go through any other articles brought by the group. Do they convey distinct messages about women and men?

3. What messages are conveyed about women and what messages are conveyed about men?

Messages about women	Messages about men

4. What do you understand by the term stereotype? _____



5. With reference to the images alongside, what messages are conveyed about women in advertising and how do these relate to the daily lives of the majority of women?

6. Think of other adverts you know of. List them. _____

7. What is said about women and what is said about men?

Messages about women	Messages about men

8. What do you understand by the term stereotype? _____



Exercise: In plenary, think about what positive messages can be conveyed through all these mediums

For example, consider the following women leaders in the Bible:

1. **Deborah (Judges 4:4-24):** before the Israelites had Kings to rule them they were governed by judges who served as legal and administrative officers and military commanders. Deborah served her community as both judge and prophet. In a patriarchal society where women were mainly confined to the home, Deborah's public role was all the more amazing. She served her community with great wisdom, courage and distinction. Deborah was truly a charismatic leader, one who was influential in the community, attracting many followers by her strong personality and example.
2. **Miriam:** comes to our attention in Exodus2:4; 7-8 as the elder sister of Moses, standing guard over her baby brother on the shores of the river. She comes from an outstanding family of leaders. Miriam might be called the leader of a women's group as we see her in Exodus15:19-21, leading a group of Israelite women in victory song and dance after crossing the Red Sea. She is a gifted woman, a poet, and musician as well as a women's leader. In the Book of Numbers 12:2, 6. We further discover that she, like her two brothers, was also a prophet, a messenger of God's word.

3. **St. Paul** himself identified both Junia and her husband (Romans 16:7) as prominent among the apostles.
4. **Priscilla and Aquilas (1 Corinthians 16:19):** They served as leaders of the congregation together and Priscilla is mentioned first which means that she is viewed as the most powerful of them.
5. **Phoebe:** Was the first deaconess.
6. **Mary:** Her lifestyle provided spiritual leadership of faith.



Definitions

Gender stereotypes are socially constructed beliefs about men and women. They are constructed through sayings, songs, proverbs, the media, religion, custom, culture, education, drama etc.



Exercise: Find a case study from the research in your country of a councillor who challenges gender stereotypes

Questions

1. What are the stereotypes that exist for women and men in local government? _____

2. How has the councillor in the case study challenged prevailing stereotypes? _____

3. Why is it important to challenge stereotypes in local government? _____

GENDER AND GOVERNANCE



Women in Namibia demonstrate for women's representation in parliament.

Photo by Sister Namibia

ARTICLE	TARGET AREA	PROVISION - 2015
12	Women in decision-making positions.	At least fifty percent of decision-making positions in public and private sectors are held by women; affirmative action measures in effect.
	Equal representation and democracy.	Laws and policies are accompanied by public awareness campaigns to demonstrate link between equal representation participation of men and women to democracy, good governance and citizen participation.
13	Participation in electoral processes.	Laws and policies put in place to enable women to have equal opportunities with men to participate in electoral processes.
	Ensuring and enabling participation.	Policies, strategies and programmes for: <ul style="list-style-type: none"> • Building women's capacity to effectively participate - leadership, gender sensitivity and mentoring. • Support structures for women in decision making. • Establish and strengthen structures to enhance gender mainstreaming. • Addressing discriminatory attitudes and norms in decision making structures.
	Men's inclusion.	Gender training and community mobilisation to include men at all levels.

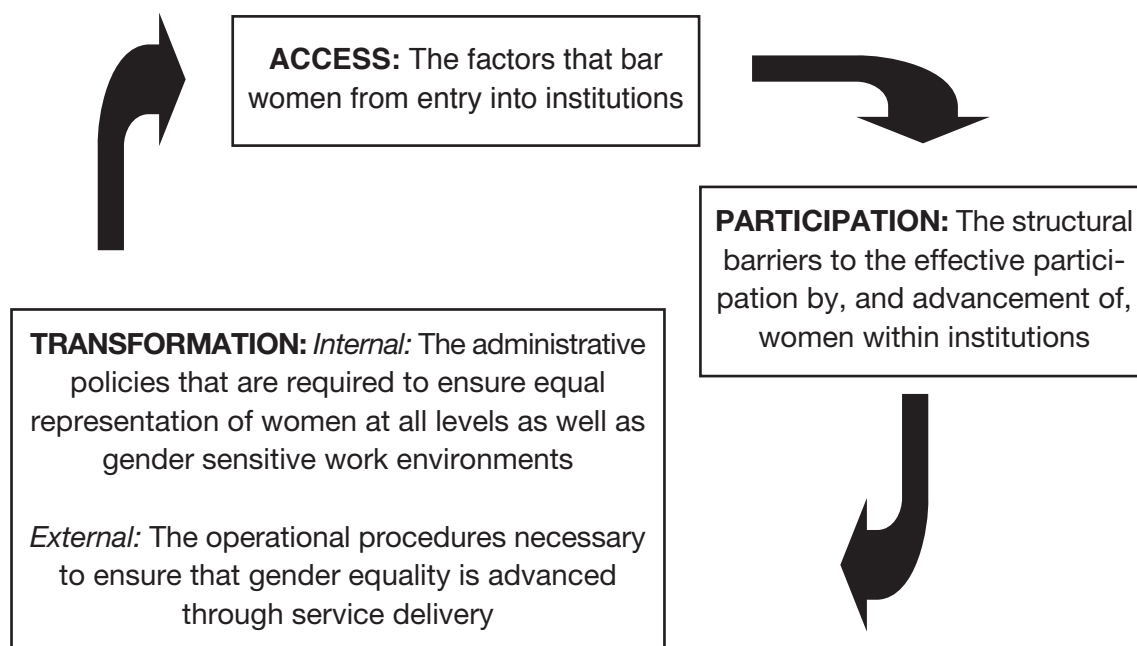
Question

How are these provisions relevant to your council?

ACCESS - PARTICIPATION - TRANSFORMATION FRAMEWORK

Watch the DVD, *At the Coalface*, Gender and Governance.

As illustrated in the framework below, developed by Thenjiwe Mtintso, veteran gender activist, there is a close link between how an institution is constituted and defines itself, and its ability to be an agent for transformation in any society:



The essence of Mtintso's argument is that access and numbers are a prerequisite for, but do not guarantee, transformation. She argues that once women have entered political decision-making, it is necessary to remove barriers to their effective participation. Only when women are present in significant strengths, and are able to participate effectively, are they likely to start making an impact.

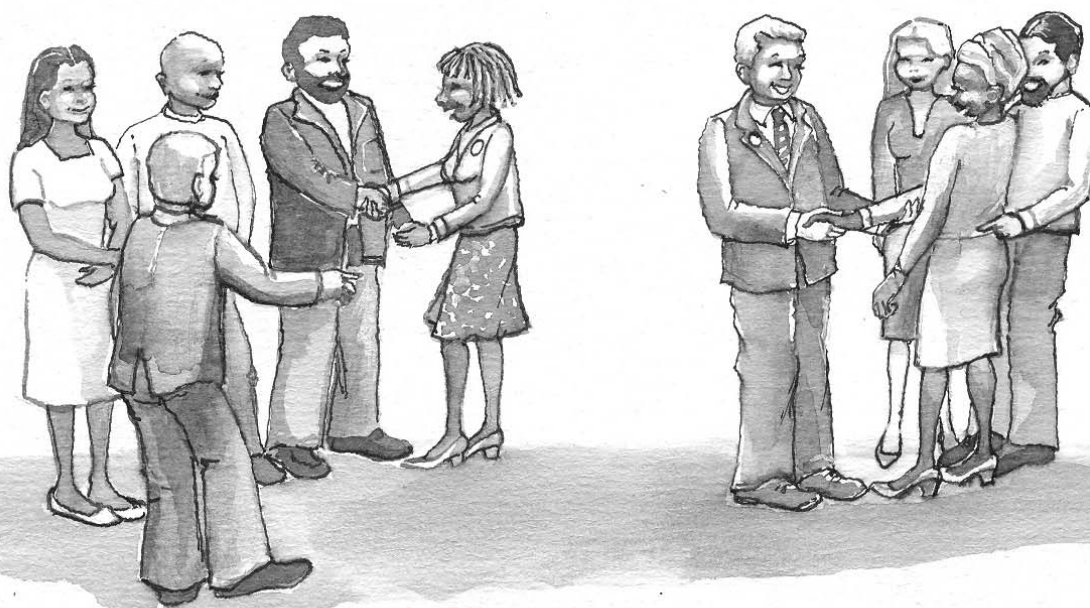
To help understand the concepts of access, participation and transformation, the group will be divided into three. The first group will develop the skit described in the first exercise and answer the questions in the next exercise. These exercises will be used to elaborate on the meaning of access. The second group will devise the role play in the third exercise, answer the questions in the fourth exercise and use these to shed light on what is meant by effective participation. The third group will examine the case study of a woman councillor in the fifth exercise and use this to help the group understand what is meant by transformation. All participants will then fill out the organisational score card on gender to gauge how transformed their council is.

ACCESS



Exercise: What keeps women out of politics?

The access group will be asked to devise a short play depicting two councillor candidates, a woman and a man, lobbying for support ahead of the elections. They approach women and men and ask for their support. The groups should then discuss who they will be voting for (the man or the woman) and explain why. The reasons should help us to understand why, the world over, women are still so under-represented in political life.



Questions

When the full group resumes in plenary to watch the skit, the following are some of the questions to be discussed:

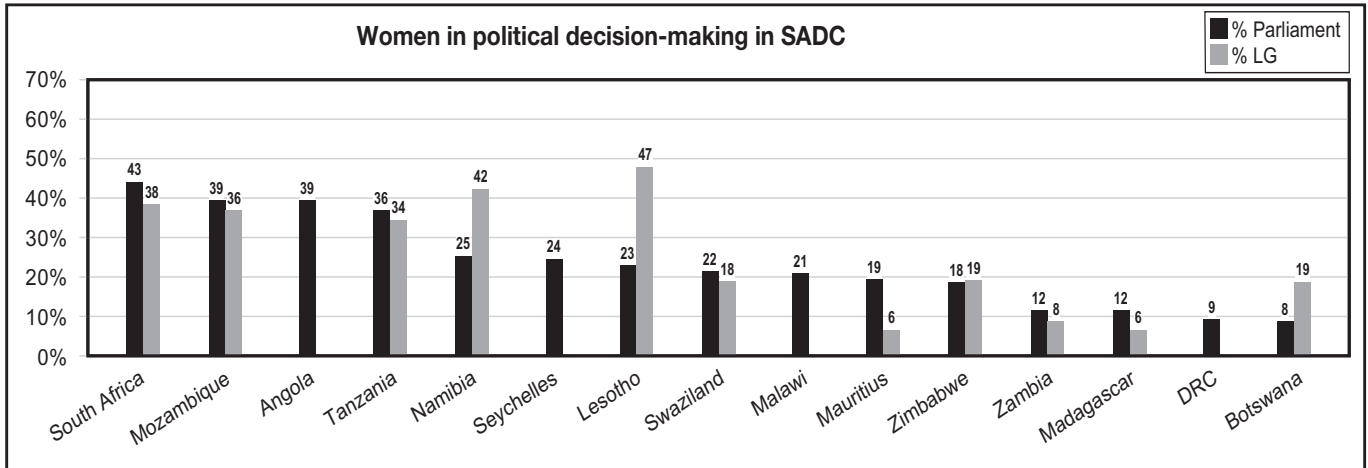
1. What are the attitudes of women and men to women becoming local government councillors?

2. How does this affect women who have political aspirations?



Exercise: Where are women in politics in Southern Africa?

A close examination of where women and men are in politics will help to show just how far we have come, and how far we need to go.



Source: Gender Links 2011, SADC Gender Protocol Country reports and IPU accessed 17 July 2011, and updated November 2011.

Questions

- Which country has the highest proportion of women in political decision-making at a) local and b) national level?

- Why are there these gaps? What is keeping women out of politics? _____

- What can be done to reduce the gaps? _____



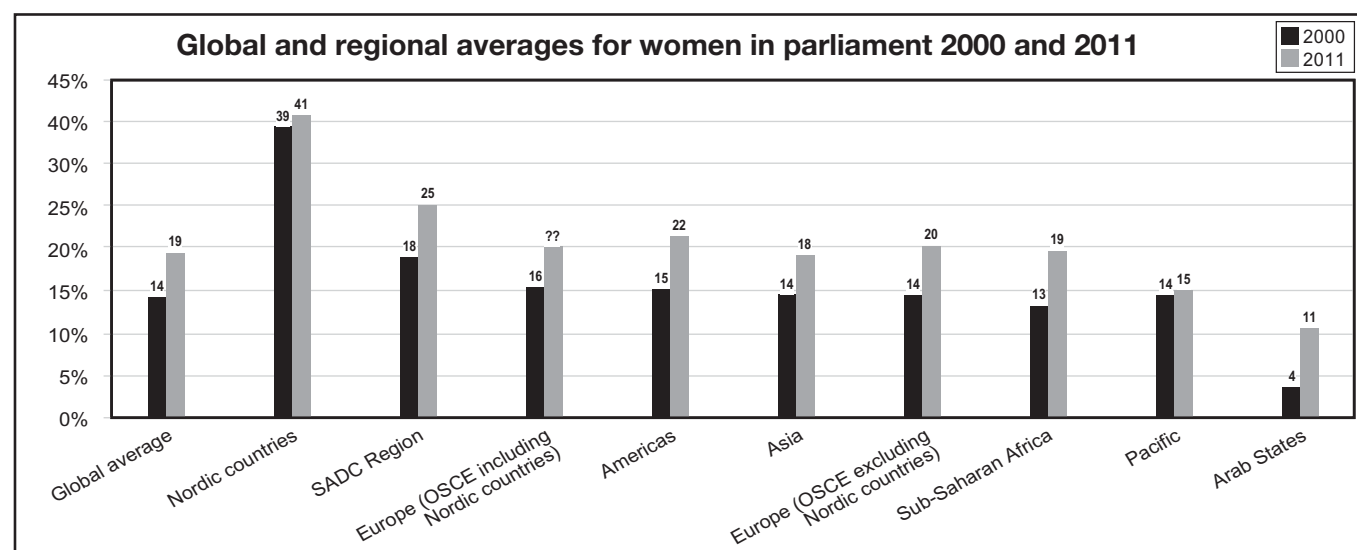
QUICK FACTS

- The global average for women in parliament is 19%.
- Globally, there has been a 5% increase of women in parliaments over the last decade.
- The SADC Protocol on Gender and Development signed in 2008 sets a target of 50% women in all areas of decision-making by 2015.
- The average for women in parliament in the SADC region is 24%.
- The region has shown a 6% increase of women in parliaments over the last decade.
- Three SADC countries (South Africa, Angola and Mozambique) are in the top ten countries globally in terms of women's representation in parliament.
- Only four countries (South Africa, Mozambique, Angola and Tanzania) have achieved or surpassed 30% women in parliament.
- At the local government level, Lesotho has 58% women and SA, Mozambique, Tanzania and Namibia have surpassed the 30% mark.
- Women as sources in the media in the category of politics in the SADC region is 13%, this is a 4% increase from 9% in 2003.

One of the key targets in the SADC Protocol on Gender and Development is 50% women in all areas of decision-making by 2015. Progress towards equal representation of women in political decision-making over the past ten years has been slow and uneven. This policy brief places the SADC region in the global context, highlighting some of the gains and losses over the last decade. It examines some of the reasons for this, highlighting the roles that electoral systems, quotas, political will, campaigns and the media can play in achieving the target. A key point made is that if some countries are able to achieve, or come close to achieving, this target then *all* countries in the region are capable of doing so.

Global context

The global average of women in parliament (both upper and lower houses combined) has increased by a mere five percent from 13.9% in 2000 to 19% in 2010. The graph shows that, at 42%, the Nordic countries lead the way, followed by the SADC region at 24%.



Source: www.ipu.org (figures are upper and lower houses combined, as of 2011).

Regional context



Mary Coopan, Mauritius local government facilitator, talking on barriers preventing women in entering politics, women in decision-making workshop, Abercrombie Women Centre, Port-Louis, Mauritius on 31 May 2011.
Photo: Gender Links

Despite the fact that most countries had not come close to reaching the initial target of 30% representation of women in decision-making in the 1997 SADC Declaration on Gender and Development, Heads of State upped this target to 50% in the more binding 2008 Protocol on Gender and Development.

Over the last ten years, the proportion of women in politics in the SADC region has increased by a mere six percent from 18% in 2000 to 24% in 2010; an increase of two percent

since the signing of the Protocol in 2008. While the region is five percent above the global average of 19% it is still less than half the 50% target.

The region is a combination of the best and worst performers. Three countries, South Africa, Mozambique and Angola, fall into the top ten countries globally in terms of women's representation in parliament. At the other end of the spectrum DRC and Botswana occupy positions 110 and 114 respectively. At national level only four countries (Angola, Mozambique, South Africa and Tanzania) have reached or surpassed the original 30% target. Five countries (Lesotho, Malawi, Namibia, Seychelles and Swaziland) are between 20% and 30% and the rest are below 20% with Botswana and DRC being below ten percent.

There have been some marked improvements in certain countries over the past ten years. The biggest improver is Angola, which achieved a commendable 23.2% increase, and saw it move from a global rating of 70 in 2005 to number 10 in 2010. Malawi, Lesotho, and Swaziland have also shown laudable progress, moving from single digit representation to over 20% in all instances with increases of over 10% over the ten year period. South Africa and Mozambique have shown consistent improvement over the decade ensuring their places globally at number three and nine respectively. Tanzania achieved 36% women in parliament elections held in October 2010.

Elections in Mauritius on 5 May 2010 witnessed a paltry 1.7% increase in



Women voting in the 2004 elections in South Africa.

Photo: Lori Waselchuk

women's representation in parliament from 17.1% to 18.8%. Even more worrying is the backward slide in the October 2009 Botswana elections from an already low 11.1% to 7.9%, now the lowest in the region. Similarly, in the November 2009 elections, the proportion of women in the Namibian parliament declined from just over 30% to around 26%.

At the local level, the picture is also varied. Lesotho leads the way with 47% women, the highest level of women's representation in any political body in SADC, followed by Namibia at 44% and South Africa at 40%. The regional average for women Ministers is 22% with only three countries (Lesotho, Mozambique and South Africa) having achieved or exceeded 30%.

Electoral systems and quotas

The question is why are some countries making good progress while others are regressing? The answer to this is multifaceted and relates mainly to electoral systems, approaches to quotas, political will and concerted 50/50 campaigns.

Three countries (South Africa, Mozambique and Angola) have surpassed the 30% at national level, and Namibia and South Africa (which have the second and third highest representation of women at the local level), have all achieved this as a result of the PR system combined with voluntary party quotas.

The table alongside shows that countries with constituency-based systems and no quotas are those with the lowest levels of women's representation. Well-documented evidence shows that women candidates have a better chance of getting elected under the PR system and, more especially, the closed list system. The reason for this is that voters then focus on the political party and its policies and programmes, rather than on the individual candidate. This is advantageous for women as there are still deeply entrenched patriarchal attitudes and views that women should not participate in politics and, if given a choice between a female or male candidate, voters are more likely to vote for the man.

Voluntary party quotas in a constituency system seldom work in that men, who are better known, get put in the “safe” constituencies, while women candidates are fielded in constituencies that parties know they are not likely to win. Often the quotas for women are not even observed. In Botswana, for example, while both of the main opposition parties (Botswana National Front and Botswana Congress Party) make provision for 30% women candidates, this quota is not applied in reality, with the result that Botswana has the second lowest level of women's representation in parliament in the region, and it saw a regression from 11 to 7.9% in the elections that took place in October 2009. Of the 63 seats available, women occupy a mere five of these.



Campaigning for women in politics in Mauritius.

Photo: Loga Virahsawmy

Electoral systems and quotas in the SADC region

	% women in parliament			% women in local government	Electoral System		Quota	
	Lower	Upper	Combined		Const/FPTP	PR	Legal	Party
South Africa	44.5	29.6	42.7	40.1		YES*	None	Ruling ANC, 50% in all elected structures (zebra list system is not strictly applied)
Mozambique	39.2		39.2	35.6		YES	None	Ruling FRELIMO, 40% at all levels
Angola	38.6		38.6	Unknown		YES	None	Ruling MPLA 30% NA
Tanzania	36		36	34.2	YES		30% NA, 30%HR(Zanzibar) 33% local govt	None
Namibia	26.9	26.9	26.9	41.8	YES (regional)	YES (NA, LG)	50% local govt	Ruling SWAPO 50% Opposition COD 50%, NUDO 50% candidates at all levels (agree in principle to the zebra list system but it is not applied)
Seychelles	23.5		23.5	57.7 (not elected)	YES		None	None
Lesotho	24.2	18.2	22.9	47	MMP (National), YES (LG)		30% local government	None
Swaziland	13.6	40	21.9	18	YES		If women less than 30% parliament then 4 women elected to House of Assembly by House 50% Senate	Political parties are banned
Malawi	21.2		21.2	None	YES		None	UDF 25% NA
Mauritius	18.8		18.8	6.4	YES		None	MMM 20% candidates at all levels
Zimbabwe	15.2	24.2	17.9	18.5	YES		None	ZANU-PF 25% of candidates House of Assembly
Zambia	12		12	8	YES		None	None
Madagascar	7.9	17.9	10.3	6.0	YES		None	None
Botswana	7.9		7.9	19.3	YES		None	Opposition BNF and BCP 30% candidates (not applied)
DRC	8.4	4.6	7.7			Open party lists - in multi-member constituencies. It also allows for independent candidates.	None	Ruling PPRD and oppositions MLC and RCD 30% candidates

Sources: Ringing up the changes (2004) GL, www.ipu.org, www.eisa.org.za

* At the national level it is a straight PR system, but at the local government level it is a mixed system

Concerted campaigns can make a difference. For example in Malawi, which has a constituency system, a well-orchestrated 50/50 campaign resulted in an eight percent increase from 13 to 21% in the 2009 elections.

But the experience of the region shows that the only way to achieve rapid increases in women's representation in the constituency system is through *legislated* quotas. A case in point is local elections in Lesotho, where one third of the seats are reserved for women only, and this is supposed to rotate with each election for at least three elections. In the country's first local elections in 2005, 30% of the women candidates came in on the quota, while the other 28% won in elections contested with men in the two thirds constituencies not reserved for women.

Lesotho is an example of a country in the SADC with the First Past the Post System (FPTP) that has found ways of successfully introducing quotas despite the challenges of this system. In the 2005 elections, Lesotho used the Indian model of reserving 30% of seats for women only, with the idea that this would be rotated to other constituencies for at least three elections, to give women a fair chance. In 2005, 30%

women came in on the reserved seats, and 28% in the openly contested seats, resulting in 58% women in local government (the only instance in decision-making SADC in which women predominated.)

Opposition to the system both during and after the elections on grounds that it discriminated unfairly against men led to a study visit to Tanzania, that has a FPTP system, in which women compete in the openly contested elections, but where in addition 30% of the seats are distributed to parties for women only on a PR basis. In the 2011 elections, women in Lesotho won 30% of the openly contested seats. Together with the PR allocation, women had a total of 600 seats out of 1269 or 47%. Although this is a decline, it is still within the parity range, and resulted in much less animosity.



Tsepo Molefe (left) challenged the quota in Lesotho.

Photo: Colleen Lowe Morna

Shifting focus to other areas of decision-making

Over the past five years, GL has been focusing on local government, starting with conducting baseline studies in this under-researched area, now has comprehensive data on gender and local government for ten SADC countries (Botswana, Lesotho, Madagascar, Mauritius, Mozambique, Namibia, Swaziland, South Africa, Zambia and Zimbabwe). GL has also been working concertedly with local councils in the region, developing gender and gender based violence strategies and action plans, which means that we are in a position to track progress both in terms of representation of women in councils, as well as their participation including as Mayors and Chairpersons in councils. One key impact indicator in this work is how councils have started to mainstream gender throughout the institution, as well as, in the way that they deliver services. The results of the upcoming local government elections in Mauritius, Malawi and Namibia will provide evidence of whether our work at the local government level is producing the desired outcome of increases in women's representation and their effective participation in local decision-making.

Moving beyond numbers

South Africa has the highest level of women's representation in parliament in the region. This is largely due to the ruling African National Congress' (ANC) adoption of a 30% quota, upped to 50% in local elections in 2005 and at its national conference in 2008. No other political party in South Africa has adopted a quota; in fact most opposition parties publicly oppose quotas. However, it is important to note here that, being pre-occupied with numbers, does not tell the whole story and it is as important to look at the gender discourse in these countries and begin to go beyond the numbers.

South Africa is a case in point, with the highest level of women's representation in all spheres of political decision-making on one hand and, on the other, the country is led by a traditionalist whose well-documented polygamous and promiscuous lifestyle has sent out negative messages for gender equality. Equally disturbing is the fact that the leader of the opposition, Helen Zille, appointed an all-male cabinet and staunchly defended her right to do so. Gender discourse in the country, with the most progressive constitutional provisions on gender equality, is regressing.

PARTICIPATION



Source: Ministry of Gender Equality and Child Welfare, Gender Training Manual and Resource Guide



Exercise: Who speaks in council meetings?

This group of participants will be asked to do a role play on participation. Think of a recent council meeting and do role play on it. Consider the following questions when doing the role play:

- What were the issues discussed?
- To what extent did women and men participate and what did they say?
- Who was listened to and who wasn't listened to?
- Who made the final decisions?

When the skit is presented to the larger group, discuss the following questions.

Questions

1. Do women participate actively in meetings in your council? _____

2. If not, why do you think this is the case and what is the effect of this? _____

3. What can be done to ensure women's, more active, participation in decision-making at local level?



Exercise: What keeps women from participating?

The group preparing the skit should look at the table below of the barriers to effective participation identified by interviewees in the “Coalface” study.

Barrier	Lesotho	Mauritius	Namibia	South Africa
Confidence	15%	12.5%	0.0%	15.4%
Culture	15%	37.5%	15.4%	23.8%
Domestic responsibility	10%	12.5%	30.8%	8.0%
Education	10%	0.0%	0.0%	11.5%
Experience	0%	0.0%	0.0%	3.8%
Language	0%	0.0%	0.0%	3.1%
Lack of support	0%	25.0%	30.8%	11.5%
Socialisation	15%	6.3%	0.0%	9.2%

Questions

1. What were the three main barriers to effective participation in Southern Africa identified by the study?

2. Is the picture alongside a familiar one? Are these the same barriers you find in your council?

3. How can these barriers be overcome? _____

TRANSFORMATION



Source: Ministry of Gender Equality and Child Welfare, Gender Training Manual and Resource Guide

Question

1. Has having a woman in this council made a difference? Please explain.



Exercise: Participants should be seated in groups of three to four persons. In your groups, take a few minutes to share:

- An incident in which you felt powerful.
 - An incident in which you felt powerless.
1. What do these incidents have in common?
 2. What is it that makes us feel powerful?
 3. What is it that makes us feel powerless?
 4. What are the different types of power?
 5. What are the main ingredients of empowerment?

Report back in plenary session.

Notes: This session is designed to move from an experiential understanding of power, to an analysis of the key ingredients of power and empowerment. The examples illustrate different kinds of power. It is

important to make the distinction between power that derives from external factors such as status/ position/economic/political/social clout and power that derives from internal factors such as personality/ knowledge/inner-self and, indeed, the combination of the two. Conversely, the discussion should examine what is required for a person to be empowered. How do lack of status/position/knowledge/confidence lead to disempowerment and how can these be overcome? Why are these problems especially acute for women in our society?



Definitions

Power: Ability to do or act.

Power over: A relationship of domination/subordination, ultimately based on socially sanctioned threats of violence and intimidation; invites active and passive resistance and requires constant vigilance to maintain.

Power with: A sense of the whole being greater than the sum of the individuals, especially when a group tackles problems together.

Power within: The spiritual strength and uniqueness that resides within each of us and makes us truly human.

Adapted from the Oxford Gender Training Manual, 1994



Exercise: Find a case study from the research in your country of a woman councillor who made a difference

Questions

In groups, read a case study then discuss and answer the following questions:

1. What qualities does this councillor bring to her work?

2. Do you think these qualities are linked, in any way, to the councillor being a woman?

3. Does having women in local government make a difference a) internally, to the way local government works and b) externally, in the way local government delivers services? Please give examples from your experience.



Village meeting, Massinga, Mozambique.

Photo: Gender Links



Exercise: In groups, discuss the following and then complete the table overleaf

- ✓ What makes a good leader?
- ✓ Do women have unique qualities that make them good leaders?
- ✓ Do communities support women in leadership? How can they do this?
- ✓ What can be done to change the negative attitudes - both women's and men's towards women in leadership?

What do communities expect from their leaders?	How can communities contribute to good leadership, what role can they play?	What are the problems associated with leadership?

Gender aware score card

Now refer to the leadership scorecard on the CD ROM. Score yourself, or a leader you know using this tool, where 1 = very poor and 5 = excellent.

MAKING CARE WORK COUNT IN LOCAL GOVERNMENT



Rose Thamae (middle) founder of the Let us Grow care givers network in Orange Farm, South Africa, giving support.

Photo by Lori Waselchuk



How is this provision relevant to your council?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Exercise: Who is looking after the people affected or infected by HIV and AIDS?

Invite a panel of care givers to come and talk about their work. Facilitators will work with the care givers to document their own stories.

Guidelines for the “I” Stories: Giving care work a human face

- “I” Stories are first hand stories; they can be written by those who have a story to tell or may be written by those interviewing people with a story.
- Stories may be in English or a local language.
- Each story should be about 800-1000 words.

We are looking for stories dealing with some aspect of care work.

1. Told from the perspective of a family member of a person being cared for.
 2. From the perspective of a voluntary care worker.
 3. From the perspective of a paid care worker.
 4. From the perspective of someone being cared for.
- Ideally the stories should be written in the first person. Two examples of what we are looking for are below.
 - Identify support organisations working in this sector who will be able to assist identify possible participants and who have existing relationships with the participants.
 - If the story is written in English:
 1. Submit the first draft of writing to the GL country facilitator.
 2. The editor will edit the story and if there are any queries, get back to you with queries for clarification.
 3. The article will be used in the media in your country and distributed through GL Opinion and Commentary Service for publication in newspapers across the Southern African region.
 - Participants should be aware of how their stories are going to be used and distributed. Permission must be obtained if GL is to use their photographs and reveal their identities. Participants have the option of using a pseudonym and not revealing their identities.
 - Participants MUST sign off the final versions of their stories and approve any changes or revisions.
 - Permission must be obtained from participants before their stories are published as the media may wish to contact them.



Case studies

Read the case studies, or any other from the selection provided on the CD ROM, or that you have gathered and answer the questions that follow:

Swaziland: Care work, violence and stigma

By Sonto Magagula



Sonto Magagula, GJLG Summit, 2011.
Photo by Trevor Davies

My experience in care has taught me that care work needs one to be good with people, and good at getting them to trust you. You also need good analytical skills, knowledge of the legal system, excellent communication skills, and knowledge of cultural issues.

I am a nurse by profession and, due to the experience I have working as a nurse in rural areas, I have registered an organisation called Membatsise Home-based Care.

This is a community-based organisation that deals with care for those infected and affected by HIV and AIDS, including men, women and children. We have a holistic approach in our care work by providing care and support, door to door counselling and caring for the sick at home. This is possible through the voluntary spirit of 300 care workers who care for more than 4500 people spread across six constituencies

in Swaziland's Hhohho region: Mayiwane, Mhlangatane, Madlangempisi, Timphisini, Ntfonjeni, and Mkhiweni.

As care workers, we help the community in addressing issues including tuberculosis (which has just been declared as a second pandemic after HIV and AIDS). We also deal with issues of gender based violence (GBV) by educating the community about the subject and helping them to report cases to the relevant authorities.

We recently started an empowerment programme which seeks to capacitate women and girls about GBV and its relation to HIV and AIDS. Most women have developed a thick skin towards abuse as they live with it and do not want to talk about it. This is due to various reasons, including socialisation in the Swazi context, which means that women do not reveal things that happen within their household.

A lot of women and girls have endured the highest form of abuse at the hands of family members, or others, yet still failed to report these occurrences for fear of more violence, victimisation, stigma, or due to lack of financial independence.

As care workers we sometimes fail to provide justice done in such cases if the GBV victims are not cooperative. Through trainings, care givers are able to refer cases to the relevant authorities including the community leaders (inner-council) and others.

We have also helped financially equip women through income-generating projects and savings schemes. This seems to be working well for the women as they are relieved from financial burdens, which often means they remain victims of GBV.

During home visits for the sick, one has to carry food parcels so that the sick person can have something to eat before taking their treatment: something very challenging for a care giver that is working voluntarily with no incentives. We also need nursing materials such as gloves, sanitary pads and napkins. Some people we care for live alone and it is a must that food is provided. We give them a bath and clean the area where they sleep, which is crucial for sick people.

We also have a challenge of how we reach some sick people because most of the homesteads are not close to the road or to each other. We need transport to ferry us as we provide care work so that we can reach our clients on time and get back to our homes on time.

