This illustrated guide is for women and men in communities and the voluntary and statutory sectors working on regeneration and neighbourhood renewal. As well as containing many practical tools, it tells the story of how grassroots women in Manchester, Glasgow and Llandudno became involved in regeneration.

At the start, many were unaware of regeneration programmes and their purpose – but encouraged by Oxfam they researched the issues and the structures, and learned to lobby local decision makers. They spoke passionately to those in power about issues such as transport, childcare, crime, education, and employment.

It was not easy to enter “the lion’s den”; the world of men and women in suits, regeneration meetings and official agendas. It took a lot of courage to speak their minds about the issues that mattered to them – but they found their voice, and many things changed as a result.

The women involved hope that Into the Lion’s Den will encourage others, as Anne Keegan says, to “Get involved and make a noise!”

ReGender is an Oxfam project supporting and encouraging the equal participation of women and men in regeneration schemes in the UK by

• working with grassroots women to hold local bodies to account in including their needs in regeneration programmes
• influencing key decision makers at national and regional level to commit to looking at gender issues in regeneration and neighbourhood renewal.

“I thoroughly recommend this guide to anyone interested in their local community. It is a must for anyone interested in finding a voice, and being a part of the decision-making bodies in their area.”

Anne Keegan, Greater Govan ReGender Group (now called Tea in the Pot)
Acknowledgements

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The ReGender pilot groups, who tested out the tools and gave valuable feedback as well as commenting on the draft version of this guide: Cae Mawr Friends of Jason in Llandudno, North Wales; the Beacon Women’s Network, East Manchester; and the ReGender Group in Greater Govan, Glasgow.

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The UK Poverty Programme’s Social Inclusion Project Officers who have picked up the role of providing ongoing support to the three ReGender pilot groups.

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Foreword

Since doing the ReGender training my confidence has increased immensely. I have become more tolerant of others, their points of view and their circumstances, and I realise that it’s not just ‘lone parents’ who have difficulties in the community.

I have since joined a Community Research Group in my area, and also the Community Potential Implementation Group (one of the regeneration partnership groups), and we are looking into Time Banks for our area. These are meetings that I would never have attended, nor had the courage to attend, had it not been for ReGender. I have found a voice and now think my opinion is as important as the next person’s. I feel more in control of my life, and that’s a nice feeling! It is even nicer to know that I have the ability and the confidence to make changes in my area, given the chance.

I am less afraid to speak out. Where before I would have let others ask the questions, now I think, ‘if you don’t ask, you don’t get’. ReGender has opened my eyes in a lot of areas and I have gained much more knowledge on how things are run in the area and by whom. I have done administration work for most of my life, but I now feel a greater need to get more involved in my community and help people if and where I can – this was teased out of me by ReGender and life has taken on a more meaningful turn.

I thoroughly recommend this guide to anyone interested in their local community. It contains so many of the tools that were carried out by the Greater Govan ReGender Project during training, and is a must for anyone interested in finding a voice in their community, and being a part of the decision-making bodies in their area. Get involved and make a noise!

Anne Keegan, Greater Govan ReGender Group (now called Tea in the Pot)
Introduction

Regeneration is not limited to economic activity. It is integral to issues of poverty, social inclusion, equality and participation at all levels. The use of gender training within regeneration initiatives and programmes, and with regeneration decision-makers, is essential to improving the delivery of regeneration programmes across the Scottish Parliament, the Elected Assemblies of Wales and the nine regions of England.

The overall aim of this guide is to develop the capacity of community-based groups in regeneration areas. The tools will help them to hold decision-makers to account. They will also help to ensure that local regeneration programmes include women and address their needs. The guide was developed by the ReGender Project, which is part of Oxfam’s UK Poverty Programme and works on gender and regeneration.

What is ReGender?

Oxfam UK Poverty Programme’s ReGender Project supports and encourages the equal participation of women and men in regeneration schemes by:

- Working with grassroots women to hold local regeneration bodies to account and ensure that gender needs are being met.
- Influencing key regeneration decision-makers at national, regional and local government level to commit resources to meeting the different needs of the poorest men and women.
- Influencing government to include women at senior levels, and men at community levels, of regeneration programmes.
The three pilot groups

ReGender has piloted this guide with three grassroots groups.

Beacon Women’s Network

In the late 1970s and 1980s most of East Manchester, along with many other Northern industrial towns, began its journey into decline. In 1999, it was one of the first areas to receive money from the New Deal for Communities (NDC). Under the NDC, at first people were a little disillusioned by what seemed to be lots of talking and no action. There seemed to be no real platform for women to have a say and be heard. So women from the voluntary and local sector decided to come together, network and air their voices. Through this, the ‘Beacon Women’s Network’ was formed in 2003. In July 2003 they started working with the ReGender project.

Pauline Gourley from the Network said: ‘We wanted to raise the awareness of those who make the decisions and implement policies and procedures. Over the course of several months we began regular workshop sessions. We began to build up our confidence, skills and the tools to approach the NDC with our key concerns.’ They decided to focus on transport as a key issue. They designed a questionnaire and held meetings and workshops. As a result, the NDC now have awareness of the local transport concerns, and the Health and Well Being Network has also begun to look at transport issues at their meetings.

‘We now want to build on our successes,’ said Christine Connaughton from the Network. ‘We need to work more closely with the NDC and seek their support to help us with pursuing relevant organisations within the city that make decisions about the East Manchester public transport provision....The challenge is to ensure that we continue to build on the initial domino effect that was created so that transport does not just become another issue that was raised and forgotten when something else to campaign about came along.’

Cae Mawr Friends of Jason Group

Cae Mawr is a housing association estate in North Wales. The first tenants moved in on 5th November 1993. The estate soon had a bad reputation for anti-social behaviour. Then in 1998, a child called Jason died in a drowning accident. Sue Collins from the all-women Friends of Jason Group said: ‘This brought our community closer together and we were determined to do something positive. We formed the Cae Mawr residents’ association. We held regular meetings and sorted out a lot of housing and welfare problems on our estate, gave everyone in our community a hope of a better future. Community spirit was raised.’

As things progressed locally at grassroots level, the estate started to get better. In 2000, the local college, in partnership with other agencies, brought community-based learning projects into the area. In early 2002, Communities First, the Welsh regeneration programme, came into the area and asked if some of the group could be the Communities First tenant representatives. By the end of 2002, FoJ secured a small community flat from the housing association. They began running activities for children, youth and adults.

In 2003 Cae Mawr FoJ started work with the ReGender Project. Angie Stephenson from Cae Mawr said: ‘We took part in workshops to understand why gender matters in regeneration and how we can get our voices heard and be involved in decision making. We can do what we do now because we have gained confidence. We just want to put back into the community what we have got out of it. We want more people to get involved...’
Greater Govan is a very diverse area of inner-city Glasgow. There are 28,000 people and a large proportion of ethnic minorities and refugees. It is also an area of high deprivation and poverty. There are few opportunities for young people and there was no women’s group. In 1999 Greater Govan was designated as a Social Inclusion Partnership, or SIP, with the aim of tackling some of these problems and making the area a better place to live in. In 2001 the SIP then started work with the ReGender Project which aimed to support and train a group of grassroots women in Greater Govan.

A core group of women has now been recruited and several training sessions have been held introducing the concepts of gender and regeneration, and looking at what it means for Greater Govan’s women and the role of Govan SIP. Parveen Khan, Equalities Office of the Govan Social Inclusion Partnership, said: ‘We still have got a long way to go, but we know now that we have started something. And it is having an influence elsewhere. All the other SIPs look to us because we’re doing pilots and also we’re seen as a good model.’

Why the guide was developed

Gender is an important but often neglected aspect of regeneration work in the UK. Regeneration policies often fail to take into account differences between men and women in a range of local services, including health, education, transport, care provision and economic development. For example, women tend to be the highest percentage of occupants in estates that need regenerating; they are often involved in community work, yet lack easy access to decision-making in their area. Women are rarely consulted – as women – about regeneration issues.

In recent years, regeneration work has started to look at social exclusion and community participation. This has opened up the possibility of putting gender on the agenda. When gender has been taken on board, it has made a significant difference to regeneration. Better targeting and results are obtained for the whole community through an awareness of women’s and men’s differing needs. Women’s confidence, skills and participation have grown. Communities have gained greater understanding on which to build programmes and funding applications. The three groups piloting this guide wanted to improve other women’s knowledge of regeneration processes and skills; and help them to gain greater understanding of gender issues in regeneration projects – how they affect women and men differently and how men and women have different needs.

And finally, women’s own experiences of the ReGender training had been very positive and they wanted to share this with others. A member of the Cae Mawr group said: ‘I got involved because I felt a group of women could make a lot of difference in the long run. I realised I could play a part in regenerating the community when we were first listened to as a group of women – with the Housing Association and seeing repairs getting done and action being taken. Seeing small changes that are happening… motivates me. I have encouraged other people to be positive in making change, and I have seen that they have taken action on my advice.’
Who it is for

The guide is aimed at:

- Community grassroots groups based in regeneration areas, particularly women’s groups.
- Voluntary and statutory sector practitioners operating within regeneration areas and working directly with communities.
- Regeneration practitioners who are directly working with communities as part of Government programmes such as Sure Start, New Deal for Communities, Communities First (Wales), Social Inclusion Partnerships (Scotland), Regional Assembly Forums etc.
- Local Authority Equality Officers working in regeneration areas and/or with communities.

The guide is not a rigid format; it provides tools and techniques that can be part of a comprehensive training programme or which can be dipped into as and when required.

What it contains

This guide is organised to reflect the journeys taken by the women ReGender worked with. It follows their path from starting to think about regeneration in their local area; through building their confidence and voice; gathering evidence to support their case; and finally feeling strong enough to tackle the ‘lions’ — those who take decisions about what services and facilities will regenerate the communities they live in.

The guide is divided into four main sections or themes. These are:

- Gender and regeneration
- Women making change
- Reaching decision-makers
- Reflecting on women’s journeys.

Gender and regeneration introduces the idea of gender, and the differences between gender and sex, and looks at the regeneration scene. A number of tools follow in this section which examine why gender and equalities are important in regeneration and offer tools to look at jargon, budgeting and barriers that need to be overcome.

Women making change examines how to become an agent of change and what might prevent this. It also provides tools to explore visions and goals for the future.

Reaching decision-makers gives practical exercises to assess who needs to be reached to influence decisions on regeneration and how this can be done, including building confidence and practising the skills needed to get your message across.

Finally, Reflecting on women’s journeys contains a number of tools to look at what has been learned from using the tools in this guide and what progress has been made. These tools can be used at various points in the process.

The tools

Each section has an introduction and contains a number of tools on specific areas that relate to each theme. There are 24 in all. Some have follow up ideas. There are local examples of how the tools were used by the three pilot groups, scenarios of how they can be developed, and stories of how the different groups developed the tools to help bring them alive. All the tools are flexible and will need to be adapted for different groups.

Measuring impact

The final section – ‘Reflecting on women’s journeys’ — has a number of tools for measuring the impact of this work, some of which need to be used throughout the process.

The need for a facilitator

While none of the tools are very complicated to run, they all require a facilitator, who will need to know or assess the group’s existing level of involvement and knowledge on gender.
and regeneration. The tools have been timed to suit a group of five or six participants. Timings may need to be changed if the group is smaller or larger than this. Each tool has facilitator’s tips.

Jargon

Finally, because one of the main obstacles identified by the pilot groups was the large number of jargon words in this area, there is also an extensive glossary of terms at the end of this guide.

Using this guide with men

Although this guide is more suitable for women, many of the tools can be used in a mixed-sex group – either in their current format or through adaptation. Elements of the guide can also be selected or adapted to use with a men’s group, particularly the sections on ‘Gender and regeneration’ and ‘Reaching decision-makers’.

When using the ‘Gender and regeneration’ tools in men’s groups it is useful to include discussions on the perspectives, life patterns and roles of women. This builds up men’s awareness of the relative disadvantage and experiences of women in their community. In mixed sex groups, men and women should be given space to look at the tools in same sex groups, and then exchange perspectives with each other so they can develop a dialogue about the issues both sexes face.
Section I: Gender & regeneration

A. The gender agenda

“Our first thought on hearing the word ‘gender’ was: ‘This is about women’s lib and burning bras’, but we quickly realised that it was about getting our voices heard.”

Cae Mawr Friends of Jason Group

Community-based groups in the UK rarely seem to come across the word ‘gender’, although it is commonly used in international development circles. However, once the pilot groups were introduced to the concept, they were able to connect it directly with their experience of being women. The usual response was: ‘Is that what it is? That’s my daily life!’

What became clear is that women easily made sense of gender by linking it with their personal experience, even if they did not understand the term at the beginning.

This section has tools that enable a group to develop their understanding on the concept of gender and how it is different from sex, and gender roles in society in general, as well as in their local area.

B. Sketching the local regeneration scene

To demystify regeneration, it is important that groups begin to find out how regeneration works in their area. They can do this through using a series of tools to find out which are the local regeneration bodies and initiatives, structures, and local actors and players. Without knowing the routes through which they can get involved, women are unlikely to get involved in shaping local regeneration programmes, or challenge and hold regeneration decision-makers to account.

As a minimum a group needs to know:

1. What the local regeneration programmes are called.
2. The partnership bodies that make up the regeneration programmes.
3. How decisions are made in each of the partnership bodies.
4. Who is responsible for each of the bodies.
5. Who is involved from the community groups in the area.
6. The linkages between the local communities and the partnership bodies.

C. Why gender matters in regeneration

“Is it a disease? Sounds like one!”

A member of the Cae Mawr FOJ Group’s impression of ‘gender disaggregated data’.

This section deals with tools needed to understand why gender plays a part in regeneration and how to:

1. Ensure women and men’s equal participation at all levels in shaping regeneration programmes.
2. Make sure women and men both benefit from the money that is being spent.

Gender, as an equality issue, cannot be looked at in isolation within regeneration. There are other forms of equalities that need to also be taken into account. Most of the tools and techniques in this section have been outlined through a gender perspective; but all can be adapted to incorporate other equality dimensions too. The final part of the section demonstrates how gender fits into other equalities and how other equalities fit into gender.
Section A: The gender agenda
Tool 1– Getting gender smart

This preliminary tool is designed for groups who are new to the concept of ‘gender’ and is useful as part of a gender awareness training workshop. It emphasises that we all have stereotypes of what men’s and women’s identities and roles are in society. We have been socialised with these stereotypes over a lifetime. They are based on what we see, read, hear, learn when we are young, and what is expected of us by others. These are based on assumptions, prejudices and attitudes towards men and women, and not on their physical and mental capabilities.

Objectives

- To identify and differentiate between the stereotypes projected on men and women
- To enable the group to develop an understanding of gender stereotypes in their community

Time needed: 30 minutes

Materials needed: Marker pens, Post-it notes, flip chart headed: “men are”… and “women are…” in two separate columns.

Method

Split the group into two. If you are working with a mix of women and men, divide them into two groups according to sex.

Using Post-it notes, ask each group to brainstorm as many stereotypes of men and stereotypes of women that they can think of. (10 minutes)

Each group then reads their Post-it notes aloud and places them on the appropriate column of the flipchart. (10 minutes)

Facilitate a discussion based on two key issues:
What has the group noticed from the flipchart?
What are these stereotypes based on? (10 minutes)

Male and female stereotypes, from Cae Mawr Friends of Jason Group

Supermodel
Nurses
Secretary/receptionist
Beautician
Baby sitter
Wife
Child bearer
A woman’s place is in the home
Netball
Mother = full - time
Woman is there to serve in household
Mrs. Down trodden
Act as carers (nurses)
Individualistic; single

Macho
Suits
Bank managers
Doctors
Justice system
Boys crying are mummy’s boys
Know it all
A mans place is in the pub
Football
Father = part - time
Man is boss of the household
Mr. Perfect
Act as problem solvers (doctors)
Breadwinner/Worker

1 Adapted from The Oxfam Gender Training Manual, S. Williams, J Seed, A Mwau. Oxfam, 1994.
Tool 2 – The gender versus sex game

To help a group fully understand the difference between gender and sex, this game uses a list of statements about men and women. Some can be changed or adapted to suit a more local context.

