

# INSTITUTIONAL TRAINING

## Module 1.5: SOCIAL AND GENDER AWARENESS



## ACKNOWLEDGEMENTS

The materials used to develop this training module were developed and compiled by a number of individuals and organisations over the past 15 years as part of the Namibian CBNRM Programme. Acknowledgement is thus given to all contributing NACSO members, NACSO's international development support partners, and the individual and collective experiences of the NACSO members and partners who made the production of this module possible. The further development of the training material has been made possible with support from MCA Namibia.



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## GENERAL TRAINING TIPS

### Preparation:

- Prepare each session in advance and ensure all necessary materials and visual aids are available (use visual aids wherever possible to enhance your training)
- Be aware of local customs – remember to open and close the training day with a prayer and give due recognition to any traditional leaders or other important community leaders present
- Provide translation services where necessary (this will need to be arranged in advance – it may not be appropriate to ask a participant to translate)
- Plan all workshop activities in consultation with women, making sure that the time and place of the training activities are convenient for both men and women
- When announcing training events, specifically motivate women as well as men to attend

### General training and presentation guidelines:

- Use good time management to ensure every aspect of your training is completed – but take into account the possible need for translation and be prepared to slow down if necessary to ensure that all participants understand
- When using examples in order to explain something, use ones that are relevant to both women and men (e.g., don't compare a process to a car's engine)
- When you notice that mostly men participate in discussions, ask specific women for their opinion
- Maintain good eye contact with participants
- Speak clearly
- Keep your training language simple and appropriate to your audience
- Bridge one topic to the next
- Provide clear instructions for activities and check to see if your instructions are understood
- Where appropriate summarise each component of the module in a participatory manner
- Avoid reading from this trainer's manual

**PTO**



### Visual presentation:

- Write clearly and boldly if using flipcharts
- Keep your visual aids clear – avoid blocking participants' view of visual aids

### Involving the participants:

- Encourage questions and participation
- Ask questions to get participants thinking about the topic and key issues
- Keep the group focused on the task, but take breaks if participants are tired and losing concentration – be aware of body language and use icebreakers where applicable. Ask participants to come up with icebreakers to enhance participation
- Be patient and courteous with all participants
- Talk to your participants and not to the flipchart
- Acknowledge the comments and feedback from participants



**NB:** Where we wish to indicate that text in this module refers to an activity that training participants are expected to undertake, we have employed this little icon.



## ABOUT MODULE 1.5: SOCIAL AND GENDER AWARENESS

<p><b>OBJECTIVES:</b> People who receive training in MODULE 1.5 will gain knowledge on:</p>	<ol style="list-style-type: none"> <li>1. The range of social issues and challenges faced by the conservancy community, including HIV/AIDS</li> <li>2. Using social awareness to create and implement management plans and activities that allow for the inclusive participation of all conservancy members</li> <li>3. Creating equitable opportunities for employment and income generation in the conservancy for all members of the community</li> <li>4. The importance of female and male participation and representation in all conservancy activities</li> <li>5. Practical ways of ensuring gender balance in participation and decision making through women's empowerment</li> <li>6. Creating a Gender Action Plan to improve gender balance in conservancy governance and to address gender issues within conservancy management</li> </ol>
<p><b>COMPETENCIES:</b> People who receive training in MODULE 1.5 will be able to:</p>	<ol style="list-style-type: none"> <li>1. Detail the social issues that impact on their conservancy community members</li> <li>2. Use social awareness to produce and put into practice management plans and activities that allow for the inclusive participation of all conservancy members</li> <li>3. Explain how to create equitable opportunities for employment and income generation in the conservancy for everyone in the community</li> <li>4. Show a detailed understanding of gender issues and how to address gender issues within the conservancy</li> <li>5. Explain how to improve gender balance in conservancy governance</li> <li>6. Develop specific actions to address gender issues in the conservancy</li> </ol>
<p><b>MODULE 1.5 is intended for:</b></p>	Conservancy Staff, the Conservancy Manager and the Conservancy Committee
<p><b>Duration of MODULE 1.5:</b></p>	The training for this Module will usually last 2 days

To train this MODULE 1.5 you will need to have (enough for everyone):	Check
Flipchart stand, sheets and different coloured marker pens ("kokies")	<input checked="" type="checkbox"/>
Module 1.5 Handouts #1 – #3 (you will need to make several duplicate copies of Handout #2 for each participant)	<input type="checkbox"/>
Prepared Flipchart Sheets #1 and #2 if you prefer to use them (can be laminated for duplicate use)	<input type="checkbox"/>
Paper and pens for participants	<input type="checkbox"/>
Any existing relevant documents: conservancy HIV policies; the <i>Labour Act</i> ; the Namibian Constitution; conservancy constitutions; the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) etc.	<input type="checkbox"/>



**The training of this MODULE 1.5 will follow generally this schedule:**

TOPIC 1:	What is social awareness?
TOPIC 2:	Addressing social issues impacting on our conservancy community
TOPIC 3:	Equitable access to decision making and other conservancy-related activities and opportunities
TOPIC 4:	Understanding gender and the importance of female and male participation and representation
TOPIC 5:	Gender analysis and gender balance in participation and decision making
TOPIC 6:	Developing a Gender Action Plan
SELF-ASSESSMENT:	Assessing participants' understanding of this Module (Handout #3)

**NOTE TO TRAINERS/FACILITATORS: HOW TO USE THIS TRAINER'S MANUAL**

Sometimes, topics have been divided into 'sessions', with amounts of time allocated to them. These time frames are a guide only, and trainers/facilitators might need to adapt them as they deliver the Module.

In Topic 3 and Topic 5 (Sessions 1 and 2), participants will work in separate 'conservancy groups' in the event that more than one conservancy is represented at any given workshop. The same will apply to the activity leading to the creation of a Gender Action Plan in Topic 6. This is in order to create products from the activities that are conservancy-specific.