At first, the organisation received help from a non-governmental organisation (NGO) in South Africa known as Themba lethu, which is based in Mpumalanga. It provided us with nursing supplies, incentives for care workers and also paid funeral expenses for some of our clients. But due to the economic meltdown that has affected many donors they stopped giving assistance to care work. Currently we benefit from the Swaziland Network for People living with HIV and AIDS (SWANEPHA) and the National Emergency Response Council for HIV and AIDS (NERCHA). All this financial assistance goes to administration expenditures.

Partnership in community care work is crucial and we welcome the support of World Vision, an organisation that is established in communities in the country and provides incentive to 30 care workers drawn from at least two constituencies. This is a way of encouraging the care workers to put more effort into the good work they do.

The whole idea of care work came about as a result of the many social ills facing our communities, and in a bid to relieve the workload nurses incurred and also to ensure follow-up care for sick people. GBV is rife in our communities and, as care workers, we are doing our best to help them realise it needs to be dealt with. The government is doing something to help survivors of GBV through collaboration with NGOs working in this area. Even though there are no shelters for survivors, they do get assistance wherever possible, particularly children.

This "I" Story is part of the Gender Links Opinion and Commentary Service special series on care work.

Mozambique: Girls carry the burden of care

Ruth Ansah Ayisi relates the story of a young girl whose care giver has AIDS. This child is one of the many of women and girls who take on the major share of care work by nursing the sick and caring for AIDS orphans.

I am a twelve-year-old girl from Mozambique. Although I am struggling to keep up with my lessons, what I enjoy most is going to school. I can eat well at school, and the teacher gives me food for my aunt and my young cousins. I also get free schoolbooks there. But I do worry about my aunt when I am at school. I wonder how she and my baby cousin are coping without me.



Ruth Ansah Ayisi, Gender Links board member.

We have been on holiday from school for two days, so it is two days since we have eaten. We are all hungry, but I worry most about my aunt, because she refuses to take her tablets for tuberculosis when she has no food. She says they make her feel sick when she takes them on an empty stomach. She is getting very thin. I am frightened for her.

We weren't always like this. We live in Zambezia province, which produces most of the food in the country. The land is very fertile. Most of the people here are farmers. We used to produce lots of crops, like maize and beans. We used to eat well. Our family had a large plot of land; we cultivated enough for us to eat and sometimes to even sell at the market nearby; that was before we had to sell the land.

We sold the land when my aunt fell sick and my uncle left her. I don't like to talk about when we sold our land because it makes my aunt cry.

My aunt has tried to look after us well, but now she is too weak, so I look after her.

We have had to sell most of our possessions to survive. My five cousins, my aunt and I live in this one-roomed hut, which is falling apart. Inside our home, which is made of mud, sticks and grass, it is damp. It has just been raining and water seeps through the zinc roofing. We have only a few belongings left: a couple of old pots and a few torn clothes, which I fold neatly on a mat.

We are all orphans. My mother and father were very sick and died, so too were my aunts and uncles, just like my grandparents. And now my only surviving aunt is sick too, and will probably die.

Some visitors have just come with Aunty Anita, the neighbour who visits my aunt at least once a week. They have given me money to go to the market. It is a 15-minute walk through long grass. The visitors seemed concerned that we hadn't eaten. Aunty Anita explained to the visitors that she had no money to help.

When we get to the market with all this money, the neighbours are talking to me again. They all want to be my friends. Usually, I get the feeling that they no longer want to know our family. It is as if they are scared of us, because so many of us have fallen sick and died. But now they all want to talk to me. I buy a big bag of maize, fruit and vegetables. I carry the maize on my head, which seems to surprise the visitors who are foreigners. I think they thought that because I am so skinny, I am not strong. But I am used to carrying heavy things. Each day I fetch water. I put the barrel of water on my head. I also fetch firewood; and I have to lift my aunt. I give my aunt baths, and after school I also work in the houses of the neighbours or on their plots and they pay me whatever they can. Besides, the physical work, I cook for the family - that is when we have food to cook.

And each day I carry my aunt to the mat on the verandah so she can see the sun. Inside our home it is very dark. We have no windows and the mats on the ground are worn out. It makes the ground cold.

It is becoming more difficult for me. Some days I can't attend classes because, as my aunt gets sicker, she needs me more. She is now too ill to walk to the hospital, so I go to fetch the tablets she needs. I don't want to drop out of school, but sometimes I wonder how I will manage to stay on in school.

It helps me a lot when Aunty Anita arrives to visit us. My aunt likes to talk to Aunty Anita and she understands my aunt's illness. She also helps look after her. Then I have more time to work on other people's plots or in their homes to earn some money for us. I also have to look after my two year-old cousin. He is the child of my other aunt who died. He is very close to me and cries when I am not around.

When I have time, I like to get my hair plaited. I like to look nice even though my clothes are old. I don't have any plans for my future. These days I don't think about too much. In fact don't think about anything much these days.

(One month after the interview with the child, her aunt died. All the children were forced out of their home and were taken into the home of the KEWA activist, Anita Martinho, the carer who used to visit the house. Their names have not been used to protect their privacy.)

Name of council/community:			
Question	Community	Local Government	National Government
Who is caring for people affected or infected by HIV?			
What proportion of these are women and what proportion are men?			
What services are there for those who are caring for people affected or infected by HIV?			
What kind of support do care workers receive?			
What kind of training do care workers get?			
Do care workers get a salary?			
What kind of support do care workers need?			



Definitions

Care worker: Someone who serves/assists those requiring assistance due to illness or incapacity.

Care: Primary and secondary services provided by family, community and health professionals.

Primary care: Services provided by family members in the home or community. This is often unpaid.

Secondary care: Services provided by community home based care programmes, usually people who are associated with an organisation that provides care often as a paid service. e.g. education, psychological support, cooking, cleaning, feeding and helping with toilet needs, administration of remedies and treatment.

Home based care (HBC): This is the most common type of care for people living with HIV/AIDS. This is care that is received at home by families and members of the household.

Community Home Based Care (CHBC): Care received by people from the community home based care organisations: Consist of health workers or volunteers linked to a hospital or NGO. They can provide primary and secondary care and training to HBC givers. They can also make referrals to patients for additional medical assistance. They can provide comfort and support to care givers.



MAKING THE LINKS WITH THE UNWAGED WORK OF WOMEN

Debate: Ask participants to stand up and divide themselves in two opposing groups - those who support the motion that care workers should be paid, and those who do not. A third category of those who are not sure (fence sitters) can stand in the middle of the room.

Discuss the following questions as part of the debate and open discussion:

1. When the government advocates HBC, in what way is this linked to the hidden or unseen economy?

2. What assumptions does this make about the work of women? _____

3. Why are these assumptions fair or unfair? _____

4. What are the policy implications at national and local level?



Fact sheet

Activists have identified five key areas of support to address the needs of care workers for PLWHA:

- **Remuneration:** Care work is often voluntary and unpaid. Those that do become care workers often do so sacrificing opportunities to engage in income-generating tasks. When the care giver is from the same household as the sick person they look after, this often means that both are unable to earn an income, resulting in the reduced earning potential of a household. This impacts food security in the household and can reduce the quality of care offered to the PLWHA.
- **Training:** There is very often little training given to home-based carers. Where training is made available, it is not standardised. This means that even though care givers are doing the best they can, in many instances they are not properly trained in how or when to administer medicine or see to the needs of the patient. This can result in the frustration of both the care giver and the patient and inadequate care.
- **Psychological and physical support:** Being a care giver can be difficult. It involves spending a lot of time seeing to the needs of the terminally ill which can have various psychological and physical effects. These effects may include back ache, headaches, exhaustion, burnout, stress and depression.
- **Increasing male care workers:** Care work is generally seen as women's work. This means that women are increasingly vulnerable to the ill effects of providing care for PLWHA. There is a need to increase the number of men engaging in care work. One solution is to remunerate care workers for the work they do, so that encouraging male participation does not result in the further reduction of the earning potential of the household.
- **Equipment:** In order for care givers to provide adequate care to the sick people they look after, they need the necessary materials. Unfortunately, many do not have access to them and, where they do, they are often limited. These materials include medical supplies like gloves, bandages, swabs and medication. Other necessary equipment could include raincoat or umbrella for care workers who may have to walk long distances to reach their patients. One solution is the HBC Kit. These kits should provide the care workers with all the equipment they need to administer adequate care. However, these kits are expensive and, even in this case, these kits are often limited in number, and difficult to access. Kits (where available) often do not cater for care givers.

What is your country doing? What should your council be doing?

The table overleaf from the 2011 SADC Gender Protocol Barometer summarises actions taken by SADC countries to support care givers (please note that these are subject to change and it is important to always verify and update information in the country context).

Look up your country in the Care work policies in each SADC country table overleaf and answer the questions that follow:

Country	Remuneration	Logistic and material support
Namibia	Current CHBC policy calls for a monthly incentive of N\$250-N\$500 (roughly USD \$31-62). Plans underway to lobby Ministries of Health and Labour to enable submission of a motion on remuneration for care givers before parliament during the first half of 2011.	Namibia has been affected by the dwindling global funding basket with implications on the ability of NGOs and CBOs to continue providing remuneration and other forms of financial support for care givers.
Botswana	Donor organisations continue to provide financial incentives for CHBC volunteers working through NGOs. The state still defines care work as volunteerism.	Government provides CHBC volunteers with transportation allowances of P151 (roughly USD\$22) per month and clinical supplies.
Tanzania	No policy.	Tanzania Commission for AIDS gives funds to registered CHBC organisations to sustain their projects and CHBC kits.
Zimbabwe	A draft stand alone policy is now in place. Government recommends communities mobilise funds for care giver costs. Consideration is being given around the extent to which the National AIDS Levy can be used to fund remuneration of care givers.	Despite an advanced policy outlining provision of sufficient materials and equipment, access to these is limited. Fundraising is underway and an entity has been identified to purchase home-based care kits.
Swaziland:	The current CHBC policy calls for a monthly incentive of E200 (roughly USD\$25) for Registered Health Monitors (RHMs). Attempts to integrate Swazi care givers into RHM system are ongoing. More effort required to secure government subsidies and other support for care givers.	All RHMs and care givers receive CHBC kits and uniforms as a requirement for easy identification within the community, an identity card, t-shirt, shoes, umbrella, a home-based care kit, and a monthly, monetary incentive as above. Community care givers are not entitled to this support.
South Africa:	The policy framework document remains a draft. The extent of implementation in this area is not known.	The Department of Social Development (DSD) gives food supplements and parcels. Some progress has been made in accessibility to ARVs and other materials for HIV and AIDS affected people, thus alleviating the burden for carers.
Zambia:	No stand alone care work policy. A provision is contained in the HIV and AIDS policy but does not contain provisions on remuneration. Progress on draft policy hampered by limited networking and coordination across organisations.	National guidelines that specify materials to be made available to care providers. A limited number of these are available.
Malawi:	No policy; draft is available.	Limited support for CHBC from government in procuring kits as well as provision of some transport allowances.
Lesotho:	No stand-alone policy. Advocacy for care workers monthly stipend to be increased from 300 Maloti (approx USD\$40) to 800 (approx USD\$115).	Registered CHW's get access to resources such as health kits.
Mozambique:	The operational manual suggests that care workers should receive an amount calculated as 60% of the minimum national salary. Care work still defined as volunteerism.	The operational manual mentions the volunteer kit and allocation of some basic materials. In practice though neither the Ministry of Health (MoH) nor the donors provide this material for care workers.
Mauritius:	Development of a care work policy underway. Government funding to some NGOs working with PLWHA and these give some allowances for care workers.	HIV and AIDS National Strategic Framework (NSF) makes provision for improving training, equipment and staffing capacity of government structures. Also some notable private sector funding under Corporate Social Responsibility continued to go towards logistic and material support.
DRC:	No policy.	No policy.

Training/Professional recognition	Psychosocial support	Gender equality
Under the new policy, the government will re-train all care-givers using a standardised manual. Lobbying of Namibian Qualification Authority and Ministry of Health and Social Services for accreditation of carers underway.	The CHBC policy attempts to address the psychological needs of care-givers. Ministry of Health and Social Services promotes this provision for care-givers. There is a need to link various kinds and sources of psycho-social support together, most notably community-based psycho-social support.	Although the policy acknowledges gender disparity in care work and encourages the involvement of men, a decrease in progress toward gender equality was noted. The HIV/AIDS consortium is continuing its discussions to address this issue.
Government has no mandated, minimum level of training. Nurses train CHBC volunteers at clinics on issues of tuberculosis, adherence, diet and how to care for patients. Normally the training lasts about a week. As new issues arise, the clinic provides care-givers refresher courses. Many care-givers working for NGOs receive training from either clinics or other civil society organisations.	The government provides psychosocial support through supervisors at the clinic or through the social welfare office. Moreover, as part of the Ministry of Health's monitoring of CHBC, government representatives often visit volunteers to discuss their challenges. CHBC organisations often facilitate discussions for volunteers to share their challenges and frustrations.	No policy.
The Ministry of Health and Social Welfare (MoHSW) last trained care givers in 2005 and training continues to be the same despite changes in the area of care work. Care Work is not recognised as a profession in Tanzania.	There is no policy document that exists on psychosocial support for care givers. The evaluation report on CHBC has looked into support for care-givers. MoHSW requests that all CHBC organisations promote stress management techniques, help care givers adjust to the pace and approach to work, provide peer counselling, and establish a support network.	No policy.
A training package exists that covers: training of trainers, nutrition and other areas. National package includes treatment support for clients and handbooks for participants in two of the major national languages. Progress hampered by funding shortages.	The new CHBC guidelines recognise that care givers need appropriate psychosocial support to prevent stress and burn out. Care workers are benefitting from this where available; access is not guaranteed for all care givers.	No policy. However, in 2010 men's involvement in care work stood at 19%. In addition, there was training of children - with the assistance of international organisations - in order to ensure the safety of children forced to care for sick adults.
The Ministry of Health and Social Welfare (MOH&SW) last trained care givers in 2005 and training continues to be the same despite changes in the area of care work. Care work is not recognised as a profession in Swaziland. Only one training manual and reporting tool exists that is applicable to both government and independent care givers.	There is no policy document that exists on psychosocial support for care workers. The evaluation report on CHBC has looked into support for care-givers. MOH&SW requests that all CHBC organisations promote stress management techniques, help care givers adjust to the pace and approach to work, provide peer counselling, and establish a support network.	No policy.
DSD and Department of Health (DOH) need to make this training and professional recognition criteria clear as it seems ambiguous at present. Limited access to information and training. Community groups continue to provide this service for carers.	There is a document within the policy framework though the extent of implementation is unclear. Limited access to formal psycho-social support for care givers. NGOs and CBOs generally provide debriefing opportunities for care workers.	Gender inequality is noted within the policy framework documents for CHBC.
No policy that recognises care givers as professionals except the third line of care givers (professionals like nurses, clinical officers etc). Care givers are trained by qualified trainers from the Ministry of Health (MoH) and other organisations. Care givers receive a certificate of attendance after training. CHBCs are registered under the Registrar of Societies. CHBC organisations are also required to register with the DHMT in their area of operation.	No policy however this aspect was catered for in guidelines for care givers.	No policy.
Existing training and standardised training manual. Funding constraints hamper training and refresher courses not available.	Provision of this support to care givers available on a voluntary basis; implementation yet to take place.	Although no policy provisions have been made, MPs are working at constituency level to mobilise more men to do care work and 200 men have been trained in Dowa district through a local government and CBO partnership supported by VSO RAISA.
There are government plans to train all CHW's including care givers in order to professionalise the cadre and afford it recognition but these have yet to be implemented.	The National Guidelines on CHBC recognise the challenge of emotional, physical strain and stress experienced by care givers; the lack of resources and care givers' inability to diagnose symptoms. The guideline calls for income generating activities which can support CHBC. No progress in securing psycho-social support for care workers. Few experts in this area in country.	The National Gender and Development Policy advocates for the improvement and expansion of gender-sensitive home-based health care. The Lesotho council of NGOs (LCN) has representation on a National Working Committee involved in compiling the five year National Development Plan to guide government in addressing issues raised by different groups in society. It is envisioned that care work can be raised in this platform.
The operational manual mentions training and capacity building. The Ministry of Health offers a standard 12 day training course across the whole of Mozambique and gives accreditation. However little is known of implementation.	State manual outlines psycho-social provisions for carers. Carers do not as yet benefit from this entitlement.	No policy.
No policy. NSF makes provision for training of government officials involved in HIV and AIDS. The Ministry of Social Security has a training curriculum on care work.	No policy. NSF provides this for PLWHA but not care givers.	No policy.
No policy.	No policy.	No policy.

Questions

1. Does your country have a care work policy? _____

2. Is your council/the Community aware of the policy? _____

3. What does it cover? _____

4. What is missing? _____

5. How can the policy be strengthened? _____

6. How would this assist your work at council level? _____

What should your council be doing?



Exercise: In groups, discuss how your council can assist care workers in these five categories.

Category	Current provision	Gaps	Types of assistance
Remuneration			
Training			
Psychological and physical support			
Increasing male care workers			
Equipment			

MEN AND CARE WORK



Invite a panel of men care givers to share their experiences and document their first-hand accounts. Two examples are provided, including a male councillor from Lesotho. Additional examples may be found on the CD ROM, or on the GL Opinion and Commentary Service: <http://www.genderlinks.org.za/page/gl-opinion-and-commentary-service>. Examine these experiences and answer the questions that follow:

Care work helps to define a new kind of manhood

By Tapiwa Manyati



Men's roles as care workers is questioned.

Photo by Gender Links

I started doing care work in February 2005 after being trained with a group of other men in home based care (HBC) work by a local organisation - Padare/Enkundleni Men's Forum - that works with gender, HIV and AIDS issues. Because providing care is usually associated with women, because of their perceived roles, our involvement in care work led to many questions being asked by the community who wanted to understand why, as men, we were involving ourselves in home based care. Our group managed to break the traditions in the community and many people now are able to understand and appreciate what we are doing as men care givers. We have been provided with male tool

kits for home based care as well as full home based care kits and have received training in low input nutritional gardens. This has enabled us to encourage our clients to grow herbs in their homes to help boost the immune system of those living with HIV and AIDS.

I am a father of four and am not formally employed. Despite this, I make sure that I visit at least three male clients per week. Most of our clients are chronically ill and live at home. They need proper attention and good care. I visit their homes with my HBC kit, which includes the basic things I need to provide care including pain tablets, betadine solution for washing bed sores, Jik, Vaseline, soap and latex rubber gloves among other things. Some of the people are not able to go to the toilet by themselves so we also need linen savers. These basics help the clients and us, as they are affordable alternative to visiting expensive hospitals. Many hospitals are not able to cope with the increasing numbers of people who are chronically ill as a result of AIDS.

I do try my best to inform my clients about living positively especially about the importance of a healthy balanced diet, hygiene and protection from re-infection through the use of condoms to reduce viral load. Psychological support, a referral system for opportunistic infections for treatment and drugs, counselling, spiritual support, exercises and nutritional guidelines are some of the issues I talk about to my clients.

Despite the fact that I do not get paid as a voluntary care giver, I believe my work benefits my family as I am a positive male role model and also my community and friends at large. But it is not always easy.

We do face challenges when dealing with our clients. Some of them do not want to disclose their HIV positive status. Others do not protect themselves either from further infection or infecting others. You have to deal with a lot of stubborn clients.

However, I believe that it has become easier for male clients to discuss sensitive issues such as sexually transmitted infections with other men. I have used my influence to promote home based care, reduce stigma towards people living with HIV and AIDS and get other men and women to change their behaviour and attitudes. As men in my community, we cannot do HBC without working with women, community leaders, social services departments and AIDS service organisations to encourage more men to get involved.

I have seen positive changes. For example, more men have started to show interest in establishing support groups on the herbal gardens project. These groups work around sharing information on nutritional needs for HIV and AIDS patients. They share the burden of HIV and AIDS care work with women in a just and dignified manner.

There is need for men to challenge the social constructs of masculinity. Men need to understand that they also have a role in caring and nurturing members of the community and their families in particular. It is our role as men to participate fully in reproductive health issues and show our manhood by joining the few men who are supporting and caring for their friends, relatives and families rather than expecting care and support from health delivery institutions or women only.

Lesotho: A man who champions home based care

Outside councillor Mothobi Ntili's house in the panoramic shadows of the Lesotho Highlands Water Development scheme is a garden that, he is careful to explain, does not belong to him. It is his contribution, and that of other members of the HIV and AIDS support group, that he helped to initiate to the nutrition of orphans and People Living with AIDS (PLWA) in the community.

A soft spoken farmer and member of the Moteng council that has six women, three men and two (male) chiefs and is chaired by a woman, Ntili spoke about how the council has embraced women's participation, as well as his passion, helping care givers (mostly women) for PLWA as well as the growing number of orphans in the community.



Mothobi Ntili.
Photo by Colleen Lowe Morna

While the 30% quota for women in the 2005 elections had been controversial, Ntili said that he supported it “because it gave women a chance to participate.” He believes that the quota will be necessary for a few more elections “because women are still warming up, but a few years from now it will not be necessary.”

He voted for a woman chair because “I wanted a woman to hold the position, so that women can get exposure. She has performed well. When she needs help, she knows how to ask for assistance.”

He personally stood as an independent candidate in his constituency (an openly contested constituency in which four out of the five candidates were independents) because he “believes in development, not in politics.”

Ntili is a member of the agriculture committee and, within that, has formed his HIV and AIDS support group “after we noted the increase in child headed households. We had to do something. We had to inform and educate the community. We had to do whatever we could to help. We try to ensure that every person living with HIV has a garden; we supplement that with gardens in our homes and we also have some communal gardens,” he said. In addition, the councillors set an example to the rest of the community by agreeing that they would donate R20 every month from their allowance (of R1000 per month) to buy clothes; food and medication for the orphans.

As in many other local authorities in Lesotho, a key challenge being faced is conflicts with chiefs over who controls land. “Before women could not apply for land; now they can do so. This is a significant improvement,” he said. He would like to see a quota of at least one third of the land in the area being owned by women; a position that will be strengthened by the new land Act.

He notes that women and men do have different concerns; for example women in the council have raised the issue of gender violence and the inadequacy of police responses. There are also differences in style: “Women want to reach consensus on everything; men are more decisive,” he said. But in general, he believes that “the concerns of the council should be concerns of women and men because we are one council, one community.”

Questions

1. What factors encourage men to become involved in HBC?

2. What effect does this have on the men concerned?

3. What effect does this have on gender attitudes in the community?

4. What can council's do to encourage equal involvement by men in HBC?



GENDER AND LOCAL ECONOMIC DEVELOPMENT



A vendor in Nelspruit, South Africa.

Photo by Trevor Davies



SADC Gender Protocol provisions on productive resources and employment

ARTICLE	TARGET AREA	PROVISION - 2015
15	Women and men in economic policy and decision-making.	Equal opportunity: Ensure that women and men have an equal chance to participate in and implement economic decisions and policies.
17	Economic empowerment.	Trade and informal sector: Adopt policies and enact laws which ensure equal access, benefits and opportunities for women and men in trade and entrepreneurship; take into account the contribution of women in the formal and informal sectors.
		National trade and entrepreneurship policies: Review to make them gender responsive.
		Affirmative action: Introduce measures to ensure that women benefit equally from economic opportunities.
18	Property and resources.	Laws and policies: Review all policies and laws that determine whether women can access, control, and benefit from, productive resources. Especially with regard: <ul style="list-style-type: none"> • Water and property rights; • Land tenure; • Equal access and rights to credit, capital, mortgages, security and training and; • Equal access to modern appropriate and affordable technology and support services.

Question

How are these provisions relevant to your council?



Exercise: The WAKE UP model

In groups, populate the table below:

Action	Product or service use	Who produces goods or service	Economic benefit - local or external
First action for the day - e.g. wash, make porridge, feed the baby	Soap, toothpaste, mealie meal, bread	More likely foreign owned firm with country licensing agreement, local food producer	Money flows offshore
Second action for the day -			

Discussion

1. Identify the products made, or services offered, by women in your community.

2. How do these products or services benefit the greater communities? _____

3. Should local government be assisting women who produce or provide these types of services? If yes, what type of support do you think local councils should give women?



Definition

Local Economic Development is the process by which public, business and non-governmental sector partners work collectively to create better conditions for economic growth and employment generation. The aim is to improve quality of life for all.

Local Economic Development is based on local initiative, driven by local stakeholders and it involves identifying and using primarily local resources, ideas and skills in an integrated way to stimulate economic growth and development in the locality.

BARRIERS TO WOMEN'S ECONOMIC PARTICIPATION



Case study: Invite a panel of local women to come and share with the workshop the barriers they are facing to local economic participation. Read the case study from Namibia, or one from your country on the CD ROM, on the daily challenges that women face at the local level. Answer the questions that follow:

Women in Katutura, Windhoek, square off with their councillors

Inadequate lights, bins and sanitation, poor roads, illegal shebeens, meetings held in English which residents do not understand, a market day that they do not have enough information on, lack of economic opportunities and access to finance: These and many more issues packed the agenda of the consultation between the Windhoek municipality and women of Katutura, at a recent meeting.

One of a series of “meet the community” meetings organised twice a year by the council, the meeting offered an illuminating window on the concerns of women on the ground as well as the challenges confronting councillors. In April the council meets to engage with the constituents and to collect their concerns. In October the councillors report back on the issues raised in the previous meeting.

Two councillors, Mwadhina Veico of the South West Africa Peoples Organisation (Swapo Party) and Werner Claasen of United Democratic Front (UDF) addressed the well attended meeting at the Katutura's Women's Centre.

At a previous meeting residents had raised concerns about the failure to translate City documents into local languages. Although English is the official language in Namibia, very few speak this as a first language. Community members especially wanted the monthly newsletter “ALOE” to be translated because it contains a lot of information on the municipality and issues that affect the public.

The councillors agreed but cited budget constraints as the main reason for not translating all information into local languages. councillors could not give the criteria for translating information. They said that they needed to consult with the City's management committee and provide feedback at a later date. Sceptical residents cautioned that the City should not increase its fees to the public to subsidise the translation. They stressed that the City needed to find other, less expensive, ways of distributing information to residents in mediums that they understood.

The importance of being inclusive surfaced in the discussion on the market day being planned for November. Pensioners asked how they would benefit as they have no projects to produce goods for sale. Others raised the concern that they had no skills or experience in running such projects, some could not even read or write. There were questions about transport, safety and security. Some even complained about the short notice given.

The councillors explained that the market day was a pilot project and that next year it would be better organised and that they would structure the event to include all senior citizens. The City Police present at the meeting assured the public that there would be tight security at the venue. The councillors advised that they would inform the participants about the transport arrangements through the media.

Several questions concerned trade licenses for businesses such as shebeens; self employment and income generating projects run by women. They complained that women, who form the bulk of informal traders in the country, do not have enough information on how to go about applying for licenses to run businesses. They reiterated that much of this information is distributed in English, which they do not understand. The women lashed out at banking institutions which, they say, discriminate against women when they apply for loans. The procedures, they said, are onerous and banking institutions are inaccessible for women; as one participant put it: “They only look after those who “have” and not the “have not's”.

The issue of poor sanitation in settlements dominated the meeting. Further concerns included insufficient rubbish bins; this is a health hazard because the settlements are dirty as a result of residents dumping refuse anywhere. They requested that the city provide more bins.

On water and electricity, the residents complained that they can't afford some of the services provided by the city. They complained about the faulty billing system; overcharging and instances in which they had not received their bills. Councillors noted that the fact that many residents don't have post office



Informal trading in Katutura, Namibia.

Photo by Trevor Davies

boxes makes it difficult for the council to maintain contact. Residents complained about the long distances they have to travel to reach the municipal offices to enquire about their bills. Councillors gave the residents information on customer care centres in the city that they could go to for assistance.

Other issues raised included roads and infrastructure and the fact that there were no lights in certain areas, posing a safety risk especially in the settlements where crime rates are high. The residents requested that the city and police to do something about this situation. The residents also raised the need for bridges so that all zones are accessible, especially during the rainy season when school children suffer. Residents expressed their hope that the city would remedy the situation before the next rains.

Participants felt that Katutura is neglected despite the fact that all residents pay for services rendered by the municipality. Constituents wanted to know the difference between the rates being paid by Katutura residents and those being paid by residents in the more affluent former white suburbs. The councillors avoided giving specific details. This annoyed the mainly female audience.

The meeting should have ended with the election of a zone committee to act on behalf of the residents and forward their concerns to the city. The councillors noted that residents should not wait for many months before their concerns are taken care of and expressed the hope that this committee would take up the challenges faced by residents. However, the election of office bearers did not take place as many participants had left the meeting by the time the meeting ended.

Welcome to a fairly typical meeting between a predominantly women audience and their councillors in a Southern African city. The meeting speaks volumes about the high levels of expectation on the ground; the frustrations over historical legacies and backlogs in poor townships; and the apparent inability of local authorities to address many, even the most basic, of these concerns.

Excerpt from At the Coalface: Gender and Local Government in Southern Africa, 2007

1. What are some of the barriers to women's economic participation in this case study?

2) What are some of the measures that council's can take to advance women's economic empowerment? Please identify direct and indirect measures.

Barriers to participation in local economic development

Gender inequality gives rise to a number of barriers for women to participate fully in local economic development strategies. These barriers are even more difficult to overcome for those faced with multiple forms of discrimination i.e., when discrimination on grounds of gender is compounded by discrimination based on ethnicity, religion, occupational status, migration status, disability, etc.

Typical barriers to participation are:

- Lack of representation in decision-making structures;
- Fewer opportunities for education resulting in, among others, limited access to information;
- Skills development limited to certain occupations and positions;
- Segregation in occupations that carry low status and undermine self-confidence;
- Poor infrastructure services and the opportunity costs associated with it;
- Multi-tasking that leaves almost no free time or energy for participation in public affairs;
- Restrictions on access to finance due to lack of collateral and record of previous business success, or high interest rates;
- Inadequate or inaccessible business development services;
- Cultural constraints on mobility of women;
- Scarce job opportunities at the local level causing either brain drain, or distress migration and vulnerability to trafficking and forced labour; and
- Irregular migrant status.

These barriers do not exist in isolation. There is often a relationship of cause and effect among them that compounds the difficulty in overcoming them.



Women preparing food in Zimbabwe.

Photo by Trevor Davies

What councils can do to advance women's participation at the local level

In groups or pairs, go through the SADC Gender Protocol economic targets for 2015. Identify ways in which your council can help to advance these targets.

SADC GENDER PROTOCOL TARGETS TO BE ACHIEVED BY 2015	WHAT YOUR COUNCIL CAN DO
Equal opportunity: Ensure that women and men have an equal chance to participate in and implement economic decisions and policies.	
Trade and informal sector: Adopt policies and enact laws which ensure equal access, benefits and opportunities for women and men in trade and entrepreneurship; take into account the contribution of women in the formal and informal sectors.	
Trade and entrepreneurship policies: Review to make them gender responsive.	
Affirmative action: Introduce measures to ensure that women benefit equally from economic opportunities.	
Laws and policies: Review all policies and laws that determine whether women can access, control, and benefit from, productive resources. Especially with regard: Water and property rights; Land tenure;	
Equal access and rights to credit, capital, mortgages, security and training.	

GENDER, CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT



Women at work in Mozambique, often affected by flooding.

Photo by Gender Links

WHAT IS CLIMATE CHANGE, WHAT IS SUSTAINABLE DEVELOPMENT?



Exercise

- How many people in the room can say they have noticed changes in weather patterns and seasons within their local area?
- Please can three people who have raised their hands give one example of this change?

1. What is Climate Change?

2. What is sustainable development?

3. Explain the link between climate change and sustainable development.



Definitions

Climate change refers to “a change of climate attributed directly or indirectly to human activities that alter the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods”. This phenomenon is, in part, the result of increased levels of CO₂ in the atmosphere, exacerbated by human industrial development over the past two centuries.¹

Sustainable development is "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."²

¹ UNFCCC 2009 cited in Heinroch Boll Stiftung

² World Commission on Environment and Development



Exercise

What does climate change look like in your country/community? Identify three signs of climate change in your context?

EXAMPLE OF CLIMATE CHANGE OCCURRENCE	WHAT IS CAUSING THIS?
1.	
2.	
3.	



Fact sheet

Climate change and sustainable development

Climate change is caused by Greenhouse Gas (GHGs) emissions that contribute to what is commonly referred to as 'global warming'. These emissions are a result of human activity. They primarily occur in the global North within the most developed countries and economies. The United States of America (USA) and China are said to cause some of the highest GHGs emissions globally. So, ultimately, the world faces not just a climate crisis, but a crisis of sustainability.

Climate change and sustainable development in Africa

Climate change impacts will affect all countries in Africa, especially the rural poor, small scale farmers with women and children being worst affected. Africa contributes only about 3.8% of total GHGs yet African countries are among the most vulnerable to climate change. Southern Africa has been experiencing a warming trend over the past few decades. The sub-region's climate will be hotter and drier in the future than it is now. Droughts are expected to increase in frequency and intensity.

Greenhouse gases exist in the earth's atmosphere and are responsible for absorbing and emitting energy into the earth. The primary greenhouse gases in the Earth's atmosphere are water vapour, carbon dioxide (CO₂), methane, nitrous oxide, and ozone. Human activity contributes to the creation and emission of carbon dioxide on a very high scale. The burning and use of fuels such as coal, oil and natural gas leads to the production and creation of carbon dioxide.

