

SOUTH AFRICA LOCAL GOVERNMENT GENDER ACTION PLAN MANUAL





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

South Africa Local Government
Gender Action Plan Manual
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- F14 Gender action planning framework
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- F16 eThekweni draft gender action plan
- F17 Msunduzi draft gender action plan

Acronyms

AIDS	Acquired Immune Deficiency Syndrome	HSRC	Human Science Resource Council
ARV	Anti-retroviral	IDP	Integrated Development Plan
Azapo	Azanian People's Organisation	KPI	Key Performance Indicators
CBD	Central Business District	LED	Local Economic Development
CBO	Community Based Organisation	MMC	Member of Mayoral Committee
CGE	Commission on Gender Equity	NGO	Non Governmental Organisation
DANIDA	Danish International Development Agency	OSW	Office on the Status of Women
DPLG	Department of Local Government	PEP	Post Exposure Prophylaxis
DTI	Department of Trade and Industry	PR	Proportional Representation
EE	Employment Equity	SADC	Southern African Development Community
EPZ	Export Processing Zone	SALGA	South African Local Government Association
Exco	Executive Committee	SANCO	South African National Civic Organisation
FPTP	First-Past-The-Post	SAPS	South African Police Services
GL	Gender Links	SPO	Special Program Officers
GAD	Gender And Development	SPU	Special Program Unit
GAP	Gender Advocacy Project	ToT	Training of Trainers
GBV	Gender Based Violence	UNDP	United Nations Development Programme
GFP	Gender Focal Points	VCT	Voluntary Counselling and Testing
GMS	Gender Management System	WAD	Women And Development
GU	Gender Unit	WDS	Women's Development Strategy
HR	Human Resource	WID	Women In Development

ACKNOWLEDGEMENTS

This manual is a product of the Training of Trainer (ToT) workshop that took place in Johannesburg in November 2007. The workshop brought together representatives of gender and local government ministries, local government authorities and their staff from the four case study countries of the GL study: *At the Coalface, Gender and Local Government*. The four countries are Mauritius, Lesotho, South Africa and Namibia.

The South African manual is designed as a complement to the government's *Gender Policy Framework for Local Government*. While the framework provides the policy guideline, the manual provides the tools for understanding what gender mainstreaming is; why it is important; and how to go about developing a gender action plan.

Special thanks to the South African Local Government Association (SALGA) and the Department of Local Government (DPLG) for their contribution towards the development of this manual.

The manual draws its inspiration from many sources, including the South African Development Community (SADC) Toolkit for Decision Makers; the Oxfam Gender Training Manual and the pilot projects on mainstreaming gender in local government conducted by GL with the cities of Johannesburg, eThekweni and Msunduzi over the period 2004-2007 with support from the Mott Foundation.

GL Executive Director Colleen Lowe Morna edited the final manual with assistance from GL Governance Manager Susan Tolmay. Illustrations were done by Rosemary Banfield.

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INTRODUCTION

Why this manual

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

This main purpose of the manual is to:

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

Who is the manual for?

This manual has been written for local authority councillors and staff responsible for mainstreaming gender at provincial, district, metro and local levels. It provides the source material for three day workshops that will result in gender action plans to be integrated into municipality plans and budgets. The intention is to hold the workshops first at district level and then cascade these to each local municipality.

How did the manual come about?

This manual is part of a three-year programme that began with research on gender and local government in four southern African countries, Lesotho, Mauritius, Namibia and South Africa, entitled *At the Coalface: Gender and Local Government in Southern Africa*.

In 2003, GL undertook the first comprehensive study of the impact of women in politics in Southern Africa. One of the key findings of *“Ringling up the Changes, Gender in Politics in Southern Africa”* was that local government is a sadly neglected area of the gender and governance discourse. The study found that while there is much rhetoric around decentralisation, and the possibilities this theoretically presents for the empowerment of women, there is a dearth of information and attention given to this sphere of decision-making.

First launched on 22 March 2007, *At the Coalface: Gender and Local Government in Southern Africa* included interviews with 418 councillors in four Southern African countries:

- Lesotho which, with 58 percent women, has the highest level of women in local government in the region, thanks to a legislated 30 percent quota in the country’s first elected local government in 2005.
- Namibia, which has had over 40 percent women in local government for several years, thanks to a PR system and legislated quota, as well as the “zebra” system adopted by the ruling Swapo party of one woman, one man on its electoral lists.
- South Africa, where the ruling African National Congress (ANC) fielded a substantially higher proportion of women in both the ward and PR seats in the country’s mixed electoral system in the 2006 elections, boosting the proportion of women from 29 to 42 percent.
- Mauritius which, with 6.4 percent women in local government, represents the many countries in the region that have a constituency electoral system and also an extremely low level of women in all areas of decision-making.