If it is appropriate to do so, i.e., men and women are fairly equally represented at a workshop, it may also be useful to divide participants into two groups, according to gender, for certain other activities in order to get two contrasting sets of responses to a question or idea.



## KEYWORDS and ACRONYMS for this MODULE

<b>AIDS</b>	Acquired Immune Deficiency Syndrome: the stage an HIV-positive individual reaches when there is a severe loss of immunity, greatly lowering the body's resistance to infection. See explanation of HI virus below (HIV)
<b>CC</b>	Conservancy Committee
<b>CEDAW</b>	The Convention on the Elimination of All Forms of Discrimination against Women. Adopted in 1979 by the UN General Assembly, this is often described as an international bill of rights for women
<b>equitable access</b>	An approach that ensures that everybody has fair and impartial access
<b>equitable opportunities</b>	An approach that ensures that everybody has a fair and identical access
<b>gender</b>	The condition of being male or female (usually used in a social and/or cultural context). Gender roles are dynamic and can change over time
<b>gender analysis</b>	The methodology for collecting and processing information about gender. It provides disaggregated data by sex, and an understanding of the social construction of gender roles, and how labour is divided and valued. Gender analysis is the process of analysing information in order to ensure that development benefits and resources are effectively and equitably targeted to both men and women, and to successfully anticipate and avoid negative impacts development may have on women and men
<b>gender equality</b>	Gender equality refers to equal opportunities and outcomes for women and men. This involves the removal of discrimination and structural inequalities in access to resources, opportunities and services, and the promotion of equal rights. Equality does not mean that women should be 'the same' as men. Promoting equality recognizes that men and women have different roles and needs, and takes these into account in development planning and programmes
<b>gender equity</b>	Gender equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power, and that these differences should be identified and addressed in a manner that rectifies the imbalances between sexes
<b>HIV</b>	Human Immunodeficiency Virus: a virus transmitted in blood and sexual fluids that lowers the immune response of the human body
<b>inclusive participation</b>	An approach to participation that involves sections of the community e.g. old, young, disabled, men, women, rich, poor etc
<b>sex</b>	The classification of an animal (or person) as male or female on the basis of their reproductive organs and functions





## INTRODUCTION

- 1** **LIST:** The **objectives** of Module 1.5 by writing them on a flipchart sheet and explain them to participants. (To save time you may prefer to have Flipchart Sheet #1 prepared in advance, or even laminate this one and the next for duplicate use).

**Objectives of this workshop: you will gain knowledge on –**

1. The range of social issues and challenges faced by the conservancy community, including HIV/AIDS
2. Using social awareness to create and implement management plans and activities that allow for the inclusive participation of all conservancy members
3. Creating equitable opportunities for employment and income generation in the conservancy for all members of the community
4. The importance of female and male participation and representation in all conservancy activities
5. Practical ways of ensuring gender balance in participation and decision making through women's empowerment
6. Creating a Gender Action Plan to improve gender balance in conservancy governance and to address gender issues within conservancy management

- 2** **LIST:** The **competencies** of Module 1.5 by writing them on a flipchart sheet and explain them to participants. (To save time you may prefer to have Flipchart Sheet #2 prepared in advance).

**People who receive training in Module 1.5 will be able to:**

1. Detail the social issues that impact on their conservancy community members
2. Use social awareness to produce and put into practice management plans and activities that allow for the inclusive participation of all conservancy members
3. Explain how to create equitable opportunities for employment and income generation in the conservancy for everyone in the community
4. Show a detailed understanding of gender issues and how to address gender issues within the conservancy
5. Explain how to improve gender balance in conservancy governance
6. Develop specific actions to address gender issues in the conservancy



## TOPIC 1: What is social awareness?

**ASK: What do we mean by the term 'social awareness'?**



Ask the participants to consider this question, and then ask for individual volunteers to present a quick suggestion while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'What is social awareness?' and then ask other people to add their contributions (also add to the flipchart sheet).

2

**EXPLAIN:** Social awareness is **a recognition of the welfare issues and challenges that different societies and communities face on a day-to-day basis that hamper their development**; it is also sometimes known as 'social consciousness'. It also implies a recognition of the resources that allow for opportunities for growth, development and the solving of social problems.

**ASK: What kind of problems do different societies face today?**




Ask the participants in pairs to consider this question, and then ask each pair to offer some quick suggestions (write these on the flipchart sheet under the title 'What problems do societies face that impact their welfare?') and then ask other people to give their contributions (also add to the flipchart sheet).

**NB:** Make sure that participants understand that **this is a general question**. You are asking them to think not just about Namibian communities, but ones in other countries too, i.e., **global social issues**. Don't forget to add any important points that participants may miss out. The final list will look something like this:

Poverty	Privacy	Censorship
Climate change	War	Natural disasters
Disease	Gun control	Suicide
Crime	Migration	Pests/wild animals
Malnutrition	Gambling	Sexual assault
Pollution	Man-made disasters	Prostitution
Oppression	HIV/AIDS	Incest and child abuse
Education	Civil rights	Communications
Abortion and birth control	Mental health	Breakdown of the family
Overpopulation	Disability rights	Environmental degradation
Inequality	Racism	Housing
Gangs	Social exclusion	Illiteracy
Ageism	Lack of infrastructure	Alcohol
Personal safety	Human trafficking	Orphans/baby dumping
Tribalism	Overcrowding	Religious fanaticism
Corruption	Drugs	Intolerance
Violence	Discrimination	
Sexism	Justice	




**NB:** This is a very comprehensive list and some issues listed may seem to some participants to be the same thing (or almost the same thing). It may therefore be necessary for you to explain, for example, the distinction between issues to do with 'education' (lack of education; poor educational standards; expensive education; inability to access education) and 'illiteracy' – where people who have not been able to access education as children are now unable to read and write as adults in either their home language and/or the first language of their country.