Global warming is the term commonly used to refer to the changes and alterations in climate and weather patterns. It is often used interchangeably with the term 'climate change' and generally refers to the rise in average temperature of the earth's atmosphere and oceans.

AFRICA'S VULNERABILITY	CLIMATE CHANGE IN SOUTHERN AFRICA
High poverty levels.	Constrained agricultural production and increasing food crises and insecurity.
Heavy reliance on climate-sensitive sectors.	Changing weather and rainfall patterns; prolonged droughts.
Poor economic and social infrastructure.	Increasing water stress.
Existing stresses on health and well-being.	Increasing energy constraints, slowing down industrial development.
Conflicts.	Expanding range and prevalence of vector-borne diseases (e.g malaria, cholera, yellow).
Low adaptive capacity.	Rising sea level impacting livelihoods in coastal areas and threatening the extinction of small islands.
	Loss of biodiversity, forests and other natural habitats.
	Increased risks of conflicts arising from climate-induced population migrations.

THE GENDER DIMENSIONS OF CLIMATE CHANGE



Exercise

Climate change has an **impact** on the following: food security, water, division of labour, school drop-outs, land use and ownership, transport, health, stress, migration, gender violence, mortality and decision-making. Read the following article and then complete the table below by identifying some of the **gender dimensions** associated to the particular area as a result of climate change.

Climate change is a gender issue

By Daud Kayisi, Gender and Media Diversity Centre Officer

Imagine a woman we'll call Ruth Chitekwele. She is worried about the future, especially what might happen to her children.

For the purpose of this story, the make-believe 48-year-old single mother of three could live in Malawi's Nsanje district and recently have been forced to withdraw her eldest daughter from school to help with the family's chores. These include gardening, fetching firewood, wild fruits and mushrooms that generate the family's meagre income.

Unlike in the past when Chitekwele could do these chores on her own and such products were readily available, times have changed and she now has to walk long distances to find them. She must rely on her daughter to help or the family will starve.

Chitekwele blames recent floods that destroyed nearby forests as well as dried up rivers, which once ensured her region was an area of plenty.

Chitekwele may be fictional but her story paints a picture of how the effects of climate change are increasingly distorting the lives of ordinary Africans, particularly women and women-headed households. Climatologists say climate change is already causing water scarcity and the depletion of natural resources and will soon lead to further environmental calamity.

As individuals, companies and nations continue to emit greenhouse gases into the atmosphere; the effects of climate change are worsening, especially for the poorest, including millions of people in Africa.

In a 2008 UN Emerging Issues report, Eco-Watch Africa's Rachel Nampinga noted that women constitute the majority (70% of the 1.3 billion people in the developing world) of the poor and are therefore more dependent on natural resources. Nampinga noted that for this reason women are likely to be disproportionately vulnerable to the effects of climate change.

This means poor women throughout Africa are in trouble. Despite being more reliant on resources, women have less access to them than men. This increases their vulnerability, limits their ability to cope with climate shocks and hinders their recovery from such shocks. This ultimately makes climate change a gender issue.

Nampinga also notes that due to climate change most African states will be unable to realise the Millennium Development Goals and many could fail to end food shortages, reduce poverty and illiteracy levels and bring down maternal mortality rates.

This will mean women like Chitekwele eventually flock to the region's urban communities and slums, where their children will be forced to work or beg, remaining illiterate and also facing acute food shortages.



Climate change is forcing children to leave school to assist in the household chores.
Photo by Colleen Lowe Morna

Further, it is predicted that due to climate change, African countries will be overwhelmed by the impacts of natural disasters such as cyclones, floods, droughts and disease.

In a 2009 report, Mozambique's relief agency, the National Disasters Management Institute (INGC), stated that, in less than two decades, the country's "rainfall variability would increase, the start of the rainy season would likely shift, flood risk would be higher, and the centre of the country would suffer more intense cyclones and droughts."

According to Eco-Watch Africa, sexual harassment and violence against women and girls in the aftermath of natural disasters, like recent floods in Mozambique, is an enormous challenge. This means women will suffer both the effects of natural disasters and also the gender-based violence common in refugee camps or post-disaster situations.

Yet, despite women being the most vulnerable, they are grossly under-represented in debates, discussions and other decision-making structures around issues of climate change.

But there is hope.

Some Kenyan women have shown that although trapped in poverty, they can still positively contribute to protect their society from the destruction of climate change. The group, called Mama Watoto, has created "women made forests" in their communities in order to protect local trees as well as ensure they have enough wood for fuel.

Efforts to educate African women on climate change need to be increased, if its effects are to be mitigated. If African women know the dangers of global warming they will surely, like Mama Watoto, do something about it.

Failure to take women on board in addressing this global issue is a mistake, a serious concern and an issue that should be paramount during any future climate change discussions. Climate change is a gender issue and a real threat and women need to be involved in all attempts to find solutions.

(Excerpted from the GL Opinion and Commentary Service by Daud Kayisi)

Please use the article to fill out the table:

AREA	GENDER DIMENSION
Food security	
Water	
Division of labour	
School drop out	
Land	
Health	
Stress	
Migration	
Gender violence	
Mortality	
Decision-making	



Fact sheet

Women are most often the human face of climate change. It carries with it specific gender characteristics. Women suffer more from the impacts of climate change because of their different social roles and status in society.

- **70%** of the world's poor are women; these women are more likely to suffer as a consequence of climate change.
- **85%** of the people who die in climate-induced natural disasters are women.
- **75%** of environmental refugees are women.
- **Women are also more** likely to be the unseen victims of resource wars and violence as a result of climate change.
- **Women are the majority** of victims in floods and tsunamis because they lack mobility as they stay to protect children.
- **Women's voices and interests** need to be amplified in the policy-making around climate.
- **Women must be prioritised** in any actions and programmes to address climate change.



In Botswana: Malaria, HIV and AIDS and cholera are some of the existing health challenges. With the diminished HIV and AIDS related livelihood options, climate induced poverty and lifestyle changes, women get poorer and they cope through prostitution to sustain families. This leads to increase in HIV and AIDS cases and other related sexually transmitted diseases. It is also expected that with increased temperatures due to climate change, the prevalence of Malaria carrying mosquitoes will likely increase, not only affecting the most vulnerable group being women and children, but also increasing the burden of women caring for the sick.

In Mozambique: Successive droughts over the last two years have increased men's migration to South Africa and other places in search for jobs. This imposes pressure on women who have to find alternative income-generating activities. These jobs provide an additional income for the family, but the consequence is that they have less time to dedicate to the household reproductive activities.



In South Africa: During women's focus group discussions and individual interviews, all women participating in a study reported that, because it is their role and responsibility to ensure household food security, they work harder to find the means and resources to sustain food supply in the household. Women noted that, therefore, they have to be innovative to diversify their livelihoods as it is the only way they can continue to provide food for their families. This includes participation in various income activities. The women added that as a result of the extra workload, they tend to work longer hours than the men. Men reportedly had more leisure time as compared to women.

There are many examples of the key roles women have played in climate change solutions. For example, Kenya's Greenbelt Movement, founded by Nobel Laureate Wangari Maathai, has planted 20 million trees in East Africa. In line with the inter-sector provisions of the SADC Protocol on Gender and Development, climate change presents a number of opportunities for enhancing gender equality including:

- Promoting cleaner burning fuel for household use that will reduce air pollution and cut annual cooking costs for women by 25%.
- Ensuring women and men's equal participation in decision-making around climate change.
- Strengthening gender mainstreaming at all levels, especially local government, to ensure that women and men's specific needs are addressed.

ADDRESSING CLIMATE CHANGE

National legislation



Exercise

Are there policies in place in your country to address climate change? In groups, examine all relevant policy documents to identify what is in existence. This can include policies that act to mitigate climate change and those that aim to mitigate its effects or to incorporate strategies such as adaptation strategies to addressing climate change.

NAME OF POLICY	CURRENT PROVISIONS	GAPS

Local level

Nelson Mandela Bay goes green

Nelson Mandela Bay is a South African municipality that has devised the following strategies for promoting sustainable development and helping to prevent climate change:

- Sustainable provision and use of resources (water and energy).
- Sustainable provision of services (water and sanitation).
- The promotion of sustainable socio-economic development.
- The promotion of safe and healthy environments.
- The encouragement of public involvement in local government matters.
- Budgeting for and implementing projects to address climate change.
- Coordinating and leading initiatives at local level.



Specific measures taken include:

Energy efficiency strategies including:

- Replacement of streetlights with energy efficient lamps.
- Retrofitting of municipal buildings to make them more energy efficient.
- Municipal water and waste water pump stations and treatment works.

Green transport:

- Provision busses and non-motorised transport like walkways and cycleways (to reduce carbon emissions).
- Green procurement & technologies.
- Renewable energy (solar water heating, wind farming, small hydro, embedded energy, land fill gas and concentrated solar).
- Green waste management (community recycling projects).
- Air quality management plans and management.

Discuss

1. Given the fact that the effects of climate change differ according to geographical contexts, strategies to address climate change must be as diverse.
2. How can local government support existing and suggested strategies to address climate change and the gender dimensions?

-
3. What should the role of the state government be in addressing climate change?

-
4. What kind of campaign could your municipality take on to raise awareness and raise climate change and sustainable development as an important issue for your locality?
-

5. Are there external groups or organisations addressing issues of climate change and sustainable development in the communities? If so, please list or name these.

NAME OF ORGANISATION/GROUP	ACTION BEING TAKEN



Case study

“Fight against plastic bottles” in Mauritius



Mary Coopan, Gender Links, G Munhurrin, Ministry of Environment, M Purmessur, Lotus Women Association and D Damre, Municipal Council of Vacoas Phoenix (MCVP) at the Mauritius Council of Vacoas Phoenix council, October 2011.

Photo by Loga Virahsawmy

As part of the COE's, the Mauritius Council of Vacoas Phoenix council is developing a gender aware campaign on climate change and sustainable development. The project is a partnership between Gender Links and the Ministry of the Environment. The main thrust of the campaign is to limit and eventually eradicate the use of plastic bottles.

On the ground, the campaign is a partnership of the Municipal Council of Vacoas/Phoenix; non-governmental organisations (NGOs) in the three Wards of St Paul, Clairfonds and Glen Park; and the Ministry of Environment. Citizens of the three wards are also key partners in the process.

The campaign's slogan is “*Lalit kont boutey plastik!*” “Fight against plastic bottles”. Both the Mayor and the Chief Executive Officer have approved the strategic campaign and momentum surrounding the campaign is growing. Success in Vacoas Phoenix council will lead to similar campaigns being replicated throughout Mauritius.

Workshop

Seven women and five men from the Municipal Council of Vacoas/Phoenix, members of NGOs and a high official from the Ministry of Environment attended a half day workshop on Monday, 13th June 2011. During the workshop, several areas were addressed to ensure sufficient preparation for the campaign. These were:

- **Political support:** Getting buy-in from the Minister of Environment, the Mayor and the Chief Executive of the council.
- **Evidence-based:** Discuss with high officials of the Ministry of Environment, stakeholders and high officials of the municipal council regarding strategic needs of the locality.
- **Specific interventions:** Consultation with NGOs to know the needs of the community and how women can help to protect the environment.
- **Community mobilisation:** The municipal council in collaboration with the Ministry of Environment and NGOs to do community mobilisation through workshops, capacity building, and skills development programmes and sensitisation campaigns to develop a strategic campaign to protect the environment.
- **Capacity building:** Training of women NGOs leaders and altogether, train the members of the NGOs who will, in turn, transfer the information to their family members and the community in general.
- **Applications of skills:** The Ministry of Environment to assist with the campaign. The launching of the campaign will take place during the *CLEAN UP THE WORLD* period in September and be part of an event for 16 Days as well as the Gender Justice and Local Government Summit.

Campaign

The planned campaign has buy-in and committed support from the Information and Education Department of the Ministry of Environment. The Ministry is committed to ensuring that climate change

is sufficiently addressed in Mauritius and the country's environment protected. During the workshop Girish Munhurrin from the Department explained that it was about time that Mauritians stop using plastic disposal bags. He emphasised that these were not only an eye sore when disposed carelessly but dangerous for the environment. When incorrectly disposed they block drains and pollute rivers and seas with devastating effects on sea life and other species.

The Department intends to introduce energy and resource preserving strategies through the campaign. There is a focus on economic lighting and rainwater harvesting for household use. Owing to the major problems that plastic bottles have caused in Mauritius, the Department is prioritising addressing this issue through the campaign. In addition the Department will focus on using organic waste for compost.

During the campaign the locality will limit the use of plastic bottles to create a healthier environment for Vacoas-Phoenix. The campaign will primarily be the collection of plastic bottles and getting them recycled.

The campaign consists of:

- The municipal council finding out with “Attic” - a Company dealing with plastics - if they will be prepared to give special bins to the municipal council.
- Making the campaign known to the community during meetings that the NGOs of the three Wards.
- The Ministry of Environment training women leaders chosen by NGOs of the three Wards who will then train the community on where to send their plastic bottles.
- Special bins being placed in Complex/Community Centres of the three Wards.
- Municipal council workers directing people and making sure that only plastic bottles are placed in the bins.
- Posters and flyers with the logo of the municipal council, the Ministry of Environment and Gender Links being created and displayed.
- During the campaign the community of the three Wards will be encouraged to put their plastic bottles in the bins. The recycling company, “Attics”, will collect the plastic bottles and use them to make plastic furniture.

Monitoring and evaluation

The campaign's impact will be measured through the number of trips conducted by the company. This will help to estimate how many kilograms of plastic bottles have been obtained as waste and what have been done with the plastic bottles.

All necessary resources for the campaign are being provided by the municipal council for example: venues, electricity, tables, chairs and banners. Moreover, resource persons from the Ministry of Environment and NGOs will help with advocacy and sensitisation campaigns. In addition the Ministry of Environment through its MID (Maurice Ile Durable) and private companies will be contacted to sponsor the different activities.

The campaign will be launched during the *CLEAN UP THE WORLD* period in September. Those who have participated in the campaign will get a ‘protecting the environment’ bag. The campaign will be part of the 16 Days campaign against Gender Violence as well as the Gender Justice and Local Government Summit.



Young disabled girl making use of bin for collection recyclable bottles at the Municipal Council of Vacoas Phoenix Launch of Strategic Campaign in Mauritius, October 2011.

Photo by Loga Virahsawmy

Questions

1. What is the key issue being addressed here?

2. How will it help to promote sustainable development?

3. How does it show the value of local level action?

4. Who are the key partners?

5. How sustainable is the campaign? What can be done to strengthen it?

6. How can this activity or similar ones be replicated in other municipalities?



GENDER BASED VIOLENCE

365 Days of Action
against gender violence

16
for days
life



EQUALITY IS KEY



SADC Gender Protocol provisions on gender based violence (GBV)

ARTICLE	TARGET AREA	PROVISION - 2015
20	Legal (by 2015 State parties shall)	Review and reform their criminal laws and procedures applicable to cases of sexual offences and gender based violence.
		Enact and enforce legislation prohibiting all forms of gender-based violence.
		Enact and adopt specific legislative provisions to prevent human trafficking and provide holistic services to the victims, with the aim of re-integrating them into society, among others.
		Enact legislative provisions, and adopt and enforce policies, strategies and programmes which define and prohibit sexual harassment in all spheres, and provide deterrent sanctions for perpetrators of sexual harassment.
21	Social, Economic, Cultural and Political Practices (State parties shall)	Review, and eradicate traditional norms, including social, economic, cultural and political practices and religious beliefs which legitimise and exacerbate the persistence and tolerance of gender based violence.
		State parties shall in all sectors of society, introduce and support gender sensitisation and public awareness programmes aimed at changing behaviour and eradicating GBV.
22	Sexual harassment (State parties shall)	Ensure equal representation of women and men in adjudicating bodies hearing sexual harassment cases.
23	Support services (State parties shall)	Provide accessible information on services available to survivors of gender based violence.
		Provide accessible, effective and responsive police, prosecutorial, health, social welfare and other services to redress cases of gender based violence .
		Provide specialised facilities , including support mechanisms for survivors of gender based violence.
		Provide effective rehabilitation and reintegration programmes for perpetrators of gender based violence.
24	Training of service providers (State parties shall)	Introduce, promote and provide gender education and training to service providers involved in gender based violence including police, the judiciary, health and social workers.
		Community sensitisation programmes regarding available services and resources for survivors of gender based violence.
25	Integrated approaches and monitoring and evaluation (by 2015 State Parties shall)	Adopt integrated approaches , including institutional cross sector structures, with the aim of reducing current levels of gender based violence, by half by 2015.

Introduction

Local government can address gender based violence as a key service delivery issue in a number of ways. Below is a checklist for change that can assist municipalities to get started on either developing a local action plan to end GBV or to see if their action plan addresses key concerns.



Exercise: GBV as a key service delivery issue

- Is GBV an issue for your local municipality?
- What programmes have been embarked upon to address GBV?
- Are the local communities aware of these programmes?
- Look at the local government GBV checklist for change. Are there any gaps in your action plan/programmes on GBV? How could these gaps be rectified?
- How can the action plans be aligned to key provisions on GBV in the SADC Protocol on Gender and Development?

Zambia: Council shows that charity begins at home

Chongwe District Council is one of the 10 Centres of Excellence (COE's) for mainstreaming gender in Zambia supported by Gender Links. The Council has completed all six stages of the COE process including meeting with management teams; situation analysis; council level policy and implementation workshop; community mobilisation village meetings on SADC Protocol; capacity building through on-the-job training, application of skills during 16 Days of Activism, and participation in the 2011 Gender Justice and Local Government Summit in which they won two awards. As a COE, Chongwe is implementing a number of articles of the SADC Gender and Development Protocol in relation to governance, productive resources and employment, Gender Based Violence, and HIV and AIDS. This COE is a good example of the Protocol@work and demonstrates the role of local government in implementing the Protocol on the ground where it matters most. The Council has developed a gender and GBV action plan which is being implemented with resources from central government and local resources.

Chongwe hosted the provincial gender and GBV workshop 14-16 October 2009. The Council has a high level gender champion in the person of the District Planner, Carol Mkandawire. It has created a gender committee composed of both males and females. The council works together with the area development committees, village development committees and traditional leaders to implement the gender and GBV action plan. Chongwe council has dedicated Thursdays to gender activities. Men and women play football and netball together and have round table discussions and watch videos on GBV.

Chongwe District Council is promoting women's rights to economic empowerment through funding of women's clubs from the Constituency Development Fund (CDF). The Council conducts annual reviews of the HIV/AIDS work place policy to ensure that workers' needs are being upheld especially the needs of the women. There is a budget line for maintenance of street lighting to ensure security is in place. The Council continues to ensure that 30% of land available is reserved for women. The Council is also promoting equal representation of men and women in committees such as the Area Development Committees (ADCs).

There are many challenges. For example, women who are allocated land are sometimes unable to develop it due to limited access to financial resources. This is because women do not have collateral to borrow capital from the banks. The Council is encouraging women to access credit facilities to enable them get

funds for their projects. Secondly, there is high demand for extension of street lighting to other areas whilst the resources are limited. The Council has started with lighting commercial and public areas to ensure the safety and security of informal women traders. Thirdly, women lack skills in business entrepreneurship. The Council has responded by linking women clubs to institutions that give skills training in various areas, especially through the Ministry Community of Development. Fourthly, women in some cases share decision making positions in the Council due to lack of education especially in communities such as ADCs. The Council is providing short training for communities to enable women take up decision making positions.

Stigmatisation of those infected by HIV results in those infected failing to speak out. The Council continues sensitising people on the need to support those infected by HIV and AIDS. Chongwe District continues to lobby for resources from the government and funding agencies for implementation of the District programmes.

The tangible outputs to include: increased number of women having access and owing land; increased number of registered women clubs; long trading hours by women on the streets, and equal representation of men and women in committees such as ADCs.

GBV has been reduced and more women have become aware of their rights. The men have started advocating against GBV. Because of economic empowerment through their activities in the clubs, more women are demanding land. There is also recognition of the role of women in decision-making in the communities. The gender mainstreaming activities of the Council are sustainable because of the availability of the ward development funds to continue with the initiatives. There are also qualified staff to ensure the sustainability of the women's clubs. The Council is working with the Area Development Committees, Village Development Committees, and traditional leaders to implement these activities.

These initiatives are replicable in Zambia and in other SADC countries through dissemination of information by the local government associations. GL is currently working with 100 Councils across SADC on main-streaming gender in local government. This number will be increased

to 300 over the next two years. GL is also working with local government associations like the Local Government Association of Zambia (LGAZ) on strategies for cascading the COE's. Involvement by local councils in the Sixteen Days of Activism increased markedly in 2010, with several sharing innovative strategies at the Second Gender Justice and Local Government Summit in March 2011.



Zambian councils put up a strong show at the Second Gender Justice and Local Government Summit.
Photo: Colleen Lowe Morna

Questions

1. How has the council showed commitment to becoming a COE? _____

2. What are some of the main activities that they have implemented to show their commitment?

3. What are some of the challenges they have faced?

4. Why is it important for councils to be involved in activities that address the impact of GBV?

5. Can these activities be replicated by your council or other councils?

Now go through the Checklist for Change for local government on the CD Rom and use it in developing the Gender Action Plan.

DEVELOPING A LOCAL GENDER ACTION PLAN



Fiina Elago, Deputy Mayor of Keetmanshoop, outside the municipal offices.

Photo by Colleen Lowe Morna

KEY GENDER ISSUES LOCAL GOVERNMENT



Exercise: Why is gender an issue in local government?

As you build up to developing your action plan, it's important to remind ourselves why gender is a key issue in local government. The chart below shows the different areas of work of local government. Your facilitator may ask you to “buzz” in pairs for a few minutes about why gender is an issue in the work of local government or, if time permits, to act out a few scenes showing why this is so. The fact sheet at the end of the exercise gives some useful pointers.

FUNCTION / POWER	Municipality	Town	Village
SECURITY AND EMERGENCIES			
Fire protection	*	*	* (fn1)
Ambulance services	*	*	* (fn1)
HOUSING AND TOWN PLANNING			
Housing	*	* (fn1)	* (fn1)
Town planning	*	*	* (fn1)
TRANSPORT			
Transport	*	* (fn1)	* (fn1)
Other	* (fn2)	* (fn1)	* (fn1)
ENVIRONMENT AND PUBLIC SANITATION			
Water and sanitation	*	*	*
Refuse collection and disposal	*	*	*
Cemeteries and crematoria	*	*	*
Slaughter-houses	*	* (fn1)	* (fn1)
Environmental protection	*	*	*
CULTURE, LEISURE AND SPORTS			
Theatre and concerts	*	*	*
Museums and libraries	*	* (fn1)	* (fn1)
Parks and open spaces	*	*	*
UTILITIES			
Gas services	*	*	*
Water supply	*	*	*
Electricity	*	*	*
ECONOMIC			
Agriculture, forests and fisheries	*		
Economic promotion	*		
Buy and sell land and building	*	*	*
Tourism	*	*	*

Source and adapted from: www.clgf.org.uk and Advocacy in Action (LAC 2004).
 fn1: Service provided with the Minister's approval.
 fn2: Aerodromes.



Fact sheet: Key gender issues in local government

Crime and security: In addition to the high levels of crime that affect both men and women in Southern Africa, especially in poor areas, women are the main victims of domestic violence and sexual offences.

Credit: Women still struggle to access credit although most SADC countries now have programmes of one kind or the other to assist women in accessing credit. There are several factors hindering women from accessing credit, including poverty, powerlessness in decision-making, limited access to land, capital credit or cash, fertiliser or manure, technological training, and non-farm labour markets, etc. Often women are hindered from accessing credit by laws that require that couples are married in-community of property. In many cases, through policy or practice, this places the husband as the administrator of the joint estate. Therefore, it is at the husband's approval that credit can be given.

Procurement: Local government procures a range of services from a variety of contractors from catering to construction. Local government as a client can play a role in promoting businesses that are owned by women and who employ women. Although there is some bias towards women in procurement procedures, specific targets are not always set.

The informal sector: Women constitute the majority of informal traders especially in the so-called survivalist sector. Instead of providing simple facilities like market stalls that can help women to work in safe and hygienic environments and make a more decent return from their long hours of work, local authorities often harass women traders and charge them with breaking by-laws.

The unwaged work of women and care work: Much of the work that women do at community level is unwaged and unrecognised. This is especially an issue in the era of HIV and AIDS, with the burden of care shifted to women and girls. The role of men in care work is an increasingly critical issue.

Environment and health: Pollution, lack of adequate services such as sanitation, sewerage and fuel impact on the environment and are also health hazards. Women are disproportionately affected because they perform the majority of the tasks around the home and care for the sick. Public health care facilities are often inaccessible. The reproductive health needs of women are also often poorly serviced.

Climate change: Has a profound effect on food production and is causing an increasing number of natural disasters. Women are disproportionately affected because of their role in food production, home and family management.

Transport and mobility: Often women need to travel into residential areas at times when transport is planned for people travelling out. For example, domestic workers come to work in residential areas in the early hours of the morning when most residents are going out to work in the city. The domestic workers are thus forced to leave their children with relatives, and live in cramped quarters with their employers. The multiple roles of women mean they must often take several short trips in a day, often on routes that are poorly serviced and dangerous.

Land and housing: Although men and women are theoretically eligible for housing and land subsidies in most countries, these services are invariably registered in the names of men. Ironically, urbanisation is increasingly accompanied by a diversity of household types, with single adult households and women-maintained families emerging as an important and growing household form. Single adult households are invariably headed by women.

¹ Beall, J (1996), "Urban governance: Why gender matters".

Exercise: Understanding the policy context

Before you start on your Gender Action Plan, it is important to understand what guides this. Many countries' governments are signatories to a number of regional and international commitments aimed at advancing the rights and status of women in the country. Examples of these instruments are the Convention on the Elimination of all forms of Discrimination against Women (CEDAW), The Beijing Platform for Action (1995) which advances gender mainstreaming as a strategy for achieving gender equality, the Millennium Development Goals (MDG's) and, regionally, the SADC Protocol on gender and development.

The aim of the Gender and GBV action plan is to give effect to government commitments to gender equality at the local level through practical steps for ensuring that gender is mainstreamed in, and through, local government. Your facilitator may also do a short PowerPoint presentation on what is contained in the document. You will notice that the action planning framework is structured around the SADC protocol provisions. This is because the action plans are an implementing tool for the strategy. They will help to ensure concrete actions, with measurable outcomes and indicators.

Exercise: Developing a Gender Action Plan



Source: Ministry of Gender Equality and Child Welfare, Gender Training Manual and Resource Guide

Participants will be asked to break into groups according to their areas of work and complete the gender action plan framework, making it relevant for their particular council. The framework is in the manual.

The fields to be completed are:

- Who - who/which department will be responsible for the action?
- What is the baseline data - what is the starting point, use the questions in the framework to guide your discussion.
- What is the target/indicator - what is the ultimate goal of the council and how will achievement of this goal be measured, use the questions in the framework to guide your discussion.
- When - what is the timeframe in which this should be completed?
- Budget - what is the budget required for this action to be completed?

WAY FORWARD



Exercise: What to take and what to leave

You will be given four sheets of paper. Write two things that you will take away with you (positive feeling/idea) and two things you will leave behind (negative feeling/idea). Participants should place, in the trash can, what they want to leave behind and, in the suitcase, what they want to take with them.



Two volunteers will read the notes in the trash can and in the suitcase. In focusing on what participants want to take with them, the facilitator will lead a discussion on how to take the action plan forward as follows:

- What is the council procedure for getting such a plan adopted?
- Whose responsibility is it to ensure that the plan is adopted?
- What is the timeframe?

RESOURCES	FILE NAME
STAGE FIVE: ACTION PLANNING WORKSHOP	
Management tools	
Stage five workshop programme	MT5_Stage5programme
Stage five workshop report	MT6_stage5reportform
Action planning framework	MT8_Actionplanningframework
Check list for change	GBV_MT7Checklistforchange
Information resources	
50/50 policy brief	InfoR2_5050Policy
COE concept paper	InfoR3_COEconceptpaper
COE pamphlet	InforR4_COEpamphlet
SADC protocol pamphlet	InforR5_SADCpamphlet
Climate change policy brief	InfoR6_Climatechange policy
Care work handbook	InfoR7_Careworkhandbook
Care work country reports	InfoR8_Careworkcountryreports
SADC Protocol Barometer 2011	InfoR9_SADCBarometer2011
The 'war at home' GBV indicators book	InfoR10_Thewarathomebook
M and E	
Participants list	MandE2_ParticipantsList
Information on participants	MandE1_GMDCForm
Workshop evaluation form	MandE7_Evaluationform
Profiles and case studies	
Please see collection of profiles and case studies by country on the CD ROM	
Power point presentation	
Climate justice and the SADC Protocol	PPP4_Climatechange
Audio visual materials	
Making care work count DVD	AV3_CareworkDVD
16 Days for life DVD	AV4_16DaysforlifeDVD
365 Days of action to end GBV	AV5_1DaysofactionDVD
Tjoon in radio interview	AV6_Tjooninradio (available on website)

ADOPTION OF ACTION PLAN AND SIGNING OF STATEMENT OF COMMITMENT



From planning to action: Isabella Kavendjii, Deputy Mayor of Arandis, Namibia, displays multiple awards.

Photo by Colleen Lowe Morna



Objectives

- To ensure that the Action Plans are adopted in full council meetings so that implementation of the plan is ensured.
- To sign a statement of Commitment that ensures plans are put into action.
- To schedule dates for the GL country facilitator to do regular visits to the council to ensure that councils are actively implementing their plans and to provide on-the-job support and capacity building, where necessary.





Description

This stage is crucial as it ensures that the council formally adopts the action plan developed during the Stage Five workshop. It ensures that the council takes ownership of the plan and all COE processes.

Who to meet

- Working committee selected to champion the plan and process.
- Management team of the councils.
- Mayor and/or municipal manager.

A few points:

- The formal signing of the statement of commitment can also take the form of a formal 'launch' or event.
- The country facilitator can assist the council in organising such an event that could receive media coverage, etc so that the council can public show its commitment.
- The signed statement of commitment can be framed and put in the foyer of the council to show the public that the council is serious.

Who to invite to the 'launch'

- Media (local newspapers, community radio, etc).
- Local partners (NGOs, CBOs, FBOs, etc).
- Community at large.
- Councillors.
- Officials.

Key outcome

Councils are committed to becoming fully fledged COEs, they understand the importance of gender mainstreaming and take ownership of the COE process to ensure that their councils are sustained COEs.

RESOURCES	FILE NAME
STAGE 6 - ADOPTION OF ACTION PLAN AND SIGNING OF STATEMENT OF COMMITMENT	
Management tools	
Statement of commitment	MT9_Statementofcommitment
Stage 6 Report form	MT10_stage6reportform
Information resources	
COE concept paper	InfoR3_COEconceptpaper
COE pamphlet	InforR4_COEpamphlet
M and E	
Participants' List	MandE2_ParticipantsList
Information on participants	MandE1_GMDCForm
Workshop evaluation form	MandE7_Evaluationform
Audio visual materials	
Gender justice awards DVD	AV7_GenderJusticeawardsDVD

STRATEGIC COMMUNICATIONS



"Real men don't abuse women and children" - Young women march against GBV in South Africa

Photo by Gender Links



Objectives

- To gain an understanding of how the media works and can be used in leveraging the work on gender and governance.
- To gain an understanding and skills on how to advocate for key gender issues in the action plan.
- To apply the skills gained in developing campaigns such as the 16 Days of Activism on gender violence and the 50/50 campaign.
- To monitor and evaluate the effectiveness of the campaigns, including gathering examples for the annual Gender Justice Local Government Summit and awards.





