

REPORT

CENTRES OF EXCELLENCE STAGE THREE WORKSHOP

Country: Lesotho

Council: Makhoarane Community Council

Dates: 1-3 November 2010

Venue: Makhoarane Community Council



Councillor Tlhako Telekoa



Ministry of Gender and Youth,
Sports and Recreation



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Executive Summary

This is a report on Centres of Excellence for Gender Mainstreaming in Local Government stage three workshop that was held at Makhoarane Community Council from the 1-3 November 2010.

The purpose of the workshop was to;

- Popularise the SADC Protocol on Gender and Development.
- Provide grounding on gender concepts so as to instill better understanding of the subject matter.
- Give background to gender and governance issues.
- Discuss leadership qualities and related topics.
- Look into issues of gender planning and relevant concepts.
- Probe gender, the economy and budgeting topics and establish their applicability to council budgets plans.
- Assist the council in developing its gender and GBV action plans to help enhance existing service delivery plans.
- Give guidance to the developing of GBV communication tools and campaigns.
- Promote use of IT and the media.
- Provide necessary information and encourage councils to participate in the Gender Justice and Local Government Summit and Awards by showcasing their best practices around ending GBV.

See the full workshop programme attached at **Annex A**.

During the three days, both councillors and staff members attended the workshop. There were 11 participants (4 men and 7 women) in total. See **Annex B** for the full workshop participants list.

The Draft Gender Action Plan that the participants developed is attached at **Annex C**.

The Draft Gender Based Violence Action Plan that the participants developed is attached at **Annex D**.

The GBV messages/slogans/posters and calendar are also attached at **Annex E**.

At the end of the workshop, participants filled in evaluation forms and a summary of evaluations is attached in **Annex F**.

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 "*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. 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. A key finding of this study was 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. The study has since been extended to nine countries. In terms of process, once the research reports have been written up, GL hosts launch and strategy workshops in the respective countries with key stakeholders and partners, ideally the local government associations of that particular country to map out a way forward of how

to roll out the strategy and host Gender and GBV action plan workshops. The launches are then followed by Gender and GBV action plan workshops that are held at a 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 and end gender violence. The recommendations of this event informed the need for councils to become Centres of Excellence for Gender Mainstreaming in Local Government to ensure that Councils have the necessary support to address issues of gender across all spheres.

Process and activities

In order to enable full engagement by participants, a training manual containing various modules addressing gender topics was used. The manual has a set of stimulating activities and exercises that reinforce learning by doing so as to ensure full comprehension of issues discussed and explored at hand. A detailed three-day programme attached in **Annex A**, was used as a guide and topics covered in the programme included; SADC Protocol on Gender and Development, key gender concepts, gender and governance, transformative leadership; key gender planning concepts, gender, the economy and budgets, developing gender and GBV action plans amongst others.

Welcome and opening

The Community Council Secretary welcomed workshop facilitators and thanked everyone for their time and availing themselves for this important work. Official opening was done by the Chairperson of the council who in his remarks expressed his gratitude to GL and councillors for coming together to do the training in promotion of gender within local councils.

Modules

Some of the modules discussed included transformative leadership, media literacy, gender, economy and budgeting, SADC Protocol on Gender and Development; key gender planning concepts and message development for campaigns.

SADC Gender Protocol

A SADC Gender Protocol quiz was administered to participants in an attempt to weight their level of knowledge and understanding regarding the SADC Protocol on Gender and Development and international gender instruments in general. It seems that many of the participants were not aware of the existence of this protocol. After watching the SADC Gender Protocol DVD, a set of questions were done and groups and below are some of the responses given.

Work already done to achieve targets in the protocol:

- The establishment of the Child and Gender Protection Units within police stations.
- Parliament has passed good laws like the Sexual Offences Act of 2003, Capacity of Married Persons Act of 2006.
- 16 Days of Activism is nationally observed and a number of activities take place during this time.

How the targets in the protocol could be included in the work of the council:

- The Council will incorporate key issues in the annual programme activities.
- Use public gatherings and dialogues in order to highlight GBV as one of the important issues to be addressed.
- To share information with other stakeholders in the area. I.e. Community police committees and home based care support groups.

Popularization of the SADC Gender Protocol:

- Produce materials bearing encompassing messages that can be distributed to the general public.
- Talk about the Protocol in public meetings and community forums.
- Conduct public gatherings and organise public dialogues.
- Each Councillor will organise individual public gathering where information on the Protocol can be shared.