4  Now ask participants to identify which of the problems identified in the previous step **are applicable to the Namibian context, and which are not.** Place a tick ( ✓ ) next to those identified as being applicable to Namibia and a cross ( ✕ ) next to those that participants do not think are very important in Namibia.


5 **EXPLAIN:** As I think we have just seen, some issues are relevant to all societies globally, regardless of where they are. Others are more specific to a particular place (or time).

**ASK: What is the importance of social awareness?**

6  Ask the participants consider this question, and then ask for individual volunteers to present their views while the rest of the group listen and comment. Write the first few participants' contributions on the flipchart sheet under the title 'What is the importance of social awareness?' and then ask other people to add their contributions (also add to the flipchart sheet).

7 **EXPLAIN:** There are three main reasons why the development of social awareness is important:


1. So that we can **identify an issue or challenge** that is affecting a sector of our community, or all of our community, in a negative way.
2. So that we can recognize **why this issue or challenge currently exists.**
3. So that we can find ways of **addressing this issue or challenge** so that it ceases to affect this sector of our community/all of our community in a negative way, or its effects are at least reduced.

8  Ask the participants to look at the list you drew up previously of global social issues. Ask them to briefly offer reasons as **to why a particular global issue exists**, and then in a short plenary session brainstorm how its effects could be reduced or removed altogether. You can use this example to explain what you wish participants to do, if necessary:




- 9 **EXPLAIN:** The global climate is changing. Unpredictable weather patterns and incidents of extreme weather events mean that agricultural and rural societies, in particular, can be negatively affected. Most scientists believe that climate change is caused by man-made pollution. Governments can address such pollution long term at national and global levels through policy-change, incentives/disincentives and legislation, but at the local level, more immediate actions may be necessary to improve the livelihoods of people who are losing their crops, for example, due to drought. Drought-resistant strains of plants are being developed and piloted to tackle this issue.

**NB:** Allocate a bit of time to this activity so that **participants have a chance to analyze ten or so global social issues listed and offer some solutions.** These do not have to be issues especially relevant to the Namibian context at this stage as we are still only looking at the 'social awareness' concept generally.

- 10  Ask the participants to look at the list you drew up previously of global social issues. Ask them to offer suggestions as to **why certain global social issues may be difficult for people to acknowledge or discuss**, and then in a brief plenary session brainstorm why this might be. You can use this example to explain what you wish participants to do:

- 11 **EXPLAIN:** Some social issues are sensitive and need to be handled in a compassionate, confidential and understanding manner. For example, it can sometimes be difficult for people to acknowledge that they are unwell, especially if there is the potential for them to lose their job if their employer finds out, or if they will suffer discrimination in their community if their condition is known. This is even the case when the person who is unwell is perfectly able to perform his/her duties at work and at home. HIV/AIDS is a global problem, but it has had a particular impact in sub-Saharan Africa, where infection rates are high. Any person may be reluctant to reveal his/her HIV-positive status for fear of discrimination but this may be especially true of someone in a tight-knit and small rural community, where everybody knows everyone else. Discrimination and secrecy may result in partners not divulging their status thus infecting the partner. By admitting to be positive, people might lose their jobs and livelihoods at a time when they need them more than ever.

**ASK: What do you consider to be the major issues affecting your conservancy?**

- 12 Ask the participants to look at the list you drew up previously of global social issues. Ask them to offer brief suggestions as to **which social issues are especially relevant at their conservancy/conservancies**, and then in a short plenary session brainstorm why this might be. You can use this example to explain what you wish participants to do: 

- 13 **EXPLAIN:** Namibia has the fifth highest HIV infection rate in the world. This not only creates devastating impacts on individual households but also



inevitably affects the broader community as well as it results in child-headed households, orphans, and other situations where family livelihoods and dynamics are altered in negative ways.

**NB:** Allocate a bit of time to this activity so that participants have a chance to analyze 3 (or more) key social issues listed previously that have a special relevance at their conservancy, and also offer some reasons why people may be reluctant to reveal or discuss them. Try to encourage participants to **now identify social issues that are especially relevant in the Namibian context**, and to explain why these might be difficult for certain people to reveal or discuss.


**14** **SUMMARISE/LINK:** This initial Topic 1 looked at the concept of social awareness. We identified together a long list of global social issues and then thought about which of these has a special application in the Namibian context. We then looked at why social awareness is important generally for identifying, analyzing and reducing (or eradicating) a social problem. Finally, we examined possible reasons why some global social issues exist and how they might be addressed, and then identified some social issues relevant in the Namibian context that may be difficult for people to acknowledge or discuss. In the next topic of this training we are going to explore these social issues that have negative impacts on our conservancy communities in far more detail.

Let's just go back and look at our objectives for this workshop to confirm that we are 'on track' so far (refer back to the first flipchart sheet – or prepared Flipchart Sheet #1). Does anyone have any questions before we move on to the next topic?




## TOPIC 2: Addressing social issues impacting on our conservancy community

**DISPLAY:** The flipchart sheet from Topic 1, activity step 3/4.


- 1**  Ask the participants to look back to the list that you created together during Topic 1 that showed global social issues. Remind them that they identified with a tick those issues that they felt were especially relevant in the Namibian context.

Now ask participants to suggest which of the identified issues that have been ticked are of especial concern **at their own individual conservancy** (they should work to identify five or six). If participants from more than one conservancy are present at a given workshop, it may emerge that different conservancies will prioritise different social challenges or problems. In this case you may wish to underline each suggested issue with a different coloured pen according to the conservancy that identifies it.