TEMPLATE FOR PROGRAMME

STAGES VII AND VIII

DAY/ TIME	ACTIVITY	TIME	WHO
DAY ONE:			
8:45 - 9:00	Introductions and objectives - To provide background and agree on objectives for the workshop - Expectations from participants - To develop guidelines of participation - Eyes and Ears	15 min	
Gender and media literacy			
9:00 - 10:45	Media monitoring, findings of the GMBS, taking up cases	1 hr 45 min	
10:45 - 11:00	<i>TEA</i>	15 min	
11:00 - 13:00	Profiles and mock interviews	2 hrs	
13:00 - 14:00	<i>LUNCH</i>	1 hr	
Gender and communications			
14:00 - 15:30	Broken telephones; what is meant by communications; different forms of communication	1 hr 30 min	
15:30 - 15:45	<i>TEA</i>	15 min	
15:45 - 17:00	Campaigns and different elements of campaigns	1 hr 15 min	
DAY TWO:			
8:00 - 8:30	Reflections, Eyes and ears	30 min	
IT for advocacy, including the use of cell phones			
8:30 - 10:45	- Understanding the internet - Creating an email account - Online petitions	1 hr 45 min	
10:45 - 11:00	<i>TEA</i>	15 min	
11:00 - 13:00	- Cyber dialogues and online chats - Social media - Facebook	2 hrs	
13:00 - 14:00	<i>LUNCH</i>		
14:00 - 15:30	Using cell phones advocacy	1 hr 30 min	
15:30 - 15:45	<i>TEA</i>	15 min	
15:45 - 17:00	Designing mobile campaigns	1 hr 15 min	
16:45	CLOSURE		
DAY THREE:			
Application of concepts to developing a campaign, e.g. the Sixteen Days of Activism			
8:00 - 8:30	Reflections, eyes and ears	30 min	
8:30 - 10:00	What is the Sixteen Days of Activism (or other campaign to be taken up)	1 hr 30 min	
10:00 - 13:00	Group work on various aspects of the campaign	3 hrs	
13:00 - 14:00	<i>LUNCH</i>	1 hr	
14:00 - 16:00	Consolidation of plan	2 hrs	
16:00 - 16:30	Closure and way forward	30 min	



SADC Gender Protocol provisions on the media

ARTICLE	TARGET AREA	PROVISION - 2015
29	Gender mainstreamed in media policies and programmes.	Ensure gender mainstreamed in all information, communication and media policies, programmes, laws and training in accordance with the Protocol on Culture, Information and Sport as well as other relevant national and regional commitments.
	Gender mainstreamed in media codes of conduct and policies.	Encourage media and media-related bodies to mainstream gender in their codes of conduct, policies and procedures ; adopt and implement gender aware ethical principles, codes of practice and policies in accordance with the Protocol on Culture, Information and Sport as well as other relevant national and regional commitments.
	Promote equal participation.	Take measures to promote equal representation of women in ownership and decision making structures of the media.
30	Media content.	States parties shall take measures to discourage the media from: <ul style="list-style-type: none"> • Promoting pornography and violence against all persons, especially women and children; • Depicting women as helpless victims of violence and abuse; • Degrading or exploiting women, especially in the area of entertainment and advertising, and undermining their role and position in society; and • Reinforcing gender oppression and stereotypes.
	Equal voice to women and men.	Ensure equality in all areas of coverage; increasing number of programmes for, by and about women on gender specific topics.
	Gender sensitive coverage.	Take appropriate measures that encourage the media to play a constructive role in the eradication of gender based violence.

Question

How are these provisions relevant to your council?

[illegible]

GENDER AND MEDIA LITERACY FOR LOCAL LEADERS

Introduction

Hands up anyone who has ever thought about, let alone counted, how often the voices of women and men feature in the news? Chances are that very few of those reading this has ever done so. It is not the way we are taught to consume the news. After all, we just want to know what happened, don't we? Why should we be bothered who the source of the news is?

Missing in action

How do gender roles and assumptions in society reflect in the media? Do media mirror reality? These are important questions to ask as we look at the representation of women and men in the media. To get us thinking, here is a quick exercise that you can do anywhere in the world you might happen to be. It's a slightly less sophisticated form of some of the monitoring that you will do later on in this course. But it makes the point just as well, and really gets you thinking.

Finding women and men in the news

Three groups

Making use of the day's newspapers, count the number of female and male sources and take note what these women and men are doing. If you are working through this in a group each individual or pairs of individuals should look at a different publication. Fill in the information in the table overleaf and discuss the questions after the table. Please also divide the articles into the following categories and discuss.

1. Articles that demonstrate subtle stereotypes:

2. Articles that demonstrate blatant stereotypes:

3. Articles that demonstrate gender aware coverage:

MISSING VOICES

STORY	No OF FEMALE SOURCES	No OF MALE SOURCES	TOTAL	No OF WOMEN IN IMAGES	No OF MEN IN IMAGES	TOTAL	% FEMALE SOURCES	% WOMEN IN IMAGES
TOTAL								

Questions

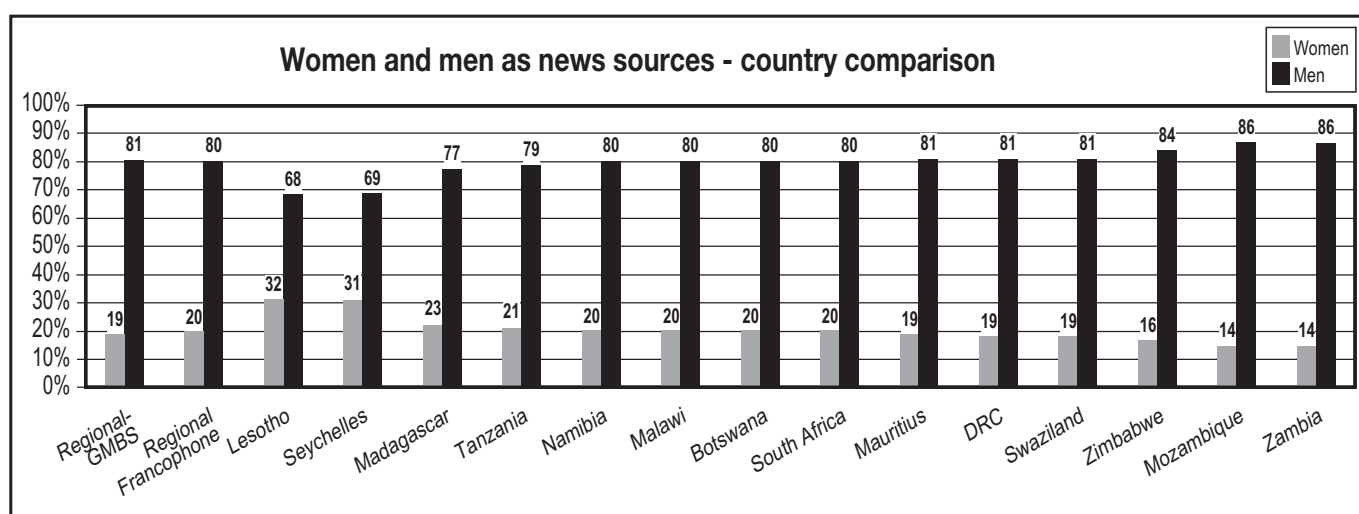
1. What proportion of women and what proportion of men are represented as sources in the stories?

2. How do the sources compare with the images of women and men in the paper?

3. What is the difference, if any, between the roles that women and men play as seen in the media?

Women and men in the news in Southern Africa

In 2003, GL, the Gender and Media Southern Africa Network (GEMSA) and the Media Institute of Southern Africa (MISA) conducted the Gender and Media Baseline Study (GMBS) concerning the representation and portrayal of women in the news. The partners repeated this study in 2010 in the Gender and Media Progress Study (GMPS) to benchmark progress. Overall, the proportion of women sources in the region had increased from 17% in 2003 to 19% in 2011. The results by country are illustrated in the figure below:



Source: GMPS 2010.

Discussion

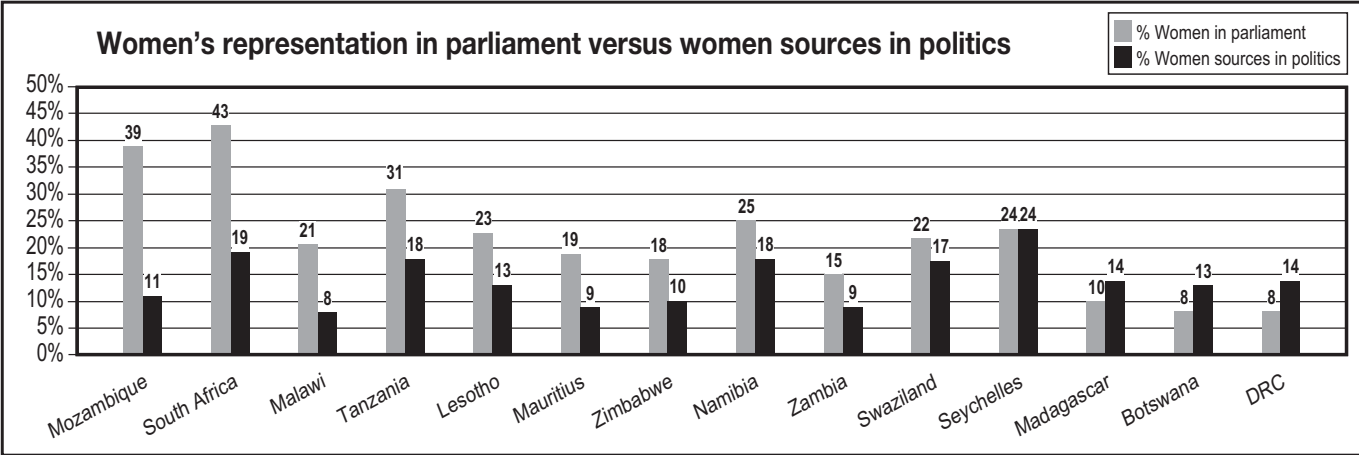
1. Comment on the results for your country. Has there been an increase or decrease in women sources?

2. What could be some of the reasons for the low proportion of female sources in the media?

3. Does the presence of female sources in the media make a difference?

Women are not heard, even when they are there

One of the arguments frequently made by journalists is that they do not interview women because there are no women, or a shortage of women, in some occupations (like economics or sports). What do you think about this argument? The exercise that follows shows that even when women are present in professions, this does not necessarily mean that their voices get heard. The graph compares the percentage of women in parliament in each country, with the proportion of women politicians quoted in the Gender and Media Progress Study 2010.



Source: GMPS 2010.



Exercise: Making every voice count

View the first twenty minutes of the DVD, Making Every Voice Count, up to where Thenjiwe Mtintso talks about her experience as a woman in politics and the phenomenon of the “roving microphone”. Answer the questions that follow:

1. What does the video tell us about women and men’s media access?

2. As a female politician, have you experienced the ‘roving microphone’ phenomenon before?

3. In your country, on which subjects or topics are women mostly quoted?

4. Why do you think this is so?

How the media “hides” women

How does it come about that, even when women are present at events, their views about the event get ignored?

1. In your country are women politicians visible?

2. What is your opinion on the invisibility of women in national politics?

3. Do women in politics get media access e.g. appearing as subjects or sources in the media?

4. Think of any event where women politicians have been present but had their views about the event ignored by the media.

5. Have you experienced this as a woman politician?

PORTRAYAL OF WOMEN IN POLITICS AND THE MEDIA

Each group should look at the three issues below relating to the portrayal of women in politics and make a presentation to the rest of the group. Pick examples from the CD with clippings.

Iron ladies

South Africa's Geraldine Fraser Moleketi is one such woman who has been referred to as an 'iron lady'. Think of local examples.

How women in politics dress

Think of a few local examples where media have focused on how women in politics dress instead of looking at what they bring to the political arena.



Discussion

1. Comment on the Hilary Clinton image: _____

2. What is the likely impact of such a cartoon on aspiring women politicians?

3. Think of a few other examples where women in politics have been presented in highly stereotypical ways:



Definition

Gender stereotypes are socially constructed beliefs about men and women. They are constructed through sayings, songs, proverbs, the media, religion, custom, culture, education, drama etc.

My favourite picture

Participants should each bring their favourite picture. Those who have clippings of their pictures that have appeared in the media can also bring these.

Buzz (talk to your neighbours) about their favourite photograph using the questions below as a guide. Refer to the pictures on the **CD ROM** and say which ones you liked the most and why. Use the questions below as a guide.

Questions

1. Who took the picture (if you know)? _____

2. What do you like about this particular picture? _____

3. If it is your own picture, what angle was it taken from? _____

4. Has this picture been used by the media before? _____

Discussion

After five or 10 minutes "buzzing", resume as the full group. Discuss what kinds of pictures you considered your "favourites". Were most of the pictures described of individuals or groups of people? Were they of important events? Were there any pictures that have appeared in the media? What angle were they taken from?

Profile picture

This is a headshot of you that you will use in your publicity materials, election posters etc. A first step is to have a good picture of yourself that represents you honestly and fairly to your public. Try to get a good headshot for your posters and press releases. If you can't do one yourself then go to a studio lab and get one done. Many studios these days can give you the photograph in hard copy and as a .jpg file for computer use in word documents and other leaflets and posters. Ask for this when you have the photograph taken.

People don't really relate to the 'passport' style photograph. Facing the camera straight on, unsmiling and badly lit with too much flash these will never impress people with your professionalism and personality.



Look your best, make sure you feel comfortable with your appearance. Try to look 'through' the lens at the photographer, imagine you are smiling at a person who has come to see you. You want to make a good impression on them and it's the same with the audience for your photograph. Once you've got your picture of you, let's look at pictures of what you do as a politician!

"How to take great people pictures every single time"

Don't let the technology get in the way!

Most digital cameras take good, average pictures provided you realise the limitations of the camera and shoot accordingly.

The biggest heartaches seem to fall into some common areas of failure, namely lack of light/under-exposed shots, heavy shadows hiding peoples faces, fuzzy or out of focus subjects and being too far away or too near to the subject. Let us look at each problem in turn! There are examples of each in the **CD ROM** provided.

Lack of light/underexposed shots

At night or indoors we usually use flash to light a scene. The problem is that most flashes built into cameras are very weak and don't carry far to illuminate our subject. The answer is to move in close - no more than two metres away from what you are photographing. Try to make sure that you group people tightly together if photographing groups. Of course you can always ask people to step outside into the garden and photograph them there! If you are trying to photograph a band or stage performance, wait until the show lighting is at its brightest and zoom in on the action that is on-stage.

Heavy shadows

The other common outdoors situation is where the sunlight is very bright and almost straight overhead, causing heavy shadows on faces. The best solution is to simply to not try to photograph people at all at any time after 10 am and not before 4.00 pm! This is obviously not a solution at all on some occasions so we can try to do some things to get better pictures of people. Move people out of the direct sunlight into a slightly shaded area and don't take their picture when you are facing the sun. Did you know that this is the time of day when most professional photographers will use their flash - yes, even in bright sunshine. The trick is to even the light out on your subjects and that is what using the flash does. Try it yourself and see the results. An old photographers trick is to get someone to hold a newspaper or sheet to reflect light back into someone's face, it gives beautiful diffused light for portraits.



Fuzzy or out of focus shots

A common fault is that people snatch at the shutter button, thus shaking the whole camera.

Try to press the button firmly and carefully holding the camera as still as you possibly can. Cameras are mostly set to photograph in focus what is in the centre of the frame so, if your subject is off to one side, you'll get a nice clearly focused tree or mountain in the background and an out-of-focus person on the left or right! Solution - focus on the person in the centre of the frame and keeping your finger half down on the shutter button recompose your shot and then press the button the whole way down. This is also a problem when photographing two people together. The focus goes through the gap between them so focus on one face clearly and then recompose the shot.



Too far or too near

By far the biggest problem is when people try to photograph from too far away with the lens set on its widest angle.

Try to move in closer to the action and zoom the lens in until you've almost filled the whole frame with your subject. Another common problem is the photograph where the person's nose is twice the size it should be! This is caused when portraits are attempted with the lens on wide angle setting distorting a person's features.

Again, set the lens on its longest zoom-in setting and move back or zoom out slightly until you are happy with the composition. An added attraction of using the lens at a long zoom setting is that it tends to throw the background slightly out of focus emphasising the person in the foreground.



With children the problem can be twofold, they are fast and so you need to use the flash to catch their action and often we photograph them without getting down to their height. Bend those knees and get down to the action at their level. Remember children's attention spans are very short and if you try to keep them still and attentive for too long you are asking for the impossible! Let them play and follow the action, they will soon ignore you and you'll have far nicer, informal pictures of them.

Good shooting!



Fact sheet: Visual literacy

We should be aware by now that messages do not only come to us in the form of text or written words. They also come to us through pictures. We saw some interesting ones in the previous module! In fact judging from the saying "*I read, I forget, I see I remember*" images that we see in the news can often have much more of an effect on us than what we read. So, in addition to being **media literate**, we also need to be **visually literate**. This means that we, to be able to read meanings into the things we see, and bring the same critical eye to things that we see, as to things that we read. A visual text makes its meanings with images, or with meaningful patterns and sequences.

This is especially so, in the age of **globalisation** that we will spend some time talking about, in this module. Fast communications means that certain types of images come pouring into our homes and onto our screens each day, shaping our views on what it means to be a woman or a man. Of course, this may not all be bad.

But, as media literate citizens, we need to be able to put on our gender lenses and at least be critical consumers.

Newspaper research in the USA shows that "readers look at photographs first, scan the caption, read the headline and, if they are still interested, read the story." (Paul Martin Lester 1996). This first exercise will get us thinking about some of the ways that images affect us.

Globalisation has brought an influx of images from the "global village" - the truly overwhelming number of images produced through high-technology media, and spread all over the world. Increasingly, visual imagery in the media adopts and promotes "globalised" norms and standards generated by international

and “first world” based news, picture, entertainment and advertising agencies. Many of these messages come through entertainment agencies like MTV. Others are promoted as advertising imagery, through international corporations. Increasingly, we find photojournalism - visual images produced to record the news - filtered through conglomerates such as CNN and Reuters. These carry images of gender and gender roles generated chosen, or moderated, by staff based in the “first world”.

The result of this “globalisation” of imagery is that we are bombarded with pictures from the first world of what is “masculine” and “feminine”, and all the areas that make up the relations between them (from the nuclear family, love and marriage, to concepts of war, of HIV and AIDS, and so on). Although we see vast numbers of these images, covering a range of subjects and promoting a wide list of products, this imagery reflects quite a narrow perspective on gender.

MAKING YOUR VOICE COUNT

Now that we have a better sense of how the news is made, what we like and don’t like, and what the reality is as far as gender is concerned, it’s time to talk about what we can do. We should never be passive recipients of anything! If we feel strongly about something, we should speak out. When we do so, we are not only getting things off our chest, we are being responsible **citizens**. We are *watching the watchdogs*! That is at the heart of a **responsive, participatory democracy**.

In this module we will do several exercises that help us understand where, how and to whom we can give feedback that is likely to be heard and used by newsmakers. Remember: the media is obliged to listen to you and air or publish your views, if these are well presented and argued. The media also needs and values such feedback, because you are a valued customer! If you stop buying the news, the media will be out of business! This puts you and I in a strong position!

Giving interviews

We have talked about sources as the basis of news. Now you, yourself, need to prepare to be a source! You can prepare lots of documentation for the media. This is important in providing facts, figures, names, correct spellings etc. But, in the end, what will bring it all to life is you! So when you go out courting the media, you need to be prepared to talk to the media. Think how boring it would be if television and radio only read, and newspapers only quoted, press releases! Your words are what bring it all to life, giving context and depth, human insight, anecdotes and that favourite of all journalists: quotes!

Pick up the day’s newspapers and pick out a few good quotes. Why would you describe these as good quotes?

Tips: The most common pitfall is long sentences and fuzzy answers. This is especially a problem for television, where time is at a premium. Repeat the process after the comments from the floor, and see if the playback and critique helps to improve the quality of the interview.

More tips

- Be personal.
- Know your subject.
- Be convincing.
- Avoid ums and ahs.
- If this is for video, dress smartly and sensibly (you don't want to look uncomfortable in tight fitting clothes for example!).

Discussion

1. What are the main features of a good press release, both in terms of the content, and in terms of the way they are written?

2. In your view, what are the strengths of this press release?

3. List key types of information that should be given in a press release.

4. Using these features, write a press release for the issue you are working on.

5. Have your facilitator and/or members of your group read it and give feedback.

Mock interview on the Gender Action Plan of the council

Ask a team of local journalists to assist in conducting mock interviews on the Gender Action Plan developed by the council. It may also be possible to go to a local radio or TV station for an actual interview. The questions can be put to a team of councillors, or they can be done individually. Questions asked might include:



Celine Nanon and Loga Virahsawmy during a mock radio interview at the Media Literacy and Leadership Skills Training Course for Women.
Photo by Mary Jane Piang-Nee

1. Why did the council develop this action plan?

2. Has it been adopted?

3. What are the main targets? How do these relate to the SADC Protocol on Gender and Development?

4. What difference will this plan make to the lives of women and men in the community? Please give examples.

After the interview, please replay the video and note down some tips for giving better interviews, based on what you see:

Tips for better interviews

Strategies for using the media effectively

Building relationships

1. Draw out some of the ways in which politicians can seek to build relationships with the media.

2. Who would you target?

3. Are there media women's associations in your country? In what ways are you working with them?

Tips: Media practitioners are human beings! Communicating with journalists makes a difference. The first step in establishing and maintaining good relationships with media professionals is to identify the proper person to make contact with, depending on what you wish to accomplish. In many SADC countries there are media women's associations, such as the Tanzania Media Women's Association, Zambia Media Women's Association, in Lesotho there is the Gender and Media Southern Africa (GEMSA) Network. These are likely to give you a sympathetic ear and are a good entry point.

For effectively building and maintaining professional relations with media personnel:

- Professionalism - be factual not rhetoric.
- Respect - do not attack a journalist.
- Honesty.
- Commitment.
- Confidence.

Tips on pitching a story to the media

- Be creative, but keep your list of ideas short.
- Know your organisation's priorities - what part of an event or issue do you want in the public eye?
- Use statistics wisely - data can be powerful ammunition to back up your arguments, but keep it simple and to the point.
- Reporters and editors are always short on time - if you don't grab them in the first few moments of your pitch, you won't secure their interest.

How to get journalists to cover your event

- Identify what journalists to invite.
- Make an innovative invitation.
- Argue why your event is newsworthy.
- Send out a short innovative press release.
- Follow up invitation and press release with calls.

Building relationships with the media

We can criticise the media, take them to task, and even make our own media but, in the end, one of the most effective ways of bringing about change in the media is to work with the media in producing stories that address our issues and concerns. But we can only work with the media if we have built relationships with them. There has to be an entry point.

The media is a tool that you can use to get your message out to the audiences that are important to you - the general public, business, government officials, (local and national) and policy makers, among others.

If you develop a relationship with the media during non-crisis times, you will have contacts in place when an emergency occurs. Use the following ideas to assist you in building this relationship:

1. Identify what media outlets are available in your city and the reporters.
2. Use local social and community events to build on your cause.
3. Submit regular brief articles or news releases to your local papers.
4. Be sensitive to media deadlines especially when contacted for comment.
5. Where possible provide media with fact sheets with background information.
6. Be prepared for suggestions of photographs to be used by media.

As we approach the media with our issues, we should always make sure that all our assertions are based on fact to avoid embarrassment. We now have many facts and figures that we can take with us when we engage with media houses, (including the results of our various monitoring projects such as the Gender and Media Baseline study, Who talks on radio talk shows?, Gender and Advertising in Southern Africa, Gender and Tabloids in Southern Africa. We should have written a letter and an opinion piece (and hopefully seen them published!) We know how to make glossy pamphlets and how to rally support using the internet. We may even have taken up a case against the media, or at least against an advert or story through a regulatory authority.

But in this module, we will talk about how to make friends; how to make ourselves and our issues newsworthy; and how to turn situations of conflict to our advantage, media-wise. In essence, after all the hard work and toil, its time now to make the media work for us! Yes, we can use what the media offers to our advantage. Who doesn't like media publicity?

Making peace

Making peace is the starting point in any fragile relationship. This does not mean to say that we are ignoring all the negative things that the media is doing. We are just trying to build sustainable relations that we can take advantage of in the future.

Often, a situation of potential conflict can be turned to our advantage if we manage it well. The case study below is an example of how what began as a complaint turned into a debate and a chance to engage with the media.

At the end of the day, media practitioners are human beings. Many of them work hard and are committed to professional standards. The good news is that the level of gender and media awareness within the media is growing, thanks to organisations like the Federation of African Media Women Southern Africa (FAMWSA) and the Gender and Media Southern African Network (GEMSA). Many media practitioners are members of these organisations and are strong allies. Working with, and through, them is a powerful strategy for change.



Case study: Media and activists find common ground

By Dorcas Chileshe

Lusaka: Following training workshop by GL and the Zambia Institute of Mass Communications (ZAMCOM) that stressed the need for NGOs to work closely with the media in 2001, a number of organisations in Zambia have responded positively by reaching out to journalists around the country.

Project coordinator for the Justice for Widows and Orphans project, Florence Shakafuswa, who presented a paper at the workshop and has since attended a GL workshop on strategic communications, says her organisation has decided to work closely with media people because of their expertise in packaging and disseminating information to the public in an effective way. Shakafuswa says many NGOs are doing commendable work but that their efforts are not known or appreciated by society because the media are not involved.

She says her organisation has embarked on a two-year project aimed at promoting the rights of widows and orphans. In this project, the media will be involved in all the activities so that they can

inform the nation objectively and accurately. The Zambia Media Women Association (ZAMWA) has been identified as a close partner.

ZAMWA has welcomed the idea saying other NGOs should stop the habit of working in isolation. ZAMWA chairperson, Sharon Mwalongo, who is also head of radio at ZAMCOM and co-facilitated the gender violence workshop, says NGOs should not only invite journalists to cover them during special functions but should involve them in their activities. This way the media will better understand their issues and be able to disseminate them more accurately.

Many NGOs complain of being misquoted because they do not interact with the media closely enough to enable media practitioners to understand the issues at hand. Such a situation can lead to misquoting, says Mwalongo.

National Legal Aid Clinic for Women (NLACW), an organisation that promotes the legal rights of women and children in Zambia, has also opted to develop close working relationships with media practitioners.

According to NLACW director Colonel Clement Mudenda: “We may have the knowledge as NGOs but no skills to publicise our activities. It is only media people who have specialised knowledge of writing articles that can make an impact in society.”

Pamela Chama, a participant in the GL/ZAMCOM workshop and a journalist working for Zambia National Broadcasting Services (ZNBC) says the best way of bringing an end to gender violence is for NGOs to hold hands with them media. “From the time I took interest in covering issues affecting women and children, NGOs working in this area have been coming to ask for me when ever they have breaking news,” she reflects.

Grace Kasungami, another journalist, agrees that NGOs are scared of working with media people because they find it difficult to trust them. She suggests that journalists should stop the habit of only going to NGOs when there is a scandal or any other negative news.

“As journalists we need to go to these NGOs even when there is nothing really happening. We need to learn to approach NGOs just to chat and ask them to tell us what they do so that we can create rapport, that way they will not be scared of us,” she says.

Questions

1. Why do NGOs doing going work often not get good media coverage?

2. What interest does the media have in working with NGOs?

3. How can this be built on? _____

4. What, from the case study, are the advantages of forging strong relationships with the media?

Opinion pieces

One of the ways of making your views known is through writing an opinion piece. Pick up any newspaper of the day and point to the opinion page. You will note that even though this is inside the newspaper, it is a distinguished looking page (usually not done in colour, to enhance the sense of a solemn page). Usually the editorial (or what the newspaper itself thinks of as the important issues of the day) is also sitting on this page. This page is not as easily accessible as the letters page for people who want to write themselves. Often it is reserved for contributors or associate editors. High profile people stand a better chance of getting published than us ordinary folks! But most newspapers also allow some space for the general public to offer its views in this respected space that helps to “shape opinion” and allows us more room to argue a case than the letters column. If you do a quick count, you will also see that the opinion pages are especially lacking in contributions by women. Remember that our mission is to make our voices count, no matter what. So don’t be deterred. We are going to do what we can to make sure that some of the articles from this course get published, no matter what!

What is an opinion and commentary piece?

Read three pieces on the **CD ROM** given and answer the questions below:

1. What do you think an opinion and commentary piece is? _____

2. Is there a difference between an opinion and commentary piece and a news article? If so, what is the difference?

3. Comment on the structure of the articles.

4. Comment on the headlines of the three pieces you have looked and say if you find them interesting at all.

Get comfortable with the GL opinion and commentary service

The Gender Links Opinion and Commentary Service is a bridge between new writers and the mainstream media. The editor of this service welcomes new voices and will do everything possible to help and assist you in writing your article. You will find the service on the following URL: <http://www.genderlinks.org.za/page/gl-opinion-and-commentary-service>



[Home](#) » [Gender & media](#) » [Gender and Media Diversity Centre \(GMDC\)](#) » [GL Opini](#)

GL Opinion and Commentary Service



GL Commentary Search




The Gender Links Opinion and Commentary Service provides mainstream media with fresh perspectives on the news.

Initiated in 2003, the Service aims to produce ten opinion pieces each month from writers across Africa on topical news

Related pa

- [About us](#)
- [Community](#)
- [Publication](#)
- [GL Opinion](#)
- [Internships](#)
- [Journal](#)
- [Newsletter](#)
- [Research](#)

If you go to the 'search the commentaries' section, you will find a screen like this:

[Home](#) [About us](#) [Publications & Productions](#)  [SADC Gender Protocol](#) [Gender & media](#) [G](#)


GL Commentary Search

You can search by keyword and/or date in the GL Commentaries category.

If you want to search for an exact phrase e.g. SADC Gender Protocol, type the words in "..."
e.g. "SADC Gender Protocol"

Your Search

* Please type in your search keywords.

Start Date 

End Date 

Country

Theme

Using these tools, you can view the commentaries according to date, country and theme. Spend some time doing so in the group, and on your own, to get an idea of the kinds of issues you can write on, who else has written, and what they had to say. Remember that many of these are first time opinion and commentary writers, so this should encourage you to go on.

Basic structure of an opinion and commentary piece

- Headline - grabs the readers' attention.
- First paragraph summarises the story.
- Begin with the most interesting bits of information.
- Organise information into six to eight short paragraphs.
- End your report in a powerful way.

Writing the piece

- Use case study, anecdote to lead the reader into the issue.
- Put your point of view high in the piece.
- Use statistics when appropriate.

- Give context/history/background.
- Opinion should be informed - research, data, anecdotes, national laws, etc.
- Remember the reader.

What to write

- Most effective to hook onto a current event, issue or trend.
- What is the audience interested in?
- Include some background information on the subject.

Write your own opinion and commentary piece

In the group and as an assignment over an agreed period of time (not more than one month), brainstorm ideas for opinion pieces based on the above exercises. Remember that the opinion pieces that are most likely to get published are those that are timely, so leave some room to respond to current events. We strongly suggest working through the GL Opinion and Commentary Service, so that you can get the support and back up that you need, as well as help in getting your article published. As in the case of letters, keep a copy of the article you write in your file and note the following:

- The date you send the opinion piece.
- If and when the article gets published.
- If the article results in any response from others.
- Who responded, and what they said.
- How you feel about the whole process.

Press releases

What is a press release?

A press release is pseudo-news story, written in third person, that seeks to demonstrate to an editor or reporter the newsworthiness of a particular person, event, service or product. What defines a good press release is its timeliness, newsworthiness. The purpose of a press release is to give journalists information that is useful, accurate and interesting. Get it? Useful, accurate and interesting, it is that easy.

It is also important to always remember that not every piece of information is newsworthy. Before you even begin to write consider your audience. Will someone else find your story interesting? Answer the question, "Why should anyone care?" and make sure your announcement has some news values such as timeliness, uniqueness or something truly unusual or phenomenal.

Writing the press release

Press releases conform to an established format. There are set standards and expectations that you must conform to just to have your release read, let alone published. If your press release is printed 'as is', without changing even one word, then you know you have conformed to the journalistic standards of that particular medium.

PRESS RELEASE should be spelled out in all CAPS and centered in bold. The press release contact persons name should be underneath the wording and all contact numbers printed clearly underneath. If the press release is for IMMEDIATE RELEASE, say so, on the left margin directly above the title in all caps.

The next essential component of the press release is the headline or title. It should be centered, and in bold. The heading of the press release should capture the journalist's interest. Remember, journalists receive a lot of press releases and yours will have to compete for space with other press releases. The title of the press release should be short and snappy, and hopefully grabbing the attention of the journalist and impressing them enough to read on.

You are now ready for the useful, accurate and interesting BODY of the press release. The body of the press release begins with the date and city for which the press release is originated. The body of the press release is very basic; who, what, where, when and why. The first paragraph of the press release should contain in brief detail what the press release is about.

Avoid using unnecessary adjectives, flowery language, or redundant expressions such as "added bonus" or "first time ever". If you can tell your story with fewer words, do it. Wordiness distracts from your story. Keep it concise. Make each word count.

Avoid using jargon. While a limited amount of jargon will be required if your goal is to optimise your news release for online search engines, the best way to communicate your news is to speak plainly, using ordinary language.

How is a press release used?

Press releases are often sent alone, by email, fax or snail mail. They can also be part of a full press kit, or may be accompanied by a pitch letter.

Why might it be good to write a press release? What is its function? Why is it important? Use the press release in the case study, or find and use one more relevant to your immediate situation, to draw out what the key features of a good press release are.

Write your own press release

In pairs;

1. Discuss what you would like to write about.
2. Why this particular issue?
3. Who is your target audience?
4. Do some background research on the topic.

Now write your press release and share with your colleagues.

Discussion

1. What are the qualities of a good press release? _____

2. Of all the press releases written up in your class, which one do you think is the best? Why?

Read the case study below and answer the questions that follow:



Case study: South Africa - Activists celebrate SADC adoption of gender and development protocol

17 August 2008, Johannesburg; Gender activists across the Southern African Development Community (SADC) commend Heads of State for their adoption of the SADC Protocol on gender and development at the SADC Summit which closed today. Celebrating the climax of a campaign launched in 2005, the Southern Africa Protocol Alliance applauds leaders' for finally adopting this instrument after three years of negotiations.

Although a range of items featured on the agenda, it is the Protocol on gender and development that if implemented stands to make immediate differences in the lives of the region's women.

The Protocol contains 23 targets, which together outline a clear roadmap for the region's leaders to move towards gender equality.

