

C.11 Strategies for change

The activities in this section aim to help participants in the workshop to use their acquired awareness and analytical skills to move on to planning practical action. The opening activity summarises the workshop, making clear that the process which it has followed has been a logical one, moving through various awareness-raising stages, to sharpening up existing analytical and data-gathering skills and learning new ones, to formulating plans for action. Before going on to action planning, there are a number of activities (Vision, Sculpture, Setting Priorities) which allow participants to think about far-reaching ideas for change in an imaginative way. This provides a useful basis for planning practical action.

The Action Plans will vary according to the kind of group with whom you are working: a small NGO with a very specific field of activity, such as, for example, a women's legal aid centre, will produce very different plans from those produced by a group from a large international funding agency. When considering the Action Plans, it is important to consider very carefully whether they can be implemented, and how they can be implemented. They should not be so ambitious that they are unrealisable. Some of the activities (**Activity 95** Introducing gender to our Organisations, and **Activity 96** SWOT Analysis) look at the difficulties which might have to be faced in implementing action plans, and ways of overcoming these difficulties.

Follow-up is important. If you are training people from your own organisation, you should consider ways of following up the workshop to assess the impact of the course and the participants' success or failure in implementing their Action Plans. If you are an independent trainer, it would be helpful to consider ways of assisting participants and groups to monitor their own progress. Please refer to the Facilitator's Notes for ideas about follow-up.

C.11 Activities

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Preparing for planning

Objectives

1 To summarise the main learning points of the workshop thereby enabling participants to refresh their memories for planning.

Method

1 Preparation: prepare newsprint, or transparencies if you are using an overhead projector, with the key issues and concepts which surfaced in the workshop. Do this before the session.

2 Present these to the group, allowing for discussion and adding to the key points. Make explicit the progression of the workshop through the logical steps of awareness-raising, to analysis, to action.

(30 mins)

Vision

Objectives

- 1 To enable participants to consider deeper and wider issues around the topic of gender.
- 2 To help people use their imaginations to visualise the kind of gender-aware social justice they would like to see in society.

Method

- 1 Explain to the participants that they will be doing creative visualisation, which is a way of allowing ourselves to create a vision from our imaginative powers. This vision can help us to make plans which will lead towards its realisation.
- 2 Explain that they will be asked to imagine a time in the future when gender relations are the way they would like them to be. The first step is to relax so that their minds are free to imagine.

(10 mins)

- 3 Ask the group to walk round the room freely mixing. Stay out of the group — you are the guide. After a few minutes, tell participants to stop at a distance from the others and to observe how they feel in themselves. Then ask each person to lie down on the floor or sit in a position they find very relaxing. Help the participants relax by talking gently, slowly and steadily. Use any relaxing technique you know, or read out the text below:

(20 mins)

Read this in a slow, soothing voice, with plenty of pauses:

'Whether you are lying or sitting down, close your eyes now. Breathe in deeply. Take the breath into your abdomen and breathe the tension out of your body with the out-breath. Keep breathing regularly in this way, slowly and deeply.'

Now start relaxing each part of your body, letting the tension flow out of each part with each out-breath. Feel the tension coming out of your feet, and move your awareness up to your ankles; let them relax. Then your calves, your knees, your thighs.

Relax the muscles in your back, in your stomach. Let go of any tension in your abdomen. Breathe it out.

Now release tension in your fingers, feel your hands relax, then your wrists, your forearm; feel the elbow joint soften and relax as you continue to breathe slowly. Breathing slowly and deeply, relax your upper arms and your shoulders. Let your shoulders drop and soften, let the tension drain out of them. Let your whole body feel heavy and keep your mind relaxed and clear.

Let your chest area relax as you breathe in and out of it, taking cool air in, and letting the tension flow out with the out-breath. Feel your whole spine relaxed and free of tension.

Move your awareness up into your neck and throat and jaw, and let them relax and feel soft and open. Let go of all the muscles around your mouth, your eyes, your cheeks, your forehead. Be aware of your head, and your scalp, and allow any tension there to flow away.

Let your whole body feel relaxed and comfortable. Now allow your mind to imagine.'