- 2**  If there is time and you have fairly equal numbers of men and women at a particular workshop, you could then divide participants into two groups according to gender and ask them to reprioritise issues on the list. Each group should **identify five or six key priority issues in order to establish which issues are of special concern to each gender**. Discuss the lists produced by this activity and identify which issues are important to both genders equally, which are more important to men, and which have been prioritised by women. Ask participants to suggest why the different genders might have different priorities in regards to social issues.

- 3** **EXPLAIN:** As we develop our social awareness we become more skilled at recognizing the different challenges that the various sectors of our communities face, and why these issues exist. This is the first step towards developing mechanisms for addressing these issues within the conservancy context.


**ASK: Who is affected by a general social issue at our conservancy?**

- 4**  Ask the participants to look back to the list that you have just worked on together. Remind them that it shows social issues that have been established as being of special significance at their own conservancy/conservancies. Now ask for suggestions **for issues that affect everyone in the conservancy**. Write these out on a new flipchart sheet under the heading 'Everyone in our conservancy.....' You could give the following as an example:



**EXPLAIN:** You could elaborate on this by saying: 'Crime is an issue that affects everyone. Obviously, if someone breaks into your home when you are there, or robs you in the veld, this is a traumatic event. Even if you come home to find that someone has taken the washing off your line, this is still upsetting and costly to deal with as you will have to try to replace the items that have been taken. But even if you are not a direct victim of crime you, your family and your community have to be on constant guard against criminals and this will have a day-to-day impact on the lives of everybody – how they safeguard the things they own, where they go, and how they behave towards people they don't know.'


**SUMMARISE:** There are some social issues that **tend to affect everyone in a certain place** and in this training we are looking at the conservancy area so these social issues are affecting all members of the conservancy community, although some may be affected more than others.

**3** Ask the participants to look back to the list that you have just worked on together in Step 1, above. Now ask for suggestions **for issues that only affect certain groups of people in the conservancy**. Write these out on a new flipchart sheet under the heading 'Some people in our conservancy.....' You could give the following as an example: 

**4** **EXPLAIN:** You could elaborate on this by saying: 'Some people in our community do not have enough cash to pay the school fees for their children. These parents and guardians only need a small sum to send their children to school but right now they do not have the sums necessary'.

**NB:** Depending on the area, you may also refer to specific marginalized communities (e.g., the San) who may be experiencing particular issues, or people who need medical attention or treatment but lack access to transport to travel to distant health facilities.

**5** **SUMMARISE:** There are some social issues that **tend to affect everyone in a certain group of people that share something in common**, and in this training we are looking at the conservancy area so these social issues are affecting groups of people within the conservancy community, although some may be affected more than others.

**6** Ask the participants to look back to the list that you have just worked on together in Step 1, above. Now ask for suggestions **for issues that affect only certain individuals in the conservancy**. Write these out on a new flipchart sheet under the heading 'A few individuals in our conservancy.....' You could give the following as an example: 



**EXPLAIN:** You could elaborate on this by saying: 'There is a woman at a conservancy who has all the abilities and skills to do a good job as the conservancy chairperson but she never puts herself forwards to be elected because she feels that she does not have the support at home that would allow her time to do the job well.'

7

**EXPLAIN:**

- When everyone is sharing the same experience, including us, it will be easy for us to use our social awareness to understand the collective challenges and come up with solutions together.
- When we do not share the same experience as a smaller group or an individual, it can be harder for us to appreciate the issues, recognize a solution, and work to create a way out of a dilemma with them. In these instances, obviously the best people to develop strategies to address certain problems will be those most affected by them, as they have the best understanding of the complexities of any given situation.
- Sometimes it can be difficult to get groups of people or individuals to communicate, or come to meetings, or participate in the decision-making process and offer inputs. This is why our conservancies need to create formal mechanisms, in the form of plans and activities, for developing a fully inclusive and equitable approach for actively dealing with social issues that are having negative impacts on our community members.

8

**SUMMARISE/LINK:** In Topic 2 we looked in great detail at the particular social challenges and issues faced by members of our own conservancy community – collectively; as discrete units of similar people sharing a common characteristic or situation; and as individuals. We then started to look at the mechanisms and activities available to the conservancy for addressing these social issues generally. In the next topic, we will explore these strategies in more detail.

Let's just go back and look at our objectives for this workshop to confirm that we remain 'on track' at this stage of the training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?






## TOPIC 3: Equitable access to decision making and other conservancy-related activities and opportunities


**1** **EXPLAIN:** In this Topic 3 we are going to discuss equitable access to decision-making processes and other conservancy-related activities and opportunities. Let's look together at the different terms and concepts that we are going to use:

- 'Equity' means actions based on fairness, impartiality, and justice. Therefore when we talk about 'equitable access', we are referring to whether all sectors of the community have equal and fair access to all resources, opportunities etc.
- Another phrase we may use is 'gender equality'– which is an absence of discrimination on the basis of a person's gender in terms of opportunities and allocation of resources or benefits.

**2**  Ask the participants to name **key decisions, actions and activities** that have been made or carried out within the conservancy over the last 12 months. Write each of the participants' responses on top of a separate flipchart. The final list may look something like this:

- Benefits distribution within the conservancy.
- The Annual General Meeting.
- Employment opportunities within the conservancy.
- Approving conservancy plans.
- Approving the Annual Budget.
- Election of the Conservancy Committee.
- Construction of a campsite, roads etc.

**NB:** If participants come from a number of different conservancies, then they should do this activity in their 'conservancy groups', in which case you will have to draw this table out several times (you may therefore prefer to photocopy in advance handout sheets of the table that you have drawn, one per group, if this means you do not have to draw out lots of different tables on separate flipchart sheets).

**3** For each flipchart with a decision/activity/action ask participants (either all together or in conservancy groups) to identify 

- **who is involved in each decision/action or activity** (e.g., all conservancy members; Conservancy Committee etc.)
- **whether it was mostly men, mostly women, or men and women equally who were involved** in the decision/action or activity



- **Whether it was mainly elderly, mainly youth, or a mixed age group who were involved** in the decision/action/activity
- **Whether it was mainly powerful people, less powerful people or a mixed group involved** in the decision/action/activity


If applicable (depending on the ethnical composition of the conservancy) whether it was mainly people from one ethnic group involved or whether it concerned a mixed group.

