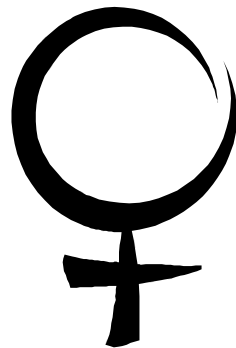




**SUPPORTING WOMEN POLITICAL
LEADERS IN MUSLIM SOUTH ASIA**



Trainer's Manual on Increasing Opportunities for Women within Political Parties



*National Democratic Institute for International Affairs (NDI)
Pakistan*

About the National Democratic Institute for International Affairs (NDI)

The National Democratic Institute for International Affairs (NDI) is a non-profit organization working to strengthen and expand democracy worldwide. Calling on a global network of volunteer experts, NDI provides practical assistance to civic and political leaders advancing democratic values, practices and institutions. NDI works with democrats in every region of the world to build political and civic organizations, safeguard elections, and promote citizen participation, openness and accountability in government.

Democracy depends on legislatures that represent citizens and oversee the executive, independent judiciaries that safeguard the rule of law, political parties that are open and accountable, and elections in which voters freely choose their representatives in government. Acting as a catalyst for democratic development, NDI bolsters the institutions and processes that allow democracy to flourish.

Build Political and Civic Organizations: NDI helps build the stable, broad-based and well-organized institutions that form the foundation of a strong civic culture. Democracy depends on these mediating institutions—the voice of an informed citizenry, which link citizens to their government and to one another by providing avenues for participation in public policy.

Safeguard Elections: NDI promotes open and democratic elections. Political parties and governments have asked NDI to study electoral codes and to recommend improvements. The Institute also provides technical assistance for political parties and civic groups to conduct voter education campaigns and to organize election monitoring programs. NDI is a world leader in election monitoring, having organized international delegations to monitor elections in dozens of countries, helping to ensure that polling results reflect the will of the people.

Promote Openness and Accountability: NDI responds to requests from leaders of government, parliament, political parties and civic groups seeking advice on matters from legislative procedures to constituent service to the balance of civil-military relations in a democracy. NDI works to build legislatures and local governments that are professional, accountable, open and responsive to their citizens.

International cooperation is key to promoting democracy effectively and efficiently. It also conveys a deeper message to new and emerging democracies that while autocracies are inherently isolated and fearful of the outside world, democracies can count on international allies and an active support system. Headquartered in Washington D.C., with field offices in every region of the world, NDI complements the skills of its staff by enlisting volunteer experts from around the world, many of whom are veterans of democratic struggles in their own countries and share valuable perspectives on democratic development.

The Institute has been engaged in democratic development in Pakistan for over 14 years. Most of the Institute's work has focused on election-related activities. More recently, however, NDI has expanded this work by providing assistance to civil society groups and conducting a political party leadership program in Northwest Frontier Province (NWFP). NDI has begun working with political parties in the remaining provinces through its Political Party Development Program. In June of 2004, NDI initiated a program entitled "Supporting Women Political Leaders in Muslim South Asia" with activities in Pakistan as well as in Afghanistan and Bangladesh.

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- Ø *Nominating for Change: Strengthening Women's Position in Political Parties*, A Training of Trainers Manual, NDI Indonesia, 2003.
- Ø *Increasing Women's Political Participation in Guyana* Trainers Manual: Candidate Skills, NDI Guyana, 2004.
- Ø *Women's Candidate Training Program* Training Manual, NDI Nepal, 2004.
- Ø *Political Party Training: Train the Trainers Syllabus and Material*, NDI Afghanistan, 2004.
- Ø *Women Can Do It! Tear Down the Pyramids Part II*, Stability Pact Gender Task Force and the Norwegian Labour Party Women.

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Table of Contents

<i>Acknowledgements</i>	<i>i.</i>
<i>Program Introduction</i>	<i>ii.</i>
<i>How to Use This Training Manual</i>	1
<i>Training Tips and Facilitation Skills</i>	8
Module 1: <i>Women and Politics</i>	24
Module 2: <i>Democracy and Political Parties</i>	41
Module 3: <i>Understanding National, Provincial, & Local Government</i>	49
Module 4: <i>Leadership Skills</i>	65
Module 5: <i>Advocacy and Political Negotiation Skills</i>	79
Module 6: <i>Message and Platform Development</i>	98
Module 7: <i>Effective Use of the Media</i>	104
Module 8: <i>Public Speaking</i>	116
<i>Appendix</i>	127

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Program Introduction

Tens of thousands of talented women stand ready to use their professional expertise in public life; at the same time, they are dramatically underrepresented in positions of political leadership around the world.

Madeleine K. Albright
NDI Chairperson

Women bring a different perspective, a critical perspective, to politics. The meaningful inclusion of women is integral to vibrant democratic development. In recognition of this fact, NDI developed a program entitled "Supporting Women Political Leaders in Muslim South Asia" which seeks to increase women's political participation in Afghanistan, Bangladesh and Pakistan. This 15-month project aims to enhance the capacity of women candidates to campaign for office and to strengthen the ability of women to serve as party leaders and as elected officials. The Institute is also working with political party activists to develop sustainable local capacity to train women party members, candidates, and elected officials.

NDI launched this program by organizing a four-day regional workshop in Pakistan from August 30th through September 2nd, 2004. The workshop brought together women from the leading parties from each of the participating countries to collaborate with regional and international experts and trainers. Subsequently, NDI has been conducting program activities tailored to the specific political needs and interests of women in Afghanistan, Bangladesh, and Pakistan while encouraging participants to leverage experiences and best practices shared through the newly formed regional network. To further consolidate the regional network of women leaders and promote the sustainability of future party trainings, the program will conclude with a second regional conference on "lessons learned" from training programs in each country.

Delegates from Afghanistan are conducting candidate trainings for women in advance of their parliamentary elections currently scheduled for April 2005. Bangladeshi and Pakistani delegates are conducting trainings for elected representatives and party activists. The goal of the program is to train 750 women in each country on topics such as Leadership Skills, Understanding Local Government, Public Speaking, Negotiation Skills, and Running a Successful Campaign while sensitizing them to the particular challenges that women face in the political arena and strategies for getting around them.

This project builds on the Global Action Plan (GAP) which was adopted in December 2003 at an NDI-sponsored conference in Washington, DC by an international working-group of women political party leaders from 27 countries. Because women's roles in democratic processes are vital to the reform, renewal, and modernization of political parties and governance, this working group was convened to identify international best practices for increasing opportunities for women in political parties around the globe. The GAP encourages political parties to take genuine reform steps to increase women's leadership opportunities. Through their participation in this program, women party activists will be in a better position to take advantage of these opportunities.

How to Use This Training Manual

HOW THE MANUAL IS ORGANIZED

Each module starts off with the objectives for the training session and a list of materials that the trainer needs to obtain before the training session.

OBJECTIVES

- ▶ Objectives of the training session are stated.

MATERIALS

- ▶ Materials needed for the training session are listed.

TRAINING SESSION TOPICS: Headings and Sections

Each module has notes and handouts for the trainer to use in the facilitation of each training session.

- ▶ The trainer's notes are organized by module.
- ▶ Material to share with the participants is contained below major topic headings and sub-topic headings.

MAJOR TOPIC HEADINGS

- ▶ Each major topic of the training session is identified as a heading within the trainer's notes. Example:

INTRODUCTION: WHY MEDIA TRAINING?

Sub-Topic Headings

- ▶ Sub-topics are also easily identified as a heading within the modules. Example:

Basics of a Media Program

TRAINER'S GUIDE

- ▶ Information for the trainer to lead the discussion or lead the participants through the various activities is provided under this sub-heading.

NOTE TO TRAINER

- ▶ Additional important information, related to the topic at hand, is noted for the trainer under this sub-heading.

ACTIVITY

- ▶ The activity relevant to the topic being discussed is identified and instructions are listed for the trainer.
- ▶ Any handouts or materials, which are required for the activity, are noted.

HANDOUTS

- ▶ Handouts are found at the end of each training module.
- ▶ If possible, photocopy the handouts before the training session and distribute to participants at the appropriate time in the session. In most cases it is better to distribute handouts at the end of a session.

ADDITIONAL BACKGROUND MATERIAL

- ▶ Additional background materials related to the first three modules are available in a separate binder.
- ▶ While it isn't necessary to copy and distribute this information to participants, as a trainer, it would be useful for you to become familiar with it.

Workshop Guidelines

SELECTION OF MATERIALS AND LENGTH OF WORKSHOP

- ▶ There are more activities and materials in this training manual than can be covered in a short workshop. As a trainer, you should select which modules and activities you will include in your agenda based on the objectives you have defined for the training. An effective introductory training can be delivered in 6 to 8 hours. It is advisable to deliver the training in a one day session, or if necessary, to divide it into two 3 or 4 hour sessions over the course of two days. Keep in mind that if participants are coming from other cities and villages, it will be more difficult for them to find lodging and for them to be away from home for longer periods of time.

IDEAL NUMBER OF PARTICIPANTS

- ▶ Because of the participatory nature of the training, the ideal number of participants is 15-20. Larger numbers will make it difficult to deliver the sessions in the time indicated and will not allow each individual to participate fully.

SETTING UP THE TRAINING ROOM

- ▶ Ideally, the room should be large enough to have participants sit in a circle with space around to break into small groups.
- ▶ There should be adequate wall space to post flipcharts as they are completed. For example, the “Ground Rules” flipchart (see below) should remain on the wall during the entire duration of the workshop.
- ▶ Whiteboards with dry-erase markers are very useful if available.

REGISTRATION FORM

- ▶ A sample participant registration form can be found in the appendix.
- ▶ Photocopy the registration form and distribute a copy to each of the participants for them to fill out at the beginning of the training. Alternately, list the information you would like participants to include on a whiteboard or flipchart and have them write out the answers on a blank sheet of paper.
- ▶ The purpose of the information is to assist the trainer in getting to know the participants and to help establish networks of individuals for future events.

GROUND RULES

- ▶ The handout *Ground Rules for Training* is included in the appendix.
- ▶ Review this handout with participants at the beginning of the training. Seek their approval on the rules and ask if, as a group, they have any they would like to add. It is advisable to post the ground rules on the wall of the training room.

EVALUATIONS

- ▶ Participants should be asked to complete an evaluation (see sample in the appendix) at the end of each day of training.
- ▶ In addition, it is recommended that the trainer periodically test participants for how they are retaining information by using quizzes and games. There are some examples of how to do so under the heading “Facilitator Tests” in the Training Tips and Facilitation Skills section of this manual.

Sample Opening Session

OBJECTIVES

- ▶ Participants and facilitator(s) learn more about each other's backgrounds and expectations for the workshop
- ▶ Orientation to workshop objectives, agenda, and format
- ▶ Clarifying ground rules for the workshop
- ▶ Explanation of the evaluation process

MATERIALS REQUIRED FOR THE WORKSHOP

- ü Copies of registration and evaluation forms
- ü Attendance sheet for each day
- ü Copies of the agenda
- ü Copies of any handouts
- ü Notepads and pens for participants
- ü Flip chart and markers
- ü Whiteboard or chalkboard and chalk if available
- ü 1" width masking tape to hang completed flip chart pages
- ü Glue stick

REGISTRATION

- Ø Have participants fill out a registration form before the workshop begins.
- Ø Collect forms.

INTRODUCTIONS

- Ø Introduction of trainer
- Ø Have participants introduce themselves (name, place of residence, political party, position within party if applicable) and say one thing that they want to learn/take away from this workshop. Record their expectations on flipcharts and keep posted throughout the workshop. If you record these comments on flipchart paper, participants will see that you've heard them and that you respect their knowledge and their hopes for the workshop.

WORKSHOP AGENDA AND OBJECTIVES

TRAINER'S GUIDE: Introduction of the Workshop Agenda, Objectives, Format, and Logistics

- Ø Distribute the workshop agenda and go over it briefly.
- Ø Review the workshop objectives. You should prepare a flipchart with the workshop objectives in advance of the training and keep it on the wall throughout the entire training so that participants can refer back to it.
- Ø Refer back to the expectations that participants had of the workshop (from their introductions) and talk about how these can be met and what goals are not possible in this particular workshop.
- Ø You should also give them some background on the “Supporting Women Political Leaders in Muslim South Asia” program of which you are a part.
- Ø Explain that the process used will, for the most part, be participatory, drawing upon participants’ experiences and knowledge.
- Ø ‘Workshop’ methods will be employed. That is, participants will be required to do most of the work.
- Ø Encourage participants to be active.
- Ø Acknowledge and thank anyone in the room who helped with the workshop planning and organization.
- Ø Go over any other logistics related to the workshop. Especially in residential situations – when people are meeting in places overnight and far from home – participants not used to the situation will be preoccupied with questions about meals, telephones, and sleeping arrangements. Clarifying these logistics helps reduce anxiety and avoid any misunderstandings.

WORKSHOP GROUND RULES

TRAINER'S GUIDE: Introduction of the Ground rules

(See sample ground rules in the appendix.)

Post the workshop ground rules:

- Ø Prepare a flipchart with the workshop ground rules in advance of the training and hang it in the room so that participants can refer back to it.
- Ø Review the workshop ground rules. Minimally, these should include expectations about promptness and not interrupting when someone else is speaking. It is also advisable to ask all participants to turn off their cell phones for the duration of the workshop.
- Ø Ask participants if they can agree to respect these ground rules. Ask if anyone has any suggested additions or changes to the rules but do not add to or change the rules unless there is a consensus within the group to do so.
- Ø Record any additions or changes on the flipchart.

Sample Closing Session

OBJECTIVES

- ▶ Evaluate the workshop and consider improvements for future trainings
- ▶ Congratulate and recognize participants for their efforts

MATERIALS

- ü Copies of evaluation forms
- ü Certificates completed with the names of each of the participants

EVALUATION

- Ø Hand-out written evaluation and have the participants take 5 to 10 minutes to complete them and return them to you.
- Ø After the written evaluations have been completed proceed to the next activity.

ACTIVITY: Heart, Hands, and Feet Evaluation

- Ø Gather participants in a circle.
- Ø Tell them that you would like them to consider and share the answers to the three following questions:
 - Ø “Head”: the most important two or three things they learned in the workshop.
 - Ø “Heart”: the most important two or three things the workshop made them feel.
 - Ø “Feet”: the most important two or three things the workshop made them want to do.
- Ø Starting with the first question, go around the circle and have each person share their answers.
- Ø Summarize the answers on a flipchart.

CERTIFICATE AWARD CEREMONY

- Ø If possible, in advance of the workshop, print out certificates for each of the participants. Be sure to write their names on the certificates in advance.
- Ø It would also be a good idea to invite someone from within the party leadership to attend this last part of the workshop.
- Ø Ask the party leader to share a few words of encouragement and congratulations with the participants.
- Ø Then invite each participant to come to the front of the room to receive her certificate from the party leader. Be sure to applaud each individual for her efforts and participation.

Training Tips and Facilitation Skills

Designing Training Programs

Workshop Design Sheet

Participants:

Overall Objective(s):

1. _____
2. _____
3. _____
4. _____
5. _____

Time	Session	Details of the Process	Materials Needed	Person Responsible

Checklist for Effective Workshop Design

- ü Have a planning committee of participants and party leaders to help in the design
- ü Take into account what you know about the participants
- ü Visit the training site and take the physical space into account in the design
- ü Take into account the organizational and broader social context for the event
- ü Be clear about what kind of events /actions have come before and will follow this session
- ü Anticipate potential problems and how they might be handled
- ü Have clear, stated objectives that follow a clear path
- ü Have a clear, written agenda which fits the time available
- ü Have a mix of activities that encourage participation and take into account the background of the participants
- ü Keep in mind how people learn and design the training to maximize learning
- ü Know how people will be broken down into groups and how the groups will report back
- ü Plan for breaks, energizers, humor
- ü Build in evaluation during and after the event
- ü Identify clear responsibilities for follow-up
- ü Review your plan and cut it down: you probably have too much

What to Ask Yourself When Planning for a Workshop

AGENDA

- ü What are the objectives of the training?
- ü How long will the training be?
- ü What subjects will it cover?

PARTICIPANTS

- ü Who is the target audience?
- ü How many people will participate in the training? How many is “too many”?
- ü What is the level of education of the trainees?
- ü What languages do they speak most comfortably?
- ü What is their level of understanding of the topics to be covered in the training?

LOGISTICS AND ORGANIZATION

- ü What needs to be done in order to prepare for the training and by when should each task be completed?
- ü What supplies will be needed for the training?
- ü What materials will need to be photocopied?
- ü Where will the training be held? Is this location available during the proposed dates of the training? Is this a convenient, central, and safe location?
- ü If it is a multi-day training, have you made housing arrangements for all of the participants?
- ü How will participants get to and from the training?

MEDIA

- ü Will the media be informed of the event?
- ü Is there someone from the party who can help prepare a press release?
- ü Is there someone who can take photographs at the training for use in press coverage?

COORDINATION WITH THE PARTY

- ü Is the party aware that you will be holding the training?
- ü Have you informed the party of any expenses related to the training for which you will need coverage?
- ü Have you invited someone from the party leadership to attend the closing ceremony of the training or to speak during one of the sessions?

How People Learn

Hear only = understand and retain 20% of material

See only = understand and retain 30%

Hear and See = understand and retain 50%

Hear, See and Talk = understand and retain 70%

Hear, See, Talk and Do = understand and retain 90% of material

Selecting Workshop Activities

A Checklist for Selecting Appropriate Activities

Consider:

- ü Local context
- ü Number of participants
- ü Who the participants are (cultural background, level of formal education, sector, social class, religious background, traditions)
- ü Comfort level: will participants feel comfortable doing the activity at this stage of the workshop?
- ü Objectives
- ü Design: at what point in the workshop should you do this activity?
- ü The time of day (effect on energy level, concentration)
- ü The time you have available
- ü Language: level and literacy
- ü Space and logistics
- ü Materials and technology available/required
- ü Participant experience in relation to the theme of the activity

Preparing for a Training Session

For a successful training session, here are some basic tips:

- ü BE PREPARED!
- ü Confirm that equipment and space are available at least a week in advance.
- ü Take enough time to familiarize yourself with the training materials *before* the session and duplicate any handouts.
- ü Arrive early with all of the necessary materials - 30 minutes before the workshop registration is set to begin.
- ü Allow everyone an opportunity to introduce themselves and to speak and contribute ideas.
- ü Do not allow anyone to dominate the discussion.
- ü Listen carefully to what each individual has to say. Sum up the answers and, if possible, sum up any consensus in the group.
- ü Use participant experiences to explain new ideas and keep your sessions active. Do not lecture the participants.
- ü Use examples from your own experiences to explain new ideas.
- ü Maintain eye contact with the participants and treat them with respect.
- ü Use humour in your presentation and be energetic and enthusiastic.
- ü Give participants an opportunity to ask questions.
- ü Use the “KISS” principle: *Keep it Short and Simple*
- ü Demonstrate good time management skills.
- ü Be flexible with regard to participants’ needs.

Developing Facilitation Skills

The most effective trainers are those who adopt the role of a facilitator.

A facilitator encourages the active involvement and interaction of participants by:

- ü Using group discussions – both large group and small break-out groups
- ü Asking probing questions
- ü Having participants share experiences
- ü Respecting the knowledge and experience of the participants
- ü Acknowledging and drawing upon differences within the group
- ü Constructively addressing conflict and discomfort
- ü Providing relevant examples and additional information
- ü Summarizing what's been accomplished at strategic points during the workshop

Facilitator Do's and Don'ts

A facilitator is different from the typical leader or chairperson. The difference is in how they use their role. The leader/chairperson decides what and how things will be done, tells people they are out of order, etc. The facilitator asks, suggests, reminds, keeps track of the main agenda and sees if people are ready to move on to the next step/decision. Generally the facilitator is there to see that all participants feel they are having a say and are listened to and accepted. She attempts to stay very neutral. A facilitator tries to provide enough structure so that everything on the agenda gets covered.

Following are a number of points a facilitator should keep in mind:

Keep participants on the topic:

- Let participants know when the discussion has drifted – usually they will quickly return to the topic at hand.
- Every now and then, remind participants of the topic under discussion. “Isn't this what we were discussing?”

Summarize what participants have said:

- In particular summarize what the less active participants have said.
- Relate what one person says to others' ideas.
- Accept parts of ideas and ask if the person could develop the idea more.
- Let people know when someone has been cut off and ask them to finish what they were saying.

Let people know feelings are OK:

- Summarize feelings as well as content.

State the problem in a constructive way so people can work on it:

- State the problem like a problem, not like someone is at fault.
- Give problems and questions to the group, not answers.
- Clear up what decision (if any) the group needs to make so people don't waste their time on other things.

Suggest ways to solve the problem:

- Let participants know when it is time to move on to the next problem or agenda item.
- Try to break up big problems into workable pieces and deal with each separately.

Summarize what has been decided:

- Be sure to restate a decision after it has been made by the group.

Things facilitators should avoid:

In no way will a facilitator be effective if she does not remain neutral. She should not become a key participant in what's happening nor try to manipulate the group by using the facilitator's role to get one's own personal agenda on the table.

The facilitator should specifically avoid:

- Criticizing the ideas or values of others.
- Forcing one's own ideas on the group by using your facilitator role.
- Making decisions for other participants without asking for their agreement.
- Saying a lot or getting too involved in discussions when you are the facilitator – this will distract you and could get the whole group off track.

BASIC FACILITATION SKILLS: *Paraphrasing*

Paraphrasing is a fundamental listening skill.

WHY:	HOW:
<ul style="list-style-type: none"> • <i>Paraphrasing</i> has both a calming and a clarifying effect. It reassures the participant that her ideas are worth listening to. And it provides the participant with a chance to hear how her ideas are being heard by others. • <i>Paraphrasing</i> is especially useful on occasions when a participant's statements are confusing. The paraphrase will help the participant measure how well her ideas are getting across. 	<ul style="list-style-type: none"> • Use your own words to say what you think the participant said. • If the participant's statement is one or two sentences, use roughly the same number of words when you paraphrase it. If the participant's statement is many sentences long, summarize it. • Preface your paraphrase with an opening such as, "It sounds like what you are saying is...." or "This is what I'm hearing you say..." or "Let me see if I understand you..." • When you have completed the paraphrase, observe the participant's reaction. Say something like, "Did I get it right?" Verbally or non-verbally, she will indicate whether or not she feels understood. If not, keep asking for clarification until you understand what she meant.

BASIC FACILITATION SKILLS: *Encouraging*

Encouraging is the art of creating an opening for people to participate without putting any single individual on the spot.

WHY:	HOW:
<ul style="list-style-type: none">• With a little encouragement, a participant who isn't engaging or doesn't appear to be interested often discovers an aspect of the topic that holds some meaning for them.• <i>Encouraging</i> is especially helpful during the early stage of a discussion while participants are still warming up.	<ul style="list-style-type: none">• Here are some examples of the technique of <i>encouraging</i>:<ul style="list-style-type: none">• "Who else has an idea?"• "Does anyone have a story you are willing to share?"• "What was discussed in group 2?"

BASIC FACILITATION SKILLS: *Brainstorming*

Brainstorming is a way of generating lots of creative ideas in a short period of time. Introduce the topic, set a time limit for the activity, and then welcome participants to call out ideas as they come up with them.

