

eurofem

Gender and human settlements
International Conference
June 10-12, 1998
Aulanko Congress Center
Hämeenlinna
Finland

Liisa Horelli

Christine Booth

Rose Gilroy

the **TOOLKIT**
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for Mobilizing Women into Local and Regional Development
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The EuroFEM Toolkit for Mobilizing Women into Local and Regional Development.
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1. FOREWORD

The EuroFEM network began in 1994 after a series of European conferences started to focus on the dissatisfaction felt by women living in a built environment which did not reflect their everyday life experiences. Women were tired of simply highlighting the problems and wanted to take action. EuroFEM grew out of this desire to demonstrate alternative models of living and organise everyday life which reflected the reality of lived experience. In practical terms EuroFEM was created by a meeting of three people: Chris Booth and Rose Gilroy from the UK and Liisa Horelli from Finland. Chris and Rose wanted to look at women's projects across Europe but did not know how to get their research funded. When the research opportunity was presented in the form of an EU Action programme on Equal Opportunities between women and men, Liisa was able to use her expertise in EU funding to shape the first research bid.

The first stage.

The first phase of research identified a group of 15 projects from a larger group of about 60 and analysed these according to the contribution they made to four activities and four themes of the EU 4th Action Programme on Equal Opportunities between women and men 1996-2000 (see the Eurofem Actor Analysis, Figure 9). An attempt was made to draw projects from across Europe to reflect the diversity of north and south, urban and rural. The three EuroFEM researchers visited most of the projects and used questionnaires to determine information from the others. In addition, as part of this first phase, project leaders from 15 projects were invited to participate in a three day seminar in Kokkola, Finland. Here a variety of methods were used to unlock experiences and good practices that others might learn from.

Lessons from phase one

In essence the 15 projects demonstrated that there were eight best practice lessons which most of the projects could point to:

1. They took a multi-dimensional holistic approach to their issue.
2. Project leaders had a high level of reflexivity, that is they were aware of their own role and how they were perceived by others.
3. Projects could re-conceptualise or bend agendas, that is they were able to capitalise on current debates to find funding for their project or to win critical friends.
4. All projects were as concerned with the process as with the outcome and paid attention to participation of stakeholders.
5. Projects were alert to their own organisational structures and to those of outside bodies.
6. There was sensitivity to context, in some cases this meant good political awareness.
7. Projects aimed to have a broad basis of support and did not forget to keep in touch with their grass roots members.
8. Projects used innovative methods to unlock ideas and to spread awareness.

Many of these ideas can be found in more detail in the pages of the Toolkit.

Second stage

The second stage grew from the Kokkola workshop where a clear demand for better and more accessible guidance was made by project leaders. To satisfy this demand the second year of EuroFEM research (again funded by the EU Fourth Action programme) has been to produce a Toolkit, which comprises stories and methods from all the EU countries. As part of this phase, an international conference was held in June, 1998 in Hämeenlinna, Finland where interactive workshops were held to test out some of the methods used in the Toolkit.

Where EuroFEM goes from here is not clear and you can read our thoughts on this later in the section on organising your work. Writing this toolkit has been a collective effort shared by many women whom we have visited all over Europe. We are grateful to you for giving us part of your experiences. We are also grateful to the Equal Opportunities of the European Commission for supporting us financially. Part of our work has been to look at our own roles, which revealed that the team consists of three personalities:

Madame Fix It



*Liisa Horelli
Helsinki, Finland*

Idea Cracker



*Christine Booth
Sheffield, United Kingdom*

La Poetesse



*Rose Gilroy
Newcastle, United Kingdom*

2. HOW TO USE THE TOOLKIT

How to use the Toolkit

Globalisation of the economy has brought with it global social change. In every country there are challenges to established family life and to the roles of men and women. We could see this as a time of threat but it is also a window of opportunity for women to assert a new set of priorities based on a different way of working, particularly through their involvement in local and regional development.

This Toolkit aims to provide a source of help in these critical times. Our research has demonstrated that in every sector of local and regional development there is good, often innovative work being done by women's groups - but who has heard of it? The lack of visibility means that each group has to find solutions to common problems. We hope that the toolkit will disseminate the good practice of women so that more "women of wisdom" can mobilise with confidence.

Through the use of stories and examples, the Toolkit offers practical advice to facilitators of women's groups. The stories are all taken from real projects and the methods have all been tested and evaluated. What we offer is a manual of good practice but not a blue print for action. We don't say follow these examples and you will have no problems. We suggest that some ideas and methods could be used straight from the Toolkit while others may inspire you to create a local solution in keeping with your unique context.

The Toolkit is divided into a number of sections most of which deal with practical problems such as getting a project off the ground through to more complex concerns about managing your project and finding funding to begin and to grow. The final section looks at methods of evaluation which might be used at different stages of the project: providing evidence for funders that your project is worthwhile, measuring the impact of your work on the target group. The Toolkit opens with some discussion of current ideas and theories that inform women's thinking in planning and regional development. You may wish to quote sections in any applications you make for finance or recognition.

Finally, good luck in your venture!

3. CONCEPTS AND THEORIES

The EuroFEM Framework for Local and Regional Development

There is nothing as practical as a good theory. It helps to gather, analyse and interpret information and even guide action. Above all theory helps us to understand issues, explain action, make sense of the world around us and build frameworks for action. Unfortunately, there is no holistic theory for mobilising women into local and regional development. A holistic frame of reference is still waiting to be constructed. There is, however, a vast pool of concepts and bits of theories which can be used in the construction of an appropriate approach to our subject.

We have chosen to build a framework from three different domains: the tradition of collaborative planning and governance; empowerment evaluation; and multidisciplinary women's studies or feminist research. They all contribute to the potential enhancement of mobilising women, which feminist research would call mainstreaming local and regional development.

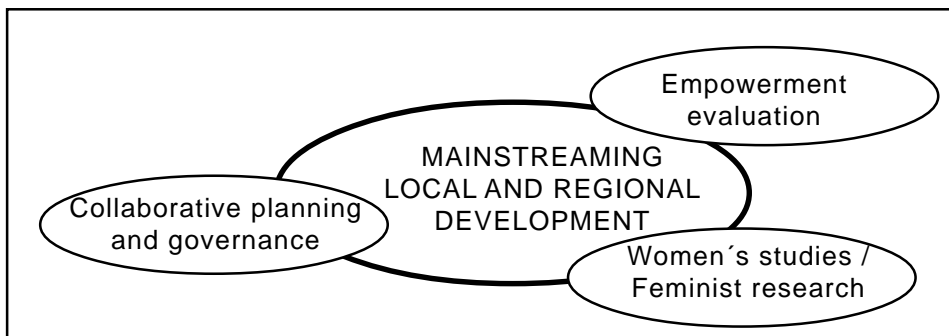


Figure 1. The frame of reference for mobilising women into local and regional development

Patsy Healey has written extensively about **inclusive collaborative planning and governance**. She points out that the negative consequences of globalisation of markets may be fought by gathering all local actors into a collaborative endeavour, where new and innovative solutions can be created. The approach means that the interests of everyday life and business may interact in a new way. This arena of communication makes it possible to create strategies of governance, which strive to integrate spatial, social, economic and environmental processes of the locality or region. Collaborative planning requires a set of enabling tools which allows young and old, women and men to take part in the developmental dialogue and in the creation of a new supportive infrastructure and culture for everyday life. It provides a theoretical basis for ways of working and decision making.

Empowerment evaluation is an approach to assessment which invites participants to evaluate themselves and their projects. It is based on the assumption that empowering processes, such as attempts to gain control, obtain resources and critically understand one's social and physical environment, may have favourable outcomes on both individual, institutional and social level. Empowerment evaluation is designed to help people help themselves and improve their projects by using forms of self-evaluation and reflection in pre-designed learning situations. Thus it is close to community capacity building. This type of evaluation, which focuses on the developmental process (formative evaluation) as well as on the results and impact (summative evaluation) is a major tool for managing the project or programme. Empowerment evaluation is a theory and a method which allows us to reflect on the development of our organisations and projects. This theory fits comfortably with the notions of the reflective practitioner and learning organisation.

Feminism is characterised, according to Anna Wahl, by two dimensions: the awareness of the inequalities of the gender system and the pursuit for equal conditions for women and men (Wahl, forthcoming). **Feminist research** describes, analyses and interprets information about the conditions of women and men in society. It also strives to produce concepts and theories which may help to transform the gender system. Feminist research is linked to politics and ideology through its connections with women's movements which both try to change unequal conditions and to envision how the world should look like. Feminist research validates and values individual experience of everyday life and embraces both qualitative and quantitative analysis. It also allows the researcher to establish a personal relationship with the research subject.

Feminism has influenced equality and equality politics. However, **equality and equality politics** are time and space dependent phenomena. Seen through the lenses of feminist research three historical waves of perspectives or approaches to equality can be distinguished, which continue to influence ideas and action in parallel (See Figure 2):

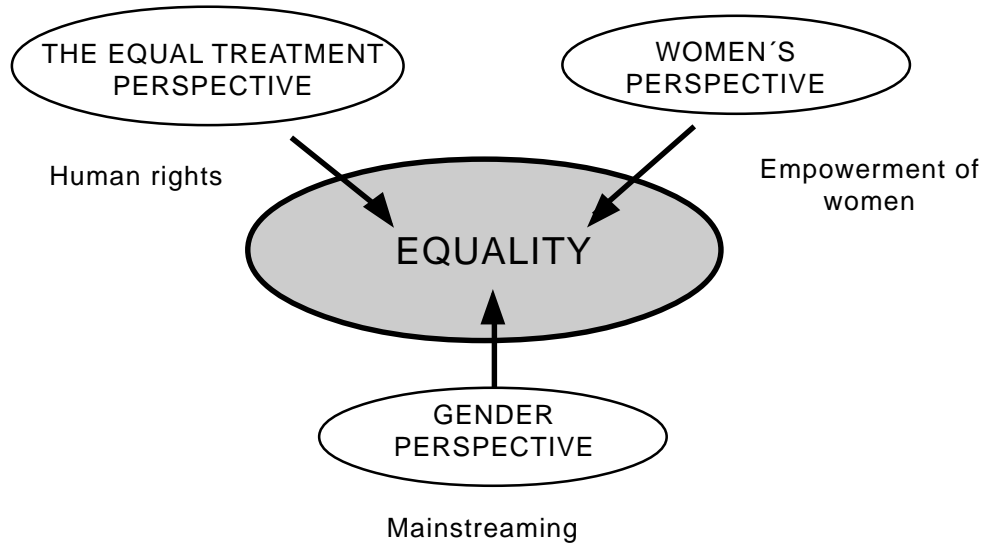


Figure 2. The three perspectives to equality which continue to influence approaches to equality.

1. wave (1789/1890 -) THE PERSPECTIVE OF EQUAL TREATMENT

Strategy: politics of human rights, same rights and obligations

Aim: equality of access and participation

The norm: male, sameness

Metaphor: fairness

Concept of knowledge: objective and expert based, universalistic truths

State response: women's suffrage, legislation

Gender contract: "housewife" - "women's social motherhood", "equality contract"

2. wave (1960 -) THE WOMEN'S PERSPECTIVE

Strategy: empowerment of women, women specificity, politics of sexuality, positive action

Aim: equality of outcome

The norm: female, difference

Metaphor: creative diversity, joy

Concept of knowledge: subjective, experiential

State response: legislation, forms of welfare societies, women specialists

Gender contract: "equal worth contract", "wage-worker motherhood"

3. wave (1980 -) THE GENDER PERSPECTIVE

Strategy : gender (equality) mainstreaming, relationships between men and women, the gender system

Aim : equality of condition, equal valuation of difference

The norm: fuzzy sexual norms

Metaphor: multiplicity of femininities and masculinities, mobilising diversity

Concept of knowledge: pragmatic, socially constructed

State response: splitting of the welfare state, mainstreaming efforts, business case for equal opportunities, changing workplace cultures.

Gender contract: to be negotiated

In different cultural contexts across Europe these three perspectives continue to overlap currently, although the strategies, aims, norms, metaphors, and concepts of knowledge vary. For example, the UN Platform for Action of the Beijing Conference puts forward the three strategies of human rights, empowerment of women and gender mainstreaming. They are all pushing the drive for equality.

Response of the states to women's claims has evolved according to specific political and cultural contexts from non-existent rights to full political rights, equality legislation and the creation of varying forms of welfare societies. The **gender contract** refers to a set of underlying values and rules, which govern the relations and conditions of women and men and the distribution of their actions. Liisa Rantalaiho (1997) states that the gender contract has evolved, for instance in the Scandinavian countries from the housemother contract into that of wage-worker motherhood which, however, implies that women are paid less than men and they work in lower positions. The current gender contract has to be renegotiated, because of the massive socio-economic changes taking place both on the global and local level.

In the 1990s there has been a shift of interest from a focus on women's issues to embrace a broader examination of the relationships between the sexes in society. The latter can be tapped by the concept 'gender system'. The **gender system** consists of many interconnected elements produced by a set of processes i.e. activities of women and men in their daily life which can be studied as concrete practices. These processes take place within the individual, as interaction between individuals, on the symbolic and structural level.

We have chosen to apply an open gender perspective in this toolkit. Its main strategy is mainstreaming gender into local and regional development. **Mainstreaming gender equality** challenges the unbalanced status quo. It implies the reorganising, improving and changing development and its results so that women and men can benefit equally from them. Mainstreaming goes hand in hand with the other key equality strategies: **the human rights and empowerment of women**. The latter means specific support to women and men who are in a subordinated position.

When gender equality is mainstreamed into local and regional development the following principles have been found to be useful:

- diagnosis of the threats and opportunities of "glocalisation" i.e. the tension between the globalisation of markets and the new rise of localities and their consequences for women and men
- creation of a viable vision from which objectives can be drawn (cf. our visionary model in Figure 3).
- choice of gender sensitive strategies
- application of feminist planning concepts, such as the creation of infrastructure for everyday life, and global actor analysis
- managing and nurturing developmental collaborative processes by using enabling tools, such as networking methods and creative workshops.

The visionary model in Figure 3 is our view of the global - local situation and the desirable vision for change by using various mainstreaming methods which might break gendered practices and create new supportive infrastructures even for the young and the elderly. Therefore, we have enlarged equality to include age, social class and ethnicity. The model has to be complemented by appropriate strategies and methods of which the toolkit offers several options.

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CONTEXT OF GLOCALISATION

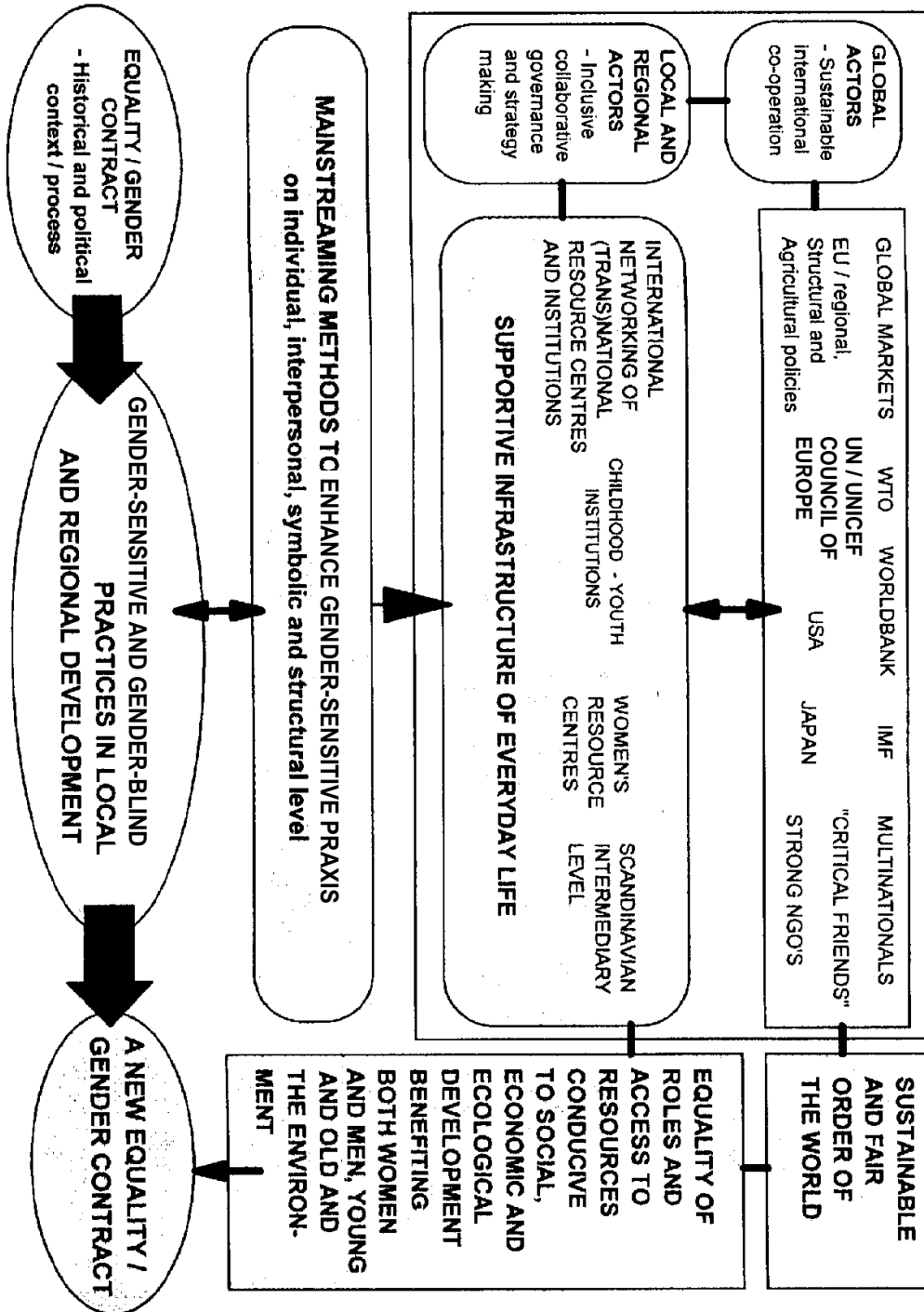


Figure 3. The visionary model for mainstreaming gender and intergenerational equality into local and regional development.

Looking through the window of everyday life

The concept of everyday life is central to the research undertaken by the EuroFEM team. It is a critique of current ways of thinking, in particular:

- the functionalist tradition of urban planning and policies
- the gaps in representational democracy such that many voices are not heard
- the inability of centralised solutions to solve everyday life
- the narrow definition of “work” such that the unpaid work of caring is not valued by society

The New Everyday Life project (a Scandinavian women’s concept born in the early 1980s) is more than a theory or a critique. It is also a vision of a more harmonious society in which people are at the centre of all concerns rather than the pursuit of the quick economic fix. Finally, it is a model of action for reorganising the basic tasks of daily life in neighbourhoods in a more integrated way.

The central concept of the New Everyday Life project is the intermediary level that is a structure somewhere between the public sector, the private sector and the household (Figure 4.). Its function is to take up the many everyday tasks, which are currently scattered in space, to the local environment. Some examples can make this clearer: in the Scandinavian co-housing projects child-care and domestic chores can be

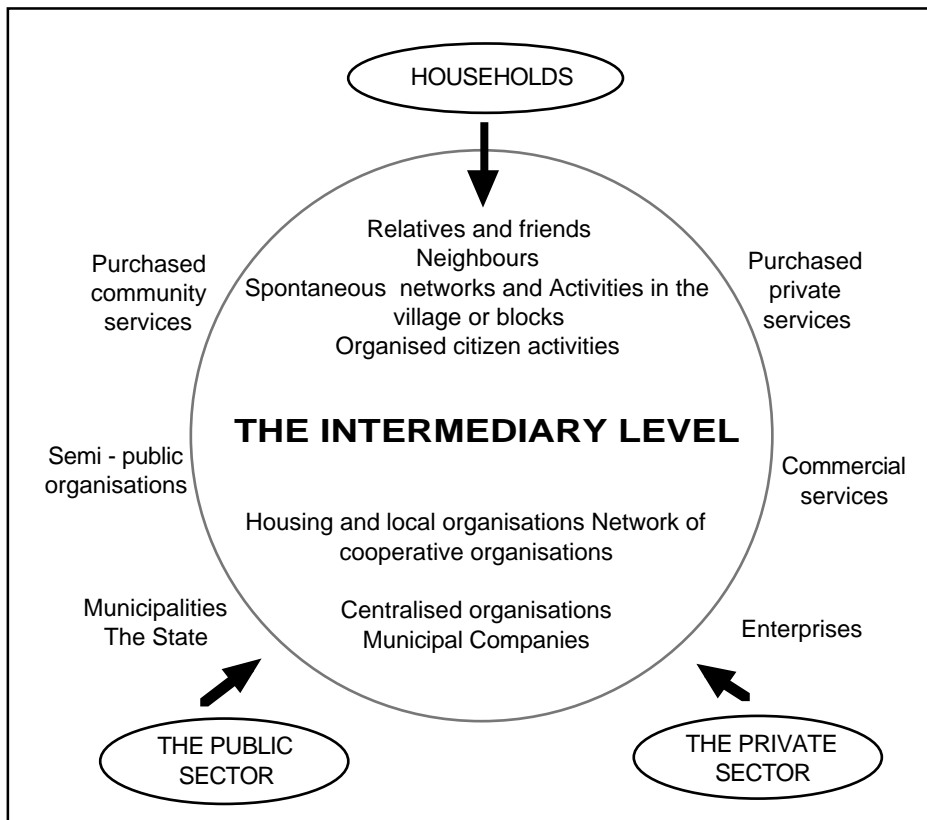


Figure 4. The Intermediary level is a new functional, economic, organisational and cultural structure between the private household and the public life.

shared between householders. In more conventional neighbourhoods, the care of frail older people can be done in a neighbourhood facility enabling the older person to remain in contact with their known surroundings and creating easier contact with friends and family. This vision is not just about care. Working at the neighbourhood level there are possibilities of neighbours developing a food co-op or a Labour Exchange and Transfer Scheme. Essentially the New Everyday Life project explores new ways of delivering services and infrastructure for everyday life in a local context.