**4** Write the responses of the participants on flipcharts in the following way:

Decision / action / activity

Who is involved? (I.e. conservancy committee, conservancy members)

- Mostly men / mostly women / men and women equally
- Mostly elderly / mostly youth / mixed age group
- Mostly powerful people / mostly less powerful people / mixed group
- (If applicable) Mostly San / mostly Herero / mixed ethnicity

**5** Facilitate a plenary session during which participants use the completed table(s) to **explore issues of equitable access** in terms of decision-making processes, actions, and activities at their conservancy. They should use their flipcharts to identify whether truly equitable access to decision-making processes, actions, and activities is already in evidence for all at their own conservancy, and also identify where there are shortcomings. 

**6** **EXPLAIN:** It is important to involve both men and women in decision-making processes, and also allow both genders to contribute equally to other conservancy actions and activities, as well as to access opportunities (such as income-generation) on an equal footing. This is also true of other sectors of the community that may have been traditionally or historically marginalized or alienated from such roles.

**NOTE:**

- Conservancies must be fair and just in the actions that they carry out.
- Discrimination on the bases of gender, or indeed in any other regard, is not to be tolerated since it is against the Namibian Constitution, i.e., it is illegal.
- Fully involving both men and women in all conservancy activities allows for the voices of everyone to be heard and enhances ownership over conservancy activities and actions.



**ASK: What can be done in our conservancy to enhance equitable access to decision making and other opportunities within conservancy?**



Refer participants to the flipcharts you have compiled one last time and ask them to identify **ways that a lack of equitable access can be addressed through practical measures** at their conservancy. Discuss their solutions together to evaluate which are feasible and could be put into practice straight away. **NB:** If it is appropriate to do so, you could also divide participants from a single conservancy into two groups, one of men and one of women, to do this activity.

Note to facilitators: practical measures to increase equitable access could include:

- Ensure activities are accessible to illiterate people
- Ensure that time and place of activities are suitable for women and vulnerable groups
- Allow women to bring small children to meetings or training activities
- Stress the importance of participation of all groups and specifically invite women / youth / elderly / ethnic minorities to participate in activities or decision making processes
- In case of selling of natural resources; stimulate individual sales of products, rather than men selling household produce
- Ask women / youth / elderly / ethnic minorities for their opinion during meetings
- Ensure that activities have no financial entry requirements

8

**SUMMARISE/LINK:** In Topic 3 we looked at ways to make sure that all members of the conservancy community are part of decision-making processes, both by ensuring their representation on the relevant bodies and at the appropriate meetings etc., but also by encouraging the inputs of groups that may have been historically or traditionally reluctant to contribute, for example. We then went on to look at strategies for opening up opportunities for all members of the community in terms of jobs and income-generation.

Up to now in our training, we have been looking at a range of social issues and challenges that have impacts on our conservancy community, or sectors within that community, and have explored how to address these negative effects. We are now going to spend the rest of the training dealing more specifically with the issues that arise out of gender imbalance.

Let's just go back and look at our objectives for this workshop to confirm that we are still 'on track' at this stage of the training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?




## TOPIC 4: Understanding gender and the importance of female and male participation and representation

### Session 1: What is 'gender'? (*Approximately 90 minutes.*)

**NOTE:** The aim of this first session is to get participants involved in recognizing the difference between the **concept of biological sex and that of gender**. In the remaining activities in this workshop especially, it is important to actively encourage the participation of women.

**1** **EXPLAIN:** Session 1 of Topic 4 will focus on **developing an understanding of the concept of 'gender'**.

**ASK: What are the differences between men and women?**

**2**  Let the participant group brainstorm this question, and write the contributions on a flipchart with the title 'Differences between men and women'. Depending on the contributions of the group, encourage them to include roles, tasks, characteristics, and biological differences.

**NOTE:** Differences could include:


- Women look after children
- Men look after cattle
- Women fetch water
- Men build houses
- Women cook
- Men drink more alcohol
- Women gossip more
- Men are the boss in the house
- Women are subordinate to men
- Women take care of sick people
- Men take decisions
- Women give birth
- Etc.

**EXPLAIN:** There are two types of differences between men and women:

- Biological differences (i.e., their 'sex' as male or female on the basis of their reproductive organs and functions).
- Socio-cultural differences (gender).


The term 'gender' refers to the roles, qualities, responsibilities and behaviours expected from, or considered appropriate for, men and women within a society.



**3**  Go through the list of differences written on the flipchart sheet from Step 1, above, and ask participants to suggest whether each point represents a **difference that is to do with sex, or is a difference to do with gender**. Place an 'S' next to the differences they identify as being to do with biological sex, and a 'G' next to those that they identify as being socio-cultural differences.


**NOTE:** Very few differences between men and women can be attributed to sex (biological differences), i.e. women's ability to bear children and breastfeed. Most other differences that were identified in the previous tasks (i.e. women looking after children) are referring to gender differences

**ASK: In principle, can some gender roles or tasks that are attributed to women also be done by men, and vice versa?**

**4**  Go through the list of identified gender differences on the flipchart sheet with the participant group, and ask **whether each role or responsibility in principle could be changed**. For example, if women are said to be the main caregivers for children, could men also be the main caregivers?

**5** **EXPLAIN:** Gender roles and behaviours can vary widely within and between cultures, as well as over time (i.e., historically).


**6** **ASK:** Participants to think of examples of gender roles that used to be inappropriate for women in the past and that are acceptable these days. Then ask them to consider gender roles that used to be inappropriate for men in the past and are acceptable now.