Objective

To understand the difference between gender and sex.

Time needed: 30 minutes

Materials needed: List of statements written on flip chart or on A4 sheets if you want to do this in pairs or small groups.

While SEX is the biological difference between men and women (what we are born with), GENDER is the set of roles and responsibilities men and women have learnt or end up playing in their family, community and in society at large (socially constructed and based on biology).

Method

Show the group the list of statements below, with the answers in bold removed. You could also add your own. Ask them to identify whether each statement is linked to gender or to sex. Then talk about the answers in using the definitions in the box above.

Women give birth to babies, men don’t (Sex)
Little girls are gentle, boys are tough (Gender)
In one case, when a child brought up as a girl learned that he was actually a boy, his school marks improved remarkably (Gender)
Women form 70% of administrative and secretarial, personal service and customer services occupations (Gender)
Women can breastfeed babies, men can bottle-feed babies (Sex)
Most building - site workers in the UK are men (Gender)
In Ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property and men did not (Gender)
Men’s voices break at puberty, women’s do not (Sex)
Good quality, affordable childcare helps women to balance work and family commitments (Gender)
According to UN statistics, women do 67% of the world’s work, yet their earnings for it amount to only 10% of the world’s income (Gender)

Other issues discussed were:

1. Women in every country experience both power and oppression differently.
2. Our age, class and race all affect our gender roles.
3. People who act outside their gender roles may face disapproval.
4. It is important to consider gender relationships.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Linked to Gender or Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women give birth to babies, men don’t</td>
<td>Sex</td>
</tr>
<tr>
<td>Little girls are gentle, boys are tough</td>
<td>Gender</td>
</tr>
<tr>
<td>In one case, when a child brought up as a girl learned that he was actually a boy, his school marks improved remarkably</td>
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</tr>
<tr>
<td>According to UN statistics, women do 67% of the world’s work, yet their earnings for it amount to only 10% of the world’s income</td>
<td>Gender</td>
</tr>
</tbody>
</table>

After doing this exercise, the Cae Mawr Group arrived at a common understanding of what ‘gender’ meant to them:

- Sex is our physical and biological being; gender is our mental being. Gender is to do with perception.
- You can change your gender role if you want, but you cannot change your sex (unless you have an operation).

<table>
<thead>
<tr>
<th>Gender Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender is male and female roles/responsibilities in society.</td>
</tr>
<tr>
<td>Gender is something you learn, but change is self/society created. Gender roles can change. They can change over time because of society’s expectations or due to political or economic changes.</td>
</tr>
<tr>
<td>Gender can vary across cultures, societies and over time.</td>
</tr>
</tbody>
</table>

2 Adapted from S. Williams, J Seed, A Mwau (1994) The Oxfam Gender Training Manual Oxfam (UK and Ireland) (See Activity 6 pp. 87)
B: Sketching the regeneration scheme

Tool 3 – The partnership matrix

“I have been made aware of bodies and partnerships that are actually involved in making decisions. And how little the community is considered!”

A member of the Beacon Women’s Network after using this exercise.

This exercise builds an understanding of regeneration and how decisions are made locally.

Objectives

- To find out who the main players are in regeneration initiatives, partnerships and decision-making bodies.
- To find out which agencies, people, groups are involved in the various partnership bodies that shape local regeneration programmes.
- To find out who is involved in actually making decisions.
- To assess what the role of local women and women’s groups is within these structures.

Time needed: 1 hour

Material needed: Giant flipchart with a blank template of the ‘Partnership Matrix’ (use 2 sheets), different coloured Post-it notes

Facilitator’s tips

Deliver this exercise according to how familiar your group is with the regeneration bodies and structures. If the group has limited knowledge, the exercise will be more effective if it is given to the group a week in advance so that they can go away and do the actual research. If the group is familiar with local regeneration structures, it may be worth asking them to start the exercise together at a workshop session and then go away to research any outstanding points or gaps.

This exercise needs to be adapted according to how regeneration operates in your area – you might have more than one scheme. Or you might have one regeneration body that acts as a channel for various different funding streams into the area.

Using Post-it notes allows the group to return to this exercise in forthcoming weeks if their ongoing research and knowledge development displays more accurate information.

The matrix can be brought in regularly throughout the course of the training so that new developments and/or accurate information can be added over the weeks.

Method

1. Split the group into groups of five and give each group an enlarged blank copy of the Partnership Matrix (Adapt from the example on the next page). (5 minutes)

2. Identify the key regeneration bodies and partnership groups that they know exist in the area and note these on one colour of Post-it notes on the left-hand column of the matrix. The advantage of writing them on Post-it notes means that they can be discarded if the information is incorrect. (10 minutes)

3. Identify all the voluntary, statutory and community agencies that operate in the area, note these on a different colour of Post-it notes and place them across the top row. (10 minutes)

4. Place another colour of Post-it notes on the appropriate cells in order to map out which agencies/groups that fall into the sectors identified in the top row are involved in each of the
The group used this exercise to find out who was involved in shaping the regeneration programmes operating in Llandudno and across Conwy. The group chose to map out the Partnership Matrix on two different levels of involvement:

- Agencies/groups involved in each regeneration body/partnership.
- Agencies/groups involved in making actual decisions on how money is spent within each of regeneration body/partnership groups.

### Key regeneration partnerships & decision-making bodies

<table>
<thead>
<tr>
<th>Community First</th>
<th>Sure Start</th>
<th>Welsh Assembly Government</th>
<th>College</th>
<th>European Social Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social</strong></td>
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<tr>
<td><strong>Health</strong></td>
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<tr>
<td><strong>Education</strong></td>
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<tr>
<td><strong>Council</strong></td>
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<tr>
<td><strong>Housing</strong></td>
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<td></td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
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<td></td>
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</tbody>
</table>

The group chose to map out the Partnership Matrix on two different levels of involvement:

5. Mark all the agencies/groups that are directly involved in making decisions on how money is spent within each of regeneration body/partnership groups with a [ ] (10 minutes).

6. Discuss the outcomes of each flipchart and the learning points from this exercise. (10 minutes)
Follow up: Time to talk

To collect more detailed information, each person from the group can visit or talk to someone on the regeneration partnership or a decision-making body and find out:

1. The percentage of women’s groups or groups that bring a women’s perspective to the agenda involved in the partnership/body.
2. How many men and women sit on the partnership/body?
3. What is the decision-making process?
4. Is there any provision to enable women to get involved e.g. crèche, timing to coincide with school hours etc

A range of speakers (eg a regeneration practitioner, policy maker, local person involved in decision-making bodies, local Councillors, local MPs) can be brought in or visited over different workshops. They can provide information on the policy (that is, how the programme is addressing national regeneration aims and targets that have to be reached), and practice aspects of the local regeneration programme as well as the structures it has in place. Speakers need to be properly briefed so that their presentation is based on what the group wants and needs to find out about regeneration.

This also introduces the group to a range of people and presentation styles which they can adopt at a later stage in the process, and develops their listening skills.

Putting it into practice: Gathering information

The Cae Mawr FoJ Group invited the Head of Regeneration in Conwy Council to talk about the complex nature of regeneration within Conwy, providing useful insights into how regeneration works in Wales; how this feeds into regeneration in Conwy and the overlaps and distinctions in Conwy between the European Objective 1 Regeneration Programme in Wales and the Welsh Communities First Regeneration Initiative.

The Greater Govan ReGender Group, on the other hand, got to hear about the positive and negative experiences of a local woman, an elected community representative, who is on the Social Inclusion Partnership Board, a decision-making body. As a local woman she helped the group build a realistic picture of what to expect in such a partnership body.

Putting it into practice: Gender auditing a regeneration meeting

Visits can be arranged to various partnership and decision-making bodies where women can observe meetings. In Govan, one of the women attended and observed a Greater Govan Social Inclusion Partnership Board meeting to get a sense of how meetings run.

She used some of the following questions to record her experience of the meeting and to audit the meeting and Board from a gender perspective:
The audit enabled the Greater Govan ReGender Group to make a general initial assessment on the accessibility of the Board, the extent to which women are represented on it and whether gender is something the Board builds into its discussions. They realised that an audit can be a simple and easy technique in which to assess something based on a series of questions or criteria set by the people doing the audit.
C: Why gender matters in regeneration

Tool 4 – Developing a jargon dictionary

“They [professionals] give you [residents] a certain impression – you get frightened of challenging because you might get it wrong. They are more educated and they let you know this by the language used – makes you think they are superior to you.”

A Beacon Women’s Network member’s reaction to the use of jargon at regeneration meetings.

There is a lot of jargon in regeneration initiatives. It can be a huge barrier to women’s participation and can act as an obstacle to accessing funds. Both the Cae Mawr FoJ Group and the Greater Govan ReGender Group developed ‘Jargon Dictionaries’ by defining and noting unfamiliar and off-putting regeneration, community development and gender terminology, as well as acronyms they came across. The Cae Mawr FoJ Group now insists that a jargon buster is developed at all regeneration meetings they attend. This has challenged regeneration practitioners to be more inclusive and sensitive when they use regeneration language that is not shared by the community.

Objective: To give groups a better understanding of regeneration jargon

Time needed: Ongoing

Materials needed: An exercise book

Method: Keep a record of words as you come across them. Keep the dictionary in a place accessible to all.

Example of words to include in the Jargon Dictionary. See the glossary in the appendix as well.

Baseline information 1. Information and statistics gathered to build a picture of the situation in an organisation or geographical area before any actions are taken. 2. Information used as a starting point for comparison.

Best value 1. Quality, cost effective and valuable. 2. Government scheme to encourage local authorities to consult more on services they provide to people and provide more effective services based on the community’s needs.

Infrastructure The basic framework needed for a project to happen. This can range from large facilities and equipment such as roads and buildings, to small ones like a support worker.

Criteria Standards used as a means to judge something.

LSPs 1. Local Strategic Partnerships. 2. Non-statutory, multi-agency bodies, which match local authority boundaries, and aim to bring together at a local level the different parts of the public, private, community and voluntary sectors in England.

Monies Plural of money.

Partnership A network made up of individuals or organisations who work together on a given theme, project etc.

PFI 1. Private Finance Initiative. 2. Public and private sector partnerships. 3. Government uses private money for public work e.g. schools and hospitals.

Strategy Plan of action/programme.

Putting it into practice: Resources directory

Mid way through the capacity building process, the Greater Govan ReGender Group began developing a Resources Directory, an offshoot of a Jargon Dictionary. They realised that building up a directory with names, contact details, and web addresses for sources of information they were coming across would enable them to keep a record of the local, regional and national information they were gathering on regeneration and gender. The resources directory was useful for contact numbers for local community representatives and the telephone number of the local regeneration board. National information included website addresses such as the Equal Opportunities Commission. Like the jargon dictionary, the directory becomes a resource that can be shared with other women in the future.
Tool 5 – The 24-hour clock

By using the 24-hour clock tool, groups can distinguish between the different everyday life patterns of men and women and begin exploring why these need to be taken into account when developing regeneration programmes.

Objectives

- To identify the daily tasks of men and women in the local area
- To highlight the different life patterns and roles of men and women in society and locally
- To understand the relevance of women’s and men’s different life patterns to regeneration programmes.

Time needed: 1 hour

Materials needed: 24 hour clock template, flipchart paper, marker pens.

Facilitator’s tips

It might be useful to have a sample of the task to share with the group beforehand – there is a tendency for women not to include everything they do in a day. When filled in, the tool needs to show the range of tasks the men and women may do, in the daytime, in the evening, within the hour etc. The group needs to include all activities, including those that are not thought of as work e.g. community meetings, taking the children to school, or doing the ironing.

If you can allow people to create their 24-hour clock as a task between two sessions, this will give them more time to do it more accurately, based on real observations, rather than what they think they do.

You will need to play this differently if you have a group of women or a mixed-sex group. If the group is women only, you might like to ask them what tasks men do everyday. In a mixed-sex group, you will need to ensure that no-one feels blamed for the amount or kind of work they do or do not do – this needs to be handled sensitively. You need to make space for women and men to air the issues they face in their personal lives/relationships if they want to, but not if they don’t.

Method

1. Individually, each person should take an average day in their family life. Using the 24-hour day chart template below, they should list the tasks performed by them and their male (for women) or female (for men) partner over 24 hours. If they can prepare this in advance in discussion with their partner, or other people they are living with, this is even better. If they are not living with others at the time they are doing the exercise, they can refer back to a time when they were. It could be done over a week, or for an average day rather than a specific one. You could use pictures or symbols for different kinds of work, rather than writing in words, if it suited the group. (20 minutes)

2. Put the ‘clocks’ on the wall or the floor and ask everyone to look at all of them. (10 minutes)

3. Now hold a plenary discussion about the clocks. This should pick up common things between them as well as the patterns emerging for women and men. (15 minutes). You could ask questions such as:
   - What struck you most as you looked at the amounts of time spent by different people on different activities?
   - What common differences are there between most of the men and most of the women?
   - What are the differences in time patterns between men and women?

4. Discuss how the differences in life patterns will affect how men and women participate in regeneration programmes. How will their patterns affect how services need to be provided? (15 minutes)

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3 Adapted from The Oxfam Gender Training Manual, S. Williams, J Seed, A Mwau. Oxfam, 1994. pg 189
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### The 24-hour clock

**Women**

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**Men**
Putting it into practice: Analysing gender roles in the community

Once patterns that emerged from the 24-hour clocks were highlighted, the Cae Mawr FoJ Group analysed the data to help them to understand the gender roles that existed in their locality. They broke the patterns down into productive, reproductive and community work roles. They also looked at whether the work in each case was paid or unpaid.

**Productive** roles – production of goods and services for consumption and in return for cash (eg employment, self employment). When people are asked what they do, they often refer to productive work only, especially work which is paid or creates income. Both men and women may be involved in productive activities, but how they are involved depends on their gender roles in the community. Women’s productive work is often less visible and less valued than men’s.

**Reproductive** roles – caring and maintaining the household and family members, including caring for children, preparing meals, managing gas and electricity, shopping, housekeeping and family health care. It is crucial to human survival, but despite this it is hardly ever considered ‘real work’. This work can be time consuming and more often than not, is the responsibility of women in the family.

**Community work** – the organisation of social events and services, community improvement activities, participation in groups and organisations, organising celebrations and so on. This type of work involves a lot of volunteer time. It is rarely paid work. Both women and men may engage in community work.

Women often do more of the reproductive work and community work than men, while also having at least some involvement in productive work. This workload can prevent them from participating in regeneration projects. When they do participate, extra time spent training, attending meetings as well doing a job, means less time for other tasks like childcare and cooking meals. Equally, looking after the household and taking on community work has implications for whether they take up employment opportunities (which is something regeneration is trying to increase as part of the government’s encouragement of getting more women back to work).
Tool 6 – Men’s lives, women’s lives

Gender disaggregated data

Regeneration programmes need to build up a local picture of who should benefit from the programme and where to target resources at the start. Collecting local statistics and data highlighting the differences between men and women in various aspects of everyday life experiences and behaviour will give a truer gender profile of the community. Such statistics are called gender disaggregated data. A ‘gender profile’ can be used to assess the kind of impact the programme has had on improving men and women’s lives (whether the statistics have changed), and whether the regeneration programme or project has made the situation better or worse for women and men.