Much of the EuroFEM research has been pondering the question: how can we build an infrastructure for everyday life? The place to begin is to determine how everyday tasks are being currently undertaken and at what costs in terms of finance and time. Can these tasks be approached in a different way? Are there tasks done by individuals which could be done collectively with no loss of quality or time? Are there issues which we would like to tackle such as after school care for children, which we could tackle as a group of neighbours or as a residents association or some other grouping. Are there tasks which we could organise and share between us or would we want to pay someone to carry these out for us? How we manage everyday life is an issue which we all have to grapple with and the solutions are different for different societies. It would be more difficult for the collective solution, suggested by Scandinavian women, to take root in countries, where the concept of individuality is deeply rooted.

Two useful examples demonstrate how different cultures can deal with the everyday life issue. In the Scandinavian co-housing schemes, laundry is undertaken in a communal laundry room. Depending on the ethos of the co-house laundry a rota is made and everyone undertakes laundry duties, in other houses everyone will do their own laundry but using the machines in rotation. By way of contrast, in a social housing complex in the United States, a long disused laundry room was brought back into use by a group of women who set up the laundry as a small business. Other residents paid to leave their laundry and have it washed. Profits from the scheme were ploughed back into the housing complex and benefited all residents from children to older people. These examples provide two different approaches, appropriate to their own cultural context.

Recently, the European Union has financially supported the creation and networking of local and regional resource centres for women. Women's resource centres can also be considered as a kind of intermediary level since they create supportive structures for women to integrate family life, community work and employment (see the model in Figure 4). For instance, the Kokkola women's resource centre (Figure 17) offers several opportunities for women to get involved either with employment, entrepreneurship or with the development of the region.

Sweden has a National Resource Centre which supports the regional or local resource centres located in the various Counties of Sweden. Recife is an example of an EU funded transnational network of resource centres consisting of organisations in Sardinia (IFOLD), Canary Islands (Istituto de la Mujer), Navarra (BIC), Paris (CNDIFF), Milan (Regione Lombardia), Lisbon (SEIES) and Women Entrepreneurs in Joensuu, Finland. The objectives of such an international network of resource centres is to promote the integration of women into economic and social life, to enhance the transnational communication of peripheral regions in Europe, and to have an impact on the European policy of regional development.

Reference:

Horelli, L. – Vepsälä, K. (1994) In Search of Supportive Structures for Everyday Life. In I. Altman and A. Churchman (Eds) *Women and the Environment. Human Behaviour and Environment*, Vol. 13. New York: Plenum.

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4. MAKING A START

Making a start can sometimes be difficult. Where do you begin? How do you begin? What do you need to know? Obviously, there are no easy answers as every project will develop out of its own social and political context. This is not a manual, nor a blue print for action, it merely provides examples and success stories of projects which could give you some valuable pointers. Above all, 'making a start' aims to encourage women to take up the challenge and develop their own regional and local development projects. It gives sources of help and advice, and includes many useful contacts, who may not have all the answers, but could share their experience with you.

Specifically, 'Making a start ' includes sections on:

- understanding your social and political context
- moving from an idea to establishing a goal
- undertaking gender analysis
- identifying stakeholders in your project
- building from the bottom
- building capacity
- mentoring
- working with diversity
- making the project visible

Each of these sections uses several examples taken from over twelve countries in Europe. To help everyone take something useful from this toolkit, it tries to provide a breadth and variety of experience, from southern as well as northern Europe. To use this 'making a start' effectively it might be useful to ask yourself a series of questions:

- What advice or help do you need?
- Which sections will be most useful to progress your ideas?
- Which examples seem most relevant to your context?
- Have any of the examples made you think?
- Who could you contact to discuss your ideas?
- Can you identify specific advice which is useful ?
- What issues do you need to follow up with specific contacts in either the toolkit or in your own networks?
- How can you use the toolkit to make a start on mobilising women in local and regional development in your own context?

We wish you every success in making a start on your project. Following advice from the Diotima women in Greece - *you have nothing to loose and everything to gain*. So begin now! Above all '**Making a Start**' encourages you to *seize the moment*, and take the opportunity to progress your ideas.

"Carpe Diem!"

UNDERSTANDING YOUR SOCIAL AND POLITICAL CONTEXT

The EuroFEM research project Infrastructure for Everyday life: an evaluation of EuroFEM projects, which was funded under the EU's 4th Action Programme, found that sensitivity to context was a characteristic common to several successful women's projects. Projects usually reflect the current social, economic and political agendas. That does not mean that women always 'swim with the tide' and develop projects which mainstream policy makers will find acceptable. Understanding the social and political context of their countries often seemed to help women to bend existing agendas or re-conceptualise agendas to promote equal opportunity's issues.

In many cases, understanding the social and political context was a pre-requisite to project development, which could then be used to 'seize the moment - carpe diem'. In several of the evaluated projects, key women instinctively knew the right time for action as well as the right time to promote their ideas and initiate a project. In the final analysis, it comes down to using the opportunity to promote your ideas, but this is not without risk and could obviously fail, but nevertheless we would argue that it is worth trying.

In this section three projects are used as examples, two of which are EuroFEM projects and the third, is a major international initiative which provides a model for transnational collaboration, transfer of experience and best practice. 'Testing the Living Environment' in the Netherlands grew out of global work on Agenda 21 and used the environmental debate to develop local initiatives across the Netherlands. 'Testing the Living Environment' helps local people, particularly women, to improve the quality of their living environment.

In Italy, the problems with the delivery of public services was used to reorganise time and reconcile home, family and work. The concept of 'time planning' has been adopted by many major Italian cities and regions and has had an important impact on women's role in society. Lastly, 'Project Parity' has provided training for women to enter public political life in six former communist states in eastern Europe. The training has been delivered by Eyecatcher Associates, who have successfully trained women to enter parliament in the UK.

Testing the Living Environment The Netherlands

In 1994, the project "Women Testing the Living Environment" was started by the Ministry for Public Housing, Physical Planning and Environment in the Netherlands. Its objective was to develop working material which would stimulate women into influencing the living environment. Several organisations have been involved including the Institute for Public and Politics in Amsterdam, whose work involves mobilising all groups of people to become involved in national and local politics in the Netherlands. The impetus for setting up this project came from world-wide conferences on the environment and Local Agenda 21. The project group believed that the time was right for the joining together the environmentally friendly individuals. The slogan was: 'A good environment begins with yourself'. It was also evident that structural changes in the environmental policies of the government and the business community were needed. At the same time, the concept of sustainable development was gradually becoming common place.

"In 1992, government officials of 178 countries gathered in Rio de Janeiro for a conference on Environment and Development organised by the United Nations. The decision was made to develop a strategic programme in order to achieve global sustainable development, better known as Local Agenda 21. Local Agenda 21 bestows an important role to women and youth in the attainment of a sustainable society.....Sustainable development is not only about preserving nature and the environment as the basis of our existence; it is also about social justice, employment opportunities and fighting poverty".

Municipalities have been given a large role in this process to set out their agenda for the 21st century. The project has now mainstreamed gender issues and it is called "Testing the Living Environment". This project is using the current political climate, both at a global and local level. It is using the new interest in "Social and administrative renewal" in the Netherlands which is facilitating citizens and social organisations to take responsibility for the quality of their living environment. There is also an emergence of a new style public official who is much more a facilitator, advisor and enabler for democratic choice. The project appraises the implications for the business sector, which increasingly places greater emphasis on environmental considerations. From a business perspective, there are good arguments supporting business' implementation of an active environmental policy. "Testing the Living Environment" project groups address local businesses regarding their possibilities and provide them with new ideas.

"We are seeing the political climate change. The winds of change are blowing locally now. It is now the local government who is looking for ways to stimulate citizens' initiatives for improving the living environment. Social organisations are now supporting their members and advocates by dealing with bottlenecks which are important to them. Local business communities are taking responsibility for a better environment, willing or not. All these actors are in joint collaboration on their way towards a sustainable society" (Khuun, 1997).

"Testing the Living Environment" provides written material to help mobilise local groups to work with their living environment and thus improve and influence the quality of their everyday life.

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Time Planning in Italy

In most countries working parents, particularly mothers, find themselves frustrated by the match between their needs, access to services and the time they have available. This is often seen as a physical problem of the essential parts of everyday life being separated from each other, causing a waste of time as women move between the home, the school, their work, the shops, the medical services, etc. In Italy, however, this is seen as a problem of time imbalance and to a certain extent can be tackled by time planning.

This happens on a number of levels:

First, while more women than ever enter the labour market, there is still an expectation that women will continue to undertake all the roles of carer and daily household organiser that they did before. Specifically, Italian women see this as a time imbalance between men and women.

On another level there is a time mismatch between the working day of citizens and other sorts of working days. For example, school days are shorter than the average working day and therefore, cause great problems for parents who work full time. There are now possibilities within Italian cities for change to occur. An Article in a Law of 1990 refers to the duties of the Mayor:

'It is also the duty of the Mayor, as part of the regional regulations and on the basis of the lines expressed by the Town Council, to co-ordinate the hours of shops and public services, as well as opening hours of outlying offices of the public administration, in order to "harmonize" the offer of services into line with the general and overall needs of consumers' (Belloni, 1996).

Let us consider why this approach was taken and what we can learn from it:

Italian citizens have had a long standing frustration with the delivery of public services and the service they receive from their public bureaucracy. To carry out some tasks, such as getting a passport, a person needs to go to different offices located in different places, some of which only open in the morning, while others only open in the afternoon. The concerns of Italian women to reconcile home, family and working life and develop an approach which attempts to reorganise time, is therefore built on a great deal of public support.

The current period of rapid change in Italian politics has given rise to shifts of power from the centre to local authorities and has presented, therefore, an opportunity for quicker responses. Making changes to the school day, or opening up after school clubs, can be dealt with much easier than changes to the physical infrastructure. So while time may seem more nebulous it is, in fact, easier to change. Time planning offers an interesting and different approach to the organisation and development of infrastructure for everyday life. Importantly, the impetus for time planning as a policy initiative, used the social and political context of Italy to push such an approach forward.

Reference:

Belloni, C. (1996) Time Planning, in EuroFEM proceedings 1995-1996. Helsinki: The Finnish Ministry of the Environment

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Project Parity - Seizing the Moment Eyecatcher Associates, UK

Eyecatcher Associates is a small organisation, set up by two journalists, Lesley Abdela and Tim Symmonds, around twenty years ago. The organisation was established to work around equal opportunities issues and principally to promote women in public life. During the 1980's they worked with the '300 group' to train women to enter the UK parliament. The '300 group' is an organisation which aimed to increase the number of women MPs in the UK parliament to 300, which was approximately 50% of all the MP's. Eyecatcher provided practical training programmes for women who wanted to enter politics. The training developed very much out of Lesley Abdela's own experience standing as a parliamentary candidate. As a result, the 1997 UK national government election saw a substantial increase in the number of women MPs, totalling around 100.

As a result of their involvement with the training for the 300 group, Eyecatcher has been providing training for 'Project Parity' in Eastern European countries. When the Berlin Wall came down, Harvard University co-funded 'Project Liberty' to help former communist countries make the transition to democracy. It quickly became clear through 'Project Liberty' that women were being excluded from the new politics in these countries. At the time, Baroness Shirley Williams, a former high profile UK MP was a Professor at Harvard. She had been heavily involved with the '300 group' and the training programmes provided by Eyecatcher. Consequently, she saw the opportunity to set up a sister project specifically aimed at women. 'Project Parity' was initiated following a major conference in Vienna in 1991. The conference brought together key women in politics from both western democracies and six former communist countries in eastern Europe.

Following the conference, Lesley Abdela, together with an American colleague, spent eighteen months visiting women in these countries to identify, what it was that women needed to be able to participate in the political life of their country. Building on their training programmes, Eyecatcher trained women in the six states. Although the training provided basic information on political democracy, primarily it has been for women to build on this training and develop their own strategies and organisations to increase women's role in the public political life of their country.

In June, 1998, women from these countries came together in the UK for the final part of the training. Women shared their experience, identified what had been achieved so far, and what remained to be done. They also met with key women actors from other countries, as well as donor resource agencies. Most importantly, they prepared a strategy for action for the next political elections in their own countries.

It is interesting that 'project parity' grew out of the social and political context of the late 1980's and key women actors in both the east and west seized the moment to initiate a project to promote women in political life. In turn women from the former communist countries in eastern Europe have seized the opportunity to participate in training and build strategies for change. This is an exciting project which could truly be described as '**Seizing the Moment - Carpe Diem**'.

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MOVING FROM AN IDEA TO A GOAL

Developing ideas and making them a reality is not always easy and can often prove problematic. Many good ideas fail to get off the ground because individuals and groups lack critical friends, political support, funding or indeed the skills, knowledge, expertise and confidence to take the idea to the next stage. This section on moving from an idea to a goal could provide some useful pointers to help you along your way.

The two examples are taken from the Nordic countries and describe a concrete project as well as a method. They are particularly useful examples, because they have been developed in rural and sparsely populated areas, where travel and communication is both difficult and expensive. Therefore, to make something happen requires considerable determination, resourcefulness and vision.

The first example describes the development of a project in Northern Norway above the Arctic Circle, in Steigen. Here, two women who had been involved in equal opportunities had a vision to develop a **Feminst University** in their region. The initiators of the project not only had vision, but also a persistence and commitment to realise their idea. They used critical friends in the administration, who could lend support, lobby on their behalf and help to prioritise this project on the political agenda. During the pre-project phase the two women engaged in extensive lobbying and networking to build support at many levels in both the political arena and with grassroots women. It is also interesting that they were sensitive to their social and political contexts and used the emerging regional policy debates on outmigration to develop links between their ideas and policy development.

The second example involves the use of the '**Dream Method**' by women in Kokkola, Finland. These Finnish women have used the method extensively to develop ideas and realise projects. Using this method the women's house in Kokkola initially started with just 3 projects and within 3 years had established some 30 projects.

The Northern Feminist University Norway

The **Northern Feminist University (NFU)** was established as a private foundation in October, 1991, by Nordland County, local municipalities and private individuals in northern Norway.

The university is unique in that it lies in a remote and sparsely populated region of northern Norway, above the 'Arctic Circle', where transport and travel is often difficult, lengthy and expensive. The University is much more than the provision of courses, it is a centre of knowledge where women's experiences and knowledge is made visible, recognised, valued and developed. It is a meeting place between theoretical and practical, formal and informal knowledge. It also provides possibilities for developing networks, educational opportunities and work strategies.

The project was initiated by two women, Marit Stemland and Berit Woie Berg, who lived in Steigen in Nordland County. Both women were heavily engaged in equal opportunities work in the municipality. The idea emerged out of a meeting with the founder of the first feminist university in southern Norway and a professor at the University of Oslo. During the pre-project phase the key activists worked hard lobbying and making contacts with the county and all municipalities in the county. Contacts were also made with educational institutions outside of the county, to examine the needs of a feminist university and most importantly, find critical friends in key organisations. During the pre-project phase the emphasis was also on getting funding, establishing the university, developing courses, establishing networks, gathering information and setting up an organisational structure.

The initial aim of the project was to establish an educational centre, but this aim changed during the planning and development phase. The University was to become much more than a course centre, it was to become a centre giving priority to collecting all types of experience and knowledge from women and about women, including practical as well as theoretical knowledge.

The idea for the feminist university was timely, as prior to the 1980's, Norwegian regional policy toward women tended to place them in the limited functions of taking care of children and the aged and household work. At the beginning of the 1980's it was realised on the national level that the focus must be directed towards the productive role of women in the regional sphere. It was acknowledged that women represent a big potential for growth in economic life and for society at large, both as a work force and as an increasing body of competence. Developing women as active participants in regional policy provided an important platform from which to launch the idea and establish the University.

The project was funded through the municipalities and county. The county saw it as an opportunity to support an institution which could gather and present the experience and knowledge gained from women's projects initiated and supported by the county at the time. The project received support from professionals at the highest level in the county and municipalities; politicians, through the municipal mayor and municipal and county committees; and by a supportive group of grassroots women in the municipality.

The project is now run by a steering group who set work priorities and a project leader, administrator and manager who implement the priorities. The employees of the project work through a cooperative structure. The culture is described as open and democratic.

To summarise, moving from the initial idea to making the university a reality required:

- 'burning souls'
- persistence
- critical friends in the administration
- priority on the political agenda
- using emerging agendas
- policy commitment
- political and administrative support
- extensive lobbying during the pre-project phase
- extensive networking at a variety of levels

However, like all projects it has not been without difficulties particularly being a private foundation in the field of education as well as being located in an area of Norway where there are extreme distances and expensive communication. In the face of these difficulties the University has continued to thrive and now receives 30% of its funding from the state. It also offers courses on leadership, language, adult education and entrepreneurial training with further initiatives planned. Their role as a centre of women's knowledge has enabled them to be involved in a variety of networks and projects at the local, regional, national and international level.

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The Dream Method Finland

The Kokkola Women's Resource Centre, in Finland, has experimented with several innovative methods for involving women in the economic, social and political life of their region. In order to enhance the production of implementable ideas they have created something they call the Dream Method. In fact, it is a two night training course with practical homework in between.

The aim of the training is to:

- activate women so that they will value their own know-how
- increase their awareness of the specific strengths of women
- collaborate in a creative way
- participate in the development of their living environment
- take advantage of available resources

The target group consists of women who want to develop themselves and the well-being of their region. The method is based on experiential learning in which the participants are urged to define their personal and collective objectives on the basis of practical rehearsals.

The programme of the first evening might look like this:

Women's Evening in Development I

- 19.00 Purpose of the evening
- 19.10 Concentration and Relaxation
- 19.35 Women of the Region in the year 2010
- 20.45 Discussion with questions and contracts
- 21.30 Good Night and a safe journey home

The task to reflect over during the following two weeks could be:

1. How does women's life differ in 2010 from the present life? What would be the developmental tasks? Where do I want to begin? What would I like to learn more of?
2. Agreement of future networking. How, where and how often will the women of the municipality meet in the future? How will the collaboration be organised?

Women's Evening in Development II

- 19.00 Purpose of the Evening
- 19.10 Women's Objectives
- 19.30 Ideas, projects and funding
- 20.30 How do we network in the future? How do we inform the audience and market our projects?

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UNDERTAKING GENDER ANALYSIS

Gender analysis means evaluating or analysing an issue, programme or project from the gender perspective. Canadians have produced a useful document called 'Gender-based analysis'. It sets out a process that assesses the differential impact of proposed and/or existing policies, programmes and legislation on women and men. Thus it is close to the gender impact analysis. We have deliberately chosen to use gender analysis to refer to the diagnosis of the context and impact from the point of view of women and men and their interests (see the last section of the toolkit).

Gender analysis thus consists of an array of different kind of foci for diagnosis, such as the statistical analysis of the region; assessment of the texts for policy proposals, often called gender proofing; the gender balance and representation; and gender awareness exercises.

Five discrete examples have been used, first, the Swedish example engendering statistics which provides a visual guidance on how to produce statistics in a gender-friendly way. It also indicates useful source material. The Finnish example shows that even children can take part in gender analysis. Third, a Belgium example has been included which demonstrates that gender awareness exercises can be fun and can provide a starting point for discussion. Lastly, policy impact appraisal in Ireland, known as gender proofing, clearly sets out how the Irish government has developed this tool. Ireland also provides an example of gender balance in terms of quotas on representation and composition in decision-making bodies. This is a commonly used tool throughout Europe and other examples can be found in countries such as Finland, Spain and Austria. There are many techniques that could have been included, but these are just a few to illustrate the variety of tools available for Gender Analysis.

Engendering statistics Sweden

Analytic description of the area plays a central role in local and regional development. In the ideal case this implies a large involvement and participation of female and male users in collaboration with the expert producers of statistics. The Swedes have worked for many years to transform the traditional expert system of producing statistics from above. Statistics should indicate both absolute and relative differences between women and men as well as temporal changes, if possible. Figure 5 shows the schema for producing statistics in a user and gender-sensitive way.

Reference:
 Status of Women Canada (1996) Gender-Based Analysis. A guide for policy-making. Ottawa.
 B. Hedman, F. Perucci and P. Sundström (1996) Engendering Statistics. A Tool for Change. Stockholm: Statistics Sweden.