(15-20 mins)

4 Then read, very slowly, with lots of pauses:

'I want you to imagine that you're in an area you know well, your community or where you're working. We're going forward in time, imagine that we're in a time machine and we're speeding up and going forward faster and faster in time, to a time when gender relations are what you want them to be. So think about when that time would be, how long will it take for your area to get to the state where gender relations are what you want them to be? I want you now to imagine that you're landing in this new century or time and observe what is going on....

Just imagine looking all around you, look all around and see what you can see. Look in the fields, what are people doing in the fields? Are there men there, are there women there, what are they doing? Are there boys and girls around? What are they doing?..... What kind of expressions are on their faces? Are they laughing, angry, sad? How do they interact with each other?

As you walk around the village or the town, or wherever it is that you're going back to, imagine what everybody is doing in their daily life. What are men doing and what

are women doing? Do they seem happy? Do they seem sad? How are they interacting with each other? What are the children doing?

Now I want you to imagine that you are walking inside a house and as you go in the house, notice what the house looks like and who is in the house? What are they doing? What are the men doing, and what are the women doing? What are the boys doing and what are the girls doing? How do they seem to feel about what they are doing? How do you feel about what you see? Feel the positive energy in your vision.

And now I want you to imagine going back in time, we're going to go back in time to just five years from now.

What might be happening in five years that would lead us towards that vision in the future? I want you to imagine, just as we did before....' (Repeat the same sequence as before.)

'And now, I want you to come back to your body as it is now, we're back in today, we're back in this room, in this place and you're sitting on a chair or lying on the floor and now I want you to feel that you're back into your body, your body is starting to feel light again. You're coming back from your vision and you're right here and now and whenever you feel like it, open your eyes and look around you. Look all around you and make sure where you are and who is in the room with you.'
(30 mins)

3 Ask participants to share aspects from their vision in pairs or in their support groups.

(5 mins)

4 Ask the participants how they found the exercise. This is to make sure that nobody found it disturbing or worrying. Then ask participants to share any bit of their vision that they would like to. This can then lead on into thinking about the first steps towards the vision at a personal, organisational, or societal level, and as a first step towards thinking about plans.

(30 mins — depending on time available)

5 Ask participants to sit in a circle and say in turn 'One thing I'm going to do towards my vision'.

Facilitator's notes

1 This activity provides a change in tempo and style from analytical activities, and enables participants to think more freely before they begin to use various analytical techniques to focus on strategies and action plans.

2 This activity can be very relaxing, and plenty of time should be allowed for participants to slow down and allow themselves to visualise and imagine. Some people find this much harder than others. You should be in a comfortable, relaxed position yourself. Pause at the end of each sentence, and read very slowly. Keep a watch on participants. If someone falls asleep, let them sleep!

3 Check whether this is an activity your group will be comfortable with. In some cultures, it may not be appropriate; in others, people may be very familiar with this form of meditative activity.

Sculpture: What needs to change?

Objectives

- 1 To help the participants to clarify and share what they have learned about gender that is oppressive and needs changing.
- 2 To start to identify ways of changing oppressive gender roles.
- 3 To bring the whole group together, have fun and be creative.

Method

- 1 Introduce the theme of the sculpture: 'Women and Men Worldwide: What needs to change?' Allow participants 5-10 minutes to brainstorm ideas. Write these on a newsprint.

(5-10 mins)

- 2 Explain how sculpturing works (see *Facilitator's notes*). Ask for a volunteer to be the first sculptor. It needs one courageous person to start the ball rolling! Stress that the sculpture is created by everyone and each person sculpts one idea only.

- 3 The first volunteer sculptor uses as many people as necessary to make a human sculpture illustrating one idea s/he has about the theme. Then s/he explains what the sculpture represents.

- 4 Write up the main ideas raised. Continue doing this as new elements are added. Ask everyone what they think about the sculpture. Does anyone want to add another idea? Someone in the actual sculpture can ask for a replacement, step out and become a sculptor. The new sculptor builds onto the existing sculpture, by altering people's positions, adding new people, using props like tables and chairs. S/he explains what new idea this represents.