Objectives

- To introduce the concept of gender disaggregated data and its relevance in regeneration
- To identify the different positions of women and men nationally and regionally, and how this can inform the collection of local gender disaggregated data
- To identify the type of local data that needed to build a gender profile

Time needed: 40 minutes

Materials needed: Either the gender inequality quiz below or your own adapted version.

Facilitator’s tips

The data used for the quiz ideally needs to include a combination of national, regional, city, and if available, local level information so that the group can build up an accurate picture of gender inequalities in their region/area based on national trends. To start with use national statistics where gender differences are obvious.

National gender disaggregated data and gender inequality statistics can be accessed via the Women and Equality Unit, Equal Opportunities Commission and the Gender Statistics User Group, all of which are listed in the resources section. The Scottish Household Conditions Survey, available through the Scottish Executive, and the Gender Issues Statistics available through the Welsh Office Statistical Directorate are also very useful. While the general picture of gender inequality has not changed much over 10 to 20 years, the exact figures do change and it is worth checking them if you can.

Method

1. Use the example below or develop a quiz from easily available national information e.g. the Equal Opportunities Commission www.eoc.org.uk/cseng/research/facts_about_2004_gb.pdf Distribute copies of the quiz to each person in the group. Invite answers from the group and confirm the correct answers. (30 minutes)

2. Explain what gender disaggregated data is, and discuss the role it has to play in regeneration areas. Discuss the statistics that are surprising for the group. Explore if the statistics are likely to be the same for the local area, and how/where the group could find this out. (10 minutes)
Example of a gender inequality quiz

Employment/Poverty
1. ___ of women and ____ of men in employment work part-time.
   (60% 44% 18% 10% 6%)
2. Average hourly earnings for women working full-time are ____ lower than men’s.
   (30% 25% 18% 9%)

Health
3. Suicides by men make up ___ of all suicides in the UK.
   (55% 26% 32% 75%)

Crime
4. ______ are more worried about crime than ___ .
   (men women).

Work-life balance
5. ___ of women in the UK make use of flexible working hours/patterns compared to ___ of men
   (16% 25% 40% 10%)

Financial resources
6. The difference between the lifetime earnings of men and women with the same qualifications
   living in the same area of the UK is _____ .
   (£21,000 £89,000 £167,000 £241,000)

Education & training
7. ___ of girls and ____ of boys in the UK gain five or more A* - C grades at GCSE or equivalent
   grades.
   (58% 43% 47% 29%)

Public participation & decision-making
8. While 45% of Sweden’s parliament is made up of women, in the UK the figure is ___.
   (50% 26% 18% 12%),
9. In 2004 while ___ of local authority employees are women only ____ of Chief Executives are
   women.
   (22% 36% 13% 71%)
10. Women make up ___ of editors of national newspapers.
    (50% 39% 29% 9%)
Answers

1. 44% and 10% – Equal Opportunities Commission 2004.
2. 18% – Equal Opportunities Commission 2004. For women working part-time it is 40% lower.
3. 75% – www.mind.org.uk/factsheets. However, there are race differences here. The study of young people of Asian origin in the UK found that the suicide rate of 16-24 year old women was three times that of their white British counterparts. This contrasts with suicide rates of young Asian men who appear to be less vulnerable to suicide than young men from white British backgrounds.
4. Women are more worried about crime than men – Women & Equalities Unit (2002). Women are less likely to be a victim of a violent crime in public spaces, but are far more likely to experience domestic violence than men.
5. 25% / 16% – Women & Equalities Unit (2002). Flexible working patterns means flexitime, term time, annualised hours, job share, 9 day fortnights etc.
6. £241,000 – Equal Opportunities Commission. This is based on women with medium qualifications and two children.
7. 58% and 47% – Equal Opportunities Commission 2004.
8. 18%. The UK comes 14th out of the EU member states for female representation in its national parliament. 52% of Sweden’s Cabinet members are female, compared to 27% in the UK.
9. 71% / 13% – Equal Opportunities Commission. Few women make it to senior positions.

Surprising statistics

All three pilot groups used global and national statistics, as well as statistics local to their county and regional context. The statistics they found most surprising were:

- The difference in men’s and women’s financial resources, particularly the lifetime earnings of men compared to women and the low number of women in managerial positions.
- The statistics on public participation and decision-making, especially the differences between the gender balance in the Scottish Parliament, Welsh Assembly and Westminster.

They finished by discussing and researching:

1. What the picture would be for how women and men are affected by poverty in their local area. Would the local statistics be different from the national or regional ones?
2. What statistics are available to help them build such a picture and where they could find local gender disaggregated data.
3. Whether their regeneration programmes had gathered any gender disaggregated data.

Overall, all three groups were unable to source relevant gender disaggregated data on their local areas or at a city level, making it hard to build an accurate local gender profile. Most of the statistics they came across were national.
Putting it into practice: Using local facts

The Greater Govan ReGender Group found and used data from the Greater Govan Social Inclusion Partnership Baseline Study of March 2002 to find out if it included gender disaggregated statistics. They drew out and considered the gender-based data available in the Study in order to build a picture of men and women’s lives in Greater Govan. For example:

**Population**

- A combined age and gender profile (of all ethnicities) was available of the whole of Greater Govan, although this was not broken down per neighbourhood area.
- The minority ethnic profile of Greater Govan was not broken down to show how many males and females – this hides the potential issues for women from minority ethnic groups (e.g. women-headed households).

**Unemployment**

- 14% of men as opposed to 4% of women are claiming Job Seekers Allowance / unemployment benefits – does this mean there are more unemployed men than women? Or that men are claiming Job Seekers Allowance while women are on Income Support?
- 59% of Greater Govan households are workless households, however, there is no gender-based information on the workless households – e.g. how many are female-headed?

**Crime**

- Fear of crime – 48% of females stated a degree of fear when walking after dark. However, there was no mention of the ‘inside the home’ and ‘outside the home’ experience of violence men and women have.

**Community Involvement and Development**

- Involvement and decision-making – 89% of the people approached felt they have no say in what is being built or planned in their neighbourhood and 20% would like more involvement in community activities. These figures give no indication of who was approached or men’s and women’s distinct experiences of involvement, participation and decision-making.

The group realised that the information on gender tended to be generalised. They concluded that services cannot be planned and delivered effectively if decision-makers do not know who does what and experiences what in the community. So they developed guidelines on the kind of issues on which the Social Inclusion Partnership’s Implementation Groups would need gender disaggregated data, and practised presenting these guidelines to each other.

These included:

The **Children and Families Implementation Group** can collect data on:

- How many one-parent families are there in comparison with two parent families, and are they female or male headed?
- Who looks after children? Who has the main caring responsibility? Who does the school run, crèche and after school club pick-ups etc?
- Household income. Who has control over purse strings? Who does the shopping? How are bills decided?

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4 This baseline study gives an overview of the social inclusion issues in Greater Govan, at the start of the area’s status as a Social Inclusion Partnership. www.greatergovanpartnership.co.uk.

5 The strategic partnerships that involve local people in the Greater Govan Social Inclusion Partnership's work.
Who uses health, shopping, leisure, public transport and other support facilities? Men or women, young men or women, girls or boys etc?

The **Young People and Regeneration Implementation Group** can collect data on:

- Numbers of boys and girls living in each Greater Govan area, and the age groups they fall into – e.g. under 2, 2-5 year olds, 6-8 year olds etc.
- Mapping exercise on young men and women’s pastimes, aspirations and the effects of territorialism.
- The number of young mothers and fathers in the area.

The **Combating Poverty Implementation Group** can collect data on:

- Information about family make up (male/ female/age groups) across all the areas.
- Levels of earning for men and women and household income levels.
- Unemployment levels of men and women.
- Effect of poverty on the spirits of women and men.
- The coping mechanisms women and men use, including credit services and loan sharks.

Other topics include the number of males and females per household, household responsibilities, decision-making in households, who occupies what kind of housing, earnings, occupations men and women are concentrated in, levels of seniority, education and training, community decision-making, transport usage patterns, and health and well being.
Tool 7 – Budgeting through a gender lens

This exercise supports groups to understand the complex factors that need to be taken into account when allocating large sums of regeneration money. This is an area in which women have to build up skills if they are to sit on decision-making bodies that distribute money. Often women find the allocation of large sums of money very intimidating despite being able to efficiently develop budgets, spending plans, and monitor spending within their households.

Objectives

- To gain insight into the process of allocating and spending large sums of regeneration funds
- To build confidence in negotiation skills
- To practise allocating regeneration money based on the impact felt by men and women
- To grasp the positive impact of gender budgeting

Time needed: 1 hour and 15 minutes

Materials needed: Flip chart paper, marker pens, Post-it notes, fake money / objects representing money (optional)

Method

1. Individually, everyone in the group considers and writes up what they need or would like to see in the area, on Post-it notes. They should come up with five key services that they want to see improve or be addressed through the regeneration programme. (10 minutes)

2. In the large group, share the individual recommendations and jointly negotiate and decide on which are the five most important. (15 minutes)

3. Use a budget (amount defined by the facilitator) to allocate how much to propose for each service/need. This should be based on:
   a. What is the highest need/priority in the area?
   b. The estimated cost of each of the services. (20 minutes)

4. Using these priorities, ask the group to list and allocate what the money has to be spent on for two of the services/needs if women are to benefit from it. (20 minutes)

   You could play devil’s advocate when the group is negotiating how to allocate the money so that they get a flavour of challenges and barriers they will face if they were doing this for real. Think of questions local decision-makers would ask.

5. Conclude by having a discussion on the feelings women had as they negotiated and allocated the money. (10 minutes)

   Discuss the fact that money (cash or figures on paper) gives people power as well as responsibility.
They analysed how much money needs to be allocated and on what to ensure local employment for women:

- Retraining opportunities so women can go back to work after having children and get self confidence/worth.
- Employment that is near women’s homes and children’s nurseries etc.
- Protecting a proportion of regeneration jobs for local women. If women do not have the skills for the jobs, money for training is needed.
- Low cost childcare facilities – childcare is expensive; there are not enough crèche places and not enough help from partners.
- Good salaried jobs – so that not all women’s income is spent on childcare costs.
- Bonuses/funding for employers that offer flexible working patterns.

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**Service/need** | **Money allocated**
--- | ---
Local employment especially office jobs | £70,000
Improved NHS health services | £55,000
Facilities for the elderly | £35,000
Community programmes for young people | £55,000
A swimming pool | £35,000

**Total** | **£250,000**

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Putting it into practice: Beacon Women’s Network and local employment

After jointly deciding on the five most important concerns, the Beacon Women’s Network used a budget of £250,000 to spend on these needs/services by negotiating with each other how much to propose spending on each, according to level of priority and cost estimated for each service.
Putting it into practice: Budgeting to improve local parks

To explain what gender analysis means, the Greater Govan ReGender Group looked at how regeneration money needs to be spent on improving and developing green areas in Greater Govan in order to ensure that women benefit. They considered the facilities and developments that would be needed in four of the local parks – Bellahouston, Festival Park, Elder Park and Plantation Park.

Initially the group came up with facilities such as a children’s play area and an indoor activities area; facilities that were related to their roles as mothers. They did not separate their needs from the needs of their children. To help focus on their own needs, they thought about what childless women may want and need in the park. As a result, they came up with a list that would ensure this category of women would also be beneficiaries. The list included:

- Modern lighting that dispels shadows.
- Broader and more creatively placed pathways which go into the park and not just through it. Paths based on observing the routes people take, not the routes that planners want people to take.
- Open spaces and sensitive planting of bushes, trees and shrubs to improve visibility (personal safety).
- Comfortable weatherproof or sheltered seating near play areas so that you can see the children, but not be in their space.
- A variety of pathways leading out of the park.
- Transport between and linking parks – women’s lack of time and transport means that they cannot make use of the variety of parks in Greater Govan.
- Park keepers assigned to each park (not rangers who visit at various points in the day) to patrol the area.

Greater Govan ReGender Group’s suggestions on how money invested in improving parks could benefit women.
Tool 8 – Bonuses, barriers and bridges

The challenge in regeneration is to take steps to ensure all groups have equality of outcome in shaping programmes and benefiting from resources. These steps are called positive action, meaning extra encouragement or training to remove particular barriers faced by specific disadvantaged groups.

Objectives

- To build expertise on methods through which gender inequality can be tackled in regeneration
- To get a flavour of the positive action measures that need to be taken from a gendered perspective that will enable the participation of local women in regeneration projects

Time needed: 1 hour and 15 minutes

Materials needed: Handout on scenario, instructions and roles, flipchart paper, marker pens

Facilitator’s tips

The BONUSES instil a sense of self worth. The BARRIERS help to identify needs, leading to clearer identification of possible positive action measures through the BRIDGES.

Method

1. Ask everyone in the group to read the following scenario, and then choose, prepare and play a role – see examples below. (10 minutes).

Barriers, Bonuses and Bridges scenario

A local regeneration plan will develop children’s and young people’s facilities in your area. There will be a feasibility study into area needs. In a year’s time, money and a development programme will be in place.

There will be five local areas within the proposed development and five centres are likely to be identified as buildings that can be renovated or rebuilt to house the services. The development will be on a rolling programme throughout the area, with one facility being finished before the next is started.

It is expected that a number of jobs will be created. There is a commitment to employ local people in all aspects of the work. The whole project from feasibility to completion will take about four years.

Examples of roles:

- I am a woman who wants to return to paid employment after a ten-year childcare gap. I have some voluntary experience in a local young carers support group.
- I am a woman who is a lone parent, with minimal childcare support for my four-year-old son. He starts school next year and I would like to be able to work in a job that would fit in with his needs.
- I am a woman who wants to progress into managing a childcare project. I have no experience of managing projects but have been a face worker for five years.

Exercise devised by Rose Anne Dempster, Talkin’ Heeds

Positive action should not be confused with positive discrimination, which is against the law in the UK. Any procedures set up to support a disadvantaged group of people based on their gender, age, ethnicity, disability, sexual orientation or religion must not discriminate or cause disadvantage to another group.
2. Everyone selects one role and considers what issues there may be in relation to the person’s:
   a. **Bonuses**: what might already be in their favour?
   b. **Barriers**: what might stop this person?
   c. **Bridges**: what would need to be in place for this person to overcome barriers and develop their potential so that they can take advantage of the new opportunity?

   Group members should make notes on each one. (**15 minutes**)

3. In turns, they should share their bonuses, bridges and barriers through role-play feedback, following the format:
   - I am… Stating their situation – e.g. a woman with children.
   - My bonuses are… What plus points they have in relation to the local plan? e.g. I have unpaid/voluntary experience, knowledge of local area/services, transferable skills such as household budget management.
   - My barriers are… What will act as barriers for them taking advantage of the local plan? e.g. a lack of childcare, lack of information on jobs and qualifications. (**20 minutes**)

4. The group now stands in a line and one by one state their bridges, taking a step forward for every bridge. Those in other roles should also take a step if the bridge that could apply to them too (either one they thought of themselves or one they had not thought of).

   **My bridges must include…** (All the actions they need in order to take advantage of the regeneration plan – e.g. childcare, flexible working hours, training, careers guidance, college course, transport, being valued for input to local initiative). (**20 minutes**)

5. After the role play, back in the large group, summarise the bridges – or the positive action steps. (**10 minutes**)

**Putting it into practice: Beacon Women’s Network**

A sample of the bonuses, bridges and barriers identified by the Beacon Women’s Network for one of the roles:

- I am… a single woman who wants to learn new skills in order to apply for the physical regeneration (building) work. I am currently unemployed.
- My Bonuses are… I am available, have no family commitments and am able-bodied. I have good employment prospects if I get qualified.
- My Barriers are… I have no idea of classes where I can learn about building/construction work in a woman-friendly environment – I am afraid of discrimination in the class.