Key targets in the Protocol include ensuring that provisions for gender equality are contained in all constitutions and include affirmative action clauses; halving gender violence, abolishing the legal minority status of women, and achieving at least 50% representation of women in decision-making positions by 2015. The Protocol calls for stepping up prevention, treatment and support of the affected and infected with HIV and AIDS, and to have access to Post Exposure Prophylaxis in the event of sexual assault. A series of provisions relate to ensuring women participate equally in land ownership; trade and entrepreneurship, including equal access to state procurement opportunities.

Over 60 representatives of gender justice organisations met parallel to the Summit under the banner "*the time is now*" to conduct final lobbying efforts encouraging leaders to adopt the Gender Protocol, as well as develop strategies and action plans on how to take the Protocol forward. Opened by Minister in the South African Presidency Dr Essop Pahad, the 14-16 August meeting brought together over 42 organisations from 14 countries, which are all committed to supporting governments commitment to the 23 targets outlined in the Protocol. "Our work begins just as soon as our leaders sign the dotted line," the activists said.

Women represent the majority of the poor, the unemployed and the dispossessed in Southern Africa. On average, women constitute less than one in five of those in political decision-making and even less in the private sector. There are no women heads of state. The passing of the Protocol is a timely and much-needed move by leaders to equalise opportunities.

Activists are disappointed that key provisions, which some countries already recognise within national legal frameworks, such as marital rape, cohabitation and the rights of vulnerable groups, have been excluded; that some commitments have been changed from "ensuring" to "endeavouring" and that the contradictions between customary law and constitutional provisions for gender equality are not explicitly addressed.

Nevertheless, in his opening statement, Minister Pahad pointed out that the Protocol represents a minimum set of standards that takes the region well beyond the 1997 SADC Declaration on Gender and Development, which had only one specific target. It incorporates and enhances all the existing

commitments in regional and international gender instruments by giving them specific time frames. As Pahad pointed out, even if the region achieves these minimum standards in the region, it will have come a long way in ensuring an environment in which both gender can achieve their maximum potential.

Noting with concern the crisis in Zimbabwe the Alliance said that none of the provisions in the Gender Protocol could be realised unless peace, democracy and good governance are restored in this SADC member state. The Alliance called on SADC to ensure a speedy and democratic resolution to the crisis there that has led to the suffering of millions, especially women and children.

The launch of the Free Trade Area will bring many prospects. Yet for women to benefit from increased opportunities through the production and marketing of goods and provision of services, they need access to capital, advanced technical skills, and legal protection creating environments that encourage women's participation in entrepreneurship and business. For the impact of privatisation and decreasing government revenues to be minimised, there must be recognition of the dual role that women play in the home and in the workplace.

For gender activists and government, the passing of the Protocol is not at the end, but the beginning, of a process that must include the quick ratification and domestication of the Protocol. The Protocol requires that governments report bi-annually at the summit on progress, and launch public awareness campaigns demonstrating the vital link between equal representation and participation of women and men in decision-making positions, democracy, good governance and citizen participation.

During their two-day meeting, the Alliance drafted a detailed action plan, including organising issue-based cluster groups and devising mechanisms to shadow and monitor governments' progress. This will include issuing a bi-annual report on progress towards achieving the commitments outlined within the Protocol.

The challenge now is putting in place the structures and strategies within each of the signing nations over the next seven years. The Gender Protocol could make a real difference to gender equality in SADC. Yet for this to happen, political will and leadership, backed up by the needed financial resources allocated through national budgets, are key.

Discussion

1. What are the main features of a good press release, both in terms of the content, and in terms of the way they are written? _____

2. In your view, what are the strengths of this press release?

3. List key types of information that should be given in a press release.

4. Using these features, write a press release for the issue you are working on.

5. Have your facilitator, and/or members, of your group read it and give feedback.

Organising media briefings/events

Now suppose that you decided to organise a media/press briefing or event, rather than just circulate a press release, answer the following questions:

1. Why might you decide to have a media briefing in addition to writing a press release?

2. What other documentation would you need (at the event and in preparation for it)?

3. Where would you choose to have such an event? _____

4. When would you choose to have such an event? _____

Now organise a press briefing around your issue and campaign and answer these questions:

1. How many of those whom you invited came? _____

2. How many did not come? Why do you think this happened? _____

3. What worked well? _____

4. What did not work so well? _____

5. What did you learn from organising this press briefing?

Profiles

Find profiles of councillors from your country on the **CD ROM**. Read the profile and answer the questions that follow:

1. Why is it important to have a profile of yourself?

2. What are the key elements of a profile?

Now write your own profile and find a nice photo to go with it.

Writing a profile

- First, start with your past experience.
- Next, pinpoint some key skills and abilities.
- With your background established, you can now state what you're looking for and where you'd like to go in the future.

Holding the media accountable

Clear knowledge and understanding of media regulation is an important tool in *watching the “watchdogs”*. In previous stages, we learned how to make our voices heard through the channels that exist in the media itself for making our voices heard. But what if that does not work? Who else do we turn to? The answer to this is that every country has laws and regulatory authorities that place some obligations on the way the media works.

Media law encompasses the rules in any society that govern the way the media operates. Most constitutions in the Southern African region safeguard freedom of expression. But no right is absolute. Along with rights come responsibilities. Reporting must be factual and verifiable, otherwise it may be defamatory.

Ethics relate to professional standards of what is wrong and what is right adopted by the media to guide its work. It is important to note that what is illegal is not necessarily unethical. For example, there are press restrictions in some Southern African countries such as Zimbabwe to restrict the access of the media to information and its ability to report on certain issues. These are “legal”, because they are laws passed by parliament, but they are unethical because they violate generally accepted practices of media freedom.

Media law and regulatory authorities

The regulatory framework in any country is based on:

- A country's constitution.
- Laws.
- Precedents (the interpretations and rulings of regulatory bodies).

- The International Framework: Media Laws should be guided by such instruments as the Windhoek Declaration on Press Freedom and in the case of gender and the media, the Beijing Platform for Action (see relevant excerpts in the box below).

In addition, as noted earlier, many media houses individually or collectively (e.g. a group media organisation, or through an editor's forum or other professional media association) have their own ethical codes. An example is the Southern African Editor's Forum (SANEF) ethical principles on HIV and AIDS and Gender.

What laws and codes of practice exist in your country?

Take stock of the existing media legislation and editorial codes in whichever country you are taking this course. You can get these from the government or parliament website; from government printers; from a Media Institute of Southern Africa (MISA) Office, from a representative of the Southern African Editors Forum (SAEF).

What are the key principles

Media laws and codes should be guided by a standard set of ethical principles. These are summarised below:

- **Accuracy:** Information that the media is communicating to the public must not be misleading or false. The media must correct misrepresentations of facts and correct the mistakes and apologies to the person/organisations.
- **Truth:** The guiding principle for fairness, accuracy and independence. The media should guard against bias, distortion through emphasis, omission or technological manipulation. Journalists should, for example, caution against manipulating images to perpetuate stereotypes.
- **Objectivity and Fairness:** The media is obliged to give both sides of the story.
- **Independence:** Advertising should be differentiated from news. The media should be free of obligations to news sources/newsmakers. Gifts of money, free drinks, daily allowance, sexual favours or anything of value compromising a journalists integrity should not be accepted as they are often intended to influence the story written to favour a particular news source.
- **Integrity:** The media should strive for impartial treatment of issues and controversial issues/subjects.
- **Sources:** The media has obligation to protect confidential sources on an issue of public concern.
- **Accountability:** Media are accountable to their viewers, readers, and listeners, and to the media industry, not to produce misleading stories.
- **Sensitivity:** Due care, responsibility and sensitivity should be exercised in reporting issues like gender based violence.

Taking a case up

Try to find local examples of how media laws or regulations have been used to advance more gender sensitive reporting. Here is an example from the region that you may wish to use if you cannot find a local example, as this is a fairly new area for most regulatory authorities.

Below is an advert that appeared in the Mauritian press. The Media Watch Organisation (MWOGEMSA) took this up with regulatory authorities. The Media Watch Organisation sent the letter below to Mauritius Attorney General copying the media. Phone discussions were also held with the Attorney General. MWO-GEMSA won the case and this advert was removed from the media. This advert stirred a lot of media discussions. What was interesting is that some women did not even understand what was wrong with the advert.



Case study: Mauritius dollar lady



22nd April 2008

Dear.. .

Media Watch Organisation-GEMSA would like to draw your attention to the billboard adverts of Change Express which is currently found at strategic locations in the Island on the Clear Channel spaces. It features a woman covering her breasts and sex with bank notes with suggestive facial expressions.



We feel aggravated with such an advertisement as there is no reason for Change Express to use a naked woman to illustrate its business. This is a shameful, uninspired, and cheap way to attract attention. The level of creativity is so low that even the Chairperson of the Association of Advertising Agencies, Ms Pria Thakoor has contacted us to express her concern regarding this advert. The Media Watch Organisation - GEMSA has on the other hand been flooded with complaints from its members and the public altogether despite the fact that we are not a complaints organisation. The messages included:

- “What is this? Do we get this body when we change money there? Or did she sell her body to get that money?”.
- “Women is again portrayed as a mere object”.
- “humiliating, shocking, and disgraceful. Women are again stereotyped”.
- “Does this mean we can change women just like money?”.
- “Is she ON SALE? - I didn’t know prostitution was legal in Mauritius”.
- Prostitute? Nude suggesting sex and money suggest she is being bought...

We are therefore urging you to do the necessary to ban advert immediately as it is obscene, indecent, and portrays a demeaning image of women. The advert has been calculated to attract attention with minimal use of creativity and imagination - by making use of the body of a woman. We thank you for helping us in our fight against gender discrimination and violence against women.

Yours faithfully,

Darish Ramtohol and Julie Telot

Member of Media Watch Organisation-GEMSA, on behalf of the Executive Committee
cc to the media

Questions

1. What were the key issues? _____

2. How were these resolved? _____

3. What are the strengths of resorting to the law and regulatory authorities for bringing about change?

4. What are the weaknesses of this approach? _____

Campaigns

Read the case study of the 50/50 campaign in Lesotho and answer the questions that follow:



The Lesotho COE 50/50 COE Campaign

By Mpho Mankimane

Synopsis

This case study concerns the 50/50 campaign that GL ran with its ten COE's in Lesotho when councils dissolved ahead of the elections in October 2011. It shows that despite the change in the quota and electoral system that led to a drop in women's representation from 58% to 47% nationwide, most of the COE's managed to retain or increase the levels of women's representation. Overall, the representation of women in the COE's dropped by only two percentage points, from 46% to 44%.



Tsoelikana Community council in Qacha's Nek district.

Photo by Gender Links

Background

Lesotho's local elections are held on a First Past the Post (FPTP) basis. In the first local government elections in 2005, Lesotho had a 30% legislated quota attained through the reservation of one third of electoral divisions for women only. In addition to this guaranteed 30%, women won 28% of the seats in the openly contested elections, resulting in women occupying 58% of the seats in local government: the only area of decision-making in SADC in which women predominated.

However, the quota resulted in a High Court challenge ahead of the elections. Although the High Court upheld the Electoral Law on grounds that the Constitution allows for affirmative action, a quota relying on reservation did not sit comfortably with the electorate. Indeed, these tensions resulted in the postponement of the April 2011 local elections to allow for a review of the electoral law.

After the resistance to the reserved seats in the 2005 local elections, and with mounting opposition to the quota in the 2011 elections, the Independent Electoral Commission (IEC) paid a visit to Tanzania to study the system there that is based on women contesting in the FPTP elections, with an additional 30% of seats allocated on a PR basis. The Lesotho Council of NGOs convened several joint meetings with the IEC to look for solutions. Women in Law Southern Africa, the focal network for the Southern Africa Gender Protocol Alliance in Lesotho, played a leading role in advocating for a new system to ensure the retention of the principle of gender parity in line with the SADC Protocol target of equal representation of women and men in all areas of decision-making by 2015. In January 2011, parliament passed an amendment to the Local Government Election Act. This provides for:

- One-third special seats for women drawn from party lists that shall be determined in proportion to the total number of votes attained by each political party.
- In order for a party to qualify for special seats, it must field candidates in at least one third of the electoral divisions.
- Each party to arrange the candidates in order of preference, with the list closed until the next election.
- In addition, women could contest in the openly contested seats.

Why a 50/50 campaign

Civil society organisations including Gender Links took up the challenge to mount a 50/50 campaign to ensure that through a combination of the 30% seats allocated on a PR basis and those won through the open elections, Lesotho would continue to carry the banner of gender parity in local government. The campaign sought to equip women politicians with knowledge and skills on gender, issues of governance, electoral laws and running political campaigns. The final COE stages involve developing and implementing a campaign. In Lesotho, GL COE's focused on the elections. GL opened the training to existing and potential councillors, as some councillors indicated that they did not wish to stand a second term.

Activities

- Two-day training and campaign workshops for potential women candidates were held in the 10 Centres of Excellence in Gender Mainstreaming councils.
- Approximately 20 women from each of the 10 councils participated in the workshops.
- The local councils were used as the workshop venues, that ensured ownership by the council and also cut down on costs.
- Categories of women who attended the training included: independent women candidates; those belonging to the ruling party and main opposition parties, etc.
- The content came from GL's 'Getting Smart' training manual; the content was contextualised, simplified, translated and customised to suit the literacy levels of the women.
- Key modules of the training included: gender concepts, gender and governance, leadership-position of women in Lesotho politics, profiles, campaigns as communication strategies.
- Lesotho's Ministry of Gender and Youth, Sports and Recreation (MGYSR) continued to give their support through the District Gender Officers who co-facilitated the workshops.
- The IEC national office granted permission to work with its voter-educators across the country and the purpose of this was to explain the amended electoral law and procedure on how allocation of special seats for women in local government would be attained.

Challenges

- Many of the participants had no previous knowledge of gender.
- Low levels of literacy.
- Lack of spousal and family support; and this was largely perpetuated by stereotypes and believe that women can't make it in politics (this created self-doubt).
- The long travelling distances had a direct impact on campaigns - so women were not always able to leave their families for periods of time.
- Party loyalty overriding gender commitment.
- For many, the training was a first experience in campaign running with limited financial experience and budgets.



Mathoka Khaile, District Gender Officer in Qacha's Nek district.
Photo by Gender Links

Outcomes

- Overall, according to the IEC, women won 281 of the 950 openly contested seats, or 29.5%. In addition, the electoral law allocated 319 seats to women on a PR basis, giving women 600 out of 1269 seats or 47% of the seats. This is a decline from the previous level of 58%. However, the Tanzania model a) generated less controversy; and b) leaves the country within close range of parity.
- The table shows that the ten COE's started with a level of 46% women and this declined by only two percentage points to 44%.

Comparative table of election results in the Lesotho CEO's in 2005 and 2011

Council	2005			2011			% women 2005	% women 2011
	No women	No men	Total	No women	No men	Total		
Likila	8	5	13	7	12	19	62	37
Ramapepe (former Motati)	6	5	11	9	12	21	55	43
Senekane	6	7	13	8	10	18	46	44
Makhoarane	7	5	12	5	7	12	58	42
Ts'ana-Talana (former 'Makholane)	3	10	13	5	9	14	23	36
Mashaleng	5	5	10	5	8	13	50	38
Qomoqomong	4	7	11	2	9	11	36	18
Tsoelikana (former Rats'oleli)	5	6	11	19	7	26	45	73
Thaba-Tseka Urban (Former Thabana-Mahlanya)	3	8	11	4	10	14	27	29
Sanqebethu (former Mateanong)	8	5	13	8	6	14	62	57
TOTAL	55	63	118	72	90	162	46%	44%

- While a few councils experienced a decline in women's participation most managed to hold the line or increase women's participation.
- The training resulted in increased knowledge gained by the women participants on gender, elections and women's need to be represented and to participate in decision-making positions.
- The training exposed women for the first time to the SADC Gender Protocol.
- Participants attainment practical skills e.g. writing their own profiles and doing mock interviews, etc.
- There was a level of elevated confidence and solidarity amongst women (the facilitator received continuous comments of gratitude and positive feedback).
- The women kept diaries of their experiences that can be used to write a book.

Next steps

- Assist women in writing of 'I Stories' post elections.
- In collaboration with the Alliance National Focal Point, re-launch the 50/50 Campaign.
- Need for 50/50 advocacy and lobbying plans at the level of national government for the 2012 elections.
- Resume and deepen the COE process with the new councils; ensure that gender is mainstreamed in all new policies and plans.

Questions

1. Why was this campaign so important in Lesotho? _____

2. How did women councillors organise themselves? _____

3. What key messages did they convey?

4. From this case study, what do you understand by a campaign?

Campaigns are often the main way that you interact with the public and get your message out to people. You can use campaigns to mobilise and involve people in your work. You can also use campaigns to pressurise decision-makers, to educate the public and to change behaviour. Campaigning is closely related to lobbying. Campaigns are most popular in political settings although they can be used by different interest and pressure groups. Civil society has relied on campaigns to bring certain issues for discussion in public forum. As we go through this module, we must always bear in mind that a campaign must be well researched and properly planned to ensure effectiveness.

The internet also offers massive opportunities for campaigning. As seen in the United States of America's 2008 elections, networking platforms such as Facebook and blogs can be used effectively.

Examples of campaigns

- Persuading people to support something - for example, election campaigns.
- Campaigns that build a positive image for an organisation or a brand - for example, the campaign to market the Victoria Falls as a good tourist destination.
- Informing and educating the public - for example, the 16 Days of Activism campaign.

Key questions to ask before designing a campaign

- Is this a key issue that you are tackling?
- What are the objectives of this campaign (what are you hoping to achieve)?
- Are there clear goals and can you gain concrete benefits for people?
- Who is going to benefit from this campaign? This is particularly relevant in political campaigns. Are you being guided by selfish interests or the people's needs at this point?
- How are you going to get publicity for this campaign?
- Can the campaign be completed or show some good results within a given timeframe?
- How are you going to monitor and evaluate the effectiveness of this campaign?
- Can you, or your organisation, claim some credit for the campaign if it succeeds?

Designing your own campaign

Using the questions below as a guide, develop your own campaign.

1. Which of the issues listed below is a priority in your community:

- Gender based violence.
- Poor health facilities.

- Violent crime.
- Poverty.
- Unemployment.
- Community leaders ineffective.

2. Who is better positioned to deal with the issue you have picked from the list above? e.g. make decisions where they are concerned.

3. Who are the other stakeholders working on this issue, if any? Are there possibilities for partnering with them on this campaign? How?

4. What is the timeframe for this campaign?

5. What methods are you going to use?

6. What resources are available for use on this campaign? (Draft a budget)

7. How are you going to measure impact?

What is communication?

Communication is conveying a message from one party to the other in the most effective way possible. The way in which the effectiveness of the message is measured is by the feedback that is received.

By the end of this chapter, participants should understand:

- What communication is and why it is important;
- Different approaches to communication;
- Different types of medium;
- Different types of media.

Ice breaker: Broken telephones

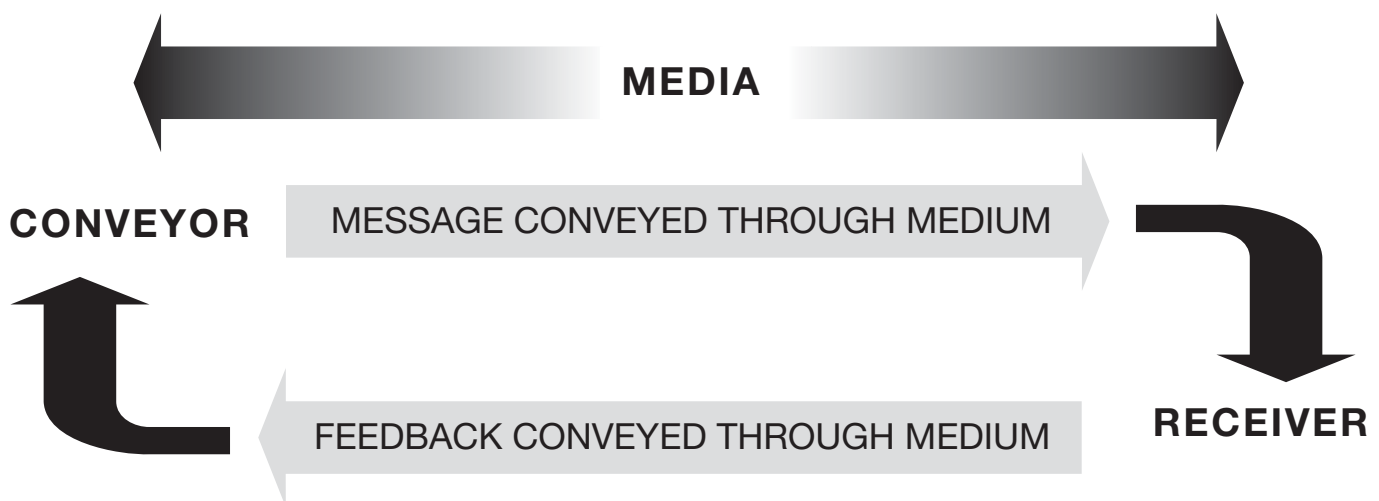
Participants should sit in a circle. A message is whispered into one person's ear and this should be whispered on to the rest. The last person should say what message they finally received. This should be compared to the original message. Try to find out where and how the message broke down.

Tips: This exercise is an excellent way of introducing communications. The longer, more complicated and controversial the message is, the more likely there is to be a breakdown. The exercise points to: 1) the need for simple and clear messages 2) the habit for people to add their own interpretation to messages, depending on their bias. 3) Medium deficiencies: the fact that the message is whispered rather than written down adds to the lack of clarity. For best results, make sure the message is long, complicated and controversial!

What is communication?

Take a simple everyday example, such as an NGO running out of funding. The director has to inform certain members of staff that their contracts will not be renewed. Ask participants in small groups to say how they would handle the situation if they happened to be the director. Then analyse the response in terms of:

- The conveyor of the message.
- The message to be framed.
- How the message was sent or conveyed.
- The feedback from those who received the message.



Tips:

- The conveyor will do everything possible to ensure that the message achieves the desired effect in the way he or she relayed the message, made use of his/her personal charm, authority etc. In the above example, the director has a responsibility to break the bad news. He or she will most likely do so by appearing at their best, using the most conciliatory words possible, showing empathy, etc.
- The conveyor will choose his or her words carefully, or massage the message to make it as palatable as possible. Walking in and saying you are fired could spark a riot! The director will most likely begin by explaining all the problems experienced in fundraising. He or she might even investigate alternative job options to soften the blow.
- The conveyor has a choice of how to communicate the message. In this case, the director could simply send around a memo (written communication). He or she is far more likely to call a meeting, or individual meeting, because inter-personal communication will yield the more desired effect. This may, however, be backed by a memo to record that the message has been delivered.
- There are ways in which the receiver of the message can be prepared to receive the message more favourably. In this example, if the director knew that there was a possibility of funding not being renewed, he or she would have been wise to indicate this clearly all along, so that staff can be prepared, and the news does not come as a rude shock.
- The feedback from receivers of the message very much depends on all the above. In the worst case scenario, where the news comes as a shock, the director is callous and uses impersonal communication there could well be a riot. On the other hand, if due care is taken, the feedback will be one of understanding and acceptance. Depending on the level of communication achieved, the feedback will either be through personal interaction, or in an impersonal written form. Again, the latter may be necessary as well for purposes of recording the outcome.

Communication breakdown

Now ask participants to think of an example of a communication breakdown and to analyse why, using the framework below.

SITUATION	FRAMING OF THE ISSUE	MEDIUM OF DELIVERY	ATTITUDE OF THE RECIPIENT	FACILITATING THE FEEDBACK

Here is one example you can share, that came up at the GL/WMW workshop to test the manual:

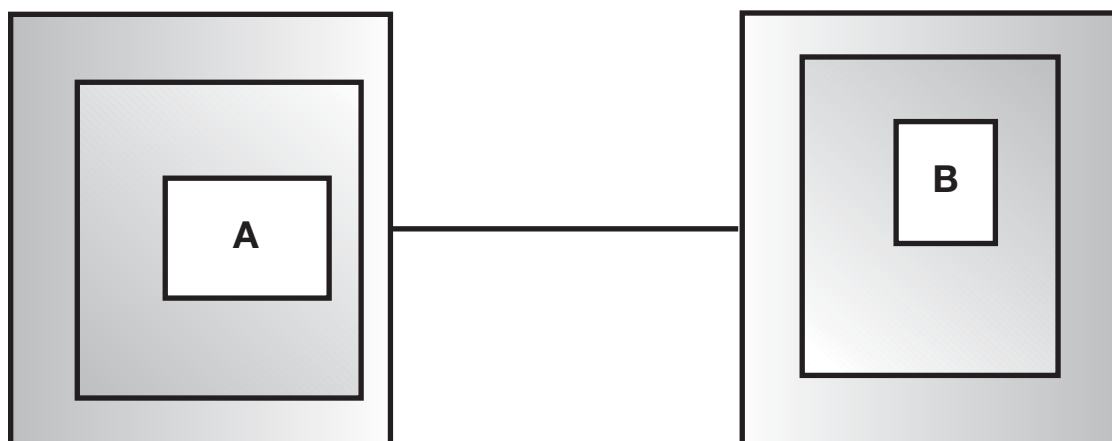
Example: Following the outbreak of foot to mouth disease in Botswana, threatening beef exports to the European Union, the government announced through the radio that large numbers of cattle in the country would be slaughtered. In Botswana, cattle are more than just a mark of wealth; as one the participants put it, “they are part of the family”. Traditional authorities and local leaders responded angrily, threatening to chase away any officials from the Ministry of Agriculture who came to execute these orders. What went wrong in this case?

Tips: The Conveyor showed callousness and a lack of cultural sensitivity, the message was poorly crafted (it did not, for example, point out that sacrificing some cattle now would help to grow the herd in the future). The government also used an inappropriate medium. While the mass media reaches many people, it is impersonal. There is no way of facilitating feedback (unless it is a call in programme). When people can’t let off steam and be heard immediately, they get even angrier and often violent.

At a conceptual level, the simplest form of communication is telepathy.



In a situation of perfect harmony and understanding, two parties do not even need a medium through which to communicate; not even words! In practice, communication is far more complex because of the complexities that surround A and B.



Each of the outer rings represents the personalities, cultures, class, language, geographic locations etc, of the two parties that make them unique, but that add to the possibility that a simple message will be misunderstood.

Different approaches to communication

Now think of some of the words associated with communication, and analyse them in terms of the conveyor-message-medium-receiver-feedback framework.

Tips: Here are some examples of what this discussion might yield:

WORD	COMMENTS
Instruction	One-way communication, no feedback allowed.
Dialogue	Two-way communication, feedback is either face-to-face or at least in real time, e.g. by phone, or video-conference or email conferencing.
Diplomacy	The message may not be pleasant, but it is so well put that you may not even notice it (according to one definition, diplomacy is the art of going to hell in such a way that you enjoy the trip!).

Now think of some of the techniques that your organisation uses when it wants to relay information to others. If you think of communication as an umbrella, what are some of the different forms of communication that you would find under it? What are the differences between those forms of communication? Give one example of when you would most likely use each one of these approaches:



Tips: Here are some examples

APPROACH	COMMENT	EXAMPLE
Advocacy	Believing in and vigorously conveying a message, but often on behalf of others.	Your NGO takes up protests on behalf of landless rural women;
Campaigning	Also vigorous, but may be for yourself (e.g. in politics).	In order to advance the chances of the women getting land, you run for parliament;
Lobbying	Targeting the receivers of the message, using personal as opposed to mass communications.	In order to advance the chances of the women getting the land, you approach or caucus women members of parliament.
Networking	Linking with many like-minded people, not necessarily trying to convince them of your point of view, but benefiting in direct and indirect ways from associating with them.	To increase the pressure for recognition of women's land rights, you form an alliance of NGOs on Women's Land Rights.

All these are forms of communication that you are likely to use in one way or the other in your communication strategies.

Medium of communication

With reference to the different examples so far, ask participants to identify the different mediums of communication used. Cluster these, and discuss their advantages and disadvantages. What is meant by a medium?

Tips: You should be able to construct a table, such as this, based on the examples given.



Definition

A **medium** is the channel through which communication is sent. Types of channels include radio, TV, newspapers, magazines, video, film, compact disk or CD, email, websites, newsgroups, posters, pamphlets, stickers, meetings, etc.

Mode of communication	Example	Advantage	Disadvantage
Interactive		Instant feedback, chance to explain/ refine message.	No record.
Static/written		Recorded.	No feedback, dull, boring.

The different kinds of media

What does the word media mean? What are the different types of media? What are their advantages and disadvantages?



Definition

Media: The multiple ways humans use to communicate with each other.

Tips: Your discussion should lead to the construction of a table such as the one below:

MEDIA	EXAMPLES	ADVANTAGES	DISADVANTAGES
Letterbox	Posters, pamphlets, stickers	Catchy, recorded, good for branding.	Costly to distribute; might be ignored where there are masses around.
Personal	Face-to-face	Most effective, direct, immediate feedback.	Costly, human resource intensive.
Traditional	Song, drama, poems, dancing	Easy to identify with and therefore a good means of conveying complex or difficult message; have an element of edutainment.	Might be taken lightly, forgetting the message.
Mainstream	Radio, television, newspapers, magazines	Reaches many people, if independent, may be more credible than your “advocacy” voice.	No control over the message. Not interactive, therefore no instant feedback except radio/TV talk shows, letters to editor.
Community	The above, but with a specific community focus	A good way to reach specific targets, often more accessible than mainstream media.	May not reach certain people important for your communication strategy e.g. policy makers.
New media	Internet, email, electronic discussion forum	Cheap, reaches many people, no editorial control, the “freest media”; quick feedback (even real time is possible).	“Free zone” may also invite backlash; access still limited in Africa.

Introduction

Achieving gender equality is a big challenge in every one of our countries. There are so many things we need to change. The problem is not one of ideas about campaigns but rather how to focus these to ensure that we achieve particular objectives. For example, a campaign on gender violence is very broad. What aspects of gender violence would you want to tackle and why? How do you ensure that these are also the priorities of your constituents? Who are you targeting? What do you want to achieve? Are you the best placed to work on this, and if so who else is working in this area? Are you duplicating efforts or adding value? How can you add value? By the end of this chapter participants should:

- Have decided what their communications strategy will be about;
- Mapped out a plan for conducting the necessary background research;
- Decided what should be done first, and narrowed down the strategy's focus;
- Identified targets;
- Identified partners.

Sheet one: getting started on your communications strategy _____

Defining the problem _____

Pre-strategy research _____

Aim of the strategy _____

Prioritisation _____

Networks and partners _____

Branding

Ask each person to say what their favourite brand of any consumer item (toothpaste, milk, rice, mealie-meal, body lotion, etc.) is, and then to explain why it is their favourite brand. Now discuss the different kinds of branding that can be used for a campaign, such as:

- What you call the campaign.
- Acronyms: Avoid an alphabet soup! Keep it simple and snappy.
- Symbols: e.g. ribbons, pink - breast cancer; purple - disability; white violence against women.
- Logos: Take a look at some of the different logos of organisations represented in the room and comment on their relevance. Do they convey the messages? Are they easily understood?
- Colours: Lavender - gay. Green, purple - women. In certain cultures colours have different connotations e.g. red is associated with blood, stopping, attracting lightning - depending where you are. In China, red is associated with happiness, while white is for mourning.

Note in the case study, the number of different colours associated with death. Think about each country's flag and what it represents. This is a good way of drawing out the symbolism of colour.

- Slogans - must be short and witty, easy to remember.

Tips:

Branding is critical to the “background communication” that helps to establish a campaign and fixes it in people's minds. It also determines what materials you will need to develop the campaign. Groups often underestimate how much time and effort needs to go into branding. In allocating limited resources, it is strongly suggested that some resources be spent on contracting a graphic artist to assist in the above tasks (see also materials development below).

Proverbs and idioms

With reference to the case study in the handout, which of the proverbs in the research might have been relevant to the campaign? Why are proverbs an effective means of communication?

Tips:

- Proverbs are kernels of traditional wisdom.
- Proverbs are used as the watchdogs of norms, morals and ideas, which create a coherent world.
- Proverbs carry authority.
- Proverbs are sharp and to the point, witty and have an element of humour because people recognise the source of the proverb's message.
- They link the current problem to past experience.

Extend this discussion to include:

Idioms: *In message design, idioms are handy when it comes to directing different messages to different groups.*

Riddles: *These brain-teasers are usually catchy, incisive and accurate. Many old and young people like them as they carry innuendo and meanings in subtle ways. Many audiences do not like uninteresting, raw messages.*



Exercise: Finding a catchy message

Ask participants to think of a campaign that they found to be particularly successful. Why was it successful? Think of a campaign that was unsuccessful. Why did it fail? Record the observations on a flip chart as follows:

CAMPAIGN	MESSAGE	WHY SUCCESSFUL	WHY UNSUCCESSFUL

Tips: This exercise will result in examples of successful advertising campaigns and sometimes of political campaigns that have left a mark because they are punchy, relevant, speak to the mood of the moment, capture the imagination etc.

Use this opportunity to discuss:

- Over-arching message.
- Individual messages.
- Cross appeal.
- Involving your audience in developing message.
- Being able to identify with your message.
- How can you use humour?
- Positive messages.
- Who owns the message?
- Can it be overturned, or attacked successfully by the opposition?