What the study found

Highlighting the range in women’s representation in local government from 1.2 percent in Angola to 58 percent

in Lesotho, the study notes that where governments have been willing to take special measures to increase women's representation this is more likely to be so at local than at national level. For example Lesotho introduced a quota for local but not national elections held in February 2007.

What is unfortunate, the study says, is that measures to increase women's participation at local level appear to result from a calculation that local government is not as serious a sphere of politics than the national level, rather than because of a commitment to deepening democracy through decentralisation and the equal participation of women.

However, examples like Lesotho, South Africa and Namibia (representing the constituency, PR and mixed electoral systems) show that the SADC target of 50 percent women in decision-making *can* be achieved in pretty much any situation, provided that there is the necessary political will. Case studies such as the normality that has returned to the constituency in Lesotho in which a male candidate took up a high court challenge against the quota show that despite resistance to quotas, rapid change is possible and does not lead to the backlash that is often predicted.

In instances where governments have been reluctant to force the pace of change, women's representation is lower at local than at national level because the forces of culture, tradition and religion tend to be more concentrated at this level than at national level. Through numerous personal accounts and case studies as well as quantitative data gathered through questionnaires, the study explores the many barriers to women's effective participation at local level. These are reflected in the 41 council meetings observed, where researchers found that there was not a single instance in which women participated in meetings in proportion to their numbers in such meetings.

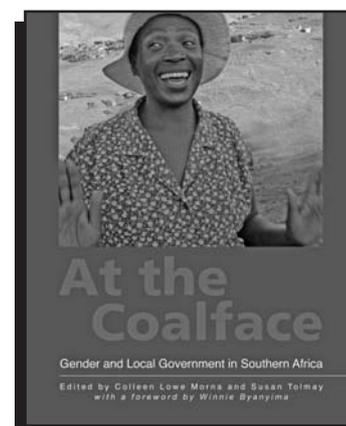
However, the observation of meetings showed that there is a greater participation of women when they comprise half or more of the participants; a strong argument for raising the target for women in decision-making from 30 to 50 percent. The findings also show that on average women participated more in meetings led by women, underscoring the importance of women occupying leadership positions such as mayors, chairpersons, deputy mayors and speakers.

While the study found that there are still men in local government who openly oppose gender equality (especially in countries that have a low level of women's representation) it cites several examples of men who have become champions of women's empowerment and gender equality as an important yardstick of change.

The study acknowledges that not all women are the same and that not all believe it is their duty to raise the concerns of other women. But the overwhelming majority of those interviewed spoke of the obligation they feel towards other women. In the 92 focus group meetings conducted with civil society, women and male constituents many spoke about how women councillors are more accessible, hard working and honest.

The study cites numerous examples of ways in which women are making a difference at a practical level in local government (which suffers from many structural weaknesses in all countries) by helping to cut through red tape and providing access to housing, electricity and basic needs. These practical interventions raise strategic questions: such as in Lesotho where councils are responsible for allocating land and women are beginning to ask about access to title for land.

But a key conclusion of the report is that unless gender is systematically mainstreamed into the work of local government, increased representation of women at local level may become a case of "jobs for the girls" rather than gender equality for the region.



The study highlights the absence of such strategies at local level, with the result that efforts to ensure that women and men benefit equally are piecemeal and often driven by a few individuals rather than by institutions and systems. Drawing from the work of GL with the City of Johannesburg that has developed a Women Development Strategy including a plan for mainstreaming gender into Soccer 2010, the study recommends that all countries and councils in the region begin to look at how local government can become a vehicle for achieving gender equality where it matters most: on the ground.

From research to strategies to action plans

Armed with this research, and with the support of the Danida, GL has gone on to launch the book in the four case study countries, and to work with Ministries of Gender and Local Government and Councillors in developing national strategies for mainstreaming gender in local government which are at various stages of adoption. In South Africa, GL worked with SALGA in making a submission to the Gender Policy Framework for Local Government that has since been adopted.

In November 2007 GL held a training of trainer (TOT) workshop to develop this manual for rolling out gender action plans at district level in the four case study countries (Lesotho, Mauritius, Namibia and South Africa). This training workshop brought together about 40 participants from local councils, Ministries of Gender and Local Government as well as local authority associations to undergo training as well as design a manual for developing gender action plans at municipal level.

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

What you will find in each module

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



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



Exercises – Get you doing things yourself and in groups.