- My Bridges must include… Having information on where nearby classes are; having financial support with transport to courses, especially if they are not local; having the chance to go to a taster training session (women-only classes or at least women friendly classes – somewhere where I am not the only female student); having women as role models, tutors and mentors; getting information on local employment opportunities available to me (opportunity to speak to women in the construction industry); good marketing to encourage and promote women to go into jobs that are not seen as traditional careers for women.
The Greater Govan ReGender Group discussed their experiences of being discriminated against, including their feelings and reactions, and the actions they took. They also shared the ways in which they have discriminated against other people. They discussed how stereotypes affect women’s expectations and assumptions (e.g. a young Asian man lying drunk in a park can be more shocking than a young white man in the same situation) and mean they can discriminate without intending to. They also discussed how there are temporary and permanent factors through which people are discriminated against (e.g. accents can change but skin colour is permanent). Or people can move into discriminated groups (e.g. young people) then out of them (e.g. employable status), and then back into them again (e.g. older people). They can also face multiple discriminations at the same time (e.g. single disabled mother with alcohol dependency).

The group concluded that the strategy to deal with discrimination, on one level, is about personal responsibility, but there is also a social responsibility for redressing inequalities caused through discrimination. They learned that gender equality cannot be looked at in isolation. It has to be part of other inequality issues and vice versa. Regeneration programmes need to identify the disadvantages and constraints faced by different people and communities on the basis of their gender, race, ethnicity, culture, age, abilities, sexuality and national status, as well as challenge themselves on the assumptions, stereotypes and prejudices they have towards groups of people.

To download the rest of Into The Lion’s Den, including Section II: Women making a change, Section III: Reaching decision-makers, and Section IV: Reflecting on women’s journeys, go to: www.oxfamgb.org/ukpp/resources

* Refer to Glossary of Terms.
This illustrated guide is for women and men in communities and the voluntary and statutory sectors working on regeneration and neighbourhood renewal. As well as containing many practical tools, it tells the story of how grassroots women in Manchester, Glasgow and Llandudno became involved in regeneration.

At the start, many were unaware of regeneration programmes and their purpose – but encouraged by Oxfam they researched the issues and the structures, and learned to lobby local decision makers. They spoke passionately to those in power about issues such as transport, childcare, crime, education, and employment. It was not easy to enter “the lion’s den”, the world of men and women in suits, regeneration meetings and official agendas. It took a lot of courage to speak their minds about the issues that mattered to them – but they found their voice, and many things changed as a result.

The women involved hope that *Into the Lion’s Den* will encourage others, as Anne Keegan says, to “Get involved and make a noise!”

ReGender is an Oxfam project supporting and encouraging the equal participation of women and men in regeneration schemes in the UK by:

- working with grassroots women to hold local bodies to account in including their needs in regeneration programmes
- influencing key decision makers at national and regional level to commit to looking at gender issues in regeneration and neighbourhood renewal.
Section II: Women making change

Introduction

“Women are often the backbone of local community life. They make a huge contribution to improving the quality of life for their families and the wider community, as mothers, volunteers, residents and workers.”

A. Becoming an agent of change

The first part of this section focuses on how an individual woman can see herself as a change maker within local regeneration initiatives and the power she can find to shape action. The tools outlined can all be used to motivate women to get involved in regeneration programmes. They help to tackle feelings of powerlessness by:

1. Increasing women’s awareness of the specific strengths they have as women.
2. Realising the potentials they have in shaping action.
3. Exploring women’s role in leadership.

This section encourages and promotes women to take on the role of being agents of change.

B. Women working together for change

The second half of this section concentrates on how women can work together to bring about change and support the involvement of other women in regeneration.

The tools in this section help women to work out what they want from regeneration programmes. It does this by supporting women to work out what they want to change in their area and how to regenerate their community based on their gender needs. Once women have identified what they see as major concerns, they can begin to address these with regeneration decision-makers. By organising with other women/groups on issues they all feel passionate about, they can form a stronger and collective voice – and have a greater impact on making changes happen.

This individual and collective realisation that women can have a valuable input in regeneration and act as agents of change is important. It is this realisation that builds confidence, raises women’s self-esteem and helps them take action.

A. Becoming an agent of change

Tool 9 – What is an agent of change?

“I got motivated to get involved in regeneration work because of the decline in the area and knowing that there was money available to tap into. I knew what my area needed.”

Member of the Beacon Women’s Network

Objectives

To help women to explore what it means to be an agent of change – and how they can become one.

Time needed: 10-15 minutes

Materials needed: Flipchart paper, marker pens

Method

1. Start by brainstorming what the concept of an ‘agent of change’ means to the group in relation to women. Ask people to come up with ideas and write them on the flipchart. There is no discussion at this stage.

2. Ask the group to share examples with each other about being agents of change in the community or family. They might do this in a group or in pairs or threes.

3. Finally, ask them to list the initial steps they could take, as agents of change, to encourage other women to input into decisions on regeneration.

Putting it into practice: Beacon Women’s Network

For the first brainstorm, the group came up with ideas like:

- Women leading in voluntary and community work. Women taking the lead, alongside, as well as instead of, men.
- Women making changes and being positive role models.
- Women educating other women.
- Working on behalf of others and skilful in listening to other people.
- Women’s influence affects all parts of community – children, men and families. ‘If you educate a man, you educate one person. But if you educate a woman, you educate the whole nation.’
- Pressure group.

For the final stage, the initial steps they came up with:

- Linking women to New Deal for Community (NDC) practitioners/decision-makers so that they too have the opportunity to be funded by the NDC.
- Supplying women with information and knowledge on regeneration in East Manchester NDC’s developments through women’s spaces.¹⁰
- Gathering other women into the Beacon Women’s Network by inviting them to something that interests them, not something that is imposed on to them.
- Getting involved with communities that the Network does not have any links with e.g. Chinese and Vietnamese communities.
- Creating a social space for women and through this, begin taking on more serious issues on board.

¹⁰ Places where women meet, ways they network, women’s organisations.
**Putting it into practice: What do people see when they see me?**

The Beacon Women’s Network then went on to list the leadership qualities women agents of change should possess:

- Confidence
- Assertive
- Be understanding
- Be sympathetic

- Good listener
- Advocate
- Be a people person
- Negotiator

- Supporting other to realise their abilities
- Team builder/player

- Communication skills (written, verbal, listening)

- Inspirational — inspire women to believe in themselves

- Knowledge of subject or ability to get hold of it

- Ability to do what you have asked others to do

The group practised giving, as well as receiving, positive feedback. In pairs, women talked to each other about their work in regeneration (whether it is paid or unpaid) and/or when they have been agents of change. Based on this, they all jotted down the skills and qualities their partner possessed, using a list of skills and qualities such as:

- Sensitive
- Encouraging to others
- Thoughtful
- Assertive

- Respectful
- Good listener
- Outgoing personality
- Confident

- Positive
- Approachable
- Inclusive
- Powerful

- Good leader
- Sharing
- Generous
- Well organised

- Caring
- Self aware
- Hard working
- Intelligent

- Patent
- Energetic
- Good sense of humour

- Proud of self

The group then shared aloud everyone’s skills and qualities. Women were surprised at some of the skills and qualities they were associated with and realised that others may see qualities that they cannot see in themselves. A list like this can ensure that women do not forget what people see in them and what they have to offer to others.
Tool 10 – Beyond apathy

Apathy seems to kick in when people have experienced years of feeling they have not been listened to and their everyday life needs are not being met. They do not feel they have any power in making decisions on where money should be directed, and have lost their motivation. This tool is useful when there are comments and feelings around like:

- ‘Women do not want to get involved – there is too much apathy around.’
- ‘People are not motivated around here.’
- ‘People have been let down too much – they do not want to get involved.’
- ‘Nothing will change in this area. It’s all in the hands of the regeneration people.’
- ‘The regeneration people already know what they are doing. We are just tokens.’
- ‘The regeneration people are not really interested in local people. They have their own agenda.’

The tool demonstrates how it can be possible to get out of the apathy stage. It enables women to go through a process of self-realisation; that as women, they can use their power; they do have the ability to initiate and see through change, and that they can take responsibility for addressing issues and shaping the regeneration of their area.

Objectives

- To support women in finding their own power and build confidence in using it
- To support women in identifying their own solutions to issues they face locally.

Time needed: 1 hour 15 minutes

Materials needed: Flipchart paper, marker pens, handouts with the case study scenarios

Facilitator’s tips

It may be more effective to use a similar real-life example from the local regeneration area as a case study. It could be based on an issue that is pressing for the community or for women specifically. This allows the group to use this exercise as the starting point for planning to initiate action on an issue that they feel strongly about.

Method

1. Have an introductory discussion on apathy and why women may be alienated from wanting to be involved in regeneration programmes. (5 minutes)
2. Ask people individually to read through the scenario. (5 minutes)
Scenario: A Community Launderette

During the initial consultation on how to spend the money in their area, local people asked their new regeneration body for a launderette. They felt very strongly about having a community launderette as a small-scale social enterprise because most people in the area could not afford to have a washing machine. Also with no social places like cafes in their area, they felt a community launderette would be a place for people to meet. The lack of a launderette in the area was also having a negative effect on the large number of elderly people as it was a real struggle for them to get their washing done.

But three years after the initial consultation there was still no launderette and there was no mention of it in the future plans. Residents flagged this up again with the regeneration body but nothing was done.

Three years on again, new residents who had just moved into the area also suggested that a launderette be set up. Again, nothing was done. They were told that all the regeneration money had already been allocated for the next six years. So six years on from the first request no launderette had been set up. When residents were asked about how the regeneration programme was meeting their needs, they complained that regeneration money was hardly ever spent on the little things that would really make a difference to their everyday lives. They felt this was just the way regeneration programmes operated.

3. Get the group to discuss the following questions:
   - How did the community’s opinions and feelings change over the six years?
   - What are some of the reasons the community did not get a launderette?
   - Why did the community not do something about setting up a laundrette themselves? (15 minutes)

4. Get the group into small groups of 3 or 4 and ask them to make a list of all the tasks needed to set up a community launderette in their area, including a list of questions to which they may not know the answers. (15 minutes)

5. On returning back to the large group, label each group’s lists accordingly:
   - (G) – Tasks the group can undertake on their own
   - (R) – Tasks that need to be taken on by the regeneration body
   - (O) – Tasks that need support from outside the community/area. (10 minutes)

6. Finish off by discussing “How could we plan with the regeneration programme to get a local community launderette?” The list of tasks and labelling should help the group see how they could take action on this issue themselves. (15 minutes)

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12 This case study has been adapted from A Hope & S Timmel (1999) Training from Transformation Book 4 London: ITDG Publishing (pg 229)
### Putting it into practice: the Beacon Women’s Network community launderette

The Beacon Women’s Network’s list of tasks and who should take them on.

**Codes:**
- (G) Beacon Women’s Network
- (R) Regeneration Body
- (O) Outside the area

<table>
<thead>
<tr>
<th>Task identified to set up a community laundrette</th>
<th>Who takes it on</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contact the regeneration offices</td>
<td>G</td>
</tr>
<tr>
<td>2. Visit a working model – gather information on</td>
<td>G, but may be useful for R too</td>
</tr>
<tr>
<td>issues/problems they faced and how they are successful.</td>
<td></td>
</tr>
<tr>
<td>3. Assess demand (community questionnaire) /consultation</td>
<td>G</td>
</tr>
<tr>
<td>4. Need to set up committee to take it forward</td>
<td>G</td>
</tr>
<tr>
<td>5. Presenting our case to the regeneration body</td>
<td>G</td>
</tr>
<tr>
<td>6. Costing exercise – set up and material costs, running and G, R, O</td>
<td></td>
</tr>
<tr>
<td>maintenance costs, staff expenses, sustainability</td>
<td></td>
</tr>
<tr>
<td>7. Gather all relevant information on resources available – G, R funding opportunities</td>
<td></td>
</tr>
<tr>
<td>8. Devise a plan of action</td>
<td>G, with help from R</td>
</tr>
<tr>
<td>9. Find sponsor’s cash to finance project</td>
<td>G, R, O</td>
</tr>
<tr>
<td>10. Need to get people with knowledge ie plumbers, builders, G, R, O location, planning permission / plans - Enlist/request professional help/advice</td>
<td></td>
</tr>
<tr>
<td>11. Find a suitable location</td>
<td>G, R, O</td>
</tr>
<tr>
<td>12. Get legal permission to go ahead</td>
<td>R, O</td>
</tr>
<tr>
<td>13. Find people to staff it</td>
<td>G</td>
</tr>
</tbody>
</table>

After doing this exercise, the group realised that:

The Beacon Women’s Network can and should rally together, and do some of the legwork on their own, especially when an issue or service is not on the agenda of the regeneration programme. Local women can self-organise and do not have to wait for the regeneration body to initiate or take action.

It is in the group’s interest to win the regeneration body over. The support of the regeneration body can be beneficial and therefore they need convincing on any action and it is vital in accessing resources, particularly money, although the group can seek resources from outside the area.
Tool 11 – Sources of power

Objectives:
- To raise women's awareness that there are different sources of power, both negative and positive, which they can access or be part of.
- To show how power is used over them as well as explain the sources through which they can access power themselves.

Time needed: 30 minutes
Materials needed: Diagrams below distributed to individual women or in groups

Method
In small groups, ask women to look at the diagrams and to discuss what the three concepts of ‘Power over’, Power with’, and ‘Power within’ mean to them in their lives.

Power Over
Power over has many negative connotations such as force, coercion and discrimination. Having power means taking it from someone else, and then using it to dominate and prevent others from gaining it. In regeneration, those who have control of resources and decision-making could easily have power over those without these things.

Power With
This has to do with finding common ground among different interests and building collective strength. Power with is based on mutual support, collaboration and solidarity across individual talents and knowledge. It can help build bridges across different interests to promote more equal relations.

Power Within
Power within has to do with a person’s sense of self-worth and self-knowledge: it includes the ability to recognise individual differences while respecting others. By using individual reflection, people can acknowledge their self-worth and recognise their power within.

**Putting it into practice: feeling more powerful**

By sharing personal experiences of feeling powerful and powerless, the Beacon Women's Network explored the meaning of power, women's relationship with power; identified the power within themselves as individuals and reflected on their own sources of power. Individually, women drew two situations that had taken place in their lives, one that had made them feel powerful and one that had made them feel powerless, and shared their illustrations with each other.

The kind of feelings and actions that that made women feel powerful and powerless:

<table>
<thead>
<tr>
<th>Powerful</th>
<th>Powerless</th>
</tr>
</thead>
<tbody>
<tr>
<td>More in control</td>
<td>Scared / fearful</td>
</tr>
<tr>
<td>More information and knowledge to pass on to others</td>
<td>Being dismissed</td>
</tr>
<tr>
<td>Supervising and teaching / training</td>
<td>Lack of control</td>
</tr>
<tr>
<td>Position of being able to listen to both sides of the story (mediator)</td>
<td>Fitting into other people's box</td>
</tr>
<tr>
<td>Successful leadership (with respect)</td>
<td>Being stereotyped</td>
</tr>
<tr>
<td>Experience</td>
<td>Inadequate / helplessness</td>
</tr>
<tr>
<td>Superior</td>
<td>Excluded and being ignored</td>
</tr>
<tr>
<td>Being able to fight for my rights and winning it against all odds</td>
<td>Made to feel unimportant / not valued</td>
</tr>
<tr>
<td>Lead to positive outcome</td>
<td>Contribution is tokenistic / paying lip service</td>
</tr>
<tr>
<td>Recognition for what I did</td>
<td>No say</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Feeling small</td>
</tr>
<tr>
<td>Reputation – known to do something</td>
<td>Isolation</td>
</tr>
<tr>
<td>Knowing that people cannot get away with it with you</td>
<td>No choice</td>
</tr>
<tr>
<td>Authority</td>
<td>Cannot do anything to change the situation</td>
</tr>
<tr>
<td>Access / control resources</td>
<td>Desperation</td>
</tr>
</tbody>
</table>

---

B. Women working together for change
Tool 12 – Women’s voices

This exercise helps women to work out what enables them to get their voices heard in regeneration programmes, and what may stop their voices being heard. It helps them to become more articulate about what women need in order to be involved in regeneration programmes and to explore ways to bring other women on board.