DOs	DON'Ts
Do acknowledge that all ideas are worthwhile, even silly and seemingly impossible ones.	<i>Do not interrupt.</i>
Do encourage people to take turns.	<i>Do not say, "We've already got that idea."</i>
Do move around to create a lively feeling.	<i>Do not judge or evaluate an idea. Write it down and keep going.</i>
Do say: "Let's see if I've got it right so far..." if a person's ideas are hard to follow.	<i>Do not favour the more outspoken participants.</i>
Do repeat the purpose often. For example, "Who else can describe some of the ways to use the media as a tool in your campaign?"	<i>Do not use non-verbal gestures that signal disapproval such as frowns or raised eyebrows.</i>
Do start a new flipchart page before the previous one is full.	<i>Do not give up the first time the group seems stuck.</i>
Do give a warning that the end of the brainstorming session is approaching.	<i>Do not start the process without clearly setting the time limit.</i>

BASIC FACILITATION SKILLS: Go-Arounds

Facilitating a Go-Around

A “Go-Around” is when all participants are given a chance to share their thoughts on a particular topic by going around the circle until each person has spoken.

1. *Have participants pull their chairs together to form a circle.* It is important in a go-around that every participant can see every other participant’s face.
2. *Give an overview of the topic to be addressed.* Example: “In a moment we’ll each have a chance to give our reactions to the presentation we just heard.”
3. *Explain the process.* Example: “We’ll go clockwise from whoever speaks first. While someone is talking, no one may interrupt. When you’re through speaking, say ‘pass’ or ‘I’m done.’”
4. *Give participants an idea of how much time to take.* Example 1: “This will work best if each of you spends about a minute sharing your reactions.”

Recommended Uses for a Go-Around

1. *Warming up a newly formed group.* New groups usually need a more structured activity because the safety level is low.
2. *Structuring a complex discussion.* During an open discussion, there are often several sub-conversations going on simultaneously. A structured go-around acknowledges this fact, and allows each person’s pet topic to become the focus of group attention for a brief period of time.
3. *Making room for quiet participants.* A go-around supports those who have trouble breaking into conversations.
4. *Giving initial reactions to a controversial topic.* When a topic provokes anxiety, many people turn inward; they rehearse thoughts to themselves to try to find the ‘right way’ to say something risky. A go-around gives everyone time to collect their thoughts.
5. *Closing a workshop.* This gives each participant a final chance to express thoughts and feelings that might otherwise not be spoken – at least, not in front of everyone.

BASIC FACILITATION SKILLS: Working in Small Groups

Facilitating Work in Small Groups

1. *Give a one-sentence overview of the purpose of the next task.* Example: “Now we’re going to discuss our reactions to the presentation.”
2. *Tell the participants how to find partners for their small groups.* Examples: “Turn to the person next to you,” or “Find two people you don’t know very well.”
3. *Wait until everyone has formed their small groups before giving further instructions.* *After everyone has settled down, clarify the task at hand.* State the topic people will be discussing, then state the expected outcome. Example: “Our speaker claimed that women have a more difficult time advancing in political parties than men. Do you agree? What has your experience been? Each group should come up with two or three examples from your own lives.”

4. *Tell people how much time has been allotted for this activity. As the process unfolds, announce the time remaining.* Example: “Three more minutes!” When the time is almost up, give a final warning. Say, “Just a few more seconds.”
5. *Reconvene the large group by asking for a representative from each group to share their thoughts.*

Recommended Uses

1. *Breaking the ice – making it feel safer to participate.* People feel less reluctant in small groups; it seems less public.
2. *Keeping the energy up.* It’s physically energizing to get out of a chair and move around. Furthermore, working in small groups allows everyone to talk. Active involvement energizes people.
3. *Deepening everyone’s understanding of a topic.* In small groups, each person has more time to explore and develop ideas.
4. *Exploring different aspects of an issue quickly.* Small groups can work on several components of a single problem simultaneously. In other words, you can assign a different question or problem to each group.
5. *Building relationships.* Small groups provide more opportunity for people to get to know each other personally.
6. *Greater commitment to the outcome.* Small groups support more participation. More participation means more opportunity to influence the outcome. When the outcome incorporates *everyone’s* thinking, participants are more likely to feel committed to its implementation. This is what is meant by “ownership” of the outcome.

Other Tips on Facilitating Activities

1. *Introduction: explaining the activity*

- **Give the background to the activity and its objective.** We usually begin by explaining to participants why we are asking them to do an activity. In these opening remarks we sometimes include a little history or background if appropriate, or we try to address any fears. For example, in the introduction to a role-play activity, we emphasize that there are no acting awards given and that for those who don’t want to take a leading role there are smaller parts available.
- **Explain the guidelines, the task, and the time available.** Participants need to know exactly what they are being asked to do. We often write the task on a flipchart so everyone can see it. Check with the group to make sure participants understand the task and are willing to engage in it. Leave time for questions.
- **Hand out materials and tell people how to divide into groups and where to go.** If there are handouts or other materials, these need to be identified. If the activity requires it, divide people into small groups. Groups should be assigned to ensure a mix of different experiences, to encourage people to mix, or to take advantage of existing relationships. Be clear about where each group will work.

Ideas for dividing people into groups:

- ü *Number off by the number of groups you need.* If you want to form four small groups, participants would number off from one to four. All of the “ones” will be in a group, all of the “twos” in another and so forth.
- ü *By symbols.* Prepare pieces of paper with as many different symbols as you need groups. If you want to form four groups of five people, you might have five each of symbols like triangles, squares, circles and rectangles. Each person picks or is given a symbol and finds others with the same symbols.
- ü *Self-selection.* When you want people to divide into groups according to their interest in a particular topic or theme, you can post the topics in different places on the walls in the room. Ask participants to “vote with their feet” by going to the topic that most interests them. If there are too many people for any given topic, you can ask for volunteers to switch to a different one until you have the right balance.
- ü *Pre-formed groups.* Sometimes you need to have a particular mix of people for specific purposes, so you list the group members and where they will be working. Preparing the list in advance can save time.
- ü *Homogenous groups.* Group all participants who belong to the same party, the same religion, the same village, etc. In other words, every person in a group shares something in common.

2. Preparing the activity

- When participants are working at something – preparing a role-play or discussing ideas – we, as facilitators, usually do not participate in the activity because our presence can distract the group from its work. In these situations the role of the facilitator is to be a resource person, to clarify instructions, and to help out any group having difficulties. We also have to watch the clock.

3. Presenting and discussing the activity

- Small groups report back to the larger group. For the sake of managing time, it's important to decide what needs to be shared from the small group discussions and how.

Ways of reporting back from small groups:

- § **Different questions from each group.** Each group reports back on a different question.
- § **Only one question reported back.** Groups report back on only one of the questions discussed (the key question).
- § **Gallery review.** Each group posts its material and participants walk around this instant gallery to see what others have done. A representative of each group should remain with that group's work to help answer questions from other participants. You can also leave space in the group's flipcharts for comments or questions from other participants.
- § **A common format.** About fifteen or twenty minutes before the end of the small group discussion period, you ask each group to focus on its report back and synthesis of the discussion. You can provide a sample format:

The main points we discussed were (no more than 3):

- 1.
- 2.
- 3.

We concluded that:

We recommend that:

One of the most interesting/exciting points we discussed and would like to share is:

§ **No report back.** Sometimes, due to time constraints or the nature of the discussion, it is not possible or necessary to hear back from the small groups – although this does not happen very often.

- **Pulling out the experience.** After small groups return to the plenary, the next step involves asking questions about the small group work that will make sure participants describe the experience and identify patterns. A question for this step might be: “What are your key insights?”
- **Looking for patterns/analysis.** After all the reports have been completed, you can ask a number of questions about what’s been reported. What are the similarities and the differences? What are the key shared concerns? What issues should we focus our discussion on now?
- **Add new content/theory.** After the analysis of participant experience, we can introduce new content or theory, either through brief facilitator presentations or a handout.
- **Synthesis.** The final step in any activity is the summary or synthesis of the most important points that emerged in the discussion. Participants and facilitators can work together to name key issues in summary form.

Tips on Giving Feedback

- **Ask permission:** It may be useful to first ask the person if she is comfortable receiving feedback from you.
- **Talk in the first person:** Statements such as “I felt...” or “When I heard you say...” communicate personal responsibility for responses. They do not claim, nor should they, to speak for others.
- **Be specific:** Statements such as “When you said this, I...” or “Your idea about ...” focus on the particular action or statement. Avoid comments such as “You keep...” or “You always...”
- **Be timely:** Be sure to provide feedback as a positive or negative behaviour takes place. If you wait to provide the feedback, the person may not remember the details of what took place.
- **Challenge the idea or action, not the person:** Don’t be judgmental. It doesn’t help to draw attention to the pitch of someone’s voice or stutter. Stick to actions or behaviors that a person can change and improve.

- **Combine recognition of what worked with a challenge to improve:** Few people are so thick-skinned that they do not need acknowledgement of their achievements. Providing this recognition helps situate suggestions and challenges in a context of effort and accomplishment. It helps a person hear the spirit of positive criticism.
- **Ask questions to clarify or probe reasons:** Ask questions such as “What did you take into account when you decided...?” or “What did you mean when you said...?”
- **Acknowledge how you connect to a problem:** Because people can learn as much from what goes badly as from what goes well, it helps to show how you have also experienced a similar problem.
- **Where possible, make suggestions for alternative approaches:** Questions such as “Have you considered...” or “What would happen if we tried...” open a range of possible different responses. The use of “we” suggests that the issue and its solution are of interest to the whole group. Different options make it clear that there is not just one other (and therefore better) way to do it.
- **Use the “sandwich principle”:** When giving feedback or encouraging others to give feedback, consider the “sandwich principle”. Like in a sandwich that has two slices of bread with filling in the middle - give feedback by starting with a positive comment about what they did well, following with a recommendation or suggestion about how they might improve and ending with another positive comment. Studies show that receiving feedback in this way makes the suggestion easier to hear. Example: “Your warm, relaxed smile during the opening of your speech made me feel connected to you right from the beginning. Next time, it would help me to better follow your message if you spoke louder and more slowly. And it really worked well when you used numbers to remind us about your three key points at the conclusion.”

Tips on “Testing” Participants to Verify That They Are Learning

In any skills training workshop, facilitators use different ways to see if participants are grasping the content. Here are some ideas for how this can be done in a structured way. Generally, “tests” of this kind are done at least once a day so that any gaps can be addressed quickly. They also give participants a sense of accomplishment as they see how much they have learned.

“Pick a Card” (Individual/Group)

- Make up a set of cards (at least one per participant) with key concepts (1-3 words) on each card.
- Have the participants sit in a circle.
- Hold the set of cards facedown and ask a participant to select one.
- The participant should then give their definition of the concept on the card they selected.
- If they cannot give a correct answer, ask other participants to help.
- Continue around the circle until each participant has had an opportunity to select a card.

“Tic-Tac-Toe” (Team)

- Prepare nine large note cards with one question based on material that has been covered on each card.
- Draw a large “tic-tac-toe” diagram on flipchart paper (see picture below).
- Stick prepared notes with the written part face-down on tic-tac-toe diagram (one per “square”).
- Divide participants into two teams: one team is “X” and one is “O”.
- Have them stand in their teams in front of the diagram.
- Starting with one team, ask them to choose which square they want to “win”. Take the note off the diagram and ask them the question. They can discuss before answering.
- If they answer correctly, they can put their letter on the square (“X” or “O”). If they can’t answer correctly, return the question to its square. (The same or another team can try to answer it later.)
- Continue until one team manages to get 3 horizontal, vertical or diagonal squares in a row with their letter (the “winner”).

Before

One card face down	One card face down	One card face down
One card face down	One card face down	One card face down
One card face down	One card face down	One card face down

After

X	X	O
O	X	O
O	O	X

(The “X” team is the winner)

“Broken Sentences” (Individual or Group)

- Cut flipchart paper into long strips (at least 2 per participant). On each strip, write a sentence or phrase from the material covered. Cut each strip into two pieces, with part of the sentence or phrase on each piece. Shuffle these well.
- Give each participant 2 (or more) strips.
- Have participants circulate and have them find the missing part of their sentence/phrase.
- *Alternative:* make identical sets of “broken sentences” and give each participant or small groups of participants a whole set.
- Have each participant/group complete their sentences/phrases.

Tips on Managing Time

- **Don’t plan more activities for a day than you have time for.**
- **Mark times to begin and end activities on the agenda.** This provides a guide for where you should be when. When an activity takes more or less time, you can make adjustments as you go.
- **Negotiate time from the beginning of the workshop.** One of the starting points of the day is confirming times for breaks, meals and ending. It’s important to stick to times negotiated with participants.
- **Cut from the middle, not from the beginning or end.** Introductions and establishing the objectives and guidelines of the workshop are important. Evaluation and closure is also an essential part of the agenda. If activities are running longer than anticipated, consider changing the process to less time-consuming methods.
- **Cut the amount of data generated and processed.** If you are behind time, simplify small group tasks or limit the amount of small group discussion that gets reported to the large group.
- **Negotiate shifts in plans with the participants.** Explain what the implications of any changes are so participants can indicate how they feel about these changes.
- **Negotiate when unanticipated issues arise.** Often an activity generates important discussion, conflict or discomfort that a facilitator cannot anticipate. When that happens the facilitator can share the responsibility for timing with the group, making a comment such as, “We have spent 15 minutes on this now and it seems we are not finished. Are people agreed that this is important to pursue? If so, we’ll have to cut back on the time for presentations.”

Module 1: Women and Politics

OBJECTIVES

- ▶ To clarify the difference between gender and sex and highlight the fact that almost any job can be done equally well by men or women
- ▶ To identify barriers to women's participation in politics and within political parties
- ▶ To develop strategies to overcome these barriers and increase opportunities for women in politics generally and within political parties specifically
- ▶ To increase participants' knowledge of specific issues, structures and processes relevant to those seeking nomination as candidates or party leaders.
- ▶ To consider how women politicians can support themselves emotionally

MATERIALS

- ü Copies of the handouts
- ü Meta cards in two colours
- ü Tape and/or a glue sticks
- ü Flipchart paper
- ü Markers

UNDERSTANDING GENDER

ACTIVITY: *Riddle*

- Ø Share the following riddle with participants: "A father and his son were travelling in a car when they had a terrible accident. The father was not badly hurt but the son was in critical condition. The father was sent to one hospital while the son was sent to another. When the son arrived, the surgeon looked down at him and said "I can't operate on this man. He is my son."
- Ø Ask the participants what the relationship is between the surgeon and the son.
- Ø After everyone has had a chance to guess, reveal the answer: the surgeon was his MOTHER!

- Ø If no one thought of this answer, ask why that might be. Use this riddle to point out that all of us have perceptions that shape our ideas about what men and women do in our society.

ACTIVITY: Gender and Sex: Exploring the Difference

- Ø Prepare three flipcharts, one entitled “Men”, one entitled “Women” and one entitled “Either”. Hang the “Men” and “Women” flipcharts on the wall. Divide the group into two smaller groups. One group will brainstorm what men do in our society while the other will think of activities that women do. Give each group a stack of Meta cards making sure to give each group a different colour.
- Ø Each group will write down activities on Meta cards and post them on the appropriate flipchart.
- Ø Give each group about 10 minutes then invite everyone back to the larger group. Hang up the “Either” flipchart. Read each card from the “Women” flipchart out loud and ask the participants whether or not this job can also be done by men. For example, cleaning the house is something that both women AND men can do. If the job can be done by either a woman or a man, move the card to the “Either” flipchart.
- Ø Repeat the process for the “men’s roles”.
- Ø Initiate a discussion on any cards left behind - those that are done only by men or only by women. Then discuss the cards that represent biological differences between the sexes (giving birth to children, for example).
- Ø Post the following definitions of gender and sex (prepare these flipcharts in advance):
 - Gender: Gender refers to women’s and men’s roles and responsibilities that are socially determined. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organised not because of our biological differences. People are born female or male, but learn to be girls and boys who grow into women and men. They are taught the ‘appropriate’ behaviour and attitudes, roles and activities, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles.
 - Sex: Sex is the property or quality by which organisms are classified as female or male on the basis of their reproductive organs and functions.
- Ø Distribute the handout on *The Difference between Gender and Sex* and read over it with the participants. Administer the *Gender Quiz* to be sure that participants understand the difference between the two concepts. Read each question out loud and ask for volunteers to provide the answer. If you have more time, you can ask each participant to take five minutes to complete the quiz individually and then go over the answers as a group.
- Ø Questions for Discussion: Does this exercise tell us anything about a woman’s ability to participate in politics? Does politics belong in the “sex” or the “gender” category?

FACILITATOR'S NOTE: Gender and Sex: Exploring the Difference

- Ø Encourage the participants to discuss openly. Instruct them that they should write only activities and not personality traits or professions (e.g. instead of Teacher they should write teaching).
- Ø If participants have not written some biological differences between men and women, add these cards yourself (e.g. women give birth to children, women breastfeed, men impregnate women).
- Ø When discussing activities that can be done by either men or women, emphasize that participants should not confine themselves to their own society/surrounding. Moreover, even if a particular activity is not done by any man or any woman anywhere in the world, ask participants "If the training and opportunity were provided, would it be physically possible?"

BARRIER IDENTIFICATION

ACTIVITY: Identifying Barriers

Use this activity to identify general barriers to women's participation in politics.

- Ø Distribute two meta cards (of two different colors) and a marker to each participant.
- Ø Ask participants to write one thing that they feel is a barrier to their participation in politics on one colored card. They should all be instructed to use the same color. For example, "barriers" should be written on the blue cards. Then they should write one thing they feel supports their participation on the other colored card. Tell participants they have about 5 minutes.
- Ø Prepare one flipchart paper marked "Barriers" and another flipchart paper marked "Supports".
- Ø As participants complete their cards, have them post them using glue sticks or tape on the relevant flipchart.
- Ø Once all results are posted, review results and move cards that have similar points together.
- Ø Ask:
 - Are there a lot of similarities in participants' experiences?
 - What are the differences? Where do these come from?
 - Are any key barriers missing? Are there any other things that support their participation?

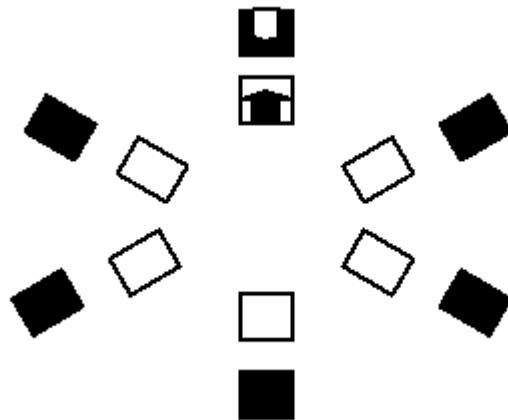
ACTIVITY: Identifying Ways Forward

- Ø Have participants take seats randomly in the Consult Circle chairs (see below for a diagram) – they should all have paper and pens. Explain that those sitting in the inner circle will be acting as "consultants" and those sitting in the outer circle will be those seeking advice. Assign one of the barriers identified in the exercise above to each Consult Circle.

- Ø Start the Consult Circle: each participant in the outer circle should seek advice on their assigned issue from the “consultant” they are facing. They should write down the advice offered.
- Ø After two minutes, stop the Consult Circles and ask those in the outer circles to move one seat to their right. They should seek advice from their new “consultant” on the same issue.
- Ø Continue the process -- stopping the Consult Circles and having participants in outer circles rotate one seat to the right – until participants in the outer circle seats have sought advice from all the “consultants” in the inner circle seats.
- Ø Now reverse the roles – participants who were consultants will now be seeking advice. Assign each of the new “questioners” a new barrier to investigate and repeat the process.
- Ø Have participants return to one large circle. Ask participants to share what kinds of advice they received and write these on flipcharts (one for each issue). Do participants feel they can use the strategies suggested? Which are particularly useful?

TRAINER’S GUIDE: Consult Circles

- ü Set up chairs for the Consult Circle as follows. The black squares represent chairs in the outer circle and are facing in (for those seeking advice). The white squares represent chairs in the inner circle and are facing out (for those acting as “consultants”). Make two circles. There should be as many seats as there are participants and they should be evenly divided between the two circles. For example, if there are 10 participants, there should be five chairs in each circle. If there are an odd number of participants, for example, 11 people, you can assign two people to work together as a consultant “team”.



- ü The Consult Circle is an exercise that most participants find energizing. However, do not let each round of consulting go longer than 5 minutes. Move people more quickly if it seem like their discussions are moving off topic.

ACTIVITY: SWOT Analysis

Use this activity to identify barriers that women face within your own political party.

- Ø In advance of the workshop, prepare four flipcharts labeled Strengths, Weaknesses, Opportunities, and Threats, respectively.
- Ø Distribute the *Key Points/Example of a SWOT Analysis* and *SWOT Analysis Framework* handouts and review. Explain that Strengths and Weaknesses are primarily *internal* (to the person or the organization) and therefore there is greater potential to change or influence these elements. Opportunities and Threats, on the other hand, are primarily *external* and so, while we can have strategies to deal with these aspects, it is less likely that we can change them.
- Ø Divide participants into a few smaller groups. Give each group a sheet of flipchart paper and markers.
- Ø Ask each group to do a SWOT analysis on the situation that women face within your party.
- Ø Once groups are finished, post all the results on walls.
- Ø Ask participants to go around and make a check mark next to whatever they feel are the three key strengths and weaknesses from any of the posted results. They should also make a check mark beside whatever they feel are the three key opportunities and threats from any of the posted results. In the end, each woman should have put a total of three check marks next to statements from each of the categories (and not three check marks per category per group).
- Ø Tabulate: add the number of check marks beside the Strengths and write the top 3 (those that have the most checks) on the prepared flipchart. Do the same for Weaknesses, Opportunities and Threats.
- Ø Have participants return to their small groups and give each group one of the top-scoring items. If there are more items than groups, divide them evenly.
- Ø Instruct each group to identify what strategy they would use to (depending on what topic(s) they were assigned):
 - increase or exploit the Strength
 - decrease or limit the negative impact of the Weakness
 - take advantage of the Opportunity
 - decrease or limit the negative impact of the Threat
- Ø *Debrief:* What have participants learned about their party through this exercise?

THE IMPORTANCE OF INVOLVING WOMEN IN POLITICAL PARTIES

ACTIVITY: Women in Politics: True or False?

- Ø Often the male-dominated leadership of political parties will need convincing that it is important to increase opportunities for women within the party. The best way to convince them is to provide carefully thought out reasons that appeal to their interests such as winning elections, passing party legislation, and gaining supporters.
- Ø Distribute and review the *Women's Contributions to Political Parties* handout with participants.