- 5 Continue with new sculptors until everyone is happy with the sculpture created. You could take a photograph to keep a record of it. The final sculpture should contain all the ideas the group raised.

(25 mins)

6 Recap the main points made, and use them as a basis for discussion:

How can we contribute to making changes we have seen as necessary?

7 If there is time, you could ‘destroy’ the original sculpture in ways that show these changes happening — this is an empowering way to finish the session and it is fun!

(15 mins)

Facilitator’s notes

1 This is an energising exercise, helpful when people seem tired, muddled or lacking in direction.

2 ‘Living sculpture’ is a method that can be used to express any concept in a visual, physical way, rather than verbally. (it has been used to express empowerment, machismo, etc.) One person acts as sculptor to arrange the others to represent the concept as a tableau or single image. People then take it in turns to be the sculptor and change the sculpture until it represents all the ideas.

*3 It is important to finish the session on a hopeful note: that changes **are** possible.*

4 This activity can be used after discussion about gender roles and needs, or later in the workshop, as a preparation for defining strategies and action plans.

5 A variation of this would be to ask participants to break into small groups, and ask each group to produce a sculpture. Each group then shows their sculpture to the other groups. You can then reconvene the group for discussion, and find ways of combining all the sculptures into a single work of art!

Maseno West: Impact evaluation

Objectives

- 1 To show the positive impact of gender training at grassroots level.
- 2 To show the importance of institutional structural and policy support for the success of gender training.
- 3 To identify possible weaknesses and strategies for further success.

Method

- 1 Give out copies of **Handout 110** Maseno West Case Study to each participant for them to read.
(10-15 mins)
- 2 Divide into small groups to discuss and answer the questions. Ask participants to write the answers on a flipchart.
(30 mins)
- 3 Put up all the flipcharts and ask each group to report back in turn. Ask one group to report on each question, with other groups adding any additional comments.
(30 mins)
- 4 Do a round asking each person to say 'What I can take from this case study to use in my work'.
(15 mins)

Materials

Flipchart, pens, **Handout 110**

Facilitator's notes

1 The most important things to bring out are the need for gender training to be backed up with policies, structures and practices.

2 One of the possible drawbacks could be said to be that it was originally a 'top-down' approach—depending on one man's enthusiasm and commitment to justice.

3 The possibilities for the future include:

a. Introducing a legal rights component to workshops — including property rights, custody of children and writing of wills. (This is already happening in the project)

b. Women-only workshops; support and discussion groups to focus on women-specific issues such as sexuality, sexual harassment, domestic violence, contraception and women's health.

Maseno West gender training for the area community development programme of Kenya

Maseno CPK (Church of the Province of Kenya), is a new diocese located in the Western Provinces of Kenya. Much of the area is drought-prone and there is little local industry. A significant proportion of the male population live and work in the cities, leaving women and families to survive on subsistence farming and the little money sent by the men. Even among the men who remain, post-colonial and cultural patterns of behaviour dictate that they take little responsibility for the bulk of agricultural and domestic labour but continue to exercise control and authority over their families and property. As a consequence, women in the area tend to be overburdened with work and have limited cash to meet household expenses.

The project

In 1990, the diocese appointed a new development coordinator who had experience of working in community mobilisation and in awakening awareness of gender and development issues. He approached Oxfam with a proposal to support a gender and development training component in the diocesan community programme. The proposal's emphasis was on women's over-work, the absence of men from the rural areas and traditional myths about men and women. The development coordinator's strong stand was that the key to tackle poverty was a change of attitudes and behaviour among men in the community.

The programme objectives were:

- 1 To explore ways of involving all community members (both men and women in various development activities.
- 2 To enable community members to examine and change their attitudes towards the different roles of men and women so that they can work together to plan and implement projects.

3 To address the role of male responsibility in the development process, in order to reduce women's work burdens.

These objectives were to be achieved through gender-in-development training workshops for staff, clergy and community.

Training model

The Maseno West's gender-in-development training takes the form of three-day residential workshops. The topics covered include:

- a. The role of women and men in the Bible.
- b. Assumptions about women and men in the culture.
- c. An analysis of the present roles of men and women and what they do daily.
- d. The nature of development and factors which retard development.
- e. Participatory leadership.
- f. Action for development.