Key gender concepts

Participants were given cards with a wide range of different roles, activities and occupations and were to place these cards on either one of the two sides of the wall under the following categories: Boy/man and girl/woman as they thought appropriate. In the next step, titles were changed around putting boy/man where there was girl/woman and vice versa. Cards that could be changed and those that could not were then clustered together. Examples of roles, activities and occupations included pregnancy, birth, breastfeeding, development of a deep voice and beard growth as natural roles. On the other hand socially acquired roles included cooking, looking after children, herding cattle, protecting families and entrepreneurship to demonstrate the difference between natural roles and socially acquired responsibilities played by women and men separately as well as those activities which both sexes can equally be able to accomplish. Definitions on sex, gender and gender equality as gender concepts were given.

Gender and governance

Participants were divided into groups and asked to discuss a framework developed by Thenjiwe Mtintso used to explore issues of access, participation and transformation. This framework highlights the importance of ensuring significant number of women in political decision-making and putting in place deliberate measures such as quotas to guarantee equal access. It further points out the need to remove barriers within an institution so as to effect women's full participation and facilitate transformation. With this framework, a link is made between the necessary numbers of women, the level at which an institutional environment is conducive for an effective women's participation as well as possible impact and transformation these women might bring along.

Examples of barriers to participation

- Long distances women have to walk from one place to another.
- Conflict induced by some traditional leaders.
- Risk of being exposed to violence.
- Discrimination by society and believe that women are not capable.
- Household roles and expectations by spouses.
- Unruly behaviour by some members of communities particularly men around issues of pastoral land control where women councillors are usually intimidated.

Transformative leadership

What do communities expect from their leaders	How can communities contribute to good leadership	What are problems associated with leadership
Accountability Transparency Responsibility Honesty Integrity Giving feedback Knowledgeable	Attending public meetings and forums Participation in development projects Nurturing projects at hand Speaking out their mind Letting their leaders know when they do wrong	Lack of interest Sorting out personal agenda Lack of support Poor resource base Fatigue

Gender policy and planning concepts

In this section, participants were asked to do exercises on practical and strategic needs, gender mainstreaming, sex disaggregated data and gender budgeting. Upon completion of these exercises, it was concluded that while's practical needs require immediate attention, it is imperative to put in place measures that will ensure that strategic needs are also met. A link between sex disaggregated data and gender budgeting was also established and noted to be the essence in ensuring gender mainstreaming in fullness in addressing both practical and strategic needs of women.

Towards the end, participants were given an opportunity to assess their council's level of gender intergration by putting scores to the score card. At the end it was vivid that more needed to be done to ensure that gender issues are taken at heart and prioritised in service delivery plans.

Outcomes

- Better understanding of gender and related concepts.
- Appreciation of critical gender issues and applicability at local government level.
- Gender built into policy and practise at local level.
- Increased knowledge on gender mainstreaming at the local level.
- Ownership of gender processes by local authorities.

Way forward

To work together with NGO's in the community and the office of the District Gender Officer to ensure implementation of plans.

Closing remarks

The Chairperson thanked facilitators and all participants for the commitment they had shown throughout the workshop and encouraged the same attitude in the implementation process.

Outputs

- The Gender and GBV Action Plan.

Annex A:**PROGRAMME****Stage 3: Council level policy and implementation workshop****Makhoarane Community Council****Venue: Makhoarane Community Council****Dates: 1-3 November 2010**

DAY/TIME	ACTIVITY	WHO
DAY ONE:		
8:00 – 8:15	Registration	All
8:15 – 8:30	Introductions	All
8:30 – 8:45	Opening	Chairperson
8:45 – 9:15	Objectives <ul style="list-style-type: none"> To provide background and agree on objectives for the workshop To develop guidelines of participation Eyes and ears 	GL
Key gender concepts		
9:15 – 10:15	Sex, gender and stereotypes	GL/MGYSR
10:15 – 10:45	<i>TEA</i>	
10:45 – 11:45	Group work on Challenging stereotypes; Internalising oppression	Group
Gender and governance		
11:45 – 13:00	Access, participation, transformation, transformative leadership: At the Coalface Gender and Development	GL/MGYSR
13:00 – 14:00	<i>LUNCH</i>	
14:00 – 15:00	Report back – Debate	
15:00 – 15:30	Transformative leadership	
15:30 – 16:00	<i>TEA</i>	
16:00 – 17:00	Transformative leadership (continues)	
17:00	CLOSURE	
DAY TWO:		
8:00 – 8:30	Reflections, Eyes and ears	
Key gender planning concepts		
8:30 – 10:00	Practical and strategic needs	GL/MGYSR
	Group 1: Gender mainstreaming Group 2: Sex disaggregated data Group 3: Gender responsive budgeting Group 4: Gender equality in service provision Group 5: Gender management system	Group
10:00 – 10:30	<i>TEA</i>	
10:30 – 13:00	Gender, the economy and budgets	
13:00 – 14:00	<i>LUNCH</i>	
14:00 – 15:00 -	Draft gender action plan framework	All
15:00 – 15:30	Group 1: Governance	
15:30 – 17:00	Group 2: Gender in existing programmes: Economy, procurement, housing, transport, utilities	
	Group 3: Gender in existing programmes: Health, HIV and	