Objectives

- To identify what pushes women towards being involved in regeneration and pulls them away
- To assess whether decision-makers are taking women’s needs on board
- To identify opportunities to change regeneration practice/processes so that women can become more involved

Time needed: 1 hour 40 minutes

Materials needed: Flip chart paper, marker pens, two different colours of arrow shaped Post-it notes (rectangular Post-it notes can be cut to arrow shapes)

Facilitator’s tips

This exercise is fairly lengthy. Although all three parts are valuable processes, the facilitator and group can choose how in-depth they want to go. You can stop at Part 2 or skip this and move straight on to Part 3 after doing Part 1.

The group can add extra symbols in Part 2 to label the ‘pushes’ and ‘pulls’ not covered by the three options (📷, 🎁, 🗣️) available. More than one symbol can be used for each ‘push’ or ‘pull’.

The following assessment questions are useful after Part 2 of this exercise:

1. How much are the ‘pushes’ being encouraged and the ‘pulls’ being addressed by the regeneration programme?
2. Based on this information, how much are women’s voices being heard in the regeneration programme?
3. How likely is it that the regeneration programme is based on women’s needs and a good understanding of their lives?

Method

Part 1 – what encourages (and stops) women’s voices from being heard in regeneration?

1. Divide the group into groups of 3-4. Ask the groups to identify the push factors that encourage and motivate women to get their voices heard in regeneration programmes and the factors that pull them away from getting their voices heard. Each issue should be noted on the Post-its, using separate colours for the ‘pushes’ and the ‘pulls’. (20 minutes)

2. Each group should place the ‘push’ arrows pushing towards the middle column, and the ‘pull’ arrows pulling away from the column (see diagram). The group should attempt to prioritise the importance of each ‘push’ or ‘pull’ by positioning more important issues closer to the middle column and less important ones further away from it. (15 minutes)

3. After each small group feeds back from their flipchart, the whole group should cluster common themes onto one flipchart. (20 minutes)
Part 2 - How could women be involved more in regeneration structures?

Ask the group to label each of the clustered ‘pushes’ and ‘pulls’ according to:

- A ‘push’ or ‘pull’ that is already being encouraged or addressed by the regeneration body in order to support women’s participation in regeneration structures.

- A ‘push’ or ‘pull’ that is not being encouraged or addressed, but should be the minimum the regeneration body deals with to ensure women’s involvement in regeneration structures.

- The ‘pushes’ and ‘pulls’ that local women, women’s groups or the community could encourage or address themselves.

(20 minutes)

Part 3 - How could women themselves promote the involvement of women in regeneration structures?

1. Ask the group to reflect on the following question:
   “What could you, as individuals or as a group, do to promote more women as agents of change within your local regeneration initiatives?”
   
   (10 minutes)

2. Ask each person to share one action they could take up to promote women’s involvement in local regeneration structures (e.g. talk to a neighbour about the regeneration structure, encourage a friend to accompany them to a regeneration meeting, help in training more women) and record this on a flipchart. Individuals can commit and set a deadline to following up an action, or the group can build this into the issue(s) they plan to lobby on.

(15 minutes)
Putting it into practice:

The ‘pushes’ and ‘pulls’ identified by Cae Mawr FoJ Group

What pushes you towards getting your voice heard and being involved?

What pulls you away from getting your voice heard and being involved?

‘The suits’ was the name coined by the Cae Mawr FoJ Group to describe regeneration decision-makers – predominantly men in suits.

The Cae Mawr FoJ Group learnt that the issues that drove women to get involved in regeneration schemes need to be strengthened while the issues that restrained them from regeneration programmes need to be addressed and dealt with.

At the end of Part 3, the group could consider how they can share some their information with regeneration decision-makers and brainstorm ideas of how they might do this – for example, arrange a meeting with decision-makers to discuss the ‘pushes’ and ‘pulls’ for women or invite them to listen to a presentation.

Get the group to draw up advice and guidelines for both local women and groups, and regeneration practitioners and decision-makers to support women’s participation in regeneration programmes.
Putting it into practice: what will it take?

The Beacon Women's Network identified the essential skills, experience, and capacity development women need in order to fully participate in East Manchester's New Deal for Communities structures and meetings and what they thought the NDC should do:

- Form a ‘support group’ such as the Beacon Women’s Network. Find out how other groups and women have taken action and overcome problems.
- Get to know your rights – what you can do.
- Enrol on courses such as, Introduction to Regeneration (run by the NDC), Advocacy, Listening and Communication Skills etc.
- Invite officers to attend meetings to give informal updates on regeneration plans. The NDC should go out into the community and meet women.
- Make sure you get an insight into topics being discussed prior to a meeting by requesting a ‘preparatory’ meeting with officers.
- Arrange to shadow local women active in regeneration bodies at a meeting or go to meetings as an observer.
- Find out about available funding streams and make links with those who make decisions on funding.
- Insist decision-makers set up an induction process to local regeneration initiatives and the jargon used in regeneration.
- Suggest training for officers to communicate at community level and on becoming more approachable.
- Suggest the NDC organise workshops to support and train women on committee positions in the NDC, leadership, how meetings are run, undertaking surveys.

An illustration of how local women can be involved in leadership and decision-making in E. Manchester’s regeneration.
Tool 13 – On one hand …on the other

This is a warm-up exercise before the visioning exercise to assist the group to develop mental pictures of the positive and negative aspects of their area. This helps them to informally assess what is good about their community and what needs improving.

Objectives

- To explore the positive and negative aspects of a local area
- To informally assess the positive and negative aspects of that area

**Time needed:** 10 - 15 minutes

**Materials needed:** Flipchart paper, marker pens

**Method**

1. Using symbols such as the hands in the example below, ask the group to brainstorm first the positive aspects and then the negative aspects of their area. Once again, write them on a flip chart. There should be no discussion at this initial stage.

2. Ask the group, or in pairs/threes, to discuss what is good about their community and what needs improving.

**Putting it into practice:** Greater Govan ReGender Group

Below is a sample of the range of positive and negative issues and images the Greater Govan ReGender Group came up with:

### On one hand

- ...what is good about the area for women?
  - There are training opportunities but women need to find them as they are not widely advertised in area
  - Excellent libraries
  - Sports centre at Bellahouston is great
  - There is good public transport
  - Other women
  - The women’s drumming group
  - Pearce Institute and Community centres in general are good (but see ‘not so good’) and offer a variety of activities
  - Mobile crèche

### On the other hand

- ...what is not so good about the area for women?
  - No nice places to eat/drink
  - Little after school care
  - Shops are ridiculous! Too many empty and those in use offer either cheap rubbish or expensive basics
  - Lack of swing parks/safe play areas for children
  - Science Centre is far too expensive for most people in the area
  - Sectarianism is a problem and affects where women choose to have their children educated
  - No local jobs with good pay
  - Not enough childcare – waiting lists, costs and locations are all problems
Tool 14 – At the end of the rainbow

This exercise gives women the opportunity individually, and then collectively, to imagine what they would like for themselves in their area. Visions are important because they can become goals for the group. The goals in turn can become the actions for the group.

Objectives

- To develop clear visions of what the group wants to address and lobby to change through local regeneration initiatives over a period of a year.
- To motivate women to value their own know-how.

Time needed: 35 minutes
Materials needed: Post-it notes, marker pens, flipchart displaying the key question, flipchart with large rainbow drawn on it

Facilitator’s tips

Encourage the group to be realistic about what is achievable in the next year and to be specific about their visions. While people brainstorm their visions, they will come up with very particular issues that they are passionate about and general visions that are probably visions common to the whole community. This range of visions needs to be managed properly so that the rainbow is full of realistic issues. You need to come up with general titles for each cluster of issues.

The time frame used for the visioning can be adapted, based on the length of the local regeneration programmes, and through an assessment of the group’s experience and position within the regeneration programme. The visioning timeframe could be anything between eight months and two years. There may be some visions that can be realised within a year – for example, six months or three. These need to be slotted in the appropriate sections of the rainbow.

Method

On Post-it notes, ask people to individually brainstorm their own ideas on what they want to change in the regeneration programme in the next year. They need to think about how women can be more involved and benefit more from the resources and services available. (10 minutes)

In the group, cluster similar issues and then place them onto a blank ‘visioning rainbow’ (see example on next page) according to:

- **Now** Issues already being, or in the process of being, addressed (place at the start of the rainbow).
- **Soon** What the group/individuals want in the next year with little outside support (place at the end of the rainbow).
- **Later** Issues that are of concern but require long term consistent action / not achievable within a year/can be solved through existing work and / or not easy for the group to achieve without significant outside assistance (place on a separate flipchart paper, marked Later so that they are not forgotten and can be picked up later). (25 minutes)
Govan’s Visioning Rainbow

Now

Later - 1 year

- Childcare at all public meetings better
- Easier for other women to get involved
- Assertiveness training
- Domestic abuse prevention training
- A choice of women’s groups including women’s drumming, mentoring projects, support groups
- More optimism and confidence in local area
- Less apathy
- More involvement
- Established widespread access to information on local funding events and opportunities
- Mobile crèche accessible all areas

Limited childcare
Website with local info
Tool 15 – Passion for the future

This exercise acts as a guide to select the group’s pressing and ‘do-able’ issues, and identifying the ones that are worthwhile to lobby on and can achieve results over a short space of time.

Objectives

- To work out what the group wants to change and lobby for within the regeneration programme
- To be strategic and realistic about which visions and goals to address first
- To be clear about the factors to consider when selecting an issue to lobby on

Time needed: 1 hour 10 minutes

Materials needed: Cards with the key issues (from the visioning exercise) written on them (one issue per card). Step by step instructions on this activity, Flip chart paper, markers pens, prepared flip charts with the positive /negative impact matrix and the ‘is it do-able’ exercise.

Facilitator’s tips

The exercise has three parts. You can stop at any of the stages and select the issue at that particular point. Ensure that everyone gets a say and that everyone’s views are heard. Pose questions and comments during each step that are opposite to the group’s views to stir up debate.

Ensure that the group is clear that selecting one issue to prioritise lobbying on does not mean that other visioning issues will be left behind. They can be picked up at a later stage, after having gone through the experience of lobbying on one issue.

Ensure each card has a number on the back and that you note where cards are placed so that the rank of each issue is recorded.

A group decides their priority based on the positive and negative impact matrix and by estimating do-ability. It is important not to forget that if people really want something to happen, their ‘passion’ for the topic under discussion influences their selection process.

The deciding criteria (high priority, positive and negative impact, estimating do-ability) can be adapted. The group can come up with their own criteria e.g. will addressing this issue be widely felt? Numbers likely to be affected? Is there money available (within the regeneration programme funds or from other funders)?

By the end of Part 3, the group can develop a timeline on their issue. They can build in deadline and timeframes by which they have to obtain the skills and resources they need in order to make the necessary changes.

Part 1. Setting priorities – diamond ranking

1. Display the cards with the key issues on the floor. Ask the group to prioritise the issues. They should rank the cards accordingly:
   - Highest priority on the top.
   - Lowest priority at the bottom.
   - The rest should go in the middle (ranked according to level of priority).
   - This should form a diamond shape. See diagram below for example.
   
   (20 minutes)

2. At this stage, they should select up to six issues that are seen as the higher priorities.
   
   (5 minutes) See the following diagram for example.

Adapted from The Oxfam Gender Training Manual, S. Williams, J Seed, A Mwau. Oxfam, 1994. (pg 573)
Women began by using the diamond-ranking grid to visually consider their personal priorities. This is an example of the kind of personal rankings that were compiled:

A. Prioritise issues through the diamond activity.

B. Select up to six common priority issues

The Govan group discussed their individual priorities and then picked out six common priorities for the whole group.
Part 2. Positive and negative impact matrix (see table below)

The group should now take each of the six priorities and complete the matrix by giving a short explanation of the positive and negative impact of attempting to solve /making a change to this issue. (20 minutes)

Ask the group to select up to three of the issues that have most positive and least negative impact. (5 minutes)

Putti ng it into practice: Greater Govan ReGender group

At the Govan group, women put a tick on the diamond matrix if the issue had a positive and a cross if it had a negative impact. This is a summary of the positive and negative impact of achieving two of the group’s priorities.

<table>
<thead>
<tr>
<th>The issue</th>
<th>Positive impact of achieving/solving this</th>
<th>Negative impact of achieving/solving this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Information &amp; Resource Centre with outreach groups. The location is the big issue. There are five separate areas in Greater Govan – where should the centre be situated?</td>
<td>● Women in local area having place to go for: a voice, skill sharing, support, training, a break, just to ‘be’. ● Reducing barriers between women. ● Employing women. ● Crèche</td>
<td>● Individual women taking action. ● Lots of energy required to fundraise and sustain project. ● Spreading out of resources – time and money spent, and facilities provided will be fewer per area.</td>
</tr>
<tr>
<td>Lobby the SIP (Social Inclusion Partnership) to do a gender audit of women and children – needs analysis.</td>
<td>● Will give us information we need. ● Would know where/who is in area – women would become more geographically aware (not just own patch). ● Women would develop skills in carrying out an audit. ● Give recognition to our group.</td>
<td>● The SIP has its own agenda and has power of resources – time it may take to convince them. ● Raising of expectations. ● Groups, agencies and organisations will continue to develop services based on what they want and not what women and children in Greater Govan want or need. ● Personal impact on time and doing it for free. ● Results are analysed to fit in with SIP’s agenda rather than women’s agenda.</td>
</tr>
</tbody>
</table>
The Govan ReGender Group found that many of the issues they had been noting down as ‘negative impact’ were barriers that would need to be addressed before they actually begun to solve the issue. They used these barriers to inform the skills and resources they would need to address each issue.

Select up to three that have more positive than negative impact.

The three issues the Group chose to lobby on were:
- Having a women’s information and resource centre
- Establishing women’s groups in local centres
- Undertaking a gender audit

They felt that childcare issues would partly be addressed through all three of the above issues.

### Part 3. Estimating ‘do-ability’

1. Ask the group to estimate the length of time it would take to making a change to this issue, as well as the skills and resources they would require. *(15 minutes)*

2. Now the group should select the one(s) that are most do-able (a rough guide might be ‘between eight to ten months’). *(5 minutes)*

#### Putting it into practice: Greater Govan ReGender Group

For the Women’s Centre and gender audit, the Govan group came up with:

<table>
<thead>
<tr>
<th>The issue</th>
<th>What is needed to make a change to this issue?</th>
<th>Other resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Centre and women’s groups in local centres</td>
<td>Time: A year raising, project management, networking, tact, involving others, working cooperatively</td>
<td>Other resources: Finding a location/space – agreeing modification with the council; source of money; mobile worker to visit workers of different groups; information on employer responsibilities and health and safety; information on setting up crèche – what is needed to meet Childcare Commission’s regulations.</td>
</tr>
<tr>
<td>Gender Audit</td>
<td>6 months signing in community</td>
<td>Consultant being employed to do Gender audit research in Greater Govan – needs to be a specialist gender analyst with support from the ReGender Group; money – for community researchers etc.</td>
</tr>
</tbody>
</table>

The group agreed on the Women’s Centre as the issue they planned to lobby on first. They also agreed to follow and/or take part in local plans of undertaking a gender audit of Greater Govan. This would inform them about how a Women’s Centre could be shaped.
Section III: Reaching decision-makers

Introduction

This section is a mapping process – mapping the who and how in order to influence decision-makers and power-holders.