The Bible is used as the entry point for addressing the nature of present-day gender relations. The characters and histories of Old Testament figures such as Sarah, Deborah, Ruth, and Abraham, form the basis for debate and discussion. A composite of these biblical figures are developed by the participants as role models for their own lives. The other activities of the workshop such as the 24-hour day and planning for development are all integrated into the biblical model.

In addition to the gender-in-development workshops, gender-awareness training forms part of other workshops and training.

Oxfam's involvement

Oxfam Kenya had been committed to gender work and running gender training courses with partners for many years. The Maseno CPK development coordinator attended one of these courses. After this he submitted the project proposal for gender training in the diocese. Oxfam met with the diocese to discuss gender issues and agree programme objectives. The programme began in 1991 and had continued for two years when the evaluation took place.

The diocese

The influence of the new development coordinator plus constant meetings with Oxfam changed the attitudes and structures of the diocese, for example:

- 1 Policy changes to allow women to seek leadership positions e.g. of the four senior coordinators, three are now women.
- 2 Diocesan structures: the Synod has placed a quota of at least five women in the Synod.
- 3 A women's desk has been set up in the district. In contrast to the Mother's Union, this has no marital or religious conditions of membership.

The evaluation

Two consultants were asked to undertake an evaluation to measure the impact of the project.

Positive impact

- 1 All men interviewed are now engaged in agricultural work they had not undertaken before the training. The tasks included, cleaning, planting weeding, harvesting, tending livestock, and milking cows. Most of the above had been regarded as women's and children's work, with the exception of land clearing. Certain tasks have myths associated with them; for example, in that area there is a belief, that if a man milks a cow he will fall sick and die. The man who related this myth continued to milk, despite the horror of the neighbours.
- 2 Men were undertaking household chores normally carried out by women.
- 3 Many men talked of how they now sit down and discuss financial decisions together with their wives.
- 4 There is now a new respect for the women and what they are engaged in, as partners in development projects and as providers.
- 5 Technical experts and resource persons included women, and self-confidence of women has grown.
- 6 Increased male responsibility for the reproductive role in the family gave children confidence with their fathers, which led to closer and more enjoyable relationships. One result of this was an increased awareness of children's health and well-being. The men now take their children to the health clinics.
- 7 Some men had been ridiculed by neighbours and family as a result of taking on traditionally women's chores. They were mocked for allowing their wives to 'rule over them' and 'sit on them'.

Areas of concern

The project has kept to its objectives and been consistent in stressing both in workshops and in follow-up the need for development activities where women and men share both the work and the benefits of development projects. This is one of the project's strengths.

For women, however, there are many gender issues of importance which cannot be addressed within this development model. The CCS team is aware of this limitation, particularly of the lack of activities that can address women's strategic gender needs. The present training model concentrates on gender relations between couples and nuclear families. It does not address women's capacity and rights to live independently and unmarried if they choose. One young woman said that the workshop made her realise her need for a husband; she had thought she could live alone, but now she thought she needed a husband to help her with 'all the work'.

Questions

- 1 What helped to contribute to the success of the project?
- 2 What are the possible drawbacks and difficulties?
- 3 What could be done in future to help to take the gender work further in this project?

Setting priorities

Objectives

- 1 To start focusing on strategies.
- 2 To provide space for women and men to express what they think the priorities are for gender-focused responses.

Method

- 1 Display the cards with the statements on the floor and explain the session. (See **Handout 111**)
(5 mins)
- 2 Divide the participants into three mixed groups and ask them to prioritise and to arrange the cards: those with which they most agree on the top and those with which they least agree at the bottom; with the rest in the middle, thus forming a diamond.
(45 mins)
- 3 Compare the priorities of the three groups and discuss similarities and differences with the whole group.
(10 mins)