Segmentation

It may be necessary to develop different messages for different audiences. Take an example like advocating safe sex to prevent the spread of HIV/AIDS, where men have almost total control over when, where and how sexual intercourse takes place. How would you go about communicating this message to:

1. Urban youth male.
2. Urban youth female.
3. Rural youth male.
4. Rural youth female.

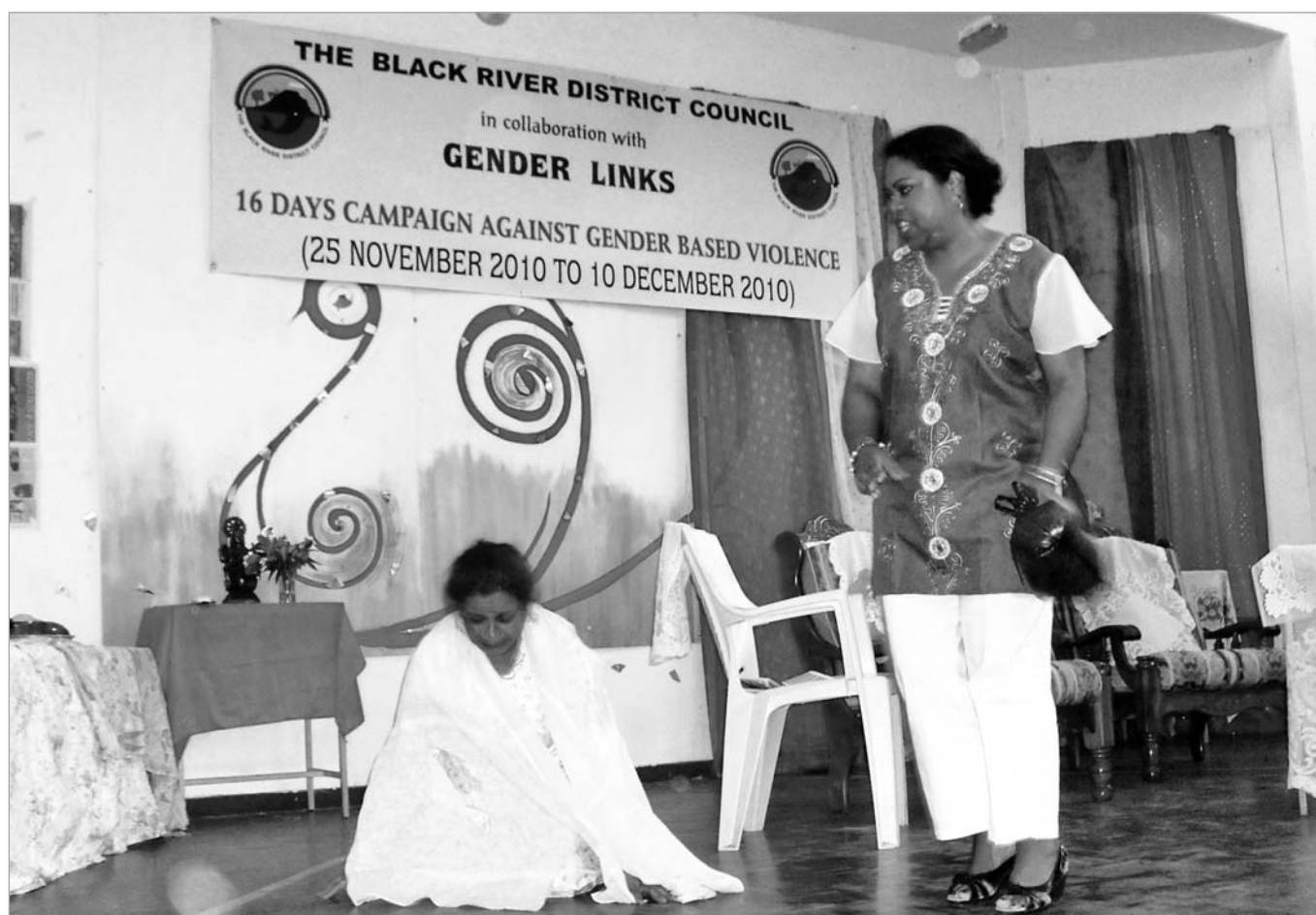
Tips: Draw out how one message can be expressed in several different ways. The key message is safe sex. The emphasis with women is that they have a right to safe sex, and with men that it is their responsibility to practice safe sex. The language and approach for conveying the message may differ in urban and rural contexts.

WORKSHEET

MESSAGES

TARGET	MESSAGE	SLOGAN

TYPE OF PRINTED MATERIAL	ADVANTAGES	DISADVANTAGES
Poster	Catchy, long life.	Expensive to do high quality posters.
Pamphlets	Relatively cheap, easy to distribute.	Language, literacy issues.
Stickers	Catchy.	Expensive, reach?
T shirts	Personal touch!	Expensive.
Flyers	Cheap, can produce in your own office.	Look like mass material, easy to ignore.
Bill boards	Catch the eye, permanent.	Expensive.



Drama during 16 Days campaign at Black-River District Council in Mauritius, November 2010.

Photo: Mary Coopan

Drama and skits

With reference to the case study ask participants to think about why it was an effective way of conveying a complex message.

Tips: Folk media have the following advantages:

- *They are an effective way to reach people who cannot read and who do not have access to mass media like television.*
- *They can raise public awareness about important topics.*
- *They can encourage people to think about and discuss the topics.*
- *They cost relatively little to produce.*
- *Since they usually involve people from the community (as actors, singers or writers), they have more credibility.*
- *They can encourage community members to pay attention to messages that come through other channels.*

Traps: The main disadvantage of folk media is that they often fail to give people specific instructions about what to do.

Tips: When using folk media, it is important to:

- *Make a clear outline of the story and ideas that you want to present.*
- *Involve people from the target group in developing the story, and then adapt the song, play, or dance to their styles and situations.*
- *Remember that the performance should entertain as well as teach – otherwise no one will pay attention. For example, a play should have plenty of action. A song should use a popular music style.*
- *Present a mixture of emotions, not just happiness or sadness.*
- *Make sure the plot and the message are clear and easy to follow.*
- *Invite the audience to join in. If it is culturally appropriate, have the actors, dancers, or singers mingle with the audience, ask them questions, or even ask them to play a role.*

Dances

Ask participants to give examples of how dance can be used in campaigns.

Tips: Use this exercise to draw out a discussion on non-verbal communication. There are seven classes of non-verbal communication:

- Visual bodily movements, including gestures, facial expressions, trunk and limb movements, posture, gaze, among others;
- Para-language – these are cues other than words, including such features as pitch, loudness, tempo, pauses and inflection;
- Physical appearance – for example clothing, hairstyle, cosmetics, fragrances, and adornments;
- The use of touch to send messages;
- The use of interpersonal distance and spacing relationships;
- The use of time as a message system, including such code elements as punctuality, waiting time, lead time, and amount of time spent with someone;
- Artifacts – objects and environmental features that may convey messages from their designers or users.

Songs

Ask participants to think of a song or songs that could have been used in the campaign on the role of men, or in the campaigns that they are developing.

Tips: Songs have various purposes – indoctrination, celebration, belonging, and unity in advocacy. Since time immemorial songs have been used for socialisation and education.



Gender Links Choir performing at the GL Botswana office launch and fundraising dinner at the Gaborone Sun Hotel 13 Aug 2010.

Photo: Gender Links

Poems

Gather examples of poems that have been written as part of communications strategies and use these to draw out discussion on poetry as a tool for communicating complex messages. An example is given in the attached handout.

Tips: The poems in the handout illustrate how poems can convey things from the heart, in an idiom that strikes a chord with local audiences. Participants in inter-active workshops could write poems as part of the workshops. A poetry competition could also be held as part of the campaign.

Launches and ceremonies

Now that participants have thought about how letterbox and traditional media can be used in their campaigns, it is time to start thinking about launching the campaign. ADAPT chose to stage its campaign during the Sixteen Days of Activism on gender violence. Break into “buzz groups” and discuss appropriate dates, format and content for the launches of the various campaigns.

Tips: This is a good example of traditional and personal media coming together. For greatest effect, the launch should be a public, inter-active event that hopefully attracts mainstream media attention. In order to attract as many people as possible, and to be a memorable occasion, the launch will in all likelihood employ at least one if not more forms of traditional media. Practical questions to consider are accessibility of the venue to the target audience (can they get there by taxi, bus, or walk?), who to invite and how to make sure they come. Linking the launch to a significant date, e.g. International Women’s Day, the Sixteen Days of Activism on gender violence, etc may enhance the attention given to the launch, though it may

also mean that the launch gets lost in other events. Participants should be encouraged to pick their launch date as strategically as possible.

Special dates

In addition to the launch date, the campaign should capitalise on any other significant dates in the year as part of the on-going campaign. Do a brainstorm of all the significant gender dates in the calendar including some that are region or country specific (for example, 9 August is Women's Day in South Africa).

Tips:

Here are some dates to get the discussion going:

8 March: International Women's Day.

25 May: Africa Day.

16 June: Youth Day.

25 November: International Day of No Violence Against Women.

1 December: World Aids Day.

10 December: International Human Rights Day.

25 November - 10 December: Sixteen Days of Activism on Gender Violence.

It is important to include dates that are of local significance, such as the country's national day. These are strategic dates on which to make the point that gender equality is a national concern, not just a women's concern.

Public meetings and workshops

Individually or in small groups, participants should think carefully about what other interactive activities they would undertake as part of their campaign.

Traps: All too often, NGOs rush into planning hundreds of workshops without thinking through the content, the target or the outcome. As mentioned earlier, workshops are an effective way of engaging with those whom we want to reach. But they have a limited reach.

Tips: Such workshops should target those whom we really know will either a) become ambassadors for the cause, or possibly even be trainers themselves who can train other people OR b) are likely to resist the message. Most workshops on gender issues have a majority of female participants, when in fact it is often men whom we wish to reach.

Managing your communications strategy

Up to now we have gone through the "fun" part of communications. We have looked at what communications is; how to define the scope of your campaign; how to decide on messages; brand the campaign and decide on which media to work through, as well as how to do so. As we have gone along, we have filled out worksheets and log frames. Now is the time to bring these altogether into a management plan. By the end of this chapter participants will know:

- How to draw up an action plan and budget for it.
- How to document and record your campaign.
- How to measure your success.
- How to build on your campaign in future work.

Recording and documenting

Make a list of all the different ways in which a campaign needs to be documented for successful monitoring and evaluation of the objectives.

Tips: Make it a habit to collect always and continuously. Provide communities with technology so they can record important information about the progress of the campaign. Make use of technologies such as digital recorders that allow you to collect information as you work. Process and archive all information. Here are some examples of how this can be done:

Video
Case study
Journals
Photo albums
Workshop reports
Press cuttings
Quotes
Letters
Anecdotes
In-house newsletter
Websites
Book
Diary



Tihoriso Ramokotjo, Gender Officer, Rats'oleli Council in Lesotho at Women in Politics workshop.

Photo: Ntolo Lekau

Now extend this discussion to the following:

- What line items do you need to look at in a communications strategy?
- What choices do you make when you have a limited budget?
- What ethical choices do you make, for example hiring local women's groups to do the catering?
- Do you pay for airtime, or do you try to get free coverage?
- Do you make a video, or try to get TV to cover you, or both?
- Do you make audio cassettes, or audio video cassettes?
- What kind of print materials do you produce, and how do you ensure that they are effectively disseminated?
- If you have to pay to get your information out on the mainstream media, how do you get information on distribution, listeners, and viewers?
- What kind of lead-time do you need for your productions? How are these affected by holidays and public holidays, e.g. Christmas?

Tips:

- *Start small*
- *Grow*
- *Be a critical consumer*

STEPS	CHECKLIST
1. Problem identification	Have you identified the causes? Have you identified the effects? Did you discuss the issue with the community?
2. Prioritise	Have you ranked the causes and effects in order of priority. Using criteria such as: Resources. Micro/macro - is it a local issue or global issue? Technical capacity. Socio-cultural urgency. Service provision (e.g. Health clinic or availability of medicines). Did you involve the community? Is it your priority or the community's?
3. Contextualisation	What are the gaps between the desired and undesired Awareness, Knowledge, Attitudes and Practices (AKAP)? Are there particular skills required to achieve AKAP? What is the opportunity that exists for community support i.e. key change agents?
4. Target Audience	Have you done research on your target audience, e.g. class, race, language, age, culture, literacy, demography, religion?
5. Message	Did you talk to the community about developing a rough core message? Have you identified the symbols, images, and sounds, idioms the community associates with the issue? Do you have a core central message and a segment-specific message? Does your core message and segment-specific messages work well together? Can people identify with your message?
6. Medium	Which medium are you going to use? i.e. TV, radio etc. or will you use your own communication materials? Have you designed your own communication materials? Through which medium will you be engaging with? Have you done research on your chosen medium: Is it cost effective? Is it appropriate? Is it accessible? Did you verify the advantages and disadvantages of your choice of medium?
7. Branding	Is your branding consistent? Have you decided who is the primary owner of the campaign? How did you use branding to give your campaign clear identity and presence?
8. Networks and partners	Have you identified appropriate networks and partners? Is there a clear demarcation of responsibilities?

STEPS	CHECKLIST
9. Capacity building	Have you conducted a skills audit of the organisation to determine what communication skills need to be developed? Have you identified service providers? Have you budgeted for service providers?
10. Monitoring and evaluation	Have you developed immediately verifiable and long-term indicators? Have you allocated sufficient time and resources for ensuring that routine monitoring takes place?
11. Budget	Have you identified what resources are available to you, or are potentially available to you (human and financial)? Have you made choices based on financial viability? Have you ensured that money will be available?

RESOURCES	FILE NAME
STAGE SEVEN - STRATEGIC COMMUNICATIONS	
Management tools	
Workshop programme	MT5_Stage6&7programme
Stage six, seven and eight combined workshop report	MT6_stage6_7_8reportform
Planning framework for a campaign	MT11_Campaignplanningframework
Information resources	
Gender and Media Baseline Study	InfoR11_GMBSbook
Gender and Media Progress Study	InfoR12_GMPSbook
Gender and Media pamphlet	InfoR13_GMpamphlet
M and E	
Participants list	MandE2_ParticipantsList
Information on participants	MandE1_GMDCForm
Workshop evaluation form	MandE7_Evaluationform
Profiles and case studies	
Please see collection of profiles and case studies by country on the CD ROM	
Audio visual materials	
Making every voice count	AV8_Gender media diveristy and change

IT FOR ADVOCACY

INCLUDING THE USE OF CELL PHONES



AmaBuruxa Cultural from Namibia during the 16 Days of Activism cyber dialogues, December 2007.

Photo by Maritje van Dyk



Objectives

- Empower participants in the use of the internet in extending the reach of campaigns.
- Assist participants in setting up email accounts and sending emails.
- Introduce participants to social media and the additional possibilities that this offers.
- Assist councils in designing mobile advocacy campaigns through the use of cell phones.



ARTICLE	TARGET AREA	PROVISION - 2015
31	Universal access to information, communication and technology.	Put in place policies and laws on information and communication technology; ensure women and girl's access to information and communication technology; policies and laws to include specific targets developed in participatory processes.

Question

How is this provision relevant to your council?



A NEW WORLD OF POSSIBILITIES

Information technology (IT) offers many exciting possibilities to make your voice heard! For women in decision-making, 'Making IT work for you' is a key tool to ensuring that you stay in the communication loop, find and disseminate information to different audiences.



Case study: Councillor Bernadette Chipembere's road to e-empowerment

Read the case study below and answer the questions that follow:



Councillor Bernadette Chipembere (left) receiving her award at the Gender Justice and Local Government Summit, March 2010.
Photo by Colleen Lowe Morna

When Councillor Bernadette Chipembere won a laptop at the GL Gender Justice and Local Government Summit in March 2010 for her outstanding work to promote women's rights, a whole new world opened up for her and those around her.

She got an email address and has become the main source of information for the council in the remote southeast of Zimbabwe. She joined Facebook and has 200 friends in the gender equality movement. She receives and distributes the GL list serve that includes an Opinion and Commentary Service. And she coordinated the 2010 Sixteen Days of Activism against gender violence cyber dialogues in Chiredzi, exposing local women to the wonders of the internet.

Most important, the work on the ground is steaming ahead. Following the publicity she received for the award, and a visit from the minister of lands, the 72 cases of widows dispossessed of their land that she took up, and that won her recognition, have been resolved. The district now has a woman District Administrator appointed, Chipembere suspects as a result of “all the noise we make here. If you talk about gender in Chiredzi, yes we do make a noise.”

Laughing that she is the unpaid legal advice centre for women, Chipembere reels off a number of domestic violence cases in which police have lost the files of women or otherwise frustrated the prosecution of cases. “I am telling the police they must get on top of their game,” she says. “I will not allow the police and perpetrators to win when they should not.”

When cholera broke out in Chiredzi and council officials pounced on women selling food at local markets, Chipembere intervened to find solutions short of evicting the women from their stalls. “When council officials look at women vending food, they see cholera,” Chipembere observed. “I see women working to send their children to school.”

Questions

1. Can you identify some of the IT and internet tools that Councillor Chipembere used?

2. How did Councillor Chipembere use these tools to advocate for women's rights?

3. What were some of the outcomes that followed from her e-empowerment?

4. Do you think you can replicate Councillor Chipembere's use of internet tools? If yes, what are some of the things that you would do?

5. Do you see these tools as beneficial to the work that you do?

6. Have you used the internet before? If yes, what are types of activities that you use the internet for?

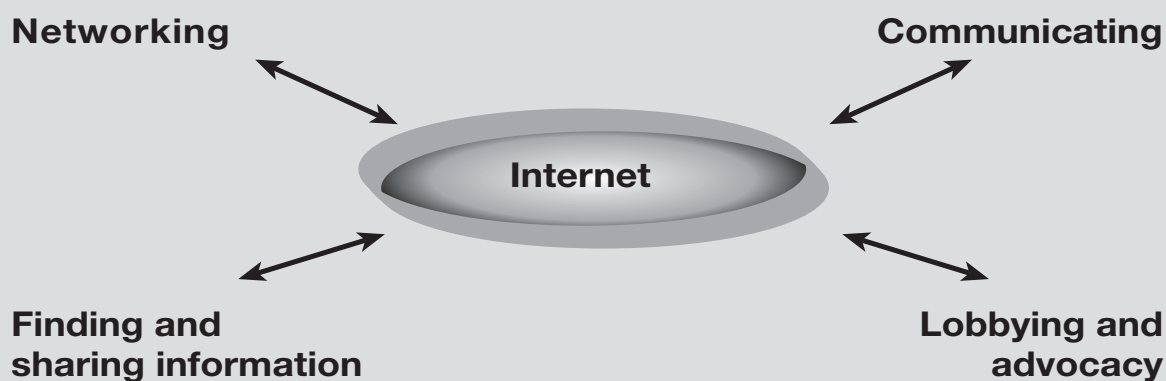
7. Do you find the internet difficult or easy to use? Share some of your experiences.



Fact sheet

The internet is a world-wide system of computer networks that enables people all over the world to communicate electronically, at high speed and low cost. There are many tools which enable people to use the internet for finding and exchanging information.

The diagram illustrates the different ways that the internet can be used:



Electronic mail (email)

Sending information from one person to another, which could be a few lines of text, a document, a spreadsheet file or a sound file.

The World Wide Web (WWW)

A linked network of pages of information which anyone can access. Each page consists of text, often graphics and may contain sound and video files.

Mailing lists

Sending specific information on a topic to a large group of people. The information can be one-way or can allow the group to participate in electronic discussions.

Interactive spaces

Gives the user the ability to interact with information on a website, either by commenting on an issue or completing a feedback form.

Discussion groups

Public electronic discussions on the World Wide Web on specific topics.

File Transfer Protocol (FTP)

The ability to download information from the internet onto your own computer or upload files onto the internet, mostly onto websites.

Social networks

A social networking service is an online service, platform, or site that focuses on building and reflecting of social networks or social relations among people, who, for example, share interests and/or activities. A social network service essentially consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web based and provide means for users to interact over the internet, such as email and instant messaging. Online community services are sometimes considered as a social network service, though in a broader sense, social network service usually means an individual-centered service whereas online community services are group-centered. Social networking sites allow users to share ideas, activities, events, and interests within their individual networks.

You can use the internet to:

- Publish information cheaply and quickly, that will be accessible all over the world.
- Find information fast from all over the world that will help you research your campaign.
- Share information and promote your organisation and its work.
- Find the people or projects that may be able to support or assist your organisation.
- Find options for funding and support from all over the world.
- Save time and money for your organisation by doing your banking and account payments online (read the case study!).
- Coordinate international campaigns cheaply and efficiently.
- Exchange news, views and experiences with others in a world wide public forum.

Keeping in touch using email

Email allows you to stay in contact with people across the globe quickly and cheaply. If you do have an email address please follow the steps below to set up an address. By using email one can freely easily communicate cheaply across the world without any geographical limitations.

You can set up an email account which you can use with an internet browser. You can setup your own email address for free at www.gmail.com, www.yahoo.com or www.hotmail.com and read your mail from anywhere in the world. You will still need an internet connection (e.g. at an internet café or on a friend's computer) to send and receive messages. To set up your email account; take the following steps:





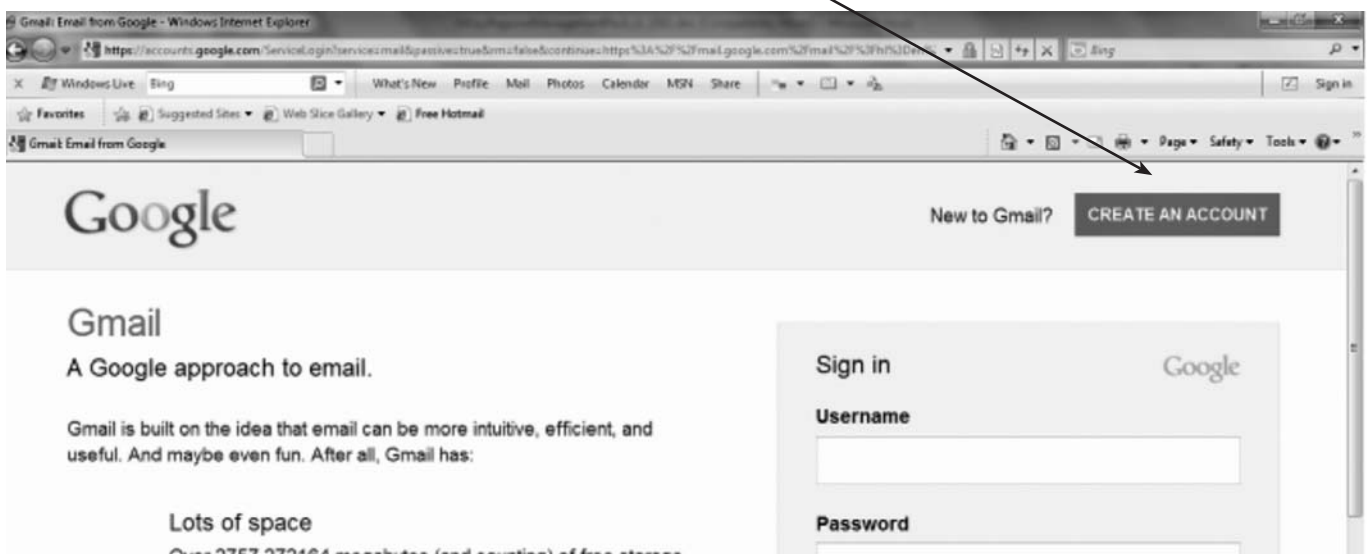
Exercise: Setting up a Gmail account

This practical exercise guides you through the steps of setting up an email account.

Step One: Go to www.google.com and click on **Gmail**.



Step Two: You will see this screen. Click on **CREATE AN ACCOUNT**.



Step Three: Fill in all your details in the boxes.

Google Accounts - Windows Internet Explorer

https://accounts.google.com/NewAccount?service=mail&continue=http://mail.google.com/mail/

Windows Live Bing What's New Profile Mail Photos Calendar MSN Share

Favorites Suggested Sites Web Slice Gallery Free Hotmail

Google Accounts

Change Language: English

Create an Account

Your Google Account gives you access to Gmail and other Google services. If you already have a Google Account, you can sign in here.

Get started with Gmail

First name:

Last name:

Desired Login Name: @gmail.com

Examples: JSmith, John.Smith

Step Four: After you have completed all the boxes click on the box that says **I accept. Create my account**

Google Accounts - Windows Internet Explorer

https://accounts.google.com/CreateAccount?service=mail&continue=http://mail.google.com/mail/

Windows Live Bing What's New Profile Mail Photos Calendar MSN Share

Favorites Suggested Sites Web Slice Gallery Free Hotmail

Google Accounts

Terms of Service:

Please check the Google Account information you've entered above (feel free to change anything you like), and review the Terms of Service below.

With Gmail, you won't see blinking banner ads. Instead, we display ads you might find useful that are relevant to the content of your messages. [Learn more](#)

[Printable Version](#)

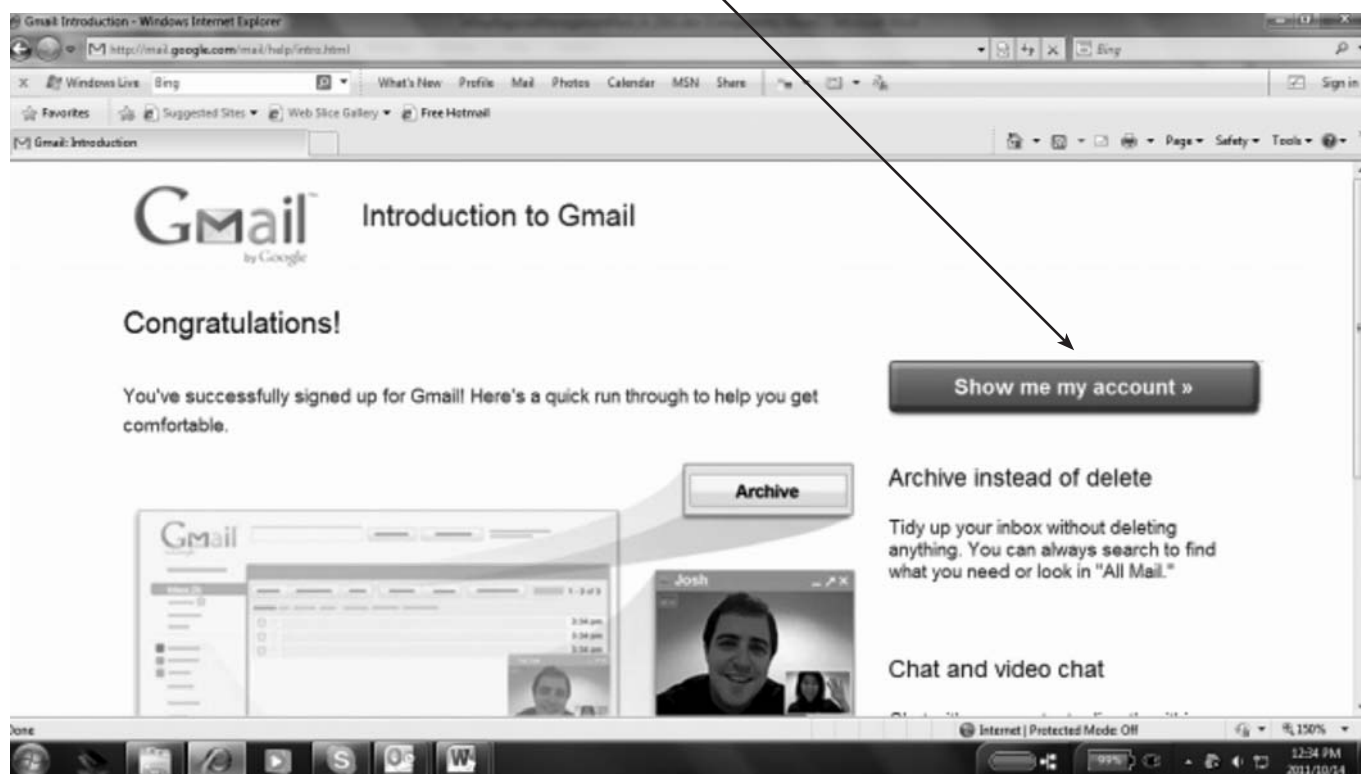
Google Terms of Service

Welcome to Google!

1. Your relationship with Google

By clicking on 'I accept' below you are agreeing to the Terms of Service above and both the Program Policy and the Privacy Policy.

Step five: You will this screen. Click on **Show me my account.**



Discussion

Now that you all have email accounts, think of ways that these can be used to advance campaigns.

Lobbying and campaigning using online petitions





Petitions can be effective ways of getting many supporters to rally around an issue. Individual letters and phone calls, however, are still very effective and should be encouraged in addition to signing a petition.



Each petition should have a statement of facts structured as a logical argument, and concluded with a statement of position on the part of those signing. People need to know what they are agreeing to! You can make sure they understand the issue by making the background available - a page or two about the issue (its importance and relevance to the public, why the issue is so important to be addressed now, the expected result of action, etc).






Case study: Building a citizen leadership scorecard

As part of a campaign on gender aware leadership that lead to the transformative leadership score card, the Gender and Media Diversity Centre opened an electronic bulletin board with a request to participants to post comments on qualities of good leadership. Below are examples of some of the comments posted:

Author	Message
<p>contenta</p> <p>Joined: 10 Jun 2005 Posts: 30</p>	<p>Posted: Fri Feb 06, 2009 3:28 pm Post subject: Gender and Leadership debate </p> <hr/> <p>Make your mark! Join the GREAT GENDER AND LEADERSHIP DEBATE. For more information click here. Tell us what makes a good leader?</p> <p>All you need to do is click on the POST REPLY button at the bottom of this message. Type in your name and in the large box, type in what you think makes a good leader.</p> <p>Thanks</p> <p>Last edited by contenta on Fri Feb 13, 2009 2:48 pm; edited 1 time in total</p>
<p>Back to top</p>	<p> profile</p> <p> pm</p> <p></p>


<p>SShall Guest</p>	<p>Posted: Mon Feb 09, 2009 8:39 am Post subject: </p> <hr/> <p>Integrity and honesty</p>
<p>Back to top</p>	<p></p>

<p>saeanna Guest</p>	<p>Posted: Mon Feb 09, 2009 10:52 am Post subject: </p> <hr/> <p>Someone who is not "politically correct" but is critical.</p> <p>Visionary: has got a sense of where the country, province, city, town, district, council should be tomorrow.</p>
<p>Back to top</p>	<p></p>

<p>MY Mkhize Guest</p>	<p>Posted: Wed Feb 11, 2009 9:04 am Post subject: </p> <hr/> <p>Someone who is morally upright and who has the country's best interest at heart. One who is able to come up with good policies that will alleviate some of the important issues faced by South Africa e.g. Poverty.</p>
----------------------------	---

Fanuel Hadzizi
Guest

Posted: Wed Feb 11, 2009 9:21 am Post subject: Leadership


 quote

A good leader listens to his or her subordinates with humility knowing that leadership comes with responsibilities, lead by example, is open minded, transparent, accountable and a visionary. A good leader earns respect from his/her subject not through coercion but by mutual understanding. he/she is a role model but above all a good leader is judged by the good things he/she did/can build during his or her time.

[Back to top](#)

Dumisani Gandhi
Guest

Posted: Wed Feb 11, 2009 4:08 pm Post subject: Leadership

 quote


visionary
Practical; pragmatic
Respectful; principled, resolute and forthright
Good listener
Ability to identify ideas that are practical
Ability to empathise; to be led; to be humble and willing to learn continuously
Willingness to take responsibility
Mentally tough; able to take criticism in hers/his stride

A combination of these characteristics are some essentials of leadership

[Back to top](#)

Ethel
Guest

Posted: Wed Feb 11, 2009 5:04 pm Post subject:


 quote

A good leader is confident, composed ...and dresses well!

[Back to top](#)

Faith7
Guest

Posted: Thu Feb 12, 2009 3:04 pm Post subject: A leader

 quote

A leader is an Inspiration! A Visionary! A Doer!



Exercise: Questions

1. What was the value of having an online petition in this case?

2. Can you think of a similar situation in which you could use such a tool to advance a campaign?



Exercise: Develop your own petition

An online petition might be less formal, but it must address the following:

1. Who owns, sponsors, or runs the site either individually or organisationally?
2. Information on when, where and how the petition will be presented to the intended target or recipient.
3. Be careful to protect the integrity of the information you receive. For example, be specific if you are going to use information on mailing lists, etc.

A traditional petition looks something like this:

Sample Petition Form

<p>Whereas:</p> <ol style="list-style-type: none">1. Statement of Fact;2. Second Statement of Fact; and3. Third Statement of Fact.4. We request that: Statement of position, who is to act on position, and how they might act on position.				
SIGNATURE	NAME	RESIDENTIAL ADDRESS	POSTAL CODE	DATE

An online petition might be less formal, but it must address the following:

1. Who owns, sponsors, or runs the site either individually or organisationally?
2. Information on when, where and how the petition will be presented to the intended target or recipient.
3. Be careful to protect the integrity of the information you receive. For example, be specific if you are going to use information on mailing lists, etc.