Developing visions and ideas and making them into reality can often be a challenge. Many good ideas do not get off the ground because groups lack critical allies, support from decision-makers and people with power, and funding to take an idea to its next stage. This section focuses on building women’s capacity to map and identify who they need to influence and lobby, who they can build partnerships with, who their allies are and who they need support from in order to realise their visions.

The compilation of a Resources Directory (see Tool 2) is particularly useful during this stage of the process, where contact names and details of useful people to network and build up alliance with and sources of information can be collected.

The tools in this section help women become more articulate in expressing their visions and ideas to the right people in their area by developing and practising lobbying and influencing skills. This is often a major barrier for women to pursue getting what they want out of regeneration programmes. The tools also expose them to different methods with which to get their message across to the relevant people, groups and agencies.

Sharing experiences

Women from the three pilot groups share their experiences of taking part in regeneration meetings:

“Pie crust promises. Regeneration meetings are usually showing face to include the community. Discussions on money and decisions have already been made before the community have been consulted.”

“Realising that there are things going on that we are not informed of, I felt excluded, which knocked my motivation to the point of wondering if all the hard work and effort is pointless. Meetings are dominated by paid workers who have access to information, not voluntary community workers”.

“There are definite speakers and definite listeners at regeneration meetings. I left the board because I did not think I was able to have much of an impact – professionals made all the decisions.”

“Meetings have often been intimidating – not sure what they are talking about most of the time. Not much is explained.”

“Professionals know about things that they don’t tell you. At meetings they try to make you feel important but they don’t because you know that they don’t really listen.”

“There is always a core of people who will speak and lead at every meeting; other are tokens. The core who speak are usually residents who can speak up – you have to have that confidence and knowledge.”
A. Who do we talk to?

**Tool 16 – The power and influence line**

This is a good preparatory exercise as it helps identify the range of key players in the area and pick out the people, agencies, organisations and partnership groups who may have a stake or influence over the group’s lobbying issues.

**Objectives**

- To identify the range of key players in their area
- To begin focusing on the key people to lobby on the group’s issue

**Time needed:** 1 hour and 30 minutes

**Materials needed:** Flipchart paper with an arrow drawn across it as in the following example, marker pens.

**Method**

Begin by identifying who to talk to by mapping the entry points of influence in the area – the people, agencies and organisations that have the power and resources and who set local agendas and make decisions on regeneration issues.

Brainstorm the individuals, organisations and agencies that operate, make up partnership groups, and make decisions on regeneration. Write each one on a Post-it note.

Map them across a ‘Power and Influence Line’ by placing the individual Post-it notes as in the diagram below. This helps to get a sense of where power lies in the community, and whom you need to influence.

**Putting it into practice:** Beacon Women’s Network

The exercise gave the group a clear and visual picture of the key regeneration players in East Manchester. They identified the patterns that were emerging, and considered the positions of women’s groups, as well as local women and men, on the power and influence line. Neither women’s nor men’s groups were identified as having power or influence over the area. The only local residents who have limited power or influence are those who are involved in Sure Start or are part of the local Residents’ Forum – most of these are women.
In some cases, the Beacon Women’s Network used actual names/titles for individuals identified on this line e.g. The Well being Officer, Head of NDC.
Tool 17 – Taking aim

There are two parts to this exercise. The first enables women to identify the individual, groups and agencies who are **stakeholders** on the issue they are seeking to address and whom they need to network and make alliances with. Stakeholders in regeneration areas are all the groups of people who have a vested interest in how the area develops, including partnership bodies, community residents, statutory bodies, private organisations, board members of regeneration programmes, investors, architects and planners and community development workers.

The second part helps to identify the local decision-makers and power holders. The group can build up a picture of what sectors decision-makers come from. There are two types of groups that need to be persuaded and convinced:

- **Decision-makers** – Those with formal or informal power or authority to assist or block change.
- **Pressure-makers** – Those with power to influence or persuade decisions-makers and other pressure makers.

**Objectives**

- To map out chief stakeholders and allies and key decision-makers and power-holders to influence and make alliances with.
- To begin focusing on the key people to lobby on the group’s issue.

**Facilitator’s tips**

For **Part 1**, you could also use a scenario study that is based on the visions, goals and passions of the group you are working with.

The depth and complexity you decide to go into for the **Part 2** will depend on the group’s level of awareness of the decision-makers and pressure-makers in their area.

**Method**

**Part 1**

1. Introduce the concept of Stakeholders (see Appendix 1: Glossary of terms) to the group. (**5 minutes**)
2. Read through the following scenario together (**5 minutes**)

**Scenario: Women’s Centre**

There are plans to set up a women’s centre in your regeneration area. It will have satellite meeting points across the different neighbourhoods so that women from all parts of the area can use its services. When it is set up, the centre will offer welfare advice, health information and adult learning courses. It will also provide crèche facilities and meeting space for women and women’s groups. Plans will be made to expand services after the first two years.  

There are many different people and agencies that have an interest in what shape the women’s centre should take. Who are they?

3. Brainstorm the stakeholders who will be crucial to setting up this women’s centre and the issues that each stakeholder group is likely to consider bring up at the planning stage. Record this on a flipchart. Mark a C next to the core stakeholders, i.e. the most important for the development of a women’s centre. (**15 minutes**)
4. Discuss the list and identify the stakeholders who can be critical allies and help the group achieve its aims. (**10 minutes**)


**This scenario is based on the visions and needs identified by the Greater Govan ReGender Group**
Part 2

Ask the group to focus on the issue they are going to lobby on and use the following steps to chart their support strategy and identify their lobbying target group:

1. **List your target group** – Write a list of the stakeholders and decision-makers (from all the sectors in the area – statutory, voluntary, community, private sector) onto flipchart paper. The list should include people and organisations identified in Part 1. *(15 minutes)*

2. **Divide your target group** – Mark an X next to any agencies/people that are formal or informal decision-makers or pressure-makers. Add in others whose support you may need. *(10 minutes)*

3. **Ranking your target group’s importance.** Start to narrow down the list by identifying the most important agencies and people to the group’s issue – those who can help or hinder the issue. To identify how important each of the stakeholders or decision-makers are for the issue, rank them using these three broad categories:
   
   Very important (***) Somewhat important (**) Not important (*)
   
   Those identified as ‘very important’ will be the key lobbying targets or allies for the group. *(10 minutes)*

4. Conclude by discussing the outcomes of the exercise and how to build stronger ties with allies and ‘win over’ important decision-makers and pressure-makers who may not support the idea. *(15 minutes)*

**Putting it into practice: Greater Govan ReGender Group**

Through **Part 1** of this exercise, the Greater Govan ReGender group learnt that:

- The range of the stakeholder list is striking.
- Some of the stakeholders were agencies outside their area.
- It is important to distinguish between generic and core stakeholders. Core stakeholders – those most closely involved – are the best ones to approach.
- There are some generic stakeholders (ones you would find in any area, like community forums) who will be keen to support women to lobby for a women’s centre as it will benefit the women they work with. Their alliance is important.

The group used a simplified version of **Part 2** of this exercise. Using the stakeholder list they worked out which important decision-makers and pressure-makers to target their lobbying on the development of a Greater Govan Women’s Centre.
A sample of the stakeholders, formal and informal decision-makers and pressure-makers identified by the Greater Govan ReGender Group

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Formal decision-makers</th>
<th>Informal decision-makers</th>
<th>Pressure makers</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIP Board (Core)</td>
<td></td>
<td></td>
<td></td>
<td>Initial support of the ReGender work and could view Women’s Centre as important strategic development</td>
</tr>
<tr>
<td>Greater Govan Community Forum</td>
<td></td>
<td></td>
<td></td>
<td>Help with constitution and funding applications</td>
</tr>
<tr>
<td>Greater Govan Community Forum – Community Representatives</td>
<td></td>
<td></td>
<td></td>
<td>Formal decision-makers – especially the reps on funding sub groups Informal decision-makers – can influence decisions at all meetings they attend. Important pressure makers – if on the board they could access wider support</td>
</tr>
<tr>
<td>Community Facilities Implementation Group (Core)</td>
<td></td>
<td></td>
<td></td>
<td>Important contact for satellite women’s groups</td>
</tr>
<tr>
<td>Children and Families Implementation Group (Core)</td>
<td></td>
<td></td>
<td></td>
<td>Could support applications but also inform how crèche fits into overall strategy</td>
</tr>
<tr>
<td>Housing associations (Core)</td>
<td></td>
<td></td>
<td></td>
<td>Money and space if able to negotiate renting subsidised accommodation as a base</td>
</tr>
<tr>
<td>Asylum Seekers Drop-in Centre</td>
<td></td>
<td></td>
<td></td>
<td>The Women’s Centre would be an ideal way for women settling in Greater Govan to meet other women and begin to build a life in Greater Govan</td>
</tr>
<tr>
<td>Local Women (Core)</td>
<td></td>
<td></td>
<td></td>
<td>To identify the need for a Centre, to help shape what should be on offer</td>
</tr>
<tr>
<td>Mobile crèche (Core)</td>
<td></td>
<td></td>
<td></td>
<td>Key supporter for providing mobile crèches at satellite groups and perhaps advising on employing permanent workers once Centre is established</td>
</tr>
</tbody>
</table>
Part 3

Once the group has made contact with the ‘very important’ target group, they can take on two additional stages to build up a more concise picture of the strategy to use to convince different people within the target group:

1. **Evaluating your target group.** This exercise is best done with different sized circles cut from paper or card, to represent the key decision makers and pressure makers, varying the size according to the degree of influence or importance. Then you can move them around on the floor or a table, as you discuss who influences whom. Make a note of how each person/group from the ‘very important’ list has responded to the group’s issue and proposal according to whether they are: Strong supporters - Moderate supporters - Fence sitters (those who are uncommitted, undecided, easily swayed) - Moderate opponents - Strong opponents.

2. **Matching pressure-makers with decision-makers** (see diagram below). This gives the group insight into who influences whom.
   - Write the name of a key decision-maker in Circle 1.
   - From the list of other very important decision-makers and pressure-makers, identify which ones are influential to this particular decision-maker and add their names to circle 2-5.
   - Use as many circles as you need. Repeat this for other key decision-makers.
   - Circles 2-5 can be drawn different sizes based on the degree of power each pressure-maker has. They can be positioned from Circle 1 according to the level of influence they have over the decision-maker.

From this table, the group listed their immediate allies, the groups they need to persuade to support them, possible strong opponents to their ideas and the main formal decision-makers who have power to block or support the idea of developing a women’s centre (eg the Community Representatives at the initial stage – the Community Representatives of the SIP are most powerful as they manage and make decisions on various funding groups. Some of them are in charge of some of the current community facilities. Or the SIP Board Funding Group because they have the biggest budget in terms of the longer term plan to have a women’s centre.) The group discovered that they needed to build further on this exercise by:

* Finding out more about stakeholders and what power or influence they actually have as opposed to what the group think they might have.
* Becoming aware of the skills women in the group have and the skills they need to either develop as individuals or bring into the group by encouraging local women with these skills to come on board.
* Developing a plan of action.
Putting it into practice: Women make the case for better transport

“It has made me think about being more structured – before approaching people about transport issues. It’s important to do forward planning and gather evidence.”

A woman from the Beacon Women’s Network explains what this tool taught her.

The Beacon Women’s Network took all the main issues/needs from the At the end of the rainbow (Tool 14) and in small groups developed a case for all the issues and needs. Building such a case helped them to run through why they needed to lobby. They used a set of key questions to help sum up their case. Each small group spent up to ten minutes presenting their arguments to the whole group. Below is an example of the issues regarding one important issue in the area: transport.

Lack Of Adequate Transport Facilities

The main problems we are facing regarding lack of transport

- Not enough public transport
- Not enough bus routes within the estate; no access to regeneration funded services and facilities; isolation – ‘feel like a prisoner on own estate’
- Not enough transport connecting to other estates and local areas within Manchester – removing choices e.g. education (location), limited choice of healthy food
- High cost of travel on public transport
- More ‘low-level’ buses needed (for people with push chairs, wheel chairs etc)

The positive impact of improving the local transport service

- More money (money saved by not having to take taxis everywhere)
- Improved social life and less isolation – connected up with the world outside East Manchester
- Better health and well being, access to places that sell healthy food and to the Sports City
- More education choices – getting to different educational facilities

Alternative solutions to the lack of adequate transport facilities

- The tramline may be a solution, however, it will only go past one main road and will not be available to ALL of East Manchester
- ASDA to supply a ‘pick up’ bus for those people who are out of the bus routes
- Get a community bus
- Get community (individual) to co-ordinate the hiring of local minibuses for community use
- Local car share group/initiative for women
- Set up a ‘school bus’ scheme

How easily can improvements be made to transport services in a short space of time?

- It depends on which level we start at.

Information/resources to improve transport services within the next ten months in East Manchester

- Research the idea of community bus!
- Staff time of the person responsible for transport issues
- Information on the transport strategy
- Information on when the tramline is coming
The bus routes within the East Manchester NDC area do not necessarily correlate with the new services and initiatives set up through the regeneration programme. They do not allow women to do short journey through different parts of the estate throughout a day.
Tool 18 – Speaking up!

This exercise helps people to start feeling confident about using their voice and prepare for practising lobbying role-plays. You don’t need anything for this exercise except your voice!19

Method

1. Standing in a circle, the group recites a tongue twister to encourage concentration.
2. Practise saying it individually.
3. Finally recite it as a chorus.

Tongue twisters

- Thursday Friday Saturday Sunday (individually then chorus)
- The tip of the tongue and the teeth and the lips (individually then chorus)
- A saucy sailor stitches socks for sister Susie (individually then chorus)

4. You could also do a series of tools to help relax tension in the face and upper body:

Yawning, Sighing and Humming

- Huge silent **yawn**, then yawn with modest noise then yawn very noisily
- Huge silent **sigh**, then sigh with modest noise then sigh very noisily
- Deep breath then start **humming** very quietly gradually getting louder (stop before you begin to feel uncomfortable and run out of breath)
- Deep breath then start **humming** very noisily gradually getting quieter (stop before you begin to feel uncomfortable and run out of breath)

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Tool 19 – Getting your message across

To make their case on an issue, the group has to come up with clear and succinct key messages and recommendations that they want the group to get across to decision-makers. This exercise is about getting the messages across in a very short space of time and with little time for preparation.

**Objectives**

- To prepare the key messages that the group want to get across to decision-makers
- To practise stating their key messages in a firm, courageous and passionate way!

**Time needed:** 30 minutes

**Materials needed:** A marked off ‘speaker’s area’ or sturdy boxes to stand on, flipchart paper, marker pens

**Facilitator’s tips**

Time the groups and let them know when their time is up! It is important that they get used to being aware of their time limit and stating their issues clearly and succinctly. Encourage each group to stand in the ‘speaker’s area’ so they gain confidence in standing up on their own.