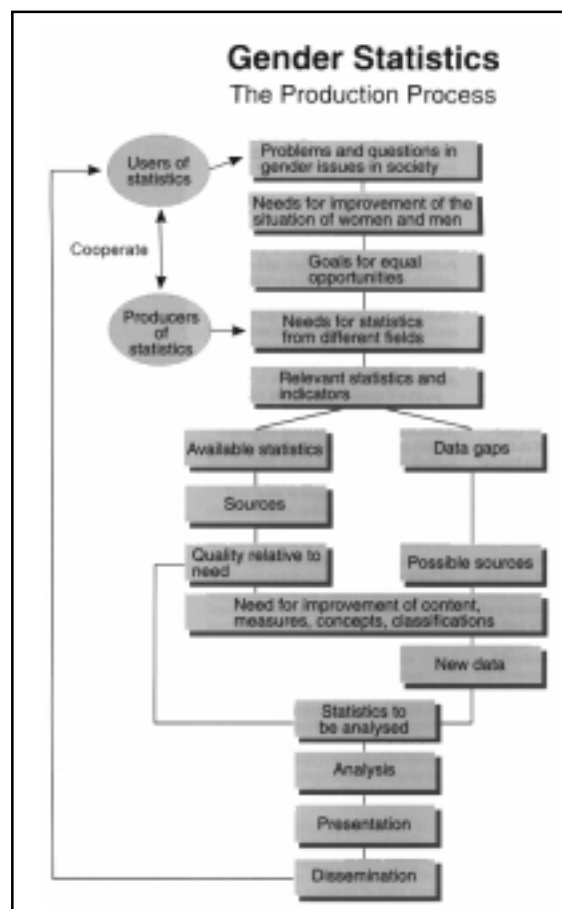


Figure 5. The logistics for producing statistics in a user and gender-friendly way (Hedman et al. 1996).

Girls and Boys Analysing their Living Environment Finland

There is a decade long tradition of experiments with girls and boys participating in the neighbourhood improvement in Finland. An action research study called "Children and young people as Ecoagents of their Environment" has come out with several enabling methods which facilitate the communication of children with their settings and with the officials of the municipality.

One of the diagnostic-expressive methods is called "Analysis of Coloured Labels". Children analyse the environment by marking the neighbourhood with coloured labels containing explanatory comments. White means dangerous, scary places, yellow beautiful places, black ugly places and red nice, important places. Figure 6 displays what children find meaningful in their schoolyard. There are some gender-based differences among girls and boys. Girls tend to prefer quiet and socially meaningful places where as boys prefer action and opportunities for games and moving around. Both groups love nature although boys seem to have a more ecological and girls an aesthetic approach to nature.

Reference:

Horelli, L. (1997) A methodological Approach to Children's participation in urban Planning. *Scandinavian Housing & Planning Research*, 14:105-115.

Horelli, L. (1998) Creating Childfriendly Environments - Case studies on children's participation in three European countries. *Childhood*, 5(2):225-239.

Kyttä, M. - Horelli, L. (1997) Children's participation in planning and neighbourhood improvement a methodological challenge. Paper presented at the Urban Childhood-conference, Trondheim 9-12.6.1997.

Kaaja, M. - Horelli, L. (1997) Boys and girls as ecological agents of their living environment. Paper presented at the Nordic Workshop: Gender i Stadens Rum, Norplan, Stockholm, 17-19.4.1997.

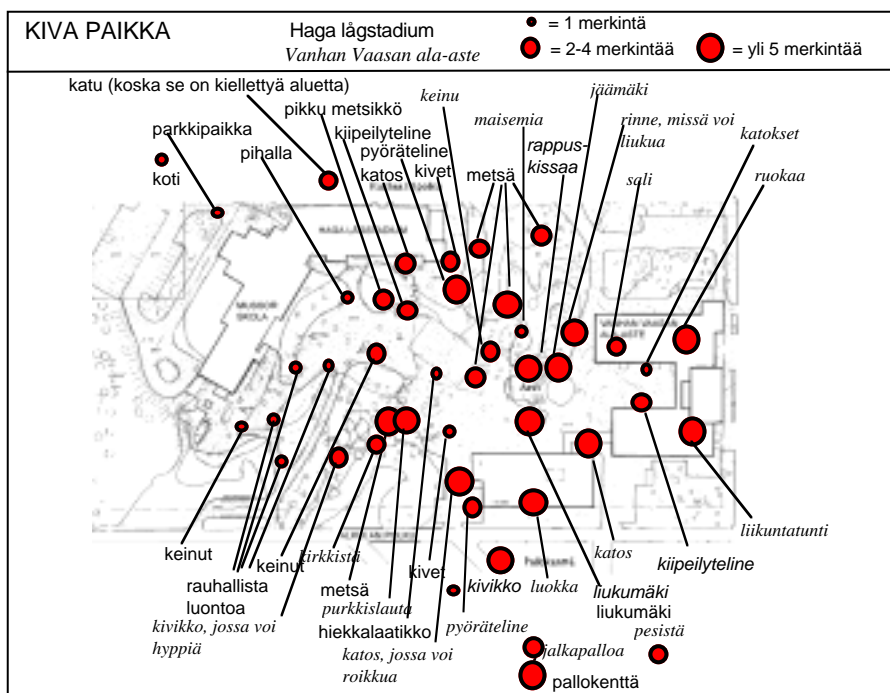


Figure 6. Coloured labels.

Gender Awareness Exercises Belgium

Gender awareness exercises can be fun. A Belgium example “Our family is a team” uses a variant on the Happy Families card game to analyse how ordinary household tasks are shared between family members. The game is a grid with eight tasks along the top of the page: playing with the children, doing the shopping, bathing the children, household jobs, such as decorating, cleaning, ironing, doing the dishes and working in the garden. Along the side are the name of the days of the week. Against each task on each day participants stick a card which depicts which family member carries out the task. Cards represent mother, father and a card for each child. At the end of the game there is a simple but effective picture of workload in a family. This gives a starting point for discussion. The game can be easily replicated using cut out pictures of men, women and children, or cartoon characters or simply writing in the name of the person.

The same exercise kit from Belgium gives another method of helping participants analyse their home situation. This presents everyday scenarios and asks how your family copes. An example of this is reproduced here.

Everyone is ready to leave for school or for the office but Nicholas has a high temperature. Who is going to stay with him?

- ME**
- a) When one of the children is ill, I prefer to stay with them myself
 - b) I'll stay if I am told how to nurse this illness
 - c) Sick children, I'm the expert!
- NOT ME**
- d) My partner tells me that I don't have the right to touch, when it comes to nursing, a sick child
 - e) I am not allowed to take any leave without prior notice
 - f) I cannot keep up the necessary cheerful manner when I'm talking with a sick child
- US**
- g) We talk the problem through and determine who will suffer the least by taking the day off to be with Nicholas

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Figure 7. Nicolas has fever. Who is going to stay home with him?

Gender Proofing Ireland

Gender proofing is a tool which can work to ensure that neither direct, nor indirect, discrimination occurs on the basis of gender. Furthermore, gender proofing can also be used to identify policies which actively promote gender equality. In practice, it is about examining the impact of new policy, or changes to existing policies, to ensure that: first, policies are not introduced which work directly or indirectly against women or some groups of women; and second, policies are developed which work positively for all groups of women.

Across Europe gender proofing as an equality tool has been widely used by local, regional and national governments. For example, gender proofing was introduced at the state level by the Irish government in 1993. 'By a decision of 9 February 1993 (ref S 12113P), the government decided that all proposals by departments for change in existing government policies should give an indication of the probable impact on women of such proposals' (ADM 1996). In other words, the Irish government required all government departments to consider policy impacts on women.

The principle of gender proofing went further and was reiterated in Ireland's National Development Plan 1994-99, which made an explicit commitment to gender proofing, particularly in relation to structural funds. The National Development Plan states:-

'The concept of gender proofing is accepted in principle as a socially desirable objective aimed at the elimination of indirect discrimination against women and in particular women's exclusion (whether intentional or not) from many aspects of economic and social life. The principle of gender proofing, therefore, is an important step towards the achievement of full equality of opportunity between men and women'

In the context of structural funds it is the responsibility of departments and agencies involved in drawing up structural fund programmes to ensure that not only will there be no direct or indirect discrimination, but also that structural fund measures will actively promote equal opportunities.

The information on gender proofing in Ireland was obtained from a publication entitled 'Towards Gender Equality in integrated local Development' Area development Management Ltd. (1996).

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Gender Balance and Representation

Experience across Europe clearly demonstrates that women are often under represented in decision - making bodies, groups or organisations concerned with local and regional development. Area Management Development Ltd (ADM) an organisation in Ireland, which is responsible for co-ordinating a programme of integrated local development, has formally adopted a policy on gender balance in the composition of its boards.

'Board membership should reflect government policy on gender balance, which is that boards will consist of a minimum of 40% of either gender'.

ADM has incorporated government policy, introduced in 1993, which clearly established a requirement for balanced gender representation on boards of state-appointed bodies. This led to an undertaking by the government that there would be a minimum of 40% of either sex represented on such boards. If this requirement could not be met immediately, then the minister responsible should set out his or her plans for achieving the target within four years.

Gender balance on the ADM boards of partnership not only reflects government policy but also sets out guidelines for its implementation. Gender balance and composition is just one of ADM's gender guidelines for integrated local development. *'These guidelines on gender balance help create processes which facilitate rather than block women's participation'.*

A requirement for gender balance of women and men on decision-making bodies is a simple, yet highly effective tool in terms of achieving changes in organisational structures and cultures. It can also be viewed as a positive mechanism within mainstreaming gender equality.

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IDENTIFYING STAKES AND STAKEHOLDERS

Stakeholder is another name for those people, groups or institutions with an interest or a stake in a project or a programme. In the past the term was used in a financial sense to describe those who had a financial stake in a project, but is now used more broadly to describe anyone who has a connection with a project or programme. The stake may also refer to a specific issue of interest. The stakeholders are often subdivided into two groups: firstly, the primary stakeholders who are directly affected in a positive or negative way, for example householders whose properties may be demolished, households whose children might benefit from new play areas. Secondly, the secondary stakeholders who are responsible municipalities and any funding bodies.

Charting the Stakeholders

Once the range of stakeholders has been identified various simple analyses can be undertaken. The diagram that follows outlines a **stakeholder chart**. This lists all the stakeholders, notes their interests in relation to this issue, suggest whether the project/programme will have a positive or negative impact on their interests and tries to give an indication of the relative priority which should be given to each stakeholder in meeting their interests (Figure 8).

Stakeholders	Interests of stakeholders	Potential project impact	Relative priorities of interest

Figure 8. An example of a stakeholder chart

There are further ways of analysing the stakeholders, for example by considering how they are involved in the main phases of the project and what type of agency the stakeholders represent.

Reference:

Richard Newton, Shaun Parker and David Spencer (1995) "Towards an Institutional audit", Department of Town and Country Planning, University of Newcastle, Newcastle, UK, NE1 7RU

EuroFEM Actor Analysis

We have applied in the EuroFEM project right from the beginning a form of actor analysis in which we map the different project members of the network and their possible affiliation with other projects of the EU Fourth Action Programme. During the two years of the project's existence we have also put down as actors the other networks, such as Women around the Baltic, Femina Borealis, The European Women's Lobby, AFEM, ASTER, etc. whom we have been liaising with. Thus we can keep a track of our partnerships and transnational relationships. One step further in the analysis can be the assessment of the nature and type of transactions between the different partners.

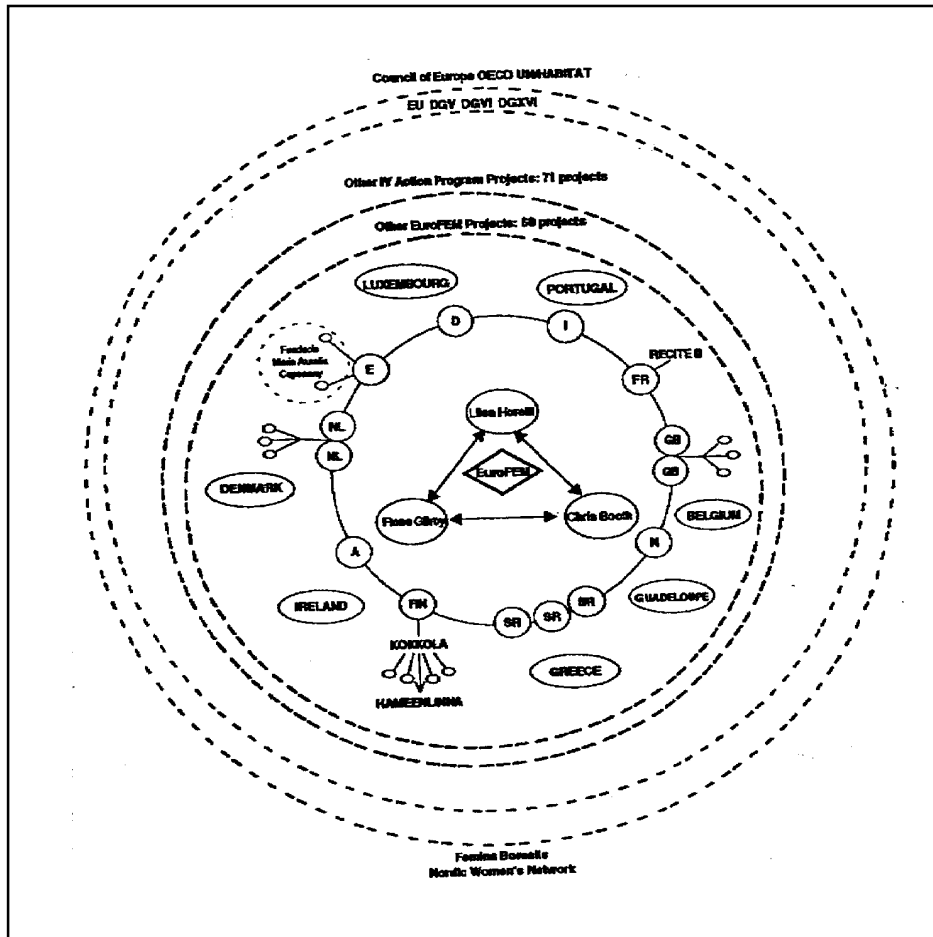


Figure 9. An expanded actor network in the EuroFEM project

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The Web of Institutionalisation

Stakeholder or actor analyses can also be used for the purpose of achieving change. The basic question in gender work is how to institutionalise or sustain change related to the gender perspective. Caren Levy (1996) defines institutionalisation as "the process whereby social practices become sufficiently regular and continuous to be described as institutions (they are sanctioned and maintained by social norms)".

Levy is not only interested in the analysis of the context but also in changing it. Central principles in the change process are:

1. gender diagnosis
2. gender consultation
3. organisational development
4. monitoring the iterative nature of implementation

The diagnostic and operational work go hand in hand and they are assisted by a chart called **the Web of institutionalisation** (Figure 10). The web consists of 13 context dependent and interactive elements, such as women's and men's experiences, representative political structures, methodology etc.

Thus, the web can be used both as a diagnostic and an operational tool which can guide the direction of actions for reshaping the elements. The diagnostics is based on the key questions to assess policies, programmes and projects from the gender perspective:

"To what extent do the different roles, different access to and control over, and different interests of women and men have implications for the definition and analysis of problems, choice of objectives and strategies, and the way projects are implemented, monitored and evaluated".

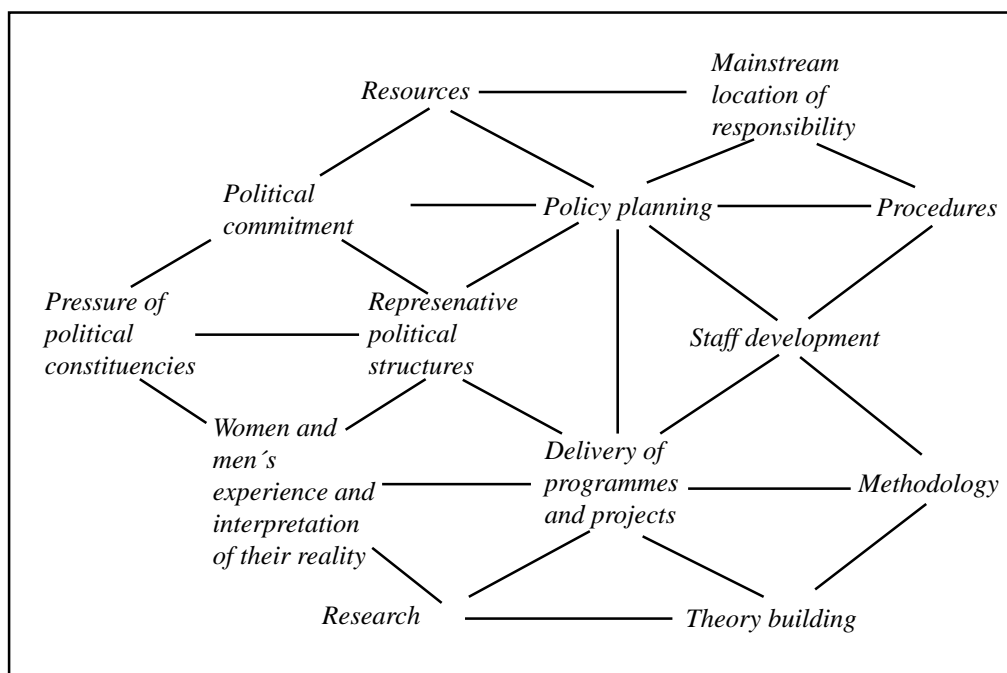


Figure 10. The web of elements in the institutionalisation process (Levy, 1966, 11)

References:

C. Levy (1996) The Process of Institutionalising Gender in Policy and Planning. The WEB of Institutionalisation. London: University College London, DPU. Working Paper No 74.

BUILDING FROM THE BOTTOM

Participatory, bottom up models of consultation with women help involve women on their own terms and in their own environment. Techniques can involve facilitators, focus groups, advisory groups, questionnaires, workshops, outreach work, a forum and so on. Above all, effective consultation employs techniques that do not rely on 'formal' structures and institutional settings, but draw women in to establish dialogue in a non-confrontational manner' (Booth, 1996).

Bottom up, participatory approaches to consultation use women's everyday life experience to construct both a critique of local and regional development as well as helping formulate new policy initiatives. Building from the bottom legitimates women's knowledge of their environment, and also provides a valuable means of establishing the needs of women in the community. It has often been women's projects that have pioneered innovative, bottom up approaches to consultation. Some useful examples from Ireland, Spain and the UK are included in this section.

These examples provide a powerful case for building from the bottom. Katherine Zappone, of the National Women's Council of Ireland, argues strongly for project leaders to remain in contact with grassroots women and ensure those connections are not severed, but strengthened. The 'Fundacio' in Spain offer ways of working with women using imaginative participatory techniques to enable women to develop a critique of planning for women in the city. Lastly, an 'urban renewal project' in the UK provides an example of the measures which can be taken to regenerate the physical, social and economic fabric of a community, working particularly with women.

However, building from the bottom involves a redistribution of power in the decision-making process to enable women to influence policy decisions. It also involves a re-evaluation of the traditional role of expert power in the consultation process. There is a need to develop the empowering professional, who can establish dialogue with women and more importantly can enable women to participate with self confidence and on equal terms with the expert. Building from the bottom will necessitate the experts giving away power, to enable women to take power for themselves. Chris Booth sums this up in her work on women and consultation.

'Involving women and other groups in the planning and housing process requires a redistribution of power to enable them to influence policy decisions on the management of their environment. The consultation process should seek to empower women and other marginalised groups who historically have had little influence on the decision-making process' (Booth, 1996, 164).

Reference:

Booth, C (1996) Women and Consultation. In C. Booth, J. Darke and S. Yeandle (Eds.) Changing Places, Women's Lives in the city, London: Paul Chapman Publishing

How far Down is the Bottom? National Women's Council, Ireland

Katherine Zappone, Chief Executive Officer of the National Women's Council, sets out her views on both building from the bottom and remaining in touch with local women and their everyday lives. She recognises the power of the 'bottom up' approach and argues fiercely for its role in policy making. Here is an extract of her views taken from 'In Focus', Issue 8, National Women's Council, 1997.

*"There is a lot of talk today about the 'bottom up' approach to local and national development. I think we need to acknowledge the potential power of the bottom up approach to political change and to the development of social and economic policy and practice. But, **how far down is the bottom?** The*

bottom - or the local, or the personal - is where we pay attention to our bodies, feelings, thoughts, ideas, relationships and actions. That's how far down we should go, I think.

But it is sometimes hard to remember what is learned at the bottom, or in the sphere of the personal and the local once one begins to operate in the public arena. And so, as I think about one of the Council's central goals - that of representing the concerns of women in the public arena - I believe that we must find ways to design mechanisms for representation which enable those of us in the public sphere to stay close to the local, the personal, the particular, the everyday stories of women's lives. We need to find ways to be attentive to our own and other's needs for intimacy, healing, political skills, intellectual hunger and entrepreneurial ambitions. We cannot let those connections be severed".

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Working with Women Spain

The Fundacio Maria Aurelia Capmany is an organisation based in Barcelona. The organisation takes its name from a famous Spanish socialist heroine, who fought for liberation and women's rights under the former dictatorship. The Fundacio has developed from the Spanish Worker's Trade Union and is headed by the trade union's Women's officer. One of the Fundacio's key projects is 'Women in the City'. The project is funded under the EU's 4th Action Programme and aims to examine women's experience of the city, as well as their needs. Ultimately, the organisation plans to produce a 'white book' on planning for women in the city.