- Ø Test their understanding of this topic by administering the following True or False quiz. Go around the room and try to ask each woman a question.
- Ø **WHICH OF THESE STATEMENTS ARE TRUE AND WHICH ARE FALSE?**
- Including women in party business will increase access to women voters. (True)
 - A party platform that addresses issues particularly of interest to women will be able to convert women as supporters and more easily deliver their vote. (True)
 - Men will tell women how to vote and therefore it is not important for parties to include women in party business. (False)
 - Women are a natural link to young voters. (True)
 - Women can't understand politics and therefore should not become party members. (False)
 - To succeed, parties must have a strategy to recruit women candidates. (True)
 - A party that ignores 50% of potential voters will suffer. (True)
 - Women can contribute significantly as organizers in all aspects of a campaign. (True)
 - The only ways a party will benefit from women's involvement is by having them cook for events and keep headquarters clean. (False)
 - Because only about 30% of women may be registered to vote, it's not worthwhile to target them as supporters. (False)
 - Because women may face challenges as voters, parties must develop strategies to help women voters feel secure on Election Day. (True)
 - Women party members will accept and enthusiastically support a party's platform even if they don't contribute to its development. (False)
 - If a woman is enthusiastic about a party's platform, she may influence the men and voting age children within her home. (True)
 - Because only 17% of the seats in the National Assembly are reserved for women, it will not be worthwhile for the parties to recruit women candidates. (False)
 - Men and women can achieve more for their party by working together. (True)
 - Women in high profile party positions will attract other women. (True)

PREPARING WOMEN TO SEEK NOMINATIONS

ACTIVITY: Developing Strategies to Prepare Women to Seek Nominations

- Ø In advance of the workshop, determine if your party has written guidelines for selecting candidates. If so, get a copy of the guidelines and familiarize yourself with them. If not, try to determine the general trends by talking to several party leaders. Ask the following questions:
- *How does our party shortlist candidates?*
 - *Is the process different for women and men?*

- *What is the role of the women's wing in the selection process?*
- *How do candidates get chosen from the shortlist?*
- *What is the best way for candidates to approach the party for the ticket?*
- *At what level of the party are decisions made?*
- *Is there a different process for direct elections and for reserved seats?*
- Ø In advance of the workshop, invite a relevant resource person to present information in this session. A woman who has had the experience of being elected from within your party would be appropriate for this purpose.
- Ø Introduce the resource person and explain why s/he was chosen for this session.
- Ø Presentation by the resource person. (10-15 minutes)
- Ø Facilitate a Question and Answer period. (15-20 minutes)
- Ø Suggested questions:
 - *How did you find out about the ticketing/nomination process?*
 - *Were you active in the party before you received the ticket/nomination?*
 - *What steps did you take to get your name on the ticket/list and whom did you involve in the process?*
 - *What suggestions do you have for other women looking to get ticketed/nominated?*
- Ø Summarize the session. (5 minutes)
- Ø Hand out "Tips for Organizing a Successful Nomination Campaign" and "Tips for Advancing in Your Political Party" and lead a brief discussion on these topics.

PREPARING WOMEN EMOTIONALLY

ACTIVITY: Handling Personal Criticisms and Attacks

- Ø Distribute the handout on *Handling Personal Criticism and Attacks* and give participants a few minutes to read it.
- Ø Point out that by putting ourselves in a public position (as a candidate or as party activists) we will be more vulnerable to criticism and even attacks that may affect our confidence and mental state. Because of this phenomenon, we should take particular care to be psychologically prepared with personal strategies to cope. The handout has some suggestions on how to handle these situations. Are these strategies that participants feel they can use? What are their experiences handling these situations?
- Ø Do a go-around and ask: What do you feel is your most difficult psychological barrier as you think about becoming a candidate or a party leader? Remember that a go-around encourages everyone to really listen to each other and provides everyone with the opportunity to speak in turn.

The Difference between Gender and Sex

SEX	GENDER
Biologically determined	Socially constructed
All men and all women are similar. All women are one category. All men are a different category.	There are differences between individual men; there are differences between individual women
Change is not possible	Changes over time, varies between cultures, economic classes, ages, religions, etc.
Ascribed	Acquired

Gender Quiz

For each question, identify whether the difference between men and women is based on sex (biological) or on gender (a difference constructed by society).

1. Women give birth to babies, men don't.
2. Little girls are gentle, little boys are tough.
3. Boys do better in science and maths; girls do better in art and literature.
4. Amongst agricultural workers, women are paid only 40-60 percent of the male wage.
5. Women can breastfeed babies, men can bottle-feed babies.
6. In ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property and men did not.
7. Men's voices change at puberty, women's do not.
8. In one study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building.
9. According to UN statistics, women do 67 percent of the world's work, yet their earnings for it amount to only 10 percent of the world's income.
10. According to statistics from the Inter-Parliamentary Union, only 15 percent of parliamentarians worldwide are women despite the fact that women represent roughly 50 percent of the population.

Key Points and Example of a SWOT Analysis

SWOT analysis is a general technique that can be applied to any number of different situations and activities. It is particularly appropriate to the early stages of strategic planning. Performing a SWOT analysis involves brainstorming and recording strengths, weaknesses, opportunities and threats concerning a task, individual, or organization. The analysis takes into account both internal resources and capabilities (strengths and weaknesses) and ones that are external to the organization (opportunities and threats).

Why use the tool?

SWOT analysis is a very effective way of identifying your strengths and weaknesses, and examining the opportunities and threats you face. Carrying out an analysis using the SWOT framework will help you to focus your activities into areas where you are strong and where the greatest opportunities lie.

How to use the tool:

To carry out a SWOT analysis, write down answers to the following questions (or similar ones):

Strengths:

- What are your advantages?
- What do you do well?
- What do other people see as your strengths?

Consider this from your own point of view and from the point of view of the people you deal with. Don't be modest – be realistic. If you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths!

Weaknesses:

- What could you improve?
- What do you do badly?
- What should you avoid?

Again, consider this from an internal and external basis – do other people seem to perceive weaknesses that you do not see? Are your competitors doing any better than you? It is best to be realistic now and face any unpleasant truths as soon as possible.

Opportunities:

- Where are the good opportunities facing you?
 - What are the interesting trends you are aware of?
- Useful opportunities can come from things such as:
- Changes in government policy
 - Changes in social patterns and population profiles
 - Local events

Threats

- What obstacles do you face?
- What is your competition doing?

Carrying out this analysis will often be illuminating – both in terms of pointing out what needs to be done and in putting problems into perspective. You can also apply SWOT analysis to your competitors – this may produce some interesting insights!

Example:

A new small business might carry out the following SWOT analysis:

Strengths:

- We are able to respond very quickly to customers.
- We are able to give really good customer care as we don't have a lot them yet.
- Our leader has a strong reputation in the community.

Weaknesses:

- Our company is new and has not developed a strong reputation yet.
- We have a small staff and most of them don't have a lot of experience.
- We are not making a lot of money yet.

Opportunities:

- Our business sector is expanding with many future opportunities for success.
- Our local council wants to encourage local businesses by giving them contracts.
- The government is considering offering tax exemptions to small companies like ours.

Threats:

- Technology may change this market beyond our ability to adapt.
- If a larger, more established competitor starts offering the same services, we may not have any business.

SWOT Analysis Framework

<p>Strengths</p>	<p>Weaknesses</p>
<p>Opportunities</p>	<p>Threats</p>

Choosing to Get Involved in Politics: Impact on the Family

Expect your family life to be severely disrupted. When you are involved in politics, the personal becomes political. Nothing in your life - or in your family member's lives - will be private or sacred anymore. The best way to manage this issue is to be prepared.

You moved into the limelight the minute you decided to seek a leadership role within your party or put your name on the ballot for elected office. Make no mistake: your family is going to be closely involved. Talk it through with each family member individually, and then together as a group. Be realistic about the changes that will take place in your household.

Speak to another woman who has served in party leadership or been elected locally, provincially or nationally, and explore the dynamics of political life. If you have children, consider having them talk to the children of another party leader or elected person to discuss the changes which took place in their lives. Accept that changes will occur. These changes cannot all be positive.

Let each person in your family decide to what extent they wish to be involved. Establish guidelines and make sure they are clearly understood and respected by your fellow political activists and campaign team.

As a candidate or party leader, all aspects of your life have suddenly become public property! Live your personal life as if the details will show up in the morning paper. Therefore, the visibility of your partner and your children requires careful planning. If visible, your partner may be seen as supportive of your political activity or as "the one really holding the power." If invisible, people will question the partner's support of you. Does your partner know something about you that they don't? These scenarios can be handled effectively if you are prepared.

If you are a mother, expect both sincere and malicious concern about the welfare of your children. This concern may be expressed both by your friends and the general public. Invisible children can be perceived as neglected children. Visible children can generate an undue amount of concern about "exploitation."

If you are single, there may be curiosity about that too. All of these aspects can affect your morale negatively and should be considered before you make a decision to get involved in politics.

If you think about the impact of politics on your family ahead of time, discuss it with them, and plan for it, the difficulties you will face will be easier to manage. You'll also be more likely to enjoy their support throughout your involvement.

Women's Contributions to Political Parties

1. Including women in party leadership will increase access to women voters. To succeed, parties must have a strategy to recruit women as party members and candidates.
2. A party platform that addresses issues of particular interest to women will be able to convert women as supporters and more easily deliver their vote.
3. Women as candidates or party spokespersons often receive more media interest than men because they are considered a novelty.
4. A party that ignores 50% of its potential voters (women) will suffer.
5. Women can contribute significantly as organizers for all aspects of a campaign.
6. Women party members will accept and enthusiastically support a party's platform if they contribute to its development.
7. If a woman is highly enthusiastic about a party's platform, she may influence the men and voting age children within her home.
8. Because 33% of the seats at the local level, and 17% of the seats at the provincial and national levels of government are reserved for women, it will be imperative for the parties to recruit and train women candidates.
9. Women in high profile party positions will attract other women.
10. Men and women can achieve exceptionally more for their party by working together.

Tips for Organizing a Successful Nomination Campaign

1. Understand that campaign activities that will take up a lot of your time.
2. Be prepared for changes in the people who are helping you – including those you regard as friends.
3. Approach everyone whether or not they know anything about you, the position you are seeking or the issues you are promoting.
4. Be prepared for the question of gender to be considered important.
5. Don't be discouraged if you hear good things about your opponent. These comments are often a result of his/her own self-promotion. Use this same strategy for yourself.
6. Know that you will be criticized – this aspect of campaigning cannot be avoided and is something you must face to reach your goal.
7. Don't fool yourself that you will win because you deserve it. You will win by implementing the best campaign based on messages that appeal to the majority of voters.
8. If you get the nomination, invite everybody to your celebration. Even if you don't get the nomination, this is the time to show your gratitude to everyone who contributed to your campaign. Even if you can't celebrate victory, you can celebrate hard work and say "thank you".

Tips for Advancing in Your Political Party

- Meet and get to know your local political party leaders. Make sure that they know you and your name. Tell them what your political ambitions are. Make sure they know that you support the party, and that you encourage others to support the party too.
- Identify men in your political party who are supportive of your goals. Seek these men out and develop good working relationships with them.
- You have to be - and be seen to be - more active, more honest, more sincere and more hardworking than any male elected representative or party activist. Other men AND women find it easy to criticize women in politics. Therefore, you have to work hard to prove yourself capable and win the trust of others.
- Never engage in any activities that might be seen as dishonest.
- Never misuse any public or party funds for your own or your relatives' personal gain.
- Never accept gifts, money or special favors that you will be expected to return someday through your influence as a party leader or elected official.
- Make an extra effort to show that you are a service-oriented politician, not interested in serving yourself, but others.
- Get involved in your political party's local women's association, if there is one. The members of your party's women's wing can provide you with organized support when you need to pressure the party. You can also gain leadership experience by working within a Women's Wing. Keep in mind that the party realizes the value of women who are organized at election time.
- Be involved in one of your political party's committees whether at the national, provincial, or local level. Often these committee meetings do not take a great deal of time. You can work your way up within the party to higher-level committees in the future. Be an active member of the committee. Make friends. Volunteer to take on responsibilities and demonstrate your hard work. Gain support and experience.
- Encourage more women to become involved in your political party and help them gain seats on various committees. Be a mentor. Work to build a movement – involve lots of women!
- Let your party and your voters know what you are doing and what work you have accomplished in your community. This is important in order to demonstrate your accountability. It is also important in order to promote yourself and get credit for your efforts. Don't rely on someone else to promote your achievements; but if they do, it's an added advantage
- If there is not a women's organization in your political party, start one. Begin by networking and meeting with women in your party.
- Don't limit yourself to the activities of the women's organization of your political party: get involved in the main body of the party. (Keep in mind that the real power lies within the party structure where men occupy important party positions.)

Handling Personal Attacks and Criticisms

When they come our way, we all need to be able to recognize personal criticism and attacks and know how to deal with them effectively.

Recognizing personal criticism and attacks

The first step is to be able to recognize personal criticism and attacks for what they are and know the difference between them and constructive criticism. Personal criticism is any comment about a person's performance that has the underlying motive of undermining their sense of well-being, and an attack is a more vicious continuation of the same process. It occurs when a person attempts to undermine someone in the eyes of other people. This behavior can involve talking behind their back or 'organizing' other people against them.

Here are a few examples:

"My bearer always forgets to bring me my newspaper. He is an idiot and wouldn't remember even if I told him a hundred times!" While it may be true that the bearer forgets the newspaper, is it really true or helpful to note that he is an idiot?

"I don't think our party should give you the nomination because you are a Pashto. Everyone knows that Pashtos are corrupt and greedy". This feedback was not intended to help the individual improve but to hurt and undermine him. This statement is a personal attack.

There are many factors to take into account when considering how to handle personal criticism and attacks. To begin, we have to be sure that we are really being attacked. Our own feelings of not being good enough can sometimes lead us to believe we are being attacked when we are not. We must be on our guard not to invent negative motives on the part of the other person.

Often we are being attacked because we have taken initiative. Political parties tend to be very hierarchical and people do not like it if other people 'step out of line', even if the behavior is in the best interest of the party. People find change difficult, particularly if that change involves challenging power structures. Hence, building close, dependable relationships to call upon during times of challenge and difficulty is important.

Handling attacks elegantly and well

Once we are able to recognize that we are being attacked, we need to handle the situation effectively, especially if we are to maintain our credibility with other people.

The key points we need to remember are:

Stay relaxed and confident

If we are to handle someone who is criticizing or attacking us, we need to be relaxed and confident in how much we value ourselves and our leadership. We may need to listen to the other person for some time while making sure that we do not get defensive.

Pay full attention, ask questions and listen with complete respect

The basic approach to handling attacks elegantly and well is to use the skill of listening. Our job is to ask appropriate questions and pay sufficient attention to the other person to see if there is anything we need to change, and also what we need to get the person who is attacking us to stop. Examples: “Can you help me understand why you feel that way?” or “What concerns you most about my action?” or “Correct me if I’m wrong, but what you seem to be concerned about is...”

Develop an appropriate viewpoint

It is possible to view most personal attacks as requests for help. People are either trying to make sure that everything goes well - in which case our job is to appreciate them and help them do it even more effectively - or they are indicating what they are unhappy about. This expression of displeasure might take the form of complaining about and blaming others. In this case, our job is to work to understand their underlying concern and, if we decide to do so, to help them address that concern. It is important to adopt an attitude of ‘not taking it personally’.

Admit it if we have made a mistake

Where it is clear we have made a mistake, we should admit to it and apologize. For many people, apologizing is considered a sign of weakness when it is really a sign of great strength. People are always going to make mistakes; indeed, making mistakes is how people learn and improve.

Tell the person to stop it

Occasionally, we are faced with completely irrational attacks that are personal and hurtful. For these attacks a different approach is needed. In these circumstances we need to understand that the other person has decided to attack us regardless of what is right or wrong. We can then communicate that we require the attacks to stop immediately and refuse to engage in any further conversation, correspondence or explanation until this happens.

This approach is not a rejection of the person but a rejection of the behavior. Sometimes it is not possible to have a rational conversation with another person because s/he is so ‘caught’ in an attacking pattern. In these circumstances the appropriate response is to withdraw until the person has decided to stop.

Organize allies to support us

Some attacks are so destructive that anything we do or say will be used against us. Under these circumstances it can be helpful to think with our allies about how they can step in to stop such attacks. This response will require them to act with great confidence and skill on our behalf.

Note: Sometimes in politics, responding publicly to personal attacks can simply give the attacks and the attackers more profile. In other words, sometimes we make the strategic decision not to respond because the “story” then just goes away. This is more likely to be the case during a public campaign or another situation that is likely to attract media attention than during day to day interactions with people.

Module 2: Democracy and Political Parties

“Politics is about who gets what, when, and how.” – Harold Lasswell

OBJECTIVES

- ▶ To understand the basic principles of democracy
- ▶ To understand the roles that political parties play in healthy democracies
- ▶ To consider how political parties can be reformed to be more representative through increasing leadership opportunities for women

MATERIALS

- ü Copies of the handouts
- ü Flipchart paper
- ü Markers

NOTE

If you don't feel you have enough background in this topic, consider inviting someone else, either from within your party, a local think tank, or university to give a brief presentation. Be sure that the individual you invite is well-versed on the issues and is a good presenter. Go over a detailed list of topics that you would like the guest speaker to cover well in advance of the training so he or she knows what to expect and can prepare accordingly. But remember, you don't need to be an “expert” to facilitate a discussion about democracy and political parties.

ACTIVITY: Group Discussions on Democracy

Ø Ask the participants the following questions to provoke a discussion on the basic principles of democracy. If the participants do not know the answers, provide the answers yourself.

Ø **What is the definition of democracy?**

Possible Answers:

- People expressing their free choice about what government they want through a system of free and fair elections on a regular basis
- The opportunity to change leadership or to remove people from government in a peaceful way
- A system in which people get to decide who represents them and which policies these people promote

Ø **Abraham Lincoln once spoke of a "government of the people, for the people, and by the people." What does that phrase mean?**

Possible Answers:

- This means the government is made up of representatives selected by citizens and must work to address the people's wishes;
- This means the government in a democratic system is elected by voters and subsequently, the government must work towards solving the needs and problems of its citizens.

Ø **How are decisions made in a democracy?**

Possible Answers:

- Majority rules – in other words, whatever position is supported by the majority of people wins.
- Compromises are made to arrive at decisions that are acceptable to the majority of people

WHAT IS A POLITICAL PARTY?

Ø Ask participants to provide answers to the question "What is a political party?"

Possible Answers:

- An organization whose members have similar aims and beliefs. A political party tries to get its members elected to the government of a country in order to influence the country's policies. To achieve this goal, it participates in elections.
- Parties are the legal institutions for the accumulation and redistribution of power, resources and opportunities. They promote and prioritise values. They advocate and implement partial interests. They formulate development strategies, goals and policies. They must set priorities.
- Parties are the primary avenue through which large numbers of citizens can engage in the political process between elections. Within a party, members can run for office, select candidates and determine policy.

POLITICAL PARTIES AND GENDER

ACTIVITY: *Who Does What within the Party?*

- Ø In advance of the workshop, prepare a flipchart with the following columns and headings: “Mostly Men, Mostly Women, Both Equally”. See the handout on *Who Does What within the Party* for the list of tasks.
- Ø Distribute the handout and read the list out loud one activity at a time and ask participants which category it belongs in: Mostly Men, Mostly Women, or Both Equally”.
- Ø When all activities have been categorized, lead a discussion on what this exercise tells us about women within political parties. The general message we receive is that women are welcome to vote, to follow the party leaders and to work voluntarily for political parties. However, they do not often decide on crucial matters or share power on equal footing with men.
- Ø Distribute the *Checklist of the Main Criteria for the Truly Women/Gender Equality Friendly Party* and review with participants.
- Ø Ask participants to consider whether their party meets these criteria or if there is still a need for reform on these issues.
- Ø Remind participants that your party has made a public commitment to increase opportunities for women within the party by signing the Global Action Plan. They each have a responsibility for ensuring that their party keeps this commitment. Remind them that the more prepared they are to assume positions of leadership and the more they demonstrate these leadership skills, the more likely it will be that their party will become more inclusive of women.

WHAT IS THE ROLE OF A WOMEN’S WING WITHIN THE PARTY?

- Ø Explain to the group that many parties establish Women’s Wings as a means of addressing women’s issues within the party. Note that in some cases, Women’s Wings are actually used to marginalize women, to put them in “their place”, and to prevent them from posing a challenge to the male-dominated leadership.
- Ø Remind participants that we are largely responsible for the success of our women’s wing.

ACTIVITY: *What Can a Women’s Wing Do to Strengthen the Role of Women?*

- Ø Lead a brainstorming session on activities that a women’s wing can carry out in order to strengthen the role of women within the party.
- Ø Possible answers include the following:
 - ✓ Gathering of the most important gender directives of the international governmental organisations, non-governmental organisations, and the Government of Pakistan (CEDAW, UN Beijing Plan for Action, Global Action Plan, etc.) so that these documents are readily available and so that party activists are aware of the commitments that their party and their country have made.

- ✓ Gathering positive examples of gender equality policies and organizational models from other parties both in Pakistan and internationally.
- ✓ Getting support from and sharing experiences with women from other parties both in Pakistan and internationally.
- ✓ Identifying the strongest male/female supporters and potential collaborators within the party.
- ✓ Organizing training courses for the female party activists and sympathetic male activists.
- ✓ Establish a permanent training unit within the Women's Wing with an experienced full-time trainer.
- ✓ Drafting of a party gender equality policy statement and gender equality related statute articles and articles on quota regulations within the party.
- ✓ Organising an informal brainstorming meeting with the strongest party male and female leaders to define the party's gender equality strategy.
- ✓ Identifying, training, fundraising for, and supporting women candidates.
- ✓ Lobbying party leaders on the many policy issues that affect women differently from men, like employment issues, health care and war.

HOW CAN A WOMEN'S WING BE STRUCTURED?

- Ø Explain to the group that there are many different ways to organize a Women's Wing. Distribute the handout *Possible Choices in Organizational Rules and Relations between the Party and the Women's Wing* and review with participants.
- Ø Ask the participants to describe how their women's wing is organized and, after thinking through other options, if there are changes they would propose to improve upon this structure.

Who Does What within the Party?

WHO	MOSTLY MEN	MOSTLY WOMEN	BOTH EQUALLY
<i>Writes the party manifesto/platform?</i>			
<i>Formulates party electoral promises?</i>			
<i>Leads the party?</i>			
<i>Represents the party to the public and the media?</i>			
<i>Represents the party abroad?</i>			
<i>Is trained within the party?</i>			
<i>Raises the money for the party?</i>			
<i>Decides how party funds are used?</i>			
<i>Decides about the promotion of party activists into leadership positions?</i>			
<i>Carries the main burden of volunteer work between elections?</i>			
<i>Carries the burden of volunteer work in electoral campaigns?</i>			
<i>Gets the party tickets/nominations in elections?</i>			
<i>Decides who gets party nominations for elections?</i>			
<i>Stays loyal when the party loses power?</i>			

**CHECKLIST OF THE MAIN CRITERIA FOR THE TRULY
WOMEN/GENDER EQUALITY FRIENDLY PARTY**

- ✓ Gender equality is defined as one of the basic party values.
- ✓ Specific gender equality policies are defined in the party program and mentioned between elections.
- ✓ Party has an autonomous, active mechanism (for example: women's wing) promoting gender equality.
- ✓ Party women/gender equality organisation has the right to freely open party and public discussions on gender equality issues.
- ✓ Special provisions (targets, quotas, special recruitment actions and training for women) are in place and respected in order to ensure equal political representation of men and women in all elected and appointed bodies at all levels.
- ✓ The party serves as a link between NGO initiatives on women's issues, parliament, and the government.
- ✓ The party has fair provisions for the financing of the needs of the party gender equality mechanism (such as a women's wing).