Materials

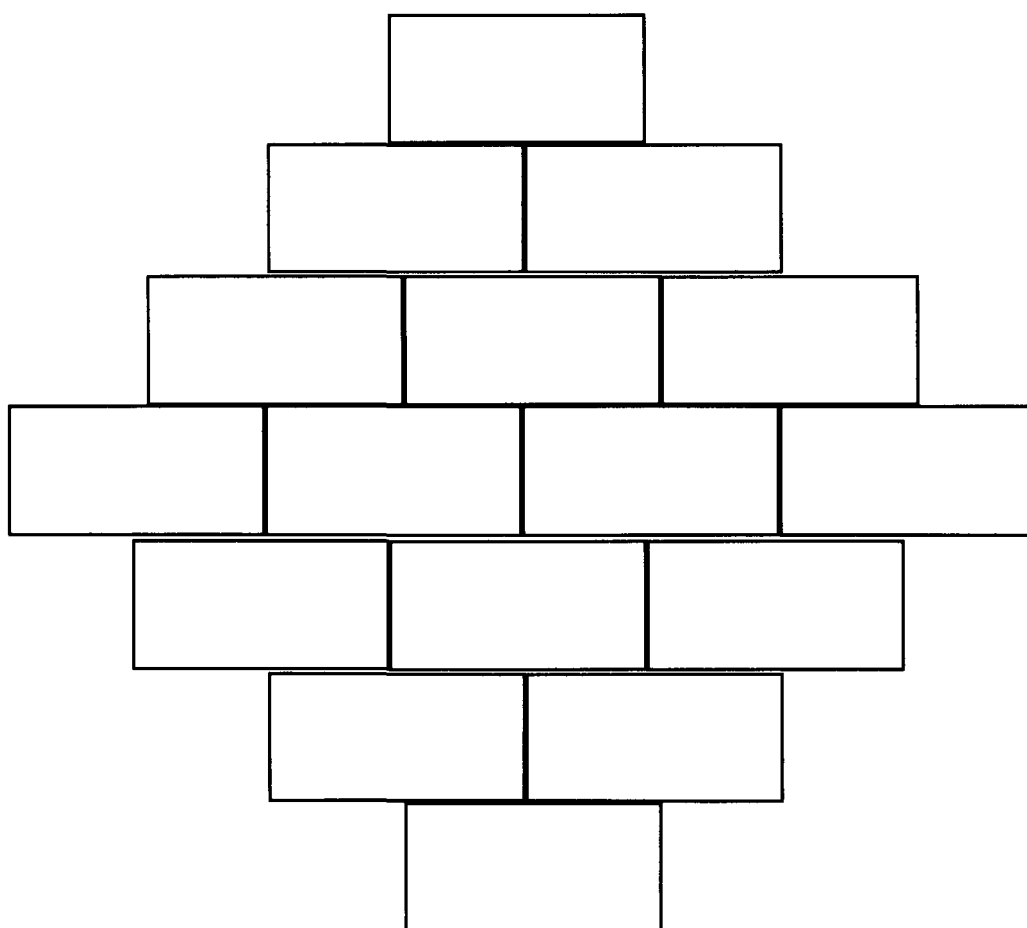
Cards cut from **Handout 111**.

Facilitator's notes

1 You could also use, in conjunction with this activity, or just before or after it, Activity 92 Sculpture: What Needs to Change.

2 The statements are samples, adapted from a training workshop on conflict—you can adapt these further or use your own, more appropriate to your needs and the experience of the participants in your workshop.

Priorities Statements: Diamond activity



<p>1 In times of acute crisis everyone has the same basic needs</p>	<p>2 It is dangerous for NGOs to send women into conflict areas.</p>	<p>3 The first priority to strengthen women's capacities to cope with conflict is to meet their productive needs.</p>	<p>4 The first priority to strengthen women's capacities in times of conflict is to look at their organisational involvement.</p>
<p>5 Women tolerate physical stress better than men do.</p>	<p>6 A major strategy to ensure gender is incorporated into development and emergency responses is to promote research.</p>	<p>7 Protection of women against violence should be a priority in all responses and programmes, both development and relief.</p>	<p>8 Health interventions should prioritise women's health.</p>
<p>9 Women are the best informed members of the community: they are aware of existing resources in different households and different household members.</p>	<p>10 Rape is a feature in many conflict situations. NGOS must do something about it in culturally appropriate ways.</p>	<p>11 NGOs should strengthen the organising capacities of all community members. Strengthening only women's organisations creates divisions in rural or urban communities.</p>	<p>12 In situations of acute crisis, existing community structures tend to be male dominated. NGOs are not in a position to question these structures.</p>
<p>13 In situations of acute crisis you can only work on women's basic needs, not their strategic interests.</p>	<p>14 Strengthening the participation of women in local structures can only be done if their participation is acceptable to other community members.</p>	<p>15 In situations of conflict a priority intervention for NGOs is to work with men to adjust to new realities.</p>	<p>16 Societies where gender relations are more egalitarian are better able to adjust to changing gender patterns in recovery phases.</p>