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



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



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

What the manual consists of

The manual is divided into four modules. These are:

- Key gender concepts.
- Gender and governance.
- Key gender planning tools
- Draft gender action plan

Relevant additional resources have been put on a CD ROM. These are numbered File 1 (F1) to (F17). The modules are designed for a three day workshop, but can be broken down into shorter sessions covering a total of three days. The first one-and-a-half days cover basic concepts leading to an action planning session in working groups. The plan is reviewed and adopted in plenary on the third day. A draft programme is found at **F1**.

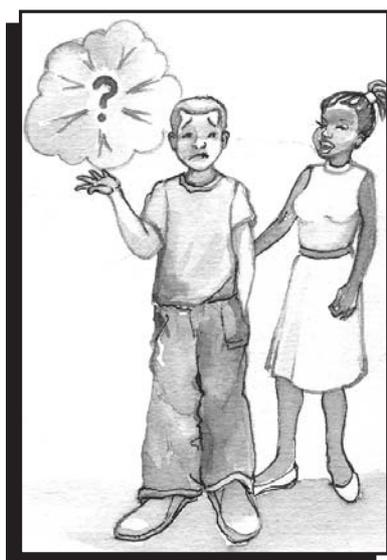
At the end of each module you will find facilitators notes. These are there to guide the facilitators of the workshop. Each person who participates in the course should also become a facilitator in his or her municipality and community. So eventually they are there to guide you as well!

How to use the manual

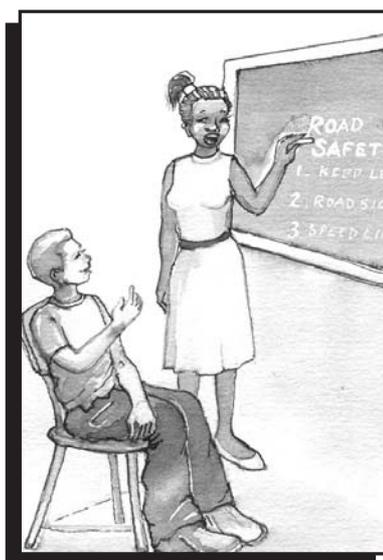
Please don't start by reading the facilitator's notes, because that will take away from your "learning by doing" experience (see below). If you read the notes after you do the exercises, they will make lots of sense and help you to become not just a learner, but a facilitator.

Learning by doing

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



"I hear, I forget"



"I see, I remember"



"I do, I learn"

FACILITATOR'S NOTES

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

Adult learning

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

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

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

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

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

The role of the facilitator

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

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

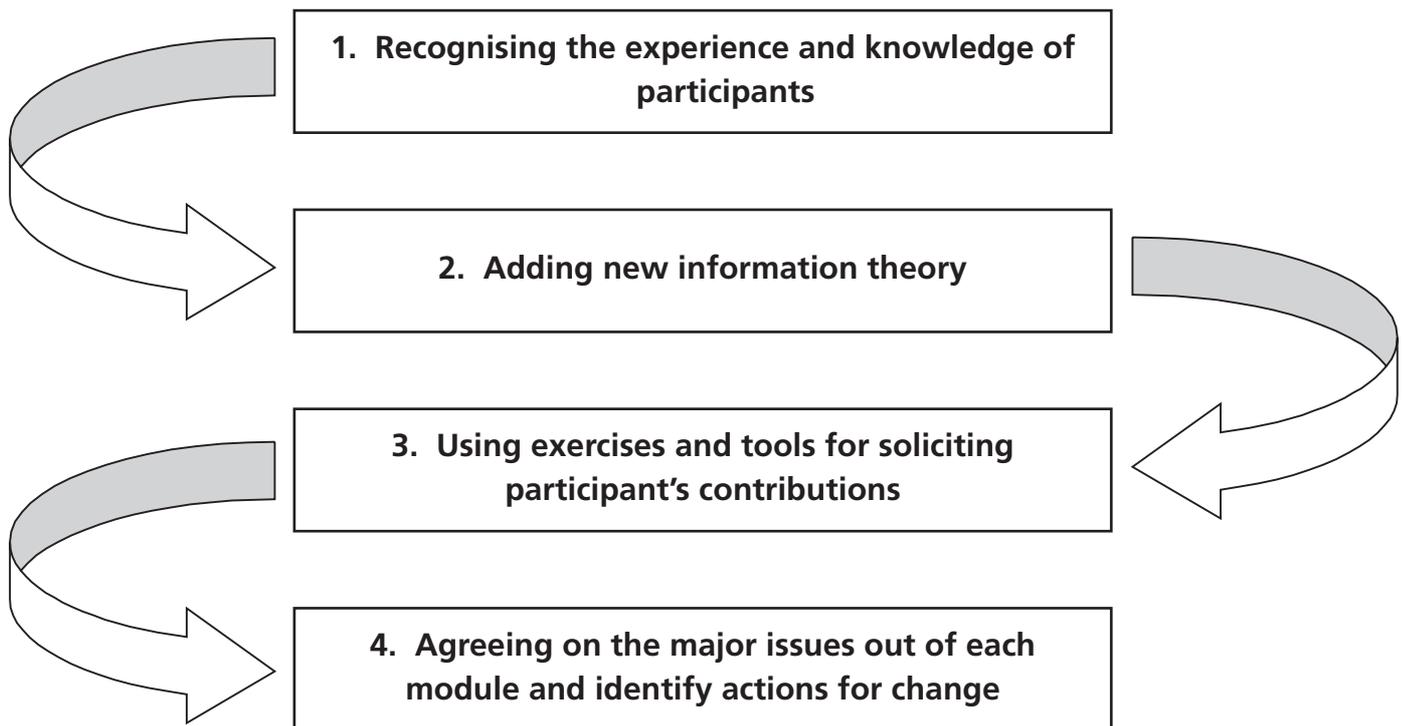
It also means that how you interact with participants – your voice, manner and body language – play a very important role in setting the tone for learning.