The Fundacio has worked extensively with women in the community using a variety of techniques. Initially, the Fundacio developed 'critical friends' and contacts in the City Hall. Women's officers in the administration helped build relationships with key women and women's organisations in the community. Meetings were held and brochures produced to publicise and inform people of the project, which was then followed by a series of two day seminars with key women in local neighbourhoods. Women participants were diverse.

The seminars used women's everyday life experience of the city and validated this qualitative knowledge and expertise. The seminars involved 4 exercises:

Step One: Women examined the psychological/interior space relating personal histories of how they lived, as well as developing a visual representation of their lives and how they wanted to live. The visual representation could either be symbolic or realistic.

Step Two: Women constructed a model/or plan of their house or dwelling. The model/plan described their living space; areas where women felt comfortable; and areas which were problematic. This exercise used personal feelings to construct a private spatial analysis of their living space.

Step Three: Women built a similar model of public space; how they used space; and their feelings toward public space, identifying both negative and positive feelings.

Step Four: Women brainstormed the key issues for 'Women in the City' and then prioritised the issues together with possible improvements.

Using women's experiences of the city the Fundacio developed their theoretical and conceptual approach of planning for 'Women in the City'. The findings were presented to City Officials, administrators, politicians and seminar participants, women's organisations and key women in the community. The Fundacio have built their theoretical approach from the bottom, using women's everyday knowledge and experience.

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Waltham Forest Housing Action Trust, Urban Renewal Project, UK

Waltham Forest Housing Action Trust is a 10 year urban renewal project in London. It has a publicly funded budget of £227 million over 10 years. The project aims to improve the housing, environmental, social and economic conditions of people living in this neighbourhood. There are high levels of poverty, unemployment and deprivation. When the project started 40% of the population were women, many of whom were living alone with children. For the project to succeed, it had to target women, particularly women with child-care responsibilities. By 1997, several bottom-up strategies had been put in place to help build the confidence and capacity of women in the community. Measures included:

- a fixed proportion of the budget allocated for child-care provision
- child-care provision for after school children as well as under 5's
- child-care provision delivered and managed by the local community
- the provision of training programmes in construction and child-care
- established contracts compliance to ensure that local people were employed on projects funded under the urban renewal project
- the provision of pre-skill training to help build confidence which would encourage women to enter training programmes
- training programmes were developed in areas where women felt confident.
- provision of training for women community activists to help them participate in the process i.e. chairing meetings and decision making

"The project has made a big impact on women's lives. Before the programme many women just stayed indoors, but now there is a sense of community life and greater safety on the streets. Dreadful relationships have broken up as women have discovered their own abilities. Many men have felt quite threatened by the process".

Reference:

Material taken from a presentation given by Waltham Forest Housing Action Trust at a seminar held by the Joseph Rowntree Foundation, Gender and Urban Regeneration, York, June, 1997.

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BUILDING CAPACITY

Building capacity is usually associated with consultation, but in reality it is quite specific in its focus. Building capacity is concerned with developing skills and confidence of both individuals and organisations. It is much more fundamental than developing specific employment skills. Capacity building, as it is sometimes known, can be undertaken by professionals, grassroots women or community organisations. It could be argued that women in the community – ‘Women of wisdom’ - are best placed to share their experience and provide skills development and confidence building programmes.

Many of the examples throughout the toolkit refer to the importance of confidence building programmes when working with women. Some even describe the techniques they have used, particularly in the section entitled ‘building from the bottom’. Women can often feel intimidated and lack confidence when dealing with experts and professionals. Furthermore, they will also need some education with regard to local and regional development programmes and European funding mechanisms. Chris Booth found in her work on consultation in three UK northern cities that,

‘consultation will involve elements of education, training and confidence building to enable women effectively to participate in the planning and housing process and to counter criticisms of tokenism.....The consultation process should seek to empower women....’ (Booth, 1996)

Capacity building is an empowering process and the examples used in this section offer a variety of techniques and approaches adopted by three different countries. Diotima, provides gender-sensitive training for professional women workers in Greece. SEIS, a training cooperative in Portugal work with women on an informal and formal basis to find a women’s way of doing. A personal story from one woman in the UK reveals the poignancy and sheer power of capacity building to change women’s lives. Finally, the development of Credit Unions show us an effective mechanism for building capacity in the community.

Without exception, all of the examples emphasise increasing self-esteem, improving self-image, valuing women as citizens and workers as well as carers and, mothers and above all, building the personal confidence of women to enable them to play an active role in their communities, their organisations and the wider society.

Reference:

Booth,C (1996) Women and Consultation. In C. Booth, J. Darke and S. Yeandle (Eds.) Changing Places, Women’s Lives in the city, London: Paul Chapman Publishing

Supporting Women Diotima, Greece

Diotima is a collective of women, who work together to raise awareness of women’s issues. In particular they have offered gender sensitivity training to professional women working in the field of equal opportunities and other women related issues. The Greek Diotima centre incorporates in its training programmes what they term “accompanying measures which support women” in their professional arena. These measures are intended to bolster women’s confidence in themselves as workers, and as workers with women. The accompanying measures include:

- theoretical and experiential approach of women’s status and gender discrimination
- self awareness and self image development
- personal and professional orientation
- job searching and negotiating techniques
- personal plan of professional integration

- professional career development and promotion into greater responsibility and decision making work positions
- management and reconciliation of women's multiple roles, mainly between work and family life

The integration, re-integration and appointment of women at work, meets a series of obstacles related not only to the difficult and competitive reality of the labour market, but also to gender stereotypes.

The accompanying measures are aimed at women themselves questioning the traditional attitudes and perceptions about women's work, that hinder their professional integration, re-integration and distinction in the labour market.

The training modules incorporate both a theoretical and experiential approach, group dynamics, and individualised operation in the group. This framework is adapted according to the target group. Whatever the group or the content of the training the core value is that it is based on the active participation of women themselves. It exploits their experiences and creates the preconditions for raising awareness.

Diotima feels that the training programme empowers women through the introduction to feminist theory. The theory helps women build theoretical concepts that clarify issues of which they have been half aware and encapsulate aspects or relationships that might otherwise have been overlooked.

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'Finding a Woman's Way of Doing' SEIES, Portugal

SEIES, Sociedade de Estudos e Intervenção em Engenharia Social, is a Portuguese co-operative established in 1980, specialising in social and economic development and local dynamics. SEIES operates as an enterprise providing an umbrella organisation for other co-operatives and associations in this field. The organisation also runs projects and has field workers who work with women with low levels of education, poor qualifications, a lack of schooling, long term unemployed, as well as ethnic minority women.

SEIES shares its experience on projects with other projects and has developed considerable expertise in consultation. Fieldwork on projects involves an instructor working with target groups of women to help women look for their own job creation or the creation of micro enterprises. The instructors adopt a step by step approach to the social and professional development and integration of women.

Women's training for employment involves a mixture of formal and informal training. SEIES adopts a listening position. The instructors listen to women and value women's life experiences. The training approach attempts to get women to value their own life experience asking: "*so what can I do with what I know?*"

Techniques may include getting women to price every job they do in the domestic sphere and informal economy as a way of getting women to acknowledge their skills and worth. The informal training of listening and talking focuses on improving the woman's self-image in her family and society. SEIS sees the path to women's empowerment as improving self-esteem.

This informal training is complemented with classroom learning and making contact with educational institutions, who could offer them courses and receive them as valued citizens. Ultimately, SEIES aims to find a women's way of doing and valuing each woman's way.

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A Personal Story of Developing Confidence United Kingdom

For some women, the beginning of belief in themselves can come from a supportive environment created by one person with a vision. Jane, a woman living in a poor neighbourhood in a northern UK city, talks movingly of her awakening.

"I got involved through the nursery. There was a new head and she was interested in the whole family. It was a really nice atmosphere when she came - you felt welcomed as if you had something of value to give to your children. Before that you kept yourself to yourself, you were nobody; you were a scrounger; you weren't intelligent - basically at the time I was like that ... It was the first time in my life that someone took an interest in me and hadn't disregarded me - I had some value to give. We got a room and we started to organise events and activities - we ran a sort of canteen, I can't begin to say everything we did - all sorts of things and if we were bothered about something such as health or the children we'd get a speaker to come in. These sessions were really informal, there was no one saying you were at fault, there were no barriers created. When someone tells me that I think "You don't have my life, you don't know how I have to live" ... We started a women's group and then an adult literacy group and began writing stories about our lives in Cruddas Park. It helped to review your life. You make a lot of mistakes but you're in an environment that you can't see them."

Jane went on to find paid work in helping other people who had lost belief in themselves get on the road to employment.

Reference:

Personal interview undertaken as part of a research project on Urban Regeneration.

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Empowering Effects of Credit Unions United Kingdom

A Credit Union is a financial co-operative, a group of people who are joined together by a “common bond” which might be living in the same neighbourhood, or belonging to the same church, or having children attend the same school. These people save and then borrow from the pooled savings. The most basic function of a Credit Union is to provide low interest loans to people who have not been able to obtain loans. Currently, in the USA, 54 million people belong to a credit union while in Canada 1 in 4 people belong.

In one British Credit Union, a regional training officer was called upon to train new women members. The training officer found that she did not have to develop new skills, but could build upon existing skills, networking abilities and strengths that women already had. Seven months into this project, 66 new members had joined the Credit Union of which 75 per cent were women. Towards the end of the project, two black women were elected onto the Board of Directors of the Credit Union, which had previously consisted of white men.

“We would never have stood up in front of a crowd and spoken before. Now we do it and it doesn’t really bother us that much. It develops your character as well as all the latent gifts that come out of people ...”

“... they sat the three of us at a table on the stage and I was petrified, but I must admit I’ve never felt so important in my life”

“I can’t explain things very well, but before I joined the Credit Union I was miserable as sin because I had a few problems. I used to sit at home all day feeling sorry for myself and fat and ugly. Now I’ve got something to look forward to ... I’m needed here and I’m good at the work I do. Nobody has ever said that before.”

Reference:

Annette Rimmer (1997), “Poverty and dignity: women, poverty and Credit Unions”, in Caroline Sweetman (ed) Gender and Poverty in the North, Oxford, Oxfam.

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MENTORING AS A SUPPORT MECHANISM

'Women in leading positions are still a rarity. Numerous barriers prevent women from making it to the top, and only seldom do they find support along the paths of their careers'.

Women do not lack formal qualifications for career advancement, but experience shows us that organisational structures and cultures make it difficult for women to progress in their careers, achieve promotion and thus make it to the top.

However, mentoring can be used as a way of helping to break down old, male dominated structures and to open up new career paths for women. Mentoring is by no means a new concept. What is new, however, is its application in the career advancement of women.

Until now, it has often been men that have benefitted from informal mentoring relationships both inside and outside of their work. Increasingly, however, mentoring programmes can be developed for *'to enable women to translate their competence and skills into action, and to be at the right place at the right time'*.

The concept of 'mentoring' could also prove a useful tool for projects to help transfer good practice, offer useful advice, as well as playing the role of the critical friend. Project leaders could act as mentors for other project leaders wishing to develop their project or discuss problem solving or crisis management. Often women who lead women's projects can become marginalised and mentoring could provide an all important support mechanism when leaders feel isolated and frustrated. Women are very good at networking and these networking skills could be used to good effect through a more formal system of mentoring.

To some extent EuroFEM performs an informal mentoring role between projects but there is enormous scope for this to be developed both at a personal and organisational level.

'Mentoring for Women in Europe A Strategy for Professional Support of Women, Germany

What is mentoring?

The key element of the mentoring process is the one to one relationship. In a mentoring process one person the mentor, will support, guide, advise and assist another person, the mentee, in her career development. This relationship is normally outside the superior - subordinate relationship .

'One of the chief advantages of a mentoring relationship for the mentee is being able to talk with someone about her own professional development, with someone who has decided to invest time in this and who does not have a hierarchial relationship with her mentee'.

The key roles involved in mentoring are:

- **coaching** - developing appropriate skills and attitudes
- **advising** - helping solve problems and make decisions
- **assisting** - providing contacts and introductions
- **networking** - teaching how to use informal contacts and networks outside of own professional context

Different approaches

Mentoring relationships can be organised in many different ways. Some programmes support the development of women exclusively, while others support the development of women and men equally. Programmes that are organised within an organisation or company, are called internal mentoring programmes. They are best suited to large organisations with considerable resources at their disposal. In contrast, external mentoring are implemented by independent outside bodies, who bring together suitable mentors and mentees working in different organisations.

Mentoring in Europe

The Department of Women's Studies of the German Youth Institute (Deutsches Jugend-Institut) has been conducting a research project 'Mentoring for Women in Europe'. The project forms part of the EU' 4th Action Programme on Equal Opportunities for women and men. It is sponsored by the Federal Ministry for Family , Senior Citizens, Women and Youth Affairs and the European Commission. The project has recently prepared a brochure, which aims to explain the concept of mentoring and how it works. The brochure provides an overview of mentoring and also includes short descriptions of mentoring programmes in seven different countries.

Reference:

' Mentoring for Women in Europe: A Strategy for the Professional Support of Women'. München, Deutsches Jugendinstitut

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WORKING WITH DIVERSITY

'Consultation with women must acknowledge the social and cultural diversity of women. Women are not an homogenous group: we must recognise individual difference as well as those created by social position, cultural heritage, ethnicity, income and disability. Consultation must respect and work with these differences to gain a complete picture of how each of us experiences and perceives the environmentThe organisation and implementation of the consultation process must be sensitive to women's needs, the various roles they play in juggling the requirements of home, children, work and a family. There must be sensitivity in the organisation of venues, locations, times, dates, childcare provision and access, as well as the use of different techniques to suit different groups of women' (Booth, 1996, 165).

Undoubtedly, working with women needs to respect the differences between women, as well as the differences between women and men. Working effectively with diversity means valuing the different experiences and different needs of different groups of women. Using the variety of women's experience, and drawing in diverse groups of women, helps provide detailed knowledge of the daily pattern of women's, men's and children's lives, which in turn, can help produce more gender sensitive policies and gender sensitive local and regional development.

This section provides two examples. First, the **Womens Design Service** in the UK offers a technique for working with minority ethnic women. Second, material taken from an article by **David and Craig** (1997) offers insights into understanding diversity in communities, as well as developing an approach known as **Participatory Appraisal**. Examples of working with diversity can also be found in other sections of the toolkit, including building from the bottom and building capacity. Furthermore, the EuroFEM evaluation project identified the need for a broad basis of support as one of the key characteristics of good practice in effective project development. Working with diversity can provide an approach to building a broad basis of support for your project.

Reference:

Booth, C (1996) Women and Consultation, In C. Booth, J. Darke and S. Yeandle (Eds.) Changing Places, women's lives in the city, London: Paul Chapman Publishing

Health and Safety Audit with Minority Ethnic Groups Women's Design Service, UK

The Women's Design Service is a well established organisation working in London, which aims to raise awareness of the needs of women with those responsible for the built environment. They also aim to involve the voices of women themselves, and to involve women in the community, in identifying problems and helping work toward solutions. One of their current projects has been to work interactively with women from minority ethnic community groups to identify, through conducting safety audits, how design and planning elements within their neighbourhoods impact on their health and safety. Sue Cavanagh, one of the project workers takes up the story:

'What is unique about the project is the methods it has adopted to consult with Bangladeshi women about health and safety issues in their neighbourhood. The process can be applied to other community groups throughout Camden, and enables people who do not speak English as a first language, and who belong to a minority ethnic group or a refugee community, to participate in putting forward their views on the environment and to be part of the process of change'.

Although there are many ways of conducting such audits, this one used seven main activities which are set out on the next page.

Another point to consider when working with groups who do not have the majority language is that a facilitator/interpreter must be used. In essence this looks fairly simple; you advertise and interview for

someone who has dual language skills. However, there are deeper issues of whether the interpreter is in tune with the aims of the organisation and with what the women are striving to accomplish. The organisation must trust the interpreter is correctly giving the message from the group. A poor relationship between the interpreter and the group, or between the interpreter and the organisation, can undermine the whole project. Figure 11 depicts the process of conducting safety audits.



1. Discussion

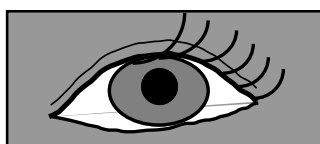
Considering some of the ways that the design of the local area can impact on women’s health and experiences of personal safety.

Introductory sessions were held with the groups that raised neighbourhood health and safety issues and facilitated group discussions about safety in the neighbourhood.

2. Mapping

Identifying a particular place, building, route or area on which to focus the audit.

The audit groups used a scale model to identify their neighbourhood.



3. Observation

Visiting an area to access what is there and what is needed but is missing.

The audit made detailed observations at points within the selected area and considered if the elements, design, social activity or lack of it, had an impact on personal safety.

4. Recording

Using checklists, photography, video, information questionnaires and interviews.

5. Analysis

Looking at the audit information and deciding on priorities. Once the information had been collected, group discussions took place.

6. Presentation

Creating a public display or exhibition of audit findings.

7. Implementation

Supporting groups to get political priorities changed and take part in decision-making process relating to their neighbourhoods.

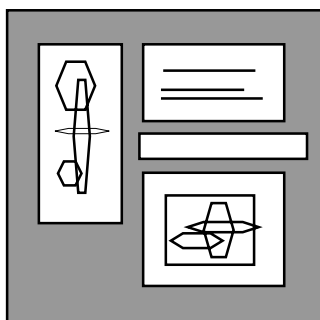


Figure 11. An example of conducting safety audits.

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Dilemmas of Participatory Appraisal

Adapting participatory development approaches from Southern contexts

There are two different aspects of working with diversity. The first is the recognition that a very ordinary sort of place, which might to the outside observer appear to be homogenous, has deep differences which need to be acknowledged (David and Craig, 1995):

‘It became clear, over time, that the Great Hollands estate is divided both geographically and socially. Those who live in Great Hollands south often protest at their address being given as Great Hollands, preferring to call their area by its street name of Staplehurst. Well-being ranking carried out during the assessment illustrated a huge social and economic gulf between different sectors of the estate. A ‘high well being’ ranking for some implies a good (professional) job, owner-occupied house, and plenty of surplus income. For others, this ranking signified at least one adult in employment (probably as an unskilled worker), a council flat, and eligibility for state benefits’.

This is not an uncommon observation of the dynamics of community life, where seemingly homogenous communities are multi-layered and display difference, diversity and divisions that need to be recognised, understood and worked with.

Therefore, how do we retain the voices of the many in summarising what the community is trying to say? The second aspect deals with the involvement of groups of people and to acknowledge different ways of knowing, but how can this richness and spread of views be captured in any final reports? There are no easy answers to this question. Perhaps the only rule is to involve as representative a group as possible in the drawing together of any summary documents rather than leaving it to a group of outside experts, who may consciously or unconsciously fall back on stereotypes or on what they think is best.

‘The project in Great Hollands was based on ‘Participatory Appraisal’ (PA) in which efforts were made to involve a cross section of people: young mothers, single mothers, mothers of children with disabilities, teenage girls, teenage boys, minority groups, working men, unemployed men, single women, and older people. In total, over 250 people had participated and at least one person from every street had been involved. While participatory approaches encourage the exploration of social diversity and conflicting perspectives the analysis all too often masks heterogeneity. A huge amount of information, and a variety of perspectives, were aired and discussed during the course of the assessment. However, in the final analysis, this information was distilled into five perspectives (mothers/women; men/fathers; older people; younger people; and professionals). The aim of this assessment was to produce an action plan, and this was achieved. Producing a summary is inherent in every planning process; it is a pre-requisite to practical application. However, there will always remain a tension between retaining a sense of community diversity and producing summary reports for action.’

Reference:

Ros David and Yvonne Craig (1998) Participation begins at home; adapting participatory development approaches from southern contexts’. In Caroline Sweetman (Eds.) Gender and Poverty in the North, Oxford: Oxfam.

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MAKING YOUR PROJECT VISIBLE

Making your project visible is an important aspect at every stage of a project's life, from conception to development. The preparation of a diffusion plan can from the outset help build a comprehensive and coherent strategy for publicity, consultation, lobbying and the dissemination of information and results as well as using the media proactively.

A diffusion plan is an essential element which is often neglected and dealt with on an adhoc basis. A diffusion plan can help get your project funded, bend existing agendas, promote ideas, undertake consultation, mobilise a broad basis of support and also get your message across to a wide audience as well as to critical friends. Importantly, women need to bring their achievements into the public domain and in so doing, share their experience with others.

This section offers practical examples which you may find useful in the development of your own project. First, we deal with advice on lobbying from the Institute of Public and Politics in the Netherlands. This is followed by a pro-active strategy adopted by Diotima in Greece. Advice on using the media and the five - W's is provided by the Institute of Public and Politics in the Netherlands. The Movement for Rural Solidarity (MSR) describes their use of a newsletter and intervention poetry for working with poor women in rural areas of Portugal. Lastly, we include an example of a diffusion plan, which the EuroFEM research team implemented as part of the development of the EuroFEM toolkit.