 Ask for examples of **changing gender roles** from the participants. Write them up on a flipchart sheet under the heading: 'Changing gender roles'.

**NB:** If participants struggle with this activity, you can bring up some examples to be discussed. Depending on the area, these could be: women becoming soldiers in the army; women employed in construction; women drinking alcohol; women wearing trousers; men taking care of children, men cooking food, men enrolling as nurses etc.

**EXPLAIN:** Gender roles can change with time. A man will still remain a man, and a woman still remains a woman, however, regardless of the roles they take on.

**6** **ASK:** Participants to think about the fact that women have different roles and responsibilities in society as compared to men. Does that also mean they have different needs, priorities, experiences and perspectives from men?

 Use examples that were listed earlier on the flipchart sheet during Step 2/3 **to discuss and clarify that different roles, responsibilities and behaviours may lead to different needs, priorities, experiences and perspectives**. For example, as



the main caregiver of children, women may set the wellbeing of their children as one of their main priorities, and if money is available they may be likely to spend it on the needs of their children (food, medical care and/or school fees). Men on the other hand may perceive other needs as priorities, such as the welfare of livestock, or the building of a store for grain. Another example could be that women may feel the need to behave in a submissive way. They perhaps feel that they do not have the right to refuse unprotected sex if a male partner demands it.

**EXPLAIN:** Because of the different roles and responsibilities women have in society, they are also likely to have different needs, priorities and perspectives from men.

**7 SUMMARISE:** In Session 1 of Topic 4 we have discussed the following:

- 'Gender' refers to the roles, qualities, responsibilities and behaviours expected from, or considered appropriate for, men and women within a society and can sometimes result in negative impacts on the social wellbeing of a given community.
- Gender roles are socially determined, vary between and within cultures, and can change over time. Gender role change can often mitigate the impacts of many social issues created by gender imbalance.
- Because they are socially determined by cultural values, existing gender roles can often have negative influences e.g., women may not be allowed to make decisions when it comes to sexual behaviour. This deprives them of the opportunity to enter into negotiations regarding safe sex, which could lead to higher infection rates in specific communities.
- Because women have different roles, responsibilities and behaviours as compared to men, they also tend to have different perspectives, experiences, priorities and needs from men.
- Often, an evolution in gender roles can positively contribute towards the wellbeing of individuals, families and communities.

**Session 2: Female and male participation and representation** (approximately 2 hours).

**1 EXPLAIN:** Session 2 of Topic 4 will focus on the importance of female and male participation and representation. First of all let's look at **the participation, or non-participation, of women and men in certain activities**. As we discussed previously, women and men may have particular roles and tasks in society. Much of the work they do is not providing them with any income.

**ASK: Can you give examples of unpaid work that women and men do?**





Ask the participants to suggest examples of **unpaid work that women and men might do**. Write these on a flipchart that is divided in 2 columns: women's tasks/work and men's tasks/work. Their examples could include the following (but are different depending on cultural context):

Women's tasks / work	Men's tasks / work
Fetching water	Looking after cattle
Cooking for the family	Building houses
Looking after children	Repairing fences
Fetching firewood	...
Caring for sick, elderly or disabled family members	
Collecting food from the field/ bush	
Taking children to the hospital	

3

**EXPLAIN:** Women and men are both active members of our society. Both men and women are engaged in tasks that do not generate any income, but in many societies the tasks traditionally attributed to women require more of their time. Women in particular work very hard in the home, and much of the work that women do is very important for the wellbeing of the family and the community in general. That should be appreciated.

If there are activities in your conservancy that women could combine with their unpaid work, then it would be beneficial to them – and the community – if they could participate. This is especially the case if participation can assist them to earn an income that can help them and their families fight poverty, improve their wellbeing, and also contribute towards the income of the conservancy.

4

**ASK:** Participants to consider the following: since women are active members of the community, contributing in many ways to the wellbeing of its members, would it be fair that they participate in conservancy activities that can provide an income?




Facilitate a discussion around this question. If all participants agree, further discussion is not necessary. If some have arguments against female participation, ask for counter-arguments from the other group members, or bring up possible arguments to be discussed.



**5** **EXPLAIN:** Both women and men should be allowed and motivated to participate in conservancy activities, especially when these activities provide an opportunity to earn an income. An extra advantage of both women and men participating may be that by working together they may make the activity more successful, because they have different experiences and skills that they can use.

**ASK: Are men and women equally involved in your conservancy's activities? And if not, why not?**


**6**  Monitor a discussion around this question. If there are reasons given why women or men are not involved in certain activities (or are less involved), ask others if they have a different opinion, or question those reasons. Also ask the group if they think that the participation of both men and women is important, or could add some value.

**7** **EXPLAIN:** Now, let's look at the **representation, or non-representation, of women in decision making**. If women are participating in activities, they should also be represented when decisions are made with regard to these activities. Not only because the decisions made will concern and affect them, but also because they may have:

- Different **experiences** from participating men.
- Different **perceptions** from participating men.
- Different **needs** and **priorities** from participating men.

Many conservancy activities revolve around the use and control of natural resources. Often, women are the traditional users of these resources. Having women's views represented when making decisions is therefore especially important in respect of natural resource management.

**8** **LIST** a few natural resources on a flipchart with the title: 'Use of natural resources'. **NB:** List natural resources relevant to the region where the training is held (such as marula or Devil's Claw for example).


 For each natural resource listed, participants should say whether it is **mainly used by men or women, and if both are using the resource, are there differences in how the resource is being used** by men and women?

The contributions of female participants should be written in one colour pen, and the contributions of male participants in a different colour pen. Use the following example to explain the activity:






**EXPLAIN:** For example, let's say the natural resource listed is 'water'. Both men and women use water for their survival, but women may be the ones fetching the water for household use whilst men may use water primarily for their cattle.