Possible Choices in Organizational Rules and Relations between the Party and the Women's Wing

1. PARTY PROGRAM – WOMEN'S/GENDER EQUALITY PROGRAM

- Ø Party values and general political orientations are also the framework for the Party's women's group.
- Ø General women's group's program is approved and accepted by the highest party program policy body.
- Ø The Women's party organization sets its own program priorities and works for their acceptance as party majority priorities.
- Ø When the executive party bodies do not accept proposals from the women's group, this group has the right and respective party executive bodies have the duty to organize a general party discussion on the women's organisation priority/policy/action/campaign proposals.

2. MEMBERSHIP IN THE WOMEN'S WING

- Ø Automatic – all women party members are women's wing members.
- Ø Membership in the party women's wing is a free choice for each female party member.
- Ø Membership in the party women's wing is a free choice for each female AND male party member.
- Ø Women can join the women's wing - either as full members or as auxiliary members - without necessarily also joining the party.

3. ORGANISATIONAL CHOICES

- Ø Territorial principle – following party organisation (organized at national, provincial, and district levels).
- Ø Project/specific issues based model of organisation.
- Ø Combination of both principles.

4. DECISION MAKING PRINCIPLES

- Ø High level of centralisation, strong hierarchy – majority decides what all the members of the group should do.
- Ø High level of decentralisation, a lot of space for local and individual initiative, joint work only of the branches and individual members of the women's party organisation who are interested in the issue at hand.
- Ø Decisions or parts of decisions are taken on consensus – where a longer discussion is required and dissenting points of view are considered until everyone is comfortable with the final, negotiated outcome.

5. WHO ELECTS THE WOMEN'S WING LEADER?

- Ø The leader of the women's group is proposed by party leadership, elected by all party members at the general meeting of the party local branch.
- Ø The leader of the women's group is proposed and elected only by the members of this organisation.

6. PERSONAL CONNECTIONS BETWEEN WOMEN'S WING AND KEY PARTY POWER STRUCTURES

- Ø Women's organisation leader is a member of the party's central committee, automatically, through her position.
- Ø Women's organisation leadership has a direct working relationship with party parliamentary group and party-nominated ministers and other highly positioned party-nominated provincial officials.
- Ø Women's organisation delegates at least one representative to the party programmatic boards/committees.
- Ø Women's group delegates at least one member to the party electoral boards on all levels.
- Ø Women's group delegates one representative to the party finances monitoring board.

7. FINANCING OF THE WOMEN'S WING

Its budget consists of: office space costs, communication costs, meeting costs, travelling costs, training costs, activities, campaigns, projects costs, women's electoral campaigns costs, etc.

- Ø Fair sharing of all party facilities and technical staff.
- Ø Fair sharing of the party members' fees.
- Ø Fair share of the party state-provided funding.
- Ø Fairness in spending party electoral funds on male and female candidates.
- Ø Private donations.

8. PUBLIC VISIBILITY AND MEDIA STRATEGY OF THE WOMEN'S GROUP

- Ø Presence at all relevant regular party press conferences.
- Ø Presence at the party parliamentary group/ local council group press conferences on gender equality issues.
- Ø Development of special media contacts for the party women's organisation.
- Ø Special party women's group's press conferences/releases/media campaigns.
- Ø Visible women's group presence in public party events and information bulletins.
- Ø Special party women's group logo, leaflets, posters, web page, publications, section in party newspaper.

Module 3: Understanding National, Provincial, and Local Government

OBJECTIVES

- ▶ To gain an understanding of the various levels of government in Pakistan and their roles and responsibilities
- ▶ To learn how to address issues of importance in your community

MATERIALS

- ü Copies of handouts
- ü Map of Pakistan broken down by province
- ü Copies of role plays
- ü Flipchart paper
- ü Markers
- ü Meta Cards
- ü Masking Tape

NOTE

If you don't feel as if you have enough of a background in this topic, consider inviting someone else, either from within your party, a local think tank, or university to give a brief presentation. Be sure that the individual you invite is well-versed on the issues and is a good presenter. Go over a detailed list of topics that you would like the guest speaker to cover in advance of the training so he or she can prepare accordingly.

UNDERSTANDING NATIONAL GOVERNMENT

ACTIVITY: Knowledge of National Government Structures

- Ø Begin the activity by reminding participants of the following basic facts about the national government in Pakistan:
 - The Constitution of the Islamic Republic of Pakistan provides for a Federal Parliamentary System of government with a President as the Head of State and a Prime Minister as Head of Government.
 - The Federal Legislature is the bicameral Majlis-e-Shoora (Parliament), composed of the National Assembly and the Senate.
 - The judicial branch consists of the Supreme Court and the Federal Shariat Court in addition to High Courts and other subordinate courts.
 - The National Security Council considers strategic matters pertaining to the sovereignty, integrity, and security of the State and matters relating to democracy, governance, and inter-provincial harmony.
- Ø Divide the group into smaller teams of 3 or 4 people.
- Ø As the facilitator, you will be the “game show host” asking questions to the teams competing for the title of “National Government Experts”.
- Ø Ask each team to choose a name for itself. Write the name of each team on a flipchart paper so that you can keep score.
- Ø Start with one team and ask them one of the questions below. If they get the right answer, give them one point. Record this on the flipchart. If they get the answer wrong, ask the same question to the next group.
- Ø Continue asking one question to each group until you run out of questions.
- Ø Add up the score and announce the winning team. Be sure that everyone gives the winning team a round of applause.

NATIONAL GOVERNMENT QUIZ QUESTIONS

1. How is the President elected?

The President is elected by Members of both houses of Parliament and the Provincial Assemblies.

2. How long is the term of a President?

Five years

3. How can the President be removed from office?

The President may be removed from office or impeached through a resolution, passed by not less than two-thirds of the total membership of the Parliament in a session called for this purpose.

4. If the President's office becomes vacant, who acts as Head of State?

In case the office of the President becomes vacant, the Chairman of the Senate, or if s/he is unable to perform the functions, the Speaker, acts as President till such time that a President is elected. This is also the case when the President by reason of absence from Pakistan or any other cause is unable to perform her/his functions.

5. How is the Prime Minister elected?

The Prime Minister is chosen from the National Assembly by a simple majority vote.

6. How long is the term of the Prime Minister?

Five years

7. How many seats are there in the National Assembly?

332 seats

8. How many seats are reserved for women in the National Assembly?

60 seats

9. How are members of the National Assembly elected?

Members of the National Assembly are elected by popular votes in general elections.

10. How are reserved seats for women allocated?

Women on reserved seats are nominated by political parties according to the proportion of their seats in the Assembly.

11. How long is the term of a Member of the National Assembly?

Five years

12. How many seats are there in the Senate?

100 seats

13. How many Senate seats are reserved for women and technocrats in each of the four provinces?

Each province receives four seats for women and four for technocrats.

14. How are members of the Senate elected?

Each of the four Provincial Assemblies elects twenty two members from their respective provinces. Four members (two on general seats, one technocrat including Aalim, and one woman) are elected from the Federal Capital whereas eight members are elected from the Federally Administered Tribal Areas.

15. How long is the term of the member of Senate?

Six years. After every 3 years half the members retire.

16. Who is the Head/Chairperson of the National Security Council?

The President

17. Name 5 of the 13 members of the National Security Council (besides the President).

The other members are the Prime Minister, the Chairman of the Senate, the Speaker of the National Assembly, the Leader of the Opposition in the National Assembly, the Chief Ministers of the Provinces, the Chairman of the Joint Chiefs of Staff Committee, and the Chief of Staff of the Army, Navy, and Air Force.

18. What is the title given to the head of the Supreme Court? Note: The Supreme Court is the court of ultimate jurisdiction in the land and is the final arbiter of the law and the Constitution. Its decisions are binding on all other courts in the country.

The Chief Justice of the Supreme Court

19. In addition to the Chief Justice, how many other judges serve on the Supreme Court?

16

20. Who appoints the members of the Supreme Court?

The President. The standing practice is that the Chief Justice recommends a list of names to the President and the President selects Judges from the list. The most senior judge is generally appointed as the Chief Justice.

21. What is the role of the Federal Shariat Court?

The Court role is to examine and determine as to whether or not a certain provision of law is repugnant to the injunctions of Islam.

22. How many judges serve on the Shariat Court and who appoints them?

Eight Muslim Judges including the Chief Justice appointed by the President.

WHAT IS A PROVINCIAL ASSEMBLY?

- Ø Distribute the handout on *What is a Provincial Assembly?* and review with participants. Be sure to hang up a map of Pakistan that clearly distinguishes the different provinces.

WHAT IS LOCAL GOVERNMENT?

- Ø Ask the participants the following questions to provoke a discussion on the functions and purpose of local government. If the participants do not know the answers, provide the answers yourself.

- Ø ***What is the main purpose of local government?***

Possible Answers:

- Ø To identify and solve local level problems at the local level;
- Ø To preserve and protect available local resources;
- Ø To further the development process at the local level by efficiently mobilizing resources at the local level;
- Ø To act as a local contact point for constituents.

- Ø ***Why are local councils needed?***

Possible Answers:

- Ø Because it is not possible for the government at the central level alone to oversee the country's development process;
- Ø Because there is a great deal of diversity among different communities at the local level and local level governments best understand the problems and needs of their communities;
- Ø Because it is more efficient and less expensive for the local government to be responsible for some tasks at the local level.

- Ø ***What are the different levels of Local Government?***

Answers:

- Ø District Level
- Ø Tehsil/Town Level
- Ø Union Level

Ø **Who are the members of District/Tehsil/Union councils?**

Answers:

- Ø District: All Union Council Nazims are members of the Zila (District) Council. There are also reserved seats for women and minorities
- Ø Tehsil: Naim Nazims of all Union Councils of the Tehsil in addition to women and minorities on reserved seats
- Ø Union: Directly elected through popular vote

Ø **How many Districts/Tehsils/Unions are there in Pakistan?**

Answers:

- Ø 96 Districts
- Ø 352 Tehsils
- Ø 6020 Unions

Province	Districts	Tehsil/Town	Union Councils
Punjab	34	125	3453
Sindh	16	105	1094
NWFP	24	50	957
Balochistan	22	72	516
Total	96	352	6,020

Ø **What percentage of seats is reserved for women and at which levels of local government?**

Answer:

- Ø 33 per cent at all levels (District, Tehsil and Union)
- Ø Distribute the *What is Local Government?* handout and review with participants.

STRUCTURE of the LOCAL GOVERNMENT SYSTEM in PAKISTAN

- Ø Distribute the *Structure of the Local Government System in Pakistan* handout and review with participants.
- Ø Highlight the following points:
 - The Local government system is a system of tiers: there is a supervisory relationship between the higher and lower tiers; there is also a partnership aspect to the relationship in that material assistance (money, material and supplies) is provided from the higher level.
 - Discuss how the various positions within local government relate to each other.

ROLES OF LOCAL GOVERNMENT COUNCILS

- Ø Share with the participants the duties of some of the major Local government administrative positions:

Zila (District) Council:

The Zila council has the following key functions:

- a) Legislative: Levying of taxes and making by-laws, rules, and procedures applicable to local governments.
- b) Monitoring: The Zila Council monitors the district administration through a specialised committee system.
- c) Approval of Budget and Development Plans: The Zila Council approves the district budget and annual development plans.

Tehsil Council:

Some of the primary functions of the Tehsil Council are:

- a) The primary function of the Tehsil government is the provision and coordination of municipal services to both urban and rural areas across the whole Tehsil.
- b) The second function of the Tehsil government is development through land use control and master planning for every town and village across the Tehsil.
- c) The third function of the Tehsil government is to monitor the work of the Tehsil administration and district government officials located in the Tehsil.

Union Council:

A few of the Union Council's functions are:

- a) Union Councils undertake local development projects and monitor citizens' rights, security, and services
- b) Another function of Union council is the presentation of annual development plans along with local inputs that can be used in support of those projects.
- c) The Union council perform the functions related to resolution of disputes in civil, criminal, and family matters.

FUNCTIONS of LOCAL AUTHORITIES

- Ø Highlight the following points:

- Local authorities provide a number of services in different areas (administrative, political, development).

- Some services are provided on a cost recovery basis, some by revenues collected by the Council and some are subsidized.
- Stress that there is a lot of potential for collaboration in the political area. Discuss how mechanisms for greater citizen and community participation could be established. For example:
 - ü Establishing citizen's advisory bodies
 - ü Interaction with groups that provide services to the local area such as state agencies, public corporations (utilities), businesses, and universities
 - ü Developing partnerships with NGOs on areas of mutual concern
 - ü Community meetings
 - ü Researching what issues are important to the community
- ü **Note:** Refer to the Local Government Plan 2000 in the background materials section for more information.

NOTE TO TRAINER: *If any of the participants in the training session are local council members, consider asking them to share their experiences about this topic with the group.*

TRAINER'S GUIDE: Discussion on Levels of Government

- Ø Ask the following questions to expand the discussion:
 - Are you able to differentiate between the responsibilities/authorities of the National, Provincial, and Local levels of government?
 - Do you know which Union, Tehsil, and District you live in? Do you know the names of your councillors? Do you know how to get in touch with your local government officials?
 - Have you ever contacted your local officials for any reason? What did you contact them about and what was the result of this contact?

ACTIVITY: Role Play Exercise - *Handling issues at the local level*

- Ø Organize participants into small groups to consider one of the following two situations as if they were council members:

Situation #1:

Garbage collection has been irregular and sporadic. Residents have been burning garbage or dumping it in a park located in the community. The garbage attracts insects, dogs, and trash pickers who have been also stealing from yards in the community. Residents have complained to the council and asked them to do something about the situation.

Situation #2:

A bridge in the community has been in need of repair for months. It is now barely passable. Residents are asking for an immediate solution, as the bridge is a vital one in the community.

- Ø Have the groups report back on their Council's plan to deal with the issue.

TRAINER'S GUIDE: Role Play Exercise

- Ø The goals of the exercise are to put new found knowledge and understanding of local government to the test and also to think creatively in terms of addressing issues in the community by taking a leadership role.
- Ø Following each presentation, facilitate a discussion of the role play:
 - Was the issue presented to the appropriate authority?
 - Were there other steps needed to be taken to address the issue?
 - Did they take a collaborative or creative approach? For example, a citizens' group pulls together a clean up crew to deal with the problem of garbage collection. They approach the council to ask for the use of a truck for the day. This is an example of collaboration between community and Council.

ACTIVITY: Knowledge of Government Structures

- Ø In advance of the workshop, prepare 4 identical sets of cards with the key government structures (1 structure per card)
 - National
 - Provincial
 - District
 - Tehsil
 - Union

- Ø Prepare a second set of cards with the number of each of the structures
 - 1
 - 4
 - 96
 - 352
 - 6020
- Ø Divide the participants into 4 groups.
- Ø Give each group one set of cards, a piece of flipchart paper and several pieces of tape.
- Ø Instruct groups to stick the structures on the flipchart paper so that they are in the proper order. They should then put the appropriate number next to the structure.
- Ø Post group results and review. Correct any mistakes.

WHAT IS A PROVINCIAL ASSEMBLY?

By virtue of the 1973 Constitution, Pakistan is a Federal Republic with a Parliamentary System of Government. As a Federal Republic, Pakistan is composed of four provinces: Punjab, Sindh, North West Frontier Province (NWFP), and Balochistan. Besides the four provinces, there are Federally Administered Tribal and Northern Areas (FATA and FANA) and Azad Jammu and Kashmir. Authority is distributed between the Federation and the provinces. The parliament of the Federal Government consists of two Houses, the Senate and the National Assembly. The provinces, however, have a unicameral (one house) system.

Each of the four provinces has a Provincial Assembly. The members of each assembly are elected by popular vote during general elections. Provincial Assemblies carry out government functions in a particular part of the country. Local Governments function within the provincial framework. The Map of Pakistan shows that a Province is a segment of the country and local government bodies are even smaller segments within the Province.

Ø What are the main functions of a Provincial Assembly?

There are three major functions or powers of a Provincial Assembly.

- 1- To make laws.
- 2- To manage government funds.
- 3- To keep checks on the policies and practices of the Government.

Ø How often does the Provincial Assembly meet?

There are at least three sessions of the Provincial Assembly every year, with not more than 120 days intervening between the last sitting of the Assembly in one session and the date appointed for its first sitting in the next session. The Provincial Assembly must meet for not less than 70 working days in each year.

Ø Who is the Leader of the House in the Provincial Assembly and how is s/he appointed?

The Leader of the House of the Provincial Assembly is called the Chief Minister. The Governor of a Province invites the member of the Provincial Assembly who commands the confidence of the majority of the members of the Provincial Assembly to be the Chief Minister.

Ø What is the duration of a Provincial Assembly?

The term of a Provincial Assembly in Pakistan is five years from the day of its first meeting unless it is dissolved beforehand (see below).

Ø **What are the other methods of dissolution of a Provincial Assembly?**

- (a) Dissolution of a Provincial Assembly on the advice by the Chief Minister.

The Governor of a Province is empowered to dissolve the Provincial Assembly if so advised by the Chief Minister. If the Chief Minister does so, the Provincial Assembly will be dissolved at the expiration of 48 hours.

- (b) Dissolution of Provincial Assembly by the Governor on the approval of the President.

The Governor can dissolve the Provincial Assembly subject to the approval of the President, where he is of the opinion that after having been passed a vote of no confidence against the Chief Minister, there is no other member of the Provincial Assembly to command the confidence of the majority of the members of the Provincial Assembly, in a session of the Provincial Assembly summoned for the purpose.

Ø **What is the distribution of seats in the four Provincial Assemblies?**

Province	General	Women	Non-Muslims	Total
Balochistan	51	11	3	65
NWFP	99	22	3	124
Punjab	297	66	8	371
Sindh	130	29	9	168
Total	577	128	23	728

WHAT IS LOCAL GOVERNMENT?

Government is the body of people, infrastructure, and services that administers the affairs of a country.

In looking after the affairs of a country or a local area, governments perform four types of functions:

1. **Regulatory:** The establishment and maintenance of the framework within which citizens can engage in activities. For example, if a citizen is selling food, the government regulates the conditions under which food can be sold and establishes mechanisms to ensure that those rules are observed.
2. **Fiscal:** The power to raise revenue (money). Revenues are normally used to provide citizens with facilities and services as well as pay for the general upkeep of the government. For example, the provision of health services and the upkeep of the Department of Health at the local level.
3. **Penal:** The ability to punish citizens who break the laws and generally ensuring that the society functions in an orderly manner.
4. **Delivery of Social Benefits:** Providing services to the citizens in areas such as health and education. For example, a public health program or a primary school.

Local Government is the body of people, infrastructure and services that administers the affairs of a particular part of the country.

Generally, local government refers to self-government and involves administration of public affairs of a specifically defined geographical area by elected representatives of that area. Its primary role is developmental meaning that it concerns itself with economic, social, political and cultural affairs.

Local government is first and foremost people-oriented; that is, development must be measured by the extent to which people of the community are involved and how much they benefit directly or indirectly from a particular initiative. Local government must embrace the principles and practices of democracy, by allowing citizens to participate in the decision-making process. The ultimate goal is an inclusive system of governance with a fair distribution of public services.

The purpose of local government can be summarized as follows:

- To provide opportunities for citizens to contribute meaningfully in the local decision-making process
- To provide social and economic services at the community level
- To develop local initiatives/institutions capable of managing the developmental needs of the community
- To develop leadership potential at the local level
- To create effective channels of communication between provincial government and local communities
- To act as a local contact point for constituents
- To represent the interests of the local community to appropriate provincial government authorities

STRUCTURE OF THE LOCAL GOVERNMENT SYSTEM IN PAKISTAN

The provincial governments promulgated the Local Government Ordinance, 2001 in their respective provinces to install a new integrated local government system with effect from 14th August 2001 to function within the provincial framework and adhere to the Federal and Provincial laws. The new system reorients administrative system to allow public participation in decision-making. The essence of this system is that the local governments are accountable to citizens for all their decisions. It enables the proactive elements of society to participate in community work and development related activities. It has also removed rural-urban divide.

The new system provides for a three-tier local government structure in which there is only one line of authority in the district and district bureaucracy is responsible to the elected representatives. More operational autonomy is ensured to the district level offices. Administrative and financial powers of the defunct divisional offices have been, by and large, delegated to the District level.

At the top tier, the District, there is a single integrated local government called district government. The district government consists of the Zila Nazim and District Administration. The District Administration, which comprises district offices including sub-offices at the tehsil level of the Provincial Government departments decentralized to the District Government, is responsible to the District Nazim. The new system effectively addresses the specific needs and problems of large cities. In addition to the declaration of four provincial headquarters as City Districts, the System has provisions to declare a city/tehsil as City District and Towns when it becomes urbanized and fulfills the criteria of a City District.

The middle tier, the Tehsil, has a Tehsil Municipal Administration headed by the Tehsil Nazim. The Tehsil Municipal Administration includes the offices and sub-offices of the Urban Local Councils established under the repealed Local Government Ordinance 1979, offices and sub-offices of Local Government & Rural Development, Public Health Engineering and Housing & Physical Planning Departments of Provincial Government entrusted to it for administrative and financial management. In a City District, a Town Municipal Administration is organized more or less on the same pattern as a Tehsil Municipal Administration in a common District.

At the lower tier, the Union Administration, which is a body corporate, covers the rural as well as urban areas across the whole district. It consists of a Union Nazim, Naib Union Nazim, three Union Secretaries, and other staff.

The coordination between the three tiers is ensured through the following arrangements:

The Zila Council in a common district or in a city district, apart from reserved seats for women, peasants & workers and minorities, consists of Union Nazims of all the unions in the district or the city district. Similarly the Tehsil/Town Council, apart from reserved seats for women, peasants & workers and minorities, consists of Naib Union Nazims of all the unions in the tehsil in a common district or in the town in a city district. This provides vertical linkages between the three tiers of the local governments i.e. the Union, Tehsil, and District. Union Nazim and Naib Union Nazim are elected as joint candidates to the Union Council, which consists of twenty-one elected members against general and reserved seats.

The new local government system envisages formula-based fiscal transfers to the districts through Provincial Finance Awards. In addition, local governments are allowed to levy local taxes/fees from a specified list. To promote trade and commerce in the country there will be no import/export tax or tax on movement of goods through a district. According to the new local government system, local governments are not allowed to incur any debt to finance their expenditures.

Module 4: Leadership Skills

OBJECTIVES

- ▶ To develop self-awareness and self-confidence
- ▶ To develop strategies for self-empowerment
- ▶ To learn the difference between assertiveness and aggressiveness
- ▶ To develop strategies to increase leadership capacities

MATERIALS

- ü Copies of the handouts
- ü Flipchart paper
- ü Markers
- ü Copies of role plays
- ü Sheets of paper

Leadership Skills Module

TRAINER'S GUIDE: Introduction of *Leadership Skills* Module

When introducing the program and the *Leadership Skills* Module, note the following:

- Ø Encourage participants to be active.
- Ø The course is designed to increase the leadership skills of **each** participant.
- Ø This session is a basic introduction to leadership skills which can not be taught in a day. However, participants will learn what they need to *know* and *do* to develop the skills to improve their communities and their lives.
- Ø Note that it will not be hard to be a more effective community leader or political worker and almost impossible to do worse!
- Ø Leadership is not just about being the person at the top – the one elected, the one making speeches, the one taking decisions. Leadership is also shown by the person who motivates and enables others to participate to the best of their ability.