The following are some examples of websites which allow you to create petitions:

www.petitions.org/; www.thepetitionsite.com/ www.petitiononline.com/

Online chats and cyber dialogues

Introduction

Cyber dialogues or chat rooms are places on the internet where people can plan meetings and share ideas. Chat is a form of communication which allows immediate interaction on the internet. With chat technology, all conversations take place in *real time*. This means that you need to be on the internet at the same time. Chat has been used extensively for live coverage of world events, news, sports commentary, etc. For activists, it can be a useful tool for convening online meetings, debates and conferences. The group must be connected to the internet all at the same time. There are many free cyber dialogues available today. The most commonly used are Yahoo and MSN messengers. The GL website has a permanent chat facility.

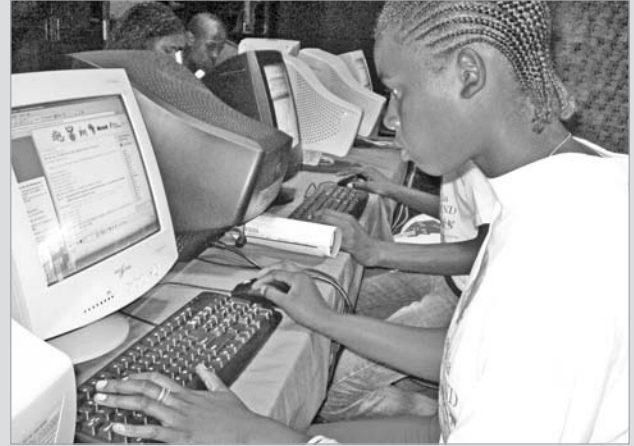


Case study: Making IT work for gender justice

Read the case study below of the Sixteen Days of Activism cyber dialogues piloted by GL in South Africa. You can also view the 12 minute video, *Making IT work for Gender Justice*, that is contained on the DVD.

Johannesburg, December, 2004: The cyber dialogues - people talking to each other through short messages on the internet - that had South Africa “chatting” about gender justice for sixteen days ended with a strong call to ensure that “peace begins at home.”

The dialogues, according to a statement released by partner organisations on 10 December 2004 (Human Rights Day), “opened an unprecedented space for those most directly affected to speak out.” This happened both in the face-to-face discussions that took place at 66 centres in all nine provinces as well as in the daily lunch time chats that allowed these groups to pose questions to the 55 experts and decision-makers who took part in the cyber dialogues on different days.



City of Johannesburg 16 Days of Activism cyber dialogues, December 2004.
Photo by Colleen Lowe Morna

The cyber dialogues consisted of:

- Different themes for each day, for which the sixteen participating NGOs prepared fact sheets and organised panellists who came to a central hub or centre.
- Face to face debates on the theme at the hub, as well as at 80 access points around the country included government information multipurpose centres; local government libraries and community centres and the local level offices of partner NGOs. These took place from 12.00 to 13.00 each day.
- An internet link up between the hub and the satellite points via a chat room provided through the partnership with Microsoft and Telkom.
- A daily poll question where participants could register their view and facility to access the results in graphical format.
- A summary of the chat and especially of action points at the close of each day.
- An electronic bulletin board which participants could post comments to at any time.
- Media kits and a media liaison officer who ensured maximum publicity for the cyber dialogues and tracked the increased coverage that resulted from having structured debates, with interesting and knowledgeable speakers at the hub, and views from around the country on the different themes.

This way of communicating can make a real and immediate difference to people's lives. For example, 'Lalu' sent this message on the 8 December: *“I was brutally raped by my employer....Because I earn R900 I could not afford to get a lawyer. I am now unemployed, where and what help can I get help?”* Lalu received several messages back with the contact information for organisations that could help her.

Organisers of the cyber dialogues saluted “the courage of those who have taken the space provided by the Sixteen Days of Activism on Gender Violence to speak out. We must not let them down. It is now up to all of us as a nation to secure that space with concrete action.”

NGOs expressed concern that despite the government commitment to the campaign, the Sexual Offences Bill that has been on the cards since 1996, has still not been passed. In particular, they urged the government to reinstate the treatment clause that had been removed by the justice portfolio committee on grounds that it had not been sufficiently costed.

The Ministry of Health pledged to undertake an audit of treatment available for survivors of sexual assault. Other important commitments made by the government during the cyber dialogues included:

- Peter Durandt of the Department of Justice and Constitutional Development said that the department would be launching a hotline to receive complaints or hear about difficulties that survivors of sexual assault are experiencing with the courts.
- Susan Pienaar of the South African Police Service (SAPS) said that the police will be launching an integrated inter-sectoral training programme on domestic violence in 2005.
- Robbie Raburabu of the Independent Complaints Directorate outlined the role of the IDC in receiving complaints about the police and their handling of domestic violence matters. He urged the public to make greater use of this facility.
- Following criticism that the government is doing little to support places of safety and care for survivors of sexual assault, Deputy Minister of Social Development, Jean Benjamin, announced that her department will be building nine new shelters per province each year over the next three years, as well as 29 one-stop centres for survivors of sexual assault.



Exercise: Questions

1. From the above case study, what do you understand by the word cyber dialogues?

2. How did GL make use of ICTs in the campaign?

3. What were the outcomes?

4. Can these be replicated?

Cyber Dialogues



Exercise: Conduct a mock cyber dialogue by following the steps below:

1. Go to www.genderlinks.org.za.
2. Click on the top right hand corner that says **Community**.



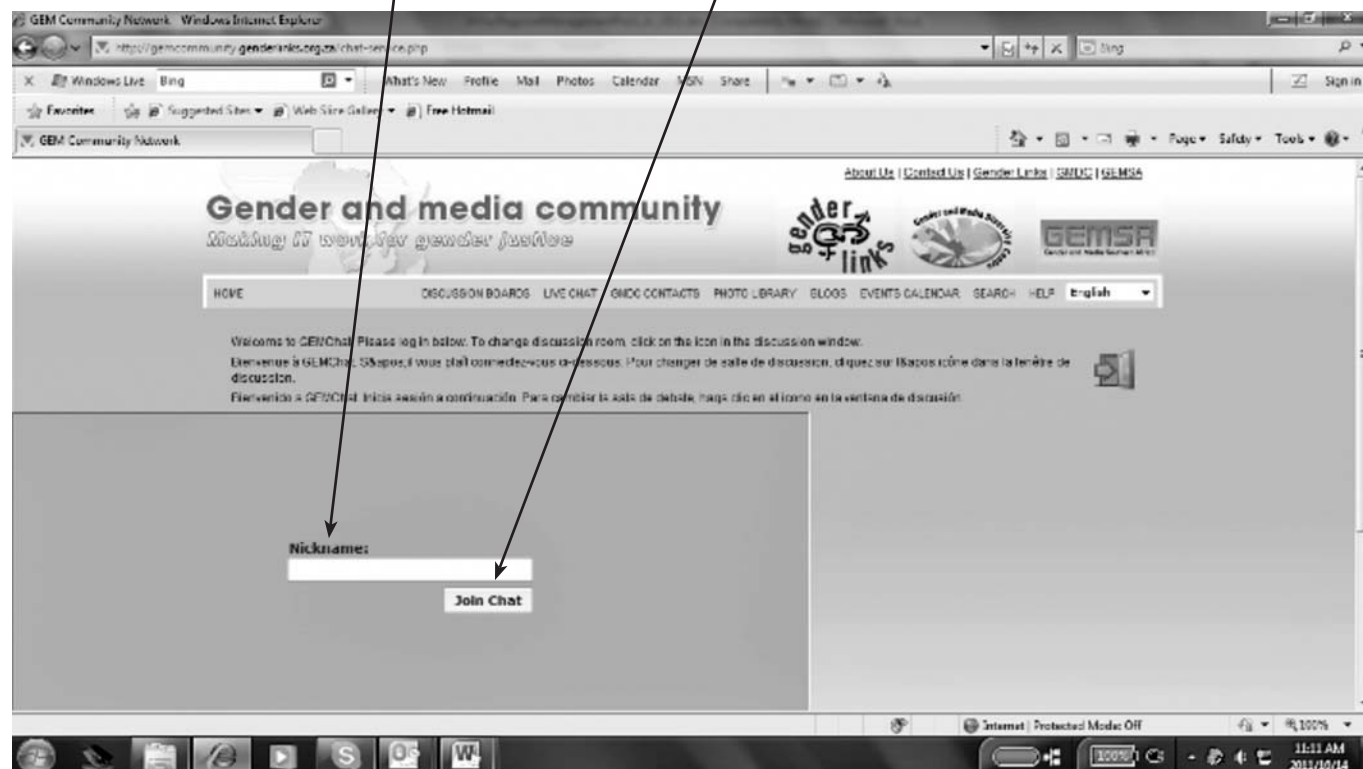
3. When you click on the green box you will go to page that looks like this:



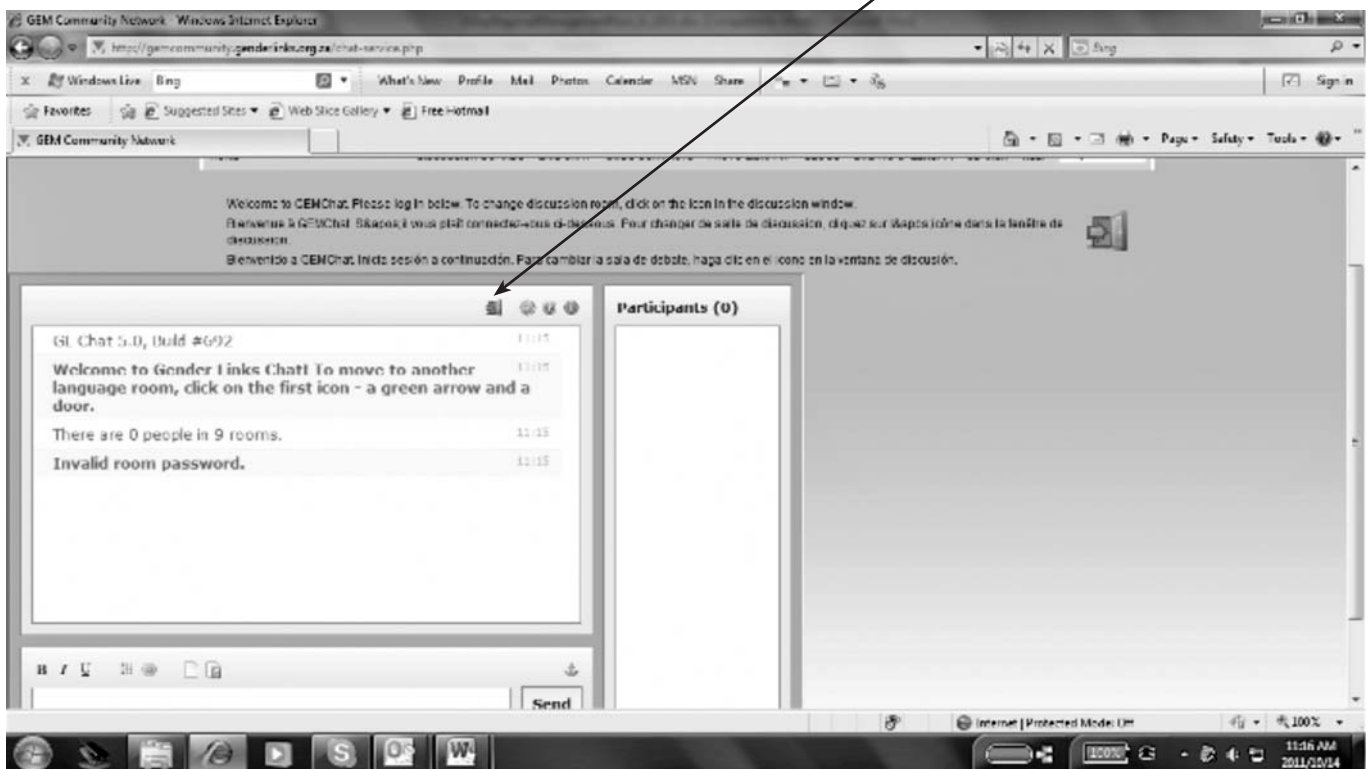
4. Click on **LIVE CHAT**.



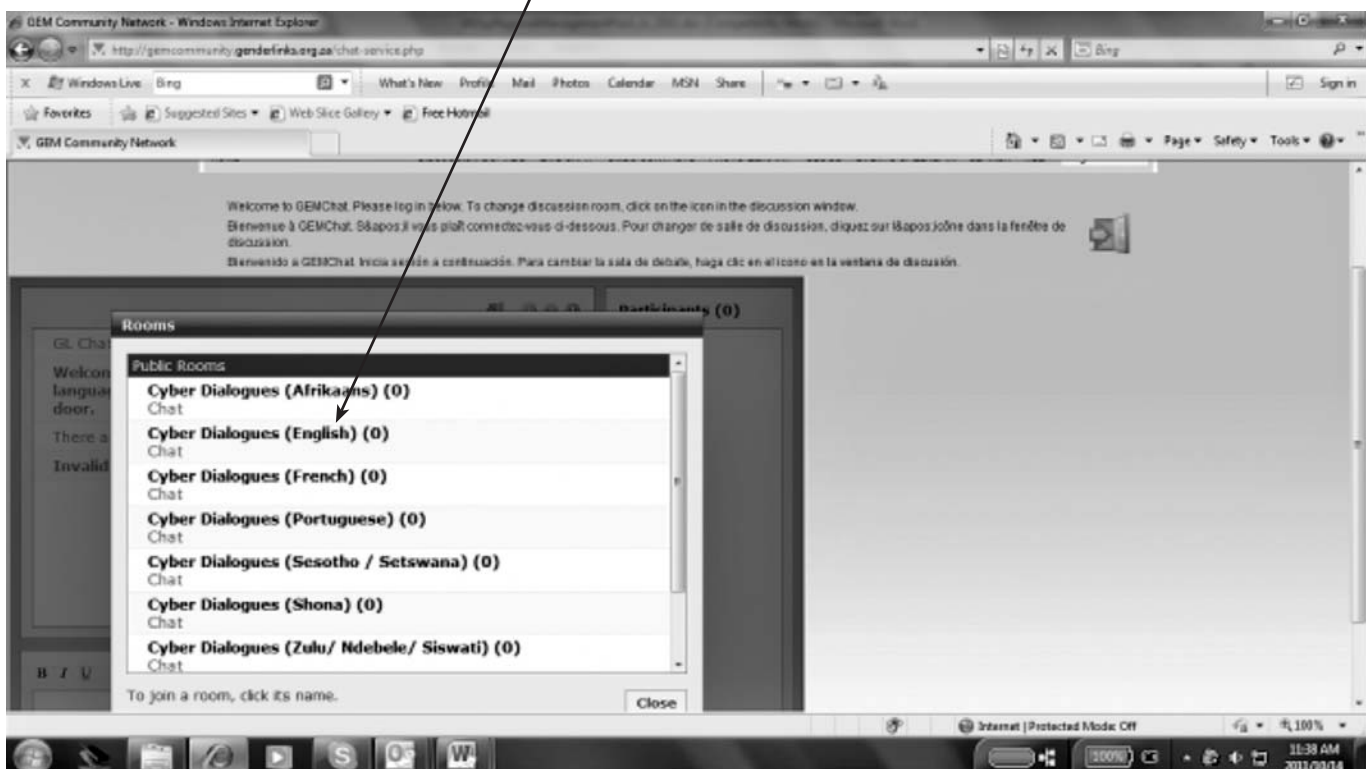
5. Fill in your name in the **Nickname** box and click **Join Chat**.



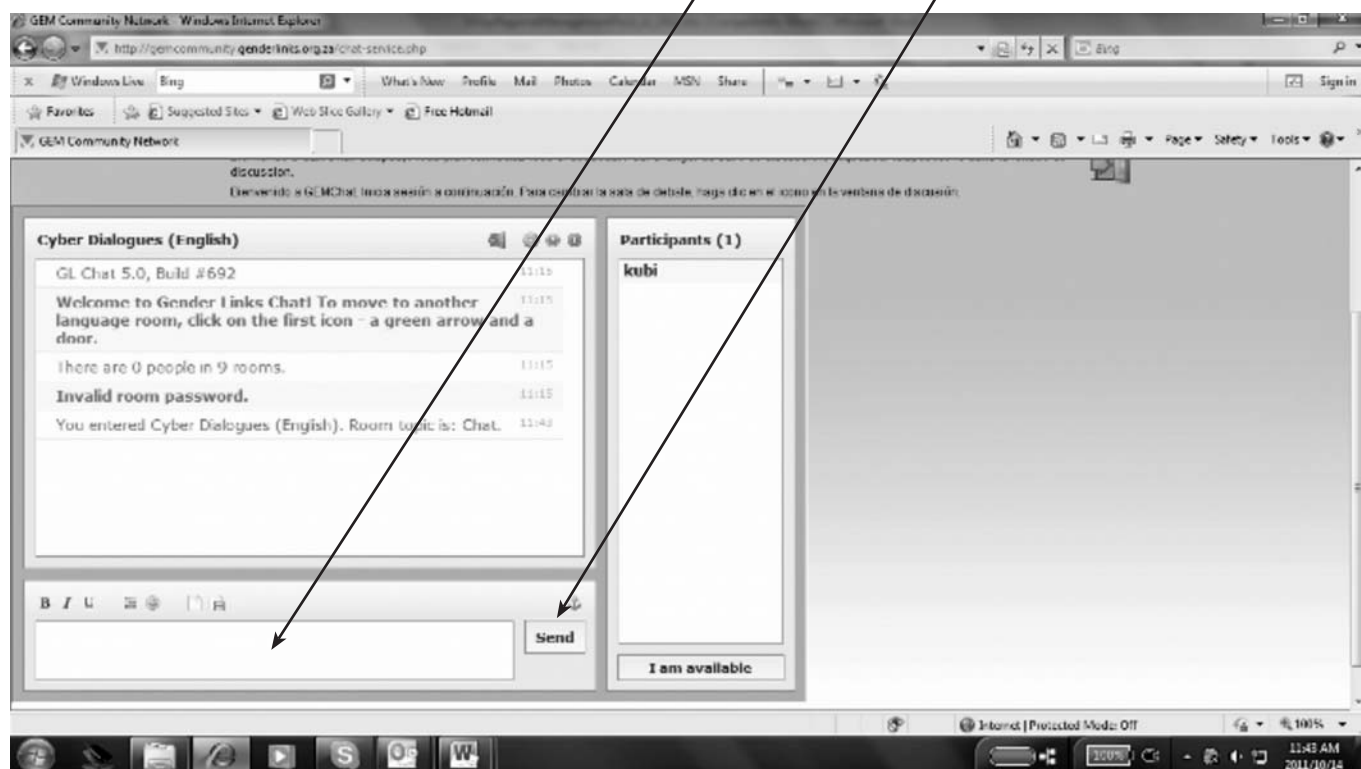
6. Your screen will look like this. Click on the icon that looks like this: 



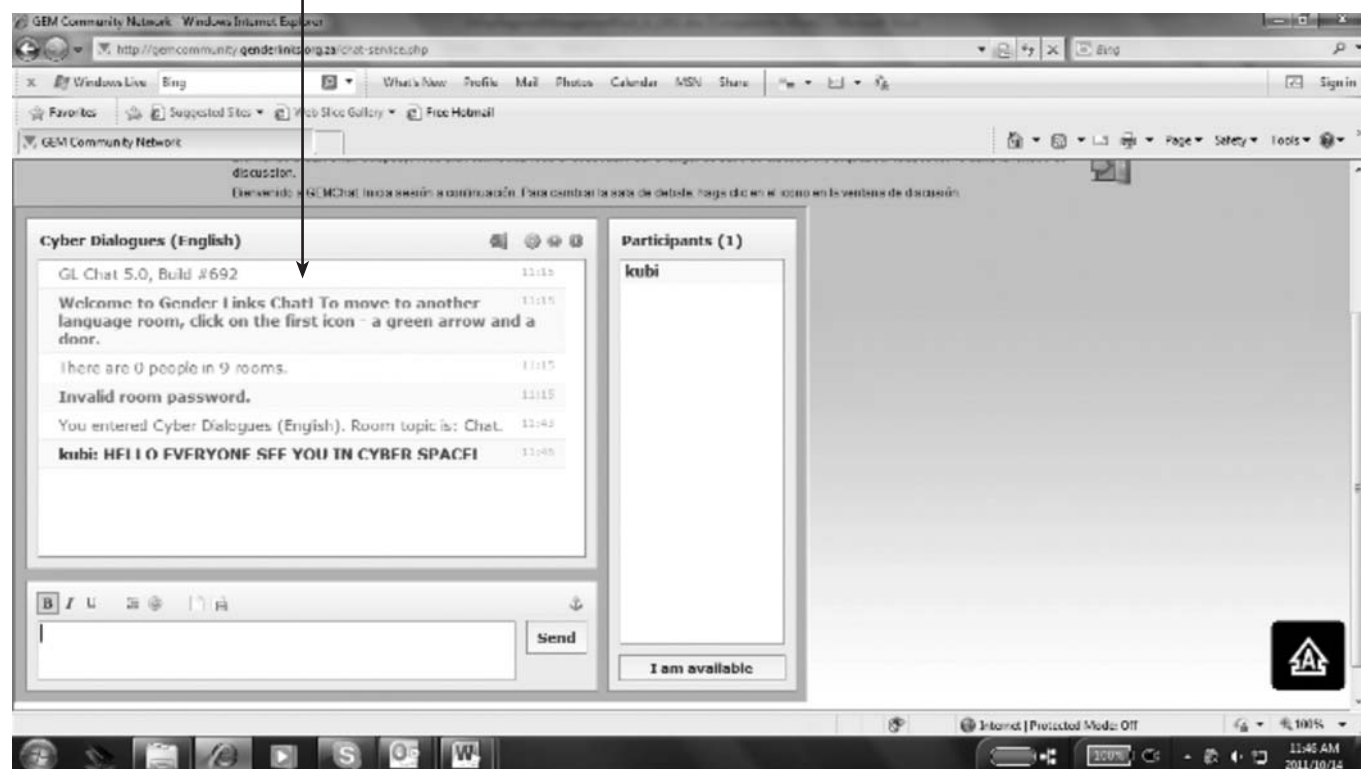
7. You will this screen. Click on the **language room** you want to join.



8. You will see this screen. Type your comment in this **box** and click on **Send**.



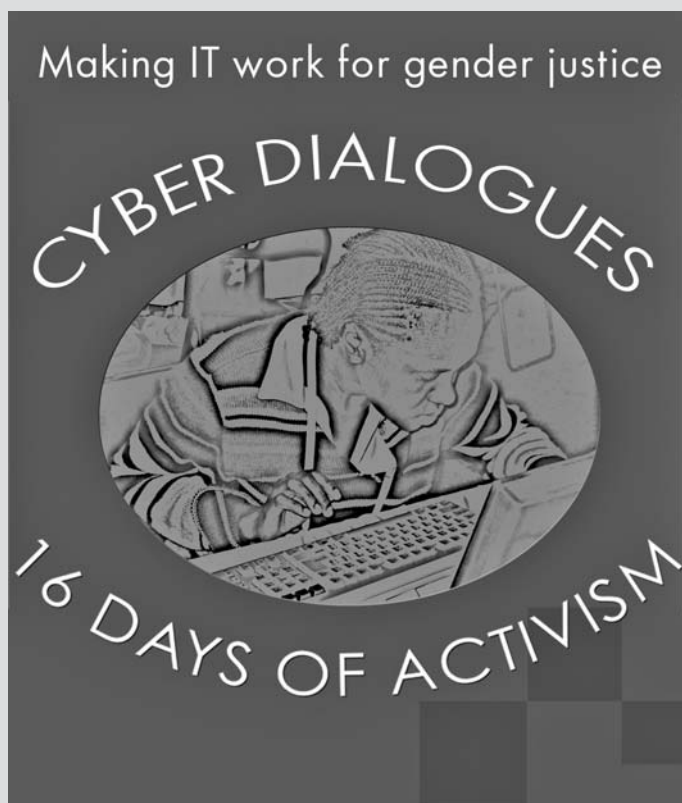
9. You will see **your comment** published in the chat.



You can invite others to join the chat on the agreed date and time. Make sure that you have a facilitator for the discussion, and that a few questions are prepared before hand, otherwise the discussion can get out of hand (just like any other!). One member of your group should volunteer to summarise the outcomes. At the next session, discuss how the chat went, how the team felt, and what your group thinks is the value and limitations of this technology.



Fact sheet



The Cyber Dialogues are one of several initiatives to raise awareness and change behaviour as part of the Sixteen Days of Activism on Gender Violence using new information and communication technologies. The Sixteen Days is the period from 25 November, International Day of No Violence against Women, to 10 December, Human Rights Day. This period is increasingly recognised in Southern Africa as an opportunity to conduct sustained campaigns against gender violence. The Cyber Dialogues are also used to facilitate other discussions as part of GL's programmes.

The cyber dialogues combine facilitated, interactive dialogues on the ground with a link to a central hub at national level where experts and decision-makers will be available at a fixed time each day to answer questions in a live “chat room”. The Cyber Dialogues are one of several initiatives to raise awareness and change behaviour as part of the Sixteen Days of

Activism on Gender Violence on Gender Violence using new information and communication technologies.

The initiative aims to:

- Empower citizens, and especially women, in the use of new technologies.
- Encourage citizens to air their views and speak out against violence and abuse.
- Make “e governance” work for gender justice.
- Link people across provinces, borders, time zones and languages in a common cause.

Cyber dialogues are often held within local government councils. These are conducted in various Southern African languages. Local councils select a day on which to conduct cyber dialogues on a chosen theme. These dialogues include the involvement of communities and receive media coverage. Local government officials help to organise and facilitate the cyber dialogues.

Social media

The term **social media** refers to the use of web-based and mobile technologies to turn communication into an interactive dialogue. Social media are media for social interaction, as a superset beyond social communication. The best way to define social media is to break it down. Media is an instrument on communication, like a newspaper or a radio, so social media would be a social instrument of communication. One of the most popular social media networking tool currently is Facebook, and Facebook can be used as a very powerful campaigning, lobbying and advocating tool.



Exercise: Participants can each set up a face book profile

1. Go to www.facebook.com

facebook


Email

Password

☐ Keep me logged in

[Forgot your password?](#)

Login

Facebook helps you connect and share with the people in your life.

Sign Up
It's free, and always will be.

First Name:

Last Name:

Your Email:

Re-enter Email:

New Password:

I am: Select Sex:

Birthday: Month: Day: Year:

Why do I need to provide this?

Sign Up

Create a Page for a celebrity, band or business.

2. Enter your details under the heading “Sign Up”. Remember to enter your email address and password correctly. Write down your password and keep it safely.
3. Facebook will take you through the steps in creating a profile, please read the instructions carefully.
4. Add a profile picture of yourself. Add personal details (you may choose to add or leave our certain personal details such as a contact number or email address for safety reasons).
5. Check your email inbox. You should receive an email from Facebook with a link to verify your account, please click on this link, or copy the URL and paste it into the address bar of your browser (Internet Explorer, Firefox).
6. When your profile is created and you have clicked on the verification link in your email. You can now start using Facebook.
7. To login in the future, go to www.facebook.com and enter your email address and password at the top of the page (in the dark blue bar). Click on the button saying “Login”.

A few tips:

- You can also create a Facebook page for your council or community organisation or initiative.
- Community members and staff can post comments, make recommendations and even post suggestions on the page.
- You can also create events on your Facebook case, so when the council or organisation is hosting a special event, programme or project, you create an event to advertise the activity and also invite people. So people can also RSVP online.
- You can also use Facebook to advocate for causes that you, as an individual, is picking up or your council or community at large is advocating or lobbying for. Group members can leave comments and also have discussions online around the particular issue or cause.

Finding the GL Facebook page

Option 1

1. Log in to Facebook using your email address and password.
2. Go to www.facebook.com/genderlinks

Option 2

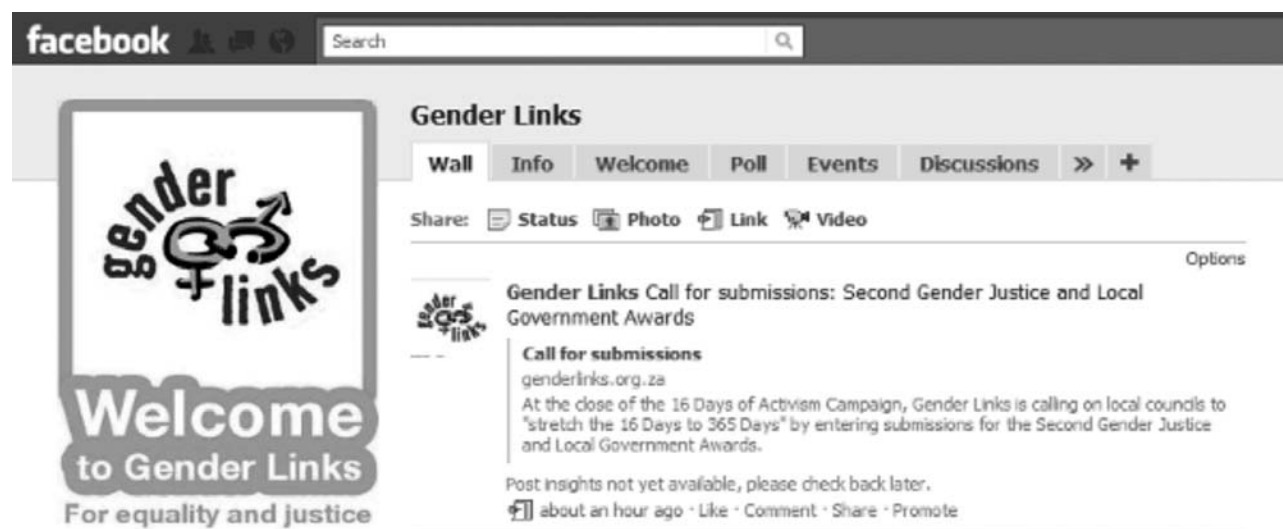
1. Log in to Facebook.
2. Type the word “Gender Links” into the search bar on Facebook and you will see the GL’s page in the results below.

Option 3

1. Go to www.genderlinks.org.za and clicking on the dark blue “F” button at the top of the webpage.



If you haven't done so before, please click on the button called **“Like”** next to the Gender Links title. You must do this in order to interact on the page.



Now that you are on the page, please feel free to ‘Like’ other posts, comment on articles and share posts from GL on your own profile.

Sharing websites and online articles on the GL Facebook page, your council/organisations' page or your own page

1. Highlight and copy the link URL (website address) that you wish to share (this is located in the address bar of your browser). To copy the URL, highlight the entire website address, right click on it and then choose **Copy**.



2. Log in to Facebook and go to www.facebook.com/genderlinks

3. Click on the button called **“Link”** next to **“Share”**, and paste the URL link that you just copied, then click the button called **“Attach”**.



4. Wait until the link has loaded (you might see a few blue bars showing that the link is being uploaded - please wait while this happens). You might see a small picture loading with a headline and description of the link next to it.
5. Please write a short introduction to the link you are sharing so that others know why you are sharing it and what that page contains.
6. Click on the button that says **“Share”**.



7. You have now shared a link on the GL Facebook page wall!

Other ways to share articles and resources on Facebook:

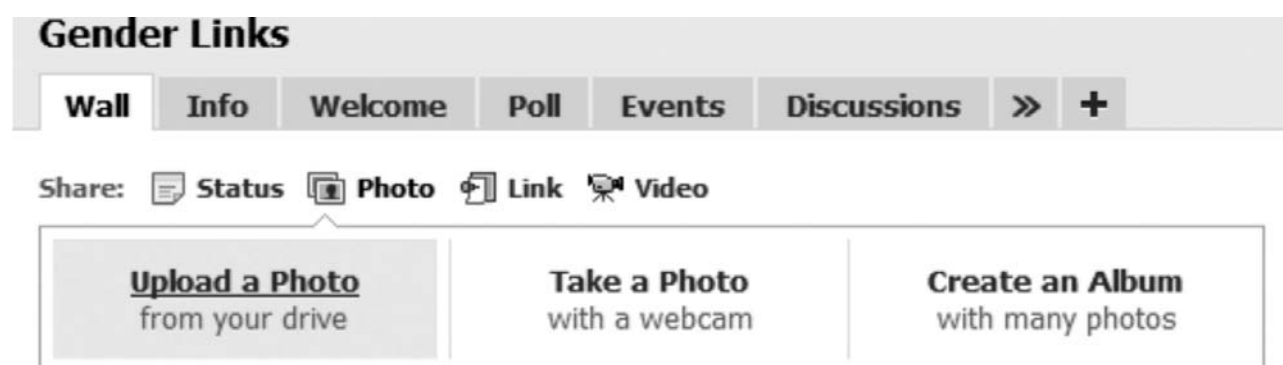
1. While you are reading an article online, you might come across these buttons (or similar buttons).