9  Participants should now refer to the flipchart sheet to discuss **how these differences may influence experiences, perceptions and priorities**. Again, highlight the contributions of female and male participants by using different coloured pens. Use the following example to illustrate what you wish them to discuss:

10 **EXPLAIN:** For example, when water points are developed, women may be concerned about the welfare of the small children who accompany them when fetching water, or the safety of older children who fetch water alone. For women it may be more important that water points are close to their homes, while men would prefer to have some water points situated in the cattle grazing areas.

11 **EXPLAIN:** When we look at the natural resource management issues raised in the two different colours on the flipchart sheet, we can see that **both men and women may have different ideas** when decisions have to be made, and inputs from all users of the resource are therefore important.

 Facilitate a general discussion around **who currently makes decisions about the natural resources of the conservancies** represented at the workshop. If it is mainly women who use a particular resource (or both men and women) but it is largely the men who make the decisions about this resource, could this be changed in the future by balancing the gender input?

**EXPLAIN:** Many decisions that have to be made by the Conservancy Committee (CC) concern women. Women may have different perceptions, experiences, needs and priorities from men, and it is therefore important that women are equally represented and actively involved in CCs and decision-making processes.

12 **SUMMARISE:** In Session 2 of Topic 4 we have discussed the following:

- Women are generally active members of the community; they can play a very important role in the wellbeing of their families and communities in general.
- Women therefore should be allowed and motivated to participate in the activities of the conservancy, especially where there are opportunities to generate income.
- Men and women may have different perceptions, experiences, needs and priorities with regard to natural resources and conservancy activities.



- It is therefore important that both men and women are represented in decision-making processes, especially with regard to activities and resources that they are both involved in.
- Men and women should be equally represented and active in CCs.

### Session 3: Optional activity (*approximately 20 minutes*).

**NOTE:** *If the participant group consists mostly of very traditional men who cannot agree to women being part of decision-making processes, the following discussion may be added to this part of the training:*

**1 EXPLAIN:** Before Independence in Namibia, the apartheid regime used to make decisions about land, rights and activities on behalf of the local people, without their input and consultation. How did this make the people feel?

*Lead the group through a discussion on feelings of 'powerlessness' and 'unfairness', and how this situation can be compared to men making decisions on behalf of women today, without their involvement and consultation. If necessary, you can also mention the fear and resistance of the apartheid regime to giving up their power and acknowledging the rights of local people.*



**2 SUMMARISE/LINK:** In Topic 4 we have investigated the concept of 'gender'. We then went on to look in detail at why it is important for both men and women to fully participate in conservancy-related activities (and especially those to do with natural resource management), as well as to be fully represented in decision-making processes. The next topic will look at a tool, 'gender analysis', that is useful to evaluate issues of gender at a conservancy, and explore how to use the information gleaned by using this tool to develop strategies to deal with gender imbalance(s).

Let's just go back and look at our objectives for this workshop to confirm that we are still 'on track' at this stage of the training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



## TOPIC 5: Gender analysis and gender balance in participation and decision making

### Session 1: Conducting a gender analysis (*approximately 90 minutes*).

- 1 **EXPLAIN:** Gender issues are not the same in every area and for every conservancy. It is important to find out what the **specific gender issues are for your community in your conservancy area**, before you can develop strategies to deal with them. The identification of gender issues within a certain culture, society or group is called a 'gender analysis'.
- 2 **GROUP WORK:** Divide the group by gender, and provide 1 copy of handout #1 (2 pages) to each group. Explain that both the male and female group are going to **conduct a gender analysis for the conservancy** (if there are representatives from more than one conservancy at the workshop, the group could be divided further).

Participants will see that Handout #1 contains **questions designed to help people think about gender issues**. Go through the questions in the first column together one by one and discuss to what extent they are applicable to the conservancy (collectively check either the 'Yes' or 'No' column as appropriate, and complete the explanation of the situation).. The group can add some further questions at the bottom of the list that may be relevant to their own conservancy. **NB:** Both the 'Yes' and 'No' columns can be ticked if the statement is partly true.

This exercise is to be followed by a plenary session, in which all participants are given handout #1. The responses of the male and female group are compared, and a discussion is facilitated around the differences (if any). The aim is to come up with an unified gender analysis (per conservancy), that is filled in by each participant on their handout.

- 3 **SUMMARISE:** In Session 1 of Topic 5 we have discussed the following:
  - Gender issues are different in different cultures, societies and groups.
  - A gender analysis involves taking a closer look at gender issues in a certain culture, society or group.
  - Using the activity based on Handout #1, you have identified the gender issues in your conservancy and created a better awareness of them.
  - A better awareness and understanding of gender issues is important if the conservancy wants to develop strategies that aim towards equal participation, access and representation for men and women.



## Session 2: Creating gender balance at the conservancy (*approximately 45 minutes*).

1

**EXPLAIN:** Having used the gender analysis tool to develop a better awareness and understanding of the gender issues within your culture and conservancy, you can now develop strategies that could **improve the gender balance in participation and decision making**.

2

**EXPLAIN:** Strategies that aim towards equal participation of women and men do not necessarily have to eradicate entirely the traditional gender roles within a society. Sometimes it is rather a matter of taking certain constraints that women experience as a result of gender roles into consideration. For example:

- Starting meetings at a time that is convenient for women, taking into consideration their childcare responsibilities.
- Making sure there are a few (or no) financial entry requirements for people to participate in activities, taking into consideration that women may have less access to finance.

**ASK: What strategies can be used to improve the gender balance in participation and decision making?**

3

Using the completed Handout #1 (gender analysis), brainstorm with the participants **what strategies could be used to improve the gender balance in situations where gender issues were identified**.



These strategies should be added in the last column ('possible actions'). If there are lots of participants from just one conservancy, then divide them into groups and allocate one or two situations requiring improvement to each group. Then use a plenary session to discuss all the strategies that the different groups have devised.