Facilitation tips

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

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

KEY STAGES IN TRAINING



Knowing your participants

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

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

Body, soul and mind

Ancient Greeks believed that learning should involve the body, mind and soul or to put it differently, learning should be physical, spiritual and intellectual. This will ensure that training is fun, leads to new learning, new

friends and networks and most importantly, new ways of doing things.

Tools

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

Writing and written tools

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

Visual tools

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

Audio- visual tools

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

Interactive tools

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

Seating arrangements

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

Activities

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

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

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

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

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

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

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

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

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

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

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

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

Icebreakers

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

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

Energisers

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

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

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

What you need to do is:

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

Understanding what different types of activities do

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

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

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

Eyes and ears

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

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

Planning your programme

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

Make sure that they have ownership of the programme, and feature in the programme, for example opening and closing sessions; chairing report backs etc. The template for the district and council level gender action plan workshops that you have here is also on the CD ROM **(F1)** so that you can add and adapt the programme as you see fit. Your biggest challenge is likely to be managing time tightly, without limiting discussion or participation! Establishing some ground rules at the beginning might help you to achieve this.

Draft programme for gender action plan workshops

DAY/TIME	ACTIVITY	WHO
DAY 1		
8:00 - 8:30	Registration	
8:30 - 9:00	Opening and objectives	
9:00 - 9:30	Getting to know each other exercise	
Module one: Key gender concepts		
9:30 - 10:30	Sex and gender	
10:30 - 11:00	TEA	
11:00 - 12:00	Group work on stereotypes	
12:00 - 13:00	Group work on Challenging stereotypes; Internalising oppression	
13:00 - 14:00	LUNCH	
Module two: Gender and governance		
14:00 - 15:00	Group work on access; participation and transformation	
15:00 - 15:30	TEA	
15:30 - 16:30	Report back	
Homework	Transformation score card	
16:30 - 17:00	Report back day one	
DAY 2		
8:00 - 8:30	Eyes and ears	
Module three: Key gender planning concepts		
8:30 - 9:00	What we learned from the score card	
9:00 - 10:00	Practical and strategic needs	
10:00 - 10:30	TEA	
10:30 - 11:30	Group 1: Gender mainstreaming	
	Group 2: Sex disaggregated data	
	Group 3 and 4: Gender, economy and budgets	
	Group 5: Gender management system	
11:30 - 12:30	Report back	
12:30 - 13:30	LUNCH	
Module four: Draft gender action plan framework		
13:30 - 15:30	Group 1: Governance	
	Group 2: Gender in specific programmes	
	Group 3: Gender in existing programmes Economy, procurement, housing, transport, utilities	
	Group 4: Gender in existing programmes Health, HIV and AIDS, environmental health, social development	
	Group 5: Employment practices and environment	
	Group 6: Gender management system	
15:30 - 16:00	TEA	
16:00 - 17:00	Report back	
DAY 3		
8:30 - 10:30	Review and adoption of draft gender action plan	
10:30 - 11:00	TEA	
11:00 - 12:30	Conclusion and way forward	
12:30 - 13:30	LUNCH AND DEPARTURES	