2. You can use these buttons to share an article on your Facebook profile. Locate these buttons either at the top or bottom of the page and click on the social network that you would like to share it on (Facebook will usually be a white “f” inside a dark blue square).
3. Click on the “f” button and you will be given a instructions and options on how you would like to share the link.
4. Please note, this link will be posted on your personal profile and not on the GL Facebook page, but is a good way to share information quickly.
5. This will only work if you are logged into your Facebook account, if you are not, clicking on the “f” button will take you to the login page first.

Posting photos or videos on the GL page, your council/organisations' page or you own page

1. Follow the same process to post a link on the Page, but choose “Photo” or “Video” instead of “Link”.



2. Click on “Upload a Photo” to add a photo saved on your computer to the GL page, or use the webcam on your laptop to Take a Photo. Use the same process for Video.
3. You will see button called “Browse” - Click on this button to locate the photo or video you are going to share on your computer (you might have saved your picture in My Pictures, My Documents, or Desktop).
4. Select the file and click on UPLOAD. Please wait while your picture/video loads. This might take a few minutes if it is a very large file (this could be a very big picture or a long video).
5. Add a caption to your photo or description of the video to introduce other users to it, invite members of the page to comment or ‘Like’ the photo or video.

How to promote the GL page, your council/organisations' page or you own page

1. Suggest the page to your Facebook friends. Under the Gender Links logo on the Facebook page, you will see an option to "Suggest to Friends". Click on this button and then choose which friends to invite.
2. Email the link: www.facebook.com/genderlinks to people involved in your projects, affiliated organisations, sponsors, speakers, writers, journalists etc. Send them an invitation to join the GL page on Facebook, here's an example of how you can do so:



"Dear _____,

We have launched a Gender Links page on Facebook and would like to invite you to contribute to the page by posting your views, resources, notes and links to articles, or even an update on what you are working on.

Use our page as a platform to communicate with active users on Facebook by visiting this link: www.Facebook.com/GenderLinks and clicking on the Like button. You will then have access to post photos, videos, links and updates that will be viewed and shared with our network online."

3. Put the link on your email signature, marketing material, brochures, below your articles and even in your publications.
4. Mention the GL Facebook page during seminars, talks, events, cyber dialogues and other events and invite people to join by 'Liking' the page.
5. Encourage other organisations that work with you to post a link back to the GL Facebook page either on their own website, or their Facebook page/s.

Questions

1. What are the values of having a Facebook account? _____

2. Do you think your council can use it as an advocacy tool? If yes, how do you think your council can use Facebook?

3. What were some of the challenges you encountered when setting up your account or your council/organisation's account?

4. Which types of issues do you think would be appropriate?

Tips: Writing for the Internet

Follow these 10 tips to help you write social media content that consistently goes popular.

1. **Do your research** - No matter what you're writing, the first step to crafting a piece is to do your research. For social media content, that means understanding the type of content social media users desire. Understand which type of content seems to consistently go popular, and write about a topic that hasn't been exhausted.
2. **Write a killer headline** - Your headline plays, perhaps, the most important role in determining how popular your social media content gets. Social media users have thousands of submissions vying to capture their attention. How can you stand apart from the pack? By creating a compelling headline. You don't have to reinvent the wheel with your headline. You just have to make it enticing enough for people to click on it.
3. **Follow with a great opening** - If you're lucky enough to write a headline that attracts readers, you better make sure you start off on the right foot. You only have a few seconds to convince the visitor to keep reading. That's why it's crucial that your opening paragraph sucks the reader in. A lot of times, your opening paragraph is what will be used as the article description on social media sites. Make sure it cuts straight to the core of what your post is about. This brings us to the next point:
4. **Eliminate fluff** - Web readers have no tolerance for fluff. Don't try to pad your content with non-essential text that doesn't further your points. Online readers already have a short attention span; so it's crucial to make sure you keep it focused.
5. **Be conversational** - The key word in social media is "social." Get rid of the stiff, boring content that lacks personality. Bring your readers into the conversation. Talk to the readers just like you would if you were sitting next to them face to face. An interactive, personal tone will generate buzz for your content.
6. **Don't be "salesy"** - Don't shoot yourself in the foot by trying to promote yourself in your social media content. Social media users will bury any content that displays ulterior motives. Your blogs need to add to the online experience by being useful and educational.
7. **Stand by your opinions** - Aren't you tired of all the "me too" blogs crowding the internet? Doesn't anybody have a new opinion anymore? While it can be scary to go against popular belief, you'll never gain any respect if you don't stand by your opinion. "Me too" content has been done thousands of times before, and that style of writing severely limits your chances of penning a popular piece.
8. **Use pictures** - Well-chosen pictures act as a great supplement for your social media content. Let's face it - no matter how great your writing is, few online readers want to be greeted with a long block of text when they click on your post. Pictures are great because they make your content easier to scan and they add another aesthetic to your piece.
9. **Be a resource** - In a way, this goes back to point #7. If you want your content to rise to the top of social media sites and to generate inbound links, you need to write pieces that act as a resource. How can you do this? By going deeper. Provide detailed analysis that can't be found anywhere else. Imagine you're writing a post about free online tools for web designers. While this has undoubtedly been done before, the way you can make your piece a leading resource is by including the most tools and links to some hidden gems that others have overlooked. In short, you want your content to be a piece that someone can learn, all they need to, about a particular subject.
10. **Keep trying** - Social media marketing requires a long-term commitment. You have to keep trying to write hot social media content. The best thing you can do is to learn from your mistakes and to keep tweaking your approach until you hit on a formula that works for you. It's a learning experience, and you just have to be willing to stick with it.

USING CELL PHONES FOR ADVOCACY



Exercise

1. All who have cell phones please raise these up. How many in the room have cell phones? How long have they had these cell phones?
2. Three volunteers to share how their lives have changed since they have their cell phones? Can they imagine their lives without their cell phones?



	How having a cell phone has changed every day lives
1	
2	
3	

3. How can cell phones be used in advocacy campaigns?

	How cell phones can be used in advocacy campaigns
1	
2	
3	
4	
5	



Definition

Short Message Service (SMS) is a text messaging service component of phone, web, or mobile communication systems, using standardised communications protocols that allow the exchange of short text messages between fixed line or mobile phone devices.



Case study: Read the article below and answer the questions that follow

Rural women gave their say: The uMnyango Project and SMS technology

(<http://rwmsa.org/2006/03/01/umnyango-project/>)



Courtesy of <http://rwmsa.org/2006/03/01/umnyango-project/>

With the assistance of Indiba-Africa and Fahamu, under the banner of the uMnyango Project, RWM is currently using SMS (text message) technology for grassroots women - and some men - in KwaZulu Natal to report incidences of violence against women and children, as well as violations of women and children's land rights.

The need for the uMnyango Project was confirmed in a survey of five rural communities in KwaZulu Natal carried out by RWM and the following partner organisations in early 2006.

According to the survey, 30% of community members had witnessed domestic violence. Most incidences were not reported. All survey respondents were of the opinion that the uMnyango Project could ameliorate the incidence of domestic violence by allowing individuals to report domestic violence and to seek appropriate support.

Of all the respondents, none indicated that they were actual victims of domestic violence. We feel that this is not a true reflection of the reality and that respondents deliberately denied being victims, as they were embarrassed and/or fearful of intimidation, especially seeing that the interviews were conducted in the respondents' households. Due to financial constraints, we were unable to invite respondents to a neutral venue to conduct the interviews.

33% of respondents (all women) reported that they had been excluded from accessing and/or controlling land due to them. Respondents felt that the uMnyango Project could assist in this lack of access through awareness-raising via SMS message, radio programs, and education.

54% reported that they don't participate in governance in their communities due to the inaccessibility of relevant information, inaccessible local councilors, and the cost of communications. Also, civil society organisations were either weak or non-existent, and therefore community members lack the skills for advocacy, lobbying, and campaigning.

54% had experienced conflict in their communities particularly around stock theft, land and politics. Also, 86% felt that the uMnyango Project provides a good opportunity for conflict resolution.

Zimbabwe: Women take campaign to cyberspace

by Jeniffer Dube

(<http://allafrica.com/stories/201002151238.html>)



It is enough to unsettle most people to imagine receiving as many as 1 000 text messages on their mobile phones every day. And when the messages so received are exactly on the same subject, the ensuing discomfiture can be shattering.

This is the "torture" the co-chairpersons of the Constitution Parliamentary Committee (Copac) face for allegedly ignoring demands by women for a 50/50 representation on committees spearheading the revision of the country's supreme law.

Women's Coalition of Zimbabwe (WCoZ) an umbrella body of women's groups in the country - recently took the campaign to cyberspace through the launch of a "Text 'Em Campaign."

The coalition is urging people to send short messages (SMS) to three Copac co-chairpersons, Paul Mangwana (Zanu PF), Douglas Mwonzora (MDC-T) and Edward Mkhosi (MDC) voicing their displeasure.

"The committee promised us that they would put in place systems to ensure that there is a 50/50 representation between men and women in the process," WCoZ national co-ordinator Netsai Mushonga said. "Since this is not happening, we have resolved to text the co-chairpersons asking them what happened to their promises."

Women's organisations and female legislators last month petitioned Copac demanding the inclusion of women in influential committees leading the process. Women, Gender and Community Development minister Olivia Muchena said committees and outreach teams leading the process were gender biased.

WCoZ published Mangwana, Mwonzora and Mukhosi's telephone numbers to kickstart the campaign.

They want each of them to receive at least 1 000 messages a day from different phones.

"In dismissing our petition, Mwonzora labelled it a Zanu PF agenda aimed at derailing the process," Mushonga said. "What we are seeing here are men from Zanu PF, MDC-T and MDC conniving to exclude women in this process."

Copac's management committee has one woman out of 10 while the steering committee and the select committee have three out of 10 and nine out of 25 respectively. The gender disparities have also been noted in the chairpersons of the thematic committees and their deputies. Of the seven chairs from Zanu PF, only one is a woman. The MDC-T seconded three women out of seven chairpersons, while the MDC's two chairpersons are men. Political parties also influenced the selection of civil society representatives to deputise thematic committee chairpersons.

Of the seven deputies seconded by Zanu PF, only two are women while MDC-T and MDC seconded four out of seven and none out of two respectively. While Mkhosi was unreachable for comment, Mangwana and Mwonzora said the women's campaign could be in vain as they were misdirecting their concerns.

"Our policy as Copac is indeed 50% but we do not select these representatives," Mangwana said. "It is the political parties and the civic groups which seconded people to us. We did our best as far as advocating for equal representation but the stakeholders brought something else and we as Copac had no powers to reject what was brought to us. The women should be talking to the stakeholders as Copac will not be able to change these things."

Mangwana said some of the problems lay with society as women could not be found among such groups as priests or pastors, for example. Mwonzora said Copac actually scored high in as far as including women in the process was concerned.

"Copac made sure that all the female parliamentarians participate in this process but they are only 18% of the total legislators so that reality made it impossible for us to achieve 50% as we could not blow up the figures for them," Mwonzora said.

"Women have a very good case of under-representation but the source is not Copac but their political parties." He said women were also under-represented in most civic groups' decision-making positions and this had a direct impact on the names forwarded to Copac. Mushonga said women were not letting up on their campaign and would continue sending the messages.

But Mwonzora described them as a "nuisance aimed at disturbing me, my peace and my business". However, it seems the campaign was off to a poor start with Mangwana saying he was yet to receive any message and Mwonzora confirming receiving two.

Analyse the two case studies using the following framework:

	CASE 1 - GBV IN KZN	CASE 2 - 50/50 IN ZIMBABWE
Issue being addressed		
Why cell phone technology used: Advantages		
Disadvantages		
Replication		



Fact box: Why are mobile phones useful for advocacy campaigns?

- Speed is a critical aspect of advocacy campaigns, and mobile phones allow the rapid dissemination of messages to a network of supporters with specific calls to action. Mobile phone activists can quickly sign on to petitions and get involved in other activities, cutting the response time down to a few hours. Email response time can take several days.
- For broad-based advocacy and outreach campaigns, in many countries (particularly in the developing world) mobile phones are in widespread use and more commonly used than the internet, so they offer a means to reach a broad constituency of citizens.

- Young people are attracted to advocacy campaigns are very comfortable using mobile phones and text messaging in particular.
- Mobile phones can be used in highly targeted ways to recruit supporters by using specific venues such as concerts, rallies and events with the help of on-stage announcements, flyers and handbills.
- Mobile phone text messaging allows an organisation to deliver a summary of a 'call to action' on the small mobile phone screen, and then invite further contact via the web or email.
- Mobile phone follow-up communication allows an advocacy organisation to recruit participants as permanent supporters.



Exercise: Designing your own mobile advocacy campaign

Read the steps below and design your own mobile advocacy campaign

Six steps for organising a successful campaign include:



1. **Set goals and plan your mobile advocacy campaign** ensuring the campaign is connected to existing 'real world' advocacy efforts, setting aside time and budget and identifying the most appropriate team and technology for carrying it out.
2. **Identify a vendor to run your mobile advocacy campaign** - for councils and larger NGOs, it's important to set up a contract with a vendor who will support the crafting of the campaign strategy, set up a suitable technological platform to meet the organisation's needs and manage inbound/outbound messages.
3. **Develop a marketing plan to reach your mobile constituency** - it's helpful to develop this around the following questions: '*what are the goals of the campaign?*' '*who do you want to reach?*' '*what's the message and what is the action requested?*' '*how does it fit in with other marketing efforts?*'.
4. **Craft the mechanics of your campaign and your mobile messaging steps** - this should include thinking about embedding the campaign in other media (e.g. including the mobile short code in billboard advertisements, emails, websites, etc), how

to ask for information (e.g. email addresses) and frequency of updates.

5. **Set up your system to get your mobile data into your in-house database** - work with a vendor or IT support staff to define how you will move mobile data such as mobile phone numbers, names, email addresses, etc into your database.
6. **Decide on your campaign closure and evaluation activities** - ensure supporters are thanked and report on campaign success, encourage ongoing engagement, conduct a metrics analysis sessions and campaign 'post mortem' to assess its effectiveness.

Now design your own mobile advocacy campaign:

ACTIVITY	COMMENTS
Goals of mobile campaign	
Possible vendors	
Marketing plan	<p>What are the goals?</p> <p>Who do you want to reach?</p> <p>With what messages?</p>
Languages	
Closure evaluation activities	

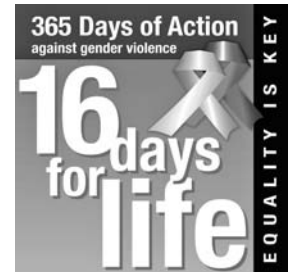
APPLICATION OF MEDIA, COMMUNICATION AND NEW MEDIA SKILLS - EXAMPLE OF THE SIXTEEN DAYS OF ACTIVISM CAMPAIGN

As part of the COE process, councils agree to take up at least one high profile, gender-related campaign. The example provided here is for the Sixteen Days of Activism. The same principles can be applied to any campaign that the council wishes to develop.

What is the Sixteen Days of Activism on gender violence?



Exercise: Set up two teams in the room like a TV quiz show. Pose questions such as those below. If one side gets the answer correct, they get two points. If they get the answer partially correct, they get one point. If they get it completely wrong, the chance goes to the other side. Add up the scores at the end and see who wins.



	JOT DOWN THE ANSWERS DURING THE QUIZ
1. What is the Sixteen Days campaign?	
2. When did it start?	
3. Where did it originate?	
4. How long has it been observed in your country?	
5. When is the Sixteen Days commemorated?	
6. What is commemorated on 25 November?	
7. What is commemorated on 1 December?	
8. What is commemorated on 3 December?	
9. What is commemorated on 6 December?	
10. What is commemorated on 10 December?	

What happens during the Sixteen Days of Activism campaign

Group work: Divide into six groups and discuss the questions below:

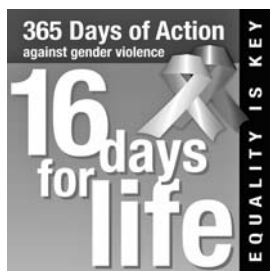
1. In your view, has this campaign been effective in fostering dialogue and raising awareness on the extent of gender based violence in your country/locality/region? How well known is the campaign?

2. In your country, who have been some of the key stakeholders driving the Sixteen Days campaign?

3. What is the campaign called? Why is this significant?

- Sixteen Days of Peace.
- Sixteen Days of No Violence Against Women and Children.
- Sixteen Days of Activism on Gender Violence.

4. What symbols do you associate with the campaign? Examine the symbols below. What do you know about each of them? Which do you think is most appropriate?



5. Do you think the campaign should include both women and children? Why or why not?

6. The following are symbols of some of the activities that take place during the campaign. Are you aware of any of these? Do you know of any others?



Fact Sheet: What is the Sixteen Days of Activism on Gender Violence?

Synopsis

The Sixteen Days of Activism on Gender Violence is an international campaign that runs from the 25th November to the 10th December. The campaign began in 1991 in Latin America to raise awareness about Gender Based Violence (GBV) as a human rights issue. The campaign included getting the anniversary of the assassination of the **Mirabal sisters**, four Dominican political dissidents who opposed the dictatorship of Rafael Trujillo, recognised by the United Nations General Assembly. In 1999, the UN designated November 25 (the anniversary of the murder of the Mirabal sisters) as the annual date for the International Day for the Elimination of Violence Against Women in their honour.¹ The campaign commences with the International Day for the Elimination of Violence against Women (25 November) and ends with International Human Rights Day (10 December). The founding participants chose these dates to symbolically link GBV and human rights. The campaign turned 20 in 2011. Since its inception, over 3 700 organisations in approximately 16 countries have participated in the campaign.

¹ <http://Sixteendayscwgj.rutgers.edu/>

Key dates

25 November	International Day of No Violence Against Women
29 November	International Women Human Rights Defenders Day
1 December	World AIDS Day
3 December	International Day for the Disabled
6 December	Anniversary of the Montreal Massacre (where 14 female engineering students were gunned down by a man because they were feminists)
10 December	International Human Rights Day

Over the years, there has been a move to stretch the Sixteen Day campaign to a year long or 365 Day campaigns to end GBV. This campaign is gaining momentum, with other dates identified in the calendar.

Themes

Each year the Centre for Women's Global Leadership at Rutgers University sets a global theme that can then be adapted to reflect regional, national and local priorities on GBV. Over the years, themes have focused on eradicating HIV and AIDS; focusing on private spaces such as the home as primary sites of GBV; ensuring peace for women and children for Sixteen Days amongst many more. In Southern Africa Sixteen Days sub-themes have included the following:

THEME	DESCRIPTION
Media	Is media part of the problem or part of the solution? This theme examines whether the media reports gender violence in a way that promotes or violates women's human rights.
Taking stock of GBV Action plans	Examines how much progress countries have made in the last year towards implementing national GBV plans. These are reviewed against the GBV targets in the SADC Protocol on Gender and Development.
Take back the night	Women have the right to enjoy freedom of movement. Threats to women's safety violate their human rights. Marches aim to reclaim women's safety in public places. These marches are a symbolic way of reclaiming unsafe spaces.
GBV and religion	Explores the critical role religious institutions have to play in dealing with gender violence through their teachings and by providing services and support to GBV survivors. Where possible, organisers convene public dialogue with different faith communities on GBV.
"I" Stories - the power of the personal account	Gender and media activists work with survivors of gender violence to gather their personal accounts. By telling their stories in a safe environment, survivors start the process of healing. With the consent of survivors these stories are published in the media.
Gender and IT	Examines how social networking tools such as the internet, cell phones, Facebook, Twitter and MixIt can be potential threats to women's safety; can be used in prevention, response and awareness raising of GBV in the local context; and used to connect citizens across artificial boundaries to discuss GBV.
HIV and AIDS and gender violence	Activists make use of World AIDS Day (WAD) on 1 December to highlight GBV as both a cause and consequence of HIV.

THEME	DESCRIPTION
Making care work count	Activists collect personal accounts of unpaid carers of people living with HIV and AIDS (PLWHA); assessing possibilities for linking this group of people to opportunities of economic productivity.
Sexual harassment	This highlights GBV in the work place, an area often not touched on. Gender Links' "Glass Ceilings in Southern African Newsroom" report, explores this issue in the media.
Disability and GBV	Examining the nexus between GBV and disability; exploring the violations that occur to women and men facing multiple vulnerabilities.
Culture and tradition	Examining how cultural and traditional practices contribute to or may be used to address gender violence.
Role of men and boys in GBV activism	Five out of six men are not abusers. But where are men in the GBV campaigns? The men-for-change movement is growing. 6 December, commemorating the Montreal Massacre, is a day typically set aside for men's marches during the Sixteen Days.
Human trafficking	This theme focuses on initiatives and legislative measures dealing with the trafficking of people, especially women and girls. Ensuring that momentum around pushing for legislation that specifically addresses this issue is a key focus.
Women's economic development	Demonstrating that women's economic empowerment and their exposure to economic opportunities can form part of state responses to GBV. While the link between women's economic empowerment and primary prevention of GBV is yet to be made, there is merit to advocate for increased opportunities for women's economic empowerment so as to bolster support services for survivors of GBV.
Measuring GBV	The Gender Links Gender Based Violence Indicators Project piloted in the Gauteng province of South Africa measures the extent, effects and response to GBV in the SADC region. During Sixteen Days localities are encouraged to strategise and discuss how they can conduct their own GBV baseline studies.
Localising GBV action plans	Local government plays a crucial role in ensuring that GBV is addressed at community level. This theme seeks to bring municipal councils and the communities they serve to work together on Sixteen Days activities that are specific to their contexts and needs. The campaign forms part of the Centres of Excellence for Gender Mainstreaming in Local Government being cascaded to 300 councils across the region.

Activities

Throughout the campaign, numerous events and activities take place to:

- Raise awareness about gender-based violence (GBV) as a human rights issue.
- Highlight its effect on every intersection of the community.
- Empower survivors to speak.

Some of the activities include:

- Face-to-face discussions.
- Cyber dialogues.
- Take Back the Night marches.
- Dialogue with and within faith communities on GBV.
- Collection of personal accounts for publication in various volumes.
- Opinion and commentary service featuring special series of focusing on the daily themes.
- Daily mail shots to inform people of various activities and how and when they can participate.

Introducing the 19 Days campaign and splitting the campaign for women and children

Since the inception of Sixteen Days campaigns, there has always been recognition of the need to separate the campaign for women and children so that each group gets the attention it deserves. Women and children have distinct issues and concerns that need to be addressed in different ways. In 2011 the Women World Summit Foundation (WWSF) will launch 19 Days of Activism for the Prevention of Abuse and Violence against Children and Youth. The campaign will run from the 1st to the 19th of November, World Day for Prevention of Abuse and Violence against Children. The 19 Days campaign is an important step in the prevention of violence against children. The timeframe, just preceding the Sixteen Days campaign, highlights the important links between violence against women and children as well the importance of addressing the two issues separately as women and children have very different needs. Women are adults with agency, who need to be empowered to take control of their destiny. Children are minors and dependents, who need to be protected by society.



Exercise: Gender violence concerns the whole community. What are some of the key messages that need to be communicated to or by these groups during the Sixteen Day campaign?

Framework for developing messages and slogans for the campaign

Arena for action	What needs to be communicated to or by these groups?	Slogan	What communication tool should be used?
Individual			
Abused woman or man			
Abused child			
Abusive men			
Family/Household			
Mother, father, guardian	Positive parenting		
Parenting			

Arena for action	What needs to be communicated to or by these groups?	Slogan	What communication tool should be used?
Community			
Community	Need to mobilise communities to create safe spaces		
Schools			
Religion	Spread the word		
Sports			
Society			
Political leadership			
Criminal justice System			
Media			
Culture			

EXAMPLES OF ACTIVITIES DURING THE SIXTEEN DAYS OF ACTIVISM CAMPAIGN



Exercise

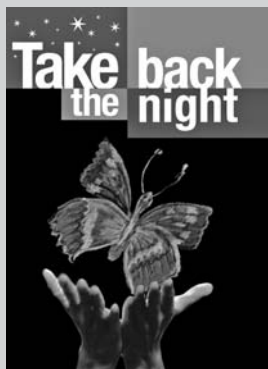
In buzz groups answer the following questions:

1. What do you understand by the Take Back the Night campaign?

2. How could your council become involved in this campaign?



Fact sheet



Local government has a critical role to play in creating safe communities in which women, men and children are free to live without fear of being attacked. Statistics of rape, sexual violence and other forms of violence show that women and children are particularly vulnerable.

One activity that you can join is the Southern Africa **Take Back the Night campaign** which takes place this year on Saturday 28 November. Many women are unable to enjoy their basic right to walk down a street at night without fear of experiencing some form of violence. Freedom of movement, the right to safety and security and bodily integrity are basic democratic rights and

the Take Back the Night campaign involves women leading marches down a street or in a locality they deem to have “lost” for fear of gender violence. Wearing T-shirts and carrying candles, women and men who support women's rights assert their basic rights to freedom of movement and safety!

The Southern Africa Take Back the Night campaign aims to:

- ✓ Reclaim the right of women to be safe in all places at all times of the day and night.
- ✓ Foster collaboration with local government and other stakeholders to take back dangerous streets in cities and towns across Southern Africa.
- ✓ Speak out against all forms of violence within and outside the home.
- ✓ Raise community awareness on gender violence.
- ✓ Conduct a vigorous campaign during the Sixteen Days of Activism that can be entered and showcased during the Local Government and GBV Summit.

"I" STORIES



Exercise: Invite survivors of gender violence to share their personal accounts. Discuss how you might involve them in Sixteen Day campaigns in ways that empower them and do not lead to secondary victimisation.



Fact sheet: "I" Stories: Giving the campaign a human face

Emerging from the Gender Links Opinion and Commentary Service, the "I" Stories project is an attempt to capture and make public the voices and concerns of ordinary women and men.



The "I" Stories project began as part the Gender Links Sixteen Days of Activism campaign during 2004 when we brought together two separate groups one of survivors of violence, the other of rehabilitated perpetrators, to write their stories.

It began with two workshops during which participants first verbally shared their stories with each other after which they went back home and wrote their stories. This act of verbally speaking out was the first step for the participants, many of whom had not shared their stories publicly before. The second workshop provided the opportunity for them to read, comment and approve the edited versions of their stories and again, to share these with each other.

Confidentiality and mutual support was critical. Participants knew that they could stop speaking and sharing their stories if they chose to. While many of the stories were published in mainstream newspapers, and also in a special publication called: *The "I" Stories: Speaking out on gender violence in South Africa*, writers also had the option of using a pseudonym.

The workshops were held in collaboration with partner organisations. Recognising the sensitive nature of the subject and also that the act of sharing and writing their stories could be traumatic for some participants, trained counselors also participated in the process. This is a critical component of the project as our first concern is that of the welfare of the participants who must always feel safe and supported.

Getting the stories into the public space is an important part of the "I" Stories project. During the Sixteen Days of Activism campaign, newspapers were encouraged to run a series of the articles produced through the project. The articles were also sent out electronically through the Gender Links website and daily newsletter throughout the Sixteen Days of Activism campaign. Writers were interviewed on radio and television talk shows as part of a deliberate strategy to make sure that they had ownership of their stories and experiences as opposed to being the subjects of research and analysis as so often is the case in the gender violence sector.

But gender violence is not the only area in which this project has potential. The "I" Stories provides the space for those who's authentic voices are marginalised to be heard. Be it on women in the media, the economy, women's experiences of poverty, HIV/AIDS and other concerns, the writing and publication of these first hand accounts or testimonies allows for a public discussion on the lived experiences of ordinary men and women.

Planning your campaign

Have a look at examples of Sixteen Day campaigns that have been undertaken by local councils and entered at Gender Justice and Local Government Summits. Go back to the checklist in Stage VII - Strategic Communications - and plan your campaign. On the CD ROM, you will find a planning framework for the Sixteen Days of Activism that varies from year to year and can be used to plot your activities during that period.

Steps	Checklist
1. Problem identification	Have you identified the causes? Have you identified the effects? Did you discuss the issue with the community?
2. Prioritise	Have you ranked the causes and effects in order of priority? Using criteria such as: Resources. Micro/macro - is it a local issue or global issue? Technical capacity. Socio-cultural urgency. Serve provision (e.g. Health clinic or availability of medicines). Did you involve the community? Is it your priority or the community's?
3. Contextualisation	What are the gaps between the desired and undesired A wareness, K nowledge, A ttitudes and P ractices (AKAP)? Are there particular skills required to achieve AKAP? What is the opportunity that exists for community support i.e. key change agents?
4. Target Audience	Have you done research on your target audience, e.g. class, race, language, age, culture, literacy, demography, religion?
5. Message	Did you talk to the community about developing a rough core message? Have you identified the symbols, images, and sounds, idioms the community associates with the issue? Do you have a core central message and a segment-specific message? Does your core message and segment-specific messages work well together? Can people identify with your message?
6. Medium	Which medium are you going to use? I.e. TV, radio etc. or will you use your own communication materials? Have you designed your own communication materials? Through which medium will you be engaging with? Have you done research on your chosen medium: Is it cost effective? Is it appropriate? Is it accessible? Did you verify the advantages and disadvantages of your choice of medium?

Steps	Checklist
7. Branding	Is your branding consistent? Have you decided who is the primary owner of the campaign? How did you use branding to give your campaign clear identity and presence?
8. Networks and partners	Have you identified appropriate networks and partners? Is there a clear demarcation of responsibilities?
9. Capacity building	Have you conducted a skills audit of the organisation to determine what communication skills need to be developed? Have you identified service providers? Have you budgeted for service providers?
10. Monitoring and evaluation	Have you developed immediately verifiable and long term indicators? Have you allocated sufficient time and resources for ensuring that routine monitoring takes place?
11. Budget	Have you identified what resources are available to you, or are potentially available to you (human and financial)? Have you made choices based on financial viability? Have you ensured that money will be available?

RESOURCES	FILE NAME
STAGE EIGHT: IT FOR ADVOCACY INCLUDING THE USE OF CELLPHONES	
Management tools	
Workshop programme	MT5_Stage6&7programme
Stage six, seven and eight combined workshop report	MT6_stage6_7_8reportform
M and E	
Participants list	MandE2_ParticipantsList
Information on participants	MandE1_GMDCForm
Workshop evaluation form	MandE7_Evaluationform
KAS form (IT needs assessment section)	MandE3_KASform
Profiles and case studies	
Please see collection of profiles and case studies by country on the CD ROM	
Audio visual materials	
Making every voice count	AV8_Gender media diversity and change

NOTES

[illegible]

MONITORING AND EVALUATION (ONE YEAR LATER)



Councillors from Mazabuka in Zambia complete evaluation forms.

Photo by Albert Ngosa



Objectives

- To re-administer M&E forms in order to see if there has been any change in the council and community.
- To review progress in the council and community around the COE activities and, specifically, the gender and GBV action plan. To evaluate how well the council is doing in terms of the planned activities agreed upon through the COE process.
- To assess what impact the council is having around issues of gender mainstreaming and to assess the quality of work done by the council in terms of mainstreaming gender.
- To give councils the opportunity to review their action plans through a SWOT analysis.
- To identify problems in planning that may hinder implementation and to put processes in place to address the challenges and problems encountered.





Who to meet

Please use the exact sample used and recorded in stage two using the form below.

DEPARTMENT	MALE	FEMALE
Mayor/chair		
Head of administration		
Gender champion		
Gender focal point or committee		
Chairs of committees		
Head or representative of human resources		
Staff association and/or staff representatives		
Heads or representatives of key service delivery units		

Forms to re-administer

- Local government scorecard.
- Attitudes and SADC Gender Protocol quiz.
- Beneficiary analysis - changing lives, forms and photos.

Meeting with key representatives of the council

The facilitator will hold a round table meeting with the council. This half day meeting will include:

- Review of the action plan: actions taken against the targets set.
- Sharing of the findings of the follow-up score card, attitudes and Protocol quiz. This comparative analysis will assist the council in assessing what has changed, and what still needs to change.
- Conducting a SWOT analysis and agreeing on actions that need to be taken to sustain the action plan.

INTERNAL		
STRENGTH	OPPORTUNITIES	PROPOSED ACTIONS
WEAKNESSES	THREATS	PROPOSED ACTIONS
EXTERNAL		
STRENGTH	OPPORTUNITIES	PROPOSED ACTIONS
WEAKNESSES	THREATS	PROPOSED ACTIONS

Key outcome

This stage ensures that the quality and impact of the processes and activities in the adopted action plans is assessed and measured. Change is measured and practical evidence is provided to support and show the change and impact present in the council through the COE process.

RESOURCES	FILE NAME
STAGE NINE - MONITORING AND EVALUATION	
Management tools	
SWOT analysis template	MT8_SWOTanalysistemplate
Information resources	
Reports from field officers	To be made available by country facilitators
M and E	
Local government scorecard	MandE4_Localgovtscorecard
KAS form	MandE3_KASform
Participants list	MandE2_ParticipantsList
Information on participants	MandE1_GMDCForm
Beneficiary analysis	MandE8_Benefeciaryanalysis

The SADC Protocol on Gender and Development



Encompasses

commitments made in all regional, global and continental instruments for achieving gender equality.

Enhances

these instruments by addressing gaps and setting specific, measurable targets where these do not exist.

Advances

gender equality by ensuring accountability by all SADC Member States, as well as providing a form for the sharing of best practices, peer support and review.

www.genderlinks.org.za



Development Cooperation
Ministry of Foreign Affairs
Netherlands

Danida