Introducing gender to our organisations

Objectives

- 1 To help people to find ways of introducing gender into their organisation.
- 2 To give people the chance to act out ways of dealing with a new or difficult situation and possible hostility.

Method

- 1 Tell the group the purpose of the role play, what you are going to do, and what it should show. (For example, dealing with hostility from people in their organisations when they return from a workshop on gender.)
- 2 Stress that people should feel free to use the activity as a way of trying out their own strategies.

There are two options:

- i. Demonstrate the role play with other people from the group. You could choose to do it in a way that would not work well on purpose. You could then invite people to come up and try out their own strategies.
 - ii. Leave out the demonstration and invite people from the large circle to come up and try out their strategies.
- 3 Let the participants try out their strategies. Give support for people taking risks. (15 mins)
 - 4 After 20 minutes ask people to come out of their roles and return to the large circle.
 - 5 Ask the group which strategies worked the most effectively.

6 Ask them what were the characteristics of the effective strategies. Write these up on flipchart

7 This was used at a workshop after one participant talked about the hostility she expected from her male comrades when she went back to her organisation after the gender workshop. She was asked to take on the role of one of the men and say the kind of things she would expect him to say. She stood in the middle and greeted various women who took it in turns to role play her returning to her organisation.

Facilitator's notes

1 This activity has been used in South Africa in a popular education workshop. We have adapted it a little for use in this Manual.

2 This is a fairly open activity and participants can adapt it to suit their own situations.

(Source: On our Feet: Taking Steps to Challenge Women's Oppression, CACE, UWC, South Africa.)

SWOT Analysis

Objectives

- 1 To identify the strengths, weaknesses, opportunities and threats participants face in promoting gender-sensitive work.
- 2 To prepare for the identification of strategies for gender-sensitive work.

Method

- 1 Explain the SWOT analysis, based on **Handout 112**. *(5 mins)*
- 2 Pose the guide question: What are the strengths, weaknesses, opportunities, and threats that you have in relation to promoting a gender-sensitive approach in your work?
- 3 Divide the participants into small groups, by country or organisation if appropriate (preferably no more than four groups), and ask each group to discuss their ideas and experiences, writing down main points on paper.
- 4 If the groups need help in their discussion, offer guidance at this point.
- 5 Give each group a copy of **Handout 112** and of the SWOT chart (**Handout 113**), and ask them to fill it out drawn on prepared newsprint. *(1 hr)*
- 6 When each group has filled up their chart, put up each newsprint for discussion.
- 7 Lead an analytical discussion of the charts, comparing and categorising the items on them *.(30 mins)*

Materials

Flipchart, paper, pens
Handout 112 and 113

Facilitator's notes

1 The small groups will need guidance in brainstorming ideas — don't allow lengthy discussions to develop, but encourage participants to write their ideas down as they come.