SELF CONFIDENCE

ACTIVITY: *Measuring Self Confidence*

- Ø Distribute the *Self-Confidence Quiz*. (Do not distribute the Score Analysis yet.)
- Ø Have participants complete these individually (5-10 minutes).
- Ø Distribute the Score Analysis. How did they do? (Most people find they do better than they thought they would.)
- Ø *Debrief*: Did they learn anything new about themselves from the quiz?
- Ø Provide definitions for esteem (to place a high value on, to respect, to prize, to regard well) and self-esteem (self-worth, self-image).
- Ø Distribute the handout on *Ten Ways to Build Your Self Esteem* and review with the participants

THINKING AND TALKING ABOUT EMPOWERMENT

- Ø Write the following definitions on flipcharts in advance of the workshop.
- Ø Go over the definitions with participants before beginning the following activity.
 - **Empower**
 - to give someone official authority or the freedom to do something
 - to invest with power
 - to equip or supply with an ability; enable
 - **Empowering**
 - something that is empowering makes you more confident and makes you feel that you are in control of your life

MEASURING LEVELS OF EMPOWERMENT

ACTIVITY: *Measuring Control in Your Life Exercise*

- Ø Ask each participant to close her eyes and think about how much power or control she exercises over her own life.
- Ø Tell her to mark herself out of 10. Total control or full power = 10 out of 10; no power, no control = 0 out of 10. Explain that most will be somewhere in between these two extremes.
- Ø Divide the participants into groups of two to three individuals.
- Ø Have each participant share the reasons for her score with this smaller group.
- Ø Keep in mind that it may be uncomfortable for participants to share such personal information with others. Breaking the group into smaller groups should make sharing this information easier to do.

ACTIVITY: Measuring Levels of Empowerment Exercise

- ∅ Distribute the handout on *Measuring Levels of Empowerment* and read each of the headings aloud. Ask the participants to think about how much empowerment she has in each area and record a mark out of 10.
- ∅ 10 = complete. 0 = none at all.
 - Decisions (big and small) in the home
 - Equality with men in the household
 - Setting goals for self (planning and carrying out plans for life)
 - Ability to represent self and stand up for self
 - Influence over what goes on in community
 - Influence over what goes on in country
 - Education (knowing things)
 - Skills (knowing how to do things)
 - Problem-solving experience
 - Self-confidence
 - Self-reliance (ability to look after self)
 - Resources and access to resources (what sources of support are available and how to get access)
- ∅ Have each participant take turns sharing what she was thinking and feeling during this exercise.

STRATEGIES FOR SELF-EMPOWERMENT

ACTIVITY: Strategies for Self-Empowerment Exercise

- ∅ Ask each woman to select the five areas where she had the lowest marks from the previous exercise (*Measuring Levels of Empowerment*) and think of self-empowerment strategies for herself.
- ∅ Have the women share and discuss their areas and strategies with a partner, then with the group.

ACTIVITY: Assertiveness Survey

- ∅ Distribute the handout that includes the *Assertiveness Survey* and *Typical Characteristics of Non-Assertive, Aggressive, and Assertive Behaviour* and review with participants.
- ∅ Write the following definitions of “assertiveness” on a flipchart (in advance of the training session) and share it with the participants.
 - Acting in your own best interest.
 - Standing up for legitimate rights.
 - Expressing views directly and openly.

- Taking care of self and making good choices for self while taking others into account.
- Assertiveness does NOT mean aggressiveness.
- Ø Read the *Survey* aloud.
- Ø Tell participants to write *yes* or *no* if the statement definitely applies or doesn't apply to them, or leave a blank if they are not sure.
- Ø After finishing the survey, facilitate a discussion. Participants can explain why they answered the way they did.

TRAINER'S GUIDE: Assertiveness Survey

- Ø The goal of the assertiveness survey is for participants to see patterns in their behaviour and to identify strengths and weaknesses in their leadership skills and to start to think about how to address them.

ACTIVITY: Assertiveness Role Plays

- Ø Organize participants into small groups and give a different role-play situation to each group. Have the role-play handouts photocopied and divided up.

Example:

1. You have told your family that you intend to take part in the upcoming local government elections. They believe you will be wasting your time; that politics is a nasty business; that councillors, especially women councillors can't get anything done, much less change the situation. Respond to the negative arguments.

- Ø Give the group two minutes to decide who will play which role and set up the role-play.
- Ø After each role-play, discuss how the woman leader or potential woman leader handled the situation. What could she or should she have done differently?
- Ø Were group members eager to volunteer for the leading role or did they try to push others forward?

FIVE-STEP EMPOWERMENT PROGRAM

- Ø Share the following five steps of an Empowerment Program with the participants. Be sure to write these on a flipchart in advance of the workshop.
 - Identify and state the problem.
 - Make a commitment to change.

- Collect information about self and problem area.
- Come up with a plan.
- Work the plan.
- ∅ Have participants commit to addressing three of their “problem” areas, identified in the *Assertiveness Survey* exercise.

LEADERS & LEADERSHIP

ACTIVITY: Small Group Discussions

- ∅ Divide participants into groups of three or four.
- ∅ Have each small group identify one person whom they consider a ‘good’ leader.
- ∅ **NOTE TO TRAINER:** The group does not have to agree on one person. Any one member of the group can propose a name of a leader, either living or dead.
- ∅ Ask the groups to think about and answer the following questions:
 - Why is/was that person a good leader?
 - What leadership responsibilities does/did the person have?
 - Why did the person take on the responsibility of leadership?
 - What personal and other difficulties did the person face?
 - How did the person overcome the difficulties?
 - What leadership skills does/did the person have?
 - What leadership skills does/did the person not have?
 - Did life in the community improve as a result of the person’s leadership? If yes, how? If no, why not?
- ∅ Have each small group report on their discussions and their conclusions about leaders and leadership.
- ∅ How many women leaders came up? Were most of the identified leaders men? If so, why might this be?

WOMEN & LEADERSHIP: Home, Work and Community

ACTIVITY: Panel Discussion

- ∅ Invite one or two women who hold leadership positions within the party or in Parliament to speak to the group.
- ∅ Facilitate a panel discussion where each person discusses the steps she took in becoming a leader. For example:
 - How she became involved in party work
 - What leadership positions she has had and how she got them
 - How she got nominated; how did she run her campaign; how she got elected

- What strategies she uses or knows about for being elected and for being an effective leader
- Ø Have the group come up with questions they wish to ask the panellists ahead of time. After each panellist has presented, suggest that participants ask specific questions, along the following lines:
 - Her family situation and the situation in the community and society in general
 - Her political background
 - Her education and training
 - Challenges with respect to her family, community, party, government or council, departments, ministries, among men, among women
 - Her motivations, thinking and feelings
 - Her future aspirations, for self and for other women
- Ø Allow each panellist 5 to 10 minutes to speak.
- Ø After the women have made their presentations, invite questions from the audience on women and leadership – specific and general.
- Ø After the panellists have left, discuss how each of the women presented herself, how she came across – pay attention to image, assertiveness, what was positive and what was not.

STRATEGIES FOR BUILDING LEADERSHIP CAPACITY

- Ø Distribute copies of the *Strategies for Building Leadership Capacity* handout and review with participants.
- Ø Go around the circle and assign each of the points to a different participant. Have each participant read her point out loud and explain how this strategy can develop leadership capacity. For example by asking for and using constructive feedback, we can understand our weaknesses and work to improve on them.
- Ø Ask why it would be important for leaders to develop leadership skills among others who are not yet leaders.

VISIONING WOMEN IN LEADERSHIP

- Ø Have each participant close her eyes and imagine her community led by women. Slowly read the following questions aloud leaving long pauses between each question for participants to really think about each one:
 - What projects and programs would you implement?
 - What strategies would you use to overcome any difficulties?
 - What would this women-led community look like in 10 years?
 - How would it be different from the current male-led community? Would it be more or less peaceful? Would government priorities be the same or different?

- Ø After a few minutes, ask the group to open their eyes and have the women take turns describing their vision of the community in the large group or organize the participants into small groups to do the presentations

ACTIVITY: *Realizing the Leadership Potential in All of Us*

- Ø Give each participant a piece of paper and have her write her name at the top.
- Ø Participants should then pass their sheet to the person on their right.
- Ø Ask participants to write one message about the person whose sheet they have that they feel would help that woman feel more confident and better about herself. This message can be something simple or something more personal and thoughtful: something they appreciate about the other person, a strength, or an ability. For example: “Rukhsana is a charismatic public speaker who can get people excited about her message”.
- Ø Once they have finished, participants should again pass the sheet they have to the person on their right, and write another message in the “booklet” they have just received.
- Ø This process should continue, until each participant has written a message in all the other participants’ sheets. (I.e., until each participant receives their own sheet back.
- Ø Have participants read (to themselves) the messages others have written to them.
- Ø Debrief, allowing at least 10 minutes. Ask participants if there was anything that surprised them. Any strengths or attributes that they didn’t think they had? How does it feel to get these messages? Are there any that they want to share with others? How does this exercise make them feel about their ability to be leaders?

Self-Confidence Quiz

Score yourself the following points for each question:

Always = 5 points

Often = 4 points

Sometimes = 3 points

Rarely = 2 points

Never = 1 points

1. _____ I like to take risks.
2. _____ I accept challenges willingly.
3. _____ I don't let fear stop me from doing what I want to do.
4. _____ Learning something new is exciting.
5. _____ I have a set of realistic written goals.
6. _____ I feel OK with making mistakes.
7. _____ I set my own values and don't allow others to sway me.
8. _____ I am willing to accept the consequences of my own behavior.
9. _____ I follow my intuition when making decisions.
10. _____ I manage my money so I have some left over for enjoyment and some for savings.
11. _____ My stuff is organized.
12. _____ I balance my time between work, and family, and take some time for fun just for me.
13. _____ I have good posture.
14. _____ I take time to exercise and eat properly.
15. _____ I have a wardrobe of clothes that I feel great wearing.
16. _____ I spend some time each day in quiet reflection.
17. _____ I have a spiritual outlet.
18. _____ I usually feel happy.
19. _____ I have interests of my own and take time to pursue them.
20. _____ I have a group of friends I enjoy being with.
21. _____ I enjoy meeting new people.

_____ **Add Up Your Total Score**

Score Analysis for Self-Confidence Quiz

- | | |
|--------|--|
| 98-105 | Super Human Self-Confidence. Share what you have learned with others. |
| 77-97 | High Self-Confidence. You are on the right track. |
| 1-76 | Average Self-Confidence. With some courage you can grow in confidence. |
| 43-58 | Low Self-Confidence. Spending time on improvement will be very beneficial. |
| 21-42 | Danger Zone. Very low self-confidence. |

72

Ten Ways to Build Your Self-Esteem

The following list consists of ten steps to take that will help you to raise your self-esteem. Using these methods will help you take control of the way you feel about yourself. Your greatest victory will come in knowing that it's not the way others perceive you, but rather it's the way you perceive yourself that makes all the difference.

Step Number One: Remember that without risk, there is no progress. If you never try anything new, you will never know your potential or discover new things about yourself.

Step Number Two: Outline your personal goals. List exactly what it is you want to do with your life. This can be updated and changed on a frequent basis as changes take place in your life.

Step Number Three: Imagine your goals are already achieved. Most of us rarely accomplish all the goals we've set. But visualizing the goal can help make the dream become a reality.

Step Number Four: Remind yourself of your successes. Start a "victory wall" of accomplishments. Whether it was a photograph of a special time or an award we received, it builds our esteem to showcase and remember our triumphs and achievements.

Step Number Five: Work on projects that will result in success. Sometimes we choose projects that are doomed to fail because they are too big, too difficult, or somehow impossible. Set yourself up to succeed by taking on something that is achievable as every success will add to your self-esteem and help you meet the next, bigger challenge.

Step Number Six: Don't give up! Sometimes we make mistakes, or become embarrassed or confused in front of other people. So what? It happens to everyone. Everyone fails at something at some point in their lives. This does not make you a failure or mean that you will fail again the next time. The best thing to do is to persevere and try, try again.

Step Number Seven: You may need to renegotiate some broken agreements. If the past is stopping you from doing some of the things that you would like to do, you may need to come to terms with a problem before moving ahead. Remember to adjust your outlook. Sometimes things don't work out as we would like. We can't control other people or events, but by learning to change our outlook, the outcome of any situation may turn out better than we had imagined.

Step Number Eight: Seek out supportive people. Surround yourself with positive people who support you, compliment you, and make you feel good about yourself. Don't forget to support others and congratulate them on their accomplishments too. Whether it is your child or someone else's, a friend who needs encouragement, or someone you admire, by building morale in others it is an important boost for you as well.

Step Number Nine: Attack your self-destructive beliefs – the ones that damage your self-esteem and prevent you from being happy with yourself. Thoughts like and "People are out to get me" and "I'll never be able to speak in public" are self-destructive. Identify the unrealistic "drivers" that motivate you and be realistic about what you can achieve. For example, the **drive to be perfect** pushes you to perform at unrealistically high levels in everything you do, makes you feel like anything short of perfection is unacceptable. The **drive to please others** leads you to seek approval from others and to put your own happiness last. The **drive to try hard** makes you taken on more responsibilities than anyone can possibly handle without concern for your own physical and emotional limits. Give yourself permission to fail and to be less than perfect. In other words, give yourself permission to be normal!

Step Number Ten: Remember what Eleanor Roosevelt said, "No one can make you feel inferior without your consent." You need to become your own best friend and biggest fan. When someone says something negative or discouraging about you, try to look at the remark in a different light. If there is a grain of truth in the remark, take the advice it conveys. And try to look past the criticism to understand why the person would offer it.

MEASURING LEVELS OF EMPOWERMENT

Ø Measure the level of empowerment that you have in the following areas:

out of 10 marks: 10 = complete; 0 = none at all

- Your body (including family size and childbearing time) _____
- Decisions (big and small) in the home _____
- Equality with men in the household _____
- Setting goals for self (planning and carrying out plans for life) _____
- Ability to represent self and stand up for self _____
- Influence over what goes on in community _____
- Influence over what goes on in country _____
- Education (knowing things) _____
- Skills (knowing how to do things) _____
- Problem-solving experience _____
- Self-confidence (confidence in self) _____
- Self-reliance (ability to look after self) _____
- Resources and Access to Resources _____

TYPICAL CHARACTERISTICS OF NON-ASSERTIVE, AGGRESSIVE, AND ASSERTIVE BEHAVIOUR

	NON-ASSERTIVE	AGGRESSIVE	ASSERTIVE
Characteristics of the behaviour	Lets others make decisions for her. Doesn't express feelings, ideas, wants; runs away or gives-in in conflict; uses apologetic words, is indirect (hoping someone will guess what she wants), begs, is hesitant, has downcast eyes	Is inappropriately honest, puts others down, ignores rights of others, dominates, chooses for others, attacks and blames, is sarcastic, loud, makes demands	Is appropriately honest, expresses wants and feelings directly, chooses for herself, evaluates and acts, exercises her personal rights and respects others, listens, makes direct eye contact, has firm and warm voice
Reasons for the behaviour	To avoid conflict and unpleasant, risky situations	To express hostility and anger, to achieve goals (in the short run at least)	To achieve goals, to have positive feelings about herself
The person's feelings about self that accompany behaviour	Low self-confidence and low self-esteem, hurt, anxious, powerless, possibly resentful and angry	High or low self-esteem, hostile, superior, defensive, frustrated, bitter, tense	Self-respect, confident, powerful, relaxed
Feelings of others when person engages in behaviour	Guilty, angry, disrespectful, irritated, frustrated, superior	Hurt, humiliated, defensive, angry	Respectful, respected, threatened (occasionally)

ASSERTIVENESS SURVEY

1. When I go to a meeting, I never say anything.
2. I never go to meetings because I think people won't pay attention to me.
3. When I am unhappy about the way a project is going, I speak to those in charge.
4. When I buy something that turns out to be bad, I try to get my money back.
5. I often start conversations with people I don't know.
6. I don't allow people to take advantage of me.
7. I usually keep my feelings to myself.
8. I have no problem saying what I think.
9. I don't ask questions because I am afraid people might think they're stupid.
10. I don't have any problem standing up to people in authority.
11. I tend to be timid and weak when dealing with men who have power.
12. If a friend or someone I interact with behaved badly, I would speak to him/her.
13. I spend a lot of time and effort getting people to like me.
14. I find it hard to say 'no'.

ASSERTIVENESS ROLE PLAYS

1. You have told your family that you intend to take part in the upcoming local government elections. They believe you will be wasting your time; that politics is a nasty business; that councillors, especially women councillors can't get anything done, much less change the situation. Respond to the negative arguments.

2. You win a seat in the local elections. All the men in your family were against you trying. Your father, your brothers and your husband are still coming up with one argument after another, trying to put you down – even after you have won the position. Respond to them.

3. Your brother-in-law is a contractor. He wants you to use your position in local government to help him get the contract to build a new school in the community. You know he is dishonest and corrupt. The matter of the contract comes up at the council meeting. What do you say? What do you do? What do you say to your husband and his family?

4. The District Nazim has directed that the street on which he lives be fixed with council money. The street on which you live is in far worse condition. So are many other streets in your community. What do you say? What do you do?

5. You have been asked to act as secretary at council meetings. You don't know how to write minutes and you are not sure what else you have to do. What do you say? What do you do?

6. There are only two women on the council. One is a young woman. The men are always passing remarks about her in her presence and behind her back. You are the older one – both in terms of age and in length of service on the council. How will you go about dealing with this matter?

STRATEGIES for BUILDING LEADERSHIP CAPACITY

Developing Your Leadership Skills

ü *Ask for and use constructive feedback*

- ü Evaluate yourself regularly and honestly
- ü Seek out new roles and new challenges
- ü Start practicing leadership skills in your family
- ü Join community organizations and volunteer for committee work
- ü Never pass up training opportunities
- ü Remember that “to teach is to learn twice”
- ü Work with and learn from strong, skilled, and upright leaders
- ü Set personal leadership development goals and work on them

Module 5: Advocacy and Political Negotiation Skills

OBJECTIVES

- ▶ To learn political negotiation and advocacy skills
- ▶ To develop strategies to create or strengthen party and community networks for information and support.

MATERIALS

- ü Copies of the handouts
- ü Flipchart paper
- ü Markers

TRAINERS NOTE

Politics is about solving problems. To solve problems in a democratic manner, you must have the majority behind you. To achieve good solutions you need allies, both inside and outside the party. This module is about how to get people in the system “on your side”. If you are to succeed, you must do a lot of groundwork. You must know your issue well and the others must feel that your solutions to the problem are right for them.

WHAT IS NEGOTIATION?

ACTIVITY: UNDERSTANDING KEY NEGOTIATION CONCEPTS

- Ø Lead the participants in a brief discussion of the key concepts related to negotiation. Share the definitions for “process”, “ethics”, and “negotiation” with the participants and ask questions to clarify these definitions such as those listed below. Be sure to prepare flipcharts with these definitions in advance.

- Ø **Process** – the series of steps or actions used in doing something or bringing about a desired result. When you examine ‘process’ you look at how something was done.
- Ø **Ethics** – good/bad conduct, moral/immoral behaviour, right and wrong, acceptable/unacceptable, legitimate and not – within the culture and outside the culture.
 - Ø Example discussion questions:
 - What things are you prepared to do and not to do?
 - Are there situations where telling lies can be justified?
 - Can keeping family or party secrets ever be wrong?
 - Should self, family, party, religion, ethnicity or country ever come first? If this choice is what others are making, what is right or wrong for me and my group?
 - Is putting self, family, party, religion, ethnicity or country last, ‘right and proper’ or wrongheaded and foolish?
- Ø **Negotiation** – a negotiation is any communication in which you are attempting to achieve the approval, agreement or action of someone else.

ACTIVITY: “Stranded in the Thar Desert” Exercise

- Ø Organize participants into several groups of about 10 people each.
- Ø Distribute the *Stranded in the Thar Desert Role Play*. Explain that you will be asking them to role-play that they are stranded in the middle of the Thar Desert. They are women parliamentarians who were on their way back to Karachi after participating in a parliamentary session in Islamabad. Their plane crashed somewhere over the Thar Desert but miraculously, all 10 women survived. There were no other survivors. Two of the women are seriously injured and cannot walk. After three days, a jeep arrives with a search team but only has space to take 4 people to safety. The team will send another car to rescue the rest of the group, but it could take several days, and supplies of food and water are running out. One of the injured women is in very critical condition and may or may not survive a long ride in a jeep through the desert. Then again, if she remains there, she will certainly die. The group must decide which four people will go with the rescue team within the next 15 minutes.
- Ø Stop the exercise after 15 minutes and discuss what happened.
- Ø Examine the *negotiation process* and *ethics*:
 - Who, why, how, what ... and when ... For example:
 - Who negotiated what?
 - What arguments did people use to save themselves or to give themselves up?
 - How did others decide whom to save?
 - Why did the group choose to save the four people that they did?
 - How were the 15 minutes used?

- Ask about these and other issues: choice, bribery, persuasion, bartering, life and death, fears, appeals, time limitations, ethics.
- Ø Spend some time having each participant talk about how they negotiated this situation. How did people feel about not being saved, for example? Were there winners and losers?

TRAINER'S GUIDE: Beginning Formal Negotiation Skills Training Work

- Ø Distribute the following three handouts: *Before Negotiation*; *During Negotiation*; and *Three Negotiation Situations* and review with participants.
- Ø Talk the group through each of the steps.
- Ø Note the following additional points as you are reviewing and discussing each of the 3 handouts with the participants.

Before Negotiation

- This handout emphasizes the importance of doing a great deal of research, analysis and preparation before entering the actual negotiation.
- **'Decide'**: Prior to committing to any negotiation, think through the elements and the environment in which you would be negotiating to determine whether negotiating is your best option.
- **'Prepare'**: Once you have decided to go ahead with negotiation, a great deal of advance preparations is necessary.
- **'Set up monitoring, evaluating and follow-up arrangements'**: It is important to have a person or small group that is perceived to be neutral and can monitor progress and the big picture. This person/group can provide periodic reports to the negotiating teams and should help keep the process going.
- Ø **'Negotiate the negotiations'**: It is crucial that you establish very clear guidelines with the other part(ies) to the negotiations about how the negotiations are going to take place.

During Negotiation

- Focus on the issues and do not get distracted by the various personalities in the negotiation.
- Trust is crucial among the parties to the negotiation. You will never close a deal with a party that you do not trust.
- Building a relationship with the other part(ies), where feasible, enables trust to develop. Take time away from the negotiating table to get to know the members of the other team(s). And remember, your relationships with the other part(ies) may also be important after the negotiation. This is especially the case in politics, so keeping these relationships positive, whenever possible, should be a goal in every negotiation.
- Actively listen to the other part(ies). Repeat back to them what you think you heard.

- Focus on interests and where you have common ground with the other part(ies) to the negotiation. In your preparation, you thought about what you really wanted to get out of the negotiation; also consider the interests behind those ‘wants’. Try to learn from the other part(ies) what their interests are. One way of doing that is by asking a lot of questions such as ‘why’.
- In many cases, if you look below the surface, the interests of both parties can be met. A very basic example: *You are negotiating with another party over a shipment of oranges; you both want the oranges, believe your reasons are more important than the other party’s reasons and neither party is going to give in. Through the negotiations, your negotiating team begins to ask ‘why’ the other party wants the oranges; the other party’s interest in the oranges is to make juice. Your interest in the orange is to use the peel for chutney. Both of these interests are compatible and you are able to make a deal.*
- In making your point and putting forth solutions, use objective criteria. In order to convince the other part(ies) about the strength of your argument, you need to back it up with rational points; quite often that means backing up your argument with facts, not just a statement that you are right and they are wrong.