Lobbying

Institute for Public and Politics, Netherlands

Lobbying is about influencing the policy process and it can be a powerful tool. You can do this during three key stages:

- policy preparation
- policy formulation/decision making
- policy implementation

The Institute for Public and Politics in the Netherlands is an NGO, which aims to encourage and facilitate all groups and individuals to participate in national and local politics. The institute often works with those groups who have been excluded from the decision making process, traditionally young people, immigrants, women and low income groups. They provide useful advice on lobbying for groups involved in "Testing the Living Environment", a LA21 project which the Institute has spear-headed across the Netherlands. Extracts of their advice are set out below:

In order to lobby well, it is necessary for you to:

- have good contacts with public servants, politicians or other actors
- know how to place your interests within a broader framework, for instance the environmental one
- do it at the right moment
- be able to barter and include in your story something that is, for instance, interesting to others, such as information, arguments or research data
- have knowledge of the background and contents of the policy you want to influence
- be able to put yourself in your dialogue partner's position and try to take into account their problems and possibilities, for instance by thinking along with them and bringing up alternatives if your proposal isn't taken
- practice talking and arguing through role play
- when decisions are being taken undertake activities which could steer the decision making process your way
- keep a watchful eye on implementation and make sure you receive minutes and proceedings on meetings; get yourself on a project implementation group; keep regular contact with public officials;

- - hire an external expert to be involved in the implementation process.

These are just a few suggestions to provide helpful and friendly advice, which are taken from a paper written by Jaqueline Khuun, of the Institute for Public and Politics, in the Netherlands, on 'Testing the Living Environment'.

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Pro-Active Strategy Diotima, Greece

Diotima is a collective of women who work together to raise awareness of women's issues in Greece. In particular, they have offered gender sensitivity training to professional women working in the field of equal opportunities and other women's issues. In a recent interview with Maria Liapi, the Director of Diotima, she tried to describe the pro-active approach taken by her organisation to make the Diotima project visible .

'Whenever we have achieved some goal - whether it is the completion of some research, or the winning of some funding to undertake a project, we take this news to the President or a Minister of Government to discuss this. Over time we have found that they will find the time to listen to us. We have nothing to lose by asking and they have nothing to lose by listening'

This is, indeed, a very pro-active stance taken by the Diotima women of Athens. They go straight to the people with power and influence. They have the advantage in that they are located in their country's capitol and they are obviously well networked with critical friends in key positions. However, we can all learn from their confident approach and adapt it to suit our own circumstances and our own social and political context. Sometimes we don't make our project visible because we assume that no one wants to hear about it. *Have confidence! As Diotima say, 'what do you have to lose by trying?'*

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Using the Media

Institute for Public and Politics, Netherlands

Calling in the media is an issue in itself. A provocative article can help increase a project's visibility, but you run the risk of political or other actors becoming irritated by feeling the media is too biased, and will therefore not co-operate. It is a question of balance, and you will have to decide at which point you want to involve the media and what tone is necessary in order to get your point into the political agenda. The tone of the article is often the determining factor.

The best thing you can do is to draw up a publicity plan. Consider *The five W's : Who, What, Where, Why and When*. Also, these five W's always form the core of the press release or message. You must ensure that these five W's are clearly put across in the first two sentences of the press release. Journalists get lots of messages everyday and are therefore selective. They read the first few lines of a message and then take a look at the sender. Is it interesting? Only then will they do something with it.

- Spreading information*: which media are suitable? Only the local media or also regional and national media? And which one do you choose - newspaper, television, or radio? A message on the Internet can also be effective.
- Ensure a constant information flow*. Supply particularly interested journalists with enough messages on your activities and existence.
- Half of your success lies in *making your activities visible* and insightful to the media.

These are just a few suggestions offered by Jaqueline Khuun, at the Institute of Public and Politics, in the Netherlands. She put forward these ideas in her article on 'Testing the Living Environment', but it is sound advice for us all to follow.

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Newsletter and Intervention Poetry

Solidariedade Rural, Portugal

The Movimento de Solidariedade Rural (MSR) is a Portuguese NGO, which was founded in the early 1980s. It developed from the Catholic movement, which wanted to focus attention on rural areas previously ignored in local development. However, today it has no links with the church. The specific focus of activity for MSR is rural poverty and in particular they target women because they believe that women in Portugal, as in many other countries, bear the burden of poverty.

The MSR has three key areas of activity:

- a monthly newsletter, which provides a mechanism to spread information
- networking with other projects in Portugal, Europe and other Portuguese speaking countries
- the animation of cultural projects in local development to help tackle local poverty.

The newsletter is a particularly important medium for spreading their information, raising awareness and publicising their work to people in rural areas. They publish the newsletter every month and for a small charge make copies available to members in local organisations, who in turn, distribute the newsletter through their organisation. The organisations they use include, local government, rural libraries, professional schools with a link to rural planning, and churches.

The newsletter covers articles of topical interest, which include regular updates on the law entitled - 'Know your law' . It also includes information on national, regional and local events; on major problems, such as drugs and the family; and letters from readers. The articles are intended to make people think, for example, a recent issue covered the debate on the future of Portuguese agriculture in the year 2000. It also included an article on 'What parents must know' which provided information and discussion on drugs. Many of the articles are targeted at women and written by women. The newsletter also contains publicity on folklore events and *intervention poetry*, a popular medium for getting social and political messages across, in Portugal.

POESIA NECESSARIA
Náo è ilusáo nem è mito
Tem raiz no Infinito
E náo ignora ninguém
Vem de longe, de muito longe
O Anseio sentido hoje
De um mundo de Paz e Bem

NECESSARY POETRY
It is not an illusion, nor a myth
It has its root in the Infinite
And it doesn't ignore anyone
it comes from far away, very far away
The longing felt today
for a good and peaceful world.

The newsletter is a very practical example of reaching out to poor rural women, but MSR is clear that all of its work must be underpinned by feminist theoretical analysis. For the organisation, the newsletter provides a concrete example of feminism in action.

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The EuroFEM Diffusion Plan

One way of making your project visible is to make a diffusion plan. The EuroFEM diffusion plan consists of an integration of all the planned activities of the project, such as transfer of experience in seminars, information dissemination through articles, publicity and lobbying by meeting politicians and officials, and building broad basis of support through meeting the grass roots, politicians, project leaders, etc.

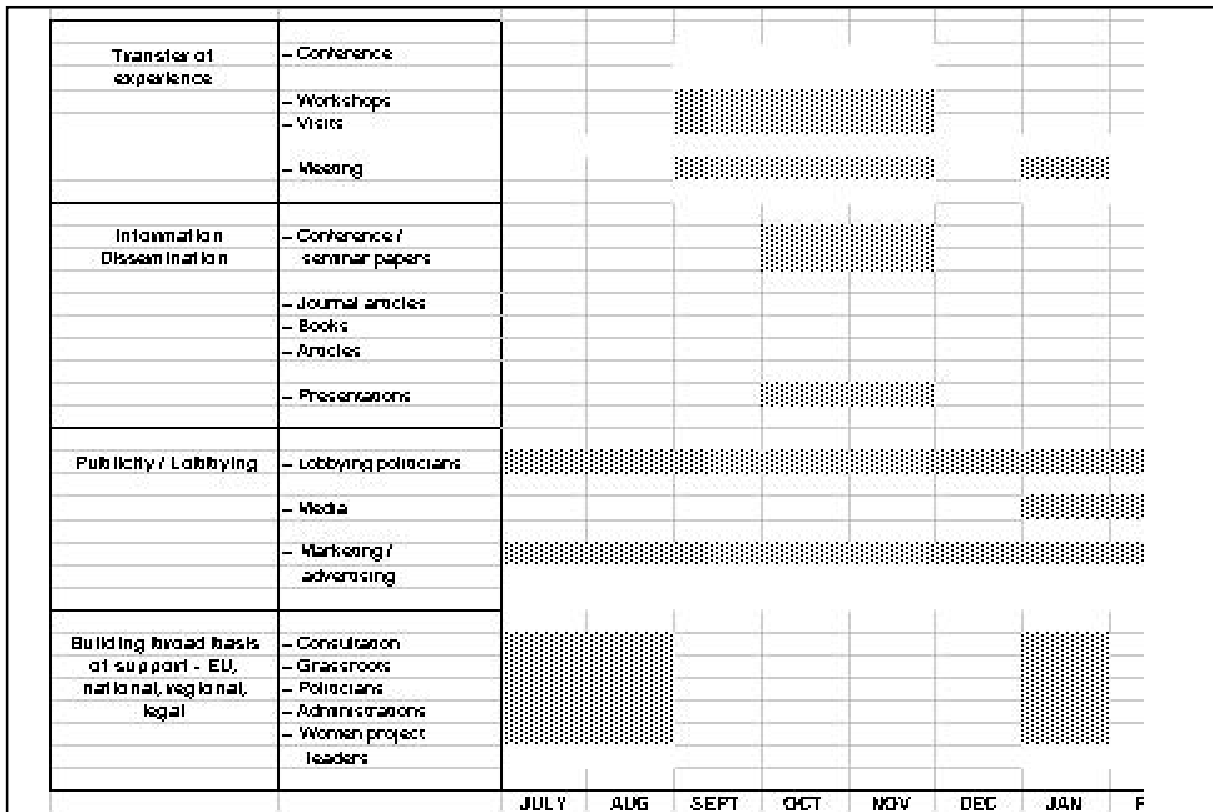


Figure 12. The diagrammatic Presentation of the Diffusion Plan for the EuroFEM-Project

5.ORGANISING YOUR WORK

If we are honest, making a start can be the most exciting part of a project. Having a good idea, getting it into shape and making something happen can be very empowering experiences which can be celebrated. However, after that can come the real key but perhaps even more vital part of the project's history, which is keeping it going. In this section we look at these issues of constructing an appropriate organisational structure to making a start or succession strategy. There are a large number of good texts on organisational theory and management practice. This section cannot hope to take their place. Instead we look at theories through the real experiences of projects. Though the case studies are brief, they demonstrate the richness of organisational life and display something of the variety of views. Ultimately organisations are about people and this makes organisational work stimulating and difficult.

BUILDING A COMMON VISION

One of the most important mobilising instrument is visioning. Anne Saether (1991) who has been involving many Norwegian women into local and regional planning has stated in her booklet on Mobilising women, the following:

DREAMS
about future, when shared and discussed, become visions.

VISIONS
for the future become goals for the community

GOALS
for the community become action for the people.

A common vision has the mobilising effect of keeping you on the right track, like a star in a dark night. It gives direction to the goals and provides targets for increasing our capacity. Maja-Liisa Viheä, a Finnish futurist has drawn the following diagram on the role of the vision. Here the chosen vision is that of supportive everyday life (Figure 13).

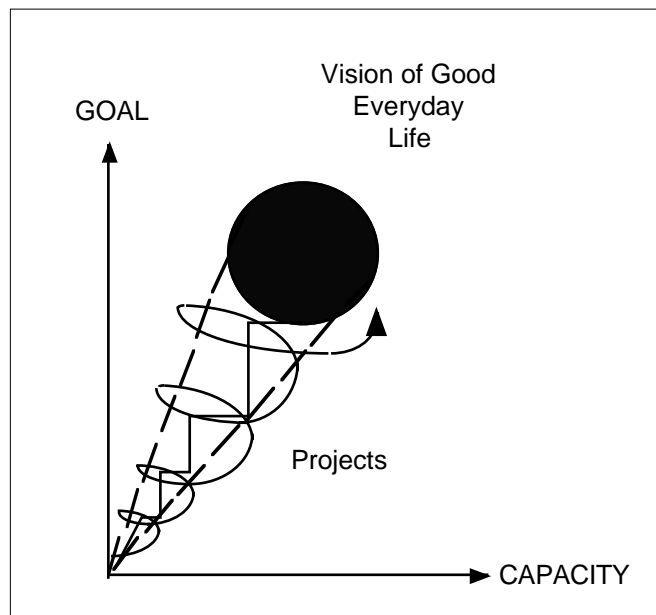


Figure 13. The vision of supportive everyday life gives direction to projects and dynamises the goals and capacity to learn and take action.

There are several methods to assist visioning. We described the SWOT method in the previous section and here we present a creative brainstorming technique called the Futures workshop, which can be conducted with children and older people. The SWOT-analysis on the other hand, a common technique for analysing your context but it includes some envisioning aspects, especially if you change SWAP (strengths, weaknesses, aims and problems).

References:

A.Saeterdal and E.L.Tackle (1991) Mobilizing women in local planning and decision-making: A guide to why and how. Oslo: The Ministry of Foreign Affairs.

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Futures Workshop

Futures workshop is a popular brainstorming method in Finland and has been used for different kinds of development work within the social and health sector and community capacity building. The method itself consists of the following phases:

1. Presentation of the chosen Theme
2. The Critique Phase
3. The Fantasy Phase
4. Plan of Action

The workshop can last for a half a day, for a whole day or even for several days depending on the problem and the participants.

It is important to have a well-contextualised theme in which all the participants can participate. The critique phase can be conducted in different ways. We usually conduct this phase by having the participants write their problems individually on the flip chart papers which have been stuck to the walls of the room. You can also use post-its and glue them to the wall if you wish. This takes about half an hour after which everybody reads aloud her or his statements. Then everybody rates the statements with a maximum of 7 points. It is possible to give the maximum amount to one problem or to distribute the points between several problems. The ratings are counted by the animator of the workshop during the critique. The animators also classify the problems into three to five categories, which are given appropriate titles.

The fantasy phase begins by translating the negative titles into positive and dynamising slogans. These will be used as stimuli for fantasizing solutions to the problems. No negative remarks are allowed; instead the participants are encouraged to produce even silly ideas. This phase might be done collectively so that the animator writes the produced ideas on the flip chart or it may be done in small groups. After half an hour the group presents the ideas or if the ideas are on the wall, the participants read them aloud. The fantasies are classified into four to five themes which serve as the basis for action plans.

The action plan is often produced as an one hour long group work in which 4 to 9 people reflect on the implementation of the ideas. We animate the session with a structured questionnaire which makes the participant state the title of the project, the aims, responsible persons or different types of action, the duration and the financing. The results of the group work are then presented and the final decisions for the continuation of the work are drawn during the discussion.

The workshop process and results are then written up as a small booklet which is sent later on to the participants.

Some Hämeenlinna women initiated in 1997 a project **The Mobility and Environment Forum for a supportive everyday life**, in which a Futures workshop was used. The aim of the project was to make the center of Hämeenlinna a safer and healthier place to live and to decrease car traffic. After different user groups - children and their parents, older people, politicians and officials - had diagnosed the problems during the autumn, the Fantasy phase of the Futures workshop was conducted one winter evening. The development targets turned out to be the following:

- more bicycle routes
- removal of obstacles (Kerbs, advertisement on the pavement)
- more pedestrian areas
- children's events in the center
- a recycling point to the square
- more greenery and lighting

The plan of action was written later on by the project leaders together with one of the key persons in town. They are also in charge of monitoring the implementation of the project. One of the assessment techniques used was a simple evaluation sheet, produced by Oxfam (Figure 14).

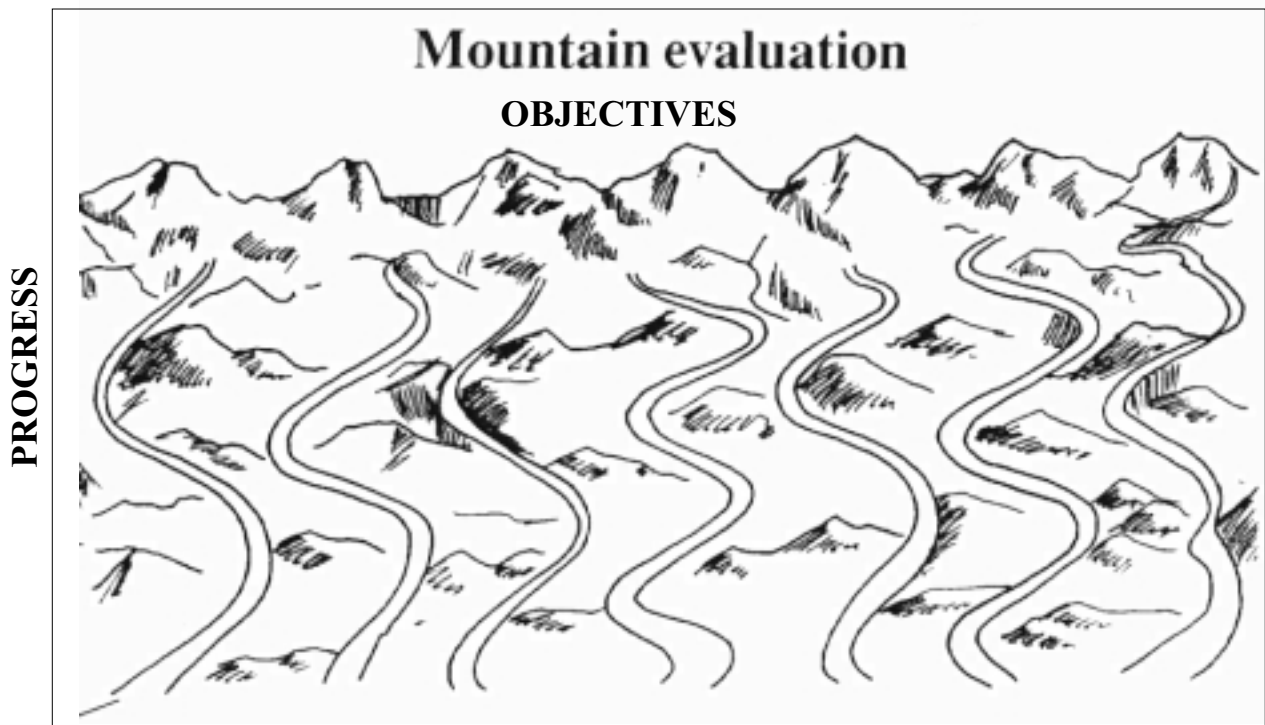


Figure 14. Mountain evaluation (Oxfam, 1995).

References:

Williams, S., Seed, J. and Mwau, A. (1995) The Oxfam Gender Training Manual. Oxford: Oxfam.

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Using SWOT -Analysis Guadeloupe

SWOT (Strengths Weaknesses Opportunities and Threats) analysis is a well-established and effective means of clarifying ideas. It can be used for preparing a new departure for an organisation or as a business plan (Look at the note on business plans in this section of the toolkit). It can also be used to make people aware of change and as the later example from Guadeloupe demonstrates, it can turn a largely negative and critical discussion into a positive plan of action.

Why do it?

SWOT can provide

- evidence for change
- a basis for assessing core capabilities and competencies
- good motivation in a group
- the means for getting people to participate

CURRENT

<p>STRENGTHS</p> <p>Strengths can relate to the organisation, to the environment, to market shares, to people...</p>	<p>WEAKNESSES</p> <p>This is not an opportunity to blame but should aim to be an honest appraisal of the way things are.</p>
<p>OPPORTUNITIES</p> <p>These might include socio-economic trends, political change, greater co-operation with other organisations.</p>	<p>THREATS</p> <p>Sometimes the same issues appear as both opportunities and threats.</p>

FUTURE

How to do it?

For SWOT to be successful you need to create an atmosphere which stimulates a free flow of information in which people can speak freely without fear of blame. Allow enough time for a free flow of ideas but keep a balance of time between the four elements of the exercise.

Don't

- try to disguise weakness
- merely list errors and mistakes
- jump to the evaluation stage too early
- lose sight of external influences and trends
- allow the SWOT to become a blame laying exercise

The SWOT exercise in Guadeloupe started spontaneously as a meeting of women entrepreneurs to express their anger and frustration. A decision was taken by the visiting EUREM team to channel and shape these feelings through a SWOT-analysis.

Following this exercise women around the table felt that they had moved on. Their anger had been listened to and fully noted. In addition, they were able to see that all was not bleak. They had capacities and there were opportunities which they could exploit.

BUILDING AN APPROPRIATE ORGANISATIONAL STRUCTURE

Questions about how organisations come to range or structure their activities in such different ways have fascinated more writers in the management studies field than other subjects. This note cannot and does not try to replicate these theoretical discussions. Instead, it explores a number of structures presented by women's project leaders and considers what each structure has to offer.

In the transnational seminar held by EuroFEM in Kokkola in 1997, project leaders discussed organisational structures and tried to capture them in a word or a phrase. Later in this section discussing how organisations cope with change we will come to "**Models of open interaction**" which is the Kokkola resource centre model characterised by an open network, sustained by communication and shared ideology but without a formal steering group. Some projects were such a harmonious and happy situation with one project leader called "**The Pyramid Revisited**" with conflict always breaking out between the grass roots beneficiaries and the hierarchy of the organisation. Another woman found herself working in what she described as "**A Windy Situation**" which involved a constant stressful balance between the demands of funders and the needs of users.

Two project organisations are highlighted here. The first is the *Frauenbüro in Vienna*, which is a "**Constant Lobbying Organisation**" with negotiation between experts and institutions and between experts and grass roots women. The diagram, drawn by Usula Bauer of the Viennese project, shows this flow between all the parties with the Frauenbüro in the middle ensuring a balance of communication between parties (Figure 15).

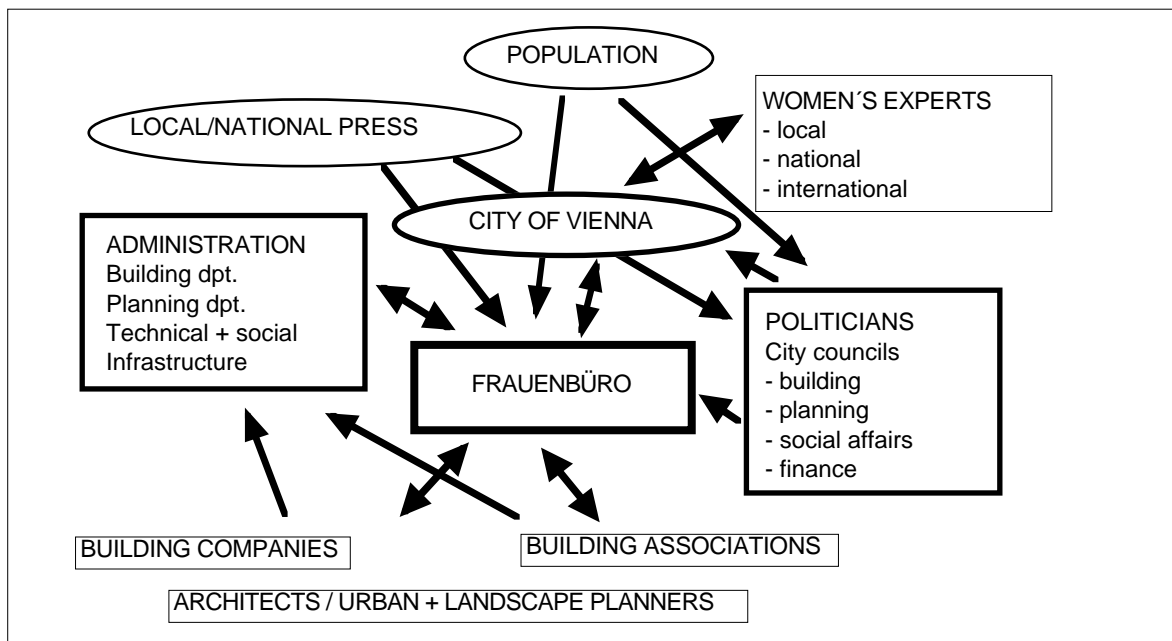


Figure 15. The organisation of the Viennese Frauenbüro

The second diagram, drawn by Sue Canagh of the *Women's Design Service* in London is described as "**From targeting to process creation**". It emphasises the process of facilitating to eventually help others to take over the project themselves and eliminate the need for experts or leaders. The diagram shows the process of growth, such that existing groups seed new groups (Figure 16).

From our discussions we were able to extract good practices and principles. In doing so we felt an effective organisation would embody:

- Feedback from different parts of the organisation including the beneficiaries as vital to be able to adapt for change.
- Project leaders ought not to work alone because of problems of exhaustion and stress.

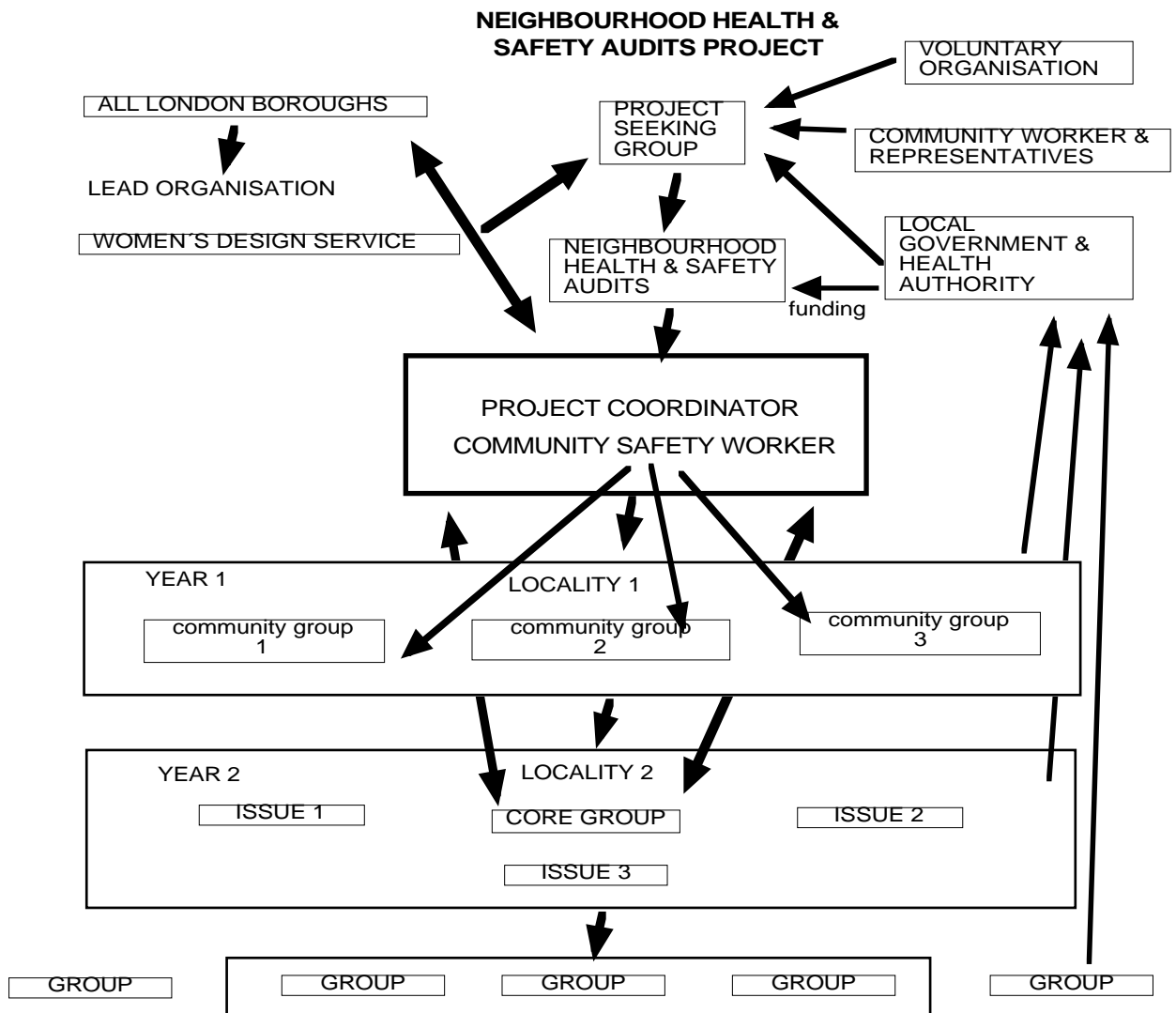


Figure 16. Organisation of the Women's Design Center

- There should be overlapping work groups
- Organisations should develop new methods of generating ideas and creating ownership of
- There should be good links to the outside world in the form of critical friends and support groups
- There should be no monopoly of information.

Some of the key questions around women's organising seem to be:

- How does the structure and the nature of the organisation of women's projects enhance inter- and exterior functions?
- Do women or men have an opportunity to influence the organisational context of their projects?
- Can organisations learn to learn and if so, how?

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BENDING AGENDAS

One of the good principles revealed by the EoFEM work was the concept of bending agendas. A good project can be made more attractive to funders or to the public, if it is able to make connections with current ideas. The German example demonstrates that women's concern about transport and traffic were able to make alliances with green issues groups for their mutual benefit. The Austrian project was able to capitalise on concern about the design of housing to promote women architects. As you read these two examples consider how you might make a connection with fashionable debates in your locality.

Integrating Feminist and Ecological Approaches to Traffic Avoidance Germany

Feminist approaches to structural traffic avoidance is a particular aim within the Department of Transport in the Wuppertal Institute for Climate, Environment and Energy. The main objective of this work is to integrate feminist and ecological approaches to traffic avoidance and to mainstream transport policy and research. This area of work has grown out of debates by the network Frauen in Bewegung (Women in motion), a network of German women experts drawn from science, planning and politics. The network is a part of a sub-group on traffic in the Green Party.

Research at the Wuppertal Institute has begun to draw together interests and issues in the women's movement and the ecological movement. They felt that the two movements have largely the same interests in bringing about change to transport policy and without this co-operation, collaboration and integration the two sides could easily be played off against each other by establishing lobbyists. This broad project is concerned to prioritise gender issues within the environmental movement in order to bring lasting change to transport policy in Germany.

The working area has a series of self-initiated projects, parts of projects within the Institute, as well as connections with other institutes and organisations. Their work has already begun to impact on the discussion of traffic at the national level, for example:

- the Commission 'Women in the City', Congress of German Municipal Authorities, which works on concrete proposals for local activities
- a research study for (and financed by) the State Rheinland Pfalz) entitled "better chances of mobility and participation of women"
- ecologically oriented proposals for law initiatives by the Bundesland.

This later study analysed the way state laws and programmes in spatial planning, transport and mobility and village restoration ignore the everyday life of women. Each law has been investigated to determine the regulatory content, change relevant to women, gender justice, necessary amendments to laws from a gender perspective, and appropriate forms of participation for women in the decision making process.

Within environmentally oriented transport organisations, women experts working within the Institute have begun to pursue gender interests for example the traffic club Germany (VCD), the bicycle club (ADFC), and the women's section of Friends of the Earth.

Structural avoidance of traffic aims at preserving and increasing the mobility of both women and men in a way which is both ecologically and socially acceptable, in the interests of providing options in life-time design and self-determination affecting primarily their data to day activities.

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Viennese Housing Projects by and for Women

The design and structure of the urban environment has a decisive influence on the way people live in the city and on their quality of life. Traditionally, it has almost exclusively been men who have created and constructed cities as planners, architects, builders, land owners and contractors. If we look at the structures of our cities it is the everyday experience of the working man which has its expression while women's needs have largely been ignored. Specifically, the criticism of conventional housing projects, voiced by many women, is that there has been scant attention paid to the requirements of housework and family.

An architectural competition took place in Vienna in 1993 and the winning design was chosen in 1994. The jury was mainly composed of women architects and landscape architects. The winning entry was made by a woman architect, who incorporated a variety of dwellings and sensitive solutions for space including courtyards, a central square, a village common play streets and a playground. The work began on site in 1995 and was completed in 1997.

The model project "Frauen-Werkstadt" aims at increasing the share of women experts in the urban design and construction process in order to ensure that women will have their say in the further development of the City of Vienna.

The project demonstrates that the criteria for women-adapted housing are not a mere manifesto to be realised as multi-storey, subsidised housing project. In the long run, the manifold facets of women's everyday life have to be an essential criterion of design in urban planning and housing construction.

The Women's Office elaborated a guide focusing on criteria for housing projects and urban environments adapted to women's needs and everyday life, which have been mentioned in several later comparative papers.

According to the guide-book, women-friendly urban planning and housing means taking the conditions and daily routines of women into account, which is reflected in the following characteristics of the development complex:

- Urbanistic fit for everyday life reflected on the development of "social spaces" and outdoor spaces which can be generally used for multiple purposes,
- Flats are practical and take particular account of the requirements of home-makers and families
- Flats are appropriate for different phases of life and offer rooms of equal quality. The number of square metres is not as crucial as the flexible use of space,
- Gentle transitions from indoor to outdoor areas. The flats are closely linked to the outside
- The various needs of young men and women, accounted for by a variety of spaces (divided into smaller units) are recognised,
- Spaces of playing are available in adequate sizes and density,
- Spaces for encounters support the development of neighbourly relations,
- Stairwells and entrance areas are generous and invite people to take a break,
- The housing development is practical. Pram and bicycle rooms and community laundry rooms are situated on the roof, big enough and within convenient reach,
- Children can safely play outside and the housing development is safe,
- Distances are short and routes are open to everyone's view, as are entrances and stairwells,
- Careful planning in garages prevents anxiety spaces.

It is interesting to note that until mid 1993 there was not a single woman among architects invited to advise on city development, as an expert, or indeed enter architectural competitions. One of the objectives of this model project was that it stimulated public interest in gender-sensitive design and increased the visibility of women professionals in the built environment field.

The women's bureau in Vienna wanted to increase the participation of women experts in planning and construction projects and at the same time to assess the needs of women users of the city. The head of Vienna's women's bureau was a member of the jury for the competition. Later, she has acted as a consultant in several other competitions, to check if projects have taken account of gender-sensitive design.

The housing project has raised high interest in Austria and abroad. Several Women's Cities are launching similar projects by taking the "Fuen-Wik-Stadt" and the competition as an example.

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COPING WITH CHANGE

1990's have meant turbulent times for many organisations. Idealism has been forced to follow the market game as is described in the story of the BOW co-operative. There are, however, exceptions like the Kokkola women's co-operative in Finland and the Diotima Research Centre in Greece.

Co-Operative Ideals Within Market Forces United Kingdom

This extract is taken from a paper by L.A. Walsh and R. Mason talking about how a housing co-operative which had conducted itself in a non-hierarchical way had to change, if the organisation was to survive. The extract gives some insight into the painful decisions sometimes to be made

The vision of Banks of the Wear Co-operative (BOW) was simple to help and encourage tenants and residents to improve their homes. The co-operative's mission was to facilitate people working together to articulate and achieve their aims. Its culture was firmly entrenched in tenant participation, which residents to have control over their homes and the improvements made to them.

BOW started with three workers who worked out in the community with local people making them of housing improvement opportunities. As time went on workers began to become involved in a range of initiatives to improve the area and provide employment. To control BOW and to develop policy, a management committee was formed. Members were local residents who had become involved in housing co-operatives. Workers and committee members worked together to introduce radical new forms of management and were passionately committed to challenging housing practices and more. As part of that commitment BOW operated in a non-hierarchical way. There was no director or coordinator. Each worker was a specialist in his or her own field. Policy making was a task of everyone and fortnightly workers' meetings were held to make decisions. Most issues were discussed in strategies, day to day issues and the feelings of workers and tenants.

The benefit of this way of working were that each worker contributed to developing and maintaining co-operative and the work of their own team. An equal salaries policy was in place and thought for those who worked within a co-operative philosophy. Staff also believed that it allowed all staff to develop equally.

However, there was a down side to this style of management. For example, the process of trying to get to consensus on decisions did not encourage BOW to face unpleasant issues or to develop solutions. Early in 1988 it was clear that the architectural services were operating at a loss. The search for consensus meant that it was impossible to close the section. It was also clear that some people working below the market rate while others were paid more than an equivalent post elsewhere. At this time this had the effect of trapping staff who could not afford to move on and causing turnover of highly qualified people who could not afford to stay.

Changes were finally brought about by changes in the UK housing sectors in 1988 which emphasised market-led philosophies and changed the rules and environment for social housing. In order to survive BOW had to make itself into a Housing association (a social landlord and, in this case, a provider of services such as training for tenants participation to social landlords and their tenants). This change of status brought with it the need to fit into a new administrative and legal framework. The need to be more competitive made changes to salaries inevitable. New pay structures were set up some staff were made redundant and everyone was persuaded to take a pay cut.

The problems of transforming the organisation were acute. Many staff had been committed to the co-operative ideals of BOW and there was deep regret for the lost ideals of non-hierarchical working. Those who experienced this as a painful personal loss. The director and the management executive felt an

uncomfortable road between the ideals of a flat and the pressures of a restructured housing market. However, they now had clear objectives specified by the management committee. The culture was very different from the non-hierarchical and informal style of the earlier days when idealists and activists achieved so much. Success, growth and the changed and somewhat hostile environment had seen the advent of a business culture. Changes had to be made for the organisation to survive. Once BOW had become an innovative and fun place to work with a great deal of success measured in terms of community development. Workers could see the improvements to houses and the structure of the area and no longer grieved for the loss of the old camaraderie. However, the organisation had survived and had maintained the main original objectives of BOW in its new goals and aims.

Reference:

L.A. Walsh and R. Armson (1994) "Banks of the Wear". In Rosalind Armson and Rob Paton (Eds.) Organisations: cases, issues and concepts. London: Paul Chapman Publishing.

The Kokkola experience Finland

The previous page has documented the way in which a loosely organised group of workers had found the painful path to a more formally structured way of working. This may lead you to think that those ways of structuring inevitably have to become more formalist, but this is not the case. The example of Kokkola women's resource center. The network of women began with active women mobilising others and then the idea that women could provide a resource for themselves snowballed. One of the first ventures of the Kokkola women was the setting up of the co-operative house which has grown and diversified. It provides an employment agency; advice to would be small business people, a shop for the co-operative's products and a cafeteria, which serves as a meeting place and information center. In addition, it is an incubation of varying kinds of projects.

In the early days of the co-operative a committee was in control of the range of projects. They met regularly to discuss new ventures. However, over time as a true entrepreneurial and dynamic culture has evolved, the formal committee structure has been abandoned as no longer fitting. Instead, projects now work together in a loose, almost neural network of women who are bound together by the culture of the co-operative. When a new project idea emerges the individuals concerned come together and form an organisation for the purposes of applying for funding. The different projects have regular network meetings, but the "women's commission" has no real formal power of execution. Figure 1 (page) shows the Kokkola organisation in diagrammatic form.

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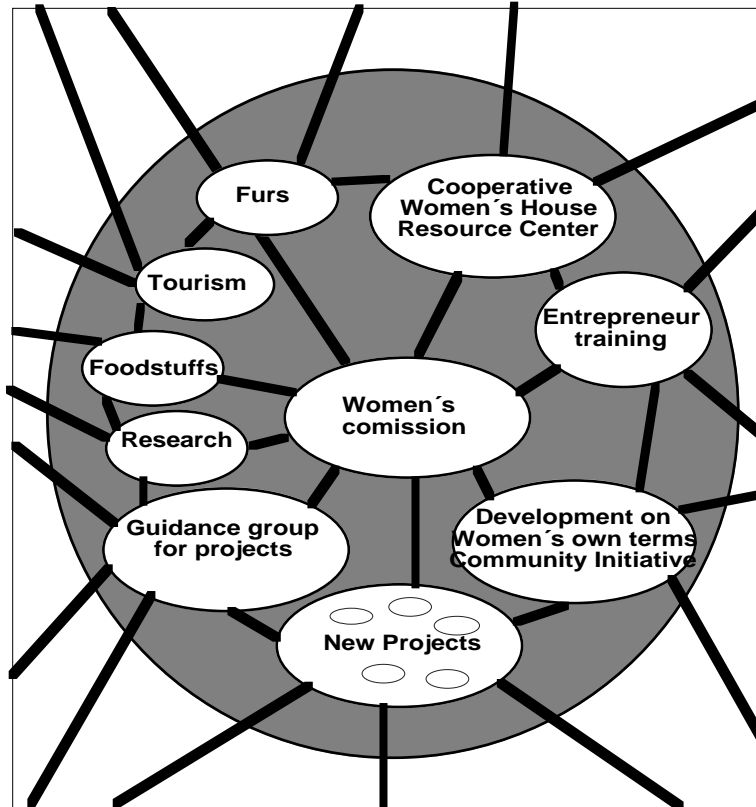


Figure 17. The Kokkola open network model of organisation

Surviving Political Change Diotima, Greece

Diotima was established in 1989 by seven women, who had known each other from being young in the Greek feminist movement. They were all well-established in good diverse professions. Their commitment to the socio-political advancement of women led to their setting up Diotima. Because women were feminists, they were very much associated with leftist politics though they were veered away from not taking funding which would align them with one political party or another. However, through the years of right wing government in Greece, Diotima were to a degree isolated and given few research or training projects by the central government. In spite of this, through that period they were working and building their reputation as a group of experts who could offer quality training on issues of equality. Their decisions to steer clear of obvious left wing alignment and their quiet determination to keep going through leaner times has left them well respected as an expert resource who can be relied upon by organisations who may win funding and who then need other partners to help them deliver programme objectives.

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BUILDING A NETWORK

Network building is like Aino Saarinen writes the core of the fifth wave of women's movement, which mostly takes place virtually, in and through the Internet. Networking is especially important for women who find themselves on the geographical fringes of Europe, like the Northern Feminist Union and the Greek Diotima, but even for Barcelona women who lie close to more central zones of the continent. Networking can also lead to a specific kind of organisation which can cope effectively with change for the benefit of the whole locality or region.

Survival Through Networking Greece

Diotima's Greek women's project, was born there as Maria Liapi puts it " **the only way to survive is to engage**".

"We have always tried to create as big a network as possible and to be open to all women. Always we are looking for more women to talk with and who can engage in research which will help push us all ahead. For example, we wanted to increase women's knowledge of informatics because through the use of such global networks as the Internet, we can promote women's agendas. We knew there must be a woman or women who were working in this field and who could teach these skills to our volunteers so we advertised and there they were.

In the same vein we have helped other women's projects get started and have been open about sharing our knowledge and research with others. This has been part of our philosophy of spreading the word."

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Networking in Barcelona

The Fundacio in Barcelona is an organisation promoted by the Women's section of Catalan trade union, which focuses primarily on women and work. The Fundacio has several EU-projects in which it has used partnerships and networks as a source of strength upon which to build a power base. For example, the project called "Women in the city" has created a network of civil servants and key players at the regional and local level. In turn, each of these participants is connected to his/her own network. Each region has a department of women's affairs which is connected to a network of women's initiatives. Through this network a rich web of contacts has been created with grass roots women, professionals and politicians who can spread the word about urban women and their needs and, make the Fundacio aware of emerging issues. Representatives from the regional municipalities have been invited to sit on the project's co-ordinating group which in turn has provided access to important centres of power. Figure 18 shows the networking model of the Fundacio project. It is called "**Expanding outwards through local forums**".