*2 This activity can lead into **Activity 97 Recommendations for Integrating Gender** or to **Activity 98 Goals and Action Plans**.*

SWOT Analysis

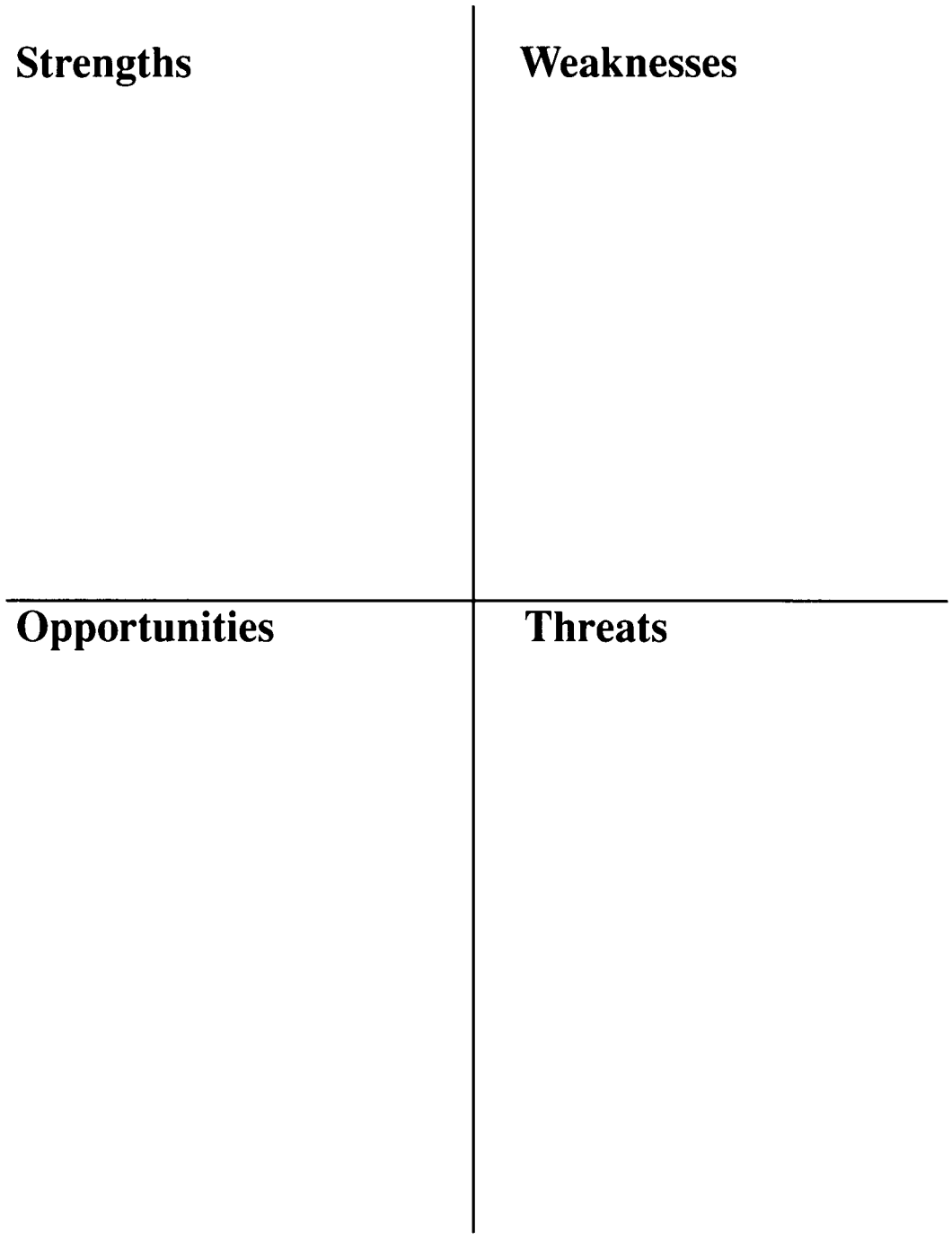
1 The SWOT analysis is designed to help people to identify the internal strengths and weaknesses of their organisation or group, in relation to the opportunities and threats presented in the external environment.

Guide questions for this are:

- What major external opportunities do we have?
- What major external threats do we face?
- What are our major internal strengths?
- What are our major internal weaknesses?

2 This is part of a process of strategic planning, one of whose essential components is examining the relationship between internal and external environments. This should give organisations and groups the basis for identifying strategic issues, and to develop strategies.

SWOT Analysis Chart



Recommendations for integrating gender

Objectives

- 1 To formulate recommendations for integrating gender into the organisation's programmes.