DAY/TIME	ACTIVITY	WHO
	AIDS, environmental health, social development	
	Group 4: Employment practices and environment	
	Group 5: Gender management system	
17:00	CLOSURE	
DAY THREE		
8:00 – 8:30	Reflections, Eyes and ears	
Localising plans to end gender based violence		
8:30 – 9:30	Key GBV provisions in the SADC Protocol on Gender and Development	GL/MGYSR
9:30 – 10:30	GBV as a key service delivery issue	
10:30 – 11:00	<i>TEA</i>	
11:00 – 13:00	Developing a plan to end GBV	All
13:00 – 14:00	<i>LUNCH</i>	
14:00 – 15:00	Communicating local GBV action plans	All
15:00 – 15:30	<i>TEA</i>	
15:30 – 17:00	Developing messages and slogans for the campaign	All

Annex B:

Event: Stage 3 Council Level Policy and Implementation workshop
Country: Lesotho
Venue: Makhoarane Community Council
Date: 1-3 November 2010

	NAME	SEX M/F	ORGANISATION	DESIGNATION	PHONE	FAX	E MAIL
1.	Tlhako Telekoa	M	Makhoarane	Councillor	59219952		
2.	Mampho Lepipi	F	Makhoarane	Councillor	58054536		
3.	Molatoli Kang	F	Makhoarane	Chief Councillor			
4.	Ts'epo Talanyane	M	Makhoarane	Chairperson	58466362		
5.	Malesemela Lehata	F	Makhoarane	Councillor	58590890		
6.	Makoenane Mokale	F	Makhoarane	Councillor	58153830		
7.	Mojalefa Mothabeng	M	Makhoarane	Councillor	59068344		
8.	Tlali Sekoai	M	Makhoarane	Councillor	58053377		
9.	Mathabo Nchothi	F	Makhoarane	Councillor	59578521		
10.	Mamathe Taele	F	Makhoarane	Vice Chairperson	58127941		
11.	Refiloe Sekati	F	Makhoarane	Accounts Clerk	58400273		

Attendance statistics by gender:

Females	7	64%
Males	4	36%
TOTAL	11	100%

Annex C:

MORALO OA TS'EBETSO OA TEKANO OA LEKHOTLA LA PUSO EA LIBAKA LA MAKHOARANE

Likarolo tse lokeloang ho tlatsoa:

- **Baphethahatsi** – Ke mang/ofisi efe e tla nka boikarabello bophethahatsing ba liketso tse boletsoeng?
- **Maemo ha joale** – Maemo ateng ha joale ntlha ka ngoe ke afe?
- **Ts'upiso/sesupo**– Sesupo seo kh'ansele e tla bona ka sona ha ketso e phethahetse ke sefe 'me se tla methoa joang?
- **Nako** – Ho lebeletsoe hore see se fihliloe neng?
- **Likhakanyo tsa chelete** – Ke chelete e kae e hakanyelitsong phethahatso ea seo ho buoang ka sona?

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TŠUPISO/SESUPO	NAKO	LIKHAKANYO TSA CHELETE
I. PUSO						
BOEMELI						
Ho etsa bonnete ba hore basali ba emeloa ka ho lekana le banna maamong a tsamaiso ka hara makhotla a Puso ea Libaka	Ho rala melaoana e tlamang ho fa basali boemeli ba karolo ea mashome a mahlano lekholong (50%) maamong a tsamaiso	Lekhotla la setereke, makhotla a mathomo, lekalana la puso ea libaka	Ha ho melaoana e tlamang boemo bo joalo ka har'a makhotla a puso ea libaka	Melaoana e raliloeng ke makhotla	2010 ho ea pele	
SEABO						
Ho phahamisa seabo sa basali boetapeleng ba mekha ea lipolitiki	Matlafatsa mokhatlo oa basali ba maparamente, theha mokhatlo oa basali ba makhotla a puso ea libaka ba mekha e fapakaneng ea lipolitiki	Mokhatlo oa basali ba maparamente, basali ba makhotla a puso ea libaka, lekala la tekano, lekhotla la setereke, mekhatlo ea basali	Mokhatlo oa basali ba maparamente	Boteng ba mekhatlo e joalo	Nako le nako	
	Khokahano ea	Bakhethoa, makhotla	Boteng ba ofisiri ea	Khokahano ea mafapha a	Linako	