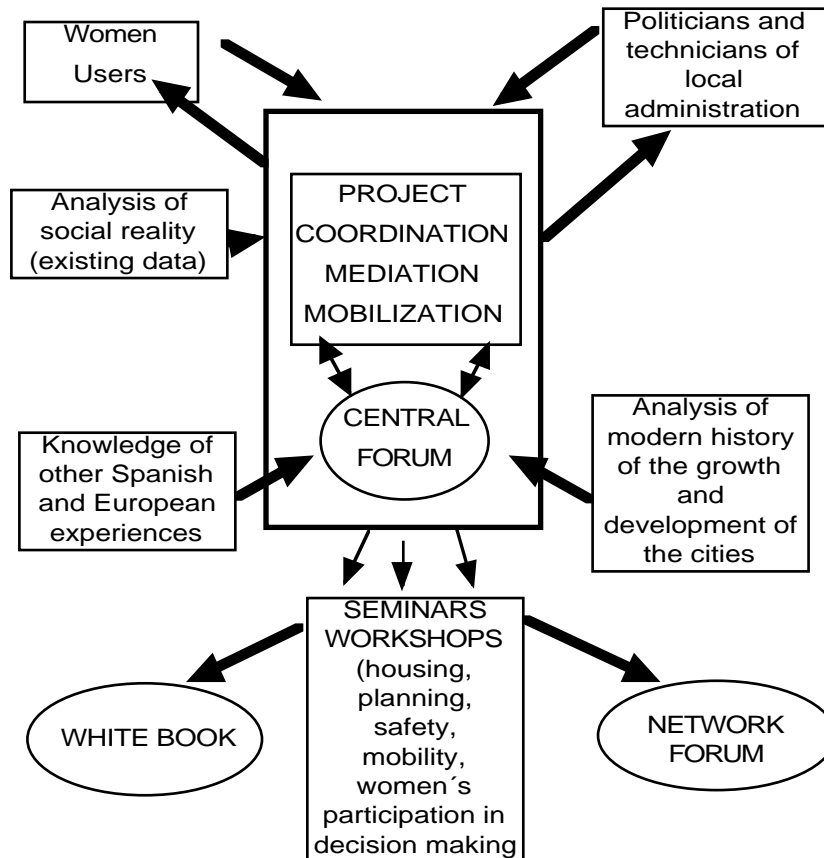


Figure 18. The organisational model of the network of the Fundacio-project "Women in the city", is called "Expanding outwards through local forums".

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Developing Network Organisations

We all live in network societies where people, organisations and nations are joined together by complex webs of relationships. A network is a set of autonomous organisations that come together to reach goals that none of them can reach separately. Rupert C Chisholm (1998) has written an inspiring book which deals with networks as complex, ever-changing systems, designed to help different parties to have control over multifaceted issues (messes). He specifically addresses **How to manage networks of organisations which tend to be loosely structured, non-hierarchically controlled and difficult to sustain.**

The Network might become a medium for changing information, for finding resources and supporting collective problem solving and for influencing decision making and development trends of the network. However, the network doesn't give all these "goodies" without proper management.

Chisholm, whose main examples are drawn from decaying industrial localities, which would disappear without effective efforts through networking development, leans heavily on the following approach:

1. **Using network concepts is crucial** to the development process. Networks exist at the system level, which is a level above interorganisational relationships. Members come together voluntarily

to deal with complex problems that require collaborative work by many organisations. A shared vision and common purpose are the orienting forces of the network. Members control the network and take the responsibility for the development of a shared understanding of the problem and the required action. For this purpose appropriate models of development, which are sensitive to the different levels of action, should be considered.

2. **Using action research is essential.** Action research is used to create and maintain networks as learning systems. This means the process of proactive engagement, not just reactive adjustment, can be achieved. Action research also provides systematic guidance and durability to the development process.
3. **Effective design work is important.** Constant attention should be devoted to the designing of events and activities. Besides major events, such as search conferences, seminars and workshops, even ordinary events should be carefully designed. This allows learning to take place. Key design dimensions include: determining the strategic purpose of the event, defining goals, determining the location and its design, selecting the venue, structuring the meetings, selecting the specific development interventions, and defining time dimensions.
4. **Integration of development work with normal network activities.** Even action research - the planning of interventions, their implementation and evaluation - should be part of the normal network activities.
5. **Building and maintaining grassroots support is crucial.** Establishing strong ties to the community is essential to developing interorganisational networks. Simultaneously, there should also be translocal connections.
6. **Constructing appropriate forms of organisation.** Each situation is different and therefore context-sensitive forms of organisation, which are consistent with the features of the interorganisational network and which reflect the unique requirements for tackling the problems and objectives of the case should be looked for. These might include traditional organisational elements such as the steering committee, task forces, coordinators etc. but the combination of the elements should be according to the circumstances.
7. **The process of developing networks is disorderly and nonlinear.** Irrespective of the usefulness of rational plans and designing of events, the development process in reality is not neat and orderly, but disorderly, informal, circular and serendipitous.
8. **It takes a system to change a system.** Network development requires a team of active members to assist in constructing the collective vision and strategies and to keep the network on an appropriate track. All this endeavour also requires resources.

The negative consequences of globalisation might also be fought against through networking. R. M. Kanter (1995) asserts that "the American and European dominant world economy is passing rapidly. In its place a global century has begun. Having the capacity to be 'world class' is the basic requirement for participating successfully in the new age. World class status demands the following intangible assets:

1. **Concepts:** the best and latest knowledge and ideas.
2. **Competence:** the ability to meet the highest operating standards that exist anywhere in the world.
3. **Connections:** effective linkages to individuals, organisations and institutions around the globe.

Reference:

- R.F. Chisholm (1998) *Developing Network Organizations: Learning from Practice and Theory*. New York: Addison Wesley.
 R. M. Kanter (1995) *World Class*. New York: Simon and Schuster.

IDENTIFYING TRAINING ISSUES

Successful projects are usually designed as learning systems for their participants. Therefore, training forms an important part of developing and implementing a project. Training is, however, a vast concept which may comprise varying sorts of activities. In fact, it is a speciality in itself and we are only trying to give a couple of glimpses of this great diversity.

Training for women often consists of sets of modules which the participants can choose from. For example, the structure of training modules used at the Professional competence-project in Finland consists of the personal portfolio, mapping of competences, development discussions, a diversity of orientation modules, the modules of basic know-how, the modules of specific know-how, and the modules of complementary and in-depth studies.

The French Centre of training and information CNDIFF has produced a diversity of innovative methods for the integration of women into economic life. The Italian Istituto di Formazione (IFOLD) indeed also offers a vast palette of training for different purposes.

The Norwegians have specialised themselves in supporting women to start their own enterprises. Business advisors for women have turned out to be a great success also in Sweden.

An other type of training which is often necessary in mainstreaming projects is gender training. The latter may deal with the use of language, or create new ways of working, like in Denmark, and it can start at a very early age, as in the case of Luxembourg.

References:

Heidi Magnusen et al. (1997) *Fra dröm til virksomhet (From a dream to activity)*. Otta: Tano Aschehoug.

For more information contact:

*Business Advisors for Women. NUTEK.
Liljeholmsv. 32.
S-11786 Stockholm, Sweden.
Tel. 46-8-6819100. Fax. 46-8-196826.*

Innovative Training Methods at the CNDIFF France

Le Centre National d'Information et de Documentation des Femmes et les Familles (CNDIFF) is a national resource centre for the over hundred associations around France which provide consultancy and support to women seeking employment and train trainers to assist women in both personal, family and professional problems. The purpose of CNDIFF is to coordinate a network of 128 associations, 500 subunits and 22 regional federations which comprise more than 600 professionals (lawyers, advisers, psychologists, etc.) and to inform and consult women and families as well as provide training.

Some of the most innovative tools consist of a **portfolio of competences** which is a personal toolkit with pertinent questions to be answered and then discussed both face to face with experts as well as in training groups.

"Detach yourself in order to obtain" (*S'en detacher pour l'obtenir*) is a special method to break the isolation, monotony and anxiety created by long term unemployment. It allows a group of women

- enter the labour market by reflecting over other possible interests besides employment,
- to participate in the development of a network of social and cultural interests which will assist in detaching oneself from an obsessional way of seeking employment,

- to exchange information and experiences with a group of people who is working towards autonomy,
- to benefit from the spaces, experts and logistics of CNDIFF
- start with own projects.

The training for the skills of Detachment deals with external contacts provided by the extra-professionals of the Centre (sports, cultural events, research). The training for the skills of Obtaining comprises the application of the portfolio of competences which allows to analyse the richness of both personal and professional talents.

The set of sessions aims at producing both personal and professional projects.

For more information contact:

CNDIFF, 7
Rue de Jura
75013 Paris, France.
Tel. 33-1-42171234. Fax. 33-1-47077528.

The Work Training Institute IFOLD Sardinia

The Sardinian Work Training Institute for Women offers a vast palette of activities and aiming courses and undertakes research both on and with them. The basic philosophy and frame of reference for training women is based on the French psychosocial method of training, called *Retravailler*. The latter is a combination of psychological self-analysis and socio-pedagogical appropriation of the economic and social context (labour market). The aim of the self-analysis is to teach the trainee how to reflect over one's motivations and aspirations. One of the most difficult problems with working with women is their envy of each other. This issue has to be dealt with collectively in order to get out the positive forces of the group.

Only after the work with oneself can the trainee continue to work with projects which then the group and the Centre gives support and assistance to.

For more information contact:

IFOLD
Via Satta, 104
09128 Cagliari, Italy.
Tel. 39-70-499813. Fax. 39.70-490406.

Gender Training

There are different kinds of gender training depending on the context, the purpose and the target group. All training deals with language but not all training demonstrates the power language carries. Professor Berit Ås, a Norwegian pioneer of both feminist theory and action, asserts that male dominance is expressed in words, body language and symbolic interaction. According to Ås there are five master suppression techniques, which can be observed in everyday life:

1. Making someone invisible
2. Ridicule
3. Withholding information
4. No way to win

5. Heaping blame and putting to shame.

The dominance becomes visible in concrete daily situations. By recognising the various techniques, women's self-awareness is enhanced, making them realise they are not incompetent but that someone else is. A video has been produced demonstrating how the suppression techniques work in practice.

For more information contact:
 Växjö Municipal Committee for Equality.
 Växjö kommun
 Box 1222, 35112 Växjö, Sweden.
 Tel. 46-47041374. Fax. 46-47041519.

Gender training can also deal with reorganisation of work and assessing its impact on women and men. Lotte Valbjörn, who runs her own business Athene in Copenhagen, has compared the current experiences of women and men in terms of innovative ways of organising work. With new methods it is possible to remove existing inequalities and prevent gendered practices in the future.

For more information contact:
 Lotte Valbjörn
 Athene
 Rosenborggade 2,
 DK-1130 Copenhagen. Denmark.
 Tel. 45-35337633. Fax. 45-35337393.

Gender is learnt through a process of socialisation and through the culture of the particular society concerned. In many cultures boys are encouraged to display male traits and girls vice versa. This takes place through the toys given to children (guns for boys, dolls for girls), the kind of discipline meted out for the jobs or careers to which they might aspire, and the portrayal of men and women in the media. Children learn their gender from birth. They learn how they should behave in order to be perceived by others, and themselves as either masculine or feminine. Throughout their life this is reinforced by parents, teachers, peers, their culture and society.

A Luxembourg project, **Let's Share Equality** aims to break this pattern by working with children's parents and preschool teachers to question the messages that they receive. One of the exercises involves simple word association and then questioning why "gentleness" for example should be seen as a female trait more than a male.

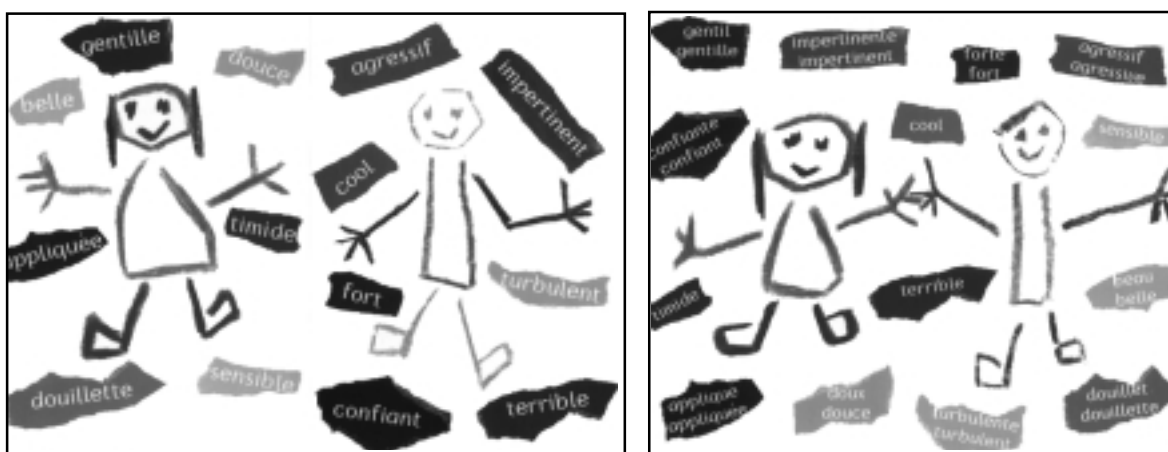


Figure 19. Let's share Equality training material.

For more information contact:
 Maddy Mulhaus
 Ministère de la Promotion Feminine.
 33, Bd. Prince Henri. L-2921 Luxembourg.
 Tel. +352-478-5810. Fax. +352-241886.

FINDING A CRITICAL FRIEND IN THE ORGANISATION

In the EuroFEM seminar held in March 1997 in Kokkola, Finland, a number of workshops were held in which women project leaders analysed their experiences and shared perspectives on similar projects. One of the ideas that found immediate consensus was that of the "critical friend", that is finding and nurturing a relationship with key individuals who can smooth the way for you; can help you find funding; can get you the right political ear; can be a critical friend to unlock many problems, like the examples from Guadeloupe and Finland demonstrate.

The Critical Friend in Guadeloupe: Rose-Lee Raqui

When the EuroFEM team visited Guadeloupe in January 1998 we met many interesting women who were bursting with ideas they could see that was wrong and had ideas about what they wanted instead. Their problem was the gap between: how to make it happen. Women complained that there were no robust networks to assist them, there were poor information flows so it was difficult to find out how to apply for money and to whom and what they would support. Problems began to unlock when women met with a key official in the Regional Council in a meeting set up by the EuroFEM team. This was the first meeting between this official and the "women enterprise" on the island. At first there were some head ems from the women who had a lot of anger and frustration to express. This was healthy and needed to be worked through to get to more positive thinking. After a relatively short time it was clear that this official was committed to working with these women and she has been instrumental in helping them to apply for EU fourth action framework money. Whether this project is successful or not, the women of Guadeloupe now have a powerful friend who is well placed in the administration and can help them judge the political climate and the opportunities for funding.

The Critical Friend in Action: Sirpa Pietikainen

When Sirpa Pietikainen became Minister of the Environment it was an opportunity for her to make an impact on the improvement of women's everyday lives - an issue which she had long been interested in. Sirpa started to create a network of Finnish women concerned with planning. There were several meetings in different regions of Finland and over two hundred women were brought into the network. Sirpa approached the issue from a number of angles: she mobilised women at the regional level, secured development money to several local projects and at the legislative level brought about amendments to the building act to include women's ideas. Outside of her own country, Ms Pietikainen promoted Finnish women at international conferences and got agreement to her suggestion made at an OECD conference in Paris that Finland could co-ordinate EuroFEM.

As proof of her commitment to EuroFEM she gave money to the early meetings of the network. Through the commitment of Sirpa Pietikainen, EuroFEM found the political and financial support to seed and develop its own network.

BUILDING A SUCCESSION STRATEGY

It may sound a little depressing but when a project is fortunate enough to win a large funding contract it must also start thinking about an exit strategy. The simple aim of this is to ensure that something will be left when the funding has dried up. The two examples below demonstrate some of the hard decisions that need to be made. An organisation must be very clear at the outset what its aims are and beware that funding comes with "strings attached" that may pull it in different directions. The implications of new projects need to be carefully examined and rejected if necessary.

Options of a Voluntary Organisation United Kingdom

WECW is a registered charity organisation in the North of England, established about 15 years ago. It works through volunteers to offer support to older people who wanted to remain living in their own homes in spite of their physical frailty. The support has always been offered to both white people and those from the minority ethnic communities, though the take up by citizens from minority groups has always been low. An opportunity came in 1996 when the WECW received more than £ 30 000 National Lottery funding. The charity wanted to use the money for a paid worker to build up the work with minority communities. The local municipality encouraged this but wanted the charity to work with adults with learning disabilities. Finally a bid was made which included both of these elements. At a review meeting twelve months into the funding, the beginning of an exit strategy was put in place. It was agreed that

The work with older people from the minority communities was an essential part of the WECW work and fund-raising would need to be increased to continue support to the increased number of workers and clients. It was also agreed that funding might not be available to continue the worker but this would be examined.

The work with adults with learning disabilities was destabilising to the organisation. There being no possibility of increasing the number of paid workers to fund someone to work with this group, it was agreed to cut away this part of the service at the end of the Lottery funding and to present a case to the municipality to increase their own financing and support to isolated adults with learning disabilities in the city.

For more information contact:

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Where will EuroFEM go next?

EuroFEM itself has created a point where we need to reflect on its future. A number of possibilities exist which need to be explored for their financial viability and their ability to develop the EuroFEM network. The development is considered the best solution.

1. A bid could be made to the EU to support an organisation which would support the network.
2. Two regional councils, preferably one from a northern county and one from a southern county could fund a regular transnational exchange (perhaps an annual workshop) between EuroFEM project leaders.
3. Perhaps the organisation of EuroFEM could be split with a southern European project moving to southern NGG while a northern project took over the same role with northern groups. This solution might lead to further participation by southern European projects though hopefully there would be some means of ensuring dialogue between the groups.
4. Another solution might be that EuroFEM has passed its part and now should dissolve allowing some other kind of organisation to move the agenda along for women in issues of local and regional development.

6.FINANCING YOUR PROJECT

Trying to get hold of money is a never ending problem. If you are successful in getting your project started, then at some point you need to think about money for growth or for simply keeping going. You may have the opportunity to make bids into a fund that will support particular aims and objectives. You may be looking to your local municipality or to the EU for funding. This section cannot hope to cover all the detail of what each and every funder is looking for but it does aim to give you some good principles to help you make clear funding applications. It goes on to explain in simple terms the difference between capital and revenue and gives an outline of how to write a business plan.

Part of playing the game of getting funding is knowing, what opportunities exist which would benefit your organisation. For this you need to be well-networked or to have a good critical friend who will keep you informed. Look back to the section on organising your work to remind yourself of these issues.

MAKING APPLICATIONS FOR FUNDING

One reason why many applications fail is that they are made too late. The time to think about applying is well before you need the money. This means that planning ahead is very important.

There are various stages in the application process, each with a time scale attached:

- getting known and getting to know potential supporters.
- building credibility with a funder, so that they will be happy to give you a real grant rather than a token donation
- developing your fund-raising ideas and completing a written application. This might include a process of discussion with potential funders
- submission of a formal application
- assessment of the application and recommendation to a committee by a team of officers
- decision at a committee
- communication of the decision which may require an acceptance of particular terms and conditions before any money can be paid over.

The good idea!

Funders often want to fund something different. They may use the word “innovative” in their statements. But what does innovative mean? Here are a few thoughts about how to turn your sound idea into something a little different.

A good idea :

- sounds fresh or interesting and captures the imagination
- is or sounds startlingly obvious, even though nobody has thought of it before
- has a catchy title
- appears or is innovative
- is topical - it fits within current fashions, thinking and concerns
- is different - it stands out in the crowd of more ordinary applications
- has different aspects which appeal to different funding constituencies (wide appeal)
- shows value for money or leverage (a small input of money with lots of output)
- complements and supplements existing provision or involves collaboration with other agencies
- has measurable objectives and specific outcomes which are clearly of benefit
- is realistic and achievable

Three tools for improving an application

There are ways of embettering your application. Here are some:

1. A red pencil to cut out unnecessary words, phrases, sentences and paragraphs that add nothing to the case you are making.
2. A highlighter pen to note the points that are unclear, badly explained or where more information is needed.
3. A pen to make notes.

EU funding

The EC research funding guide sets out ten golden rules for those applicants trying for funding in the area of scientific research. However, these good principles can be applied to any EU or indeed any application.

Selection criteria: Pay close attention to the selection criteria given in the documentation. If your proposal does not fill all the criteria, perhaps you ought to give it time to mature, and wait till another time to ask for funding from this agency.

Advice: Take advice before you make your application. Find out in particular whether your project conforms with the general aim of the programme.

Financing: Ensure that you can finance your share of the project. In EU funded schemes and for many other funders you will be asked to provide matched funding though sometimes that can be payment in kind by giving staff time or some use of existing resources.

Form: Be sure to make the application on the appropriate form. This will speed up processing in the commission and ensure anonymity during the selection procedure.

Deadlines: Invitations to submit project proposals are published at regular dates. Get your project on any mailing lists, search web sites or use your critical friend to find these.