Method

- 1 Explain the session, going through the differences between aims and objectives, and explaining the importance of tying recommendations clearly to aims and objectives. Use SMART to explain how to set objectives. (See Facilitator's notes)

(15-20 mins)

- 2 Divide the participants into four thematic groups:

- assessment/monitoring
- management, staff development issues
- work with NGOs
- priority interventions and ways of working with women.

Ask each group to suggest one aim and not more than three objectives. They should produce two recommendations to achieve each objective.

(15 mins)

- 3 Ask each group to put up their newsprints on the wall and to select a presenter to present them to the whole group.

(40 mins)

- 4 Summarise the discussion, picking out highlights and filling in gaps.

(10 mins)

Materials

flipcharts, pens

Facilitator's notes

1 This activity should directly follow the SWOT Analysis (Activity 96) so that recommendations for action arise from the factors identified in that session. The participants should have their SWOT charts, and if you managed successfully to categorise the items, refer back to the discussion and points recorded on the newsprint.

2 It may be useful to remind participants to be clear about their aims as they do this activity — they should have these aims in mind in order to set out their objectives. They need to identify their aims and objectives clearly in order to come up with recommendations for what they want to achieve.

3 Remind them of the difference between aims (overriding, general, guiding, long-term, open) and objectives, which should be specific, measurable, achievable, relevant and timebound. The acronym SMART helps people to remember these criteria.

Action plans

Objectives

- 1 To enable the participants to identify their aims and define their objectives.
- 2 To enable the participants to draw up Action Plans, individually or in appropriate groups.

Method

- 1 Divide the participants into groups according to their organisations or countries as appropriate. Otherwise, suggest they form small groups of three or four people, and work out their goals and plans individually, but in discussion with others in their group. Ask each team to discuss and list on newsprint:

- a. What are your aims and objectives?
- b. What are (i) the obstacles (ii) the positive forces that will hinder or help you to achieve them?

(If you have done the SWOT analysis, participants can refer back to this.)

- c. What can be done to decrease the obstacles and increase the positive forces? Consider these in terms of strategies you can adopt.

(1 hr)

- 2 Ask the participants to formulate their Action Plans. These should outline the action they will take to achieve their aims and objectives. They should list the actions, and clarify who will take it, and set a time for it. Emphasise that the Action Plans should be realistic and include how and when they will be implemented. They should be drawn out on newsprints.
- 3 Remind the group that their objectives should be SMART (specific, measurable, achievable, relevant and timebound). See also **Activity 96** SWOT Analysis.

- 4 Ask each group of participants to share their Action Plans in the plenary, putting them up on the wall.

(30 mins–1 hr)

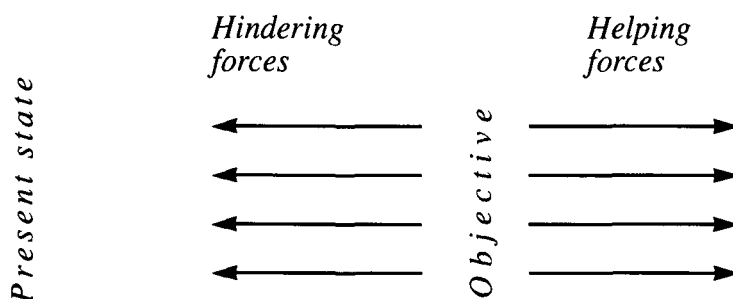
Materials

flipcharts, pens

Facilitator's notes

1 This is similar to **Activities 96 SWOT Analysis and 97 Recommendations**. You could adapt the SWOT activity by adding the Action Plan (Steps 2-4) to it.

2 The obstacles and positive forces and the elements that will help or hinder can be represented graphically in a 'force-field analysis':



This highlights the need to work on boosting helping forces as well as decreasing hindering forces. It also helps to clarify which forces are worth putting energy into, in order to try and change.

- 3 It is important that each participant should have a copy of their Action Plan, so that they can show it to their manager or team, develop it further, and act upon it.
- 4 There is a tendency for Action Plans to be filed and forgotten after the excitement of training has been overtaken by the pressing problems back in the 'real world', outside the training centre. Encourage people to list specific objectives that they will be able to implement.