**Method**

1. Divide the group into groups of two or three. Each group thinks of the main issues based on their experience of gender issues in regeneration, and then comes up with three to five key messages they want to give decision-makers. (10 minutes)

2. Each group stands in the ‘speaker’s area’ and has two minutes to state their issue to the whole group: ‘Our issue in regeneration is…and here are the reasons why you should listen to us ...’ Move swiftly from one group to the next to keep the momentum going. (2 minutes per group)

3. At the end, allow time for a quick debriefing on how it felt to be standing up in front of the whole group and stating the messages. (10 minutes)

**Putting it into practice: Beacon Women’s Network**

**Key messages**

Our issue in regeneration is the poor public transport in East Manchester and here is why you should listen to us about it:

- Public transport affects women most.
- It affects how they access local services and facilities such as centres, shopping, and education opportunities.
- It affects women’s income, as they have to rely on taxis to do their daily chores.
- It affects women’s well-being and mental health. They cannot take advantage of all that is on offer in their community.
- Not feeling safe on public transport in the evening stops women and their children from using public transport services.

Informal lobbying can help to build confidence in making a case to regeneration decision-makers at opportunities and situations that arise from time to time. These could include networking at an event, talking with people at regeneration meetings, or striking up conversations if a decision-maker happens to walk by.

Lobbying is the art of educating and persuading decision-makers and pressure-makers, through direct, one-to-one contact, and by offering facts to back up a position. It is one way to deliver messages in person to key people with the power to influence change in your issue. It aims to educate and convince decision-makers to support and advance your agenda.

Objectives

- To build women’s confidence for unexpected lobbying situations
- To practise lobbying techniques in preparation for formal lobbying

Time needed: 20 minutes

Materials needed: None, unless you want to write learning points on a flip chart for future use

Facilitator’s tips

You might like to ask the group to share information on the ways in which they have persuaded people to support their ideas, whether this has involved convincing officials or trying to persuade family or friends on an issue they feel strongly about. This helps with realising the different ways in which they lobby already, demonstrating that lobbying is something that they can take on. Point out that there are already a range of ways in which women have tried to persuade others to see their point of view, from talking to someone, making an appeal, letter writing and being involved in campaigns. We lobby every day of our lives.

Method

1. Use a role play of situations that the group members feel they might find themselves in. For example: ‘You are at an open day. The Health Board Officer, one of the more powerful and influential people in the area, comes up to you and asks, “What does your organisation do?” You have one minute. How do you respond?’

   Give the group some guidance, for example, tell them to:

   - Congratulate the person on good work they have done in the area.
   - State your issue and goals in one clear sentence.
   - Explain why your issue and goals should be important to this person.
   - Suggest ways this person can give support.
   - Explain what you can offer him/her.
   - Thank the person for their time.

2. Ask the group to discuss what the learning points were from the role play.

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Putting it into practice: how to get to the person you want

The Greater Govan ReGender Group wanted to set up some form of meeting space for women across the whole of Greater Govan. They also wanted to establish themselves and continue meeting as a group once the ReGender training was over. They all took on one task of finding out who to talk to. Over the course of a week they made phone calls and did some research, and eventually shared what they found out:

1. **Applying for funding to set up a women’s networking group.** A meeting was arranged with a worker from the Community Forum to assist with funding applications and constitution. The Govan Community Forum can help the group in finding out who and where they can apply for funding from.

2. **Applying for funding to provide a crèche service.** The local Social Work Department could help them with the legal requirements of childcare provision. Social services provided the group with information on the basic requirement for setting up a crèche. This was needed before any funding was sought.

3. **Finding out about the suitability of local venues where the women can meet (with space for a crèche for children).** Through the mobile crèche service, the group managed to get a list of local venues.

4. **Finding out about the procedure of applying for funding from the Greater Govan Social Inclusion Partnership (SIP).** This will be discussed at the meeting with the Community Forum. Advice will be sought on whom to contact about funding within the SIP.

After mapping the resources, the group decided to arrange a meeting with the Community Forum so that they could get constituted and get further information on access funding.

The group used this guidance for establishing contact with the person responsible for each resource. They found that they needed courage and passion; a strong and clear voice; determination and confidence. Tips included:

- Persist in getting hold of the person you need to talk to even if it takes eight telephone calls!
- Before calling, write down what information you are seeking and have a short speech formulated in your mind. For example, “I am calling from the Greater Govan ReGender Group and we want to apply for a grant to set up a women’s networking group, can you tell me who I need to speak to about this and how I can get hold of the person?” You may have to repeat this several times before you get to the person you want.
- Once you reach the person you have to speak with, introduce yourself and tell them what you need. If papers are need or forms need filling, ask where you can get hold of these and who can help with filling such forms.
- Report back all findings from all your different contacts (so keep note of names and phone numbers) regularly to your whole group.
- If you make an appointment with someone who can help your group, try and have at least three members present at the meeting (whether they visit you or you go to their office) to ensure that your whole group clearly follows the procedure.

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Tool 21 – Into the lion’s den

This role-play exercise takes the skills of lobbying to the formal level where meetings, visits, presentations or discussions have been specifically planned so that groups can convince decision-makers on their issue and persuade them to back it up. It can be repeated several different times with different scenarios until the group feels confident enough to take the plunge and go for the real thing!

Objectives

- To help the group understand what it takes to plan, prepare for and undertake formal lobbying.
- To help the group build confidence and prepare for possible responses from decision-makers.

Time needed: 1 hour 15 minutes

Materials needed: Flipchart paper, marker pens

Facilitator’s tips

This exercise is most effective if:

- The lobbying group and regeneration decision-making group have time between workshop sessions to prepare for their roles. It may be helpful if individuals get time outside sessions to prepare their roles on their own and then for the group to refine their material and ideas during the actual workshop.
- The absolute minimum number of people needed to make this role-play work best is six – a minimum of two people per role.

Use the following questions to prompt the group’s debriefing after the role play:

- How did you feel in your role? What went well?
- What was most frustrating?
- Did the presentation fit the allocated time?
- What kind of language did the lobbying group use?
- Were the lobbying group’s points clear and succinct?
- Did the lobbying group ‘close the deal’ with the decision-makers?
- What should the lobbying group do differently the next time?

These questions can be answered by all three roles – the Lobbying group, the Decision-making group and the Observers.

Repeat this exercise regularly (at least three times so that everyone gets a chance to act out all three roles) to continue developing the group’s confidence in lobbying.

Method

1. Ask the group to brainstorm possible scenarios for a lobbying visit and note these on flip chart paper. (5 minutes)
2. The group should now consider what kind of things might go wrong or be surprising with a formal lobbying visit. Take flipchart notes. (5 minutes).
3. Now, with the group, agree on a scenario. It should be based on the issue the group has selected to lobby on. (5 minutes)

4. Ask the group to identify a regeneration decision-making group that can be lobbied. (5 minutes)

5. Assign people to the three roles below and ask each role-play group to decide what kind of stance they will take:

**REGENERATION DECISION-MAKING GROUP.** Are you friendly, hostile or a fence sitter? Decide how you might act during a real meeting, including questions you might ask.

**THE LOBBYING GROUP.** Act as if you are meeting with the actual decision-maker. Decide your presentation format. If time, consider what questions might be asked. You will have up to six minutes to do your presentation, followed by four minutes to answer questions from the Decision-making Group.

**OBSERVERS.** Watch the role play as it is being acted out. Be prepared to offer feedback to the whole group. Make notes on the interactions between the two groups and personal feedback to the lobbying group.

6. Each group prepares for their role. People assigned as Observers can help either the Decision-making Group or the Lobbying Group to brainstorm what they will do and say during the role-play meeting. (20 minutes)

7. Act out the scenario for approximately 10 minutes, including within this up to four minutes for the Decision-making Group to ask questions to the lobbying group. The facilitator or an Observer should keep track of time or end the role-play when they think it is appropriate. (10 minutes)

8. Give the Decision-making Group and Lobbying Group time to physically and mentally shake off their roles. (5 minutes)

9. Debrief and evaluate the role-play as a whole group and take flipchart notes. Ensure that both the Lobbying Group and Decision-making Group talk about how it felt playing the role and what they think worked particularly well. Make sure there is enough time for the Observers to give their feedback. (15 minutes)
Follow up: visits and speaking at meetings

1. Actual visit

One of the best ways to learn about lobbying is by building in an actual lobbying visit. The facilitator can support the group in making appointments to meet regeneration decision-makers either at appropriate forthcoming meetings or by arranging one-to-one meetings. This exercise can help during the planning process of a lobbying visit. Arranging such a visit will give the group an insight into how to set up a meeting – how did they decide what to say? How did they organise themselves? (e.g., who will be the main spokesperson? Who will take notes? etc.) After the visit, they should reflect on what they learned, how they could improve for next time and any follow-up they need to do.

2. Preparing for and speaking out at events

“I want to be to be heard – a real person with a valued opinion that is taken on board.”

A Cae Mawr FoJ Group member explaining why she was motivated to speak at a conference.
Speaking out and lobbying at events is a focused way in which a group can build up their skills in lobbying, reflect on the work they are doing and use their presentation skills in a variety of ways. They can do this by seeking out and being given opportunities to speak at local, national and regional workshops, conferences, events and meetings. These are all excellent platforms through which the group can promote themselves, be listened to, and educate people about the relevance of gender in regeneration, particularly as there are very few opportunities where local women in regeneration areas are seen as the ‘experts’. The group also gets to network with other agencies, individuals and groups.

**Putting it into practice: Preparing to speak**

The Cae Mawr FoJ Group and Beacon Women’s Network took part in a two-day Learning and Evaluation Exchange organised by the ReGender Project for community level women presenting case studies of their work at a national gender and regeneration conference for high-level decision-makers. This developed women’s presentation and analytical skills, and provided unpressured time and a safe space for women to practise speaking out and rehearsing the issues they would be presenting on. They were taken through a step-by-step process, from practising telling their story to others (not just a story of the facts, but a story that tried to analyse why this was their path) to developing material for the actual presentation. Women built their skills in doing creative and effective presentations and as a result delivered good case studies. They got good feedback from one another and felt supported by other women in the same position as them.

For one of the conferences they spoke at, the Cae Mawr FoJ Group held a session to prepare for the presentation. Having a facilitated day to plan the content and collect relevant materials for the conference was a very practical exercise. By the end of the day they had developed a timeline marking the key events in the development of the group and were clearer on the kind of material they should present to their audience. They had also gathered materials that they could use to promote their group locally, and with a bit of updating, use time and time again.

“Speaking at events has given the Cae Mawr FoJ Group more recognition and we have been listened to more. It has put us firmly on the map and given us a voice. We have gained a great deal of respect and acknowledgement from different groups.” One of the group members felt that at an individual level such an opportunity has: “boosted my confidence and understanding, made me realise sharing knowledge is imperative and given me the opportunity to gain employment in the community.”

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24 The conference was titled: The Tale of Two Cities. It was held in March 2004, organised by Oxfam and Regional Action West Midlands. Conference report available from Oxfam UK Poverty Programme.
“I thoroughly recommend this guide to anyone interested in their local community. It is a must for anyone interested in finding a voice, and being a part of the decision-making bodies in their area.”

Anne Keegan, Greater Govan ReGender Group (now called Tea in the Pot)

This illustrated guide is for women and men in communities and the voluntary and statutory sectors working on regeneration and neighbourhood renewal. As well as containing many practical tools, it tells the story of how grassroots women in Manchester, Glasgow and Llandudno became involved in regeneration.

At the start, many were unaware of regeneration programmes and their purpose – but encouraged by Oxfam they researched the issues and the structures, and learned to lobby local decision makers. They spoke passionately to those in power about issues such as transport, childcare, crime, education, and employment. It was not easy to enter “the lion’s den”; the world of men and women in suits, regeneration meetings and official agendas. It took a lot of courage to speak their minds about the issues that mattered to them – but they found their voice, and many things changed as a result.

The women involved hope that Into the Lion’s Den will encourage others, as Anne Keegan says, to “Get involved and make a noise!”

ReGender is an Oxfam project supporting and encouraging the equal participation of women and men in regeneration schemes in the UK by

• working with grassroots women to hold local bodies to account in including their needs in regeneration programmes
• influencing key decision makers at national and regional level to commit to looking at gender issues in regeneration and neighbourhood renewal.
Section IV: Reflecting on women’s journeys

Introduction

The women and groups that ReGender worked with reflected on what they had learned and what progress they had made. These are some of the tools they used to do this. These should not only be used at the end of the process. The tools need to be built in and used from the start in order to enable and encourage the group in ownership of their learning and their ideas (training is not something done to the group but with the group!). The following tools should also be used at regular intervals to document the group’s progress in getting their voices and issues heard within regeneration.

The tools in this section allow:

1. Participants to go though a self-reflection process to evaluate the process for themselves as individuals and as a group. The group can use the tools on a regular basis to assess and document their progress.

2. The facilitator to assess the effectiveness of the gender and regeneration tools and to improve or adapt them, if necessary. He or she can also gauge whether the group is finding the tools useful. The tools in this section also help the facilitator assess the impact of the exercise on individual women and on the group, and whether progress is being made.
Tool 22 – Reaching the ultimate goal

This exercise should be used at the start of the group’s work on gender and regeneration so that they can develop monitoring indicators that can help them map their progress over time.

Objectives

- To monitor and assess the group’s progress on reaching their ultimate goal on gender and regeneration work.
- To map out the key steps along the way for the group to achieve their ultimate goal.

**Time needed:** 30 minutes and regularly thereafter

**Materials needed:** Flipchart drawing of a long arrow, marker pens

Facilitator’s tips

The group itself should define the indicators that help them and the facilitator needs to judge what has been achieved against the group’s starting point.

Method

1. Ask the group to consider where they are now. What level of understanding and experience of gender and regeneration work they are starting from? This should be written up at the start of the arrow drawn on the flipchart. (**5 minutes**)

2. Now ask them where they want to be at the end of the process. What they want to have achieved at the end of their work? For example, what they want in the area over a given period of time. What is their ultimate goal? Write this up at the end of the arrow drawn on the flipchart. (**10 minutes**)

3. Ask them to list what they need to change and achieve, and what tools they may need in order to get where they want to be (These are the indicators they can use to monitor their progress). This list needs to be documented along the arrow drawn on the flipchart in chronological order. (**15 minutes**)

4. Ensure that the group uses this arrow diagram on a regular basis to monitor their progress and that they record the length of time it is taking them to get there. They should mark an X in the appropriate position along the arrow and reflect on why they have positioned themselves there. Once the group has reached their goal, they can lengthen the arrow and identify their next goal, followed by monitoring indicators to fulfil the new goal.
The monitoring indicators used by the three pilot groups.

Where We Started From:

No understanding of gender and regeneration. Individual/the group does not know what gender means and are not aware that regeneration spending is not planned recognising women’s and men’s different needs.

Indicator 1:
Having an understanding of why gender is important in regeneration

Indicator 2:
Developing knowledge on what is needed to push for a gender dimension to regeneration

Indicator 3:
Starting to talk to regeneration people about gender issues

Indicator 4:
Becoming confident in convincing the regeneration body that gender is important (lobbying)

Ultimate Goal:
The regeneration body is taking gender on board in planning for regeneration. It is gender aware and including a gender dimension in its work.

Putting it into practice: Greater Govan ReGender Group

It took the Group roughly three months to get from a stage of not having any understanding of gender or regeneration to get to the stage of beginning to understand the tools to push for gender in regeneration – through participating in seven ReGender workshops. Within a further six weeks they had progressed to begin talking to the Greater Govan SIP about gender issues and attempting to lobby them on gender specific needs identified by the group.
Tool 23 – Circles within circles

This tool can be used at different stages of the women’s work on gender and regeneration. It is a quick and easy way to enable the individuals to assess how involved they feel with the local regeneration programme.

Objectives

- To identify how involved individuals feel in regeneration at different stages of their journey on gender and regeneration.