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TŠUPISO/SESUPO	NAKO	LIKHAKANY O TSA CHELETE
	makhotla a mathomo le mabatooa a naha, e le ho phahamisa sehlahlo sa basali lipolotiking esita le pusong	a puso ea libaka	tekano seterekeng molemong oa ho susumetsa ts'ebeliso 'moho ena	boletsoeng	tsohle	
Ho matlafatsa bakhethoa ba puso ea libaka ba basali	Tlhahlobo ea litsebo tseo basali ba nang le tsona	Ofisiri e kholo ea lekala la tekano seterekeng, mekhatlo e ikemetseng	Mosebetsi oa ho matlafatsa litho tsa makhotla a puso ea libaka o se o ntse o etsoa	Tlhahlobo ea litsebo		M67.000.00
	Thupelo mabapi le litsebo tse hloailoeng ke bakhethoa ba puso ea libaka ba basali molemong oa ho ntlafatsa basali litabeng tse ba amang	lekala la tekano, mekhatlo e ikemetseng- WLSA, FIDA j.j		Mefuta ea lithupelo tse fanoeng	Lithupelo tsa nako le nako	
Ho hlalella le ho khotlaetsa banna ho tšehetsa litaba tsa tekano	Matšolo a tlhokomeliso ho banna ka tekano le ntlafatso ea naha	Ofisiri ea lekala la tekano, mekhatlo e ikemetseng	Matšolo a tlhokomeliso a kang Matsatsi a leshome le metso e tšeletseng khahlanong le tšekefetso a se a ntse a le teng	Phetoho ea maikutlo, le litloaello tse nyenyefatsang litaba tsa tekano	Mats'olo a nako le nako	

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TŠUPISO/SESUPO	NAKO	LIKHAKANY O TSA CHELETE
	Ho tšoarela bakhethoa ba puso ea libaka ba banna le ba basali 'moho le liofisiri tsa makala a mang lithupelo mabapi le litaba tsa tekano	Ofisiri ea lekala la tekano, mekhatlo ea basali e kang WLSA, FIDA	Ke koetliso ea HIV le AIDS e kileng ea tšoaroa	Lithupelo tse ts'oeroeng molemong oa lekhlotla		
LIKHOKAHANYO						
Ho etsoe bonnete ba hore liphatlalatso ka makhotla a puso ea libaka ha li mpefatse maemo a tekano	Tlhatlhobo ea liphatlalatso tsa lekhlotla molemong oa ho ngola lithusa-thuto tse qholotsang litloaelo tse fetuhlileng tumelo	Ofisiri ea lekala la tekano seterekeng, kh'ansele	Tlhatlhobo ea liphatlalatso tsa lekhlotla ha e so etsoe.	Ho ngoloa ho nepahetseng hoa liphatlalatso tsa lekhlotla	Khafetsa	
II. MANaneo A IKHETHANG A TEKANO						
TLHEKEFETSO TEKANONG						
Ho theha mekhoha ea tšebeliso 'moho ho bohle ba chang ba tšola litabeng tsa tekano	Ho tšoara lithupelo le bohle ba chang ba tšola litabeng tsa tekano	lekala la tekano, lekala la puso ea libaka, CGPU	Ha ho meralo e tsitsitseng mabapi le ho thibela esita le ho loantša tšekefetso	Litlaleho		M40.000
Ho ruta sechaba ka tšekefetso eo sesosa sa eona e leng ho se lekane hoa matla lehoja e sa bonahale.	Ho tšoara matšolo a tlhokomeliso malebana le tšekefetso	Kh'ansele, mekhatlo e ikemetseng esita le mekhatlo metseng	Ha ho mananeo a etsoang mabapi le tšekefetso pusong ea libaka	Ho kena ka sekhahla hoa makhotla a puso ea libaka letšolong lena selemo le selemo	Selemo le selemo	
	Ho ruta sechaba ka melao e khahlanong le tšekefetso	Lekala la toka, lekala la tekano, CGPU mekhatlo ea sechaba	Melao ha e tsebahale ho lekana	Lipalo-palo tse bontšang ho theohoa hoa sekhahla sa tšekefetso		