Three Common Negotiation Situations

- We find ourselves in negotiations every day. Buying goods at the market – a negotiation between you and the vendor; trying to get a phone line at your home – a negotiation between you and PTCL; asking your school age son or daughter to do their homework – a negotiation between you and your child; setting up a meeting with your fellow party activists – a negotiation between you and people in your party, etc. are all examples of daily negotiation situations.
- The three negotiation situations described in the handout are some of the more common formal negotiations that take place.
- As you think about taking a leadership role in your community and within your party, it is important to recognize that most of your efforts will involve negotiations at some level. Learning negotiation skills will be very useful to you in any role you choose to take whether it is, for example, as an active member of your community who wants to get involved in local issues, as a member of your local council or your party’s central committee.

NEGOTIATION EXERCISES

TRAINER’S GUIDE TO NEGOTIATION EXERCISES

- Ø Facilitate the exercise.
- Ø Adjust the time given as you see fit.
- Ø Afterwards, lead a discussion of the negotiation. Be sure to involve participants in actively reviewing their negotiation strategies.

- Ø Ensure that the role play is considered against the points outlined in the *Before Negotiation* and *During Negotiation* handouts.
- Ø See the exercise and the 'after-exercise' discussion as developing participants' negotiation skills.
- Ø Begin the discussion, following the role plays, by asking:
 - What each side got
 - What each side gave up
 - What each side got for what they gave up, and
 - What the whole community got

ACTIVITY: Negotiation Exercise

1. Organize participants into two factions of the women's section of a party.
2. Tell them that the party wants the women's section to nominate one woman from the group to fill a reserved seat in Parliament.
3. Tell the groups that they have 15 minutes to negotiate which *one* woman from the group will be sent forward.
4. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the exercise.

ADVOCACY

ACTIVITY: Evaluating Levels of Support and Developing Strategies to Persuade Others

- Ø Divide participants into groups of four to five people each.
- Ø Ask each group to come up with a policy that they would like to include in the party's platform. Examples: Requiring that 30% of all party tickets go to women; requiring that there be at least two women on the party's central committee; etc.
- Ø Ask each group to fill out a *Levels of Support* form for their policy.
- Ø Each group should also complete a *Strategies to Persuade Others* form.
- Ø After giving each group 15 minutes to fill out the two forms, ask each group to nominate a representative to go over their policy, evaluation, and strategies.

NETWORKING AND RESOURCE MOBILISATION

- Ø Spend some time going over the meanings of: *network*, *networking* and *resource mobilization*. Be sure to write these definitions on a flipchart in advance of the workshop.
 - **Network:** a group of people who exchange information, contacts and experience for professional or social purposes.

- **Networking**: establishing a network; communicating with other people to exchange information, establish new links, etc.
- **Resource Mobilization**: organize all your resources (human, financial, community and other) for service or action
- ∅ Have each participant list all the groups she belongs to or has connections with – in and out of her community. Examples: Women’s Wing, political party, apartment tenants association.
- ∅ Ask the participants to share and see whether each person can think of other groups to add to her list.
- ∅ Lead a discussion on networking to include the following questions:
 - What resources does each of these groups have or have access to?
 - What can each person do to maintain her network of contacts?
 - What can she get out of her network?
 - What can she offer to people in her network?
 - How do businessmen and professionals ‘network’?
 - How do religious organizations (with low income members) mobilize resources?
 - What are the connections between networking and leadership?

ACTIVITY: Asset Mapping

- ∅ Lead a discussion about assets that women have personally and in the community.
- ∅ Distribute the *Asset-Mapping handout* and ask participants to complete the exercise.
- ∅ Below are some examples to assist participants in the activity.

Personal assets:

Examples:

- Partner or spouse
- Children (teen or adult)
- Extended family to assist with childcare
- Influential friends
- Mentors

Assets women have in the community:

Examples:

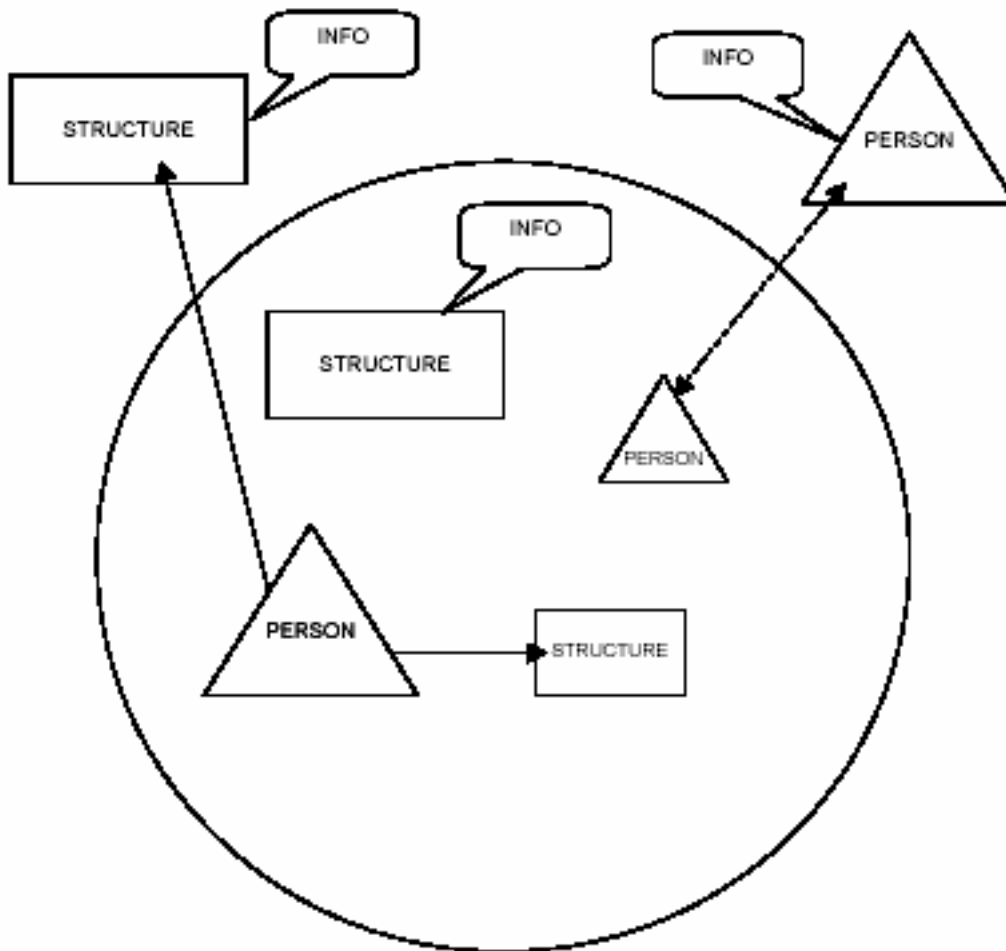
- Women’s Wings
- Women’s groups
- Libraries and resource centres
- Community elders and leaders
- NGOs concerned with women’s and community issues

- Religious groups and organizations
- Constitutional provisions on women's equality
- Ministry of Women's Development
- National Commission on the Status of Women
- Women MNAs, MPAs, and local councillors

This is not a finite list and may vary from community to community.

ACTIVITY: Diagramming Networks Exercise

- Ø Explain the process of making a network diagram as follows:
 - The large circle is the *organization* (Example: political party). *People* are represented by triangles and *structures* (Example: *Women's Wing, Central Committee*) are represented by rectangles.
 - Starting within the circle, participants indicate all the key people and/or structures that exist within the organization.
 - Outside the circle, participants should indicate all the key people and/or structures that are or might be important as sources of information and support.
 - The size of the triangle or rectangle should reflect the importance (perceived or real) of the person or structure.
 - Lines can be drawn between people and/or structures to indicate existing relationships. A solid line indicates a strong positive relationship. A broken line indicates a weak or difficult relationship. No line indicates no relationship.
 - Within each shape, indicate what kind of information or support the person or structure has/can offer.
 - Once they have finished, participants write any strategies to fill information or support gaps underneath the diagram.
- Ø Hang up a sample of a networking diagram (see below) to give a better idea of how it works.
- Ø Divide participants into groups of no more than 5 per group. If possible, groups should be based on a common organization. Each group should have a very large piece of paper that they can draw their large circle on.
- Ø Tell participants that it is good to list all the people and structures on a piece of paper before beginning their diagram. Once they have the list, they can begin drawing each person or structure until the diagram is completed.
- Ø Once the groups are finished, each group presents in turn.
- Ø *Debrief:* Are the identified gaps very similar or different? Are the strategies presented realistic? Are there any individuals or structures that the group may have forgotten to add? What about non-governmental organizations? What about universities?



Sample Networking Diagram

COLLABORATING WITH OTHER POLITICAL PARTIES

- Ø Distribute the handout on *Lessons Learned in Cross-Party Efforts to Promote Equal Representation of Men and Women* and review with the participants.
- Ø Lead a discussion on any efforts your party has made to collaborate with other parties on pro-women policies. Have these efforts succeeded or failed? On what sorts of issues do participants think there is a consensus? In other words, what are some of the issues that would be good candidates for a cross-party effort?

COLLABORATING WITH NON-GOVERNMENTAL ORGANIZATIONS

- Ø Remind participants that a vital and active society of people who care is essential to the development of our society. Non-Governmental Organisations (NGOs) can play an important role in this task. NGOs offer the opportunity to realise important social goals through the pursuit of common values. NGOs tend to be close to the problems and the people and can capture trends and issues that are difficult to discern from a political standpoint. Collaboration with NGOs, therefore, is essential to the conduct of political activity.

ACTIVITY: Identifying NGO Resources

- Ø Lead participants in a brainstorming session on NGOs in Pakistan that deal with women's issues. Be sure to identify the kind of work they do and where they operate.
- Ø Share the handout on Pakistani *NGO's Working on Women's Political Participation and Other Related Issues* with participants.

STRANDED IN THE THAR DESERT ROLE PLAY

You are stranded in the middle of the Thar Desert. You are women parliamentarians who were on your way back to Karachi after participating in a parliamentary session in Islamabad. Your plane crashed somewhere over the Thar Desert but miraculously, all 10 of you survived. There were no other survivors. Two of you are seriously injured and cannot walk. After three days, a jeep arrives with a search team but only has space to take 4 people to safety. The team will send another car to rescue the rest of the group, but it could take several days, and supplies of food and water are running out. One of the injured women is in very critical condition and may or may not survive a long ride in a jeep through the desert. Then again, if she remains there, she will certainly die. The group must decide which four people will go with the rescue team within the next 15 minutes.

BEFORE NEGOTIATION

(1) DECIDE

- Ø Examine your options:
 - Is it best to negotiate, or not?
 - What do you have to give up? What you are willing to give up?
 - What do you have that others want?
- Ø What rules will be needed?
- Ø Purpose and objectives of negotiations.
- Ø Who are your supporters and opponents? Remember enemies of your enemies can be your friends and you can negotiate with them.
- Ø Who has a stake in the outcome of the negotiation?
- Ø Do you have any other options aside from negotiation?
- Ø Do a SWOT+T analysis: list strengths, weaknesses, opportunities, threats and factor in time for each element. *Strengths* and *weaknesses* usually refer to the internal environment and *opportunities* and *threats* to the external environment.
- Ø What is the cost of negotiating, of not negotiating? That is, if we do not come to an agreement, what is our best alternative?
- Ø What kind of negotiation will it be? 'One-time' or 'ongoing', 'win/win' or 'win/lose'?

(2) PREPARE

- Ø Assemble a negotiation team.
- Ø The team should be representative but able to agree amongst itself.
- Ø Make sure you know what you can agree to and say on behalf of the team.
- Ø Put mechanisms in place to keep members and others informed.
- Ø Do a SWOT+T analysis for the other team to assess their strengths and weaknesses.
- Ø Use the 'traffic lights' technique for listing issues, and noting *both teams'* and *the other sides'* positions on each issue (red = totally in disagreement; yellow = close; green = totally in agreement)
 - Allows you to have a sense of what the other side is thinking, and where the other side is likely to go
 - Allows you to know ahead of time what you are willing to give up and what you can ask for in exchange.
- Ø Practice by doing role-play sessions to prepare for what might happen.

(3) SET UP MONITORING, EVALUATING AND FOLLOW-UP ARRANGEMENTS

Ø Someone or a small, independent group should monitor and evaluate the negotiation process on an on-going basis.

- Are all the elements for negotiation in place?
- Are the goals and objectives being met?
- Are both parties sticking to the plan and the rules of engagement?
- Are negotiations succeeding, failing or deadlocked?
- If the negotiation is breaking down, should it be continued or ended?

(4) NEGOTIATE THE NEGOTIATIONS (HOW IS THE NEGOTIATION GOING TO BE STRUCTURED?)

1. Assign one of the team to make contact with the other side to find out whether negotiations are possible.
2. Decide/propose the agenda.
3. Propose the order in which things are to be discussed. Don't leave the hardest things for the end. Make sure the most important issues for your team are early on the agenda.
6. Propose timing and venue(s) (my place, your place, rotation between the two or neutral space).
7. Propose guarantees that ensure that whatever is agreed to will be honoured.
8. Decide whether there will be a *mediator* or *facilitator*, who it should be, and what powers the mediator should have.
9. Decide what happens if things go wrong.
10. Finalize team leadership and team composition.
11. Make arrangements for the recording and verification of agreements reached during negotiations.
 - Take careful notes of every meeting using 5W and 1H method:
 - *Where* and *When* (date, starting and ending times) the meeting is held
 - *Who* was present
 - *Why* the meeting was held (purpose)
 - *What* was to be discussed or decided (agenda)
 - *What* was the outcome (decisions, including *when* and *where* the next meeting will take place, and *what* that agenda will be)
 - *How* the meeting was conducted (process and decision-making mechanisms)
12. Develop a plan of action in case negotiations fail.

DURING NEGOTIATION

1. Discuss problems, not people
 - People can be a problem, but in some cases, people are removed and the problem remains; focus on changing behaviours, not changing people.
 - Build relationships with members of the other negotiating team(s), where feasible.
2. Negotiate interests, not positions
 - Interests are the reasons behind why we take certain positions.
 - Try to determine the interest behind why the other part(ies) are taking that position. Ask “why”?
3. Use objective criteria
 - This element means making arguments rational in order that they appear objective. It is not enough just to be right. It is important to convince. In order to convince, arguments must appear ‘objective.’
 - Are there established criteria beyond your own beliefs that can justify your argument: legal, moral, past precedent, external facts, etc?
4. Look for alternatives, be creative
 - Sometimes the solution to a negotiation is easier to achieve than expected if we don’t rely only on the way this issue has been resolved in the past. There are always new approaches to old problems.

THREE COMMON NEGOTIATION SITUATIONS

1. Negotiation between one group of people inside of a larger group, party, organization or institution and another group of people in the **same** group, party, organization or institution.
Example: council members negotiating with one another about a community issue
2. Negotiation between people from a particular group, party, organization or institution and people from **another** group, party, organization or institution.
Example: One party representative negotiating with someone from another party over proposed legislation in Parliament.
3. Negotiation between a group, party, organization or institution, within the legal system and a group **outside** the legal system (e.g. armed groups, terrorists, drug lords, gangs) or a group from **outside** the country (e.g., non-nationals engaged in arms smuggling).
Example: The government negotiating with hostage takers.

EVALUATING LEVELS OF SUPPORT

Attitudes and Behaviors				
Strongly Endorse	Leaning towards Support	Uncertain	Leaning towards Opposition	Strongly Oppose
Individuals and Groups				

STRATEGIES TO PERSUADE OTHERS

1. We want to persuade _____
to _____ by _____

2. They would be persuaded or affected by the following actions/incidents (prioritize):

- a.
- b.
- c.
- d.
- e.

3. We could use our strengths and resources to persuade them in following ways:

- a.
- b.
- c.
- d.
- e.

4. The following would be the easiest and most effective approaches that our group could use:

Easy to do

Effective

- Television interviews/news
- Radio news/Public Service Announcements
- Radio talk show
- Newspaper advertising
- Newspaper article
- Testimonial by _____
- saying _____
- Endorsement by _____
- saying _____
- Brochure (what must it say?)
- Flyer (what must it say?)
- Bargaining (what do we have to offer?)

HANDOUT: ASSET-MAPPING

Personal Assets:

Community Assets:

Other Assets (business, etc.):

LESSONS LEARNED IN CROSS-PARTY EFFORTS TO PROMOTE EQUAL POLITICAL REPRESENTATION OF MEN AND WOMEN

- Ø Everything begins with one leading party. The first to initiate the changes. If it prefers its leading position to the success of the whole project, it will lose both – the lead and the project.
- Ø The role of the national gender equality machinery such as the National Commission on the Status of Women (NCSW) could be crucial. It could block or bring in the support of allies from the ruling party.
- Ø There is a danger of competition between the women's groups from the strong parties on this issue. The only ones who profit from such competition are those opposed to the project. If this happens all women lose.
- Ø Cross –party cooperation is crucial, but there are limits which party women cannot cross if they want to stay strong within their own parties. It is important for party women's organisations to have initiative and to help each party leadership define its gender equality policy in political representation as an issue of national consensus.
- Ø Success is more likely with the active support of women's NGOs.
- Ø In many countries, women's NGOs were the ones to initiate the process for the political empowerment of women. When it is time for the women in the parties to do their part, they feel pushed aside and try to do it on their own. The rivalry for the public visibility and success in this issue between the women in NGOs and the women in political parties leads to the failure or the smaller outcome of the project.
- Ø International support is a great asset but it can never replace national women's joined strategy and action. It can also cause more damage than good, if the international actors do not let the national women's coalition lead the project.
- Ø The success of the project depends heavily on the support of the media. One way to ensure support from the media is to incorporate it as a partner in the project. It is imperative to prepare a media strategy and to retain strong allies in the most popular media outlets. Search for the support of the editors – the journalists will follow.
- Ø The foes of the real changes in the gender power balance within the parties and in the nations will try to use the best possible weapon to stop your project: they will get visible women to speak out publicly against your coalition proposals. They will try to split your project coalition asking for your loyalty to the party. Publicly unveil their tactics! Keep your project coalition together, strengthen your mutual trust, and intensify the informal information flow within your coalition. Challenge your foes to justify why it is better to have only male politicians.
- Ø Remember: the success of your project coalition for the equal representation of women and men in politics depends on:
 1. The broad and smooth organisation of the work of this project coalition (different political party women's organisations, NGOs, researchers, governmental and parliamentary gender equality machineries, media supporters, etc.)
 2. On your lobbying capabilities and skills of turning foes into supporters.
 3. On your determination to complete the project even if you have to sacrifice a bit of your party or your NGO group fame and visibility.

PAKISTANI NGOs WORKING ON WOMEN'S POLITICAL PARTICIPATION AND RELATED ISSUES

Organisation	Goal	Major Activities/Sphere	Contact Information
All Pakistan Women's Association	Furtherance of the moral, social and economic welfare of the women and children of Pakistan	Encouraging participation of women, welfare of women through improvement of legal, civic, constitutional rights, advocacy on women issues, service delivery	Yasmin Dastur (Secretary General) APWA National Headquarter, 67/B, Garden Road, Karachi 021—7212991
Aurat Publication and Information Service Foundation	Women's empowerment in society through participation in governance at all levels	Political education programs for women, Legal information dissemination and aid, capacity building of women, Advocacy and action programme	Misbah Tahir (Resident Director) 8-B, LDA Garden View Apts, Lawrence Road, Lahore 042—6306534
Citizen Commission for Human Development (CCHD)	To make governance responsive to the people's needs	Creating public conscious about governance issues, Foster amicable conflict resolution, political education, conducting research and training on Human rights, Governance	Zahid Ahmed, (Manager) 42-Tipu Block, New Garden Town, Lahore 042—5889666
Development Research Institute of Pakistan (DRIP)	To promote sustainable development processes in socially and economically marginalized groups with focus on women through multi-sectoral programs	Research on different development issues; organise and facilitate awareness and skill development trainings; advocacy for human rights and democratisation	Humerah Tahir (President) # 8, 1 st Floor, Ginza Centre, Islamabad 051—2875565
Human Rights Commission of Pakistan (HRCP)	To work for the ratification, implementation in Pakistan of the universal declaration of human rights and other related norms	Studies in the field of human rights; mobilise public opinion; taking appropriate action to prevent human rights violations	I. A. Rehman (Director) House No. 107, Tipu Block New Garden Town, Lahore 042—5865969
Institute for Development Studies and Practices (IDSP-Pakistan)	To create and develop Human Resources that will change the power structure and establish partnership with communities	Conducting field research on various development issues such as conflict resolution, agriculture, gender, globalisation, human rights etc; training and capacity building	Lal Jan Baloch (External Relations Manager) C-32, Railway Housing Society, Quetta 081—445192

Organisation	Goal	Major Activities/Sphere	Contact Information
SARSABZ Foundation (SB)	Development of the society through participatory approach to form a balanced civil society	Enhancing women political participation; research and training	Imran Niaz (Admin Officer) 201-A, Peoples Colony #1, Faisalabad 041—560751
Shirkat Gah (SG)	Women's empowerment for social justice and social justice for women's empowerment	To promote pro-women laws, policies; research/publication on women issues; legal aid and political education	Meher Marker Noshervani (Coordinator) D-77, Block-2, Clifton Karachi 021—5832754
Pattan Development Organisation	To reduce the vulnerability of communities in riverine areas and to enhance their capacity to sustain their livelihoods	Enhancement of political status; democratisation; political education; gender	Sawar Bari National Coordinator # 05, Street 58, F-10/3, Islamabad 051—2299494
South Asia Partnership SAP-PK	To support community based people's organisations in undertaking initiatives for socio-economic development and political change	Strengthen the capacity of CBOs, NGOs and other CSOs; political education; rural development; gender	Irfan Mufti Program Manager Haseeb Memorial Trust Building, Nasirabad, Raiwind Road, Thokar Niaz Beg, Lahore 042—5426470
Sustainable Development Policy Institute (SDPI)	To catalyse the transition towards sustainable human development defined as the enhancement of peace, social justice and well being, within and across generations	Advocacy; research; training on issues of globalisation, gender, political developments etc	Dr. Saba Gul Khattak Executive Director House # 3, UN Boulevard Diplomatic Enclave, G-5, Islamabad 051—2278134

Module 6: Message and Platform Development

OBJECTIVES

- ▶ To learn the importance of message and platform development and review techniques for developing a message
- ▶ To consider the party's platform and ways in which it does or does not address women and women's issues.
- ▶ To think through pro-women policies that the party might adopt to strengthen its outreach, appeal, and service to women.

MATERIALS

- ü Copies of the handouts
- ü Flipchart paper
- ü Markers

DEVELOPING MESSAGES

ACTIVITY: Developing clear messages for the public

In order to demonstrate the importance of creating good, clear messages try the following activity.

- Ø Have participants sit in a circle.
- Ø Start by whispering a message about a candidate to the person to your right. Make sure this message is complicated and long. For example, "Labiba Khan is running for local council. She has served as your local councillor for the last two years and has demonstrated her interest in serving the people of Islamabad. If you vote for her, she will make sure that more schools and hospitals are built and that the local council provides better services to the poor." Write the message down so you don't forget it, but don't show it to anyone.