**NOTE:** If more than one conservancy is represented at the workshop, then divide the participants into 'conservancy groups' so that they can devise strategies relevant to their own individual conservancy.

4

**EXPLAIN:** (if necessary use the following example to explain how to devise a strategy). Let's imagine that we have identified a situation in our gender analysis in which women at a conservancy have less access to finances than men (i.e., we have answered 'Yes' to Question 8 in the gender analysis table) and we have described a situation in which many women in the conservancy take 'payment in kind' for their work or use a bartering system. A strategy we could then devise would be: 'Make sure that there is no financial entry requirement for activities', i.e., if a woman with no financial resources wishes to engage in a conservancy-related activity, such as collecting reeds and rushes for an income-generation project, there is no requirement that she initially contribute financially towards any expenses (purchasing tools, for example).



## 5

**SUMMARISE:** In Session 2 of Topic 5 we have discussed the following:

- A conservancy can only develop strategies to improve the gender balance in participation and decision making if it is aware of, and understands, the gender issues involved.
- Strategies to improve the gender balance imply (and therefore include) the modification of traditional gender roles to some degree. E.g., men may agree to look after children at home so that women can attend meetings.
- The ideas or strategies identified by the group in Handout #1 will form the basis of a Gender Action Plan for their conservancy.

## 6

**SUMMARISE/LINK:** In Topic 5, we have utilised a tool called gender analysis to identify situations in our conservancy in which gender issues arise. We have then worked to create strategies for improving gender balance in terms of participation and decision making, using this same tool. Now, in our final topic, we will look at the development of a draft Gender Action Plan based upon the products of the gender analysis for our conservancy.

Let's just go back and look at our objectives for this workshop to confirm that we are still 'on track' towards the final stages of the training (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we move on to the next topic?



## TOPIC 6: Developing a Gender Action Plan

**1 EXPLAIN:** Now that we have used gender analysis to identify what practical strategies we can use to address gender issues in our conservancy, what else is needed to develop a draft **Gender Action Plan**?

**EXPLAIN:** For any plan to be effective, apart from knowing WHAT to do, we also need to determine:

- WHO will do it, and
- WHEN it will be done

**2 DISTRIBUTE:** Handout #2 to participants. You will need to make a number of duplicate copies for each participant.



Explain to participants that Handout #2 is a template for a **Gender Action Plan**. Refer back to the 'possible actions' that were brainstormed by the group in the previous exercise (last column Handout #1), and ask participants to fill these in the first column of Handout #2. Now go through every action, and determine WHO will do it, and WHEN it will be done. **NB:** This activity will take some time to complete satisfactorily.

**NOTE:** If more than one conservancy is represented at the workshop, then divide the participants into 'conservancy groups' (i.e., groups with participants that all come from the same conservancy) in order that they can complete a Gender Action Plan their own individual conservancy.

**3 EXPLAIN:** (if necessary use the following examples to explain how to complete the relevant sections of the Gender Action Plan):

WHAT (action)	WHO (will do it)	WHEN (will it be done)
1. Consult with women about suitable times and venues for meetings or training	Committee organising the meeting/training	Before the meeting/training is planned
2. Give information about meetings and training activities through churches and other places where women are more likely to receive it	Committee organising the meeting/training	Two weeks before every meeting/training
3. Stress the importance of participation of women during meetings and training activities	People leading the meeting or training activity	At every meeting and training activity
4. Organise awareness-raising platforms on human rights , women's rights , gender policy etc.	CC	July 2011
5. Conduct a public speaking training course for women	Trainers	August 2011
6. Involve men who seem to accept women as equal partners to act as role models by talking to other men	Men in conservancies	Ongoing



**4** **EXPLAIN:** The conservancy Gender Action Plan should be reviewed and adapted at least once a year. It should be determined if all actions have been carried out and if they have improved the gender balance. If not, what can be done to improve the Gender Action Plan?

**5** **SUMMARISE/LINK:** In Topic 6, we have utilised the gender analysis tool we created during Topic 5 to develop a draft Gender Action Plan for our conservancy. We will take this draft plan back to our conservancy for inputs and finalisation, after consultation with the relevant stakeholders.

Let's just go back and look at our objectives for this workshop to confirm that we all feel that we have completed this training satisfactorily (*refer back to the first flipchart sheet – or prepared Flipchart Sheet #1*). Does anyone have any questions before we undertake a short and informal self-assessment activity?



## **SELF-ASSESSMENT: Assessing participants' understanding of this Module**

Handout #3 comprises a set of questions based on this Module and designed to evaluate the knowledge and skills that participants receiving this training have acquired. It is not intended as a formal test but is meant to help participants assess areas where they have sound knowledge and strong skills, and areas that require further work.

You can either use the questions as the basis of a plenary session with all the participants, or – if more suitable – ask them to write their answers out on some paper that you will provide for the purpose.

Although it will help you personally to modify your training approaches should you be able to discuss their answers with participants, they should not feel compelled to share their responses with you. If they are willing to share their responses, either collectively or individually, then use the information that you gather to assess your own training skills. Also note from participants' responses where these printed training materials might require amendment, for example, if an activity or section of the text is proving problematic.





## List of Handouts that you should make available for this Module

MODULE 1.5, HANDOUT #1: Gender analysis (2 pages)

MODULE 1.5, HANDOUT #2: Gender Action Plan template

MODULE 1.5, HANDOUT #3: *Self-assessment evaluation for participants*

All Handouts are one page only, unless otherwise specified. Please make sure that you make enough copies for each trainee. (You will need to make several duplicate copies of Handout #2 for each participant.)

Make sure that you also bring the following relevant documents:

- Conservancy HIV policies (if in existence);
- The *Labour Act*;
- The Namibian Constitution;
- Conservancy constitutions;
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).





## NOTES