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TŠUPISO/SESUPO	NAKO	LIKHAKANY O TSA CHELETE
Ho etsa hore ho be bobebe ho basali ho tlaheha tthekefetso ea basali	Ho rupela basali ka litokelo tsa bona	Kh'ansele ea Makhoarane, lekala la tekano, CGPU le mekhatlo ea sechaba	Ho na le likomiti tsa thibelo ea botlokotsebe	Litlaleho sepoleseng malebana le tthekefetso		
Ho fana ka lintlha le leseli la moo mahlatsipa a tthekefetso ea tekano a ka fumanang thuso teng	Ntlatfatso ea liphatlalatso tsa mekhatlo e ikemetseng le makhotla a puso ea libaka ka lipuo tse fapaneng ka maselinyana	Makhotla a puso ea libaka	Leseli ka Sepolesa le PHELA li fana ka leseli	Boteneg ba lingoliloeng ka tthekefetso	Nako le nako	
THUTO EA MOTHEHO						
Ho fana ka litšebeletso tsa tlhokomelo ea bana e le ho fa basali monyetla oa ho ea mosebetsing	Khonthalets'a khaho ea litsi tse ngata tsa tlhokomelo ea bana metseng	Lekala la thuto, MoHSW, Lekala la tekano	likolo tsa likonyana li teng metseng e mengata	Boteng ba litsi tsa tlhokomelo ea bana		M150.000
III. TEKANO MANANENG A LE TENG						
Tšireletso le litšebeletso tsa tšohanyetso						
Ho fokotsa palo ea batho ba timelang ka lebaka la likoluo tse amang basali ho feta banna metseng	Hloaea libaka tse ratoang ke likoluo	Lekala la DMA, Red Cross, makhotla a puso ea libaka		Libaka tse hloauoeng e le tse ratoang ke likoluo	Tšebetso e tsoelang pele	
	Ho kenyeletsa le ho tšehetsa bohle ba fanang ka litšebeletso tsa boiketlo ba sechaba	Lekala la bophelo bo botle tsebelisanong 'moho le makhotla a puso ea libaka le lihlopha tsa tšehetso		Lihlopha tsa tšehetso li se li ntse li etsa mosebetsi o moholo	tšehetso ea lihlopha tse fapaneng tse fanang ka litšebeletso tsa boiketlo ba sechaba	Ha koluo e qeta ho etsahala
SETSI SA PHANO EA THEPA LE LITŠEBELETSO						
Ho etsa bonnete ba hore basali le bona ba una	Ho eketsa seabo sa basali kamohelong	Makala oohle a fanang ka litšebeletso	Ho na le leseli kapa tšehetso eo basali ba e	Palo ea basali ba unang molemo kamohelong ea		

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TŠUPISO/SESUPO	NAKO	LIKHAKANY O TSA CHELETE
molemo ka ho lekana le banna kamohelong ea thepa le litšebeletso	ea thepa le ho tšehetsa likonteraka tsa bona	le thepa	fuoang	thepa le litšebeletso		
	Abela likonteraka tsa basali mesebetsi	Makhotla a puso ea libaka	Ha hona leseli ka tšebetso ea likonteraka tsa basali	Palo ea likonteraka tsa basali tse abetsoeng mosebetsi		
TŠEHETSO EA KHOEBO						
Ho ntlafatsa seabo sa basali khoebong moo ba se nang boemeli	Hokela likhoebo tsa basali menyetleng ea khoebo	Lekala la khoebo le mesebetsi e meholo, lekala la tekano		Basali ba nang le thahasello khoebong	Nako le nako	
	Phano ea leseli le boeletsu ka menyetla ea khoebo	Lekala la khoebo le mesebetsi e meholo, lekala la tekano	Hona le litaba tsa khoebo tse phatlaletsoang sechaba	Basali ba nang le thahasello litabeng tsa khoebo		
METSI LE LIKHOERE-KHOERE						
Etsa bonnete ba hore basali ba anngoeng ke tlhokahalo e kholo ea bosebeletsu bo botle ba fumantšoe litšebeletso tsa mantlha tsa metsi le likhoere-khoere ka litheko tse amohelehang	Phumaneho ea mathopo a metsi	Lekala la lihloliloeng, lekala la puso ea libaka, WASA, RWS	Litanka tsa metsi liteng metseng e meng, feela ha li lekane sechaba	Bo teng ba mathopo a metsi	2010-2015	
	Makhotla a sechaba a sebetse 'moho le sona ho ntlafatsa le ho eketsa liliba tse teng	Lekala la lihloliloeng, lekala la puso ea libaka, WASA, RWS	Litšebeletso ha li fihle ka nako. litsibi tsa meroro ea metsi ba atamele makhotla a puso ea libaka	Boteng ba metsi		
THIBELO EA TŠOAETSO EA HIV LE AIDS						
Qala maoala a ho fenyha HIV le AIDS makhotleng a litereke esitana le makhotleng a mathomo	Rala maoala ka thuso ea basali le banna ba makhotla a mathomo esitana le makhotla a litereke	Mekhatlo e ikemetseng, lekala la bophelo , lekala la puso ea libaka, lihlopha tsa tšehetso	Makhotla a puso ea libaka a entse meralo	Pokello ea litlaleho ka mor'a likhoeli tse tharo	Nako le nako	