- Ø Ask the women to pass this message on word-for-word by whispering it to the person to their right.
- Ø When the message reaches the last woman in the circle, ask her to say it out loud.
- Ø Tell the group what the original message was (usually it will be quite different).
- Ø Try the activity again with a shorter message and have the participants repeat it three times. For example, “Hina Wahab: improving educational and economic opportunities for all villagers! Hina Wahab: improving educational and economic opportunities for all villagers! Hina Wahab: improving educational and economic opportunities for all villagers!”
- Ø Discuss with participants what this activity reveals about how messages get passed. Ask the women the following questions:
 - Which message passed most clearly through the circle? Why?
 - What was wrong/right with the first message?
 - What does this activity teach us about creating campaign messages?
- Ø At the end of this training activity participants should understand the following two things about creating messages:
 - **Short is sweet.**
 - **Repeat, repeat, repeat your message!**

ACTIVITY: Using Every Day Words

- Ø Brainstorm with participants the primary issues of concern in their communities: the economy, education, health care, etc.
- Ø Divide participants into a number of smaller groups and assign each group one of the primary issues. Ask them to discuss what every day words citizens use to describe or talk about the issue they have been assigned. Tell participants to imagine that they are at a gathering area in the village – what words are the women there using to describe the issues brainstormed above? For example, instead of saying “Income inequality is a major threat to poverty eradication in Pakistan” someone in the village is much more likely to say “How will poor people like me ever get ahead when all of the money is in the hands of a few landlords?”
- Ø Report back to the large group.
- Ø Remind participants that they should use every day words to keep their messages relevant to the lives of the “average” man and woman. Use these words to speak to their “hearts, stomachs, and pockets (wallets). Consider preparing a flipchart picture of a person with a large heart, a large stomach, and a large pocket!

ACTIVITY: Basing Messages on Local Needs

- Ø Provide participants with the following definition of a “message”. Write the definition on a flipchart in advance of the training. A campaign message tells the voters why the candidate is running and why the voters should chose them over

the other candidates. A message is a simple statement that will be repeated over and over during the campaign to persuade voters.

- ∅ Go over the main requirements for an effective message:
 - *It must be short.*
 - *It must be truthful and credible*
 - *It must be important and persuasive*
 - *It must show contrast between you and your opponents.*
 - *It must be clear and speak to the hearts and minds of voters*
 - *It must be targeted at a specific group of voters*
 - *It must be repeated again and again*
- ∅ Go over the three points to message creation with the participants (see below).
- ∅ Read over the example.
- ∅ Divide the participants into two groups and assign each group one of the case studies. Read the two case studies out loud before giving each group 10 minutes to come up with their message based on the information.
- ∅ Come back together as a group and share messages.
- ∅ Let the groups provide feedback on each other's messages.

- 1) **Identify the problems:** Talk to people (both women and men) throughout the village and identify their concerns.
- 2) **Develop solutions:** Think of ways to solve their problems.
- 3) **Create your message:** Think of a message that addresses the constituent's concerns and highlights your solutions and strengths.

Here is an example:

1. **Problem:** Many people in the village do not have enough money to buy clothes, salt and other basic items.
2. **Solution:** Small income generating activities should be initiated to improve the economic status of the villagers.
3. **Message:** "Asma Jehangir: improving economic opportunities for all villagers."

Case Study #1

In Margalla Village there are many problems. The school building is falling down and only half of the village children attend school. The Basic Health Unit is closed most of the time, doctors are unavailable, and the medicines available are old and expired. The people in the village must travel far to get water and there are only a few hand pumps. Some citizens have attended local council meetings to see how these problems can be solved. The council has had many, many meetings to discuss the village problems but to date they have not taken any action.

Case Study # 2

Satellite Town is a semi-urban area. Many houses have been built close together. The population is increasing rapidly because the town is located near a main road. There is a need to build a small road to link Satellite Town to the main road. The road project is

now in the fourth year and the project has barely started. The Council members say that more money must be raised to complete the project. All of the project equipment has been purchased through contractors who are also council members. Several citizens have asked the council to show where the money has been spent, but it cannot account for the money because of poor record keeping. Some of the citizens have said that a few of the council members have gotten wealthier over the last few years.

PARTY PLATFORMS AND MANIFESTOS

ACTIVITY: Understanding the Party Platform

- Ø In advance of the workshop, get a copy of your party's platform/manifesto and carefully review it.
- Ø Before you present the party platform, ask the women the following questions:
 - *Why are you a member of our party?*
 - *What party values make you a member of this party?*
- Ø Explain that all parties have a platform. This platform, which should be adopted after a comprehensive democratic process, governs the work of the party, that is, the proposals to be promoted. The platform also represents the commitments the party has made to voters, particularly during election campaigns. It should outline what issues the party considers to be important, what solutions the party will implement to address these issues, and what priority each of the issues has.
- Ø Summarize the main points of the party platform for the participants. Focus particularly on areas of the manifesto that concern women and women's issues.
- Ø Ask the participants if they were surprised by anything that was included or not included in the platform. Are there pledges that are not being met?
- Ø Remind participants that a party whose platform addresses the issues facing women voters and the people that they care for will have a greater chance of gaining the support of these women and thus be more successful in elections.
- Ø Lead a discussion on other pro-women pledges that the group would like to see included in the manifesto and how women might go about getting support for these policies within the party.

ACTIVITY: Developing a Policy Platform

- Ø Share with participants that party platforms should be developed in a democratic fashion. The national level of the party should ask the provincial level for input on platform development. Then the provincial level should ask the district level for input and feed this back to the national level.
- Ø Emphasize that a party that works with its provincial and district members to identify issues and develop proposals for solutions will have a strong platform that will address the real issues facing the people.
- Ø Divide the group into two or three smaller groups.

- Ø Distribute the handout on *Developing a Policy Platform* and review it with participants.
- Ø Ask each group to take one of the pro-women policies that was discussed in the last activity and further develop it using the worksheet.
- Ø Give the groups 10-15 minutes to develop their policy.
- Ø Ask the groups to nominate one representative to share the details of their policy.
- Ø Lead the group in briefly discussing each policy and how likely it is that the party would adopt it.

TRAINERS NOTE

Information on how to advocate on behalf of a party policy or platform is included in Module 5: Advocacy and Political Negotiation.

Developing a Policy Platform Worksheet

1. Developing the issue

- What is the issue and why is it happening?
- What do our communities need to deal with the issue?
- What are our assumptions about the issue?
- What do we want to change? What is our long-term goal?
- What is our short-term objective?

2. Developing the strategy

- Who are our allies on this issue?
- Who are our opponents?
- What strategies are we going to use?
- Why are we going to do it?

3. Preparing for the results

- How will our strategy be received by others?
- How do we know if it's good enough?
- How can we assess our strategy?

Module 7: *Effective Use of the Media*

OBJECTIVES

- ▶ To develop strategies to gain access to the media
- ▶ To learn practical skills to use the media effectively
- ▶ To understand how to get media attention for your issues

MATERIALS

- ü Copies of handouts
- ü Flipchart paper
- ü Markers

WHY MEDIA TRAINING?

ACTIVITY: Group Discussion

- Ø Lead a general discussion on the need for media training for potential women candidates and party leaders.
- Ø Record responses on a flip chart.

TRAINER'S GUIDE: *Why Media Training?*

Highlight the following points:

- ü ***To enable women to express themselves in the media.*** Women have a powerful voice. Unfortunately this voice has often been denied, ignored or suppressed. Sometimes women are uncomfortable making themselves heard. We need to understand how the media works and develop skills that will allow us to use it effectively.

- ü **To understand what the media is and how we can use it most effectively.** Because each of us views the media differently, it is important to explore different concepts of what media is.
- ü **To build relationships with media professionals.** For the most part men seem to control the media. In order to get women and women's issues on the agenda, it is critical to build relationships with media professionals.
- ü Understanding how media professionals do their jobs can help us to be better at providing them with the stories they need, in a format they can use, in time to meet their deadlines. By doing so, they can help us deliver our message to citizens.

WHAT IS MEDIA?

ACTIVITY: Group Discussion

- Ø Ask participants to brainstorm definitions of media.
- Ø Record contributions on a flip chart.
- Ø Discuss definitions

TRAINER'S GUIDE: Definitions of Media

Some general definitions:

- ü A means of effecting or conveying something.
- ü A means of transmission.
- ü A channel of communication.
- ü Publication or broadcast that carries advertising.
- ü A means of mass communication, such as newspapers, magazines, radio or TV.
- ü The group of journalists who make up the communications industry and profession.

ESTABLISHING MEDIA RELATIONSHIPS

ACTIVITY: Small Group Discussions

- Ø Divide participants into smaller groups.
- Ø Bearing in mind the definitions of media and the issues facing potential candidates for elected office and party leaders, have the groups discuss the following two questions:
 1. *As potential candidates and party leaders, why do we need to establish media relationships?*
 2. *How do we establish these relationships?*
- Ø Discuss the issues in the larger group and flip chart the responses.

TRAINER'S GUIDE: Small Group Discussions on *Discussing Media Relationships*

Some issues that might arise:

Ø *Why a Media Relationship?*

- People tend to vote for whom they know. Newer faces need the exposure that a media relationship will bring.
- Getting gender on the agenda. Women candidates and party leaders can use the media to publicize issues that might otherwise be ignored.
- The best person to deliver your message is you. The media will enable you to get your message out to a large number of people in a short period of time.
- Media tend not to look for news so it makes sense to take news to the media practitioners.

Ø *How do we establish this relationship?*

- Ask. You might be surprised at how receptive journalists and talk show hosts are to requests for coverage.
- Make a list of all the media in your district – their distribution, audiences, editors, journalists, publication/broadcast deadlines, interests, and formats (talk show, print, news, lengthy interviews). Be strategic about what stories you share with which media, keeping this information in mind. Plan to connect with a contact at each on a regular basis – mark it on a calendar.
- It is particularly useful to meet with the Editors of media outlets in your community. Once they are sympathetic to your issues, it is easier to obtain coverage.
- Make a point of getting to know media professionals who appear sympathetic to your issues and keeping them informed on a regular basis. Learn their deadlines, areas of interest, days when they have trouble finding news stories, etc.
- Ask the Media Relations person within your party for help and suggestions. Your party likely has already established relations with key journalists and media outlets. Take advantage of these pre-existing relationships.

DEVELOPING A MEDIA STRATEGY

ACTIVITY: Exercise

- Ø Distribute the handout on *Developing a Media Strategy*.
- Ø Ask participants to answer the following five key questions to help them develop their media strategy:
 1. *What is your goal?*
 - *What message are you trying to convey?*
 - *Who is your audience?*
 - *What is your desired effect?*

2. *How will you achieve your goal?*
 3. *What do you want the media to tell the public about you and your team?*
 4. *What resources are available to you?*
 5. *Do you or people you know have media contacts?*
- Ø Emphasize that the media is one of the most effective tools you can use to get your election or advocacy campaign message - *your platform and/or plan of action* - out to your voters.

TRAINER'S GUIDE: *Developing a Media Strategy*

Share the following tips for developing a media strategy:

- ü **Get others involved.** Form a committee of people to work with you to develop your media campaign. Be as inclusive as you can be, allowing people to contribute to the work.
- ü **Determine your goals and objectives.** Have a clear understanding of what you want to accomplish before you start.
- ü **Create your campaign message.** Draft “talking points” that will answer basic questions about your issues. Make sure that everyone on your team is using the same “quotable” points. You want one simple, direct message.
- ü **Identify your target audience.** Who is the audience you want to reach and how do they think? Consider that a different approach will be necessary with each environment. For example, a target audience in remote communities might be community members at a village meeting. The approach and language you will use will be less formal than, for example, a press conference in an urban setting. If possible try to pre-test your campaign message with a sample group from your target audience.
- ü **Identify media opportunities.** Analyze and assess the media outlets and opportunities available in your community. Which media will help you to reach your target audience? Remember to consider informal methods.
- ü **List your resources.** These might include, but are not limited to budget, donations of material, the time and talents of involved individuals or related events that you can use to highlight your efforts.
- ü **Remain flexible.** Revise your plans if circumstances or resources change, or if parts of your plan are not working. And stick with what does work!

Basics of a Media Strategy

TRAINER'S GUIDE: *Developing a Media Strategy*

Share the following considerations with participants, as things to think about when developing a media strategy:

- ü Learn about the media available in your community, town and country. Read the paper, watch TV, if available, and listen to the radio.
- ü Discover reporters who may cover issues similar to yours and whether they are reporting on them positively or negatively. It is good to establish relationships with friendly people in the media. This targeting may mean that you gain a friend and possibly a champion in the media.
- ü A media campaign can influence public opinion, persuade opinion leaders and generate debate.
- ü Some communities are very isolated and have no access to the more common forms of media today. Other ways of communicating your message need to be considered such as: word of mouth and community meetings.
- ü Remember that media professionals need news. Often, there is one or two days of the week when it's easier to get your story covered because it's a "slow news" day. Regardless of whether there is a lot or a little happening in the community on any given day, journalists still have newspapers to fill. They will be more than happy if you help them do their jobs!

THE MEDIA and HOW TO USE IT

Introduction

We already have an idea of what the media is, what kind of issues and stories make the news and how to establish media relationships. In implementing our media strategy, we also need to consider the reach of these media and which media are most effective in our own particular communities. Regardless of which media you use, remember to repeat your campaign message over and over again and to use the **KISS Principle** as a guide.

KISS Principle

Keep it Short and Simple

Formal Media

ACTIVITY: Group discussion

- Ø Brainstorm ways to target various media: print and electronic

TRAINER'S GUIDE: Group Discussion on Formal Media
Discussion should include:

THE PRINT MEDIA

Newspaper

There are strategies related to newspapers, which you can include in your media campaigns. Consider the following:



- ü **Write press releases.** Even though most newspapers are based in big cities like Islamabad, Karachi, and Lahore, stories about outlying areas, particularly when good pictures accompany them, are usually welcome. You should have already established some relationships with the media, and can use those contacts when you submit your press releases.
- ü **Write letters to the editor.** This section of the newspaper is widely read and it presents a wonderful opportunity to express yourself about issues of importance to you and your community. Even if your letter is not printed, writing the letter is a good way for you to organize your thoughts. If you are considering writing letters to the editor, remember they must be written immediately after the article on which you are commenting appears or the event or issue you are commenting on has occurred. Be as brief as possible, and if you have information to add to what was printed in the article you are commenting on, include it.
- ü **Advertise.** Depending on your budget, you can also pay for an advertisement in the newspaper.
- ü Remember that print media is about words and sometimes photographs. Their deadlines are often daily or weekly. Different newspapers target different audiences. Keep these factors in mind when targeting print media.

Newsletters and Magazines

Consider the following ways to use newsletters when implementing your media strategy:

- ü Many NGOs publish regular newsletters to keep their membership informed about activities and issues. If you know of NGOs that are interested in your issues, it may be useful to establish relationships with them and ask them to print your articles where you address a common issue.
- ü Consider starting your own newsletter if your budget will allow it.

THE ELECTRONIC MEDIA

Radio and Television

Electronic media has traditionally referred to television and radio but now also includes the Internet.

To access the electronic media:

- ü Use **press releases** to invite journalists to cover events.
- ü Send information to the producers of **talk show programs** and ask them to devote a show or a segment of a show to your issues. The research you have done to see what issues each show devotes time to, will help you target your letter appropriately.
- ü Write to producers of **other programs** that might be sympathetic to your cause. Provide background material and the names and contact information for resource people on the issue. Suggest that they do a show on your issue.
- ü There are many TV and radio shows that have **call in segments**. Use these segments to call in and get your issues on the agenda.
- ü Follow up on all contacts made with a phone call or letter.
- ü Radio is about sound and TV is about sound and pictures. Radio programs can be very immediate when covering news – they seek news all day long and often report on events minutes after they’ve taken place. As a result, they have a large appetite for “breaking news”. TV, however, requires more time to cover a story, partly because they have to get video cameras out to the location and the video footage from the location to the studio. TV stories often only include a “sound bite” (a short statement or part of a statement) from politicians because they also need to allow time for the announcer and the journalist as well as the images/scenes. TV journalists also look for stories that include good images.

The Internet

Become familiar with the Internet, as it is a very important means of spreading information. In recent years it has become a major method for communication and it can get your message out to a large number of people in a very efficient way and very quickly. Another possibility is to join “e-groups” with a wide distribution list such as womenp@yahooogroups.com. Not only can you learn more about what is going on in the community, you can advertise your own events. Also remember to collect people’s email addresses (if they have accounts) when doing voter identification and outreach activities.

Informal Media

In many areas of the country where access to formal media is limited we have to rely on other forms of media such as:

- ü **Word of Mouth.** Get your message out by telling community leaders, religious leaders, teachers, etc. Prominent people reach a large number of people in the community and their opinion is well respected.
- ü **Pamphlets, flyers and bulletins** are a good way to provide information on your organization or issues. Remember to make them clear, short and easy to read.

- ü **Loudspeakers** are often used to publicize events and meetings. It is important to be considerate as to the time of day that you use this method and to ensure that your message is being transmitted clearly through the speakers.
- ü **Attending special events** that attract a lot of people on a particular day is an effective way to get your message out. Sporting and other community events provide a “captive” audience.
- ü **Community meetings** are a good way to reach out to people in your community. They can take many forms including a village meeting or a religious gathering such as *meelad*.
- ü **Walk-about**s are another effective way of getting out and meeting community members and communicating your message directly to your constituents.

WRITING PRESS RELEASES

TRAINER’S GUIDE: *Preparing a Press Release*

- Ø Distribute the handout on Preparing a Press Release, including the sample NDI press release and review with participants.
- Ø Press releases should be sent to the media house in a timely manner before the event. Doing so will increase the likelihood of them being published and enhance your relationship with the agency.
- Ø An effective press release should:
 - ü Be written in a standard form.
 - ü Be one page long and definitely no more than two.
 - ü Be printed on plain white paper, usually standard size business paper.
 - ü Be computer generated or typed.
 - ü Leave a margin of about 1 ½ to 2 inches around the edges of the text. This allows the editor or reporter room to make notes in the margins.
 - ü Clearly state contact information. If you have personalized stationery, use it – this helps to identify your organization as the source of the press release. If your address is not on the paper you are using, type the complete address in the upper left-hand corner of the page. The name and phone number of the contact person should be included.
 - ü Start with a headline. The headline – title and subject of the press release should be written in ALL CAPITAL LETTERS.
 - ü Put the interesting part of the story near the beginning of the press release; often editors don’t read past the headline and first paragraph.
 - ü *Answer the following in the first paragraph:*
 - **Who** is the subject of the story? A person, group, event or activity;
 - **What** is happening that the media should know about;
 - **Where** the event is going to take place;
 - **When** it will take place – date, day of the week and specific time; and
 - **Why** is this so important? The reason should be compelling and specific

- ü Include a quote from someone involved in your event/activity and describe clearly who that person is and why s/he is important.
- ü Be brief and to the point.
- ü Have the word “more” typed on the bottom of the first page if the release is longer than one page, and “end” at the bottom of the last page.
- Ø Follow-up your press release with telephone calls, to make sure that it has been received. A follow up call also helps to build relationships with media personnel.
- Ø Some media professionals - especially in local media that do not have the resources to send journalists to every event - are willing to print the press release almost exactly as it was written. Include a photograph, if relevant, and you’ve helped them to do their job. Meanwhile, they’ve helped you to communicate your message. Everyone wins!

DEVELOPING A MEDIA STRATEGY

Ø Questions to ask yourself when developing a Media Strategy:

1. What is your goal?
 - *What message are you trying to convey?*
 - *Who is your audience?*
 - *What is your desired effect*
2. How will you achieve your goal?
3. What do you want the media to tell the public about you and your team?
4. What resources are available to you?
5. Do you or people you know have media contacts?

Tips for Developing Your Media Strategy

- ü Get others involved
- ü Determine your goals and objectives
- ü Create your campaign message
- ü Identify your target audience
- ü Identify media opportunities
- ü List your resources
- ü Remain flexible

PREPARING A PRESS RELEASE

Ø An effective press release should:

- ü Be written in a standard form.
 - ü Be one page long and definitely no more than two.
 - ü Be written on plain white paper, usually standard size business paper.
 - ü Be computer generated or typed.
 - ü Leave a margin of about 1 ½ to 2 inches around the edges of the text.
 - ü Clearly state contact information.
 - ü Start with a headline, written in ALL CAPITAL LETTERS.
 - ü Have the names of the people receiving it printed clearly on the release.
 - ü Announce an issue of importance for which you want media attention.
 - ü Be brief and to the point.
 - ü Answer the following in the first paragraph:
 - **Who** is the subject of the story?
 - **What** is happening?
 - **Where** is the event going to take place?
 - **When** will the event take place?
 - **Why** is this so important?
 - ü Be as accurate and specific as possible.
 - ü Have the word “more” typed on the bottom of the first page (if the release is longer than one page), and “end”, the number – 30 – or the symbols ### at the centre bottom of the last page.
- Ø Follow up the press release with telephone calls.

SAMPLE PRESS RELEASE



PRESS RELEASE

For Immediate Release
August 24, 2004

Contact: Yasir Dildar at (051) 2255992

NDI TO HOLD REGIONAL WORKSHOP ON WOMEN'S POLITICAL PARTICIPATION

Islamabad, Pakistan— The National Democratic Institute for International Affairs (NDI) will hold a four-day regional workshop beginning on Monday, August 30th to launch its initiative entitled “Supporting Women Political Leaders in Muslim South Asia”. This 15-month project is designed to encourage women’s political participation in Afghanistan, Bangladesh and Pakistan. It aims to enhance the capacity of women in the region to successfully campaign for office, to effectively serve as elected officials at the local levels, and to serve as leaders within their political parties. Project funding has been provided by the Bureau of Democracy, Human Rights, and Labor of the US Department of State.

The opening session of the workshop is open to invitees only and will take place from 9:30am to 1:00pm at the Holiday Inn in Islamabad. It will feature remarks from Justice (Retd.) Majida Rizvi, Chairperson of the National Commission on the Status of Women. Representatives from six major Pakistani political parties will sign the Global Action Plan (GAP) developed in December 2003 by an international working-group of women party leaders from 27 countries including Bangladesh and Pakistan. The GAP encourages parties to take steps to increase women’s leadership opportunities in recognition of the vital role they play in the reform, renewal, and modernization of political parties and governance. The opening session will also feature panel discussions on regional obstacles to women’s political participation and strategies to overcome them. Panelists will include political party leaders from Afghanistan, Bangladesh, and Pakistan as well as Nursanita Nasution, an Indonesian Parliamentarian. Please see the attached list of tentative panelists and the draft agenda for the opening session for more information.

During the training-of-trainers workshop that will begin after the opening session, fifteen women selected by leading political parties from each country will collaborate with regional and international women trainers. With NDI’s support, participants will then undertake activities tailored to the specific political needs and interests of women in each of the three countries.

Note: the opening session on Monday, August 30th and the four-day workshop that follows are by invitation only. Journalists interested in covering the opening session should contact Yasir Dildar at the number listed above.