Closing date: The closing date must be strictly adhered to. For the Commission the proposal must be at their office by the given time. Some funders are willing to accept a clear post mark on that day but please check which your funder will accept. It is estimated that about ten percent of all proposals are automatically rejected because they are late.

Presentation: The presentation of your proposal should be clear, attractive and readily understood. Of the many applications that are considered only those which are thoroughly convincing will be successful. Don't forget a clear and short summary which is valuable in giving the assessors an initial overview and impression of the quality of the proposal.

Completeness: Check that everything which is asked for is being submitted. Given the number of applications it is unlikely that agencies have the time or inclination to ask for missing parts. Incomplete application therefore have little chance of success.

Signatures: In an EU bid all partners must agree and sign that they have agreed to take part. Read any sections about signatures carefully. There may be special instructions.

Copies: For efficiency reasons the Commission often asks for five copies which are then distributed to various assessors and relevant Commission departments.

The next page gives a diagrammatic guide to applying for EU funds based on our EuroFEM experience

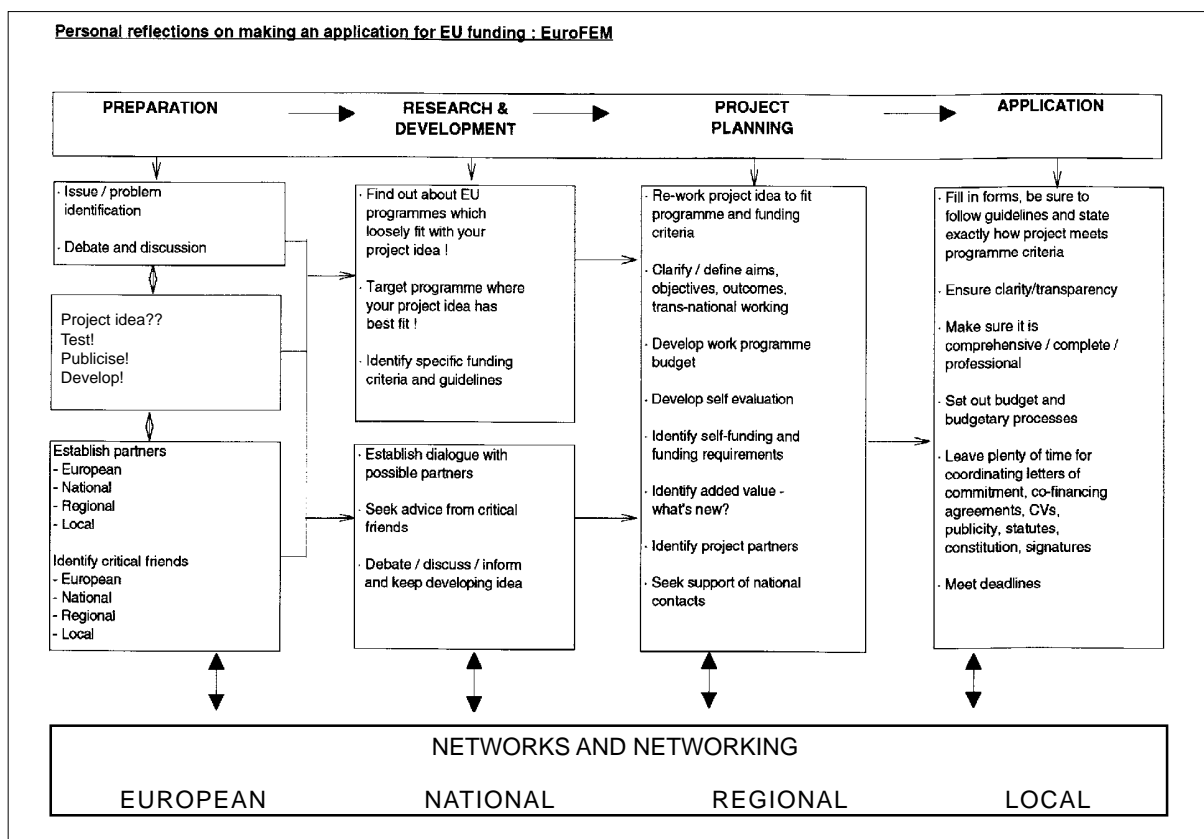


Figure 20. EuroFEM Application

You may be looking to fund a specific project which will further your group's aims and objectives or which will move your work into important and possibly new areas of concern. In such a case, **a fundable project must be:**

- specific - some identifiable item of expenditure or aspect of the organisations' work.
- important - both to the organisation and to the cause or need it is meeting. If there is some long term impact that will be an added bonus.
- effective - the outcome should be worthwhile and bring a substantial benefit
- realistic - the work proposed should be achievable
- good value - the work should represent good value for money for the funder.
- topical - it should (if possible) meet current issues and concerns.
- relevant- it should be relevant to the funder and the funder's particular funding concerns.
- bite sized - it should not be too large or too small for a funder to support. A large project may need to be shared between a number of funding bodies.

Reference:

European Commission (1996) EC research funding: a guide for applicants. Luxembourg: Office for Official Publications of the European Communities.

BUDGETING

Basically most organisations are looking at managing probably a small capital budget and a larger revenue budget. **Capital** is money for the purchase of items, things that can be seen as fixed assets and might have resale worth. For example, in a project you might get a capital grant to buy a computer and printer or for new office furniture. A different kind of project, for example one providing lunch clubs for older people, might get a capital grant or donation for the purchase of a minibus. For most small projects these are likely to be fairly small sums. What is important is that there are receipts to prove that the capital was spent in a particular way in accordance with the bid for funding.

The budget sheet from a small British voluntary organisation shows a small grant of £700 intended for the purchase of a photocopier.

The more complex side of budgeting concerns **revenue** that is the payment of salaries or expenses for projects without paid staff; general project running costs such as rent, heat, light, stationery and what are called consumable items. If you look at the budget sheet you will see that the majority of expenditure for this project is on salaries and expenses for volunteer wardens. All the rest is fairly small sums which keep the project running.

It is important when making any funding bid to be clear and comprehensive about your budget. It is easy to forget about insurance of your computer and all the little items which together take up quite a lot of expenditure.

Looking at the budget sheet you will see that in order to keep control of the budget an attempt has been made to divide the revenue expenditure into 12 monthly slices. This is a good way to allot the budget if you are a new organisation where no expenditure patterns have been set. Where an outlay is one annual payment then this can be placed in the appropriate monthly column. An example of this would be annual insurance's which are paid, in this case in April.

All projects need to find someone with financial competence. Either a paid worker who can do accounts or a committee member. In the UK, it is common for accountants and firms of accountants to offer their services for free to small projects. Many professionals see this as a way of "giving something back to the community". The same view may operate where you are. Retired accountants who wish to remain active are also a good source of expertise.

Budget for West End Community Wardens - Lottery extended Service						
Item	Total	Apr-98	May-98	Jun-98	Jul-98	Aug-91
Balance brought forward	6,576					
Interest on Savings Account	74	74				
Donations	0					
Lottery Revenue Grant	14500	3625			3625	
Lottery Capital Grant	700	700				
Other Funding						
Total Income	15,274	4,399	0	0	3,625	1
Co-ordinator's Salary	8000	667	667	667	667	667
Co-ordinator's N.I.	400	33	33	33	33	33
Co-ordinators Travel	288	24	24	24	24	24
Admin. Assistant Salary	4160			416	416	416

Figure 21. Example of a budget sheet

WRITING A BUSINESS AND MARKETING PLAN

Business and marketing plans may sound daunting but actually these are tools which help you to - appraise the present and future of your organisation, work out short and long term objectives, establish a framework for action to achieve those objectives, and set out a yardstick by which to measure performance.

In addition business plans are commonly asked for by those who are thinking of funding an organisation so it is worth putting a lot of thought into your plan.

Phases of business planning

Before you begin, carry out a SWOT (strengths, weaknesses, opportunities, threats) analysis of your organisation. A SWOT helps to create a keener focus for working out your objectives and for drafting the plan. You can also think about these questions:

- What does your organisation do?
- Who are the beneficiaries? Do you have customers (people who buy a service)
- What is your main capability?
- What is your main weakness?
- What has your organisation recently achieved?
- How healthy are your finances?
- Whom are you trying to convince?

1. Setting the context

Describe

- the background of your organisation - what do you do
- when did it begin, who does it serve/ who is it for
- a brief summary of past performance - number of beneficiaries, level of funding, achievements
- any key or influential elements which might dictate future success.

2. Define the objectives

Develop a set of short term targets that will help to indicate progress towards a more long term goal. What you are looking for here is measurability.

3. Carry out a market analysis

Persuade your reader (who may be a potential funder) that there is a substantial market for what you do/ service you offer. This needs to include

- information on current service users and potential users
- names of competitors if any
- influences such as economic trends, new legislation, current EU thinking, social factors.

4. The marketing plan

Describe the strategy you use to approach users by detailing:

- the image of your organisation that you want to get across
- a description of publicity material
- the key features of your service

5. The operations plan

Focus on all aspects of researching, developing and delivering your service. An organisation which aims to help women build confidence might discuss methods used in workshops, how they have been arrived at, how they are evaluated, how success is measured, how feedback is used.

6. The financial plan

If you are asking for money, say exactly what is required. Set out past, present and future spending including start up costs, profit/loss statements, balance sheets. What the reader is looking for is your ability to handle your money, your ability to set aside reasonable contingencies.

7. Demonstrate the commitment and capability of management.

The management team may just be you but you need to set out your strengths and skills. If there is more than one of you or you work to a management committee of some kind you should give an organisational chart, which shows responsibilities. If there are weaknesses, show how they will be tackled.

8. The ownership of the organisation

How is the organisation constituted? Is it a partnership, a limited company, a registered charity. Show who the funders are and how much they invest.

9. Risks and problems

Always be honest about negative factors. What the reader wants to know is, how aware you are of likely change and how you will cope with any reversals.

10. Conclusion

Conclude with the impression you want to leave. Summarise strategic direction, strengths, unique benefits. Give a timetable of change/events to strengthen your organisation.

11. Executive summary

Write this last but put it first. In no more than two pages set out:

- The unique features of your organisation/ service
- Your current, mid term and long term direction
- The benefits that people have gained from your service
- The qualities and skills of the people who make it happen
- A statement of financial assets, how much capital is needed.

This may sound rather frightening but keep some good principles in mind:

- keep it focused and readable and no more than 25 pages in length. Don't worry, if yours is a lot shorter
- keep redrafting it till it feels right
- divide the text into sections
- use diagrams for clarity wherever possible
- consult as widely as possible. This may mean colleagues or your "critical friend" or a user group.
- use any professional help that may be available such as accountants or your bank.

Five Steps in Defining a Marketing Plan

These are some general guidelines and check-points that make up the core of a marketing plan. A plan is, however, not worth much if you don't carry it out with efficiency and quality. Ultimately, what you do - not what you planned to do - will make the difference between success or failure.

A plan helps you to do the right things. The following questions might help you to separate the essential from the non-essential;

1. WHAT NEEDS OR WANTS, AND OF WHOM, DO YOU WANT TO SATISFY ?

Define the types of needs and wants you intend to satisfy, in detail. Are they emotional or functional needs ? Are they critical to living or are they just a matter of convenience or of a better life? Are they important to the social status or are they just a private matter?

Who will the users of the service or product be? Where do they live? How much do they earn? What kind of jobs do they have? What age and in what life stage are they? What is their lifestyle? What are their values and attitudes? Describe their situation in relation to the kinds of services you intend to provide.

2. WHAT CURRENT OTHER MEANS ARE THERE TO SATISFY THOSE NEEDS AND WANTS ?

Describe the "competitors" or inferior ways of satisfying these needs that are currently offered to the people you want to provide an improved service to.

3. HOW DOES YOUR WAY OF SATISFYING THOSE NEEDS AND WANTS PROVIDE AN ADVANTAGE OVER THE CURRENT WAYS ?

In what way is your service or product superior to the current ones in terms of convenience, cost-reduction and/or quality ? What are the strengths, weaknesses, opportunities and problems with each of the current product as well as yours ? How important are these differences ?

4. HOW ARE YOU GOING TO MAKE PEOPLE AWARE OF YOUR SERVICE OR PRODUCTS ?

Define a cost-efficient way of communicating your services or products and their advantages to the people who are your potential buyers / users.

5. HOW ARE YOU GOING TO MAKE YOUR SERVICE OR PRODUCT AVAILABLE TO THE PEOPLE IT IS AIMED FOR ?

Define in what way and when the service or product will be available to the potential buyers / users. Is this cost-efficient from your perspective and convenient from the buyers' / users' perspective ?

So now you have the answers that form the cornerstones of your marketing plan. Now, define the actions that will be required to get your service and product in the minds and hands of the potential buyers / users. Finally, stick to your plan and revise it only, if you are sure that something isn't working as well as it could.

7.EVALUATING PROJECTS

Evaluation is often thought about as an indispensable nuisance, which has to be conducted at the end of a project. Empowerment evaluation, which was described in the chapter about concepts, shows that evaluation can be fun and inspiring. If you want to have good feedback of your management efforts and style as well as of your gradual outcomes, you better start thinking about your evaluation design at the beginning of your project.

Evaluation from the gender perspective is the generic term for assessing a project or a programme from the point of view of gender equality. The evaluation itself can use different types of methods, such as gender analysis or mapping (diagnosis of the context), gender impact assessment (evaluation of the potential or real impact for women and men of a policy proposal) or gender proofing (formal verification of the gender impact assessment).

If you are in the gender mainstreaming process, it is important to establish whether gender is relevant to the policy you are trying to influence or the programme or project you are working with. The following key questions might help you *determin the gender relevance* (European Commission, 1997):

- Does the proposal concern one or more target groups? Will it affect the daily life of parts of the population?
- Are there differences between women and men in this policy field (with regard to rights, resources, participation, values and norms related to gender)?

If the answer to one of these questions is positive, gender is relevant to your issue.

The design of an evaluation starts with efforts to grasp the context and object of the project by asking what are the purpose, the scope, main stakeholders, and available resources. It is also important to think about your stance i .e. how closely you want to mix with the stakeholders of the project or at what stages you will get involved with the assessment, at the beginning, during the process or only at the end.

It is useful to define an evaluation strategy, which means writing a general plan for the guidance of the following choices:

- Why and for whom do you evaluate?
- What will be evaluated (results and/or process)?
- What are the key questions and criteria of the evaluation?
- What resources are available?
- How and with what methods will you evaluate?
- How will the results be disseminated and utilised?

The choice of key evaluation questions depend on the subject area and the context. The key questions for instance in the evaluation of structural fund interventions from the gender perspective in Finland, dealt with

- the relevance of the programme and its objectives,
- the roles of women and men in the different phases of development (programming, implementation and monitoring),
- the effectiveness of the programme in terms of achieving the objectives and
- the significance of the impact on women's and men's conditions.

In small projects the system of evaluation can be quite simple consisting of a table of objectives or desired results with appropriate indicators which can be monitored at specific phases of the project. For instance, the Mainstreaming project of the Finnish Government used the following table to monitor its progress, every three or four months:

EVALUATING PROJECTS

Objectives	Indicators of achievement	Stategies/methods
1. To develop a methodological mainstreaming package	A report of models and methods	Creative workshop Gender analysis
2. To make visible gendered practices in the ministries	A diversity of examples of socio-cultural praxis presented in the media	Gender analysis Lobbying Press-conferences
3. To produce new administrative praxis	New types of functional equality plans, Organisational models and changes	Continuous deconstruction and reconstruction of working habits

Similar kind of tables can be created for process aims. This toolkit contains many examples and methods for conducting evaluation.

Reference:

Liisa Horelli (1997) Engendering evaluation of European regional development: Shifting from a minuet to progressive dance! Evaluation, Vol 3(4): 435-450.

European Commssion, DG V (1997) A Guide to Gender Impact Assessment. Brussels.

EVALUATION SKILLS AND METHODS

Evaluation skills can only be learnt through practice but the stepwise design of the evaluation and the answering of the basic questions about “Who does what, why, how and with what consequences” do assist in carrying out the evaluation procedure. The importance of writing down a few key questions with appropriate criteria and/or indicators which should be answered in the evaluation, cannot be stressed enough. Only after the preliminary preparations - definition of the objectives, preliminary diagnosis of the context, key questions - can the choice of methods take place. It usually begins by designing the flow or system of the assessment, which serves as a frame for the selection of appropriate methods or tools.

A Multilevel Design of an Evaluation System

The Guadeloupian women designed in their project proposal a four level evaluation system to monitor and assess their project on local and regional development. It consisted of:

1. A daily timesheet for partners to tap working hours or activities, such as planning and reporting, developing information material, organising events, visiting, dissemination and administration.
2. A phasewise (3 to 4 months) collective work diary and assessment of activities in terms of the aims of the project and aims of the EU IV Action programme. In addition, an appraisal of the involvement of partnerships (frequency and nature of contacts, problems, benefits) was undertaken.
3. An overall self-evaluation of the phase by assessing the achievement of the aims of the project and those of the phase with specific indicators and methods.
4. Final evaluation at the end of the first year and at the finishing of the project, which will take place by assessing the achievement of the aims as well as the quality of the process. The results and the impact will be assessed later on with special surveys.

The criteria and indicators for the potential impact of the development project included the increased know-how of local women about what regional policy is (successful implementation of several projects), new ways of participating in local and regional affairs (application of tools), the improvement of local economy (creation of jobs or economic activity through the projects), and an increase in the representation of women in the decision making bodies of regional councils.

A Pool of Techniques and Tools

There is a vast array of techniques and tools to choose for conducting evaluations. Feminist evaluation literature often classifies techniques into analytical, participatory and training methods.

Analytical techniques are statistics, surveys and forecasts, cost-benefit analyses, checklists, guidelines, gender impact assessments, monitoring, and research.

Training and educational techniques comprise awareness-raising and training courses, follow-up action, mobile or flying expertise, manuals, handbooks, booklets and other educational material. Mentoring is a new innovation of educational techniques.

We prefer to call participatory or consultative techniques **enabling tools or methods**. The latter consist of a variety of techniques which enable girls and boys, women and men actively participate in the development of their project or localities. Enabling methods are thus at the core of empowerment

evaluation, since they support the participant’s involvement on different levels according to the needs of stakeholders and the context. Enabling tools consist of different types of methods and techniques (Horelli, 1997):

1. **Diagnostic methods** are analytical tools to evaluate personal, environmental, economic and socio-cultural situations.
2. **Expressive methods**, on the one hand liberate the participants from the constraints of traditional designs (fantasy trips, sensory walks etc.), on the other hand they provide means for the participants to express their ideas, such as drawing, model building, drama, poetry, computer aided design.
3. **Situational methods** structure the current context in a new way that makes learning and communication easier, for example futures workshops, democratic dialogues, city forums.
4. **Conceptual methods** assist in learning abstract thinking by using models, matrices, theories.
5. **Organisational methods** support the implementation of results of the project.
6. **Political methods** comprise all the techniques by which participants can influence the policy or political decision making.

Figure 22 is a summary-table of the methods described in this toolkit classified into different methodological typologies. The examples of methods are put under the headings which they primarily belong, but in addition an x is ticked for its linkages with the other typologies:

Methodological types with examples	Diagnostic	Expressive	Situational	Conceptual	Organisational	Political	Training
Analytic/Diagnostic:							
Understanding your socio-political context				X	X	X	
Engendering statistics				X	X		
Colour labels		X					
Gender-awareness exercise		X					X
Gender proofing						X	
Stakeholder analysis					X	X	
Actor analysis					X	X	
Web of institutionalisation		X		X	X	X	X
Building from the bottom					X	X	
Autobiography (personal story)		X					
Safety audits		X	X		X	X	X
Participatory appraisal		X	X	X	X		
5 Ws (using the media)				X	X		
EuroFEM diffusion plan				X	X		
SWOT-analysis		X	X				
Making applications for funding				X	X	X	
Writing a business and marketing plan				X	X		

EVALUATION SKILLS

Methodological types with examples	Diagnostic	Expressive	Situational	Conceptual	Organisational	Political	Training
Expressive:							
Building a common vision	x			x			
The Dream method	x				x		x
Model building (Fundacio)	x		x	x	x		x
Intervention poetry (Seies)	x			x		x	
Conceptual:							
Time planning (focus on time, not space)	x		x		x	x	
Bending agendas (Frauenwerkstadt)	x	x	x		x	x	
Building a succession story	x				x	x	
Situational:							
Futures workshop	x	x			x		
Lobbying	x	x			x	x	
Organisational:							
Northern feminist university	x			x		x	x
Building appropriate org. structures	x	x		x		x	x
Working with women (Fundacio)	x	x		x		x	x
Coping with change	x			x		x	
Surviving political change	x			x		x	
Building networks	x			x		x	
Political:							
Testing the living environment	x				x		x
Project parity	x				x		x
Gender balance and representation	x			x	x		
Proactive strategy	x	x	x		x		
Finding a critical friend	x			x	x		
Training:							
Identifying training issues	x			x	x		
Waltham forest	x				x		
Supporting women Diotima	x	x			x		
Finding a woman's way of doing	x				x		
Mentoring for women in Europe	x		x		x	x	
Innovative training methods at CNDIFF	x	x	x	x	x		
IFOLD (retravailler)	x	x	x	x	x		
Gender training	x	x		x	x	x	