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TŠUPISO/SESUPO	NAKO	LIKHAKANY O TSA CHELETE
Ruta basali ka meriana ea thibelo ea tšoaetso ea HIV 'PEP' haholo ba hlekefelitsoeng ka motabo	Ruta basali ka 'PEP' le melemo ea eona basaling ba hlekefelitsoeng ka motabo	Lihlopha tsa tšehetso, lekala la puso ea libaka, lekala la tekano, lekala la bophelo	Batho ba bangata ha ba tsebe ka litaba tse na ho hang esita le ha bothata bo hlahile	Sekhahla sa batho ba fumantso'ang meriana ea 'PEP'	Linako tsohle	
IV. PHETOLO EA LITSI						
BOEMO BA BASEBETSI						
Ho eketsa lenane la basali ba sebetsang lekhotleng	Ka kotloloho beha litaba tsa tekano kapele mesebetsing eohle ea lekhotla	Makhotla puso ea libaka		Lenane le lekanang la banna le basali ba sebetsang ofising ea lekhotla		
Ho etsa bonnete ba hore basali ba sebetsang bosiu ba bolokehile	Ho etsa melao e etsang bonnete ba hore basali ba sebetsang bosiu ba sireletsehile	Lekala la boseletsi, lekala la tsa lehae, lekala la puso ea libaka, lekala la toka	Boholo ba basali ba sebetsang lifemeng, 'me ba tsamaea ka maoto ha ba bolokeha	Ho etsa tšalo morao ea bonnete ba tšireletseho ea basali		
V. LITŠIEA TSA TEKANO PUSONG EA LIBAKA						
Ho theha komiti ea kakofiso ea tekano	Leano la tekano le lokeloa ho fitisoa ke lekhotla la mathomo la puso ea libaka	Makhotla a puso ea libaka, lekala la tekano	Ha ho e'so ebe le komiti ha joale	Komiti ea kakofiso ea tekano		
VI. KHAPELLO EA TEKANO LICHELETENG						
Ho etsa moralo oa khapello ea tekano likhakanyong tsa lichelete	Khapello ea litaba tsa tekano likhakanyong tsa lichelete	Ofisiri e kholo ea lekala la tekano seterekeng, Kh'ansele	Meralo ea lichelete ha eso hapelle litaba tsa tekano	Meralo ea lichelete e hapelletseng litaba tsa tekano		

Annex D:

MORALO OA TS'EBETSO LITABENG TSA TLHEKEFETSO

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TS'UPISO/ SESUPO	NAKO	LIKHAKAN YO TSA CHELETE
PHELISO LE TOANTS'O EA TLHEKEFETSO						
Thibelo						
Polokeho ea basali:Ho ntlafatsa polokeho libakeng tse kotsi	Tlhoaeo ea libaka tse sa bolokehang; maoala a ho ntlafatsa libaka tse joalo	Litho tsa lekhlotla la Makhoarane, Marena	Ho na le libaka tse kotsi	Litlaleho	Nako le nako	
	Theha komiti e tla hlahloba polokeho ea basali selemo le selemo	Marena, sepolesa, komiti ea lits'ebeletso tsa mantlha	Tlhatlhobo ea mofuta ona ha e-so etsoe	Litlaleho ka komiti	Linako tsohle	
Ho theha mekhoha ea tšebeliso 'moho le bohle ba chang ba tšola litabeng tsa tekano	Ho tšoara lithupelo le bohle ba chang ba tšola litabeng tsa tekano	Lekala la tekano, C.G.P.U		Litlaleho		
Mats'olo a tlhokomeliso						
Ho hlokomelisa sechaba ka kotsi ea liketso tsa tthekefetso ka har'a malapa	Lipitso, mats'olo	Marena, litho tsa lekhlotla		Manane a lipitso		
Ho ruta sechaba ka melao e laolang litaba tsa tthekefetso le litlolo tsa molao tse amahangoang le tthekefetso	Lithupelo holim'a melao e laolang litlolo tsa molao tse amahangoang le tthekefetso; Mema mafapha a molao	WLSA, FIDA, TRC, lekala la tekano, C.G.P.U	Tse ling tsa litlolo tsa molao li bakoa ke ho hloka tsebo	Phokotseho ea litlolo tsa molao		
Bohato bo ka nkoang						
Ho ts'ehetsa boikitlaetso ba mafapha kaofela	Ts'ehetso ea lets'olo la matsatsi a 16 khahlanong	Lekhotla la puso ea libaka la mathomo	Lekhotla ha le e-so kenye letsoho	Karolo eo lekhlotla le tla beng le enkile	Nakong ea lets'olo	

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TS'UPISO/ SESUPO	NAKO	LIKHAKAN YO TSA CHELETE
litabeng tsa tthekefetso boemong ba setereke kapa ba naha	le ea tthekefetso		lets'olong lena	letso'long lena		
	Ho etsa bonnete ba hore litaba tsa tekano li hlahella ka holimo meralong ea selemo le selemo	Komiti ea lits'ebeletso tsa mantlha tsa botho	Meralo ea lekhlotla ha e-so kenyeletse litaba tsa tekano	Litlaleho tse fanoang ke Komiti		
Ho fana ka lintlha le leseli la moo mahlatsipa a tthekefetso a ka fumanang thuso teng	Ntlafatso ea liphatlalatso tsa mekhatlo e ikemetseng le tsa makhotla a puso ea libaka ka lipuo tse fapaneng ka maselinyana	Lekhotla la mathomo la puso ea libaka, mekhatlo ea sechaba	Lekhotla ha le e-so etse liphatlalatso	Liphatlalatso ka lingoliloeng		
Ts'ehetso						
Ho fana ka ts'ehetso e ntlafetseng le tlhokomelo ea mahlatsipa a tthekefetso	Ts'ebeliso 'moho le mekhatlo ea sechaba e fanang ka ts'ehetso e joalo	WLSA, FIDA, PHELA, C.G.P.U, mekhatlo ea ts'ehetso ea bakuli	Ts'ehetso e fanoa ke litsi tsa litsin g tsa kokelo boemong ba setereke	Litlaleho		
Ho fana ka leseli la moo mahlatsipa a tthekefetso a ka fuming thuso teng	Phatlalatso ka lipampits'ana tse ngotsoeng ka puo ea Sesotho; liea-le-moea; likolo	Litho tsa lekhlotla	Lekhotla ha le e-so fane ka leseli le joalo	Lenane la likolo tse ileng tsa chakeloa		
Ho ts'ehetsa bophethahatsi ba meralo oa ts'ebetso ea thibelo ea tthekefetso	Ho khothaletsa hore basali ba be le boikemelo litabeng tsa moruo e le ho fokotsa sekahla sa liketso tsa tthekefetso	Lekhotla la mathomo la puso ea libaka	Makhotla a puso ea libaka ha e-so etse letho ho nyenyeletsa sena	Mananeo a beng a kentsoe ts'ebetsong		
Khokahano						
Ho netefatsa khokahano e matla ea mananeo a thibelo ea tthekefetso	Theha komiti ea khokahanyo ea litaba tsa tthekefetso	Lekhotla, marena, likomoti tsa mahokela	Khokahano ha e ntle haholo	Kopanelo ea masebetsi atlehileng	Nako-kholo	

SEPHEEO	KETSO	BAPHETHAHATSI	MAEMO HA JOALE	TS'UPISO/ SESUPO	NAKO	LIKHAKAN YO TSA CHELETE
	Ntlafatsa likamano le sepolesa ho etsa bonnete ba hore litaba tsa tthekefetso li atamelo a ka hloko	Lekhotla la mathomo la puso ea libaka, ofisi ea sepolesa, mekhatlo ea litokelo tsa mantlha tsa botho	Tthekefetso ea banna sepoleseng ha ele balli -Mefuta e meng ea tthekefetso e sa ntse e sebeletsoa malapeng	Phokotso ea sekhobo se etsetsoang banna ha e le balli	Nako tsohle	
Likhakanyo tsa Chelete						
Ho etsa bonnete ba hore makhotla a puso ea libaka a fana ka ts'ehetso ea lichelete mererong ea thibelo ea tthekefetso	Etsa lixhakanyo tsa chelete tse tla shebana le merero ea thibelo ea tthekefetso	Mongoli oa Lekhotla le komiti ea meralo ea lichelete (Moralo ea selemo se tlang)	Lekhotla ha le na chelete e ka hakanyetsoang merero e kang ena ha joale		Selemo sa lichelete	
	Etsa lixhakanyo tsa chelete tse tla ts'ehetsa mats'olo a tthekefetso j.k lets'olo la matsatsia leshome la metso e ts'eletseng khahlanong le tthekefetso	Komiti ea bohokahanyi ea setereke (DPU), Mekhatlo ea bafani	Lekhotla la Tha le na chelete	Ho kengoa ts'ebetsong hoa lets'olo		
Ts'alo-morao le boitlhatlhubo						
Ho etsa bonnete ba hore boikitlaetso le maoala ohle a thibelo ea tthekefetso li saloa morao 'me lia hlahlojoa	Ho ipehela lintlha tseo e tlang ho ba sesupu sa ho metha ts'ebetso le hore na tema e khathuoe ha kae	Molila-Setulo oa lekhotla, Mongoli oa lekhotla	Moralo ke hona o tla kengoa ts'ebetsong	Katleho ea moralo	2010 ho ea pele	
Ho fumana lipalo-palo ka litaba tsa tthekefetso metseng	Tšoara tlhatlhubo ea maemo a tthekefetso e bakoang ke ho hloka tekano ka har'a metse	Setho sa lekhotla ka seng (ED's)	Ha ho tsebo ea boemo ba tthekefetso ka har'a metse	Tsebo e phethahetseng, e bolokiloeng hantle malebana le maemo a tthekefetso		

Annex E:

Messages on GBV Slogans

Arena for action	What need to be communicated	Slogan	What communication tool should be used
Individual Abuse woman or man	<ul style="list-style-type: none"> - Community discussion, involvement and support - Importance of reporting abuse 	<ul style="list-style-type: none"> - 'Abuse is the enemy of the Nation' - Say No to abuse. 	Pamphlet & flyers,
family / household Mother, father, guardian Parenting	<ul style="list-style-type: none"> - Family positive counselling - Family supporting 	<ul style="list-style-type: none"> - Encourage family unity - Stick to cultural values - "Kopano ke Matla" 	<ul style="list-style-type: none"> - Public gatherings and dialogues - Radio programmes
Community Community Schools sports	<ul style="list-style-type: none"> - Fight stigma against abused men - Safe sex among young people who are sexually active 	<ul style="list-style-type: none"> - "Protect your partner, Condomise" - "Lets'oele le beta Phoho" 	<ul style="list-style-type: none"> -Posters & radio programmes -Lipapali
Society Media culture	<ul style="list-style-type: none"> - Formulate laws that help to stop GBV - Address gender imbalance issues 	<ul style="list-style-type: none"> - Stop abusing each other - Perpetrators should rot in jail 	<ul style="list-style-type: none"> - Radio programmes - Adverts

Annex F:

EVALUATION FORM

Date: 1-3 November 2010
Venue: Makhoarane Community Council

11 evaluations received

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>	<u>VERY POOR</u>
1. PROGRAMME DESIGN	10	1			
2. PROGRAMME CONTENT	9	2			
3. DOCUMENTATION	11				
4. FACILITATION	7	2	1		
5. GROUP WORK	6	4	1		
6. OUTPUTS	5	6			
7. OUTCOMES AND FOLLOW UP PLANS	8	3			
8. LEARNING OPPORTUNITY	6	5			
9. NETWORKING OPPORTUNITY	3	6	2		
10. ADMINISTRATIVE ARRANGEMENTS	5	4	2		

COMMENTS

1. Which session did you find most useful? Why?

- Check list for change. It was amazing how much work the council still has to do.
- A discussion on women's successors in chieftainship and its gender dimensions.
- Property rights of women.
- Gender Based Violence and its impact on women, the orphaned and herd boys.
- Stigma against men abuse.
- Development of the GBV action plan and 16 Days plan (3).
- All sessions were important (5).
- Gender equality and land allocation
- Equality of men and women in decision making, relevance of the 30% quota in local government elections. (3)
- Group work sessions were useful.

2. Which session did you find least useful? Why?

- None of the sections were of least importance.
- None. (4)

3. How will you apply what you have gained from this engagement?

- Using public gatherings and dialogues to discuss these issues.
- Engage the youth through varies activities that they enjoy the most.
- Visiting schools and churches.

- Using information generating materials and distributing them in diffident places where the people can have an easy access.
- Conducting public gatherings in the villages.
- Work together with local chiefs and existing structures in the community.
- Engage the District Council and the District Planning Unit for consistent support.

4. Any other comments?

- We would like a follow up workshop so that we may see how far we will have gone in terms of implementation.
- I am happy that GL and the Ministry of Gender came and facilitated a workshop specific to the needs of the Council.
- I gained a lot of knowledge on the protocol.
- GBV has been clarified well for the first time; I thought it meant men beating women at all times.
- Should engage male facilitators more so that the issues of gender may not be seen as women's issues (3).
- A similar training workshop for local chiefs should be organised as some of them lack understanding on gender related issues. Sometimes a common understanding is that culture is been hindered.
- There was need for more time in developing the action plan (2).