Time needed: 15 minutes

Materials needed: Large circle diagram drawn on flipchart paper, circle-shaped Post-its (one colour) or stickers, flipchart paper

Facilitator’s tips

Using Post-it notes allows people to move their positions if necessary.

If this exercise is used at different stages of the process, ensure that a different coloured Post-it note is used each time. This makes it possible to distinguish where people marked themselves on different dates. It is useful to develop a key or to use a new regeneration circle each time.

The facilitator should prompt a discussion to compare individual’s positions at the different stages of their journey by asking them what the significant changes have been and why.

Method

1. Ask the group: ‘how involved are you in the regeneration programme in your area?’ Individually, ask everyone to write their name on a Post-it note and place it on the ‘regeneration circle’ according to how involved they feel in local regeneration programmes. The closer they position themselves to the centre of the circle, the more involved they feel. People may also choose to be completely outside the circle. (5 minutes)

2. Ask each individual to explain to the group their position in the regeneration circle. (15 minutes)
Putting it into practice: Greater Govan ReGender Group

The Greater Govan ReGender Group used this exercise at the start and at the end of the ReGender training. The question they asked each time was “how involved are you in Greater Govan’s regeneration programme?”

The circles represent the positions of individual women from the Greater Govan ReGender Group on the Regeneration Circle at the start and at the end of their training programme. The comments are from the women at the end of the training. Names have been changed

Amy “I am less involved in regeneration now than at the beginning of the year. But this is largely due to family commitments.”

Sue - “I am more aware and want to be involved. I have learned about ways to go and find out about local things and have become more confident. I want to join an Implementation Group...However, in order to attend the meetings I need childcare. I cannot attend meetings if it is not provided.”

Jane - “Before the ReGender training I was involved in community groups connected with regeneration, but I was more passive. Through the training, I have become more outspoken, challenging and confident within regeneration and feel that it is possible to make some small changes through challenging people. I am not frightened of upsetting people any more.”

Becky - “Prior to the ReGender training I had stepped down from the Children and Families Implementation Group due to being fed up about what was going on. I have now become desperate to make some changes locally but am no longer always waiting for others to take action. I feel able and confident to do it myself. My eyes have opened. I have gone back to the Implementation Group as a community representative and want to do more!”
The journeys that women made on gender and regeneration during the capacity building training programme.

Women can document and share the value and impact of the process by charting their journey on gender and regeneration in pictures – from where they started from at the first workshop and where they are now. They can then analyse why this was their experience.

By presenting their illustrations to each other, women can also extend their skills in presenting information and in listening to other women’s stories. When the pilot groups discussed what it felt like to present and share their experience, they noted that it enabled them to:

- Reflect on what they have learned and achieved
- Share and validate their experience
- Get the chance to listen to each other’s stories and experiences

Collecting such stories every three or four months, where individuals talk about their lives, record what they have achieved within regeneration in their community, and what their sphere of influence has been, acts as a good monitoring indicator on what progress the group has made on their visions and goals.
Tool 24 – Bull’s eye: regeneration dartboard

This tool can help the facilitator gauge whether the group has developed a good understanding of the different gender and regeneration concepts.

Objectives

- To assess individual understanding, learning, skills and confidence on the gender and regeneration concepts and tools.
- To find out what gaps there are and where further work may need to be done.

Time needed: 10 minutes

Materials needed: A blank Gender in Regeneration dartboard (see below) on flipchart paper, one colour of arrow shaped Post-it notes, marker pens

Facilitator’s tips

Different colour Post-it notes should be used each time this exercise is used so that the group can see their progress over time.

This exercise can be used several times to monitor progress, including at the start of the capacity building programme, after having covered the specific section and at the end of the capacity building programme.

Method

Ask each person to write their name on the Post-it notes and position each one based on their level of understanding on each of the concepts outlined. The closer they are to the bull’s eye, the more understanding they have of the concept.

An example of a Gender in Regeneration Dartboard

This dartboard shows positions where two women from one of the pilot groups placed themselves at the end of the capacity building training. The dots represent their level of understanding and development on gender and regeneration tools and concepts. Comments made by the group:

“Although women have understood the concept of the tools, they are not necessarily familiar with the terminology.”

“Although women do not yet feel confident in doing presentations, everyone in the group managed to make articulate and creative presentations by charting their journeys on the gender and regeneration. The difference between this presentation and others practised earlier in the training is that women were making presentations on their own experience, which made it easier to present the material.”

“Although everyone seems to have understood what ‘stakeholders’ and ‘power holders’ mean, they have yet to actually find out who the local stakeholders and power holders are. The lobbying session was challenging. Once the group know who the main local power holders are they will become more confident in lobbying.”
Follow up: The positive vibe web

“When spider webs unite, they can tie up a lion.”
Ethiopian Proverb

A powerful way for each pilot group to give, as well as receive, positive feedback from women they have been working with. Women get a sense of how their skills and confidence has grown, and gauge what kind of contribution they have made to the group.

The only prop used for this exercise is a ball of string!

The Positive Vibe Web - a great photograph moment!

Method

1. The group gets into a circle.
2. The first person keeps hold of the end of the string and throws the ball of string to someone else in the group, giving them feedback on “What they learned from and appreciated about this person throughout the workshops.”
3. The second person, again keeping hold of the string, throws it to someone new that they would like to give positive feedback to.
4. This goes on until everyone in the group has been thrown the ball of string at least once.
5. The group is left with an intricate web made out of string that links all the women together. It shows all the women their connections with each other and their value to other women.

Conclusion

As a result of following the tools in this guide, the three pilot groups have looked at women’s and men’s different life needs in their own communities. They have then managed to engage with local regeneration professionals to see that some of those needs are met. Working on gender tools in this way has also meant that individuals within the groups feel more confident and are now able to engage in active partnership with professionals. These are some of the results.

The Cae Mawr FoJ Group in Llandudno, a Communities First area in Wales, is interested in engaging men in self-help initiatives, including community education on the estate and promoting the development of a Fathers’ Club. They are in contact with the Communities First programme and have initiated training of regeneration decision-makers. They are going to undertake an analysis of the needs of men and women in their community. They now belong to Anti-Poverty Network Cymru, who campaign and raise awareness about poverty in Wales.

The Beacon Women’s Network has undertaken some research into men’s and women’s different uses of transport in the East Manchester New Deal for Communities (NDC) area. They have come to realise they can take community action themselves, for example setting up a community launderette. They do not have to wait until the NDC sees it as a priority. They know that they need to work with regeneration decision-makers, but they are now aware that they do not have to rely on them all the time. They are starting to get their voices heard. The NDC Social Inclusion Manager has recently visited to visit the group to discuss their needs and they have been allocated some NDC funds. The Network are keen to do further practice on lobbying as they feel this is the area that they least confident about. They also want to increase their skills in gathering evidence on their issues.

In Greater Govan, Glasgow a group of women came together because they wanted to learn how to look at the impact of local regeneration on women’s and men’s lives. The group has identified the need for an information resource point that can be accessed by people from all over the much-divided Govan area. They have recognised the severe lack of childcare facilities within the area, which makes it difficult for women to participate in regeneration meetings and consultations. The women’s own confidence has grown and they are now joining a variety of partnership structures within Greater Govan Social Inclusion Partnership. The material from this will support them in developing a women’s resource centre with childcare facilities. They are also keen to undertake further work on mapping power-holders and stakeholders as they did not feel their initial research was extensive enough. They want to practise role-playing lobbying scenarios based on the people they identify as power-holders in their area.

Follow-up work

The process did not end after the training finished. For all three pilot groups, there was follow-up work built in to support them through the process of making change and realising their visions, ideas and needs.

It is important to organise regular follow-up meetings with the groups where the facilitator can bring the group together again and support them with their continued work on gender and regeneration. This may also mean practising using some of the tools again or picking up on areas that were not covered in the initial programme.

All the groups have identified the need and desire to involve more women in their work on gender and regeneration. This is another important area of follow-up work. The groups can be supported through mentoring and training other women.
Appendix 1: Glossary of terms

Jargon, both in regeneration and in gender and equality work, was very off-putting for the women in all three groups and they found ways of dealing with and understanding it, such as making a jargon dictionary (see Tool 4). This glossary covers many of the main ‘jargony’ words.

Making sense of gender and equality language

**Discrimination**: Unfair treatment of a person, racial group or minority. Direct discrimination occurs when a person is treated less favourably than others due to their sex, race, nationality, disability, sexual orientation, marital status etc. Indirect discrimination occurs when a rule, condition or requirement which applies equally to everyone has an adverse effect on one person from one of these categories, and there is no objective explanation for this.

**Equality of outcome**: Refers to the idea that ‘resources are provided so that everyone is equal after a service has been provided’.

**Equal opportunities**: The absence or removal of barriers to economic, social and political participation on the grounds of difference, for example due to a person’s gender, race or disability.

**Gender**: The social and cultural differences between men and women learned from society, families and cultures. Gender differences can change over time and between cultures. For example, while only women can give birth (biological), biology does not decide how children are brought up (gendered behaviour). See Sex below.

Gender analysis examines the roles and responsibilities of women and men and explores the relationships between them, known as gender relations. It then asks the questions: Who has power? Who holds resources? Who benefits?

**Gender disaggregated data**: Also referred to as ‘sex-disaggregated data’, this is the collection and separation of statistics and data (e.g. education, employment figures) by sex in order to see the different figures for men and women and make comparisons between them. It builds up a profile of gender needs in an area.

**Gender equality**: Means that the behaviour, aspirations and needs of women and men are equally valued and met.

**Gender impact assessment (GIA)**: Asking questions that bring out the difference between men’s and women’s lives. It also involves analysing how policies and practice affect the inequalities between men and women.

**Positive action**: Targets particular groups of people in order to redress past discrimination or to make up for the disadvantages they face due to existing attitudes, behaviours and structures – e.g. a specific group of people who are, for whatever reason, under-represented in a particular sector, may need extra encouragement to take up training. Positive action should not be confused with positive discrimination, which is against the law in the UK.

**Sex**: The biological difference between men and women.
Making sense of regeneration language

**Baseline study:** A description of existing conditions to provide a starting point against which progress can be assessed and comparisons made.

**Communities First:** The main regeneration programme in Wales, similar to LSPs (see below) in England. It operates through partnership bodies which have to be made up of one third private sector, one third public sector and one third community sector.

**European Funds:** EU funding grouped under different objectives to regenerate the poorest areas of the UK. Any area getting European funding has to show how they are including a gender perspective in all parts of the programme.

**Local Strategic Partnerships (LSPs):** Non-statutory, multi-agency bodies, which match Local Authority boundaries, and aim to bring together at a local level the different parts of the public, private, community and voluntary sectors in England. LSPs are expected to take many of the major decisions about priorities and funding for their local area.

**Neighbourhood Renewal Unit (NRU):** has the most substantial English regeneration budgets. It delivers the ODPM’s (see below) regeneration agenda.

**New Deal for Communities (NDC):** An English regeneration project with a clear community focus which aims to help with employment, training and education; and to create and build better homes.

**The Office of the Deputy Prime Minister (ODPM):** has responsibility for urban planning and community-based regeneration.

**Regional Development Agencies (RDAs):** are under the Department of Trade and Industry (DTI) and their role reflects the DTI’s brief on economic and employment. They have responsibility for regional economic development.

**Social inclusion:** Although used differently in Wales, Scotland and England, it is the government’s view of ‘who is in and who is outside’ of society. Social inclusion is about creating to mechanisms to ensure that everyone is part of mainstream society.

**Social Inclusion Partnerships (SIPs):** manage local regeneration initiatives in the most deprived areas of Scotland. Community Planning Partnerships are due to replace SIPs in 2004 across the whole of Scotland.

**Stakeholders:** Groups of people who have a possible or expressed vested interest in a particular decision, mission or goal – either as individuals, or representatives of a group or organisation.
Appendix 2: References and useful resources

The materials listed are either references from which tools have been adapted or useful toolkits and reading materials relevant to gender and regeneration work.

Printed Materials


**New Start magazine**

New Start is an independent weekly news magazine in the UK for all involved in community regeneration. www.newstartmag.co.uk


What men and women want: A practical guide to gender and participation, Oxfam UK Poverty Programme, 2004. Based on a gendered participatory appraisal in Wales, this offers a thorough explanation of why looking at men and women’s different life experiences is an essential part of any participatory work. www.oxfamgb.org/ukpp/whatmenandwomenwant

A Tale of Two Cities, Oxfam UK Poverty Programme/Regional Action West Midlands, 2004. Report of a conference on gender and regeneration covering the key issues of gender and regeneration – decision-making, building capacity, and tools and statistics, with evidence and examples from the community level women’s organisations represented at the event. www.oxfamgb.org/ukpp/totc

Organisations working on gender and regeneration

Black Country Women’s Development Network (BCWDN) A regional network for women’s groups that aims to challenge gender inequalities at local, sub-regional and regional levels. BCWDN is currently working in partnership with other groups on an IMPACT programme which helps women to become involved in decision making. Contact: 01902 773761

Centre for Regional Economic and Social Research (CRESR) Based at Sheffield Hallam University, CRESR engages with policy agendas related to the Centre’s core areas of social, urban, and housing policy and has worked on gender mainstreaming both in South Yorkshire and the rest of the UK. www.shu.ac.uk/cresr

Glasgow Women Social Inclusion Working Group (GWSIWG) The Group’s aim is to bring a gender analysis and gender based programme of work to addressing poverty in Glasgow, by working at and influencing national and local levels.

ReGender A UK Poverty Programme project that works on gender and regeneration. Contact: ukpp@oxfam.org.uk

Talkin’ Heeds Aims to enable individuals, groups or organisations, to develop skills and networks to actively participate in affecting decision makers at a local and/or national level. Contact: rosedempster@hotmail.co.uk

Women’s Design Service (WDS) Runs a range of projects related to women and design, planning and regeneration. www.wds.org.uk
Evaluation form

We would love to have your feedback and comments after using this guide.

Name
Organisation
Address

Email

1. Please tell us about how you have used this guide to build the capacity of local women in regeneration areas so that they benefit from some of the money spent, as well as, contribute to some of the decision-making.
   What worked? What did not? Why?

2. What parts did you find most valuable? Please specify the particular themes, tools or stories/case studies that you have found most useful.

3. Would you like to join the Gender and Regeneration Network that the UK Poverty Programme currently facilitates? The network enables members to share good practice examples of work on gender and regeneration, including some of the barriers regeneration practitioners have had to break down to undertake such work, and share information, invitations to events etc. related to gender and regeneration.

Tick appropriate box       Yes [ ]       No [ ]

The UK Poverty Programme also produces and disseminates toolkits, case studies, and analysis on the following areas of work. Please tick the subjects you would like to receive more information on:

- Gender and regeneration [ ]
- Gender (mainstreaming/analysis) [ ]
- Participation and power [ ]
- Anti-poverty work [ ]
- Online information bank, the Social Inclusion Directory (SID) [ ]

How would you prefer to be contacted?

By post [ ]   Email [ ]

Please photocopy and return form to:

Oxfam, UK Poverty Programme, 494 Wilbraham Road, Chorlton, Manchester, M21 9AS
This illustrated guide is for women and men in communities and the voluntary and statutory sectors working on regeneration and neighbourhood renewal. As well as containing many practical tools, it tells the story of how grassroots women in Manchester, Glasgow and Llandudno became involved in regeneration.

At the start, many were unaware of regeneration programmes and their purpose – but encouraged by Oxfam they researched the issues and the structures, and learned to lobby local decision makers. They spoke passionately to those in power about issues such as transport, childcare, crime, education, and employment. It was not easy to enter “the lion’s den”; the world of men and women in suits, regeneration meetings and official agendas. It took a lot of courage to speak their minds about the issues that mattered to them – but they found their voice, and many things changed as a result.

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