NDI is a nonprofit organization working to strengthen and expand democracy worldwide. Calling on a global network of volunteer experts, NDI provides practical assistance to civic and political leaders advancing democratic values, practices and institutions. NDI works with democrats in every region of the world to build political and civic organizations, safeguard elections, and to promote citizen participation, openness and accountability in government.

NDI has worked in Pakistan for over 14 years. For more information, please visit our website at www.ndi.org

Module 8: Public Speaking

OBJECTIVES

- ▶ To develop public speaking skills
- ▶ To reduce anxiety related to public speaking
- ▶ To practice giving and receiving constructive criticism (feedback)

MATERIALS

- ü Copies of the handouts
- ü Flipchart Paper
- ü Markers

Speeches and Presentations

TRAINER'S GUIDE: *Preparing and Delivering a Speech*

- Ø Provide a brief introduction to the art of public speaking. Provide a definition and some background information such as the following:
 - The act of public speaking could be defined as: “a talk or address, especially one delivered to an audience.” Yet, to many people, the notion of speaking in public has the effect of rendering one speechless. Some studies show that many view public speaking as their number one fear.
 - Yet so many professions and careers require us to address an audience of some kind and size at one time or another. For example, teachers, business people, and politicians all speak in public. Some circumstances may require a more formal delivery of information and may be more nerve-racking than others that are more casual and generally presented to smaller audiences. What many people with a fear of public speaking do not realize is that whether at work, at home or at school, we all do speak in public on a daily basis at one level or another.
 - Remind participants that sooner or later, we all are called upon to get up in front of a group of people and speak. This experience can be either harrowing or pleasant depending on our preparation
 - Tell them that the following tips are designed to make public speaking less stressful.
- Ø Distribute the handout on *Tips for Making an Effective Speech of Presentation* and review with participants.

ACTIVITY: Demonstrating Good and Bad Public Speaking Habits

- Ø Demonstrate a good introduction to a speech followed by a bad introduction.
 - Good example: Standing straight, making eye contact – introduce yourself loudly and clearly stating your name, where you are from, party and purpose for speaking (convincing the group why you should be nominated for a leadership position in the party).
 - Bad example: Wringing your hands, speaking softly, stuttering, and looking at the ground, start into a speech about why you should be nominated for a leadership position within the party.
- Ø Ask a few participants to volunteer to demonstrate good and bad speaking habits. Pick different aspects of delivering good speeches and have women demonstrate good and bad habits.

ACTIVITY: Confronting Our Public Speaking Fears and Moving Beyond Them

- Ø Go around the room and ask each participant to name the one thing that she fears most about speaking in public.
- Ø Write a summarized version of each answer on a flipchart.
- Ø If the same answer comes up again, put a check mark next to it each time it is mentioned.
- Ø Once everyone has had a chance to acknowledge their fears, count up the number of times each answer was mentioned.
- Ø Lead a brainstorming session on the top three fears and ways to reduce them.
- Ø At the end of this session, distribute the handout on *How to Manage Your Fear and Speak with Confidence* and review it with the participants. Highlight any strategies that they did not consider.

ACTIVITY: Practice Speech

- Ø Explain that each participant will be presenting on an assigned topic from the material presented in previous sessions. For example, if your training program has covered topics such as “strategies for seeking party nominations”, “the qualities of a good leader”, and “the roles and responsibilities of local government” use these as topics for practice speeches.
- Ø Give each participant a topic and inform them that:
 - They will have only five minutes to prepare their presentation, starting from when they receive their topic.
 - They will have only two minutes to make their presentation.
 - After each presentation, two participants will be called upon to give the presenter constructive feedback about their presentation. Pass out two copies of the *Presentation Feedback Form* to each participant and assign them two other people to whom they will provide feedback. Briefly review the form so participants understand what they should be looking and listening for during the speeches.
- Ø After giving the participants five minutes to prepare, start the presentations using a stopwatch or a watch with a second hand to time them. Allow one to two

minutes for feedback on each presentation divided between the two reviewers. Be sure that something positive is mentioned about each speech.

- Ø *Debrief:* Were they able to reflect presentations from earlier sessions accurately? In other words, have they learned new things as a result of the training? Was it easy or hard to keep talking for two minutes? Were their presentations effective in terms of their speaking style?

ACTIVITY: Quiz on Body Language and Communication Styles

- Ø Prepare a flipchart with the following categories:
 - q Words _____
 - q Voice (tone, rhythm, volume, etc.) _____
 - q Body language _____
- Ø Ask each participant to take out a piece of paper and write these categories on the sheet. Ask participants to guess what percentage of a message is communicated using each one of these categories. The total should add up to 100 percent.
- Ø Give participants a few minutes to think about it and write their answers.
- Ø Ask a few volunteers to read their answers out loud and write them on the flipchart.
- Ø Then provide the participants with the answers below:
 - q 7% of any message is communicated with words.
 - q 38% is relayed by voice (tone, accent, volume, rhythm).
 - q 55% is communicated by non-verbal body language.
- Ø Explain to participants that there are two ways to communicate non-verbally:
 - q 1. Body movements such as facial expressions, gestures, and posture.
 - q 2. Spatial relationships – distance you put between yourself and the other person.
- Ø Emphasize that it is important to understand the importance of non-verbal communication because over 50% of communication is received from body movements. Provide participants with an example by saying “I am very angry” very softly and gently using pleasant, happy facial expressions.
- Ø Ask participants how this information could be useful when speaking in public.

TRAINER’S GUIDE: Image and Presentation

- Ø Distribute the handout on *Image and Presentation* and review it with the participants.
- Ø Emphasize that first impressions are important. Lead a discussion on the difficult decisions Pakistani women politicians may face when choosing how to present themselves. For example, what message will it send if a woman politician goes out “bare-headed”? What about women politicians in a full head scarf? Are men as carefully scrutinized as women in terms of their appearance?

Political Speeches

ACTIVITY: *Making a Political Speech*

- ∅ Distribute the handout on *Preparing an Effective Political Speech* and review with participants.
- ∅ Divide the participants into smaller groups of 4 or 5 people each.
- ∅ Ask each group to outline a speech to launch a political campaign.
- ∅ Ask each group to choose one person from the group who will give a three minute presentation to the larger group.
- ∅ Have the rest of the participants from each group role-play the voters and react to the presentations while they are going on.
- ∅ Following each presentation critique the speeches as a group, using issues raised during the discussion on political speeches. Be sure to focus on what each participant did well. Other comments should start from how she might improve, not simply what she should improve.

Interviews

TRAINER'S GUIDE: *Preparing for an Interview*

- ∅ Distribute the handout on *Preparing for an Interview* and review with participants. Note that most of the tips that apply to making a speech also apply to interviews.

ACTIVITY: *Interview Practice*

- ∅ Organize participants into pairs.
- ∅ Each pair will conduct two interviews taking turns as the interviewee.
- ∅ Allow 3 minutes for each person to be interviewed.
- ∅ Discuss and critique the experience in the larger group.

Tips for Making an Effective Speech or Presentation

Know Your Topic

- ü If you can, choose a topic that you enjoy and know well. Your passion for the subject will come through in your delivery.
- ü The most important rule of public speaking is to become familiar and comfortable with what you are talking about – the subject of your presentation.

Know Your Audience

- ü Knowing who you will talk to can help you adjust what you will say. Consider their level of education, their interests, and their knowledge of your topic.

Know the Program

- ü Are you the only speaker? What is the order of appearance? Will you be the first or last speaker? Will there be a panel of speakers?
- ü Verify how long you will speak. It's always a good idea to time a speech so that you know you will fill your allotted time slot.
- ü Be aware of how much time will be allotted for questions and answers, if any.

Prepare Your Speech

- ü Know what you want to achieve as a result of your presentation. Define the core purpose of the speech. Do you want to...Persuade the audience? Educate them? Encourage them to take a specific action?
- ü You need to know exactly what you want your audience to remember from your speech. In 25 words or less write down what you want the audience to know. Once you know what that is, reduce it to three or four points and elaborate on just those points. Illustrate each point with at least one example that will create a picture in the minds of your audience. Too much information can be just as deadly as not enough while giving a speech.
- ü Outline the substance of your presentation using quotes, examples, facts and other interesting information.
- ü Write the opening or "attention getting" statement of your speech.
- ü Write the closing part of your speech. Aim for a strong finish. It should be a stirring statement in which you issue your call to action, make a declaration, refer to your opening comments and summarize your main goal.
- ü Don't write out the rest of your speech in full. Instead, write out the main points. If you write it out in full sentences, you will worry about using exactly the same words that you have on the paper when you are giving your speech. You want to sound confident, not rehearsed.
- ü In any good presentation, you will tell the audience what you are going to tell them (the opening), tell them (the body of the speech), and tell them what you told them (the closing).

Practice, but Not TOO Much

- ü Practice your entire speech before the presentation. Be thoroughly familiar with it, but do not memorize it. If you practice too much, it may show. In other words, it may appear to your audience as if you're doing this speech for the hundredth time, especially if you are! Practice with another person who can give you helpful comments. Practice in front of a mirror.

Other Preparations

- ü Try to visit the venue before the event. Check the room and equipment.
- ü Decide what you will wear ahead of time. Make sure it's something you feel comfortable in and something that makes you feel confident. Deciding what you will wear ahead of time will make you less nervous the day of the speech.

Relax

- ü If you are feeling nervous, use some relaxation techniques before you start. If you can find a place to be alone, jump up and down or stomp each foot really hard. This exercise will ground you and release tension. Shake your hands and clench and unclench your fists. This action will keep your hands from shaking too much. If trembling is really a problem, hold onto the podium while you speak. Stick out your tongue, open your eyes and mouth as wide as you can, then scrunch your face into a tight ball. This will relax the muscles of your entire face. Breathe deeply and make a small humming sound to warm up your voice.
- ü Drink water (not coffee, tea, milk, or fizzy drinks) and have more close by, dry the palms of your hands with tissue paper if they are sweaty, and you're ready.

Deliver the Speech

- ü Observe proper protocol: recognize dignitaries at the beginning of your remarks.
- ü Do not read the speech – you want to be natural, enthusiastic and excited. Talk to your audience. Write an outline with key words or phrases on index cards that you can hold in the palm of your hand, and then practice giving the speech. Only look down at your notes every now and then when absolutely needed.
- ü Be precise; use simple words and short sentences. Avoid acronyms.
- ü Avoid the overuse of statistics. While important, statistics can be confusing. If there are important statistics, hand them out at the end of your presentation. Stories about real people are always more compelling than numbers.
- ü Maintain eye contact with the audience. This technique will help to hold their attention and emphasize main points. Make eye contact with one person at a time and hold it for about five seconds.
- ü Use hand gestures to explain yourself and your points. Gesturing too much distracts the audience. Not gesturing at all makes you seem stiff and unnatural.
- ü Stand up straight and stand still. Don't play with your hair or adjust your dupatta.
- ü Use your nervousness to your advantage. Being nervous is normal. It gives us the adrenalin we need to focus on the immediate task. Try to channel this nervous energy into enthusiasm and excitement. Don't forget that the audience is there, usually, because they care about what you are saying and want to hear you say it. Find those individuals in the audience who are smiling and giving you positive feedback – they will help keep you confident.

Manage Questions

- ü Take questions from the entire audience rather than a select few. Listen carefully and treat each question equally. Repeat all positive questions so that the audience can hear them. Do not become drawn into a "one on one" with any one questioner, or allow one questioner to dominate the audience. Respond as simply and directly as possible.
- ü Do not be afraid to say "I don't know", and either promise to get back to them with information or invite them to contact you at a later date.

How to Manage Your Fear and Speak With Confidence

Speaking or giving a talk publicly can be very nerve-wracking. If you find it hard to speak in front of a crowd then doing so may make you panicky, break out in a sweat or just extremely nervous. Everyone who has spoken in front of a group has experienced stage fright at one time or another. The good news is that once you begin your talk and warm to your subject, the stage fright usually goes away. To avoid nervousness and to speak confidently, you must be prepared.

1. Unless it can't be helped, always try to speak on a subject you know well and are comfortable talking about. The better you know the topic and the more information you have on it, the easier it will be for you to talk about it.
2. Prepare your speech well ahead of time. Write out exactly what you are going to say at the beginning and end of your speech and the main points of the body of the speech. The more prepared you are, the more confident you will feel about giving your speech.
3. Try to look at your audience as you talk to them. If you find it hard to look them in the eye, try looking just above their heads or at their foreheads/noses and be sure to move your eyes around the room, so that everyone feels like you are talking to them.
4. Try to stand with good posture because this will make you look confident even if you are not. Relax your shoulders and arms. Balance your weight between both feet, being careful not to rock back and forth.
5. Try to pace yourself and not talk too quickly, and remember to pause at moments when a pause is needed, so that you can catch your breath and get your thoughts together. Don't be afraid of being silent for a few moments to remember what you were going to say next; the audience will wait with excitement for your next point.
6. If you are really anxious about speaking publicly, try to build confidence one step at a time. Try speaking in front of smaller groups first and gradually increase the size of your audience.
7. Confidence can be gained through practice. Once you have practiced something and feel safe in the knowledge that you can do it, in this case – when you know what you are talking about - you will feel more confident about doing it. Practice your speech prior to your speaking engagement. Get someone you trust to listen to you and ask them to give you their opinion and any suggestions that may help you. Although it may sound stupid, practicing in front of a mirror is another good way. This helps you to see what you look like as you give your speech. You can get your posture right and see how your hand movements look to the audience.
8. Don't worry too much about it. Just relax and try to enjoy it. The more relaxed you are, the easier you will find it and the better you will appear to your audience.

Presentation Feedback Form

Use this guideline to assist in evaluating the presentation and style of a speaker. Rate each factor on a scale from 1 – 4. Be honest – receiving constructive criticism is the only way we can improve as speakers. But be sure to also compliment someone on things they do particularly well.

	1 Needs work	2 OK	3 Good	4 Outstanding
Presentation Structure				
Clear purpose				
Main points highlighted in opening				
Core purpose restated in closing				
Other Comments				
Posture and Gestures				
Stood still with good posture				
Used gestures comfortably and naturally				
Avoided playing with hair, adjusting dupatta, and fidgeting				
Other comments:				
Eye Contact				
Looked at eyes and noses				
Looked at everyone in the room				
Held eye contact for 5 seconds each				
Avoided looking at visuals or notes while speaking				
Other comments:				
Other Suggestions:				

Image and Presentation

Women candidates and political activists are subjected to a lot of scrutiny about their appearance (for mostly irrelevant reasons) by both their friends and strangers. Accept this as a reality and prepare yourself, even if it bothers you.

You will not get a second chance to make a first impression

First impressions are made quickly and a negative impression is difficult to overcome. In a split second, people will form opinions about you in terms of your economic and educational background, your social position, your experience, your trustworthiness, your moral character and your success at your current or previous work. Accept that your audience will form an impression of you based on their assumptions. Ensure that their assumptions give you an advantage.

The key is to develop sensitivity and awareness of the image you present. Wear what you must to have your audience accept you. The way to do this is to find the balance between comfort and creating an image that reflects your style of leadership. People can tell if someone feels uncomfortable or their appearance is unnatural.

Plan your wardrobe ahead of time

Your clothes reflect you. Because of this, plan your wardrobe with the same diligence you give to your other political activities.

How and Why

The colors you wear are very important. You want to wear colors that make you seem healthy and alive. Avoid colors that make you appear pale, show dark circles under your eyes or otherwise unhealthy. Colors are traditionally associated with different qualities. Black, dark gray, dark blue, dark green and deep red often mean “strong and dependable.” Think about the message you want to send. Use color to show yourself at your best.

Color for the media

The color of your clothes is very important if you go on television. For example, if they use a dark backdrop and you are wearing dark clothing, you will not be very visible. Color comes out differently on television and video. Too many dark colors, black in particular, will affect visibility. Black, white and red will appear very stark to the camera. Pale colors, like pink clothing, will appear faded. Patterns such as checks or lines will also appear stark. But sometimes larger patterns can be effective although solid colors are usually better.

Accessories

Accessories that are interesting and stylish can add to your appearance. Use them but sparingly. Dangling earrings and bangles can distract audience attention from what you want to say. You want the audience to pay attention to you, not your accessories.

Preparing an Effective Political Speech

The following points are helpful in developing a persuasive political speech:

- ü Establish a connection with the audience by demonstrating a shared concern.

“Hello. My name is Gulmina Habib and I am a candidate for the local council. I would like to talk to you about problems that I can solve if you elect me. One of the concerns I share with you is our village’s financial problem. Everyday, I see my brothers and sisters having a difficult time finding the money to buy oil or salt in the market...”

- ü State the problem, how it affects the audience, and support it with evidence.

“I have observed a great number of people who are having many difficulties raising enough money to survive. The people of this village do not have enough opportunities for raising money. Many voters have shared with me their frustrations about this important issue...”

- ü State your position on the issue.

“I believe that we must make small scale income generation our top priority. If I win this election, I promise to improve our village by bringing more income generating opportunities here. I will work to increase economic opportunities for villagers...”

- ü Give your solution and show how it benefits the voters.

“If I am elected I will work to involve more people in small income generating projects. As a result, their financial problems will improve...”

- ü Show the voters how the village would be if this problem were solved.

“In closing, I want you to imagine what our village could be like if I am elected. There will be effectively monitored income generation projects providing villagers the extra money they need to supplement their farming. People will not be struggling just to meet their basic needs. Please vote for me so that I can make this vision of a wealthier, happier village come true...”

- ü Ask for their support and their vote.

“Lastly, I would like to say that your valuable vote would provide me an opportunity to work for the development of our village. In order to help me improve our village’s economic situation, I request that you vote for me, Gulmina Habib. Thank you.”

Preparing for an Interview

- Ü **Prepare your material for the interview.**
 - Gather all the necessary information and review it before the interview.
 - Practice making your point in interesting ways using vivid language, unusual examples, illustrations or statistics.
- Ü **Be clear about your goals.**
 - Have a clear understanding of:
 - Ü What you want to achieve through the interview
 - Ü Who the audience is
 - There are two main types of interviews:
 - Ü A personality interview: the purpose is to ask questions about you.
 - Ü An issue interview: the purpose is to ask questions about an issue or an event.
- Ü **Be confident.**
 - Do not let nervousness prevent you from participating in an interview. You will be talking about something that you are familiar with, so do not be shy or hesitant.
- Ü **Stay calm.**
 - Overcome nervousness by thinking of the interview as a conversation.
 - Beware not to fall into traps laid by journalists. For example some will deliberately try to make you lose your temper to make you look bad.
 - Tell the truth. Saying “I don’t know” is better than telling one small lie.
- Ü **Confirm details.**
 - Prior to the interview, confirm the date, time and place for the interview
 - Prepare yourself for the interview based on your knowledge of the interviewer’s style and the format of the show:
 - Ü Will the interview be live or taped?
 - Ü Will you be interviewed alone or as part of a panel?
 - Ü How long will the interview be?
 - Ü Will the interview be:
 - On the record? (Whatever is said may be published and attributed by name)
 - On background? (Whatever is said may be published with an agreed upon identification – “an official spokesperson” or “well-informed source”)
 - There is no such thing as “off the record”.
- Ü **Clarify your message.** An interview may be a few seconds or five minutes.
 - Limit yourself to the **three most important points** that you want to make.
- Ü **Have examples ready.**
 - Prepare a brief example to illustrate each point.
 - State the facts about your issue. However, avoid giving detailed statistics in an interview because they tend to be confusing to listeners.
- Ü **Practice.**
 - Practice with a colleague, friend or family member who will act as interviewer.
 - Try to be as natural as possible.
- Ü **Maintain eye contact with the interviewer.**
 - Always look directly at the interviewer. Do not worry about the camera.
- Ü **Focus on all aspects of the interview.**
 - Pay attention to the body language of your interviewer, and look for non-verbal cues.
- Ü **Be relaxed and professional.**
 - Consider clothing that allows you to be comfortable and relaxed and will also give you confidence and a professional look.

Appendix: Table of Contents

- 1: Sample Participant Registration Form**
- 2: Sample Attendance Sheet**
- 3: Sample Ground Rules for Training**
- 4: Sample Workshop Agenda**
- 5: Sample Workshop Objectives**
- 6: Sample Daily Evaluation**

REGISTRATION FORM

Supporting Women Political Leaders in Muslim South Asia

Name of Trainer: _____
Political Party: _____
Date(s) of Training: _____

Name of Participant:

Address, Phone Numbers, Email, etc.:

Educational Background:

Occupation or Work Experience (*Note*: housework is work):

Organizational Experience (*for example*, participation - past and present - in groups and leadership positions held in each group or experience):

Political Party Background, Experience and Positions held in party:

GROUND RULES FOR TRAINING

1. **Punctuality:** Arrive on time to each workshop session. Arriving late is a sign of disrespect to the trainer and to your fellow participants.
2. **No Disturbances:** Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
3. **Respect Others:** Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.
4. **Participation:** You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute and encourage others to do so.
5. **Agree to Disagree:** During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions about politics as healthy exchanges rather than personal attacks. There will be a tolerance of differences in approaches and strategies. Everyone should contribute to a safe/non-judgemental environment.
6. **Ask Questions:** There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break. Please do not think any question you have is unimportant.
7. **Give your honest feedback:** At the end of each day you will be given a form for your feedback on making this training better next time. Please be honest! Constructive criticism is appreciated and is the only way that we can improve.

SAMPLE AGENDA

INSERT PARTY LOGO HERE

INSERT NAME OF PARTY HERE
Training for Women Political Activists
December 20th – 21st, 2004
Party Headquarters, Islamabad

Monday, December 20th, 2004

- | | |
|----------------------|---|
| 9.00 – 9.30 | Registration |
| 9.30 – 10.00 | Introductions, Workshop Objectives, and Ground Rules |
| 10.00 – 11.30 | Women and Politics |
| 11.30 – 12.45 | Building Leadership Skills |
| 12.45 – 1.00 | Evaluation |

Tuesday, December 21st, 2004

- | | |
|----------------------|--|
| 9.00 – 9.30 | Registration |
| 9.30 – 11.00 | Developing Party Platforms |
| 11.00 – 12.15 | Conducting an Advocacy Campaign |
| 12.15 – 1.00 | Closing Session |

SAMPLE OBJECTIVES

- ✓ To identify barriers to women's participation in politics and within our party in particular
- ✓ To develop strategies to overcome these barriers and increase opportunities for women in politics generally and within political parties specifically
- ✓ To develop self-awareness and self-confidence
- ✓ To develop strategies to increase leadership capacities
- ✓ To consider the party's platform and ways in which it does or does not address women and women's issues.
- ✓ To think through pro-women policies that the party might adopt to strengthen its outreach, appeal, and service to women.
- ✓ To learn political negotiation and advocacy skills
- ✓ To develop strategies to create or strengthen party and community networks for information and support.

SAMPLE DAILY EVALUATION
INSERT PARTY LOGO HERE

DAILY EVALUATION

Training for Women Party Activists
December 20th – 21st, 2004

DAY ONE: Monday, December 20th, 2004

COMPONENTS/TOPICS	RATING				
	Unsatisfactory	Average	Good	Very Good	Excellent
Introductions, Objectives, and Ground Rules					
Women and Politics					
Building Leadership Skills					

Which session(s) did you like best and why?

Which sessions did you find least useful and why?

What is the most important thing that you learned today? What information will be the most useful to you as a political activist?

What aspect of the training do you see yourself using within the next two months? Where, with whom and how?

Please give one or two practical suggestions for how we could improve today's training:
